

Grade 2: Module 3: Cycle 17

Overview

Introduced in This Cycle

Spelling patterns: “-ch” and “-tch”

High-Frequency Words

“yourself,” “different,” “doesn’t,” “frequent,” “weather,” “whole,” “won’t”

Cycle Word List

In this cycle, students are introduced to generalizations for the following spellings of the phoneme /ch/: “-ch” and “-tch.” In addition, they are introduced to the comparative suffixes “-er” and “-est” (examples: “higher,” “highest”). Examples of words used in this cycle include:

"-ch"		"-tch"	
beach	lunch	catch	scratch
branch	mulch	glitch	stretch
coach	torch	kitchen	switch
grouch		match	watch



Cycle-at-a-Glance

Lesson 81

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

Agenda

1. Opening (3–5 minutes)

A. Introducing Poem Launch: “Let’s Go to the Ball Game!”

2. Work Time (10 minutes)

A. Words Rule: /ch/ Words Spelled with “-ch” and “-tch”: “pitch,” “Mitch,” “hunch,” “lunch,” “each,” “peach,” “catch,” “match,” “marching,” “coach,” “pitcher”

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 /ch/ words with spelling patterns “-ch” and “-tch” in a shared text (poem). (RF.2.3)
- I can read, identify the vowel sound, and spell words with the spelling patterns “-ch” and “-tch.” (RF.2.3, L.2.2)

Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify words that share the /ch/ sound in words from the poem “Let’s Go to the Ball Game.”
- Observe students during Work Time A. 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.2.3c, RF.2.3d, RF.2.3e, RF.2.3f

Agenda

1. Opening (3–5 minutes)

- A. Engagement Text Read-aloud: “The Rules of Watering”
- B. Comprehension Conversation (optional)

2. Work Time (10 minutes)

- A. Snap or Trap: “different,” “doesn’t,” “frequent,” “weather,” “whole,” “won’t,” “yourself”
- B. Decodable Reader: Partner Search and Read: “Watering Your Garden”

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 tell what I learned from the Engagement Text: “The Rules of Watering.”
- Using evidence from the text, I can answer questions about the Engagement Text: “The Rules of Watering.” (optional)
- I can read high-frequency words: “different,” “doesn’t,” “frequent,” “weather,” “whole,” “won’t,” “yourself.” (RF.2.3f)
- I can read the decodable text “Watering Your Garden.” (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.
 - Determine whether they can independently find a given word.
 - Also determine whether they can decode words containing “-ch” and “-tch,” 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).

Lesson 83

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

Agenda

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

Lesson 84

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: “hear” and “here”
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 (“hear” or “here”) based on meaning and context. (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 the homophones “hear” and “here” 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 “-ch” and “-tch.” (RF.2.3, L.2.2)
- I can use my knowledge of vowel 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 “-ch” and “-tch” 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 81 Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson introduces a new instructional practice: Poem Launch. Students who used the Kindergarten curriculum will be familiar with this instructional practice. Model and support students as necessary as they familiarize themselves with this routine.
- Opening A introduces the poem that will be used as a shared text in this cycle. The poem includes words that share the /ch/ sound spelled with “-ch” and “-tch.” Students identify words sharing the /ch/ sound as they read the poem, both aloud with the teacher and independently. Consider using this poem during differentiated small groups as well (RF.2.3).
- In Work Time A, students discover spelling patterns in words and apply their knowledge of vowel sounds to identify when each pattern is applied. This knowledge supports students’ ability to decode and encode words by generalizing familiar spelling patterns (RF.2.3, L.2.2).

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 82 Teaching Notes

Purpose of lesson and alignment to standards:

- In Openings A and B, students work with the Engagement Text: “The Rules of Watering.” 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. Students will notice that this Engagement Text has a different format: an informative, nonfiction text.
- 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: “different,” “doesn’t,” “frequent,” “weather,” “whole,” “won’t,” and “yourself” (RF.2.3f). Students must determine which are “snap” (easily decodable) and which are “trap” (difficult to decode/irregular) words and explain their thinking. Once they have learned the new words they are placed on the classroom Interactive Word Wall.
- In Work Time B, before students read the Decodable Reader: “Watering Your Garden,” 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 “-ch” and “-tch” 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 83 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.
- In Work Time A, students first brainstorm a list of words spelled with “-ch” and “-tch,” 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 the phonemes in a 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 84 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 B, students interact with an excerpt from the Decodable Reader: “Watering Your Garden.” 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 toward their own personal goals.

Lesson 85 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 “-ch” and “-tch” 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 “-ch,” and “-tch” can be included, as well as suffixes “-er” and “-est.” 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-cycle. 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 “-ch” and “-tch.”

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

- Enlarged Poem: “Let’s Go to the Ball Game!” (teacher can write on chart paper to display)
- Words Rule Word Cards (one per pair)
- Cycle 17 Assessment (optional)
- Enlarged Engagement Text: “Rules of Watering”
- Enlarged Decodable Reader: “Watering Your Garden” (one for display)
- Decodable Reader: “Watering Your Garden” (one per student)
- Highlighters (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
- Interactive Word Wall
- 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; see Lesson 82 supporting materials for example)
- “-ch” and “-tch” T-chart (one per pair)
- Word Parts Cards: “long,” “big,” “tall,” “late,” “-er,” “-est”
- Word Parts T-chart (with headings “-er” and “-est”; optional)
- Whiteboards, whiteboard markers, and whiteboard erasers (one per student)
- Clipboards, if students are not sitting at a desk (one per student; optional)
- Homophone Demonstration Sentence: “Can you hear the dog scratching his ear right here next to me?”
- Enlarged selected excerpt from the Decodable Reader: “Watering Your Garden” (one for display)
- Rules of Fluency index cards (see Teaching Notes, “In Advance” above)
- Individual copies of excerpt from the Decodable Reader: “Watering Your Garden” (one per student)
- Word Workout: Same Sounds Word Cards (one set per pair)
- /ch/ T-chart (one set per pair)
- Materials for exercise in Work Time A for Lesson 85
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher)

