

Grade 2: Module 2: Cycle 6

Overview

Reviewed in This Cycle

r-controlled open- and closed-syllable words

High-Frequency Words

“yellow,” “orange,” “great,” “colors,” “turns,” “sing,” “that,” “start”

Cycle Word List

In this cycle, students review the r-controlled spelling patterns “ar,” (/ar/), “or,” (/or/) and “er,” “ir,” and “ur” (/er/). 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:

/ar/	/or/	/er/	Two-syllable
barn	corn	her	barber
bark	fork	bird	darker
start	form	first	partner
yard	sport	turn	



Cycle at a Glance

Lesson 26

RF.2.3, RF.2.3e, L.2.2, L.2.2d

Agenda

1. Opening (3–5 minutes)

- A. Syllable Sleuth: r-Controlled Two-Syllable Words: “artwork,” “barber,” “darker,” “starfish,” “burglar,” “harbor,” “partner”

2. Work Time (10 minutes)

- A. Words Rule: r-Controlled Patterns /or/, /ar/, and /er/; Words with Spellings “or,” “ar,” “ir,” “er,” and “ur”

3. Closing and Assessment (2 minutes)

- A. Reflecting on Learning

4. Differentiated and Small Group Instruction and Rotations

Daily Learning Targets

- I can identify the vowel spellings in a word to help me determine syllable type and use that information to decode it. (RF.2.3, L.2.2)
- I can read, identify the syllable type, and spell words with the spelling pattern r-controlled one-syllable words. (RF.2.3, L.2.2)

Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify the syllable type based on spelling of the word.
- Observe students during Work Time A.
 - Determine whether they can sort words with r-controlled spelling patterns by sound.
 - Determine whether they can apply spelling patterns in writing words on white boards.
- Exit ticket (see Differentiated Small Groups: Work with Teacher)

Lesson 27

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

Agenda

- Opening (3–5 minutes)**
 - Engagement Text Read-aloud: “Fall Fest in Sunnyside Park”
 - Comprehension Conversation (optional)
- Work Time (10 minutes)**
 - Snap or Trap: “yellow,” “orange,” “colors,” “great”
 - Decodable Reader: Partner Search and Read: “Fall Fest at the Park”
- Closing and Assessment (2 minutes)**
 - Reflecting on Learning
- Differentiated and Small Group Instruction and Rotations**

Daily Learning Targets

- I can retell the events from the current edition of *Sunnyside Gazette*: “Fall Fest in Sunnyside Park.”
- Using evidence from the text, I can answer questions about the current edition of the *Sunnyside Gazette*: “Fall Fest in Sunnyside Park.”
- I can read high-frequency words and words that “don’t play fair”: “orange,” “colors,” “great,” “yellow.” (RF.2.3f)
- I can read the decodable text: “Fall Fest at the Park.” (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.

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- Also determine whether they can decode two-syllable words, words containing vowel teams (one- or two-syllable), words containing r-controlled vowels, and irregularly spelled high-frequency words.
- Exit ticket (see Differentiated Small Groups: Work with Teacher)

RF.2.3, RF.2.3e, RF.2.3f, L.2.2, L.2.2d

Agenda

1. Opening (3–5 minutes)

- A. Words Rule Review: Two-Syllable r-Controlled Words: “for-bid,” “trans-form,” “pat-tern,” “oc-cur,” “whim-per,” “ant-ler,” “dis-turb,” “sub-urb,” “con-firm,” “trac-tor,” “in-tern,” “blis-ter”

2. Work Time (10 minutes)

- A. Interactive Writing: Writing a Silly Sentence with /er/, /ar/, and /or/ Words

3. Closing and Assessment (2 minutes)

- A. Reflecting on Learning

4. Differentiated and Small Group Instruction and Rotations

Daily Learning Targets

- I can read, identify the syllable type, and spell words with r-controlled vowels. (RF.2.3, L.2.2)
- I can write a sentence using words with the spelling patterns “or,” “ar,” “ir,” “er,” and “ur.” (RF.2.3, 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 part of word with the r-controlled syllable type of words spelled with “or,” “ar,” “ir,” “er,” and “ur.”
 - Also determine whether they can apply spelling patterns in writing words on white boards.
- Exit ticket (see Differentiated Small Groups: Work with Teacher)

Lesson 29

RF.2.3, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f, RF.2.4, RF.2.4b, RF.2.4c

Agenda

1. Opening (3–5 minutes)

- A. Snap or Trap Review: “then,” “had,” “will,” “think,” “colors,” “orange,” “great,” “yellow”

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

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)

Lesson 30

RF.2.3, RF.2.3b, RF.2.3e, L.2.2, L.2.2d**Agenda**

- Opening (3–5 minutes)**
 - A. Word Workout: Word Stars
- Work Time (10 minutes)**
 - A. Word Workout: Exercise Practice
- Closing and Assessment (2 minutes)**
 - A. Reflecting on Learning
- Differentiated and Small Group Instruction and Rotations**

Daily Learning Targets

- I can identify the correct spelling patterns for two-syllable words with “or,” “ar,” and “er.” (RF.2.3, L.2.2)
- I can read and spell words with “or,” “ar,” and “er.” (RF.2.3, L.2.2)

Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify the correct spelling pattern based on syllable type.
- Observe students during Work Time A. Determine whether they can apply knowledge of syllable types to read and spell words correctly.
- Exit ticket (see Differentiated Small Groups: Work with Teacher)

Lesson 26 Teaching Notes**Purpose of lesson and alignment to standards:**

- The Opening Syllable Sleuth instructional practice focuses on decoding two-syllable words using their knowledge of r-controlled syllables. Students examine written words and identify the vowel spelling patterns to determine the syllable type and decode the word (RF.2.3e).
- An important understanding in decoding r-controlled words is that the vowel is neither short nor long; it is r-controlled.

- In Work Time A, students discover spelling patterns in words and apply their knowledge of r-controlled vowel sounds to identify when each pattern is applied. This knowledge supports students' ability to decode and encode words by generalizing familiar spelling patterns. Important note about the patterns in this cycle: There are no specific rules for knowing the correct spelling for /ər/ other than frequency or recognizing the spelling based on recognizing and remembering the word from prior experience with it in text. "er" is the most common spelling, followed by "ur," and then "ir."

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 r-controlled vowel sounds.

Down the road:

- In the Closing, students reflect on goal-setting as a means of taking responsibility for their own learning during whole group instruction or differentiated small group instruction (example: "I am working on looking for where the vowels are in each syllable"). 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 27 Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A and B, students work with the Engagement Text: "Fall Fest in Sunnyside Park." 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: “orange,” “color,” “great,” “yellow.” Once students have learned the words, they are placed on the classroom Interactive Word Wall.
- In Work Time B, before students read the Decodable Reader: “Fall Fest at the Park,” alone or in pairs, they search for the 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 decode words with r-controlled vowels, 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, and reflect on their own goals (example: “I found all of the irregularly-spelled words in the Decodable Reader and highlighted them. I will watch for those words when I am reading”). Consider asking students to name how they also are building habits of character (examples: persevering, listening to a partner).

Lesson 28 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 Opening A, students engage with the shorter Opening version of the Words Rule instructional practice (used first as a Work Time instructional practice in the first cycle). 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 with sounds /or/, /ar/, and /er/, writing them in a chart on their white boards, 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.
- Important note about the patterns in this cycle: There are no specific rules for knowing the correct spelling for /er/ other than frequency or recognizing the spelling based on recognizing and remembering the word from past experience with it in text: “er” is the most common spelling, followed by “ur” and then “ir.”
- Consider recording the silly sentences produced each week during Interactive Writing on chart paper, sentence strips, or in 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 taking responsibility for their own learning during whole group instruction or differentiated small group instruction (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 29 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 grapho-phonemic (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: “Fall Fest at the Park.” 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).
- Consider collecting the sentences and excerpts of text used in Work Time on chart paper in such a way that they can be practiced 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 Module 1 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 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 30 Teaching Notes

Purpose of lesson and alignment to standards:

- 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.
- In Opening A, students are introduced to a new exercise: Word Stars. In this exercise, students apply their knowledge of r-controlled patterns “er,” “ar,” and “or” to read and spell words correctly (RF.2.3, L.2.2).
- In Work Time A, students first practice the new exercise: Word Stars. As time allows, students may practice a previously introduced exercise: Identify and Match or Count It Out. Students build their workout by practicing these exercises as a review of skills taught thus far.
- 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 at mid- and end of each module. For each cycle without an assessment in Modules 1 and 2, a new review exercise is introduced. In Modules 3 and 4, the teacher may choose from any of the taught review exercises.

How it builds on previous work:

- This lesson continues work with r-controlled patterns “or,” “ar,” and “er.”

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 listened for where the sound of /or/ was in the word to help me determine the correct spelling pattern”). 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 for each pair)
- r-Controlled Word Cards with /ar/, /ər/, /or/ sounds for Work Time A (cut apart for display) (Lesson 26)
- Bossy “r” anchor chart
- “Bossy ‘r’ Triplets” Story
- Cycle 6 Assessment (Optional)
- Enlarged Engagement Text: “Fall Fest in Sunnyside Park” (one to display)
- Enlarged Decodable Reader: “Fall Fest at the Park” (one to display)
- Decodable Reader: “Fall Fest at the Park” (one per student)
- Highlighting tape (for the teacher to use to highlight the Decodable Reader; optional)
- Highlighters (one per teacher and one per student)
- Snap or Trap Word Cards (write the following words on index cards: “colors,” “yellow,” “orange,” “great”)
- Interactive Word Wall (one to display)
- Snap or Trap T-chart (on white board or chart paper; Snap on one side and Trap on the other)
- Words Rule Word Cards
- Possible silly sentence examples (students may also generate their own; optional): “The bird poked the shark with a fork.” “A stork perched on a porch makes a short fart.”
- White boards or sheet protectors with white cardboard inside if not working at a desk/table (one per student or pair)
- White board markers (one per student)
- White board erasers (or tissues, socks, etc.; one per student)
- Snap or Trap Word Cards (write the following words on index cards: “orange,” “colors,” “great,” “yellow,” “turns,” “sing,” “that,” “start”)
- Enlarge the selected excerpt from the Decodable Reader: “Fall Fest at the Park” (one for display)
- Individual copies of selected excerpt from the Decodable Reader: “Fall Fest at the Park” (one per student)
- Write the following Rules of Fluency on index cards: “smoothly,” “with expression,” “with meaning,” “just the right speed”
- Enlarged Word Stars for “er,” “ar,” and “or” (for display)
- Word Lists (one copy per pair; cut apart for Student A and Student B)
- Word Stars (one set per pair)
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher)