

**Grade 2:** Module 2: Cycle 9

# Overview

## Introduced in This Cycle

1-1-1 doubling rule

## High-Frequency Words

“even,” “finally,” “wrong,” “won,” “friend,” “ready,” “one,” “with,” “open,” “before”

## Cycle Word List

In this cycle, students are introduced to the 1-1-1 doubling rule: when adding a vowel suffix (examples: “-ing,” “-er”) to single-syllable words with one short vowel and one consonant at the end, that consonant must be doubled. Examples of words used in this cycle include:

chop/chopper/chopping

hug/hugger/hugging

run/runner/running

scan/scanner/scanning

shred/shredder/shredding



## Cycle at a Glance

### Lesson 41

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

### Agenda

#### 1. Opening (3–5 minutes)

A. Syllable Sleuth: Two-Syllable Words: “dis-play,” “soy-bean,” “point-y,” “floun-der,” “scout-ing,” “houf-ry,” “shoip-ert”

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

A. Words Rule: Doubling Rule for One-Syllable Words: “run,” “clap,” “plan,” “drum,” “scrub,” “sit”

#### 3. Closing and Assessment (3–5 minutes)

A. Reflecting on Learning

#### 4. Differentiated and Small Group Instruction and Rotations

**Daily Learning Targets**

- I can use my knowledge of syllable division to help me decode two-syllable words. (RF.2.3)
- I can read and spell words using the 1-1-1 Doubling Rule with vowel suffixes. (RF.2.3, L.2.2)

**Ongoing Assessment**

- Observe students during Opening A. 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 correctly identify the doubling pattern generalization for adding vowel suffixes.
- Also determine whether they can apply spelling patterns in writing words on white boards.
- Exit ticket (see Differentiated Small Groups: Work with Teacher)

**RF.2.3, RF.2.3d, RF.2.3f****Agenda****1. Opening (3–5 minutes)**

- A. Engagement Text Read-aloud: *Sunnyside Gazette*: “Local Student Wins City Spelling Bee”
- B. Comprehension Conversation (optional)

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

- A. Snap or Trap: “even,” “finally,” “won,” “wrong,” “friend,” “ready,” “one”
- B. Decodable Reader: Partner Search and Read: “The Spelling Bee”

**3. Closing and Assessment (2 minutes)**

- A. Reflecting on Learning

**4. Differentiated and Small Group Instruction and Rotations****Daily Learning Targets**

- I can retell the events from the current edition of the *Sunnyside Gazette*: “Local Student Wins City Spelling Bee.”
- Using evidence from the text, I can answer questions about the current edition of the *Sunnyside Gazette*: “Local Student Wins City Spelling Bee.” (optional)
- I can read irregularly spelled high-frequency words “finally,” “won,” “friend,” “one.” (RF.2.3f)
- I can read the decodable text: “The Spelling Bee.” (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 43

**RF.2.3, RF.2.3d, L.2.2, L.2.2d**

**Agenda**

**1. Opening (3–5 minutes)**

A. Words Rule Review: The 1-1-1 Doubling Rule: “grab/grabbing,” “scan/scanning,” “shred/shredder,” “clip/clipper,” “hug/hugging,” “chop/chopper”

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

A. Interactive Writing: Writing a Silly Sentence with Words Ending in “-ing” and “-er” that Follow the 1-1-1 Doubling Rule

**3. Closing and Assessment (2 minutes)**

A. Reflecting on Learning

**4. Differentiated and Small Group Instruction and Rotations**

**Daily Learning Targets**

- I can read and spell words that follow the 1-1-1 doubling rule for vowel suffixes “-ing” and “-er.” (RF.2.3, L.2.2)
- I can write a sentence using words that follow the 1-1-1 doubling rule for vowel suffixes “-ing” and “-er.” (L.2.2d)

**Ongoing Assessment**

- Observe students during Work Time A.
- Determine whether they can follow basic concepts of print such as directionality and spacing.
- Also determine whether they can identify and apply the 1-1-1 doubling rule using “-ing” and “-er.”
- Exit ticket (see Differentiated Small Groups: Work with Teacher)

Lesson 44

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

**Agenda**

**1. Opening (3–5 minutes)**

A. Snap or Trap Review: “even,” “finally,” “wrong,” “won,” “friend,” “ready,” “one,” “with,” “open,” “before”

**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.”

**RF.2.3, RF.2.3d, 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 1-1-1 doubling rule for vowel suffixes “-ing” and “-er.” (RF.2.3, L.2.2)
- I can read and spell words using the 1-1-1 doubling rule with vowel suffixes “-ing” and “-er.” (RF.2.3, L.2.2)

**Ongoing Assessment**

- Observe students during Opening A. Determine whether they can explain the 1-1-1 doubling rule.
- Observe students during Work Time A. Determine whether they can apply knowledge of the 1-1-1 doubling rule to read and spell words correctly.
- Exit ticket (see Differentiated Small Groups: Work with Teacher)

**Lesson 41 Teaching Notes****Purpose of lesson and alignment to standards:**

- The Opening Syllable Sleuth instructional practice focuses on decoding two-syllable words using the syllable types 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 syllable types and use the information to successfully decode the words (RF.2.3b, RF.2.3e). 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 discover the 1-1-1 doubling rule in words when a vowel suffix is added. This knowledge supports students’ ability to decode and encode words by generalizing familiar spelling patterns (RF.2.3d, L.2.2d).

- Important note: Though the “-er” used in all of the words in this instructional practice serves as a suffix added to a base word, “-er” at the end of words is not always a suffix (examples: “summer,” “hammer”). The doubling of the consonant in the middle still makes the first vowel sound short in these words that do not include the “-er” suffix.

### How it builds on previous work:

- Over the course of the first modules of second grade, students worked with five syllable types (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 and set goals (example: “I noticed that we double the final consonant when we add ‘ing’ to short vowel words. I will look at the vowel and the vowel sounds in words when I add ‘ing’ to them in my writing”). Consider asking students to name how they are also building habits of character (examples: persevering, listening to a partner).

## Lesson 42 Teaching Notes

### Purpose of lesson and alignment to standards:

- This lesson includes three instructional practices: Engagement Text Read-aloud with an optional Comprehension Conversation, Snap or Trap, and Decodable Reader: Partner Search and Read.
- In Opening A and B, students work with the Engagement Text: *Sunnyside Gazette*: “Local Student Wins City Spelling Bee.” 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 will learn new irregularly spelled high-frequency words (RF.2.3f). This practice teaches all high-frequency irregular words. They will analyze each word to determine why it is irregular. Students will grapple with this concept until they determine the reason for it being irregular, or trap words because they “don’t play fair.” The trap words in this cycle are: “finally,” “won,” “friend,” “one.” Once they have learned the words, they will be placed on the classroom Interactive Word Wall.

- In Work Time B, before students read the Decodable Reader: “The Spelling Bee,” alone or in pairs, they will search for the irregularly spelled high-frequency words from Work Time A. Pairing students during the Decodable Reader routine provides support for students 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 patterns 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 differentiation small group instruction and the role of goal setting (example: “I found all of the irregularly spelled words in the Decodable Reader and highlighted them. I’ll look for those irregular words when I’m reading on my own so that I get them in my memory”). Consider asking students to name how they are also building habits of character (examples: persevering, listening to a partner).

## **Lesson 43 Teaching Notes**

#### **Purpose of lesson and alignment to standards:**

- In Opening A, students engage in a shorter version of the Words Rule instructional practice (used first as a Work Time instructional practice for the first lesson of the cycle). In this practice, students read and spell words that follow the 1-1-1 doubling rule in words when a vowel suffix is added. This knowledge supports students’ ability to decode and encode words by generalizing familiar spelling patterns (RF.2.3d, L.2.2d).
- In Work Time A, students first brainstorm a list of words that follow the 1-1-1 doubling rule, writing them on their white boards, then check with the larger group to ensure the correct spelling. 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 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 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 and goals they are working on (example: “I will identify words that follow the 1-1-1 doubling rule when I am writing so I can spell them correctly”). Consider asking students to name how they are also building habits of character (examples: persevering, listening to a partner).

## Lesson 44 Teaching Notes

**Purpose of lesson and alignment to standards:**

- 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). This also provides a review of already-taught and easily decodable high-frequency words (RF.2.3).
- In Work Time A, students interact with an excerpt from the Decodable Reader: “The Spelling Bee.” They think about how to apply the rules of fluency to this excerpt and work together to read this piece fluently (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 practice by the group, in pairs, or individually. This may 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 first grade 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 A, 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 45 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 learn a new version of a familiar exercise: Word Stars. In this exercise, students apply their knowledge of the 1-1-1 doubling rule for suffixes “-ing” and “-er” to read and spell words correctly (RF.2.3, L.2.2).
- In Work Time A, students first practice the exercise: Word Stars. As time allows, students may practice an exercise from a previous cycle. 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 the 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 the 1-1-1 doubling rule with suffixes “-ing” 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 remembered that the final consonant is doubled if the word follows the 1-1-1 doubling rule. This is something I’ve been working on being sure to do”). Consider asking students to name how they are also building habits of character (examples: persevering, listening to a partner.)

## Preparation and Materials

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- Syllable Sleuth Word List in a transparent sleeve (one per pair)
- Doubling Rule Word Cards (one set for display)
- White boards, white board markers, and white board erasers (one per student)
- Clipboards if students are not sitting at a desk (optional; one per student)
- Cycle 9 Assessment (Optional)
- Base Words with “-ing” Word Cards (one set for display)
- Base Words with “-er” and “-s” Word Cards (one set for display)
- Practice Word Cards (one set for display)
- Enlarged Engagement Text: *Sunnyside Gazette*: “Local Student Wins City Spelling Bee”
- Enlarged Decodable Reader: “The Spelling Bee” (one to display)
- Decodable Reader: “The Spelling Bee” (one per student)
- Interactive Word Wall (one to display)
- Highlighters (one per student and one for teacher)
- Highlighting tape (for the teacher to use to highlight the Decodable Reader; optional)
- Snap or Trap Word Cards (one of each; for teacher to place on the Interactive Word Wall)
- Snap or Trap T-chart (on white board or chart paper; Snap on one side and Trap on the other)

- Possible silly sentence examples (students may also generate their own; optional): “The drummer was strumming and humming with good manners all summer.” “It wouldn’t be proper to go zipping and strutting when we are shopping.”
- Word Cards for Interactive Writing (one set per pair)
- Enlarged selected excerpt from the Decodable Reader: “The Spelling Bee” (one for display)
- Rules of Fluency index cards
- Individual copies of excerpt from the Decodable Reader: “The Spelling Bee” (one per student)
- Word Lists (one set per pair)
- Enlarged Word Stars for “-ing” and “-er” (for display)
- Word Stars (one set per pair)
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher)