Grade 2: Module 1: Cycle 2

Overview

Introduced in This Cycle

Review graphemes for long "a"—"ai" and "ay"—and open and closed syllables.

High-Frequency Words

"live," "walk," "two," "new," "ready"

Cycle Word List

In this cycle, students review the "ay" and "ai" vowel teams and analyze words that contain them to determine spelling generalizations. In addition, they continue to review and practice using their knowledge of known syllable types to decode one- and two-syllable words. Examples of words used this cycle include:

"ay"		"ai"		Two-syllable words
clay	play	bait	rail	display
day	stay	chain	train	subway
may	tray	paid	wait	explain

Cycle-at-a-Glance

RF.1.3, RF.1.3d, RF.2.3, RF.2.3c, L.2.2, L.2.2d

Agenda

1. **Opening (3–5 minutes)**
   A. Introducing Syllable Sleuth: Two-Syllable Words: "mu-sic," "he-ro," "dis-play," "tak-ing," "re-mem-ber," "pa-per," "up-stake," "mig-pot"
2. **Work Time (10 minutes)**
   A. Introducing Words Rule: /ā/ Words Spelled with "ai" and "ay": "may," "stay," "play," "wait," "paid," "chain"
3. **Closing and Assessment (3–5 minutes)**
   A. Reflecting on Learning
4. **Differentiated and Small Group Instruction and Rotations (40–45 minutes)**

Daily Learning Targets

- I can identify the vowel spellings in a word to help me determine how many syllables are in the word and use that information to decode it. (RF.1.3, RF.2.3)
- I can read, identify the syllable type, and spell words with the spelling pattern "ai" and "ay." (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 by identifying the vowel sounds in the word.
  - Also determine whether they can divide the word and identify the syllable types in order to decode it.
- Observe students during Work Time A.
  - Determine whether they can identify syllable types of /ā/ words spelled with "ay" and "ai."
  - Also determine whether they can apply spelling patterns in writing words on whiteboards.
- Exit ticket (see Differentiated Small Groups: Work with Teacher)

Lesson 7

RF.2.3, RF.2.3c, RF.2.3d, RF.2.3f

Agenda

1. **Opening (3–5 minutes)**
   A. Introducing Engagement Text Read-aloud: "New Subway Train Stop Opens"
   B. Introducing Comprehension Conversation (optional)
2. **Work Time (10 minutes)**
   A. Introducing Irregular Word Snap or Trap: "live," "walk," "two," "new," "ready"
   B. Introducing Decodable Reader: Partner Search and Read: "Sam Rides the Subway Train"
3. **Closing and Assessment (2 minutes)**
   A. Reflecting on Learning
4. **Differentiated and Small Group Instruction and Rotations (40–45 minutes)**

Daily Learning Targets

- I can retell the events from the current edition of *Sunnyside Gazette*: "New Subway Train Stop Opens."
- Using evidence from the text, I can answer questions about the current edition of the *Sunnyside Gazette*: "New Subway Train Stop Opens."
- I can read high-frequency words and words that "don't play fair": "live," "walk," "two," "new," and "ready." (RF.2.3f)
- I can read the decodable text: "Sam Rides the Subway Train." (RF.2.3)

Lesson 8

Ongoing Assessment

- Observe students during Work Time A. Determine whether they can read irregularly spelled high-frequency words and determine why they are irregular.
- Observe students during Work Time B.
  — Determine whether they can independently find a given word.
  — Also determine whether they can decode two-syllable words, words containing vowel teams (one- or two-syllable), and irregularly spelled high-frequency words.
- Exit ticket (see Differentiated Small Groups: Work with Teacher)

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

Agenda

1. **Opening (3–5 minutes)**
   A. Introducing Words Rule Review: /ā/ Words Spelled with "ay" and "ai"
2. **Work Time (10 minutes)**
   A. Introducing Interactive Writing: Writing a Silly Sentence with "ay" and "ai" Words
3. **Closing and Assessment (2 minutes)**
   A. Reflecting on Learning
4. **Differentiated and Small Group Instruction (40–45 minutes)**

Daily Learning Targets

- I can read, identify the syllable type, and spell words with the spelling pattern "ai" and "ay." (RF.2.3, L.2.2)
- I can write a sentence using words with the spelling patterns "ay" and "ai." (RF.2.3, L.2.2d)
- I can identify spelling patterns based on syllable type.
- I can use spelling patterns I know to spell words correctly.

Ongoing Assessment

- Observe students in Work Time A sharing the pen (or following along). Determine whether they can write the given sentence, following basic concepts of print such as directionality and spacing.
- Observe students during Work Time A.
  — Determine whether they can identify syllable types of /ā/ words spelled with "ay" and "ai."
  — Also determine whether they can apply spelling patterns in writing words on whiteboards.
- Exit ticket (see Differentiated Small Groups: Work with Teacher)

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

Agenda

1. **Opening (3–5 minutes)**
   A. Introducing Snap or Trap Review: Regularly Spelled Words: "on," "with," "was," "had," "make," "be," "live," "walk," "two," "new," "play"
2. **Work Time (10 minutes)**
   A. Unpacking the Lyrics to the Fluency Transition Song
   B. Introducing Fluency
3. **Closing and Assessment (2 minutes)**
   A. Reflecting on Learning
4. **Differentiated and Small Group Instruction (40–45 minutes)**

Daily Learning Targets

- I can find regularly spelled, high-frequency words in a list of words. (RF.2.3a, RF.2.3f)
- I can read a text fluently (smoothly, with expression and meaning, rereading and self-correcting when necessary). (RF.2.4)

Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify regularly spelled high-frequency words and explain what makes them "regularly spelled."
- Exit ticket (see Differentiated Small Groups: Work with Teacher)

RF.1.3, RF.1.3e, RF.2.3, RF.2.3c

Agenda

1. **Opening (3–5 minutes)**
   A. Syllable Sleuth: "repair," "gateway," "painter," "complain," "maintain," "baygain," "ronday"
2. **Work Time (10 minutes)**
   A. Introducing Word Workout: Identify and Match
3. **Closing and Assessment (2 minutes)**
   A. Reflecting on Learning
4. **Differentiated and Small Group Instruction and Rotations (40–45 minutes)**

Daily Learning Targets

- I can identify the vowel spellings in a word to help me determine how many syllables are in the word and use that information to decode it. (RF.1.3, RF.2.3)
- I can segment a two-syllable word to identify each syllable type. I can read a two-syllable word. (RF.1.3)

Ongoing Assessment

- Observe students during Opening A.
  - Determine whether they can identify the number of syllables by identifying the vowel sounds in the word.
  - Also determine whether they can divide the word and identify the syllable types in order to decode it.
- Observe students during Work Time A. Determine whether they can segment syllables and identify the syllable type as open or closed.
- Exit ticket (see Differentiated Small Groups: Work with Teacher)

Lesson 6 | Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson introduces two new instructional practices: Syllable Sleuth and Words Rule. Students who used the Grade 1 curriculum will be familiar with Syllable Sleuth. Model and support students as necessary as they familiarize themselves with this routine.

- In Opening A, Syllable Sleuth focuses on decoding two-syllable words using all the syllable types (vowel spelling patterns) and spelling patterns accumulated thus far. This includes closed (CVC), open (CV), magic "e" (CVCe), r-controlled, and vowel teams. Students examine written words and identify the vowel spelling patterns to determine the number of syllables (RF.1.3d). Finally, they identify the syllable types and use the information to successfully decode the words (RF.2.3c). Notice that some words are nonsense words, which push students to only decode and not just remember the word.

- An important understanding in decoding multisyllabic words is that every syllable has one vowel *sound* as opposed to one vowel letter. Continue to echo this throughout the lesson.

- In Work Time A, students are introduced to the Words Rule instructional practice. In this practice, students discover spelling patterns in words and apply their knowledge of syllable types to identify when each pattern is applied. This knowledge supports students' ability to decode and encode words by generalizing familiar spelling patterns (RF.2.3b).

- In Work Time A, students review syllable types taught in first grade. The Syllabication Guidance document (see K–2 Skills Resource Manual) includes key words for all six syllable types (closed, open, magic "e," vowel team, r-controlled, and vowel-cle (V-cle)). Consider displaying this permanently in the classroom or use as a guide to create anchor charts for each type. Refer to it as needed when supporting students to use their knowledge of syllable types to support decoding and encoding words. Note that this document includes the V-cle syllable type (e.g., "able"), which is introduced for the first time in Module 3.

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 practice decoding two-syllable words using combinations of those syllable types.

Down the road:

- In the Closing, students reflect on taking responsibility for their own learning during whole group instruction or differentiated small group instruction (example: "I noticed that words with open syllables are spelled with 'ay'"). Consider asking students to name how they also are building habits of character (examples: persevering, listening to a partner).

- The Syllable Sleuth instructional practice will continue throughout Modules 2–4 as students encounter different syllable types in multisyllabic words. Consider an appropriate pace for building familiarity with this new instructional practice that supports students as they discover different syllable types.

- The Words Rule instructional practice will continue throughout Modules 2–4 as students discover different patterns and generalizations applicable to the words encountered in text. Consider an appropriate pace for building familiarity with this new instructional practice that supports students as they notice and discover these patterns and generalizations.

Lesson 7 — Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson introduces three new instructional practices: Irregular Word Snap or Trap, Engagement Text Read-aloud with an optional Comprehension Conversation, and Decodable Reader: Partner Search and Read. Students who used the Grade 1 curriculum will be familiar with each of the instructional practices, though the Grade 2 version includes new, unfamiliar components. Introduce each new instructional practice with a song, and explicitly model and support students as they familiarize themselves with it.

- In Openings A and B, students work with the Engagement Text: "New Subway Train Stop Opens." This text serves to pique students' interest about the Decodable Reader introduced in Work Time B by incorporating the topic and some words from this cycle into an engaging read-aloud. If students are familiar with the Grade 1 and/or Kindergarten curriculum, they will notice that the Grade 2 Engagement Text has a different format: a local newspaper called the *Sunnyside Gazette*. The *Gazette* reports on events around the neighborhood of the familiar Kindergarten and first-grade characters Pat, James, Sam, Chip, and Josh.

- In Opening B, consider asking students suggested (or similar) text-based comprehension questions. Although the K–2 Skills Block focuses primarily on RF standards, comprehension is an integral part of reading development. Leading a brief discussion after the read-aloud connects students to key ideas, details, and vocabulary contained within it. Because these questions will likely cause the Opening to take longer than 5 minutes, they are optional. Consider adjusting differentiated small group instruction time accordingly to accommodate the extended Opening.

- In Work Time A, students learn new high-frequency words, and some irregularly spelled ones (RF.2.3f). They will analyze each word to determine if it is irregular and why. Students will grapple with this concept until they determine the reason for it being irregular, or a "trap" word because it "doesn't play fair." Note that some words might be technically regularly spelled because they do follow a spelling pattern but might be difficult to decode for students either because the pattern is not common or has not been taught yet. These words

can go in the Trap column of the T-chart. The new words in this cycle are: "live," "walk," "two," "new," "ready." Once students have learned the words, they will place them on the classroom Interactive Word Wall.

- In Work Time B, before students read the Decodable Reader: "Sam Rides the Subway Train" alone or in pairs, they search for the irregularly spelled high-frequency words from Work Time A. Pairing students during the Decodable Reader routine provides support for those who need it and engages more proficient students to apply their knowledge to support a peer. Have students work individually if you prefer that they receive more individual practice without peer guidance or support.

How it builds on previous work:

- Students apply what they have learned about the spelling pattern(s) from the current cycle to decoding words with vowel teams, multisyllabic words, and irregularly spelled high-frequency words.

Down the road:

- In the Closing, students reflect on taking responsibility for their own learning during whole group instruction or differentiated small group instruction (example: "I found all of the irregularly spelled words in the Decodable Reader and highlighted them"). Consider asking students to name how they are also building habits of character (examples: persevering, listening to a partner).

Lesson 8 — Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson introduces two new instructional practices: Words Rule Review and Interactive Writing. Students who used the Grade 1 curriculum will be familiar with Interactive Writing, though the Grade 2 version includes new, unfamiliar components. Introduce each new instructional practice with a song, and explicitly model and support students as they familiarize themselves with it.

- In Opening A, students are introduced to the shorter Opening version of the Words Rule instructional practice (used first as a Work Time instructional practice in Lesson 6). Students will basically engage in the same instructional practice as a review but with fewer words. In this practice, students discover spelling patterns in words and apply their knowledge of syllable types to identify when each pattern is applied. This knowledge supports students' ability to decode and encode words by generalizing familiar spelling patterns.

- In Work Time A, students first brainstorm a list of words with the spelling patterns "ai" and "ay," writing them in a T-chart on their whiteboards, then checking with the larger group to ensure the correct spelling. During this step, students may recall taught words from the first two lessons of the cycle or come up with new words that include the taught spelling patterns (L.2.2d). Then, the teacher and class work together to compose and write a silly sentence using some of the words. Because these words are familiar, spellings should be accurate, not invented. Encourage students to recall the specific graphemes (letters) that represent those phonemes in a given word. The goal is for students to develop automaticity with the correct spelling and pronunciation of each word.

- Consider recording the silly sentences produced each week during Interactive Writing on chart paper, sentence strips, or a book so those sentences can be displayed and practiced by the group, in pairs, or individually.

How it builds on previous work:

- This lesson addresses the spelling patterns and high-frequency words that have been used throughout the cycle (to decode in isolation, read in a text, and spell words). Students now apply all of these skills to construct a shared sentence. The chosen sentence also reinforces words from the decodable text.

Down the road:

- In the Closing, students reflect on their daily progress toward becoming more proficient readers. Throughout the module, guide students toward more specific responses (example: "I practiced listening for the middle sound, and that is one of my goals for reading"). Consider directing students to name character traits/work habits (examples: persevering, listening to a partner).

Lesson 9 | Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson introduces two new instructional practices: Snap or Trap Review and Fluency. Introduce each new instructional practice with a song, and explicitly model and support students as they familiarize themselves with it.

- In Opening A, students examine a group of high-frequency words and identify those that are regularly spelled (snap words). They support their identification by articulating the graphophonemic (letter sound) connections that make those words snap words (i.e., the spelling sound correspondences make them easily decodable) while providing a review of already-taught and easily decodable high-frequency words (RF.2.3a).

- As this is the first time students are using the Fluency instructional practice, in Work Time A they are introduced to and unpack the transition song that helps to define "fluency": reading smoothly, with expression, not too fast or too slow, and reflecting on the meaning of the piece. This Work Time will not be part of future Fluency lessons. In Work Time B, students interact with an excerpt from the Decodable Reader: "A New Subway Train Stop Opens." They think about how to apply the elements of fluency they identified via the song in Work Time A to this excerpt and work together to read this piece fluently (RF.2.4). This is the first time they are working with this instructional practice. Students are briefly exploring all of the elements of fluency when working with this piece. In future Fluency lessons, they may focus on just one or two elements of fluency at a time. Over the course of Module 1, Fluency lessons build toward a feedback protocol. If time allows in this first lesson, consider having one or two student volunteers read the excerpt aloud and invite the group to give a star (one thing they did that showed fluency) and a step (one thing they can work on to improve their fluency).

- Consider collecting the sentences and excerpts of text used in the Work Time on chart paper in such a way that they can be practiced either by the group, in pairs, or individually. This might involve collecting them into a class notebook, individual notebooks, or displaying them on chart paper.

How it builds on previous work:

- In Opening A, students work with regularly spelled high-frequency words accumulated in Grade 1 cycles and new high-frequency words introduced in this cycle. Regular examination of those words for known graphophonemic (letter sound) patterns supports automaticity and commitment of those patterns to memory.

- In Work Time B, students work with short pieces of text containing patterns worked with in this cycle and previous cycles to develop fluency (phrasing, expression, speed, and meaning).

Down the road:

- In the Closing, students reflect on taking responsibility for their own learning during whole group instruction or differentiated small group instruction. (Example: "I was able to read the decodable text smoothly. I am still working on reading at the right speed, not too fast"). Consider asking students to name how they are also building habits of character (examples: persevering, listening to a partner).

Lesson 10 — Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson introduces a new instructional practice: Word Workout. The Word Workout instructional practice serves as a cycle review. Students are introduced to a new "exercise," or learning activity, in each Word Workout. These exercises allow students to apply skills learned throughout the cycle in a fun, engaging activity. Introduce this new instructional practice with a song, and explicitly model and support students as they familiarize them-selves with it.

- In the Grade 1 curriculum, a cycle assessment is administered for each cycle. In Grade 2, the assessments become more time-consuming. As a result, assessments are only administered two times per cycle. For each cycle without an assessment in Module 1, a review game is introduced. In Module 2, some of the taught games from Module 1 are used and some new ones are introduced. In Modules 3 and 4, the teacher may choose from any of the taught review games.

- The Opening Syllable Sleuth instructional practice focuses on decoding two-syllable words, using all the syllable types (vowel spelling patterns) and spelling patterns accumulated thus far. This includes closed (CVC), open (CV), magic "e" (CVCe), r-controlled, and vowel teams. Students examine written words and identify the vowel spelling patterns to determine the number of syllables. (RF.1.3d) Finally, they identify the syllable types and use the information to successfully decode the words. (RF.2.3c) Notice that some words are nonsense words, which push students to only decode and not just remember the word.

- An important understanding in decoding multisyllabic words is that every syllable has one vowel *sound* as opposed to one vowel letter. Continue to echo this throughout the lesson.

- In Work Time A, students are introduced to a new exercise: Identify and Match. In this exercise, students apply their knowledge of open and closed syllables to identify syllable types and decode multisyllabic words (RF.1.3).

How it builds on previous work:

- This lesson continues work with open and closed syllables for the purpose of decoding multisyllabic words.

- 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 practice decoding two-syllable words using combinations of those syllable types.

Down the road:

- In the Closing, students reflect on taking responsibility for their own learning during whole group instruction or differentiated small group instruction.

Preparation and Materials

- Syllable Sleuth Word List in a transparent sleeve (one per student or pair)
- Words Rule Word Cards (one set for teacher display; one set per pair, cut apart)
- Cycle 2 Assessment (Optional)
- Enlarged Engagement Text: "New Subway Train Stop Opens" (one to display)
- Enlarged Decodable Reader: "Sam Rides the Subway Train" (one to display)
- Decodable Reader: "Sam Rides the Subway Train" (one per student)
- Highlighters (one per student and one for teacher)
- Highlighter tape (optional; for the teacher to use to highlight the Decodable Reader)
- Snap or Trap Word Cards
- Tape, magnet, or other material to fasten Snap or Trap Word Cards to the Snap or Trap T-chart
- High-Frequency Word Cards (one of each; for teacher to place on the Interactive Word Wall)
- Snap or Trap T-chart (on whiteboard or chart paper; Snap on one side and Trap on the other)
- Whiteboards, whiteboard markers, and whiteboard erasers (one per student or pair)
- Clipboards (optional)
- Interactive Word Wall (one to display)
- Enlarged selected excerpt from the Decodable Reader: "Sam Rides the Subway Train"
- Individual copies of selected excerpt from the Decodable Reader: "Sam Rides the Subway Train"

- Silly sentence examples

- Rules of Fluency index cards: "smoothly," "with expression," "with meaning," "just the right speed"

- Enlarged Word Workout: Identify and Match Word Cards: "robot," "token," "napkin," "shell-fish" (one set for teacher use)

- Word Workout: Identify and Match Word Cards (one per student)

- Writing utensils (one per student or pair)

- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher in each lesson)