

**Grade 2:** Module 3: Cycle 15

# Overview

## Introduced in This Cycle

Spelling patterns: “-k,” “-ck,” “-ic”

## High-Frequency Words

“clothes,” “strange,” “circle”

## Cycle Word List

In this cycle, students are introduced to generalizations for the following spellings of the phoneme /k/: “-c,” “-ck,” and “-k.” In addition, they are introduced to the prefixes “un” and “re” (examples: “unhappy,” “resell”). Examples of words with the patterns used in this cycle include:

“-ck”	“-k”	“-ic”
bucket	beak	clinic
chicken	clerk	comic
rock	croak	magic
rocket	desk	
stack	pink	
	spark	
	speak	



## Cycle-at-a-Glance

Lesson 71

**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 Familiar Vowel Patterns: “sta-tion,” “ver-sion,” “bum-ble,” “waf-fle,” “ta-ble,” “cou-gar,” “shaf-fle,” “thi-doze”

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

A. Words Rule: Words with “-k,” “-ck,” and “ic”: “chick,” “truck,” “speak,” “croak,” “spark,” “clerk,” “desk,” “pink,” “chicken,” “bucket,” “magic,” “clinic”

**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 “-k,” “-ck,” and “-ic.” (RF.2.3, L.2.2)

### Ongoing Assessment

- Observe students during Opening A.
  - Determine whether they can count the number of syllables by 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 “-k,” “-ck,” and “-ic.”
- 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 15: “Clean Out Your Attic for a Good Cause!”
- B. Comprehension Conversation (optional)

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

- A. Snap or Trap: “clothes,” “strange,” “circle,” “we’ve,” “don’t,” “what’s,” “laughed,” “through,” “ago”
- B. Decodable Reader: Partner Search and Read: “Grandma’s Magic Attic”

#### 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 *Sunnyside Gazette*: “Clean Out Your Attic for a Good Cause!”
- Using evidence from the text, I can answer questions about the current edition of the *Sunnyside Gazette*: “Clean Out Your Attic for a Good Cause!” (optional)
- I can read high-frequency words: “clothes,” “strange,” “circle,” “we’ve,” “don’t,” “what’s,” “laughed,” “through,” “ago.” (RF.2.3f)
- I can read the decodable text: “Grandma’s Magic Attic.” (RF.2.3)

### Ongoing Assessment

- Observe students during Work Time A.
  - Determine whether they can read high-frequency words.
  - Also determine why the words are regularly or irregularly spelled.
- Observe students during Work Time B.

Lesson 73

- Determine whether they can independently find a given word.
- Also determine whether students can decode words containing “-k,” “-ck,” and “-ic,” 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.2.2d**

**Agenda**

- 1. Opening (3–5 minutes)**
  - A. Word Parts: “un-” and “re-”
- 2. Work Time (10 minutes)**
  - A. Interactive Writing: Writing a Silly Sentence with Words Spelled with “-k,” “-ck,” and “-ic”
- 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 prefixes “un” and “re.” (RF.2.3)
- I can write a sentence using words with the spelling patterns: “-k,” “-ck,” “-ic,” prefixes “un-” and “re-,” 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 spelling patterns: “-k,” “-ck,” and “-ic,” and high-frequency words from this cycle.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

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**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: “week” and “weak”
- 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 (“week” and “weak”) 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 “week” and “weak” 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 “-k,” “-ck,” and “-ic.” (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 correctly identify the spelling patterns “-k,” “-ck,” and “-ic” based on vowel sounds.
- Observe students during Work Time A. Determine whether they can apply knowledge of sounds and syllables in the selected exercise.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

## Lesson 71 Teaching Notes

### Purpose of lesson and alignment to standards:

- The Opening A 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. In C-le words, in the ending syllable, the final “e” is always silent and creates a new “vowel sound” called a “schwa” sound (covered in

more depth in Module 4). Words are spelled with the following C-le spelling patterns: “-zle,” “-kle,” “-ble,” “-dle,” “-cle,” “-ple,” “-gle,” “-stle,” “-fle.” However, the “le” is pronounced /əl/. This sixth and final syllable type is always three letters and always comes at the end of the word.

- In Work Time A, students first discover the ways that /k/ is spelled in words, as represented by “-k,” “-ck,” and “-ic” based on syllable type. 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 /k/. Consider creating an anchor chart with the /k/ generalizations for student reference (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 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 72 Teaching Notes

### Purpose of lesson and alignment to standards:

- In Opening A and B, students work with the Engagement Text: *Sunnyside Gazette* Edition 15: “Clean Out Your Attic for a Good Cause!” 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 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 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: “clothes,” “strange,” “circle,” “we’ve,” “don’t,” “what’s,” “laughed,” “through,” “ago” (RF.2.3f). Students must determine which are “snap” (easily decodable) and which are “trap” (difficult to decode/irregular) words and explain their thinking.
- In Work Time B, before students read the Decodable Reader: “Grandma’s Magic Attic,” 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 “-k,” “-ck,” and “-ic” from the current cycle to decoding words with vowel teams, multisyllabic words, 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 73 Teaching Notes

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

- In Opening A, students notice that prefixes 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.
- In Work Time A, students first brainstorm a list of words spelled with “-k,” “-ck,” and “-ic,” 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 each 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 74 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: "Grandma's Magic Attic." 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 the 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 towards their own personal goals.

**Lesson 75 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 practice a familiar exercise: Same Sounds. In this cycle, students practice the exercise by applying their knowledge of "-k," "-ck," and "-ic" 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 “-k,” “-ck,” and “-ic” can be included, as well as prefixes “un-” and “re.” 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 spelling patterns “-k,” “-ck,” and “-ic.”

#### **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**

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- Syllable Sleuth Word List in a transparent sleeve (one for each student or per pair)
- Words Rule Word Cards
- 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 15 Assessment (optional)
- Enlarged Engagement Text: *Sunnyside Gazette* Edition 15: “Clean Out Your Attic for a Good Cause!”
- Enlarged Decodable Reader: “Grandma’s Magic Attic” (one to display)
- Decodable Reader: “Grandma’s Magic Attic” (one per student; see Student Workbook)
- Interactive Word Wall (one to display)
- 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 (see Teaching Notes, “In Advance”)
- 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: “happy,” “able,” “like,” “even,” “play,” “place,” “turn,” “sell,” “un-,” “re-”
- Word Parts T-chart (two-column chart with headings: Prefix and Base Word) (one for teacher display)
- Spelling Pattern Cards: “-k,” “-ck,” “-ic”

## Reading Foundations Skills Block

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- Homophone Demonstration Sentence: “Last week, Sam went to the doctor because he was feeling weak and had a sore throat.”
- Enlarged selected excerpt from the Decodable Reader: “Grandma’s Magic Attic” (one to display)
- Rules of Fluency index cards (see Teaching Notes, “In Advance” above)
- Individual copies of excerpt from the Decodable Reader: “Grandma’s Magic Attic” (one per student)
- Word Cards (one set per pair)
- /k/ T-chart (one set per pair)
- Materials for exercise in Work Time A in Lesson 75
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher)