Grade 2: Module 1: Cycle 4

Overview

Introduced in This Cycle

Review graphemes for long "i": "igh," "ie," and "y"; continued review of open and closed syllables

High-Frequency Words

"boy," "only," "open," "once," "tree"

Cycle Word List

In this cycle, students review the spelling patterns "igh" and "ie" and analyze words that contain them to determine spelling generalizations. In the process, they also compare "-y" and "ie" at the end of a single syllable to determine that the more common spelling pattern for the phoneme /ī/ is the open syllable "-y" (examples: "try," "fly," "cry"). 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:

"igh"		"ie"		Two-syllable words
bright	might	lie	pie	supplies
fright	right	cries	tie	untie
high	sigh	die	tries	tonight

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. Syllable Sleuth: Two-Syllable Words: "pig-tail," "drive-way," "car-lape," "zip-per," "de-cay," "try-ing"
2. **Work Time (10 minutes)**
   A. Words Rule: /ī/ Words Spelled with "igh" and "ie": "sigh," "high," "sight," "night," "right," "might," "bright," "light," "fright," "pie," "tie," "die," "lie," "magpie," "untie," "ties," "lies," "pies"

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 sounds 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 patterns "igh" and "ie." (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 /ī/ words spelled with "igh" and "ie."
  - Also determine whether they can apply spelling patterns in writing words on whiteboards.
- Exit ticket (see Differentiated Small Groups: Work with Teacher)

Lesson 17

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

Agenda

1. **Opening (3–5 minutes)**

   A. Engagement Text Read-aloud: "Fire Chief Sparks Rescues Neighborhood Alley Cat from Tree"

   B. Comprehension Conversation (optional)

2. **Work Time (10 minutes)**

   A. Snap or Trap: "boy," "only," "open," "once," "tree"

   B. Decodable Reader: Partner Search and Read: "Stuck Up High"

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*: "Fire Chief Sparks Rescues Neighborhood Alley Cat from Tree."
- Using evidence from the text, I can answer questions about the current edition of the *Sunnyside Gazette*: "Fire Chief Sparks Rescues Neighborhood Alley Cat from Tree."

Cycle 4: Overview

- I can read high-frequency words and words that "don't play fair": "boy," "only," "open," "once," "tree." (RF.2.3f)
- I can read the decodable text: "Stuck Up High." (RF.2.3)

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)

Lesson 18

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. Words Rule Review: One-Syllable /ī/ Words Spelled with "ie" and "-y" at the End: "pie," "lie," "die," "tie," "cry," "fry," "pry," "spy," "try," "my," "by," "why," "sky," "fly," "dry," "shy"
2. **Work Time (10 minutes)**
   A. Interactive Writing: Writing a Silly Sentence with /ī/ Words Spelled with "igh," "ie," or "-y" at the end
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 read, identify the syllable type, and spell words with the spelling patterns "ie" and "-y." (RF.2.3, L.2.2)
- I can write a sentence using words with the spelling patterns "igh" and "ie." (L.2.2d)

Ongoing Assessment

- Observe students sharing the pen (or following along) during Work Time A. 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 /ī/ words spelled with "ie" and "-y."
  — 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. Snap or Trap Word Review: "boy," "only," "open," "once," "tree," "made," "went," "with," "by," "ever," "that," "what," "can," "will"
2. **Work Time (10 minutes)**
   A. Fluency
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 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, L.2.2, L.2.2d

Agenda

1. **Opening (3–5 minutes)**
   A. Review Long Vowel Spelling Patterns: "ai," "ay," "ea," "ee," "igh," "ie," "-y"
2. **Work Time (10 minutes)**
   A. Word Workout: Question Boxes
3. **Closing and Assessment (2 minutes)**
   A. Reflecting on Learning
4. **Differentiated and Small Group and Rotations (40–45 minutes)**

Daily Learning Targets

- I can review what I have learned about long vowel spelling patterns for /ā/, /ī/, and /ē/ . (RF.2.3)
- I can use the long vowel spelling patterns "ai," "ay," "ea," "ee," "igh," "ie," and "-y" to spell one-syllable words and read two-syllable words. (L.2.2, RF.1.3, RF.2.3)

Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify the spelling patterns they have learned to represent the long vowel sounds for "a," "e," and "i."
- Observe students during Work Time A.
  - Determine whether they can spell words with the long vowel patterns "ai," "ay," "ea," "ee," "igh," "ie," and "-y."
  - In addition, determine whether they can accurately segment two-syllable words with those patterns and use what they know about the syllable types to decode them.
- Exit ticket (see Differentiated Small Groups: Work with Teacher)

Lesson 16 | Teaching Notes

Purpose of lesson and alignment to standards:

- 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 the Work Time A, students examine words with the graphemes (spelling patterns) "igh" and "ie" for the phoneme /ī/. In this practice, students discover these spelling patterns in words and begin the process of analyzing when each pattern is applied. They learn that "igh" is almost always followed by the consonant "t" in words. They are also reminded of the vowel team rule: When two vowels are right next to each other, the name of the first is the sound that is heard. So when "ie" is together, we hear /ī/.

- 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.

- Important notes about the graphemes (spelling patterns) "igh" and "ie": "igh" is not a common spelling of /ī/ but exists in many high-utility words (examples: "light," "might," "right," "sight," "high"). With just a few exceptions ("high," "sigh," and "thigh") it is always followed by a "t" (example: "night"). In addition, the pattern is used in many high-utility compound words (examples: "sunlight," "tonight"). The "ie" pattern for long "i" is seen in just a handful of one-syllable and compound words, typically at the end of the syllable (examples: "lie," "tie," "untie," "tiepin") and when words ending in "-y" change to "-i" when the suffix "-ed" or "-es" is added ("cried" and "tries"). In the Words Rule Opening practice

in Lesson 18 in this cycle, students examine a list of one-syllable words ending in /ī/ that are spelled with "ie" or "-y" at the end. They will discover that the "-y" spelling is more common than "ie" in those words. In addition, an extension is offered to support students to explore how base words ending in "-y" from that list change to "i" when the suffixes "-ed" or "-es" are added.

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:

- Morphemes, or parts of words that contain meanings (examples: base words, suffixes, prefixes) steadily become a more regular part of word analysis in second and third grades. To lay the foundation for more structured analysis to come, consider capitalizing on opportunities to support students in naming base words, prefixes, and suffixes as they are presented. Example: In the Opening of this lesson, students segment the word "trying." In Work Time A, words with the spelling pattern "ie" for long "i" are used and some include the suffix "-s" added to the base word (example: "pies").

- 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 'igh' usually have the letter 't' right after the 'igh.'")

- 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 17   Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson includes three instructional practices: 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. Continue to begin each instructional practice with a song and explicitly model and support students as they familiarize themselves with it.

- In Opening A and B, students work with the Engagement Text: "Fire Chief Sparks Rescues Neighborhood Alley Cat from Tree." 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 Foundational 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, some irregularly spelled. (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: "boy," "only," "open," "once," and "tree." Once students have learned the words, they will be placed on the classroom Interactive Word Wall.

- In Work Time B, before students read the Decodable Reader ("Stuck Up High") alone or in pairs, they search for high-frequency words from Work Time A. They will also 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 also are building habits of character (examples: persevering, listening to a partner).

Lesson 18   Teaching Notes

Purpose of lesson and alignment to standards:

■ This lesson includes two 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. Model and support students as necessary as they familiarize themselves with this routine.

■ In Lesson 16, during the Words Rule instructional practice, students examined words with "igh" and "ie." They discovered that in most words that have the long "i" sound spelled "igh," the consonant "t" immediately follows. There are only a few words with that pattern that don't ("high," "sigh," "thigh"). They were also reminded that in the vowel team "ie," the name of the first vowel ("i") is the sound that is heard (/ī/). In the Opening of this lesson, students examine single-syllable words ending in the sound /ī/ spelled "ie" or "y." They discover that there are just a handful of words where the sound is spelled with the vowel team "ie" at the end ("pie," "tie," "lie," "die") and that the more common spelling is the open syllable "-y."

■ In Work Time A, students first brainstorm a list of words with the spelling patterns "igh," "ie," and "y," 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:

■ Morphemes, or parts of words that contain meanings (base words, suffixes, prefixes, etc.) steadily become a more regular part of word analysis in second and third grades. To lay the foundation for more structured analysis to come, consider capitalizing on opportunities to support students in naming base words, prefixes, and suffixes as they are presented. Example: If a word such as "pies" is used in the silly sentence during Work Time, invite students to identify the base word ("pie") and the suffix ("-s"), and explain the impact that adding the suffix has on the base word (makes "pie" plural).

■ In the Closing, students reflect on taking responsibility for their own learning during whole group instruction or differentiated small group instruction. (Example: "I remembered that a one syllable word ending with the long 'i' sound is most often spelled with a 'y,' so I used that to write the word 'sky'"). Consider asking students to name how they also are building habits of character (examples: persevering, listening to a partner).

Lesson 19 — Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson includes two instructional practices: Snap or Trap Review and Fluency. Model and support students as necessary as they familiarize themselves with this routine.

- 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)

- In Work Time A, students interact with an excerpt from the Decodable Reader: "Stuck Up High." They think about how to apply phrasing, expression, and other rules of fluency to the excerpt and give each other feedback. (RF.2.4)

- 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 also are building habits of character (examples: persevering, listening to a partner).

Lesson 20 — Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson reviews the spelling patterns for long "a," "e," and "i" worked on in Cycles 2, 3, and 4, respectively, through the introduction of another Word Workout instructional practice and exercise.

- In Opening A, students review the graphemes (letter patterns) they know for the phonemes (sounds) /ā/, /ē/, and /ī/. This includes CVCe, open syllable, and "ay," "ai," "ea," "ee," "igh," "ie," and "-y." Students are introduced to a review practice called Question Boxes and work through one or two questions together. This practice is similar to Question Cards, a practice used for review in Kindergarten and first grade.

- In Work Time A, students work individually or in pairs to "exercise" their knowledge by working through the remaining Question Boxes together. This activity has them apply their knowledge of long vowel spelling patterns and syllabication to spell one-syllable words and read two-syllable words with those patterns. (L.2.2, RF.1.3, RF.2.3) Notice that some of the words to be decoded are nonsense words, which push students to decode and not just rely on their memory of the word. In the final lesson of Module 1 (Cycle 5, Lesson 25), students will be assessed on their knowledge of these patterns. If you choose to partner students, an optional Partner Letter is also provided in the supporting materials for this activity. This letter serves as written directions that students can use to guide them during Work Time.

- 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.

How it builds on previous work:

- This lesson continues work with open and closed syllables, along with the long vowel spelling patterns learned in Cycles 2, 3, and 4 for the purpose of decoding multisyllabic words and encoding one-syllable 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 looked for the vowel patterns in longer words and that helped me know what vowel sound to make in each syllable"). Consider asking students to name how they also are building habits of character (examples: persevering, listening to a partner).

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 4 Assessment (Optional)
- Enlarged Engagement Text: "Fire Chief Sparks Rescues Neighborhood Alley Cat from Tree"
- Enlarged Decodable Reader: "Stuck Up High" (one to display)
- Decodable Reader: "Stuck Up High" (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)
- Snap or Trap Word List

- Interactive Word Wall (one to display)

- Enlarged selected excerpt from the Decodable Reader: "Stuck Up High"

- Individual copies of selected excerpt from the Decodable Reader: "Stuck Up High"

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

- Writing utensils (one per student or pair)

- Enlarged Long Vowel chart (in Lesson 20)

- Enlarged copy of Question boxes

- Question boxes (one per student or pair)

- Question Boxes Partner Letter (optional)

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