

Grade 2: Module 4: Cycle 26

Overview

Introduced in This Cycle

“-ous” vs. “-us” words

High-Frequency Words

“animal,” “between,” “favorite,” “let’s,” “that’s”

Cycle Word List

In this cycle, students are introduced to the ending sound /us/ spelled “-ous” and “-us” and determine the generalization for spelling words with that final ending sound. In addition, students continue to practice using the apostrophe to show possession. Examples of words used in this cycle include:

“-ous”		“-us”	
courageous	numerous	asparagus	fungus
famous	nervous	citrus	mucus
humorous	ridiculous	campus	sinus
joyous		focus	status



Cycle-at-a-Glance

Lesson 126

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

Agenda

1. Opening (3–5 minutes)

A. Poem Launch: “I’m Not Feeling Well”

2. Work Time (10 minutes)

A. Words Rule: Words with /us/ Ending Spelled with “-ous” and “-us”: “humorous,” “joyous,” “mucus,” “numerous,” “sinus,” “status”

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 spelled with “-ous” and “-us” endings in a shared text (poem). (RF.2.3)
- I can compare, read, and spell words with “-ous” and “-us” endings. (RF.2.3, L.2.2)

Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify words with “-ous” and “-us” endings from the poem: “I’m Not Feeling Well.”
- Observe students during Work Time A. Determine whether they can identify the correct the spelling pattern for words with “-ous” and “-us” endings in writing words on whiteboards.
- 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: “Dino Sized”
 - B. Comprehension Conversation (optional)
- 2. Work Time (10 minutes)**
 - A. Snap or Trap: “animal,” “between,” “favorite,” “heard,” “let’s,” “that’s”
 - B. Decodable Reader: Partner Search and Read: “Animals, Big and Small”
- 3. Closing and Assessment (2 minutes)**
 - A. Reflecting on Learning
- 4. Differentiated Small Group Instruction and Rotations (40–45 minutes)**

Lesson 127

Daily Learning Targets

- I can tell what I learned from the text “Dino Sized.”
- Using evidence from the text, I can answer questions about the text “Dino Sized.”
- I can read high-frequency words: “animal,” “between,” “favorite,” “heard,” “let’s,” “that’s.” (RF.2.3f)
- I can read the decodable text “Animals, Big and Small.” (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 decode words spelled with “-ous” and “-us,” multisyllabic words, and irregularly spelled high-frequency words.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Lesson 128

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

Agenda

1. **Opening (3–5 minutes)**
 - A. Word Parts: Using an Apostrophe to Show Possession
2. **Work Time (10 minutes)**
 - A. Interactive Writing: Writing a Silly Sentence with Words Spelled with “-ous” and “-us”
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 show possession for nouns and pronouns with an apostrophe. (L.2.2)
- I can write a sentence using words spelled with “-ous” and “-us,” possessives, and high-frequency words. (L.2.2d)

Ongoing Assessment

- Observe students during Opening A. Determine whether they can correctly use an apostrophe to show possession with nouns.
- Observe students during Work Time A. Determine whether they can correctly spell words with “-ous” and “-us,” possessives, and high-frequency words from this cycle.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Lesson 129

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: “knead” and “need”
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 (“knead” or “need”) 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 “knead” and “need” 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.2.3c, RF.2.3d, RF.2.3e, RF.2.3f, RF.2.4, RF.2.4b, RF.2.4c, 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 “-ous” and “-us.” (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 “-ous” and “-us” based on parts of speech.
- 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 126 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 cycle. The poem includes words with the /us/ ending, spelled with “-ous” and “-us.” Students identify words sharing these 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 examine the words with “-ous” and “-us” endings. Students grapple to discover how the spelling patterns are applied: Words spelled with “-ous” are adjectives (example: “nervous”), where words spelled with “-us” are nouns (example: “cactus”) (RF.2.3, L.2.2).

How it builds on previous work:

- Students are familiar with comparing spelling patterns in words for the purpose of decoding (reading) and encoding (spelling) from previous cycles in Modules 3 and 4.

- 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.
- 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:

- Consider making individual copies of the poem “I’m Not Feeling Well” for students to practice rules of fluency during independent rotations. If students are keeping a fluency notebook, this can be taped into that notebook.

Lesson 127 Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A and B, students work with the Engagement Text: “Dino Sized.” 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: “animal,” “between,” “favorite,” “heard,” “let’s,” “that’s” (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: “Animals, Big and Small,” 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 spellings of “-ous” and “-us” in words with the /us/ ending to reading words in the Decodable Reader. Students also apply knowledge of vowel sounds and contractions to decode and analyze high-frequency words.
- 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 128 Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A, students practice changing nouns to possessives by placing an apostrophe and “s” at the end of words.
- In Work Time A, students first brainstorm a list of words spelled with “-ous” and “-us,” 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 used to practice the sound-spelling patterns in the cycle, spellings should be accurate, not invented. Encourage students to recall the specific graphemes (letters) that represent those phonemes in the word. The goal is for students to develop automaticity with the correct spelling and pronunciation of the new 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 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 129 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: "Animals, Big and Small." 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 130 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 “-ous” and “-us” 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 “-us” and “-ous” can be included.

How it builds on previous work:

- This lesson continues work with spelling patterns “-ous” and “-us.”

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: “I’m Not Feeling Well” (or write on chart paper to display)
- Enlarged T-chart (optional)
- Clipboards if students are not sitting at a desk (one per student; optional)
- Words Rule Word Cards (one set per pair)
- T-chart (one per pair)
- Writing utensils (one per student)
- Cycle 26 Assessment (optional)
- Enlarged Engagement Text: “Dino Sized”
- Enlarged Decodable Reader: “Animals, Big and Small” (one per student)
- Decodable Reader: “Animals, Big and Small” (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

Reading Foundations Skills Block

- 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)
- Word Parts Cards: “Pablo,” “dog,” “city,” “team,” “Kate,” “teacher,” “friend,” “s”
- Interactive Word Wall (to display)
- Enlarged Homophone Demonstration Sentence: “Before the baker can knead the bread, he will need to add the yeast.”
- Enlarged selected excerpt from the Decodable Reader: “Animals, Big and Small” (one for display)
- Enlarged Fluency rubric
- Individual copies of excerpt from the Decodable Reader: “Animals, Big and Small” (one per student)
- /us/ T-chart (one set per pair)
- Same Sounds Word Cards (one set per pair)
- Exercise materials for Work Time A for Lesson 130
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher in each lesson)