

Grade 2: Module 1: Cycle 1

Overview

Introduced in This Cycle

Review of syllable types: closed, open, and magic “e” (CVCe)

High-Frequency Words

n/a

Cycle Word List

In this cycle, students review the understanding that every syllable in a spoken word contains a vowel sound and that the vowel sound can be “shown” in print by a letter or a particular pattern of letters. Closed, open, and CVCe syllable types, introduced and worked with in first grade, are reviewed. In addition, they begin to review and practice decoding two-syllable words with those syllable types. Examples of words used this cycle include:

Closed	Open	CVCe	Two-syllable words
can	no	bone	invite
chin	she	cane	moment
jump	we	mule	napkin
stop		smile	pancake



Cycle-at-a-Glance

Lesson 1

RF.1.2, RF.1.2a, RF.1.3, RF.1.3a, RF.1.3c

Agenda

1. Opening (5–7 minutes)

A. Vowel Sounds: Sound Sort

2. Work Time (10 minutes)

A. Vowel Sound Spelling Patterns: Closed, Magic “e,” and Open Syllable Types

B. Syllable Type: Build a Word (optional) (“den-tist,” “pan-cake,” “pine-cone,” “pic-nic,” “mo-ment,” “sun-shine,” “si-lent,” “up-set,” “un-til,” “con-crete,” “back-bone,” “rep-tile,” “in-vite,” “pro-gram”)

3. Closing and Assessment (3 minutes)

A. Reflecting on Learning: What Does It Mean to Be Proficient or Really Good at Something?

4. Independent Work Rotations (40–45 minutes)**Daily Learning Targets**

- I can identify the vowel sounds in spoken words.
- I can examine the spelling of vowel sounds in a printed word, and determine the syllable type (closed, open, or magic “e”).
- I can examine the spelling of vowel sounds in a printed syllable, determine the syllable type, and use that information to combine it with another syllable to make and read a word (real or nonsense).

Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify the vowel sounds in a spoken word.
- Observe students during Work Time A. Determine whether they can identify the sound-spelling pattern (syllable type) in a word that indicates the long or short vowel sound in the word.
- Observe students during Work Time B. Determine whether they can decode a syllable by thinking about the syllable type and “build” and read a two-syllable real or nonsense word based on that information.

RF.3, RF.1.3d, RF.2.3a, RF.2.3c, L.2.2, L.2.2d**Agenda****1. Opening (5 minutes)**

A. Building Two-Syllable Words for the Poem: “A Moment in Time”

2. Work Time (15 minutes)

A. Understanding How Print Communicates Sound: Magic “e” Spelling Pattern in “A Moment in Time”

B. Reading and Writing Words: One- and Two-Syllable Words: Closed, Open, and Magic “e”

3. Closing and Assessment (3–5 minutes)

A. Reflecting on Learning: How Do You Get to Be Proficient or Really Good at Something?

4. Independent Work Rotations (40–45 minutes)**Daily Learning Targets**

- I can identify the syllables and vowel sounds in words. (RF.1.3, RF.2.3)
- I can use what I know about the closed, open, and magic “e” syllable types to read the poem “A Moment in Time.”
- I can read and spell words with the closed, open, and magic “e” syllable types. (RF.1.3, RF.2.3, L.2.2)

Ongoing Assessment

- Observe students during Opening A.
 - Determine whether they can identify the number of syllables in spoken and written words.

Lesson 3

RF.2.3, RF.2.3a, RF.2.3c, L.2.2, L.2.2d

Agenda

1. Opening (5 minutes)

A. What's Wrong?: Using Knowledge of Open, Closed, and Magic "e" Syllable Types to Decode Words in a Sentence

2. Work Time (15 minutes)

A. Sentence Dictation: One- and Two-Syllable Words with Open, Closed, and Magic "e" Syllable Types to Spell Words in a Sentence

3. Closing and Assessment (3 minutes)

A. Reflecting on Learning: What Does It Mean to Be Proficient or Really Good at Reading and Writing?

4. Independent Work Rotations (40–45 minutes)

Daily Learning Targets

- I can use what I know about closed, open, and magic "e" syllable types to read a sentence, identify which word is spelled wrong, and tell how it should be spelled. (RF.2.3, L.2.2)
- I can use what I know about the closed, open, and magic "e" syllable types to spell words in a sentence. (L.2.2)

Ongoing Assessment

- Observe students during Opening A. Determine whether they can decode the words in the sentences as written, identify the misspelled word, and tell what pattern should be used to produce the correct vowel sound. Example: "This word says 'sade,' but it should say 'sad.' It shouldn't have that magic 'e' at the end."
- Observe students during Work Time A. Determine whether they can spell words using the closed, open, and magic "e" syllable types.

Lesson 4

RF.2.3, RF.2.3a, RF.2.3c, RF.2.4, RF.2.4b

Agenda

1. Opening (5 minutes)

A. Build a Word: Reading and Combining Closed, Open, and Magic "e" Syllables to Make a Two-Syllable Word

2. Work Time (15 minutes)

- A. Fluency: “A Moment in Time”
- B. Fluency: “The Storm”

3. Closing and Assessment (3 minutes)

- A. Reflecting on Learning: How Do You Get to Be a Proficient Reader?

4. Independent Work Rotations (40–45 minutes)**Daily Learning Targets**

- I can use what I know about closed, open, and magic e syllables to make and read a two-syllable word. (RF.2.3)
- I can read a familiar text fluently (smoothly, with expression and meaning, rereading and self-correcting when necessary). (RF.2.4)
- I can read a new text fluently. (RF.2.3, RF.2.4)

Ongoing Assessment

- Observe students during Opening A. Determine whether they can use what they know about the closed, open, and magic “e” syllable types to decode syllables.
- Observe students during Work Time B.
 - Determine whether they can quickly and accurately decode one- and two-syllable words using the closed, open, and magic “e” syllable types.
 - In addition, determine whether they can read with expression and meaning.

RF.3, RF.1.3d, RF.2.3a, RF.2.3c, RF.2.4, RF.2.4b, L.2.2, L.2.2d**Agenda****1. Opening (5–7 minutes)**

- A. Thinking about Myself as a Reader and Writer: Step on Up
- B. Fluency: “The Storm”

2. Work Time (10 minutes)

- A. Cycle Review: Review Cards

3. Closing and Assessment (3 minutes)

- A. Reflecting on Learning: Responsibility for Learning

4. Independent Work Rotations (40–45 minutes)**Daily Learning Targets**

- I can reflect on (think about) myself as a reader and writer.
- I can read a familiar text fluently. (RF.2.4)
- I can practice what I’ve learned. (RF.1.3, RF.2.3, L.2.2)

Ongoing Assessment

- Observe students during Opening B. Determine whether they can match their voices to the feeling of the words in the poem.
- Observe students during Work Time A.
 - Determine whether they can identify closed, open, and magic “e” syllable types.
 - In addition, determine whether they can read and write one- and two-syllable words with those spelling patterns.

Lesson 1 Teaching Notes

Purpose of lesson and alignment to standards:

- In this first cycle of second grade, whole group lessons review the crucial understanding that every syllable in a spoken word contains a vowel sound (either long or short) and that the vowel sound can be “shown” in print by a letter or a particular pattern of letters.
- Over the course of the five lessons, students identify the vowel sounds in words and examine the written patterns that produce them. They engage in explicit examination and review of the closed-syllable pattern to “show” short vowel sounds, and the CVCe (consonant, vowel, consonant, “e”) and open-syllable patterns to “show” long vowel sounds. These are all patterns taught in the Grade 1 curriculum. The sequence of lessons in this cycle supports the development of automaticity with these patterns. In other words, upon seeing each of these syllable types (i.e., vowel sound spelling patterns) in a written word, students’ minds automatically connect that pattern to the vowel sound it “shows.”
- This first cycle also supports the development of a classroom culture of growth mindset relative to reading and writing and students’ own role in the process. Daily reflections involve considering what being proficient or “really good at” something means and how people get proficient or “really good at” things. By the end of the cycle, students consider what they do to become proficient readers and writers.
- In Opening A, students explicitly identify the vowel sounds /a/, /e/, /i/, /o/, /u/, /ā/, /ē/, /ī/, /ō/, and /ū/ in words and categorize them as short or long (RF.1.2a). Then they consider the question: “What do these sounds look like in a written word?” The first several steps are deliberately detailed and scaffolded to review the concept of syllables, vowels, and the difference between long and short vowels. Your students may or may not need that level of review. Depending on their needs, consider whether your students will benefit from the earlier steps before starting on the Sound Sort itself.
- In Work Time A, students examine the written form of the words used in Opening A to discover two patterns that produce or “show” the long vowel sound (open and CVCe) and one that produces the short vowel sound (closed) (RF.1.3c). Again, your students may not need the detailed level of review provided by the sequence of questions in those steps. If students are automatic and proficient with the syllable types identified in this Work Time, consider simply inviting them to name the patterns and the rules of each syllable type (see notes in the Meeting Students’ Needs column in Work Time A).
- In Work Time B (optional), students play a game designed to practice decoding based on syllable type (vowel sound spelling pattern) and explore what is produced when two syllable

types are combined. As this is the first lesson in the module and students are likely still becoming familiar with routines and expectations, the Opening and Work Time A may take up the bulk of the whole group lesson time. This activity is also practiced individually during Independent Work Rotations, so it is not crucial that it happens during the whole group lesson.

- Three suggestions for independent work time after the whole group lesson are offered. All relate to the content and standards in the lesson. This time should be used to establish procedures and expectations for Independent Work Rotations and to administer any Baseline Assessments that may not have been completed before the beginning of the module.

How it builds on previous work:

- Over the course of the modules in the Grade 1 curriculum, students worked with five syllable types (i.e., written patterns representing a vowel sound). These include closed (CVC), open (CV), magic “e” (CVCe), r-controlled, and vowel teams (CVVC, CVV). In this lesson, students review the closed, magic “e,” and open syllable types in words with short and long vowel sounds by examining how the vowel sounds in familiar spoken words are represented in print.

Down the road:

- Cycle 2 explicitly introduces all of the instructional practices that will be used throughout much of second grade. Key elements of many of those practices are reflected in this first cycle. In particular, the examination of written words in isolation to identify the spelling of a sound (in this case a vowel sound spelling) happens in this lesson. This mirrors part of an instructional practice called Words Rule that will be used in the first lesson of each cycle to introduce a new sound spelling pattern (which may or may not be a vowel sound pattern) and help students learn the generalization for the pattern (i.e., when to use it to represent that sound).
- In Cycle 2, students will begin a regular practice of reflecting on their own responsibility for growth in learning. This lesson begins to lay the groundwork for that practice by having students reflect on the question: “What does it mean to be proficient or ‘good at’ something?” In addition, consider beginning informal discussions with students during the independent small group work time about what they are learning and how they are learning it. This helps them begin to identify and think about the skills and strategies they already have in place that allow them to influence their own learning.

Lesson 2 Teaching Notes

Purpose of lesson and alignment to standards:

- In this first cycle of Grade 2, whole group lessons review the crucial understanding that every syllable in a spoken word contains a vowel sound (either long or short) and that the vowel sound can be “shown” in print by a letter or a particular pattern of letters.
- Over the course of the five lessons, students identify the vowel sounds in words and examine the written patterns that produce them. They engage in explicit examination and review of the closed-syllable pattern to “show” short vowel sounds, and the CVCe (consonant, vowel, consonant, “e”) and open-syllable patterns to “show” long vowel sounds. These are all patterns taught in the Grade 1 curriculum. The sequence of lessons in this cycle supports the

development of automaticity with these patterns. In other words, upon seeing each of these syllable types (i.e., vowel sound spelling patterns) in a written word, students' minds automatically connect that pattern to the vowel sound it "shows."

- This first cycle also supports the development of a classroom culture of growth mindset relative to reading and writing and students' own role in the process. Daily reflections involve considering what being proficient or "really good at" something means and how people get proficient or "really good at" things. By the end of the cycle, students consider what they do to become proficient readers and writers.
- In Work Time B, students work in pairs to decode (read) and encode (spell) one- and two-syllable words using all three syllable types (closed, open, and magic "e") (RF.1.3, RF.2.3, L.2.2). Again, as this is only the second lesson in the module, students are likely still becoming familiar with routines and expectations, and the Opening and Work Time A may take up the bulk of the whole group lesson time. This can be optional for the whole group lesson. The activity is also included as a suggestion for the Word Work during Independent Work Rotations, so if not done during the whole group lesson, there is still time provided for this important practice.
- Three suggestions for independent work time after the whole group lesson are offered. All relate to the content and standards in the lesson. This time should be used to establish procedures and expectations for Independent Work Rotations and to administer any Baseline Assessments that may not have been completed before the beginning of the module.

How it builds on previous work:

- Over the course of the modules in the Grade 1 curriculum, students worked with five syllable types (i.e., written patterns representing a vowel sound). These include closed (CVC), open (CV), magic "e" (CVCe), r-controlled, and vowel teams (CVVC, CVV). In this lesson, students review the closed, magic "e," and open syllable types in words with short and long vowel sounds by examining how the vowel sounds in familiar spoken words are represented in print.

Down the road:

- Cycle 2 explicitly introduces all of the instructional practices that will be used throughout much of second grade. Key elements of many of those practices are reflected in this first cycle. Work Time A includes a decodable poem. This mirrors the use of a Decodable Reader during an instructional practice that begins in the second lesson of every cycle, starting in Cycle 2. In Work Time B, students read and write single-syllable words in isolation. This mirrors part of an instructional practice called Words Rule that will be used in the first lesson of each cycle to introduce a new sound spelling pattern (which may or may not be a vowel sound pattern) and help students learn the generalization for the pattern (i.e., when to use it to represent that sound) when spelling words.
- In Cycle 2, students will begin a regular practice of reflecting on their own responsibility for growth in learning. This lesson begins to lay the groundwork for that practice by having students reflect on the question: "What does it mean to be proficient or 'good at' something?" In addition, consider beginning informal discussions with students during the independent small group work time about what they are learning and how they are learning it. This helps them begin to identify and think about the skills and strategies they already have in place that allow them to influence their own learning.

Lesson 3 Teaching Notes

Purpose of lesson and alignment to standards:

- In this first cycle of second grade, whole group lessons review the crucial understanding that every syllable in a spoken word contains a vowel sound (either long or short) and that the vowel sound can be “shown” in print by a letter or a particular pattern of letters.
- Over the course of the five lessons, students identify the vowel sounds in words and examine the written patterns that produce them. They engage in explicit examination and review of the closed-syllable pattern to “show” short vowel sounds, and the CVCe (consonant, vowel, consonant, “e”) and open-syllable patterns to “show” long vowel sounds. These are all patterns taught in the Grade 1 curriculum. The sequence of lessons in this cycle supports the development of automaticity with these patterns. In other words, upon seeing each of these syllable types (i.e., vowel sound spelling patterns) in a written word, students’ minds automatically connect that pattern to the vowel sound it “shows.”
- This first cycle also supports the development of a classroom culture of growth mindset relative to reading and writing and students’ own role in the process. Daily reflections involve considering what being proficient or “really good at” something means and how people get proficient or “really good at” things. By the end of the cycle, students consider what they can do to become proficient readers and writers.
- In Opening A, students revisit the impact that the spelling of vowel sounds in printed words has on the reader. They play a game called “What’s Wrong?” The format of this game will be familiar to students who worked with the Grade 1 curriculum and played the Fishing Game. Students stand in a circle. In the center of the circle, face down, are sentence strips. Each sentence strip has a sentence with one- and two-syllable words with the vowel sounds spelled using the closed, magic “e,” or open syllable spelling patterns (RF.2.3). Each sentence contains one word that is “wrong.” Students read the sentence aloud; they identify the word that is “wrong” and how the writer should have spelled it to produce the correct vowel sound (L.2.2).
- The relationship between decoding and spelling (encoding) regularly spelled words is complementary; the two processes support and strengthen each other. In Work Time A, students listen to a word dictated by the teacher, determine how many syllables it has, identify the vowel sound in each syllable and the syllable type that “shows” that vowel sound, and write it on a whiteboard (L.2.2). They then work individually to correctly spell words with the closed, magic “e,” or open syllable types in a silly sentence dictated by the teacher.
- Three suggestions for independent work time after the whole group lesson are offered. All relate to the content and standards in the lesson. This time should be used to establish procedures and expectations for Independent Work Rotations, and to administer any Baseline Assessments that may not have been completed before the beginning of the module.

How it builds on previous work:

- Over the course of the modules in the Grade 1 curriculum, students worked with five syllable types (i.e., written patterns representing a vowel sound). These include closed (CVC), open (CV), magic “e” (CVCe), r-controlled, and vowel teams (CVVC, CVV). In this lesson, students review the closed, magic “e,” or open syllable types in one- and two-syllable words with short and long vowel sounds by examining how the vowel sounds in familiar spoken words are represented in print.

Down the road:

- Cycle 2 explicitly introduces all of the instructional practices that will be used throughout much of second grade. Key elements of many of those practices are reflected in this first cycle. In particular, the examination of written words in isolation to identify the spelling of a sound (in this case a vowel sound spelling) happens in this lesson. This mirrors part of an instructional practice called Words Rule that will be used in the first lesson of each cycle to introduce a new sound spelling pattern (which may or may not be a vowel sound pattern) and help students learn the generalization for the pattern (i.e., when to use it to represent that sound).
- In Cycle 2, students will begin a regular practice of reflecting on their own responsibility for growth in learning. This lesson begins to lay the groundwork for that practice by having students reflect on the question: “What does it mean to be proficient or ‘good at’ something?” In addition, consider beginning informal discussions with students during the independent small group work time about what they are learning and how they are learning it. This helps them begin to identify and think about the skills and strategies they already have in place that allow them to influence their own learning.

Lesson 4 Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A, students play a game: Build a Word. They use what they know about closed, open, and magic “e” syllable types to decode syllables on cards and then combine two syllables to make a real word (RF.2.3). This continues to build automaticity with these vowel spelling patterns and prepares students for syllable division in Cycle 2.
- In Work Time A, students revisit the poem “A Moment in Time.” They think about the importance of accuracy in reading proficiently as well as the way the voice sounds. They consider the type of text (a poem) and what is happening in the text, and work to apply that information to how they read it aloud. In Work Time B, students are given a short new poem: “The Storm”; it contains words with closed, open, and magic “e” syllable types. Students work with a partner to read it fluently (accurately and with meaning and expression) (RF.2.4).
- Three suggestions for independent work time after the whole group lesson are offered. All relate to the content and standards in the lesson. This time should be used to establish procedures and expectations for Independent Work Rotations and to administer any Baseline Assessments that may not have been completed before the beginning of the module.

How it builds on previous work:

- Over the course of the modules in the Grade 1 curriculum, students worked with five syllable types (i.e., written patterns representing a vowel sound). These include closed (CVC), open (CV), magic “e” (CVCe), r-controlled, and vowel teams (CVVC, CVV). In this lesson, students review the closed, magic “e,” and open syllable types in words with short and long vowel sounds by examining how the vowel sounds in familiar spoken words are represented in print.

Down the road:

- Cycle 2 explicitly introduces all of the instructional practices used throughout much of second grade. Key elements of a Fluency instructional practice are developed in Work Time A and B in this lesson.
- In Cycle 2, students will begin a regular practice of reflecting on their own responsibility for growth in learning. This lesson begins to lay the groundwork for that practice by having students reflect on the question: “What does it mean to be proficient or ‘good at’ something?” In addition, consider beginning informal discussions with students during the independent small group work time about what they are learning and how they are learning it. This helps them begin to identify and think about the skills and strategies they already have in place that allow them to influence their own learning.

Lesson 5 Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A of this lesson, through a game, students reflect on themselves and their peers as readers and writers.
- In Opening B, students recite the poem “The Storm” from Lesson 4, working to make their voices match the feeling or meaning of the words (RF.2.4).
- In Work Time A, students play a game that provides review of the RF.3 and L.2.2 targets from the cycle.

How it builds on previous work:

- This is the final lesson in the introductory cycle for first grade. As such, it reviews the knowledge and skills worked on over the course of the cycle.

Down the road:

- Cycle 2 explicitly introduces all of the instructional practices used throughout much of second grade. Key elements of many of those practices are reflected in this first cycle. Work Time A uses a decodable poem. This mirrors the use of a Decodable Reader during an instructional practice that begins in the second lesson of every cycle starting in Cycle 2. In Work Time B in this lesson, students read and write single-syllable words in isolation. This mirrors part of an instructional practice called Words Rule that will be used in the first lesson of each cycle to introduce a new sound spelling pattern (which may or may not be a vowel sound pattern) and help students learn the generalization for the pattern (i.e., when to use it to represent that sound).
- In Cycle 2, students will begin a regular practice of reflecting on their own responsibility for growth in learning. This lesson begins to lay the groundwork for that practice by having students reflect on the question: “What does it mean to be proficient or ‘good at’ something?” In addition, consider beginning informal discussions with students during the independent small group work time about what they are learning and how they are learning it. This helps them begin to identify and think about the skills and strategies they already have in place that allow them to influence their own learning.

- Consider having all students complete the suggested Independent Work Rotations activity, fluency notebooks. Consider collecting printed copies of lyrics to known songs and copies of known poems in these notebooks. They can be used throughout the year as a resource during differentiated small group work and Independent Work Rotations starting in Cycle 2. Suggested uses include:
 - Independent reading practice
 - Reinforce known or new features (example: students hunt for words spelled with magic “e”)
 - To use as a spelling resource (example: students remember the word “said” is in one of their poems and look there to spell it)
 - For students to take home and read aloud to a family member

Preparation and Materials

- Enlarged Sound Sort T-chart on whiteboard or chart paper (“Short” on one side and “Long” on the other; see supporting materials for example from Lesson 1)
- Closed, Open, and Magic “e” Single-Syllable Word Cards (in Lesson 1)
- Cycle 1 Assessment (Optional)
- Tape, magnet, or other material to fasten Closed, Open, and Magic “e” Single-Syllable Word Cards to the Sound Sort T-chart (from Lesson 1)
- Articulatory Gestures chart: /a/, /e/, /i/, /o/, /u/ (optional) (from Lesson 1)
- Build a Word Cards (in Lesson 1)
- Enlarged Build a Word Cards (in Lesson 4; one set to display)
- Materials for independent work time (from Lessons 1 and 2)
- Enlarged Syllable Cards (one set to display; in Lesson 2)
- Enlarged Poem: “A Moment in Time” (from Lesson 2)
- Poem: “A Moment in Time” in a transparent sleeve (one per student or pair; in Lesson 2; optional)
- Whiteboards, whiteboard markers, and whiteboard erasers (one of each per student; optional)
- Word Cards page (one per pair; in Lessons 2 and 3; optional)
- Clipboards (to be used as a hard surface as needed; optional)
- “What’s Wrong?” sentences (cut apart; to display in Lesson 3)
- Poem: “The Storm” (one copy per student or pair; one enlarged copy)
- Review Cards (one set; in Lesson 5)