

Grade 2: Module 2: Cycle 8

Overview

Introduced in This Cycle

/īld/, /ōld/, /īnd/, /ōst/ and contractions with “is”

High-Frequency Words

“together,” “whole,” “hello,” “weird,” “where’s,” “she’s,” “there’s,” “it’s”

Cycle Word List

In this cycle, students are introduced to the spelling-sound patterns “-ind” (/īnd/), “-ild” (/īld/) “-old” (/ōld/), and “-ost” (/ōst/), and contractions with the word “is” (examples: “it’s,” “she’s”). 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:

“ild”	“ind”	“old”	“ost”
child	behind	bold	most
mild	blind	cold	post
wild	kind	hold	postcard
	find	gold	
		golden	



Cycle-at-a-Glance

Lesson 36

RF.2.3, RF.2.3a, 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 with Vowel Teams: “high-er,” “high-est,” “fast-er,” “fast-est,” “dark-er,” “dark-est,” “fly-ing,” “row-ing”

2. Work Time (10 minutes)

A. Words Rule: /ī/ and /ō/ Words Spelled with “-ild,” “-ind,” “-old,” and “-ost”: “child,” “wild,” “kind,” “find,” “cold,” “bold,” “most,” “post”

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 “ind,” “old,” “ost,” and “ild.” (RF.1.3, RF.2.3, L.2.2)

Ongoing Assessment

- Observe students during Opening A.
- Determine whether they can decode two-syllable words with the prefix “-e.”
- Observe students during Work Time A.
- Determine whether they can correctly identify vowel patterns in words with “ind,” “old,” “ost,” and “ild.”
- 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.2.3d, RF.2.3e, RF.2.3f**Agenda****1. Opening (3–5 minutes)**

- A. Engagement Text Read-aloud: “Principal Pack Saves the Day!”
- B. Comprehension Conversation (optional)

2. Work Time (10 minutes)

- A. Snap or Trap: “together,” “whole,” “hello,” “weird,” “where’s,” “she’s,” “there’s,” “it’s”
- B. Decodable Reader: Partner Search and Read: “Where’s Goldie?”

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*: “Principal Pack Saves the Day!”
- Using evidence from the text, I can answer questions about the current edition of the *Sunnyside Gazette*: “Principal Pack Saves the Day!” (optional)
- I can read I can high-frequency words and words that “don’t play fair”: “together,” “whole” “hello,” “weird,” “is,” “where’s,” “she’s,” “there’s,” “it’s.” (RF.2.3f)
- I can read the decodable text: “Where’s Goldie?” (RF.2.3)

Ongoing Assessment

- Observe students during Work Time A. Determine whether they are able to read irregularly spelled high-frequency words and determine why they are irregular.

Lesson 38

- 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: “ild”), and irregularly spelled high-frequency words.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

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

Agenda

1. Opening (3–5 minutes)

- A. Words Rule Review: /ī/ and /ō/ Words Spelled with “ild,” “ind,” “old,” and “ost”

2. Work Time (10 minutes)

- A. Interactive Writing: Writing a Silly Sentence with “ild,” “ind,” “old,” and “ost” and Contractions with “is”

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 “ind,” “ild,” “old,” and “ost.” (RF.2.3, L.2.2)
- I can write a sentence using words with the spelling patterns “ind,” “ild,” “old,” and “ost” and contractions containing “is.” (L.2.2)

Ongoing Assessment

- Observe students during Work Time A.
- Determine whether they can write the given sentence, following basic concepts of print such as directionality and spacing.
- Also determine whether they can use the “ild,” “ind,” “old,” and “ost” patterns for words with those vowel sound spelling patterns.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Lesson 39

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

Agenda

1. Opening (3–5 minutes)

- A. Snap or Trap Review: “together,” “whole,” “hello,” “weird,” “is,” “that,” “it,” “them,” “sometimes”

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.2.3a, 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

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 vowel spelling patterns from Cycles 6–8 (RF.2.3): r-controlled (“ar,” “er,” “ir,” and “ur”), “oi,” “oy,” “ou,” and “ow” (as /ow/), “ild,” “old,” “ind,” and “ost.”
- 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

- Mid-Module 2 Assessment

Lesson 36 Teaching Notes

Purpose of lesson and alignment to standards:

- The Opening Syllable Sleuth instructional practice focuses on decoding two-syllable words. The words include four words with vowel team syllables (“ea,” “ai,” “ay,” and “oi”) and one with “y” as long “i” at the end of a syllable (“flying”). Students examine the written words and identify the vowel spelling patterns to determine the number of syllables. They are guided to discover that all of the two-syllable words include a base word and a suffix. Three

have the “-er” suffix as a “comparative” suffix (“higher,” “faster,” “darker”), three have the “-est” comparative suffix, and two have the “-ing” action suffix (“flying,” “rowing”) (RF.2.3d). Then they identify the syllable types and use the information to successfully decode the words (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 “ind,” “ild,” “old,” and “ost” spelling patterns in long “o” and long “i” words. They discover that these spelling patterns are exceptions to the closed syllable rule as the vowels have a long sound. They apply this learning to write words with those sound/spelling patterns (RF.2.3e, L.2.2d).
- Important note about the sound/spelling patterns in this lesson: Words with the “ind,” “ild,” “ost,” and “old” spelling patterns are exceptions to the closed spelling pattern rule. While the single vowel is closed by a consonant blend, the vowel sound produced is long, unlike what is expected in a closed syllable. This is because historically, these words had a final “e” to signal the long vowel sound (example: “olde”). While most words with these patterns make the long vowel sound, there are a few that do not. For example, “wind” (i.e., moving air), “cost,” and “lost.”

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:

- Morphemes, or parts of words that contain meanings (examples: base words, suffixes, prefixes) steadily become a more regular part of word analysis in second and third grade. To lay the foundation for more structured analysis to come, consider capitalizing on opportunities to support students in naming base words, prefixes, and suffixes as they are presented. In the Opening of this lesson, students work with the suffixes “-er” and “-ing” on unchanging base words (i.e., base words that don’t change their spelling when a suffix is added).
- 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 in that process (example: “I noticed that ‘old’ and ‘ild’ are almost the same. I will watch for that when I am reading and think about that when I am writing”). Consider asking students to name how they also are building habits of character (examples: persevering, listening to a partner).

Lesson 37 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: “Principal Pack Saves the Day!” 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 this lesson includes contractions. These words include two regularly spelled words (“she” and “it”) and two irregularly spelled words (“where” and “there”) involving contractions with “is.” Students examine these four words and learn that the apostrophe represents the “i” in the word “is.” The two contractions with irregularly spelled words can go in the Trap column and the two with regularly-spelled words can go in the Snap column of the T-chart. The new words in this cycle are: “together,” “whole,” “hello,” and “weird.” 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: “Where’s Goldie?,” 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 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 sound-spelling pattern(s) from the current cycle (“ild,” “old,” “ost,” and “ind”) and previous cycles 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 also are building habits of character (examples: persevering, listening to a partner).

Lesson 38 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 "ild," "ind," "old," and "ost," writing them in a four-column T-chart on their whiteboards, 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 word. The goal is for students to develop automaticity with the correct spelling and pronunciation of each word. Two suggested sentences are provided. Note that each contains a word with the long "o" or long "i" spelling pattern from this cycle, and a comparative suffix ("-er" or "-est").
- 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 (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 their daily progress toward becoming a more proficient reader and the role of goals they set. Throughout the module, guide students toward more specific responses (example: "I noticed that 'ild,' 'ind,' 'ost,' and 'old' all come at the end of a syllable. I will watch for words like that in my reading"). Consider directing students to name character traits/work habits (examples: persevering, listening to a partner).

Lesson 39 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 these routines.

- 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: “Where’s Goldie?” 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. In this lesson they begin to unpack the rule of “smoothly” and work to group and read words in logical phrases (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 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 prior cycles and new high-frequency words introduced in this cycle. Regular examination of those words for known grapho-phonemic (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 and set goals for themselves (example: “I was able to read the decodable text with expression. But I am making it sound smooth. I sound a little choppy when I read”). Consider asking students to name how they also are building habits of character (examples: persevering, listening to a partner).

Lesson 40 Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A, students are reminded of the vowel sound/spelling patterns they’ve been working on in the recent cycles. 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 first mid-module assessment lesson in second grade. It assesses all of the knowledge and skills from Cycles 6–8 in Module 2. 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 and Resources document for further details.

How it builds on previous work:

- This lesson reviews and assesses the vowel sound/spelling patterns worked with in Cycles 6–8: r-controlled vowels (“er,” “ir,” “ur”), “oy” and “oi,” “ou” and “ow” (as /ow/), and “ind,” “ild,” “ost,” and “old.” Students used their knowledge of these spelling patterns and generalizations to decode (read) and encode (spell) single- and two-syllable words. 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 Mid-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 pair)
- Words Rule Word Cards: “-ind,” “-ild,” “-old,” and “-ost” (for Work Time A Lesson 36; cut apart for display)
- Enlarged Engagement Text: “Principal Pack Saves the Day!”
- Enlarged Decodable Reader: “Where’s Goldie?” (one to display)
- Decodable Reader: “Where’s Goldie?” (one per student)
- Bossy “r” Word Cards
- 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 (write the following words on index cards: “together,” “whole,” “hello,” “weird,” “where’s,” “she’s,” “there’s,” “it’s”)
- Snap or Trap T-chart (on whiteboard or chart paper; Snap on one side and Trap on the other)
- Tape, magnet, or other material to fasten Snap or Trap Word Cards to the Snap or Trap T-chart
- Snap or Trap Word List (write the following words on index cards: “together,” “whole,” “hello,” “weird,” “is,” “that,” “it,” “them,” “sometimes”)
- Word Cards (Lesson 38; one set to display; one set per pair)
- “ild,” “old,” “ind,” “ost” T-chart
- Whiteboards, whiteboard markers, and whiteboard erasers (one per student)
- Pencils (one per student)
- Clipboards if students are not sitting at a desk (one per student; optional)
- Interactive Word Wall (one to display)
- Enlarged selected excerpt from the Decodable Reader: “Where’s Goldie?”
- Individual copies of selected excerpt from the Decodable Reader: “Where’s Goldie?”

- Write the following Rules of Fluency index cards: “smoothly,” “with expression,” “with meaning,” “just the right speed”
- /ar/, /or/, /er/, /ow/, /oy/ and /ild/, /old/, /ind/, /ost/ Word Cards (write the following words on index cards: “car,” “corn,” “bird,” “her,” “burn,” “cow,” “shout,” “coin,” “toy,” “wild,” “cold,” “kind,” “most”)
- Mid-Module 2 Assessment
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher in each lesson)