

**Grade 2:** Module 2: Cycle 11

# Overview

## Introduced in This Cycle

Vowel teams “oo,” “ou,” “ui,” “ue,” and “ew” (read only) and contractions with “will”

## High-Frequency Words

“guess,” “through,” “good,” “they’ll,” “we’ll”

## Cycle Word List

In this cycle, students are introduced to the spelling patterns (graphemes) “oo,” “ou,” “ui,” “ue,” and “ew” for the similar sounding phonemes /ū/ and /ōō/ (decoding only). In addition, they are introduced to contractions with the word “will” (examples: “it’ll,” “they’ll,” “we’ll”) and continue to review and practice using their knowledge of known syllable types to decode two-syllable words. Examples of words used in this cycle include:

/ū/	/ōō/	
argue	chew	juice
cashew	blue	scooter
cue	clue	soup
few	food	suit
rescue	fruit	youth



### Cycle-at-a-Glance

Lesson 51

**RF.2.3, RF.2.3b, RF.2.3c, RF.2.3e**

#### Agenda

**1. Opening (3–5 minutes)**

A. Syllable Sleuth: Two-Syllable Words with Familiar Vowel Patterns: “mer-maid,” “consume,” “tab-loid,” “flow-er,” “re-mind,” “rea-son,” “mo-fin,” “char-pike”

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

A. Words Rule: Words Spelled with Vowel Patterns “oo,” “ou,” “ui,” “ue,” and “ew”: “few,” “food,” “scooter,” “youth,” “soup,” “chew,” “rescue,” “clue,” “suit,” “fruit”

**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 /ū/ and /ōō/ words with the spelling patterns “oo,” “ou,” “ui,” “ue,” and “ew.” (RF.2.3)

**Ongoing Assessment**

- Observe students during Opening A
  - Determine whether they can count 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 vowel sounds in words as /ū/ or /ōō/.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

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

- A. Engagement Text Read-aloud: *Sunnyside Gazette*: “Baby Cougars Born at City Zoo”
- B. Comprehension Conversation (optional)

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

- A. Snap or Trap: “finally,” “guess,” “through,” “good,” “they’ll,” “we’ll,” “it’ll”
- B. Decodable Reader: Partner Search and Read: “Baby Cougars at the Zoo”

**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 the *Sunnyside Gazette*: “Baby Cougars Born at City Zoo.”
- Using evidence from the text, I can answer questions about the current edition of the *Sunnyside Gazette*: “Baby Cougars Born at City Zoo.” (optional)
- I can read irregularly spelled high-frequency words “finally,” “guess,” “through,” “good.” (RF.2.3f)
- I can read the decodable text: “Baby Cougars at the Zoo.” (RF.2.3)

Lesson 53

**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.2.3d, L.2.2, L.2.2c, L.2.2d**

**Agenda**

**1. Opening (3–5 minutes)**

- A. Introducing Word Parts

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

- A. Interactive Writing: Writing a Silly Sentence with Words Spelled with Vowel Patterns “oo,” “ou,” “ui,” “ue,” and “ew” and Contractions with “will”

**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 word parts as prefix, suffix, or base word. (RF.2.3)
- I can write a sentence using words with the spelling patterns “oo,” “ou,” “ui,” “ue,” and “ew” high-frequency words. (L.2.2d)

**Ongoing Assessment**

- Observe students during Opening A. Determine whether they can identify word parts correctly.
- Observe students during Work Time A. Determine whether they can correctly identify familiar sound-spelling patterns in spoken words: “oo,” “ou,” “ui,” “ue,” and “ew” and high-frequency words from this cycle.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Lesson 54

**RF.2.3, RF.2.3b, 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: “around,” “guess,” “through,” “good,” “they’ll,” “we’ll,” “anything,” “know”

**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.2.3, RF.2.3b, RF.2.3e, L.2.2, L.2.2d****Agenda****1. Opening (3–5 minutes)**

A. Word Workout: Same Sounds

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

A. Word Workout: Exercise Practice

**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 sounds made by vowel teams “oo,” “ou,” “ui,” “ue,” and “ew.” (RF.2.3, L.2.2)
- I can read and spell words with vowel teams “oo,” “ou,” “ui,” “ue,” and “ew.” (RF.2.3, L.2.2)

**Ongoing Assessment**

- Observe students during Opening A. Determine whether they can correctly identify the sounds for vowel teams “oo,” “ou,” “ui,” “ue,” and “ew.”
- Observe students during Work Time A. Determine whether they can apply knowledge of vowel teams “oo,” “ou,” “ui,” “ue,” and “ew” to read and spell words correctly.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

**Lesson 51 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 vowel spelling patterns to determine the number of syllables. 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 first discover the ways that /ū/ and /ōō/ are spelled in words, as represented by vowel teams “oo,” “ou,” “ui,” “ue,” and “ew.” This knowledge supports students’ ability to decode and encode words by generalizing familiar spelling patterns (RF.2.3b, RF.2.3e).

**How it builds on previous work:**

- Over the course of the modules in the Grade 1 curriculum and Module 1 of second grade, 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 the difference in the /u/ and /ōō/ sound in the words I read”). Consider asking students to name how they also are building habits of character (examples: persevering, listening to a partner).
- 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 52 Teaching Notes****Purpose of lesson and alignment to standards:**

- In Opening A and B, students work with the Engagement Text: *Sunnyside Gazette* Edition 11: “Baby Cougars Born at City Zoo.” 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 irregularly spelled high-frequency words (RF.2.3f). This practice teaches all high-frequency irregular words. Students analyze each word to determine why it is irregular. Students grapple with this concept until they determine the reason for it being irregular, or a “trap” word, because it “doesn’t play fair.” The trap words in this cycle are: “finally,” “guess,” “through,” and “good.” Words with contractions with “will” are also introduced in this lesson. These include “they’ll,” “it’ll,” and “we’ll.” 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: “Baby Cougars at the Zoo,” 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 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 53 Teaching Notes**

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

- This lesson introduces a new instructional practice: Word Parts. Model and support students as necessary as they familiarize themselves with this routine.
- In Opening A, Word Parts, students learn that a prefix is a word part added to the beginning of a base word and a suffix is added to the end. Students notice that these word parts change the meaning of the base word. They will begin to understand that identifying these word parts when they are added to a base word will help them more easily decode and understand an unknown word.
- In Work Time A, students first brainstorm a list of words with “oo,” “ou,” “ui,” “ue,” and “ew,” writing them on their whiteboards, then checking 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 that word. The goal is for students to develop automaticity with the correct spelling and pronunciation of each word. Important note: These patterns are not easily generalizable in spelling. Using them in this Interactive Writing lesson is designed to support decoding these patterns in text. Students are not expected to know which spelling to use for words they generate with those sounds. In the first part of Work Time A, consider having students simply brainstorm the list with you while you record the spellings of the words. During the writing of the sentence itself, the words chosen for the suggested sentences represent more common words that students may see or write using those patterns. Students can be encouraged to accurately represent the other sounds in the words, while you indicate the correct sound spelling pattern for words with /ū/ and /ōō/ as needed.

- 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. Students apply what they are learning to construct a shared sentence. The sound spelling patterns in this cycle are difficult to generalize. Therefore, emphasis in this cycle is on developing familiarity with these patterns for the purpose of decoding.

### **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 will remember the words we are learning when I am writing so I can spell them correctly”). Consider asking students to name how they also are building habits of character (examples: persevering, listening to a partner).
- In the next cycle, students will apply what is learned in this lesson to a new iteration of the Word Parts instructional practice, using known word parts to create, read, and define new words.

## **Lesson 54 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 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.2.3).
- In Work Time B, students interact with an excerpt from the Decodable Reader: “Baby Cougars at the Zoo.” 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 to this point 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 and consider their own goals (example: “I was able to read the decodable text smoothly. I am still working on reading 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 55 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 exercise: Same Sounds. In this exercise, students apply their knowledge of vowel teams “oo,” “ou,” “ui,” “ue,” and “ew” to read and spell words correctly (RF.2.3, L.2.2).
- In Work Time A, students practice the exercise: Same Sounds. 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 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 vowel teams “oo,” “ou,” “ui,” “ue,” and “ew.”

**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 which vowel team is in this word so that I could spell it correctly”). Consider asking students to name how they also are 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)
- Words Rule Word Cards (words with “oo,” “ou,” “ui,” “ue,” and “ew”)
- T-chart (optional)
- Whiteboards, whiteboard markers, and whiteboard erasers (one per student)
- Clipboards if students are not sitting at a desk (one per student; optional)
- Cycle 11 Assessment (Optional)
- Enlarged Engagement Text: *Sunnyside Gazette*: “Baby Cougars Born at City Zoo”
- Enlarged Decodable Reader: “Baby Cougars at the Zoo” (one to display)
- Decodable Reader: “Baby Cougars at the Zoo” (one per student)
- Highlighter (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)
- Snap or Trap Word List (one of each)
- Tape, magnet, or other material to fasten Snap or Trap Word Cards to the Snap or Trap T-chart
- Snap or Trap High-Frequency Word Cards (one of each; for teacher to place on the Interactive Word Wall)
- Word Part Cards: “pack,” “un,” “ing,” “re,” and “pre”
- Word Parts chart: three-column chart with headings: Prefix, Base Word, and Suffix (one for teacher display)
- Snap or Trap T-chart (on whiteboard or chart paper; Snap on one side and Trap on the other)
- Enlarged selected excerpt from the Decodable Reader: “Baby Cougars at the Zoo” (one for display)
- Rules of Fluency index cards (see Teaching Notes, “In Advance” above)
- Individual copies of excerpt from the Decodable Reader: “Baby Cougars at the Zoo” (one per student)
- Enlarged Vowel Team Cards (for display)
- Vowel Team Cards (one set per pair)
- Word Cards for Lesson 55 (one set per pair)
- Interactive Word Wall (one to display)
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher)