Grade 2: Module 3: Cycle 18

Overview

Introduced in This Cycle

Suffixes "-ible" and "-able"

High-Frequency Words

"although," "available," "birthday"

Cycle Word List

In this cycle, students are introduced to two unique spelling patterns found at the end of a word, "-ible" and "-able," and analyze the phonemes and graphemes they contain. In addition, they are introduced to the suffixes "-ful" and "-less" (examples: "careful," "careless"). Examples of words used in this cycle include:

"-able"		"-ible"	
acceptable	enjoyable	edible	sensible
breakable	preferable	flexible	terrible
comfortable	remarkable	incredible	visible
dependable	washable	possible	

Cycle-at-a-Glance

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

Agenda

1. **Opening (3–5 minutes)**
   A. Poem Launch: "Cake for Dinner?"
2. **Work Time (10 minutes)**
   A. Words Rule: Suffixes Spelled with "-able" and "-ible": "sensible," "terrible," "edible," "possible," "incredible," "dependable," "preferable," "breakable," "acceptable," "comfortable"
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 suffixes with spelling patterns "-able" and "-ible" in a shared text (poem). (RF.2.3)
- I can read, identify the vowel sound, and spell words with the ending spelling patterns "-able" and "-ible." (RF.2.3, L.2.2)

Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify words that share ending spelling patterns "-able" and "-ible" in "Cake for Dinner?"
- 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).

Lesson 87

RF.2.3, RF.2.3d, RF.2.3e, RF.2.3f

Agenda

1. **Opening (3–5 minutes)**
   A. Engagement Text Read-aloud: "Show Me the Basics: Compost"
   B. Comprehension Conversation (optional)
2. **Work Time (10 minutes)**
   A. Snap or Trap: "although," "available," "birthday," "helpful," "vegetable," "buy"
   B. Decodable Reader: Partner Search and Read: "Compost"
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: "Show Me the Basics: Compost."
- (optional): Using evidence from the text, I can answer questions about the Engagement Text: "Show Me the Basics: Compost."
- I can read high-frequency words: "although," "available," "birthday," "helpful," "vegetable," "buy." (RF.2.3f)
- I can read the decodable text "Compost." (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 "-able" and "-ible" ending three-syllable words and irregularly spelled high-frequency words.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Lesson 88

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

Agenda

1. **Opening (3–5 minutes)**
   A. Word Parts: "-ful" and "-less"
2. **Work Time (10 minutes)**
   A. Interactive Writing: Writing a Silly Sentence with Words Spelled with "-ible" and "-able"
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 "-ful" and "-less." (RF.2.3)
- I can write a sentence using words with the suffix spelling patterns "-ible" 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 spelling patterns "-ible" and "-able" and high-frequency words from this cycle.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Lesson 89

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: "hair" and "hare"
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 ("hair" or "hare") 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 "hare" and "hair" 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.2.3d, 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 Small Group Instruction and Rotations (40–45 minutes)**

Daily Learning Targets

■ I can identify the correct spelling patterns for words that end in the "-able" and "-ible" suffixes. (RF.2.3, L.2.2)

■ I can read and spell words with suffixes "-ible" and "-able." (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 86   Teaching Notes

Purpose of lesson and alignment to standards:

■ This cycle begins with the Poem Launch instructional practice, introduced in the previous cycle. 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 with the suffixes "-able" and "-ible," meaning to be "able to be." Students will identify words spelled with "-ible" and "-able" endings 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. Students are introduced to the new sound /əbəl/ and /ibəl/ for spelling patterns "-able" and "-ible." 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 two modules in Grade 1 and all of the Grade 2 curriculum, students worked with six syllable types (i.e., written patterns representing a vowel sound). These include closed (CVC), open (CV), magic "e" (CVCe), r-controlled, vowel teams (CVVC, CVV), and consonant-le (C-le) endings. In this lesson, students practice decoding three-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 87 | Teaching Notes

Purpose of lesson and alignment to standards:

- In Openings A and B, students work with the Engagement Text: "Show Me the Basics: Compost." 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 learn new high-frequency words (RF.2.3f). This practice teaches all high-frequency words. They analyze each word to determine if the spelling is 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," because they follow predictable letter sound rules. Once they have learned words, the words are placed on the classroom Interactive Word Wall. The new words in this cycle are "although," "available," "vegetable," "helpful," "buy," and "birthday."

- In Work Time B, before students read the Decodable Reader: "Compost," 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 suffix spelling patterns "-able" and "-ible" from the current cycle to decoding words with open and closed syllables and vowel teams, as well as 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 88 | 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 help them to more easily decode and understand an unknown word. This lesson introduces the suffixes "-ful" and "-less."

- In Work Time A, students first brainstorm a list of words spelled with suffixes "-ible" and "-able," write them on their whiteboards, then check with the larger group to ensure the 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 89 — 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: "Compost." 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 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 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 90 — 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 are introduced to a new exercise: Word Stars. In this exercise, students apply their knowledge 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. 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 every other 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 suffix endings "-ible" and "-able."

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: "Cake for Dinner?" (teacher can write on chart paper to display)

■ Words Rule Word Cards (Lesson 86; one set per pair)

■ Cycle 18 Assessment (optional)

■ Enlarged Engagement Text: "Show Me the Basics: Compost"

■ Enlarged Decodable Reader: "Compost" (one for display)

■ Decodable Reader: "Compost" (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

■ Snap or Trap T-chart (on whiteboard or chart paper; Snap on one side and Trap on the other; see Lesson 87 supporting materials for example)

■ Tape, magnet, or other material to fasten Snap or Trap Word Cards to the Snap or Trap T-chart

■ "-able" and "-ible" T-chart (one per pair)

■ Interactive Word Wall

■ Word Part Cards: "care," "use," "hope," "rest," "-ful," "-less"

■ Word Parts T-chart (optional; with headings "-ful" and "-less")

■ Spelling Pattern Cards: "-ible" and "-able"

■ Whiteboards, whiteboard markers, and whiteboard erasers (one per student)

■ Clipboards, if students are not sitting at a desk (one per student; optional)

- Prepare possible silly sentence examples (students may also generate their own; optional): "I wish the writing were legible so I could tell if it was permissible to quack like a duck in the boat." "Be careful before you place the edible sweets on the breakable glass plate!"

- Homophone Demonstration Sentence: "The hare hopped across the room and tugged on the girl's hair?"

- Enlarged selected excerpt from the Decodable Reader: "Compost" (one for display)

- Rules of Fluency index cards (see Teaching Notes, "In Advance" above)

- Individual copies of excerpt from the Decodable Reader: "Compost" (one per student)

- Word Lists (one copy per pair; cut apart for Student A and Student B)

- Enlarged Word Stars for "-able" and "-ible" (for teacher use)

- Word Stars (one set per pair)

- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher)