

**Grade 2:** Module 3: Cycle 13

# Overview

## Introduced in This Cycle

C-le syllable type

## High-Frequency Words

“I’ve,” “we’ve,” “guess,” “one,” “you’ve,” “even,” “tonight,” “anywhere,” “they’ve”

## Cycle Word List

In this cycle, students are introduced to the consonant-le syllable type. The cycle includes mostly two-syllable words where the first syllable contains a short vowel sound. In addition, they are introduced to the rule where the magic “e” is dropped when a suffix beginning with a vowel is added to a CVCe baseword (example: “write” to “writing”). Examples of words used in this cycle include:

bubble	giggle	middle
buckle	gobble	paddle
castle	handle	sprinkle
dimple	jungle	struggle
fumble	little	tremble



## Cycle-at-a-Glance

Lesson 61

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

### Agenda

**1. Opening (3–5 minutes)**

A. Syllable Sleuth: Two-Syllable Words with a C-le Ending Syllable Pattern: “gob-ble,” “hand-  
dle,” “fum-ble,” “gig-gle,” “trem-ble,” “wip-ple,” “hod-dle”

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

A. Words Rule: Two-Syllable Words with C-le Ending Syllable Pattern: “buckle,” “sprin-  
kle,” “struggle,” “jungle,” “little,” “turtle,” “middle,” “handle,” “bubble,” “paddle,” “castle,”  
“dimple”

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

- A. Reflecting on Learning

**4. Differentiated 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.2.3)
- I can read and spell words with a C-le ending syllable. (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 identify which spelling pattern to use when writing words with a C-le ending syllable.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

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

- A. Engagement Text Read-aloud: *Sunnyside Gazette* Edition 13: “Pest Control in Sunnyside”
- B. Comprehension Conversation (optional)

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

- A. Snap or Trap: “we’ve,” “I’ve,” “you’ve,” “even,” “one,” “guess,” “tonight,” “anywhere,” “they’ve”
- B. Decodable Reader: Partner Search and Read: “No Food to Be Found”

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

- A. Reflecting on Learning

**4. Differentiated Small Group Instruction and Rotations (40–45 minutes)****Daily Learning Targets**

- I can retell the events from the current edition of the *Sunnyside Gazette*: “Pest Control in Sunnyside.”
- Using evidence from the text, I can answer questions about the current edition of the *Sunnyside Gazette*: “Pest Control in Sunnyside.” (optional)
- I can read high-frequency words “I’ve,” “we’ve,” “guess,” “one,” “you’ve,” “even,” “tonight,” “anywhere,” “they’ve.” (RF.2.3f)
- I can read the decodable text: “No Food to Be Found.” (RF.2.3)

**Ongoing Assessment**

- Observe students during Work Time A.
- Determine whether they can read high-frequency words.

Lesson 63

- Also determine why the words are regularly or irregularly spelled.
- Observe students during Work Time B.
- Determine whether they can independently find a given word.
- Also determine whether they can decode words containing C-le syllable ending and irregularly spelled high-frequency words.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

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

**Agenda**

1. **Opening (3–5 minutes)**
  - A. Word Parts: “-ed,” “-ing,” and “-er”
2. **Work Time (10 minutes)**
  - A. Interactive Writing: Writing a Silly Sentence with Words Ending in C-le Syllable
3. **Closing and Assessment (2 minutes)**
  - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40–45 minutes)**

**Daily Learning Targets**

- I can make new words using base words and the suffixes “ing,” “ed,” and “er.” (RF.2.3)
- I can write a sentence using words with the syllable type: C-le, suffixes “ing,” “ed,” and “able,” and 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 spell words with the syllable type C-le and high-frequency words from this cycle.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Lesson 64

**RF.2.3, RF.2.3e, RF.2.4, RF.2.4b, RF.2.4c**

**Agenda**

1. **Opening (3–5 minutes)**
  - A. Words Rule: Homophones: “principal” and “principle”
2. **Work Time (10 minutes)**
  - A. Fluency
3. **Closing and Assessment (2 minutes)**
  - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40–45 minutes)**

**Daily Learning Targets**

- I can identify the correct homophone (“principal” and “principle”) based on meaning and context. (RF.2.3e)
- 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 the homophones “principle” and “principal” based on meaning.
- Observe students during Work Time A. Determine whether they can attend to punctuation and phrasing to read fluently in a conversational manner.
- 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. 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 Small Group Instruction and Rotations (40–45 minutes)**

**Daily Learning Targets**

- I can read and spell words with C-le syllables. (RF.2.3, L.2.2)
- I can use my knowledge of sounds and syllables to read and spell words. (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 can apply knowledge of syllable types to read and spell words correctly.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

**Lesson 61 Teaching Notes****Purpose of lesson and alignment to standards:**

- The Opening A Syllable Sleuth instructional practice introduces students to a new syllable type: C-le. The first syllable is spelled with patterns accumulated thus far. This includes closed (CVC) and r-controlled syllable types. 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.2.3e). 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 first discover the ways two-syllable words with a C-le ending syllable are spelled in words. This knowledge supports students' ability to decode and encode words by generalizing familiar spelling patterns. Students then practice these generalizations by writing words ending with C-le (RF.2.3e, L.2.2d).

### How it builds on previous work:

- Over the course of the modules in the Grade 1 curriculum and the first two modules 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 are introduced to the sixth syllable type: C-le.

### Down the road:

- In the Closing, students reflect on the role of the individual as part of a larger group in fostering continued growth in knowledge and skills. They consider how they can support the development of their peers and benefit from what those peers have to offer. Consider developing an ongoing routine during which concrete examples are collected and categorized. The collection can be used as a reference for students, encouraging them to enlist peer support when working toward their own personal goals.

## Lesson 62 Teaching Notes

### Purpose of lesson and alignment to standards:

- In Opening A and B, students work with the Engagement Text: *Sunnyside Gazette* Edition 13: "Pest Control 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.
- 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 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 (RF.2.3f). This practice teaches all high-frequency irregular and regular words. They analyze each word to determine which category it belongs in (regular ("snap") or irregular ("trap")). Students grapple with this concept until they determine the reason for it being irregular, or "trap" words because they "don't play fair," or regular or "snap" words because they are regularly spelled. Within Cycle 13, students practice reading contractions of "have." Once students have learned words, they are placed on the classroom Interactive Word Wall.
- In Work Time B, before students read the Decodable Reader: "No Food to Be Found," 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 patterns of words with the C-le syllable ending to decoding multisyllabic words with other syllable types and high-frequency words.

**Down the road:**

- In the Closing, students reflect on the role of the individual as part of a larger group in fostering continued growth in knowledge and skills. They consider how they can support the development of their peers and benefit from what those peers have to offer. Consider developing an ongoing routine during which concrete examples are collected and categorized. The collection can be used as a reference for students, encouraging them to enlist peer support when working toward their own personal goals.

## Lesson 63 Teaching Notes

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

- In Opening A, students notice that suffixes change the meaning of the base word. They begin to understand that identifying these word parts when they are added to a base word helps them to more easily decode and understand an unknown word. This cycle continues to build students' knowledge of and practice with the spelling rule for when to drop the "e" from a base word when adding a vowel suffix.
- In Work Time A, students first brainstorm a list of words spelled with C-le ending syllable, write them on their whiteboards, then check with the larger group to ensure 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 the 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 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 the role of the individual as part of a larger group in fostering continued growth in knowledge and skills. They consider how they can support the development of their peers and benefit from what those peers have to offer. Consider developing an ongoing routine during which concrete examples are collected and categorized. The collection can be used as a reference for students, encouraging them to enlist peer support when working toward their own personal goals.



**Lesson 64 Teaching Notes****Purpose of lesson and alignment to standards:**

- In Opening A, 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 (RF.2.3).
- In Work Time A, students interact with an excerpt from the Decodable Reader: "No Food to Be Found." 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 Work Time on chart paper in such a way that they can be practiced 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 familiar words that are now examined as homophones. 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 the role of the individual as part of a larger group in fostering continued growth in knowledge and skills. They consider how they can support the development of their peers and benefit from what those peers have to offer. Consider developing an ongoing routine during which concrete examples are collected and categorized. The collection can be used as a reference for students, encouraging them to enlist peer support when working toward their own personal goals.

**Lesson 65 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 participate in the exercise Same Sounds, where students apply their knowledge of C-le syllable words to read and spell words correctly (RF.2.3, L.2.2).
- In Work Time A, the teacher may choose from any of the review exercises taught in Modules 1–2. Students build their workout by practicing these exercises as a review of skills taught thus far. Consider that some exercises may be a better fit for the focus of this cycle so that



words with C-le syllable can be included. Refer to the Module 3 Overview Assessment section for a list of all exercises introduced in Modules 1–2.

- In the Grade 1 curriculum, a cycle assessment is administered for each cycle. In second grade, 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 C-le syllable words.

#### **Down the road:**

- In the Closing, students reflect on the role of the individual as part of a larger group in fostering continued growth in knowledge and skills. They consider how they can support the development of their peers and benefit from what those peers have to offer. Consider developing an ongoing routine during which concrete examples are collected and categorized. The collection can be used as a reference for students, encouraging them to enlist peer support when working toward their own personal goals.

## **Preparation and Materials**

---

- Syllable Sleuth Word List in a transparent sleeve (one per pair)
- Words Rule Word Cards
- Whiteboards, whiteboard markers, and whiteboard erasers (one per student)
- Clipboards (one per student if not sitting at a desk; optional)
- Cycle 13 Assessment (optional)
- Enlarged Engagement Text: *Sunnyside Gazette* Edition 13: “Pest Control in Sunnyside”
- Enlarged Decodable Reader: “No Food to Be Found” (one to display)
- Decodable Reader: “No Food to Be Found” (one per student)
- Interactive Word Wall (one to display)
- Highlighters (one per student and one for teacher)
- Highlighter tape (for the teacher to use to highlight the Decodable Reader; optional)
- Snap or Trap Word Cards (see Teaching Notes, “In Advance” above)
- Tape, magnet, or other material to fasten Snap or Trap Word Cards to the Snap or Trap T-chart
- Snap or Trap T-chart (on whiteboard or chart paper; Snap on one side and Trap on the other)
- Word Parts Cards: “write,” “come,” “use,” “make,” “change,” “love,” “-ed,” “-er,” “-ing”
- Word Parts T-chart: two-column chart with headings: Suffix and Base Word (one for teacher display)
- Spelling Pattern Cards: “-zle,” “-gle,” “-kle”

## Reading Foundations Skills Block

---

- Possible silly sentence examples (students may also generate their own; optional): “The puzzle piece spun around in a circle, landing on a pickle.” “The eagle guzzled down the water next to the man who juggled buckles.”
- Homophone Demo Sentence: “‘One of the most important principles of reducing waste is to reuse things instead of throwing them in the trash,’ said Principal Shoe.”
- Homophone Word Cards
- Homophone Practice Sentences on chart paper
- Enlarged selected excerpt from the Decodable Reader: “No Food to Be Found” (one for display)
- Rules of Fluency index cards
- Individual copies of excerpt from the Decodable Reader: “No Food to Be Found” (one per student)
- C-le T-chart (one set per pair)
- Word Cards (one set per pair)
- Materials for exercises in Work Time A
- Pencils (one per student)
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher in each lesson)