Grade 2: Module 2: Cycle 12

Overview

Introduced in This Cycle

"-tion" and "-sion" and review of patterns from Module 2: /ow/ spelled "ou" and "ow," /oy/ spelled "oi" and "oy," and patterns for long "u" (read only): "ou," "ew," "oo," "ui," "ue"

High-Frequency Words

"place," "let's," "large," "which," "orange," "who," "what," "they"

Cycle Word List

In this last cycle of Module 2, students are introduced to the word endings "-tion" and "-sion." In addition, they are provided ample practice with all of the patterns introduced in the module. Examples of words used in this cycle include:

"-tion"		"-sion"	
addition	pollination	discussion	television
definition	question	mansion	version
fiction	station	permission	vision
mention	vacation	revision	

Cycle-at-a-Glance

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

Agenda

1. Opening (3–5 minutes)
   A. Syllable Sleuth: Two-Syllable Words: "group-ing," "cash-ew," "few-er," "res-cue," "Tues-day," "fruit-y," "suit-case," "car-toon," "swoop-ing"
2. Work Time (10 minutes)
   A. Words Rule: Words Ending in "-tion" and "-sion"
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 use my knowledge of syllable division to help me decode two-syllable words. (RF.2.3)
- I can read and spell words with the common word endings "-tion" and "-sion." (RF.2.3, L.2.2)

Ongoing Assessment

- Observe students during Opening A. Determine whether they can accurately divide words into syllables and use that knowledge to decode two-syllable words.
- Observe students during Work Time A. Determine whether they can read words with the common endings "-tion" and "-sion."
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Lesson 57

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

Agenda

1. Opening (3–5 minutes)

   A. Engagement Text Read-aloud: "New Restaurant Opens in Sunnyside"

   B. Comprehension Conversation (optional)

2. Work Time (10 minutes)

   A. Snap or Trap: "place," "let's," "large," "which," "orange," "who," "what," "they"

   B. Decodable Reader: Partner Search and Read: "Too Many Options!"

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*: "New Restaurant Opens in Sunnyside."
- Using evidence from the text, I can answer questions about the current edition of the *Sunnyside Gazette*: "New Restaurant Opens in Sunnyside." (optional)
- I can read regularly spelled high-frequency words and words that "don't play fair": "place," "let's" "large," "which," "orange." (RF.2.3f)
- I can read the decodable text: "Too Many Options!" (RF.2.3)

Ongoing Assessment

- Observe students during Work Time A. Determine whether they can read regularly and irregularly spelled high-frequency words and determine why they are regular or 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 other vowel patterns (example: "tion"), and irregularly spelled high-frequency words.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Lesson 58

RF.2.3, RF.2.3a, RF.2.3b, RF.2.3d, L.2.2, L.2.2d

Agenda

1. Opening (3–5 minutes)

   A. Word Parts

2. Work Time (10 minutes)

   A. Interactive Writing: Writing a Silly Sentence with "tion" and "sion" Words and Other Patterns from Module 2

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 add a prefix and/or a suffix to a base word to make and decode a new word. (RF.2.3)
- I can write a sentence using words with the spelling patterns: "tion" and "sion" and other patterns I've learned. (RF.2.3, L.2.2d)

Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify a base word, prefix, and suffix.
- Observe students during Work Time A.
- Determine whether students can write the given sentence following basic concepts of print such as directionality and spacing.
  - Also determine whether they can identify common spelling patterns for /shun/ ("tion" and "sion").
  - Also determine whether they can apply spelling patterns in writing words on whiteboards.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Lesson 59

RF.2.3, RF.2.3e, RF.2.4, RF.2.4b, RF.2.4c, L.2.2, L.2.2d

Agenda

1. Opening (3–5 minutes)

   A. Words Rule: Homophones: "to," "too," and "two"

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 identify homophones and determine what they mean and when to use them. (RF.2.3, L.2.2)
- 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 which words in a text are homonyms, use context to determine the meaning of each word, and select the correct word to complete a new sentence.
- Observe students during Work Time A. Determine whether they can group words in logical phrases and attend to punctuation to read the text fluently.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

RF.2.3, RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f, L.2.2, L.2.2c, L.2.2d, RF.2.4, RF.2.4b, RF.2.4c

Lesson 60

Agenda

1. Opening (5–7 minutes)

   A. Review and Setting Purpose for the Assessment

2. Work Time (50 minutes)

   A. Extended Differentiated Small Group Instruction: Assessment and Goal Setting

3. Closing and Assessment (3 minutes)

   A. Reflecting on Learning

Daily Learning Targets

- I can review the sound-spelling patterns from Cycles 9–12 (RF.2.3): adding suffixes to CVC words (1-1-1 doubling rule), suffix "-ed" (/t/, /d/, and /ed/), /ū/ and /ōō/ spelled "oo," "ou," "ui," "ue," "ew," and /shun/ spelled "-tion" and "-sion."
- I can apply what I've learned to read and write words in isolation and in text. (RF.2.3, RF.2.4, L.2.2)

Ongoing Assessment

- End of Module 2 Assessment

Lesson 56   Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, the Opening Syllable Sleuth instructional practice provides review of and practice with the patterns taught in Cycles 9, 10, and 11. Students apply their knowledge of syllable division to divide and decode two-syllable words that include the 1-1-1 doubling rule with "-er" and "-ing," words with the "-ed" suffix, and vowel teams for long "u" ("oo," "ou," "ui," "ue," and "ew") (RF.2.3c).

- 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 spelling patterns "-tion" and "-sion" and work to decode words with those patterns (RF.2.3). Two options for a final step in Work Time A are offered. One involves decoding words with "-tion" and "-sion" in short sentences, and another involves word dictation to spell high-utility words with "-tion" and "-sion." Consider which of the options best meet your students' needs.

- Note about the patterns in this cycle: "-tion" is the most common spelling of /shun/, followed by "-sion" and "-cian." This cycle works with the first two ("-tion" and "-sion"). While most of the focus is on decoding words with these sound spelling patterns, some encoding of high-utility words with this pattern is offered as an option in this lesson and is explored in Lesson 58 (Interactive Writing). A general rule of thumb is that "-tion" is the most common spelling of that sound and the words are usually nouns ("action," "fiction," "caption," "education"). "-sion" is used after "r," "s," and "l" ("version," "session," "compulsion") and can make the sound /shun/ or the slightly different sound /zhun/, and "-cian" in professions (examples: "musician," "magician"). Mastering the generalization of when to use the various spellings of the /shun/ sound is not expected in second grade. When students write words with the final /shun/ sound, they will most likely choose the "-tion" spelling, as that is the most common.

How it builds on previous work:

- Over the course of the modules, students have 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). They have also worked with suffixes including "-ed," "-er," and "-ing." In this lesson, students practice decoding two-syllable words using combinations of those syllable types as well as some with those suffixes.

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 goals (example: "I noticed that there a lot of different vowel teams that make the long 'u' sound. I will circle those teams when I see them and will be sure to make that sound when I am decoding words with those teams"). Consider asking students to name how they also are building habits of character (examples: persevering, listening to a partner).

Lesson 57 | Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A and B, students work with the Engagement Text: "New Restaurant Opens in Sunnyside" 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 examine the following high-frequency words: "place," "let's," "large," "which," "orange," "what," "who," and "they" (RF.2.3f). Students must determine which are "snap" (easily decodable) and which are "trap" (difficult to decode/irregular) words and explain their thinking. This lesson includes a word with a soft "c" ("place"), two with a soft "g" ("large" and "orange") and one with a unique contraction ("let's" = "let us"). While students are likely familiar with words that have these hard and soft consonant sounds, this provides an opportunity to address these with students. For teacher reference: "c" makes the hard /k/ sound before the vowels "a," "o," and "u" and the consonants "l" and "r." It makes the soft /s/ sound before "e" and "i," and as "-ce" at the end of words (example: "mice," "fence," "voice"). The consonant "g" works in much the same way. It usually makes the hard sound /g/ in front of the vowels "a," "o," and "u." It makes the soft /j/ sound in front of the vowels "e" and "i" and at the end of a word followed by "e" (example: "stage").

- In Work Time B, before students read the Decodable Reader: "Too Many Options!" 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:

- In the Decodable Reader: "Too Many Options!" students must apply what they have learned about the sound-spelling pattern(s) from the current cycle ("tion" and "sion") and previous cycles to read words with vowel teams, multisyllabic words, and irregularly spelled high-frequency words. This text particularly includes words that provide review with patterns from Cycles 7–11, including contractions and words with various long "u" vowel team spellings.

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 so that I could pay close attention to them and get them in my memory. That's a goal that I've been working on"). Consider asking students to name how they also are building habits of character (examples: persevering, listening to a partner).

Lesson 58 | Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A: Word Parts, students build on the understanding of affixes (prefixes and suffixes) as word parts added to the beginning and end of a base word that started the instructional practice introduced in Cycle 11. In that cycle, students noticed that these word parts change the meaning of the base word. In this lesson, students take what they learned about affixes in Cycle 11 and apply it to a new iteration of the Word Parts instructional practice: using known word parts to create, read, and define new words. Identifying and understanding the role of affixes (prefixes and suffixes) when they are added to a base word allows students to more easily decode and understand an unknown word (RF.2.3d). This lesson uses one-syllable base words with the following syllable types: vowel teams ("play," "clean") and closed ("jog," "camp," "spell"). This lesson uses the suffixes "-s," "-ing," "-ed," and "-er."

- In Work Time A, students first brainstorm words with the spelling patterns: "tion" and "sion." Because these words will likely be multisyllabic and therefore more time-consuming for students to encode and list on their own whiteboards, this Work Time practice begins a little differently than previous Interactive Writing lessons have. These words will be shared verbally, and then students will build a sentence around one of them. Ideally, these sentences should include some words that allow for a review of patterns from Module 2 (examples: "ild," "old," "ost," /ow/ spelled "ou" or "ow," /oy/ spelled "oi" or "oy," and base words with suffixes "-ed," "-er," or "-ing"). Two possible sentences that allow for such review are provided. Consider presenting students with these sentences (including a third option you may create) and allowing them to decide which to use for the lesson.

- 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 either 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 Module 2 (to decode in isolation, read in a text, and spell words). Students now apply all of these skills to construct a shared sentence using many of those patterns.

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 there a lot of words with suffixes. If I have trouble reading a word I will look to see if there is a base

word and suffix and use that information to help me decode it"). Consider asking students to name how they also are building habits of character (examples: persevering, listening to a partner).

Lesson 59   Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson includes a Words Rule Opening focused on homophones. In this version of the Words Rule practice, students identify words that sound the same but are spelled differently (homophones) in a text and use the context to determine the meaning of each word. This supports students' ability to generalize the spelling pattern used based on the meaning of the word. If homophones have not yet been collected and displayed in the classroom, consider enlarging or writing the text from the opening in this lesson on chart paper and displaying it in the classroom for students to reference. This will support eventual generalization of these words for both comprehension and spelling.

- Note about the homophones in this lesson for teacher reference: "Two" is used in just one way: to spell out the number two. "Too" is used in two ways. One is as a synonym for "also" or "as well" (example: Sam wants some chips, too). The other way is to show excessiveness (example: Sam ate too many chips). "To" is also used in two ways. One is in its infinitive form with a verb (example: Sam wants to play). The other way is as a preposition before a noun. Prepositions show the relationship between two words in a sentence. For example, in the sentence "Sam walked to the park," the word "to" shows the relationship between "walked" and "park." It takes time for students to develop the generalizations for when to use "too" or "to" in their own spelling. A useful rule of thumb to think about when supporting students: When talking about the number, use "two"; when meaning "also" or "very" (as in excessive or overly), use "too," and use "to" in all other cases. In this particular lesson, "too" as "also" is introduced.

- In Work Time A, students interact with an excerpt from the Decodable Reader: "Too Many Options!" In this lesson they continue to unpack the rule of "smoothly" (phrased reading) and work to group and read words in logical phrases, incorporating punctuation (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:

- Students have learned the high-frequency words "to," "too," and "two." In Opening A of this lesson, they learn that these are homophones (words that sound the same but are spelled differently) and use context to determine the meaning.

- 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 with expression, but I am still working on paying attention to the punctuation to make it sound smooth. I will focus on that during my independent reading today"). Consider asking students to name how they also are building habits of character (examples: persevering, listening to a partner).

Lesson 60 Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A, students are reminded of the sound spelling patterns they've been working on in the module. They consider how the knowledge and skills they've learned support proficient reading and writing and think about the role of assessment and feedback in taking ownership of their own learning. Assessments in Grade 2 are longer than those in Grade 1. As a result, the Opening review is short to accommodate the extra time needed to administer the assessment. This Opening can be optional; if students would benefit from a brief review, it can be used; otherwise, move directly into differentiated small group instruction to administer the assessment.

- This is the End of Module 2 Assessment. While it primarily assesses knowledge and skills from Cycles 9–12, items reflecting accumulated patterns in this module are included as well. Work Time for this lesson, as with all assessment lessons, involves extended differentiated small group instruction to allow time for the teacher to meet with each group to administer the assessment. Assessments are on-demand and can be reviewed with students immediately or at a later time so they can analyze their errors and establish personal goals. See Assessment Overview document for further details.

How it builds on previous work:

- This lesson is the final lesson in the second module of Grade 2. This lesson reviews and assesses the sound spelling patterns worked with in Cycles 9–12: the 1-1-1 doubling rule and magic "e" rule when adding vowel suffixes, "-ed" as /id/, /t/, and /d/, contractions with "would," vowel team patterns "oo," "ou," "ui," "ue," and "ew" for /ū/ and /ōō/ (for decoding only), and "-tion" and "-sion" for /shun/ and /zhun/. There are also some items included that reflect earlier cycles in the module (examples: /ar/ "ar" and /or/ "or." Note that there are some nonsense words to decode included in the assessment. This requires students to decode rather than rely on memory of a word. During Work Time A, students complete the End of Module 2 Assessment, where they read and write single- and two-syllable words with these patterns in isolation and in text. The assessment also includes a high-frequency word component and a short passage to assess fluency.

Preparation and Materials

- Syllable Sleuth Word List in a transparent sleeve (one per student or pair)
- Words Rule Word Cards (cut apart for display)
- "tion" and "sion" sentences (one per student)
- Enlarged Engagement Text: "New Restaurant Opens in Sunnyside" (one to display)
- Enlarged Decodable Reader: "Too Many Options!" (one for display)
- Decodable Reader: "Too Many Options!" (one per student)
- Interactive Word Wall (one to display)
- Highlighting tape (for the teacher to use to highlight the Decodable Reader; optional)
- Highlighters (one per student and one for teacher)
- Snap or Trap Word Cards
- Snap or Trap Word List
- 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)
- Snap or Trap T-chart (on whiteboard or chart paper; Snap on one side and Trap on the other)
- Word Parts T-chart: three-column chart with headings: Prefix, Base Word, and Suffix (one for teacher display)
- Cut out Word Parts Cards and have tape or magnets ready to affix to cards the Word Parts T-chart
- Word Part Cards: "jog," "clean," "camp," "stay," "spell," "ing," "er," "ed," "s"
- Possible silly sentence examples from which students can choose (consider generating your own): "The large flower had a conversation with the moon at midnight." "The wild oyster shouted at the television screen."
- Whiteboards, whiteboard markers, and whiteboard erasers (one per student)
- Homophone Demonstration Sentence #1: "Sam and Dad went to Soup for You and got two bags of chips and some soup too."
- Homophone Demonstration Sentence #2: "The soup was too hot to eat."
- Homophone Practice Sentence on chart paper: "The ___ boys want __ go __ the zoo ___, but it is __ late."
- Homophone Word Cards
- Rules of Fluency index cards
- Individual copies of excerpt from the Decodable Reader: "Too Many Options!" (one per student)
- Pencils (one per student)
- Enlarged Suggested 1-1-1 Doubling Rule and Magic "e" Rule chart (optional)
- Enlarged Suggested Long "u" Vowel Teams chart (optional)
- End of Module 2 Assessment
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher section in each lesson).