

Grade 2: Module 2: Cycle 7

Overview

Introduced in This Cycle

/oy/ spelled with “oi” and “oy”; /ow/ spelled with “ou” and “ow”; and contractions with “not”

High-Frequency Words

“their,” “people,” “don’t,” “doesn’t,” “our,” “down,” “before,” “says,” “have”

Cycle Word List

In this cycle, students are introduced to the /oy/ sound spelled “oi” and “oy,” the /ow/ sound spelled “ou” and “ow,” and contractions with the word “not” (examples: “can’t,” “didn’t”). In addition, they 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:

"oi"	"oy"	"ou"	"ow"
coin	boy	loud	brow
join	enjoy	noun	cow
point	soy	out	how
void	toy	sound	



Cycle-at-a-Glance

Lesson 31

RF.1.3, RF.1.3d, RF.2.3, RF.2.3b, RF.2.3e, L.2.2, L.2.2d

Agenda

1. Opening (3–5 minutes)

A. Syllable Sleuth: Two-Syllable Words with Long Vowels: “gar-ment,” “Fri-day,” “fif-teen,” “sail-boat,” “mean-ing,” “toast-er,” “rep-fray,” “de-tube”

2. Work Time (10 minutes)

A. Words Rule: Words Spelled with Vowel Patterns “oi,” “oy,” “ou,” and “ow”: “coin,” “join,” “boy,” “enjoy,” “loud,” “sound,” “how,” “brow”

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 spellings 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 “oi,” “oy,” “ou,” and “ow.” (RF.2.3, L.2.2)

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 correctly identify vowel patterns in words with “oi,” “oy,” “ou,” and “ow.”
 - 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.2.3b, RF.2.3c, RF.2.3d, RF.2.3f

Agenda

1. Opening (3–5 minutes)

- A. Engagement Text Read-aloud: *Sunnyside Gazette*: “Sunnyside City Park Improvements Continue”
- B. Comprehension Conversation (optional)

2. Work Time (10 minutes)

- A. Irregular Word Snap or Trap: “their,” “people,” “don’t,” “doesn’t,” “our,” “down,” “before,” “says,” “have”
- B. Decodable Reader: Partner Search and Read: “A New Playground!”

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*: “Sunnyside City Park Improvements Continue.”
- Using evidence from the text, I can answer questions about the current edition of the *Sunnyside Gazette*: “Sunnyside City Park Improvements Continue.” (optional)
- I can read irregularly spelled high-frequency words: “their,” “people,” “don’t,” and “doesn’t.” (RF.2.3f)
- I can read the decodable text: “A New Playground!” (RF.2.3)

Lesson 33

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

Agenda

1. **Opening (3–5 minutes)**
 - A. Words Rule Review: /oi/ Words Spelled with “oi” and “oy”; /ow/ Words Spelled with “ou” and “ow”: “out,” “noun,” “cow,” “now,” “point,” “void,” “soy,” “toy”
2. **Work Time (10 minutes)**
 - A. Interactive Writing: Writing a Silly Sentence with “oi,” “oy,” “ou,” and “ow” words
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 “oi,” “oy,” “ou,” and “ow.” (RF.2.3, L.2.2)
- I can write a sentence using words with the spelling patterns “oi,” “oy,” “ou,” “ow” and contractions containing “not.” (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 spelling patterns based on syllable types of words spelled with “oi,” “oy,” “ou,” and “ow.”
- Exit ticket (see Differentiated Small Groups: Work with Teacher)

Lesson 34

RF.2.3, RF.2.3a, RF.2.3b, RF.2.3f, RF.2.4, RF.2.4b, RF.2.4c

Agenda

1. **Opening (3–5 minutes)**
 - A. Snap or Trap Review: “their,” “people,” “don’t,” “doesn’t,” “there,” “can’t,” “which,” “walk,” “isn’t,” “didn’t”
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: Word Stars

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 correct spelling patterns for one-syllable words with “oi,” “oy,” “ou,” and “ow.” (RF.2.3, L.2.2)
- I can read and spell words with “oi,” “oy,” “ou,” and “ow.” (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 are able to apply knowledge of syllable types to read and spell words correctly.
- Exit ticket (see Differentiated Small Groups: Work with Teacher)

Lesson 31 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 (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 Work Time A, 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 (RF.2.3b, RF.2.3e, L.2.2d).

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:

- 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 /ow/ at the end are spelled with ‘ow’”). Consider asking students to name how they are also 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 32 Teaching Notes**Purpose of lesson and alignment to standards:**

- This lesson includes three instructional practices: Engagement Text Read-aloud with an optional Comprehension Conversation, Irregular Word Snap or Trap, and Decodable Reader: Partner Search and Read.

- In Opening A and B, students work with the Engagement Text: *Sunnyside Gazette*: “Sunnyside City Park Improvements Continue.” 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 irregularly spelled high-frequency words (RF.2.3f). They analyze each word to determine why it is irregular. Students grapple with this concept until they determine the reason for it being irregular, or trap words because they “don’t play fair.” Note that this lesson includes contractions. These words include two irregularly spelled words (“do” and “does”) involving contractions with “not.” Students examine these four words and learn that the apostrophe represents the “o” in the word “not.” The two contractions with irregularly spelled words can go in the ‘Trap column of the T-chart. The trap words in this cycle are: “their,” “people,” “don’t,” and “doesn’t.” Once they have learned these words, they are placed on the classroom Interactive Word Wall.
- In Work Time B, before students read the Decodable Reader: “A New Playground!” alone or in pairs, they 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 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 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 33 Teaching Notes**Purpose of lesson and alignment to standards:**

- In Opening A, students engage in the 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 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: "oi," "oy," "ou," and "ow," writing them in a T-chart on their whiteboards, then check 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 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 noticed that words with /oi/ at the end are often spelled with 'oy'"). Consider asking students to name how they are also building habits of character (examples: persevering, listening to a partner).

Lesson 34 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.2.3a).
- In Work Time B, students interact with an excerpt from the Decodable Reader: "A New Playground!" 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 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 are also building habits of character (examples: persevering, listening to a partner).

Lesson 35 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 engage in the exercise Word Stars. In this exercise, students apply their knowledge of vowel patterns “oi,” “oy,” “ou,” and “ow,” 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 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 patterns “oi,” “oy,” “ou,” and “ow.”

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 /ow/ was in the word to help me determine the correct spelling pattern”). Consider asking students to name how they are also 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 per pair)
- Words Rule Word Cards (one set for teacher display; one set per pair)
- Cycle 7 Assessment (Optional)
- Enlarged Engagement Text: *Sunnyside Gazette*: “Sunnyside City Park Continues Improvements”
- Enlarged Decodable Reader: “A New Playground!” (one to display)
- Interactive Word Wall (one to display)
- Decodable Reader: “A New Playground” (one per student)
- Highlighters (one per student and one for teacher)
- Highlighting tape (for teacher to use to highlight the Decodable Reader; optional)
- Snap or Trap Word Cards (see Teaching Notes, “In Advance”)
- Word Cards (Lesson 33; one set per pair)
- 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)
- Clipboards if students are not sitting at a desk (one per student; optional)
- Word Lists (one copy per pair; cut apart for Student A and Student B)
- Enlarged Word Stars for “oi” and “oy” (one for display)
- Word Stars for “oi,” “oy,” “ow,” and “ou” (one set per pair)
- Interactive Word Wall
- Prepare possible silly sentence examples (students may also generate their own; optional):
“The boy can’t find his voice because the cow found a toy on the ground.” “Don’t be a grouch if I enjoy the chow of my choice when we eat dinner.”
- Enlarged selected excerpt from the Decodable Reader: “A New Playground!” (one for display)
- Individual copies of excerpt from the Decodable Reader: “A New Playground!” (one per student)
- Rules of Fluency index cards (Lesson 34; see Teaching Notes, “In Advance”)
- Pencils (one per student or per pair)