

Grade 2: Module 4: Cycle 24

Overview

Introduced in This Cycle

compound words

High-Frequency Words

“everyday,” “everybody,” “everyone,” “we’re,” “you’re”

Cycle Word List

In this cycle, students are introduced to compound words. In addition, students continue to work with contractions with “are” and receive explicit instruction on the homophones “their,” “there,” and “they’re.” Examples of words used in this cycle include:

alongside	firefly	pancakes
bedtime	humpback	sleepover
doghouse	keyboard	suitcase
earthquake	moonlight	underline
fingernail	nightlight	weekend



Cycle-at-a-Glance

Lesson 116

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

Agenda

1. Opening (3–5 minutes)

A. Poem Launch: “Tree House Sleepover”

2. Work Time (10 minutes)

A. Words Rule: Compound Words vs. Not Compound Words: “bedtime,” “moonlight,” “firefly,” “pancakes,” “doghouse,” “sleepover,” “nightlight,” “humpback,” “bundle,” “dazzle,” “maple,” “jacket,” “mascot,” “respond,” “retire,” “polite,” “cabin,” “rocket”

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 compound words in “Tree House Sleepover” (poem). (RF.2.3)
- I can read, identify, and spell compound words and non-compound words correctly. (RF.2.3, L.2.2)

Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify words that are compound words from the poem “Tree House Sleepover.”
- Observe students during Work Time A. Determine whether they can sort compound words from non-compound words.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

RF.2.3, RF.2.3e, RF.2.3f, RF.2.4, RF.2.4a

Agenda

1. Opening (3–5 minutes)

- A. Engagement Text Read-aloud: “It’s Raining!”
- B. Comprehension Conversation (optional)

2. Work Time (10 minutes)

- A. Snap or Trap: “everyday,” “everyone,” “everybody,” “we’re,” “you’re,” “people,” “afternoon,” “snowflake”
- B. Decodable Reader: Partner Search and Read: “Solid, Liquid, or Vapor”

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 summarize and identify the main points from the text “It’s Raining!”
- Using evidence from the text, I can tell what I learned from the text “It’s Raining!”
- I can read high-frequency words: “everyday,” “everyone,” “everybody,” “we’re,” “you’re,” “people,” “afternoon,” “snowflake.” (RF.2.3f)
- I can read the decodable text “Solid, Liquid, or Vapor.” (RF.2.3)

Ongoing Assessment

- Observe students during Work Time A. Determine whether they can read high-frequency words and explain their identification as regularly or irregularly spelled.
- Observe students during Work Time B.
- Determine whether they can independently find a given word.
- Also determine whether they can read compound words and irregularly spelled high-frequency words.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Lesson 118

RF.2.3, RF.2.3f, L.2.2, L.2.2c, L.2.2d

Agenda

1. **Opening (3–5 minutes)**
 - A. Word Parts: Forming “are” Contractions
2. **Work Time (10 minutes)**
 - A. Interactive Writing: Writing a Silly Sentence with Words Spelled with Compound Words and Contractions with “are”
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 use form a contraction with familiar words and “are.” (L.2.2)
- I can write a sentence using words compound words, “are” contractions, and high-frequency words. (L.2.2d)

Ongoing Assessment

- Observe students during Opening A. Determine whether they can correctly use an apostrophe to form contractions with familiar words.
- Observe students during Work Time A. Determine whether they can correctly spell compound words, “are” contractions, and high-frequency words from this cycle.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Lesson 119

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

Agenda

1. **Opening (3–5 minutes)**
 - A. Words Rule: Homophones: “their,” “they’re,” and “there”
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 (“their,” “they’re,” or “there”) based on meaning and context. (RF.2.3)
- 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 “their,” “they’re,” and “there” 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

- Opening (3–5 minutes)**
 - Word Workout: Make a Word
- Work Time (10 minutes)**
 - Word Workout: Exercise Practice
- Closing and Assessment (2 minutes)**
 - Reflecting on Learning
- Differentiated Small Group Instruction and Rotations (40–45 minutes)**

Daily Learning Targets

- I can read and spell compound words. (RF.2.3, L.2.2)
- I can use my knowledge of vowel sounds and syllables to read and spell compound words. (RF.2.3, L.2.2)

Ongoing Assessment

- Observe students during Opening A. Determine whether they can correctly read and spell compound words.
- 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 116 Teaching Notes

Purpose of lesson and alignment to standards:

- Opening A, Poem Launch, introduces the poem that will be used as a shared text in this lesson. The poem includes compound words. Students will identify words sharing the compound words 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 examine the word parts of each word they identified and decide whether or not it is a compound word. Students then apply this knowledge to read and spell compound words. 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 multisyllabic words using combinations of those syllable types.

- During the Closing of Grade 2 lessons, students have been reflecting on key character elements necessary for learning. In Module 1, they considered what it means to become proficient or “really good” at something and reflected on ways they take responsibility in the process of becoming proficient readers. In Module 2, students considered the role of goal setting in the process and identified concrete knowledge or skills to work on. In Module 3, they reflected on the power of collaboration to help themselves and others “grow and flourish” (i.e., become proficient readers and writers). By Module 4, students are applying these habits of character. They now have strategies and a sense of confidence that has built a strong foundation for Module 4: independence.

Down the road:

- In the Closing, students reflect on taking responsibility for their own learning during Whole Group instruction or Small Group Differentiated instruction. (Example: “I noticed two different words are inside one compound word.”) Consider asking students to name how they also are building habits of character (examples: persevering, listening to a partner).

Lesson 117 Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A and B, students work with the Engagement Text: “It’s Raining!” 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, non-fiction 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: “everyday,” “everyone,” “everybody,” “we’re,” “you’re,” “people,” “afternoon,” “snowflake” (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: “Solid, Liquid, or Vapor” 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 compound words. Students also apply knowledge of vowel sounds to decode and analyze high-frequency words.

Down the road:

- During the Closing of Grade 2 lessons, students have been reflecting on key character elements necessary for learning. In Module 1, they considered what it means to become proficient or “really good” at something and reflected on ways they take responsibility in the process of becoming proficient readers. In Module 2, students considered the role of goal setting in the process and identified concrete knowledge or skills to work on. In Module 3, they reflected on the power of collaboration to help themselves and others “grow and flourish” (i.e., become proficient readers and writers). By Module 4, students are applying these habits of character. They now have strategies and a sense of confidence that has built a strong foundation for Module 4: independence.

Lesson 118 Teaching Notes

Purpose of lesson and alignment to standards:

- In Cycle 23, students were introduced to contractions with “are.” In Opening A of this lesson, students review and practice changing pronouns by placing an apostrophe and “re” at the end of words to form a contraction.
- In Work Time A, students first brainstorm a list of compound words, writing them on their whiteboards, then checking 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 those 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:

- During the Closing of Grade 2 lessons, students have been reflecting on key character elements necessary for learning. In Module 1, they considered what it means to become proficient or “really good” at something and reflected on ways they take responsibility in the process of becoming proficient readers. In Module 2, students considered the role of goal setting in the process and identified concrete knowledge or skills to work on. In Module 3, they reflected on the power of collaboration to help themselves and others “grow and flourish” (i.e., become proficient readers and writers). By Module 4, students are applying these habits of character. They now have strategies and a sense of confidence that has built a strong foundation for Module 4: independence.

Lesson 119 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 supports 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: "Solid, Liquid, or Vapor." Students practice reading the piece "fluently" by applying the elements identified in the fluency rubric (read smoothly, with expression, with meaning, at just the right speed). Students use the rubric to provide each other with descriptive feedback in an effort to improve their fluency (RF.2.4).
- Consider collecting the sentences and excerpts of text used during 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:

- During the Closing of Grade 2 lessons, students have been reflecting on key character elements necessary for learning. In Module 1, they considered what it means to become proficient or "really good" at something and reflected on ways they take responsibility in the process of becoming proficient readers. In Module 2, students considered the role of goal setting in the process and identified concrete knowledge or skills to work on. In Module 3, they reflected on the power of collaboration to help themselves and others "grow and flourish" (i.e., become proficient readers and writers). By Module 4, students are applying these habits of character. They now have strategies and a sense of confidence that has built a strong foundation for Module 4: independence.

Lesson 120 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: Make a Word. In this exercise, students apply their knowledge of compound 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 compound words can be reviewed.

How it builds on previous work:

- This lesson continues work with making larger compound words from smaller words.

Down the road:

- During the Closing of Grade 2 lessons, students have been reflecting on key character elements necessary for learning. In Module 1, they considered what it means to become proficient or “really good” at something and reflected on ways they take responsibility in the process of becoming proficient readers. In Module 2, students considered the role of goal setting in the process and identified concrete knowledge or skills to work on. In Module 3, they reflected on the power of collaboration to help themselves and others “grow and flourish” (i.e., become proficient readers and writers). By Module 4, students are applying these habits of character. They now have strategies and a sense of confidence that has built a strong foundation for Module 4: independence.

Preparation and Materials

- Enlarged poem: “Tree House Sleepover” (or write on chart paper to display)
- Enlarged Compound Words vs. Not Compound Words T-chart (optional)
- Clipboards if students are not sitting at a desk (one per student; optional)
- Words Rule Word Cards (one set per pair)
- Compound Words vs. Not Compound Words T-chart (one per pair)
- Cycle 24 Assessment (optional)
- Enlarged Engagement Text: “It’s Raining!”
- Enlarged Decodable Reader: “Solid, Liquid, or Vapor” (one per student)
- Decodable Reader: “Solid, Liquid, or Vapor” (one per student)
- Highlighters (one for teacher; one per student)
- Highlighting tape, or an alternate material, for highlighting letter information in the displayed large version of the Decodable Reader
- Snap or Trap Word Cards
- 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)
- Whiteboards, whiteboard markers, and whiteboard erasers (one per student)
- Interactive Word Wall (to display)
- Enlarged Homophone Demonstration Sentence: “They’re eating their lunch over there.”

Reading Foundations Skills Block

- Enlarged selected excerpt from the Decodable Reader: “Solid, Liquid, or Vapor” (one for display)
- Fluency rubric
- Individual copies of excerpt from the Decodable Reader: “Solid, Liquid, or Vapor” (one per student)
- Make a Word Word Cards
- Make a Word Word List
- Exercise materials for Work Time A for Lesson 120
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher in each lesson)