

Grade 2: Module 3: Cycle 19

Overview

Introduced in This Cycle

Review of C-le; /k/ at end of words spelled “-k,” “-ck,” and “-ic;” /ch/ at end of words spelled “-ch” and “-tch;” and /j/ at end of words spelled “-dge,” “-ge;” and introduction of /au/ and /aw/ (not assessed)

High-Frequency Words

“throughout,” “indoor”

Cycle Word List

In this cycle, students review the patterns introduced in Module 3. These include the C-le syllable type; generalizations for /k/ at the end of words spelled “-k,” “-ck,” and “-c;” /ch/ at the end of words spelled “-ch” and “-tch;” and /j/ at the end of word spelled “-dge,” and “-ge.” In this cycle, students also explore /aw/ spelled “au” and “aw” (decoding only) but are not assessed on these. Examples of words used in the cycle include:

C-le: able, candle	“-ge”: outrage
“-ck”: luck, pocket	“-ch”: each, march
“-k”: park	“-tch”: itch, scratch
“-ic”: magic	“au”: caution
“-dge”: bridge, edge	“aw”: hawk



Cycle-at-a-Glance

Lesson 91

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

Agenda

1. **Opening (3–5 minutes)**
 - A. Poem Launch: “My Lovely Garden”
2. **Work Time (10 minutes)**
 - A. Words Rule: Reviewing C-le words, /ch/ Words Spelled with “-ch” and “-tch,” and Exploring /aw/ Words Spelled with “au” and “aw”
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 words with the C-le syllable type and words with /ch/ at the end spelled with “-tch” or “-ch” in a shared text (poem). (RF.2.3)
- I can read words with the C-le syllable type, words with the /ch/ at the end spelled “-tch” or “-ch,” and words with the /aw/ sound spelled “au” or “aw.” (RF.2.3, L.2.2)

Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify words with C-le syllable type and “-tch” or “-ch” spellings for the /ch/ sound at the end of words in the poem “My Lovely Garden.”
- Observe students during Work Time A. Determine whether they can read and find words with the C-le, /ch/, and /aw/ patterns in isolation and in text.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

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

Agenda

1. Opening (3–5 minutes)

- Engagement Text Read-aloud: “Show Me the Basics: My Garden Spot”
- Comprehension Conversation (optional)

2. Work Time (10 minutes)

- Snap or Trap: “throughout,” “indoor,” “we’ve,” “let’s,” “don’t,” “able,” “possible,” “saw,” “thought,” “explained,” “laughed”
- Decodable Reader: Partner Search and Read: “Sam’s Indoor Garden”

3. Closing and Assessment (2 minutes)

- 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: My Garden Spot.”
- Using evidence from the text, I can answer questions about the Engagement Text: “Show Me the Basics: My Garden Spot.” (optional)
- I can read high-frequency words: “throughout,” “indoor,” “we’ve,” “let’s,” “don’t,” “able,” “possible,” “saw,” “thought,” “explain,” “laughed.” (RF.2.3f)
- I can read the decodable text “Sam’s Indoor Garden.” (RF.2.3)

Ongoing Assessment

- Observe students during Opening A.
- 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 students decode multisyllabic words containing the C-le and r-controlled syllable types, words with affixes, and irregularly spelled high-frequency words.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Lesson 93

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

Agenda

1. **Opening (3–5 minutes)**
 - A. Word Parts: Reviewing Affixes “un-,” “-ly,” “-er,” “-est,” “-ful,” and “-less”
2. **Work Time (10 minutes)**
 - A. Interactive Writing: Writing a Silly Sentence with C-le Syllable, “-tch” and “-ch” Words, and Other Familiar Patterns
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 add a prefix and/or a suffix to a base word to make and decode a new word. (RF.2.3)
- I can write a sentence using words with the C-le syllable type at the end and applying what I know about the patterns “-tch,” “-ch,” “-ge,” “-dge,” “-k,” “-ck” and affixes I’ve learned. (RF.2.3, L.2.2d)

Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify a base word, prefix, and suffix.
- Observe students during Work Time A.
 - Determine whether they can identify common spelling patterns for C-le, /ch/, /j/, and /k/ at the end of a word.
 - Also determine whether they can apply spelling patterns in writing words on whiteboards.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Lesson 94

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: “one” and “won”
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 (“one” or “won”) 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 which words in a text are homonyms, use context to determine the meaning of each word, and select the correct word to complete a new sentence.
- Observe students during Work Time A. Determine whether they can group words in logical phrases and attend to punctuation to read the text fluently.
- Exit ticket (see Differentiated Small Groups: Work with Teacher section).

RF.2.3, RF.2.3b, RF.2.3c, RF.2.3d, RF.2.3e, RF.2.3f, L.2.2, L.2.2d, RF.2.4, RF.2.4b, RF.2.4c

Agenda

- 1. Opening (5–7 minutes)**
 - A. Review (Optional)
 - B. Setting Purpose for the Assessment
- 2. Work Time (50 minutes)**
 - A. Extended Differentiated Small Group Instruction: Assessment and Goal Setting
- 3. Closing and Assessment (2 minutes)**
 - A. Reflecting on Learning

Daily Learning Targets

- I can review the sound-spelling patterns from Cycles 13–19 (RF.2.3): words with C-le syllable type ending, words with “-k,” “-ck,” and “-ic” endings, words with “-dge” and “-ge” endings, words with “-ch” and “-tch” endings, and words with suffixes “-ible” and “-able.”
- 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

- End-of-Module Assessment

Lesson 91 Teaching Notes

Purpose of lesson and alignment to standards:

- Opening A introduces the poem to be used as a shared text in this lesson. The poem allows for review of some of the patterns taught in this module. It also provides an opportunity to draw students' attention to the sound /aw/ and to notice some patterns that represent that sound ("au" and "aw"). Consider using this poem during differentiated small group instruction as well.
- In Work Time A, students take a close look at the words with C-le syllable type and review "-tch," "-ch," "-dge," and some comparatives (example: "finer"). They examine the final three stanzas to discover two patterns that spell the sound /aw/: "aw" and "au." Finally, they participate in partner work that allows them to review decoding and encoding words with spelling patterns from this module. This supports students' ability to decode and encode words by generalizing familiar spelling patterns (RF.2.3, L.2.2).
- Important notes about patterns used in this lesson: In this lesson, students' attention is drawn to "au" and "aw" spellings for the sound /aw/. While mastery of the spelling generalizations for these patterns is not expected, this note about those generalizations is provided here for teacher reference: "au" is generally found at the beginning of words (examples: "auto," "author") although a few words begin with "aw" (examples: "awesome," "awful") or have it in the middle of words (examples: "pause," "caution"). "Au" never comes at the end of a word. "Aw" is usually in the middle of a word or at the end of words with one syllable (example: "paw") or before a single "l," "n," and "k" (examples: "crawl," "lawn," "hawk"). A general "rule of thumb" is that "aw" is the most reliable spelling for the /aw/ sound at the end of a word.

How it builds on previous work:

- The poem in this lesson uses many of the patterns from the cycles in this module. These include "-tch," "-ch," "-dge," and the C-le syllable type.

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 92 Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A and B, students work with the Engagement Text: "My Garden Spot." 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 informational 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 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: “throughout,” “indoor,” “we’ve,” “let’s,” “don’t,” “able,” “possible,” “saw,” “thought,” “explained,” and “laughed.” (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 (“throughout” and “indoor”), these are placed on the classroom Interactive Word Wall.
- In Work Time B, before students read the Decodable Reader: “Sam’s Indoor 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 accumulated to this point (in particular the C-le syllable type) to decode 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 93 Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A, Word Parts, students build on their understanding of affixes (prefixes and suffixes) as word parts added to the beginning and end of a base word. In this lesson, students work with known word parts to create, read, and define new words. Identifying and understanding the role of affixes (prefixes and suffixes) when they are added to a base word allows students to more easily decode and understand an unknown word (RF.2.3d). This lesson uses one-syllable base words with the following syllable types: closed (examples: “help,” “quick”), CVCe (example: “use”), vowel team, (example: “slow”), and the pattern “ind” (example: “kind”).
- In Work Time A, the teacher and class work together to compose and write a silly sentence using some of the words. Ideally, these sentences should also include some words that allow for practice with patterns from prior cycles (examples: “-ch,” “-tch,” “-dge,” “-ge,” “-ck,” “-k,” “-ic”). The spelling generalizations for these patterns take a long time to develop and mastery is not expected at this point. Because of this, the first part of the work time practice involves students brainstorming words with those ending sounds while the teacher records them and reviews the generalizations. Two possible sentences that allow for review of most

of these patterns (including some words with affixes) are provided. Consider presenting students with these sentences (including a third option you may create) and allowing them to decide which to use for the lesson. Because these words use the patterns students are working on, 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 the patterns.

- 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 Module 3 (to decode in isolation, read in a text, and spell words). Students now apply all of these skills to construct a shared sentence using many of those patterns.

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 94 Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson includes a Words Rule opening focused on homophones. In this version of the Words Rule practice, 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.
- In Work Time A, students interact with an excerpt from the Decodable Reader: "Sam's Indoor Garden." This lesson does not start with the teacher modeling. Instead, the students consider what it means to read "smoothly" (phrased) and read "with meaning" (reflect what is happening) (example: the feeling or mood). They work with their partners to analyze the excerpt with that focus, annotate their text for phrasing, and practice reading fluently with each other (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:

- Students have learned the high-frequency word "one." The words "one" and "won" are homophones with very different spellings of the same sound. In Opening A, they learn that these

are homophones (words that sound the same but are spelled differently) and use context to determine the meaning.

- 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 95 Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A and B, students are reminded of the sound spelling patterns they've been working on in the module. 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 second grade are longer than those in first. As a result, the Opening A 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 or any or all of the patterns as suggested in the Opening sequence, it can be used; otherwise, move directly into small group differentiated time to administer the assessment.
- This is the End-of-Module 3 Assessment. It assesses knowledge and skills from Cycles 13–19. 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 in K–2 Skills Resource Manual for further details.

How it builds on previous work:

- This lesson is the End-of-Module 3 Assessment. This lesson reviews and assesses the sound spelling patterns worked with in Cycles 13–19 and spelling generalizations: the C-le syllable type, the magic “e” rule when adding vowel suffixes, /k/ at end of words spelled “-c” or “-ck,” /j/ at end of words spelled “-dge” or “-ge,” the spelling generalizations of words with “-ch” and “-tch,” and the words with suffixes “-able” and “-ible.” These spelling generalizations take time and repeated practice to develop. These generalizations are assessed in the spelling portion of the assessment in both the Mid-Module and End-of-Module Assessment to allow the teacher and student to see what generalizations are beginning to develop. Note that there are some nonsense words to decode included in the assessment. This requires students to decode rather than rely on their memory of a word. During Work Time A, students complete the End-of-Module 3 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

- Enlarged Poem: “My Lovely Garden” (write on chart paper to display)
- Poem: “My Lovely Garden” (one per student)
- /aw/ Word Cards
- Pencils (one per student)
- Clipboards if students are not sitting at a desk (one per student; optional)
- Word Cards (one set per pair)
- Enlarged Engagement Text: “Show Me the Basics: My Garden Spot”
- Enlarged Decodable Reader: “Sam’s Indoor Garden” (one for display)
- Decodable Reader: “Sam’s Indoor Garden” (one per student)
- Highlighters (one per student; one for teacher)
- Highlighting tape (for the teacher to use to highlight the Decodable Reader; optional)
- Snap or Trap Word Cards (see Lesson 92 supporting materials)
- Interactive Word Wall (one for display)
- 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 (“help,” “quick,” “slow,” “use,” “kind,” “-er,” “-est,” “-un,” “-ly,” “-ful,” “-less”)
- Word Parts T-chart (three-column chart with headings: Prefix, Base Word, and Suffix; one for teacher display)
- Whiteboards, whiteboard markers, and whiteboard erasers (one per student)
- Prepare possible silly sentence examples from which students can choose (consider generating your own): “A fawn makes circles in puddles with sticks at the edge of my lovely garden.” “The helpful eagle is able to quickly bring apples to the gentle chipmunk on the bridge.”
- Homophone Word Cards
- Homophone Demonstration Sentence
- Homophone Practice Sentences (on chart paper)
- Rules of Fluency index cards (see Teaching Notes, “In Advance” above)
- Individual copies of enlarged Decodable Reader: “Sam’s Indoor Garden” (selected excerpt; one per student)
- Enlarged suggested spelling words with consonant-le rules (optional)
- Enlarged suggested magic “e” rule for vowel suffixes (optional)
- Enlarged suggested “-k,” “-ck,” and “-ic” rules (optional)
- Enlarged suggested “-dge” and “-ge” rules (optional)
- End-of-Module Assessment