

# Phonics

In this unit, students will read with sufficient accuracy and fluency to support comprehension. They will continuously gain knowledge of language through speaking, reading, and writing. They will also learn the meaning of words through an array of strategies.

## Phonics and Word Recognition

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

## Fluency

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

## Knowledge of Language

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## Vocabulary Acquisition and Use

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

**PHONOLOGICAL AWARENESS, PHONICS, CENTERS CALENDAR**

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 136: Phonics: Prefix Mis- and Suffixes -ion, tion, and -sion, Centers (L.2.3, L.2.4), Daily Instructional Task	Lesson 137: Phonics: Prefix Mis- and Suffixes -ion, tion, and -sion, Centers (L.2.3, L.2.4), Daily Instructional Task	Lesson 138: Phonics: Prefix Mis- and Suffixes -ion, tion, and -sion, Centers (L.2.3, L.2.4), Daily Instructional Task	Lesson 139: Phonics: Prefix Mis- and Suffixes -ion, tion, and -sion, Centers (L.2.3, L.2.4), Daily Instructional Task	Lesson 140: Phonics: Prefix Mis- , Suffixes -ion, tion, and -sion, Inflections -ed, -ing, Centers (L. 2.3, L.2.4), Daily Instructional Task
Lesson 141: Phonics: Syllable Division Patterns; Suffixes -y, -ly; Inflections -ed, -ing Centers (L. 2.3, L.2.4), Daily Instructional Task	Lesson 142: Phonics: Syllable Division Patterns; Suffixes -y, -ly; Inflections -ed, -ing Centers (L. 2.3, L.2.4), Daily Instructional Task	Lesson 143: Phonics: Syllable Division Patterns; Suffixes -y, -ly; Inflections -ed, -ing Centers (L. 2.3, L.2.4), Daily Instructional Task	Lesson 144: Phonics: Syllable Division Patterns; Suffixes -y, -ly; Inflections -ed, -ing Centers (L. 2.3, L.2.4), Daily Instructional Task	Lesson 145: Phonics: Syllable Division Patterns; Suffixes -y, -ly; Inflections -ed, -ing Centers (L. 2.3, L.2.4), Daily Instructional Task
Lesson 146: Phonics Lesson for Long a and Long e (weigh, prey, baby), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 147: Phonics Lesson for Long a and Long e (weigh, prey, baby), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 148: Phonics Lesson for Long a and Long e (weigh, prey, baby), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 149: Phonics: Lesson for Long a and Long e (weigh, prey, baby), Suffixes -ion, tion, -sion, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 150: Phonics: Lesson for Long a and Long e (weigh, prey, baby), Suffixes -ion, tion, -sion, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)
Lesson 151: Phonics: Vowel Team Syllables & Suffixes -ly, -ful, -er, -est), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 152: Phonics: Vowel Team Syllables & Suffixes -ly, -ful, -er, -est), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 153: Phonics: Vowel Team Syllables & Suffixes -ly, -ful, -er, -est), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 154: Phonics: Vowel Team Syllables & Suffixes -ly, -ful, -er, -est), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 155: Phonics: Spelling Suffixes, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)
Lesson 156: Phonics: r-controlled vowel syllables, multisyllabic words, prefixes in-, re-, dis-, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 157: Phonics: r-controlled vowel syllables, multisyllabic words, prefixes in-, re-, dis-, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 158: Phonics: r-controlled vowel syllables, multisyllabic words, prefixes in-, re-, dis-, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 159: Phonics: r-controlled vowel syllables, multisyllabic words, prefixes in-, re-, dis-, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 160: Phonics: r-controlled vowel syllables, multisyllabic words, prefixes in-, re-, dis-, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

**PHONOLOGICAL AWARENESS, PHONICS, CENTERS CALENDAR**

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 161: Phonics: Final E Syllables, Final E and Vowel Teams, Centers (L.2.3, L.2.4), Daily Instructional Task	Lesson 162: Phonics: Final E Syllables, Final E and Vowel Teams, Centers (L.2.3, L.2.4), Daily Instructional Task	Lesson 163: Phonics: Final E Syllables, Final E and Vowel Teams, Centers (L.2.3, L.2.4), Daily Instructional Task	Lesson 164: Phonics: Final E Syllables, Final E and Vowel Teams, Centers (L.2.3, L.2.4), Daily Instructional Task	Lesson 165: Phonics: Final E Syllables, Final E and Vowel Teams, Centers (L.2.3, L.2.4), Daily Instructional Task
Lesson 166: Phonics: Final Stable Syllables, -le, -tion, & -ture and Triple Blends, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 167: Phonics: Final Stable Syllables, -le, -tion, & -ture and Triple Blends, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 168: Phonics: Final Stable Syllables, -le, -tion, & -ture and Triple Blends, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 169: Phonics: Final Stable Syllables, -le, -tion, & -ture and Triple Blends, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 170: Phonics: Final Stable Syllables, -le, -tion, & -ture and Triple Blends, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)
Lesson 171: Phonics: Review of Syllable Types and Final Digraph/ Trigraph -ch, tch, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 172: Phonics: Review of Syllable Types and Final Digraph/ Trigraph -ch, tch, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 173 Phonics: Review of Syllable Types and Final Digraph/ Trigraph -ch, tch, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 174: Phonics: Review of Syllable Types and Final Digraph/ Trigraph -ch, tch, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 175: Phonics: Review of Syllable Types and Final Digraph/ Trigraph -ch, tch, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)
Lesson 176: Phonics: Review Phonics Lesson Affixes, Spelling Open and Closed Syllables, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 177: Phonics: Review Phonics Lesson Affixes, Spelling Open and Closed Syllables, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 178: Phonics: Review Phonics Lesson Affixes, Spelling Open and Closed Syllables, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 179: Phonics: Review Phonics Lesson Affixes, Spelling Open and Closed Syllables, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 180: Phonics: Review Phonics Lesson Affixes, Spelling Open and Closed Syllables, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

## Lesson 136: Phonics: Prefix Mis- and Suffixes -ion, tion, and -sion, Centers (L.2.3, L.2.4), Daily Instructional Task

### Learning Intentions:

1. I am learning what the prefix, mis- means.
2. I am learning what the suffixes -ion, tion, and sion mean.
3. I am learning the characteristics of a base word.
4. I am learning that a prefix changes the meaning of the base word.
5. I am learning how to recognize and form words with prefixes and suffixes.

### Success Criteria:

1. I can use my knowledge of prefixes and suffixes to help to determine what words mean.
2. I can look at word parts to recognize compound words, base words, prefixes, and suffixes.
3. I can read decodable texts fluently by using my knowledge of phonics.

### Part 1: Direct Instruction

1. **I Do:** Explain to students that base words have no word parts or endings at the beginning or end, such as the word *use*. Review that a prefix is a syllable added to the beginning of the word to change its meaning. For example, the prefix mis- when added to the base word *use* changes the meaning to . The prefix mis- means *opposite of or badly or wrongly*. The Word misuse means to use incorrectly.
2. **Write the prefix mis-**. Explain that the prefix the prefix mis- adds the meaning “bad, badly” or “wrong, wrongly” to a word.-
3. **We Do: Write the word take.** Ask students to clap the syllables (one). Then write the word mistake and read it. Ask students to clap the syllables (two). What are the syllables? (mis - take) How does the prefix mis- change the meaning of the base word cut? (It means a wrong take or bad try).
4. **I Do:** Model using mistake in a sentence.

Write *mistake*. Use the **CONTINUOUS BLENDING** routine with the Letter Cards *m, i, s, t, a, k, e* to model blending each syllable.

- 1 **Display** the cards as shown. *I see two vowel spellings, so the word has two syllables. I also see the prefix mis-, so the syllables are a prefix and a base word.*



- 2 **Sweep** your hand below the letters in the first syllable. Point to each card as you blend the sounds: /m/ /i/ /s/, *mis*. Point out the VCe pattern in the second syllable, and blend the sounds: /t/ /ā/ /k/, *take*.



- 3 **Guide** children to connect the syllables and say the word: /mis-/tāk/, *mistake*. Discuss the meaning of *take* (in this case, "understand or understanding," as in "I take it that ...") and *mistake*.



**Continuous Blending** Repeat the **CONTINUOUS BLENDING** routine with cards for each syllable in the words *mislay* and *miscount*, calling attention to the *ay* and *ou* vowel patterns. Discuss the meaning of each base word and how the prefix *mis-* changes the words.

1. **We Do: Repeat** this process for **misspell** and **misuse**.
2. **You Do: Blending Practice:** Write the words below. The choose two volunteers to model the activity. Explain that you will point to words in random order. The first child will read the words aloud, and the second child will identify the prefix and base word and tell what the word means. Coach children as needed, and continue until each child has had a turn.

misuse    mishear    mislaid    misjudge  
 misstep    misprint    misread    mislead

1. **Assess:** Use the results from above word list.
2. **I Do/We Do:** Conduct a review of suffixes -ion, tion, sion. words. Display Generative Vocabulary 10.3

**DISPLAY AND ENGAGE:**  
 Generative Vocabulary 10.3

**Suffixes -ion, -tion, -sion**

A **suffix** is a word part added to the end of a **base word** that changes its meaning. The suffixes **-ion**, **-tion**, and **-sion** mean "an act of," "a condition of," or "the result of."

**Examples**

- 1 direct  
direct + ion = **direction**
- 2 produce  
produce + tion = **production**
- 3 explode  
explode + sion = **explosion**
- 4 create  
create + ion = **creation**

• take **action**  
 • **reduction** of trash  
 • made a **decision**

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**10.** Remind children that act is a verb that means “to do something.” Explain that the suffix -ion can mean “an act of.” When they add -ion to the end of act, the new word is action.

**11.** Model determining meaning: I know -ion can mean “an act of.” Action means “the act of doing something.” Point out that action is a naming word and that adding -ion, -tion, or -sion to the end of a verb changes the word to a noun. Then discuss the suffixes -sion and -tion using the words decision and completion.

**12.** Continue with the other example words. Discuss how each suffix changes the word’s meaning and part of speech. Point out changes in the spelling when adding the suffix. Tell children they can use a dictionary to find unfamiliar base words.

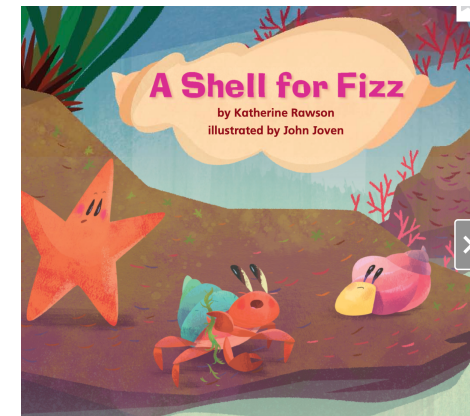
**13. You Do:** Work with children to use word parts to explain the meanings of new words. Have students use dictionaries to look up base words they don’t know. Words: perfection subtraction, confusion.

## **Part 2: Practice/Centers**

### **Teacher Table Time (TTT)**

- 1. Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing words with the prefix, mis- and words with suffixes.
2. Have students write words with the prefix mis-.
3. Have students partner and read decodable text [A Shell for Fizz](#)

1. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
2. Have students identify the targeted words from the story.



### **Center 1: Practicing reading words with the Prefix mis-, Suffixes -ion, tion, and -sion, and inflections -ed, -ing.**

1. Complete [Know It, Show 266, 267, 268, 269, 271](#)
2. Cut out the basic, review, and challenge words from [Word List 26](#). Place the words in a pile, facing down. Take turns with your partner turning over a word card and blending the sounds and then reading the word. Repeat the game 3 x.
3. Select five word cards and write your own sentences.

## Center 2: Decodable Text

1. Read decodable text to find targeted words. A Shell for Fizz
2. Read to your partner.
3. Then listen to your partner read it to you.
4. Identify the 14 targeted words in the story and record them in your notebook.

## Center 3: Lexia Computer

1. Self-directed by computer.

## Part 3: Daily Instructional Task

1. Dictate these words: mistake, misuse, misread, action
2. Dictate this sentence: Did he mishear the directions?
3. Have students say the sounds as they write each word.
4. Add date to task.
5. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

## Lesson 137: Phonics: Prefix Mis- and Suffixes -ion, tion, and -sion, Centers (L.2.3, L.2.4), Daily Instructional Task

### Learning Intentions:

- I am learning what the prefix, mis- means.
- I am learning inflections -ed, -ing
- I am learning what the suffixes -ion, tion, and sion mean.
- I am learning the characteristics of a base word.
- I am learning that a prefix changes the meaning of the base word.
- I am learning how to recognize and form words with prefixes and suffixes.

### Success Criteria:

- I can use my knowledge of prefixes and suffixes to help to determine what words mean.
- I can look at word parts to recognize inflectional endings, prefixes, and suffixes.
- I can read decodable texts fluently by using my knowledge of phonics.



## Part 1: Direct Instruction

- **I Do:** Conduct a pretest for words ending in -ed and -ing. Have students number 1-12 and read the words and sentences below.
- Write hop, hopping and hope, hoping. Explain to students that when they add -ed or -ing to some words, they have to double the final consonant. Explain that to decide whether to do this, they need to think about the first syllable's vowel sound. Say: To keep the first vowel in hopping short, you need two consonants, and you divide the syllables between them to read the word—hop, hop/ping, hopping. With only one p, the first syllable has a long vowel sound—hope, ho/ping, hoping.
- Tell children that for most of this week's Spelling Words, they have to double

the final consonant before adding -ed or -ing. If children have difficulty, model again with bat and batted.

- Discuss the words selling and missed, and underline the base words sell and

miss. Point out that it's not necessary to double the consonant when adding an ending to these base words because they already end in double consonants.

- **We Do/You Do:** Have children work together to repeat the sort, using the Spelling Word cards [Word List 28](#)

running	clapped
hopping	stopped
selling	batted
cutting	pinned
sitting	rubbed
	missed
	grabbed

- **Assess:** Have students choose two words from the word list and use them in a written sentence.

## Part 2: Practice/Centers

### Teacher Table Time (TTT)

**Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing words with the prefix, mis- and words with suffixes and ending -ed, and -ing

- Have students write words with the prefix mis-.
- Have students partner and read decodable text [A Shell for Fizz](#) and [The Best Shell](#)
- If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
- Have students identify the targeted words from the story.



**Center 1: Practicing reading words with the Prefix mis-, Suffixes -ion, tion, and -sion, and inflections -ed, -ing.**

- Complete [Know It, Show 266, 267, 268, 269, 271](#)
- Cut out the basic, review, and challenge words from [Word List 26](#). Place the words in a pile, facing down. Take turns with your partner turning over a word card and blending the sounds and then reading the word. Repeat the game 3 x.
- Select five word cards and write your own sentences.

**Center 2: Decodable Text**

- Read decodable text to find targeted words. [A Shell for Fizz](#)
- Read to your partner.
- Then listen to your partner read it to you.
- Identify the 14 targeted words in the story and record them in your notebook.

**Center 3: Lexia Computer**

- Self-directed by computer.

**Part 3: Daily Instructional Task**

- Dictate these words: talking, talked, mention, misspoke
- Dictate this sentence: We went walking when the snow stopped.
- Have students say the sounds as they write each word.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

## Lesson 138: Phonics: Prefix Mis- and Suffixes -ion, tion, and -sion, Centers (L.2.3, L.2.4), Daily Instructional Task

### Learning Intentions:

- I am learning what the prefix, mis- means.
- I am learning inflections -ed, -ing
- I am learning what the suffixes -ion, tion, and sion mean.
- I am learning the characteristics of a base word.
- I am learning that a prefix changes the meaning of the base word.
- I am learning how to recognize and form words with prefixes and suffixes.

### Success Criteria:

- I can use my knowledge of prefixes and suffixes to help to determine what words mean.
- I can look at word parts to recognize inflectional endings, prefixes, and suffixes.
- I can read decodable texts fluently by using my knowledge of phonics.

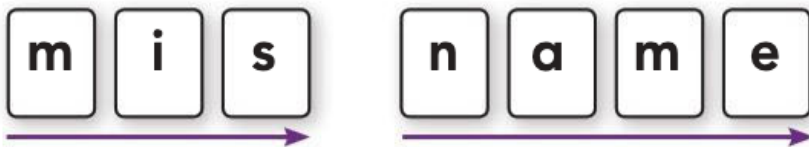
### Part 1: Direct Instruction

- **I Do:** remind students that good readers read sentences in shorter chunks that make sense. Good readers use punctuation for clues about which words in the sentences should be grouped together. Have students open to page 61-62 in The Best Shell. Point out the commas and periods and explain that they help readers to know when to pause and when to stop.
- Model reading aloud the first paragraph without pausing at the comma or using proper phrasing. Point out the use of quotation marks. Then read it again, segmenting the text into meaningful phrases and pausing at the comma. Ask students which reading sounded choppy and unnatural? Which sounded like talking? Good phrasing makes reading sound more fluent and natural.
- **You Do:** Have students turn to page 6. Use choral reading to help students read in meaningful phrases. They should match your phrasing. Then ask students to partner and take turns reading page 7, paying attention to commas and end punctuation and reading in meaningful phrases, not word-by-word. Listen in as students partner and read. Provide supports as needed.

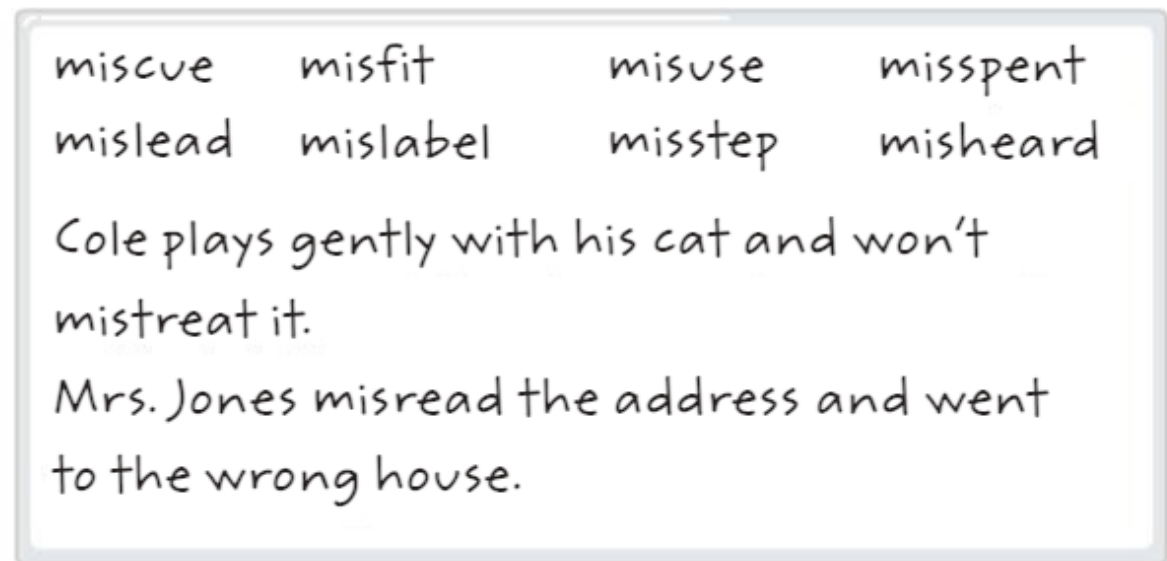
- **I Do:** Explain to students that base words have no word parts or endings at the beginning or end, such as the word *use*. Review that a prefix is a syllable added to the beginning of the word to change its meaning. For example, the prefix *mis-* when added to the base word *use* changes the meaning to . The prefix *mis-* means *opposite of or badly or wrongly*. The Word *misuse* means to use incorrectly.
- **Write the prefix *mis-*.** Explain that the prefix the prefix *mis-* adds the meaning “bad, badly” or “wrong, wrongly” to a word.-
- **We Do: Write the word *take*.** Ask students to clap the syllables (one). Then write the word *mistake* and read it. Ask students to clap the syllables (two). What are the syllables? (*mis - take*) How does the prefix *mis-* change the meaning of the base word *cut*? (It means a wrong take or bad try).
- **I Do:** Model using *misname* in a sentence.

Write *misname*. Use the Letter Cards with the **CONTINUOUS BLENDING** routine for each syllable to model blending the word.

- 1 **Display** the Letter Cards *m, i, s, n, a, m, e*. Point out the two vowel spellings, indicating two syllables. Group the cards to show the syllables.
- 2 **Sweep** your hand below the letters in the first syllable. Point to each letter as you blend the sounds: */m/ /i/ /s/, mis*. Repeat for the second syllable, pointing out the VCe long vowel pattern: */n/ /ā/ /m/, misname*.



- **We Do:** Repeat this process for **mismatch and miswrite** .
- **You Do:** Blending Practice: Write the words below. Then choose two volunteers to model the activity. Explain that you will point to words in random order. The first child will read the words aloud, and the second child will identify the prefix and base word and tell what the word means. Coach children as needed, and continue until each child has had a turn.



- **Assess:** Have students choose two words from Line 1 or 2 and use them in a written sentence.

## Part 2: Practice/Centers

### Teacher Table Time (TTT)

**Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing words with the prefix, mis- and words with suffixes and ending -ed, and -ing

- Have students write words with the prefix mis-.
- Have students partner and read decodable text [A Shell for Fizz](#) and [The Best Shell](#)
- If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
- Have students identify the targeted words from the story.

### Center 1: Practicing reading words with the Prefix mis-, Suffixes -ion, -tion, and -sion, and inflections -ed, -ing.

- Complete [Know It, Show 266, 267, 268, 269, 271](#)
- Cut out the basic, review, and challenge words from [Word List 26](#). Place the words in a pile, facing down. Take turns with your partner turning over a word card and blending the sounds and then reading the word. Repeat the game 3 x.
- Select five word cards and write your own sentences.

### Center 2: Decodable Text

- Read decodable text to find targeted words. [A Shell for Fizz](#) and [The Best Shell](#)
- Read to your partner.
- Then listen to your partner read it to you.
- Identify the 14 targeted words in the story and record them in your notebook.

### Center 3: Lexia Computer

- Self-directed by computer.

### Part 3: Daily Instructional Task

- Dictate these words: spell, spelled, spelling, misspell.
- Dictate this sentence: We misread the caption under the picture.
- Have students say the sounds as they write each word.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

## Lesson 139: Phonics: Prefix Mis- and Suffixes -ion, tion, and -sion, Centers (L.2.3, L.2.4), Daily Instructional Task

### Learning Intentions:

- I am learning what the prefix, mis- means.
- I am learning inflections -ed, -ing
- I am learning what the suffixes -ion, tion, and sion mean.
- I am learning the characteristics of a base word.
- I am learning that a prefix changes the meaning of the base word.
- I am learning how to recognize and form words with prefixes and suffixes.

### Success Criteria:

- I can use my knowledge of prefixes and suffixes to help to determine what words mean.
- I can look at word parts to recognize inflectional endings, prefixes, and suffixes.
- I can read decodable texts fluently by using my knowledge of phonics.


### Part 1: Direct Instruction

- **I Do:** Model again how to the continuous blending model **for each syllable in a word**. Model blending prelaunch with letter cards. Ask students how the prefix, mis changes the word misplace. Repeat this process with the words ending with ion, tion, ed, and ing. Then have students decode each word and then write the word 3x. As they write they should use continuous blending to help them hear all of the sounds. Support as needed.
- **We Do: Blending practice.**

Blend and Read 10.2

### Blend and Read

1 dislike	untie	reread	misread	mistake
2 unfair	fairest	replace	misplace	countless
3 stood	dues	flew	flooded	moody
4 pickle	stable	maple	tickle	wiggle
5 mislead	misspell	distaste	misleading	
6 Fizz felt a bump and quickly stopped sleeping.				
7 A shell that is much too small is a mismatch for Fizz.				
8 Fizz feels like a misfit in her faded shell.				



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- Rows 1 & 2: After children chorally read the words, ask them how many syllables are in each word?
- Rapid Review: Point to words at random until children can read them quickly.
- Sentences: Have individuals blend selected words and give meanings of prefixes. Then have the group read the sentences chorally.
- Assessment: Have children write these sentences: We explained how the bus stopped near our section of the city.

## Part 2: Practice/Centers

### Teacher Table Time (TTT)

**Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing words with the prefix, mis- and words with suffixes and ending -ed, and -ing

- Have students write words with the prefix mis-.
- Have students partner and read decodable text [A Shell for Fizz](#) and [The Best Shell](#)
- If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
- Have students identify the targeted words from the story.

### Center 1: Practicing reading words with the Prefix mis-, Suffixes -ion, tion, and -sion, and inflections -ed, -ing.

- Complete [Know It, Show 266, 267, 268, 269, 271](#)
- Cut out the basic, review, and challenge words from [Word List 26](#). Place the words in a pile, facing down. Take turns with your partner turning over a word card and blending the sounds and then reading the word. Repeat the game 3 x.
- Select five word cards and write your own sentences.

### Center 2: Decodable Text

- Read decodable text to find targeted words. [A Shell for Fizz](#) and [The Best Shell](#)
- Read to your partner.
- Then listen to your partner read it to you.
- Identify the 14 targeted words in the story and record them in your notebook.

### Center 3: Lexia Computer

- Self-directed by computer.

### Part 3: Daily Instructional Task

- Dictate these words: motion, emotion, stop, stopping, stopped.
- Dictate this sentence: We are sitting and clapping our hands.
- Have students say the sounds as they write each word.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

## Lesson 140: Phonics: Prefix Mis- , Suffixes -ion, tion, and -sion, Inflections -ed, -ing, Centers (L.2.3, L.2.4), Daily Instructional Task

### Learning Intentions:

- I am learning what the prefix, mis- means.
- I am learning inflections -ed, -ing
- I am learning what the suffixes -ion, tion, and sion mean.
- I am learning the characteristics of a base word.
- I am learning that a prefix changes the meaning of the base word.
- I am learning how to recognize and form words with prefixes and suffixes.

### Success Criteria:

- I can use my knowledge of prefixes and suffixes to help to determine what words mean.
- I can look at word parts to recognize inflectional endings, prefixes, and suffixes.
- I can read decodable texts fluently by using my knowledge of phonics.

### Part 1: Assessment

- Assess students' knowledge of inflectional endings through a spelling and dictation task.

#### DICTATION SENTENCES

##### BASIC

1. **running** She was *running* fast.
2. **clapped** Tina *clapped* her hands.
3. **stopped** A car *stopped* at the sign.
4. **hopping** A bunny is *hopping* away.
5. **batted** Sam *batted* the ball.
6. **selling** The team is *selling* treats.
7. **pinned** I *pinned* the ripped shirt.
8. **cutting** Mom is *cutting* the cake.
9. **sitting** He is *sitting* in the chair.
10. **rubbed** I *rubbed* soap on it.
11. **missed** Ted *missed* the bus.
12. **grabbed** I *grabbed* my coat.

##### REVIEW

1. <u>running</u>	10. _____
2. <u>clapped</u>	11. _____
3. <u>stopped</u>	12. _____
4. <u>hopping</u>	13. _____
5. _____	14. _____
6. _____	15. _____
7. _____	16. _____

- Spelling Assessment (from HMH): Say each word and say each sentence. Have students write each word. All students should set up their spelling sheet by numbering 1 to 9 on one side and 10 to 18 on the other side
- Dictation Task: The children yelled and screamed when they noticed the ice cream truck.
- Give one point for each correctly spelled word. Total possible points is 34.

A+ = 33-34

A = 31-32

B+ = 29-30

B = 27-28

C+ = 25-26

C = 23-24

D = 21-22

F/Do Over= 20



## **Part 2: Reading Decodable Texts (RF.2.3, 2.4)**

1. Invite students to partner read the decodable texts.
2. Spend time during this period listening to students read the decodable texts. Support as needed.
3. Record your findings.

## **Lesson 141: Phonics: Syllable Division Patterns; Suffixes -y, -ly; Inflections -ed, -ing Centers (L.2.3, L.2.4), Daily Instructional Task**

### **Learning Intentions:**

- I am learning the sound spellings for ed, ing
- I am learning how to divide words into syllables.
- I am learning how to determine the meaning of the suffixes y, ly.
- I am learning how to decode multisyllabic words.
- I am learning how to use phonics knowledge to decode words.
- I am learning to monitor my accuracy and to self-correct.

### **Success Criteria:**

- I can use my knowledge of prefixes and suffixes to help to determine what words mean.
- I can look at word parts to recognize inflectional endings, prefixes, and suffixes.
- I can read decodable texts fluently by using my knowledge of phonics.

## Part 1: Direct Instruction

- **I Do:** Tell children that they will learn how syllable division patterns can help

us read longer words. *First I will say a word. You say and clap the syllable. I'll do the first*

*one. Listen: Happy. Repeat and clap for each syllable: hap:py. I heard two syllables in happy.*

- **We Do:** Support students as the students as they try: night (one syllable), important (im-por-tant; 3), almost (al-most; 2); misbehaving (mis-be-hav-ing; 4), silently (si-lent-ly; 3), turkey (tur-key, 2)
- **I Do:** Write *go*. Read *go* and demonstrate to students that the word *go* has a cv pattern and which is known as an open syllable. In an open syllable the vowel is long. The word *bag* has a CVC pattern. This is known as a closed syllable. In a closed syllable the vowel is short. Tell students they can use what they know to break longer words into syllables to help read those words.
- **We Do:** Use the steps below to help the students divide words.
- **You Do:** Have students break words into syllables and read words. Assess and correct as students read. Add more words if needed.

attic	music	invent	finish
absent	seven	robot	jumbo
puzzle	silent	locate	window

## Part 2 Practice/Centers

### Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing multisyllabic words with open and closed syllables. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.
- Model again and have students mimic you. Correct as needed.
- Have students look at multisyllabic words and divide into syllables. Then question students - open or closed? Is the vowel long or short?
- Have students partner and read decodable text, [Robot](#) . If students get stuck on a decodable word, have them break the word apart into syllables and blend the phonemes. Model as needed. Listen to each student read.

### Center 1: Practicing reading words that are multisyllabic and have suffixes -y, -ly and inflections -ed, -ing

- Complete [Know It and Show It pages 277, 278, 279, 282, & 283](#) throughout the week.
- Cut out the basic, review, and challenge words from [Word List 29](#). Place the words in a pile, facing down. Take turns with your partner turning over a word card and blending the sounds and then reading the word. Repeat the game 3 x.
- Select five word cards and write your own sentences.

### **Center 2: Decodable Text**

- Read decodable text to find targeted words - [Robot](#)
- Read to your partner.
- Then listen to your partner read it to you.
- Identify the targeted words in the story and record them in your notebook.

### **Center 3: Lexia Computer**

- Self-directed by computer

### **Part 3 Daily Instructional Task**

- Dictate these words: basket, hectic, witness, begun, open
- Dictate this sentence: Can you locate the pencil?
- Have students say each syllable in the multisyllabic words.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include in the TTT for the next day.

### **Lesson 142: Phonics: Syllable Division Patterns; Suffixes -y, -ly; Inflections -ed, -ing Centers (L.2.3, L.2.4), Daily Instructional Task**

#### **Learning Intentions:**

- I am learning the sound spellings for ed, ing
- I am learning how to divide words into syllables.
- I am learning how to determine the meaning of the suffixes y, ly.
- I am learning how to decode multisyllabic words.
- I am learning how to use phonics knowledge to decode words.
- I am learning to monitor my accuracy and to self-correct.

#### **Success Criteria:**

- I can use my knowledge of prefixes and suffixes to help to determine what words mean.
- I can look at word parts to recognize inflectional endings, prefixes, and suffixes.
- I can read decodable texts fluently by using my knowledge of phonics.

## Part 1: Direct Instruction

- **I Do:** Remind students that they have been learning to divide words into syllables by noticing syllable types and their vowels and by using syllable division patterns to read words.
- Demonstrate with the word *bandit* which has a VCCV pattern and is made up of two closed syllables ban-dit (Each vowel is closed in by at least one syllable. Therefore the vowel is short.
- **We Do:** Have students practice blending and reading the words in the chart below and read the sentences.
  - Question - how are the words alike and different? How many syllables are in this word? Is the syllable open or closed? What does that say about the vowel?

cactus puppet ribbon funnel  
cabin lasso donut cupid  
Justin takes a music lesson each Friday.  
The park worker showed the students  
seven rock fossils.

- **You Do:** Have students practice reading the words and sentences in the chart.

fable habit topple silo  
velvet comet problem pupil  
Mrs. Jackson gave a lesson on the planet Venus.  
The students saw a hippo and a tiger on their zoo visit.

attic music invent finish  
absent seven robot jumbo  
puzzle silent locate window

## Part 2 Practice/Centers

### Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing multisyllabic words with open and closed syllables. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.
- Model again and have students mimic you. Correct as needed.
- Have students look at multisyllabic words and divide into syllables. Then question students - open or closed? Is the vowel long or short?
- Have students partner and read decodable text, [Robot](#) and [In Space](#). If students get stuck on a decodable word, have them break the word apart into syllables and blend the phonemes. Model as needed. Listen to each student read.

### **Center 1: Practicing reading words that are multisyllabic and have suffixes -y, -ly and Inflections -ed, -ing**

- Complete Know It and Show It pages 277, 278, 279, 282, & 283 throughout the week.
- Cut out the basic, review, and challenge words from Word List 29. Place the words in a pile, facing down. Take turns with your partner turning over a word card and blending the sounds and then reading the word. Repeat the game 3 x.
- Select five word cards and write your own sentences.

### **Center 2: Decodable Text**

- Read decodable text to find targeted words - [Robot and In Space](#)  
Read to your partner.
- Then listen to your partner read it to you.
- Identify the targeted words in the story and record them in your notebook.

### **Center 3: Lexia Computer**

- Self-directed by computer

### **Part 3 Daily Instructional Task**

- Dictate these words: program, taken, donut, happen,
- Dictate these sentences: Do not panic. She is our hero.
- Have students say each syllable in the multisyllabic words.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include in the TTT for the next day.

## Lesson 143: Phonics: Syllable Division Patterns; Suffixes -y, -ly; Inflections -ed, -ing Centers (L.2.3, L.2.4), Daily Instructional Task

### Learning Intentions:

- I am learning the sound spellings for ed, ing
- I am learning how to divide words into syllables.
- I am learning how to determine the meaning of the suffixes y, ly.
- I am learning how to decode multisyllabic words.
- I am learning how to use phonics knowledge to decode words.
- I am learning to monitor my accuracy and to self-correct.

### Success Criteria:

- I can use my knowledge of prefixes and suffixes to help to determine what words mean.
- I can look at word parts to recognize inflectional endings, prefixes, and suffixes.
- I can read decodable texts fluently by using my knowledge of phonics.

### Part 1: Direct Instruction

- **I Do:** Write the word *hope, hoping, hopping*. Explain to students that when a word such as *hope* ends in *e*, they should drop the final *e* before adding *-ing, -ed*. Tell that the first vowel in the word will have the long sound. Review with *hope, hoping, hoped*.
- **We Do:** Have students practice with these words: *use, using, used; love, loving, loved; change, changing, changed; make, making, made*
- **You Do:** Have students practice by completing the chart.

Word	-ing	-ed
move		
like		
bake		

### Part 2 Practice/Centers

#### Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing multisyllabic words with open and closed syllables and words with the suffixes *-y, -ly*. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

- Model again and have students mimic you. Correct as needed.
- Have students look at multisyllabic words and divide into syllables. Then question students - open or closed? Is the vowel long or short?
- Have students partner and read decodable text, [Robot](#) and [In Space](#). If students get stuck on a decodable word, have them break the word apart into syllables and blend the phonemes. Model as needed. Listen to each student read.

### **Center 1: Practicing reading words that are multisyllabic and have suffixes -y, -ly and Inflections -ed, -ing**

- Complete Know It and Show It pages 277, 278, 279, 282, & 283 throughout the week.
- Cut out the basic, review, and challenge words from Word List 29. Place the words in a pile, facing down. Take turns with your partner turning over a word card and blending the sounds and then reading the word. Repeat the game 3 x.
- Select five word cards and write your own sentences.
- Continue reviewing spellings for words adding -ed & -ing.

### **Center 2: Decodable Text**

- Read decodable text to find targeted words - [Robot](#) and [In Space](#)  
Read to your partner.
- Then listen to your partner read it to you.
- Identify the targeted words in the story and record them in your notebook.

### **Center 3: Lexia Computer**

- Self-directed by computer

### **Part 3 Daily Instructional Task**

- Dictate these words: hiding, liked, using, making
- Dictate these sentences: I was riding on a fantastic horse.
- Have students say each word.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include in the TTT for the next day.



## Lesson 144: Phonics: Syllable Division Patterns; Suffixes -y, -ly; Inflections -ed, -ing Centers (L.2.3, L.2.4), Daily Instructional Task

### Learning Intentions:

- I am learning the sound spellings for ed, ing
- I am learning how to divide words into syllables.
- I am learning how to determine the meaning of the suffixes y, ly.
- I am learning how to decode multisyllabic words.
- I am learning how to use phonics knowledge to decode words.
- I am learning to monitor my accuracy and to self-correct.

### Success Criteria:

- I can use my knowledge of prefixes and suffixes to help to determine what words mean.
- I can look at word parts to recognize inflectional endings, prefixes, and suffixes.
- I can read decodable texts fluently by using my knowledge of phonics.

### Part 1: Direct Instruction

- **I Do:** Tell students that they will be reading words with suffixes -y and -ly. The suffixes have their own syllable Listen: sleep/sleep-y/sleepy; kind/ kind-ly/kindly
- Practice with the words: dust/dust-y/dusty; neat/neat-ly/neatly.
- The suffix -y means *'like or with'*. The suffix -ly means *'in that way or full of'*
- Snowy means with snow - The night was snowy and cold. (snowy is an adjective)
- Slowly means full of slow - The turtle moved slowly. (slowly is an adverb)
- **We Do:** Write the base words and help students blend with suffixes -y and -ly.. Have the students blend the word with you luck/lucky-y/ lucky; Write the word *shy* and add the suffix -ly. Have the students blend the word with you - *shyly*
  - Repeat with the words: sharp/sharply; smooth/smoothly; cream/creamy; sleep/sleepy
  - Review Blend and Read [10.6](#)


Generative Vocabulary 10.6


### Suffixes -y, -ly

A **suffix** is a word part added to the end of a base word that changes the meaning of the word. The suffix **-y** means "having or being like something." The suffix **-ly** explains how or when something is done.

**Examples**

- 1 sleep  
sleep + y = **sleepy**
- 2 smell  
smell + y = **smelly**
- 3 proud  
proud + ly = **proudly**
- 4 light  
light + ly = **lightly**

 **marshy** water

 **slowly** reading

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- **I Do:** Write the following words on the board: helpful, patient, air, and chew and the suffixes -y and -ly. Have children work with a partner to determine which suffix to add to each word to make a new word (helpfully, patiently, airy, chewy). Have children use their knowledge of word parts to determine the meaning of the new words and the new words' parts of speech. Have children write sentences using each of the new words. Tell them to explain how their sentences reflect the meaning of the words with the suffixes -y and -ly.
- **Assess:** Have students blend words again on their own

***Part 2 Practice/Centers***  
***Teacher Table Time (TTT)***

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing multisyllabic words with open and closed syllables and words with the suffixes -y, -ly. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.
- Model again and have students mimic you. Correct as needed.
- Have students look at multisyllabic words and divide into syllables. Then question students - open or closed? Is the vowel long or short?

- Have students partner and read decodable text, [Robot](#) and [In Space](#). If students get stuck on a decodable word, have them break the word apart into syllables and blend the phonemes. Model as needed. Listen to each student read.

**Center 1: Practicing reading words that are multisyllabic and have suffixes -y, -ly and Inflections -ed, -ing**

- Complete Know It and Show It pages 277, 278, 279, 282, & 283 throughout the week.
- Cut out the basic, review, and challenge words from Word List 29. Place the words in a pile, facing down. Take turns with your partner turning over a word card and blending the sounds and then reading the word. Repeat the game 3 x.
- Select five word cards and write your own sentences.
- Continue reviewing spellings for words adding -ed & -ing and suffixes -ly, -y.

## Center 2: Decodable Text

- Read decodable text to find targeted words - [Robot](#) and [In Space](#)  
Read to your partner.
- Then listen to your partner read it to you.
- Identify the targeted words in the story and record them in your notebook.

## Center 3: Lexia Computer

- *Self-directed by computer*

## Part 3 Daily Instructional Task

- Dictate these words: slow, slowly, sleep, sleepy,
- Dictate these sentences: That was a very smelly fish on the plate.
- Have students say each word.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include in the TTT for the next day.

## Lesson 145: Phonics: Syllable Division Patterns; Suffixes -y, -ly; Inflections -ed, -ing Centers (L.2.3, L.2.4), Daily Instructional Task

### Learning Intentions:

- I am learning the sound spellings for ed, ing
- I am learning how to divide words into syllables.
- I am learning how to determine the meaning of the suffixes y, ly.
- I am learning how to decode multisyllabic words.
- I am learning how to use phonics knowledge to decode words.
- I am learning to monitor my accuracy and to self-correct.

### Success Criteria:

- I can use my knowledge of prefixes and suffixes to help to determine what words mean.
- I can look at word parts to recognize inflectional endings, prefixes, and suffixes.
- I can read decodable texts fluently by using my knowledge of phonics

## Part 1: Assessment

- Assess students' knowledge of r-controlled vowel ar through spelling and dictation tasks.
- Spelling Assessment (from HMH): Say each word and say each sentence. Have students write each word. All students should set up their spelling sheet by numbering 1 to 9 on one side and 10 to 18 on the other side

DICTATION SENTENCES	
<b>BASIC</b>	
1. liked	She liked the book.
2. using	I am using a pen to write.
3. riding	Jill is riding her bike.
4. chased	The cat chased its tail.
5. spilled	He spilled some water.
6. making	Dad is making breakfast.
7. closed	The store is closed.
8. hoping	I am hoping we win.
9. baked	May baked muffins.
10. hiding	Where is the cat hiding?
11. standing	Ben is standing near me.
12. asked	Pete asked for help.
<b>REVIEW</b>	
13. hopping	A bunny is hopping away.
14. clapped	Tina clapped her hands.
15. pinned	I pinned the ripped shirt.
16. cutting	Mom is cutting the cake.
<b>CHALLENGE</b>	
17. taping	Lee is taping the box shut.
18. dropped	I dropped my keys.

1. liked    \* \_\_\_\_\_

2. using    \* \_\_\_\_\_

3. riding    \* \_\_\_\_\_

4. chased    \* \_\_\_\_\_

5. \_\_\_\_\_    \* \_\_\_\_\_

6. \_\_\_\_\_    \* \_\_\_\_\_

7. \_\_\_\_\_    \* \_\_\_\_\_

8. \_\_\_\_\_    \* \_\_\_\_\_

9. \_\_\_\_\_    \* \_\_\_\_\_

- Dictation Task: We were hoping to have a picnic today.
- Give one point for each correctly spelled word. Total possible points is 34.

A+ = 33-34

A = 31-32

B+ = 29-30

B = 27-28

C+ = 25-26

C = 23-24

D = 21-22

F/Do Over = 20

## Part 2: Reading Decodable Texts (RF.2.3, 2.4)

- Invite students to partner read decodable texts: *Robot* and *In Space*. Spend time during this period listening to students read the decodable texts. Support as needed.

**Lesson 146: Phonics Lesson for Long a and Long e (weigh, prey, baby), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)**

**Learning Intentions:**

1. I am learning the sound spellings for the for long a and long e.
2. I am learning how to distinguish vowel sounds in multisyllabic words.
3. I am learning how to use phonics knowledge to decode words.
4. I am learning to blend words with ei ,ey, and y vowel patterns
5. I am learning to monitor my accuracy and to self-correct.
6. I am learning to identify and read words with the suffixes -ion, tion, sion .

**Success Criteria:**

1. I can use my knowledge of phonics to decode words.
2. I can correctly write dictated words.
3. I can read decodable texts fluently.

**Part 1: Direct Instruction**

- **I Do:** Display the sound symbol card for long a and long e sound. Tell students they will learn some sound spelling for words that make the long a sound using the **vowel team ei**. Write and say the word *weigh*. Explain the letters ei are a vowel team and in the **vowel team ei** makes the long a sound. Repeat and show the word weigh again.
- **We Do:** Write, say, and have students repeat with the word vein.
- **You Do:** Support students to blend the words: eight and sleigh. Highlight the vowel team ei is pronounced as a long a.
- **I Do:** Display the sound symbol card for long a and long e sound. Tell students they will learn some sound spelling for words that make the long e sound using the **vowel team ey**. Write and say the word *obey*. Explain the letters ey are a vowel team and in the **vowel team ey** makes the long a sound. Repeat and show the word obey again.
- **We Do:** Write and say and have students practice with prey.
- **You Do:** Support students and practice with

reined    preys    keyed    neighs  
convey    candy    honey    unveil  
In winter, my neighbor Randy plays  
ice hockey and drives a sleigh.  
They took eight months to survey the  
valley in order to map it.

- **Assess:** Have students read through the following words:

## **Part 2: Practice/Centers**

### **Teacher Table Time (TTT)**

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in this week's skills. Teachers should review student responses throughout the lesson and support and extend as needed.
- Model taught skill again and let the students mimic you. Correct as needed.
- Have students write words with the spelling patterns taught in the lesson.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

### **Center 1: Practicing the long a and long e sounds and review skills throughout the week.**

1. Complete Know It and Show It p. 287, 288, 289, 292 & 293

[https://www.hmhco.com/content/reading/into\\_reading/g2/teacher/pdf/2re\\_kisi\\_m10.pdf#page=24](https://www.hmhco.com/content/reading/into_reading/g2/teacher/pdf/2re_kisi_m10.pdf#page=24)

1. Read these sentences to your partner:
  - In winter, my neighbor Randy plays ice hockey and drives a sleight
  - They took eight months to survey the valley in order to map it.
  - Sayoney will carry the key in her backpack.

### **Center 2: Decodable Text**

1. Reread decodable text: [Fine Hats](#)
2. Read to your partner.
3. Then listen to your partner read it to you.

### **Center 3: Lexia Computer**

- Self-directed by computer.

### **Part 3: Daily Instructional Task**

- Dictate these words: sleigh city prey money neighbor chillys
- Dictate this sentence: The puppy is a cute beige color.
- Have students say the sounds as they write each word.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

**Lesson 147: Phonics Lesson for Long a and Long e (weigh, prey, baby), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)**

**Learning Intentions:**

- I am learning the sound spellings for the for long a and long e.
- I am learning how to distinguish vowel sounds in multisyllabic words.
- I am learning how to use phonics knowledge to decode words.
- I am learning to blend words with ei ,ey, and y vowel patterns
- I am learning to monitor my accuracy and to self-correct.
- I am learning to identify and read words with the suffixes -ion, tion, sion .

**Success Criteria:**

- I can use my knowledge of phonics to decode words.
- I can correctly write dictated words.
- I can read decodable texts fluently.

**Part 1: Direct Instruction**

- **I Do:** Tell children that they will be reading more words with some less common long a and long e sound-spellings. First, they will segment words into syllables and then name the syllable with the long a or long e sound.
- Display the sound card
- Write the word prey and model continuous blending.
- **We Do:** Show students these words  
reined, preyes, keyed, neighs, conveys, candy, honey unveil
- Have children read the words in row 1. Prompt conversation about the vowel sounds in the words in row 1. Ask them to compare sounds (wood/boom). What do they hear? Point to each word and have children read the line chorally. Provide corrective feedback as needed.
- **You Do/We Do:** Have children sort the words in Rows 1 and 2 of Blending Practice by long a and long e vowel sounds. Have children compare their lists and check their spelling against the display.

key	hockey	keyless	keypad
weigh	reweigh	weighty	weightlift
parsley	chimney	twenty	greyhound



**Asses:** Have students read words independently. Note errors. Provide immediate feedback.

## **Part 2: Practice/Centers**

### **Teacher Table Time (TTT)**

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in this week's skills. Teachers should review student responses throughout the lesson and support and extend as needed.
- Model taught skill again and let the students mimic you. Correct as needed.
- Have students write words with the spelling patterns taught in the lesson.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

### **Center 1: Practicing the long a and long e sounds and review skills throughout the week.**

- Complete Know It and Show It p. 287, 288, 289, 292 & 293

[Know It Show It pages](#)

- Read these sentences to your partner:
  - In winter, my neighbor Randy plays ice hockey and drives a sleight
  - They took eight months to survey the valley in order to map it.
  - Sayoney will carry the key in her backpack.

### **Center 2: Decodable Text**

- Reread decodable text: [Fine Hats](#)
- Read to your partner.
- Then listen to your partner read it to you.

### **Center 3: Lexia Computer**

- Self-directed by computer.

### **Part 3: Daily Instructional Task**

- Dictate these words: prey, weigh, hockey, twenty
- Dictate this sentence: The candy tastes yummy.
- Have students say the sounds as they write each word.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

## Lesson 148: Phonics Lesson for Long a and Long e (weigh, prey, baby), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for the for long a and long e.
- I am learning how to distinguish vowel sounds in multisyllabic words.
- I am learning how to use phonics knowledge to decode words.
- I am learning to blend words with ei ,ey, and y vowel patterns
- I am learning to monitor my accuracy and to self-correct.
- I am learning to identify and read words with the suffixes -ion, tion, sion .

### Success Criteria:

- I can use my knowledge of phonics to decode words.
- I can correctly write dictated words.
- I can read decodable texts fluently.

### Part 1: Direct Instruction

- **I Do:** Remind students that good readers think about what they are reading and whether the words read make sense. Show students the text, [Fine Hats](#)
- Show students how you self-correct errors you make on the first page of the text while reading by looking at the word and applying what you know about phonics. Rather than use the prompting in HMH (Does it look right? Make sense?), ask students to **look at each letter in the word** and blend them together using what they know about letter sounds. Teach them to apply what you have been teaching.
- **We Do:** Have children partner read the first two pages of the text, Fine Hats. Listen as children read and support students' self-correction. Again, emphasize decoding as the main method. Listen as children read.
- **We Do:** Display and read [Blend and Read 10.7](#)
- Have children read line 1. What words have alike vowel team? Point to each word in this line and have children read chorally.
- Have children read line 2. Ask volunteers to explain how they decoded toot, woody. Point to each word in this line and have children read chorally.
- Have children chorally read lines 3-4 .
- Line 5 is a challenge line. Point and read with children. Ask students how they decoded each word.
- For lines 6-8, call on children to blend selected decodable words. Then have students chorally read the sentence.

**Blend and Read**

- 1 reins      eighty      they      key      navy
- 2 obey      neigh      dusty      weigh      turkey
- 3 tearful      don't      spotless      won't      fearless
- 4 didn't      regain      aren't      hasn't      relocate
- 5 disdain      disobey      unnerve      gainfully
- 6 Sarvin puts his house key in his pack.
- 7 Sarvin rides May. Jack will carry the hats.
- 8 May neighs and Jack brays. They are loud!



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- g patterns taught in the lesson.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

**Part 2 Practice/Centers****Teacher Table Time (TTT)**

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in this week's skills. Teachers should review student responses throughout the lesson and support and extend as needed.
- Model taught skill again and let the students mimic you. Correct as needed.
- Have students write words with the spelling patterns taught in the lesson.

- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

**Center 1: Practicing the long a and long e sounds and review skills throughout the week.**

- Complete Know It and Show It p. 287, 288, 289, 292 & 293

[Know It Show It pages](#)

- Read these sentences to your partner:
  - In winter, my neighbor Randy plays ice hockey and drives a sleight
  - They took eight months to survey the valley in order to map it.
  - Sayoney will carry the key in her backpack.

**Center 2: Decodable Text**

- Reread decodable texts: [Fine Hats](#) and [Monkey See Monkey Do](#)

- Read to your partner.
- Then listen to your partner read it to you.

### **Center 3: Lexia Computer**

- Self-directed by computer.

### **Part 3: Daily Instructional Task**

- Dictate these words: carry, money, navy, obey
- Dictate this sentence: How much money did I spend on the turkey?
- Have students say the sounds as they write each word.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

### **Lesson 149: Phonics: Lesson for Long a and Long e (weigh, prey, baby), Suffixes -ion, tion, -sion, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)**

#### **Learning Intentions:**

- I am learning the sound spellings for the for long a and long e.
- I am learning how to distinguish vowel sounds in multisyllabic words.
- I am learning how to use phonics knowledge to decode words.
- I am learning to blend words with ei ,ey, and y vowel patterns
- I am learning to monitor my accuracy and to self-correct.
- I am learning to identify and read words with the suffixes -ion, tion, sion .

#### **Success Criteria:**

- I can use my knowledge of phonics to decode words.
- I can correctly write dictated words.
- I can read decodable texts fluently.

## Part 1 Direct Instruction

### I DO:

- Display and Engage: [Generative Vocabulary 10.8](#). Read aloud the introduction.

Blend and Read 10.7

### Blend and Read

1	reins	eighty	they	key	navy
2	obey	neigh	dusty	weigh	turkey
3	tearful	don't	spotless	won't	fearless
4	didn't	regain	aren't	hasn't	relocate
5	disdain	disobey	unnerve	gainfully	
6	Sarvin puts his house key in his pack.				
7	Sarvin rides May. Jack will carry the hats.				
8	May neighs and Jack brays. They are loud!				



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Grade 2 | Foundational Skills Module 10 - Week 3

- Discuss the example using the word decorate. Explain that decorate is an action word that means “to make more attractive by adding things to it.” Explain that the suffix -ion can mean “the act of,” and that when you add -ion to the end of decorate, the new word is decoration.
- Model determining the meaning of decoration: I can use word parts to figure out the meaning. I know -ion can mean “the act of.” The new word decoration means, “the act of decorating.” Point out changes in spelling when adding the suffix.

- Next, discuss the examples for introduction and conclusion. Point out that the base word introduce is a verb that means “to tell each other their names for the first time.” When the suffix -tion is added to the base word, the new word introduction is a noun, or naming word. Explain that the new word means “the act of telling each other their names.” Then discuss the addition of the suffix-sion to the base word conclude and model determining meaning. Remind students to pay attention to changes in spelling when adding the suffix.
- **We Do:** On the board or on chart paper, create a three-column chart with the headings Base Word / Suffix / New Word. Write the following information in the correct columns of the chart:

communicate / -ion / communication  
invade / -sion / invasion  
produce / -tion / production

- **You Do** Continue with the other example words: impression, intention, decision, collection. Discuss how adding the suffix changes the base word’s meaning and part of speech.
- Assess: Dictate relation, revision, reduction

## Part 2 Practice/Centers

### Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in this week's skills. Teachers should review student responses throughout the lesson and support and extend as needed.
- Model taught skill again and have the students mimic you. Correct as needed.
- Have students write words with the spelling patterns taught in the lesson.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

### Center 1: Practicing the long a and long e sounds and review skills throughout the week.

- Complete Know It and Show It p. 287, 288, 289, 292 & 293

[Know It Show It pages](#)

- Read these sentences to your partner:
  - In winter, my neighbor Randy plays ice hockey and drives a sleight
  - They took eight months to survey the valley in order to map it.
  - Sayoney will carry the key in her backpack.

### Center 2: Decodable Text

- Reread decodable texts: [Fine Hats](#) and [Monkey See Monkey Do](#)
- Read to your partner.
- Then listen to your partner read it to you.

### Center 3: Lexia Computer

- Self-directed by computer.

### Part 3: Daily Instructional Task

- Dictate these words: billion, caution, tension, portion,
- Dictate this sentence: We will make an illustration for the story.
- Have students say the sounds as they write each word.
- Add date to task.
- Provide feedback to students. For students who could not do this task, include them in the TTT for the next day.

## Lesson 150: Phonics: Lesson for Long a and Long e (weigh, prey, baby), Suffixes -ion, tion, -sion, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for the for long a and long e.
- I am learning how to distinguish vowel sounds in multisyllabic words.
- I am learning how to use phonics knowledge to decode words.
- I am learning to blend words with ei ,ey, and y vowel patterns
- I am learning to monitor my accuracy and to self-correct.
- I am learning to identify and read words with the suffixes -ion, tion, sion .

### Success Criteria:

- I can use my knowledge of phonics to decode words.
- I can correctly write dictated words.
- I can read decodable texts fluently.

## Part 1: Assessment

- Assess students' knowledge of r-controlled vowel ar through spelling and dictation tasks.
- Spelling Assessment (from HMH): Say each word and say each sentence. Have students write each word. All students should set up their spelling sheet by numbering 1 to 9 on one side and 10 to 18 on the other side

### DICTIONATION SENTENCES

#### BASIC

1. **pretty** The red dress is *pretty*.
2. **baby** The *baby* is crying.
3. **very** It is *very* hot outside.
4. **puppy** Our new *puppy* is cute.
5. **funny** Do you know a *funny* joke?
6. **carry** I can *carry* that.
7. **lucky** We are *lucky* it didn't rain.
8. **only** Tom is my *only* brother.
9. **sunny** It is *sunny* today.
10. **penny** A *penny* is worth one cent.
11. **plenty** There is *plenty* of food.
12. **twenty** That costs *twenty* dollars.

#### REVIEW

13. **standing** Ben is *standing* near me.
14. **hoping** I am *hoping* we win.
15. **spilled** He *spilled* some water.
16. **using** I am *using* a pen to write.

#### CHALLENGE

17. **beauty** That rose is a *beauty*.
18. **eighty** Gram is *eighty* years old.

1. pretty	10. _____
2. baby	11. _____
3. very	12. _____
4. puppy	13. _____
5. _____	14. _____
6. _____	15. _____
7. _____	16. _____
8. _____	17. _____
9. _____	18. _____

- Dictation Task: We will be asked to complete a dictation task today. Give one point for each correctly spelled word.

A+ = 33-34

A = 31-32

B+ = 29-30

B = 27-28

C+ = 25-26

C = 23-24

D = 21-22

F/Do Over= 20



## Part 2: Reading Decodable Texts (RF.2.3, 2.4)

- Invite students to partner read decodable texts: *Fine Hats* and *Monkey See Monkey Do* time during this period listening to students read the decodable texts. Support as needed.

## Lesson 151: Phonics: Vowel Team Syllables & Suffixes -ly, -ful, -er, -est), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

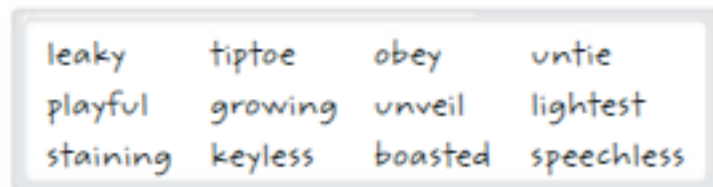
- I am learning the sound spellings for vowel teams in multisyllabic words.
- I am learning how to distinguish vowel sounds by applying what I know from phonics.
- I am learning how to blend multisyllabic words with vowel teams.
- I am learning the sound spellings for suffixes -ful and -less.
- I am learning how to blend words with suffixes.
- I am learning to read with expression

### Success Criteria:

- I can use my knowledge of phonics to decode words.
- I can spell multisyllabic words with vowel teams and suffixes.
- I can read decodable texts fluently

## Part 1: Direct Instruction

- **I Do:** Remind students that vowel teams are two letters together that make the long vowel sound. Tell students that they will read words with vowel teams and divide words that have the long vowel sound into syllables. Show the word - unloading. Break the word into syllables: un-load-ing. Point out that the second syllable is oa which is a vowel team and makes the long o sound. Blend the word - unloading
- **We Do:** Display the word leanest. Use continuous blending to discuss each syllable and blend the word.
- **You Do:** Display the following words asking students to divide words into syllables and reading each word.



## Part 2 Practice/Centers

### Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in this week's skills. Teachers should review student responses throughout the lesson and support and extend as needed.
- Model taught skill again and have the students mimic you. Correct as needed.

- Have students write words with the spelling patterns taught in the lesson.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

### Center 1: Practice skills from the week: vowel team syllable, suffixes

- [Know It Show It Pages](#)
- Review and sort words on Word List 31. Create sentences for the words.

### Center 3 Decodable Text

- Read decodable text.
- Read to you partner.
- Then, listen to your partner read to you.
- Repeat.
- Text, [Missing Mama](#)

### **Center 3: Lexia Computer**

- Self directed by computer.

### **Part 3: Daily Instructional Task**

- Dictate these words: oatmeal, beneath, waitress, subway
- Dictate this sentence: He is the youngest and he is seventeen years old.
- Have students say the sounds as they write each word.
- Add date to task.
- Provide feedback to students. For students who could not do this task, include them in the TTT for the next day.

### **Lesson 152: Phonics: Vowel Team Syllables & Suffixes -ly, -ful, -er, -est), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)**

#### **Learning Intentions:**

- I am learning the sound spellings for vowel teams in multisyllabic words.
- I am learning how to distinguish vowel sounds by applying what I know from phonics.
- I am learning how to blend multisyllabic words with vowel teams.
- I am learning the sound spellings for suffixes -ful and -less.
- I am learning how to blend words with suffixes.
- I am learning to read with expression

#### **Success Criteria:**

- I can use my knowledge of phonics to decode words.
- I can spell multisyllabic words with vowel teams and suffixes.
- I can read decodable texts fluently

## Part 1: Direct Instruction

- **I Do:** Remind students that they can add endings to words to create a new word that has a new meaning. These endings are called suffixes. Review previously taught suffixes: -ly, -ful, -er, -est.
- **We Do:** Administer Pretet for suffixes. Review the meaning of suffixes -ly, -ful, -er, -est. Administer pretest below. Provide sentences. Review and explain correct spellings.

**DICTIONATION SENTENCES**

**BASIC**

1. **youngest** Jay is the youngest son.
2. **hopeful** I am hopeful I will win.
3. **fairest** Which contest is fairest?
4. **weekly** We have a weekly art class.
5. **thankful** He was thankful for help.
6. **wishful** That is wishful thinking.
7. **kindly** The teacher spoke kindly.
8. **longer** Her hair is longer than Jo's.
9. **lighter** His bag is lighter than Al's.
10. **painful** My cut is painful.
11. **mouthful** I had a mouthful of food.
12. **weakly** The child weakly set up.

**REVIEW**

13. **lucky** We are lucky it didn't rain.
14. **carry** I can carry that.
15. **only** Tom is my only brother.
16. **sunny** It is sunny today.

**CHALLENGE**

17. **quickly** She quickly ran away.
18. **cheerful** The tune was cheerful.

- **We Do/You Do:** Display [Word List 31](#). Display the Spelling Word cards youngest, hopeful, weekly, and longer as column headings, and tell children that you are going to sort the words based on their suffixes. Work with students as they complete the word sort:

youngest	hopeful	weekly	longer
fairest	thankful	kindly	lighter
	wishful	weakly	
	painful		
	mouthful		

- **I Do/We Do:** Tell students that they will be reading words with vowel teams and identify a vowel team syllable.

1 **Display** Letter Cards g, r, ow, i, ng. Point out the ow vowel team and the -ing ending. Divide growing in front of the ending: grow/ing.

2 **Guide** children to blend the sounds in each syllable. The first syllable has the vowel team ow for long o. Blend the syllable with me: /g//r//ō/, grow. The second syllable is a word ending: /ī//ng/, ing.



3 **Blend** the syllables to pronounce the word. Connect the two syllables, and say the word with me: /grō/-/īng/, growing.

Repeat with the cards for painless, noting the vowel team ai and the suffix -less. Continue with untrue, pointing out the prefix un- and the vowel team syllable ue.

- **We Do/You Do:** Support students as they read and write the words below. Ask the students how to divide each word into syllables. - Direct students to: Locate the vowels. Note the two vowel letters together. Where can we divide the word.

**treated, painful, sweetest, floating, waitress, email**

The teacher complained when she saw a beehive.

- **Assess:** Have students spell these words: slowest, joyful, boating, brain, beach

## Part 2 Practice/Centers

### Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in this week's skills. Teachers should review student responses throughout the lesson and support and extend as needed.
- Model taught skill again and have students mimic you. Correct as needed.
- Have students write words with the spelling patterns taught in the lesson.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

### Center 1: Practice skills from the week: vowel team syllable, suffixes

- [Know It Show It Pages](#)
- Review and sort words on Word List 31. Create sentences for the words.

### Center 2: Decodable Text

- Read decodable text.
- Read to your partner.
- Then, listen to your partner read to you.
- Repeat.
- Text, [Missing Mama](#)

### Center 3: Lexia Computer

- Self directed by computer.

### Part 3: Daily Instructional Task

- Dictate these words: sweetly, watchful, reader, freshest
- Dictate this sentence: She quickly ate the sweeter candy.
- Have students say the sounds as they write each word.
- Add date to task.
- Provide feedback to students. For students who could not do this task, include them in the TTT for the next day.

## Lesson 153: Phonics: Vowel Team Syllables & Suffixes -ly, -ful, -er, -est), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for vowel teams in multisyllabic words.
- I am learning how to distinguish vowel sounds by applying what I know from phonics.
- I am learning how to blend multisyllabic words with vowel teams.
- I am learning the sound spellings for suffixes -ful and -less.
- I am learning how to blend words with suffixes.
- I am learning to read with expression

### Success Criteria:

- I can use my knowledge of phonics to decode words.
- I can spell multisyllabic words with vowel teams and suffixes.
- I can read decodable texts fluently

### Part 1: Direct Instruction

- **I Do:** Display the word *picnic*. Locate the vowels and guide the students into dividing the words into syllables pic-nic. Note to students that this is a closed syllable - a vowel closed in by one or more consonants and when this happens the vowel is short.
- **We Do:** Display the word *fantastic*. Locate the vowels. Divide the words into syllables fan-tas-tic. Note again that this is a closed syllable - a vowel closed in by one or more syllables making the vowel short.
- **I Do/We Do:** Repeat process with open syllables noting the vowel is long. Point out to students that one multisyllabic words can have more than one syllable type.

Bacon ba-con, focus fo-cus, disobey dis-o-bey (vowel team, open, vowel team)

- **I Do/We Do:** Repeat with longer words -

Bashful bash-ful, thankfully thank-ful-ly, unbroken, un-bro-ken

- **We Do/You Do:** Display the [Blend and read 11.1](#). Have students read line 1. Selectively question. What words have vowel teams? Which words have suffixes. How can we divide these words into syllables?
  - Have students read line two. Support as needed.
  - Have students chorally read line 3. Support as needed.
  - Line 5 has words that are challenge words. Support phonics rule to break unfamiliar words apart.
  - Have student practice reading lines 6 and 7 fluently.



## Part 2 Practice/Centers Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in this week's skills. Teachers should review student responses throughout the lesson and support and extend as needed.
- Model taught skill again and have students mimic you. Correct as needed.
- Have students write words with the spelling patterns taught in the lesson.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

**Center 1:** Practice skills from the week: vowel team syllable, suffixes

- [Know It Show It Pages](#)
- Review and sort words on Word List 21. Create sentences for the words.

**Center 2: Decodable Text**

- Read decodable text.
- Read to your partner.
- Then, listen to your partner read to you.
- Repeat.
- Text, [Missing Mama](#) & [Papa Tells His Side](#)

**Center 3: Lexia Computer**

- Self directed by computer.

**Part 3: Daily Instructional Task**

- Dictate these words: napkin, staple, invent, bathmat
- Dictate this sentence: We have an uneven number of peaches.
- Have students say the sounds as they write each word.
- Add date to task.
- Provide feedback to students. For students who could not do this task, include them in the TTT for the next day.



## Lesson 154: Phonics: Vowel Team Syllables & Suffixes -ly, -ful, -er, -est), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for vowel teams in multisyllabic words.
- I am learning how to distinguish vowel sounds by applying what I know from phonics.
- I am learning how to blend multisyllabic words with vowel teams.
- I am learning the sound spellings for suffixes -ful and -less.
- I am learning how to blend words with suffixes.
- I am learning to read with expression

### Success Criteria:

- I can use my knowledge of phonics to decode words.
- I can spell multisyllabic words with vowel teams and suffixes.
- I can read decodable texts fluently

### Part 1: Direct Instruction

- **I Do:** Display [letter cards](#) for the word *reason*. Review syllabication routines to identify and read syllable types. Model how to identify the syllable division pattern. Divide the word into syllables (rea/son), blend the syllables (vowel team, open) separately, and then read the word. Repeat for reteaches, weightlessness, and openly
- **We Do/You Do:** Support students as they read line one. Ask students how are these words alike? How are they different?
  - Continue with the second line. Prompt children to identify the syllable types and tell where to divide the word. Then have them reread the line chorally.
  - Conduct a Rapid Review Point to words at random until children can read them quickly.
  - Write the sentences on the board. Call on children to identify and read the multisyllabic words. Then have the group read the sentences chorally.

---

toasted    untoasted    painted    repainted  
begin    SUBSTANTIAL    hopeful    hopefully

The museum is unveiling a new exhibit this weekend.

The monkey was leaping and swinging playfully in the tree.

---

- **Assess:** Dictate words: toasted, untoasted, painted, repainted.

## Part 2 Practice/Centers

### Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in this week's skills. Teachers should review student responses throughout the lesson and support and extend as needed.
- Model taught skill again and have students mimic you. Correct as needed.
- Have students write words with the spelling patterns taught in the lesson.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

### Center 1: Practice skills from the week: vowel team syllable, suffixes

- [Know It Show It Pages](#)
- Review and sort words on [Word List 31](#). Create sentences for the words.

### Center 2: Decodable Text

- Read decodable text.
- Read to your partner.
- Then, listen to your partner read to you.
- Repeat.
- Text, [Missing Mama](#) & [Papa Tells His Side](#)

### Center 3: Lexia Computer

- Self directed by computer.

### Part 3: Daily Instructional Task

- Dictate these words: reteach, napkin, painful, feedback
- Dictate this sentence: We are thankful that it is playtime.
- Have students say the sounds as they write each word.
- Add date to task.
- Provide feedback to students. For students who could not do this task, include them in the TTT for the next day.

## Lesson 155: Phonics: Spelling Suffixes, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for suffixes -ful and -less.
- I am learning how to blend words with suffixes.
- I am learning to read with expression

### Success Criteria:

- I can use my knowledge of phonics to decode words.
- I can spell multisyllabic words with vowel teams and suffixes.
- I can read decodable texts fluently

### Part 1: Assessment

- Assess students' knowledge of suffixes -ly, -ful, -er, and -est through spelling and dictation tasks.
- Spelling Assessment (from HMH): Say each word and say each sentence. Have students write each word. All students should set up their spelling sheet by numbering 1 to 9 on one side and 10 to 18 on the other side

**DICTATION SENTENCES**

**BASIC**

1. **youngest** Jay is the youngest son.
2. **hopeful** I am hopeful I will win.
3. **fairest** Which contest is fairest?
4. **weekly** We have a weekly art class.
5. **thankful** He was thankful for help.
6. **wishful** That is wishful thinking.
7. **kindly** The teacher spoke kindly.
8. **longer** Her hair is longer than Jo's.
9. **lighter** His bag is lighter than Al's.
10. **painful** My cut is painful.
11. **mouthful** I had a mouthful of food.
12. **weakly** The child weakly sat up.

**REVIEW**

13. **lucky** We are lucky it didn't rain.
14. **carry** I can carry that.
15. **only** Tom is my only brother.
16. **sunny** It is sunny today.

**CHALLENGE**

17. **quickly** She quickly ran away.
18. **cheerful** The tune was cheerful.

1 youngest \_\_\_\_\_

2 hopeful \_\_\_\_\_

3 fairest \_\_\_\_\_

4 weekly \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

- Dictation Task: We will be asked to complete a dictation task today. Give one point for each correctly spelled word: The longest piece of candy is sweeter than the shortest piece. I am thankful for it.

A+ = 33-34

A = 31-32

B+ = 29-30

B = 27-28

C+ = 25-26

C = 23-24

D = 21-22

F/Do Over= 20

## **Part 2: Reading Decodable Texts (RF.2.3, 2.4)**

- Invite students to partner read this week's decodable texts.
- Spend time during this period listening to students read the decodable texts. Support as needed.

## **Lesson 156: Phonics: r-controlled vowel syllables, multisyllabic words, prefixes in-, re-, dis-, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)**

### **Learning Intentions:**

- I am learning the sound spellings for r-controlled vowels in multisyllabic words.
- I am learning how to distinguish vowel sounds by applying what I know from phonics.
- I am learning how to blend multisyllabic words with r-controlled vowels .
- I am learning the sound spellings for prefixes.
- I am learning how to blend words with prefixes.
- I am learning to read with expression

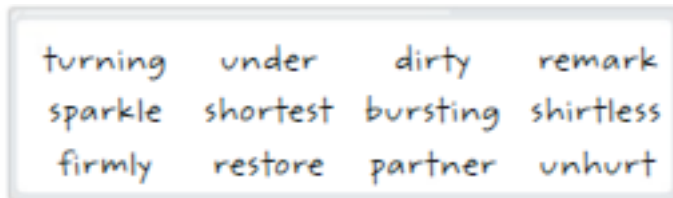
### **Success Criteria:**

- I can use my knowledge of phonics to decode words.
- I can spell multisyllabic words with r-controlled vowels, prefixes, and suffixes.
- I can read decodable texts fluently

## Part 1: Direct Instruction

### Part 1 Direct Instruction

- **I Do:** Display sound/spelling card for /ar/. Remind students that the r in a word can sometimes change the sound of the vowel. Review with words like car, far, blister, shirt, curl
- **I Do:** Write the word farmer. Model dividing the word.
- **We Do:** Support students blending the words on the list below. Ask students to identify the vowels to help divide the word. Remind students of the r changing the vowel sound.



turning under dirty remark  
sparkle shortest bursting shirtless  
firmly restore partner unhurt

- **Assess:** Have students read the following words:  
*Litter, pamper, confirm, concur, shower,*
- Note trouble spots. Support as needed and record which students require extension or support for TTT.

## Part 2 Practice/Centers

### Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in this week's skills. Teachers should review student responses throughout the lesson and support and extend as needed.
- Model taught skill again and have students mimic you. Correct as needed.
- Have students write words with the spelling patterns taught in the lesson.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

**Center 1:** Practice skills from the week: r-controlled vowel syllables, prefixes -un, re-, dis-, syllable division rules.

[Know It Show It Pages 298, 300, 301, 302, 303](#)

## Center 2 Decodable Text

- Read decodable text.
- Read to your partner.
- Then, listen to your partner read to you.
- Repeat.
- Text, [Earth by Christina Wilsdon](#)



## Center 3 Lexia Computer

- Self-Directed by computer.

## Part 3: Daily Instructional Task

- Dictate these words: suburb, birthdate, twitter
- Dictate this sentence: The expert said that my project was perfect.
- Have students say the sounds as they write each word.
- Add date to task.
- Provide feedback to students. For students who could not do this task, include them in the TTT for the next day.

## Lesson 157: Phonics: r-controlled vowel syllables, multisyllabic words, prefixes in-, re-, dis-, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for r-controlled vowels in multisyllabic words.
- I am learning how to distinguish vowel sounds by applying what I know from phonics.
- I am learning how to blend multisyllabic words with r-controlled vowels .
- I am learning the sound spellings for prefixes.
- I am learning how to blend words with prefixes.
- I am learning to read with expression
- I will take a pretest.

### Success Criteria:

- I can use my knowledge of phonics to decode words.
- I can spell multisyllabic words with r-controlled vowels, prefixes, and suffixes.
- I can read decodable texts fluently

## Part 1: Direct Instruction

- **I Do:** Remind students that adding prefixes to some base words will make a new word. Model with the word *unable*. Explain to students *able* is the base word and *un-* is a prefix. Adding the prefix *un-* to the base word *able* changes the base word's meaning, so *unable* means "not able."
- **I Do/We Do:** Support students with the words *retell* and *dislike*. Underline *re-* in *retell*, and point out that *re-* is an open syllable because it ends in one long vowel sound. Underline *dis-* in *dislike*, and have children tell whether *dis-* is an open or a closed syllable. (closed) Discuss how each prefix changes the meaning of its base word.
- **You Do:** Have students sort their Spelling Words using [Word List 32](#).
- **You Do:** Tell students that this week's Spelling Words have the prefixes *un-*, *re-*, and *dis-*. Explain that a prefix is a word part added to the beginning of a base word to change the word's meaning.

- **Assessment:** Administer the pretest:

### DICTIONATION SENTENCES

#### BASIC

1. **uncover** Uncover the pot.
2. **retell** Mom likes to retell that story.
3. **untangle** Untangle the knot.
4. **repaint** Dad will repaint my room.
5. **refill** Please refill my glass.
6. **dislike** The children dislike onions.
7. **distrust** I distrust the stranger.
8. **unzip** You can unzip your jacket.
9. **reread** I reread the book.
10. **unable** Pat is unable to go with us.
11. **unlock** Unlock the door.
12. **replay** Can you replay the song?

#### REVIEW

13. **thankful** He was thankful for help.
14. **kindly** The teacher spoke kindly.
15. **hopeful** I am hopeful I will win.
16. **weakly** The child weakly sat up.

#### CHALLENGE

17. **unbutton** Unbutton your coat.
18. **rewritten** My letter was rewritten.

## Part 2 Practice/Centers

### Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in this week's skills. Teachers should review student responses throughout the lesson and support and extend as needed.
- Model taught skill again and have students mimic you. Correct as needed.
- Have students write words with the spelling patterns taught in the lesson.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

**Center 1:** Practice skills from the week: r-controlled vowel syllables, prefixes *-un*, *re-*, *dis-*, syllable division rules.

[Know It Show It Pages 298, 300, 301, 302, 303](#)



### Center 2 Decodable Text

- Read decodable text.
- Read to your partner.
- Then, listen to your partner read to you.
- Repeat.
- Texts, [Earth by Christina Wilsdon](#) and [Life on Earth by Christina Wilsdon](#)

### Center 3 Lexia Computer

- Self-Directed by computer.
- 

### Part 3: Daily Instructional Task

- Dictate these words: return, dispute, incorrect
- Dictate this sentence: Go inside your backpack and remove the books.
- Have students say the sounds as they write each word.
- Add date to task.
- Provide feedback to students. For students who could not do this task, include them in the TTT for the next day.

### Lesson 158: Phonics: r-controlled vowel syllables, multisyllabic words, prefixes in-, re-, dis-, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

#### Learning Intentions:

- I am learning the sound spellings for vowel teams in multisyllabic words.
- I am learning how to distinguish vowel sounds by applying what I know from phonics.
- I am learning how to blend multisyllabic words with r-controlled vowels .
- I am learning the sound spellings for prefixes.
- I am learning how to blend words with prefixes.
- I am learning to read with expression
- I will take a pretest.

#### Success Criteria:

- I can use my knowledge of phonics to decode words.
- I can spell multisyllabic words with r-controlled vowels, prefixes, and suffixes.
- I can read decodable texts fluently

## Part 1: Direct Instruction

- **I Do:** Remind students that good readers think about what they are reading and whether the words make sense. Show students the text, [Earth by Christina Wildon](#). Remind students that good readers also read words in chunks so they make sense.

Show students page 21 and begin reading. Remind students that readers pay attention to punctuation. Ask students to follow along as you read page 21. Ask students to pay attention to your phrasing as you chunk words together and pause, stop, or change your tone when you come to punctuation. Have students choral read the page after you have read the page once.

- **We Do:** Have students turn to page 22. Preview page with students and point out commas and end punctuation. Then have students read. Listen as students read and support students' self-correction. Emphasize decoding as main method to attach unfamiliar words.
- **We Do/You Do:** Continue to read [Earth by Christina Wildon](#). Support students as they read words pointing out the words with r-controlled vowels in multisyllabic words.
- **Assessment:** Record how students are able to independently decode and read with appropriate phrasing, Earth.

## Part 2 Practice/Centers Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in this week's skills. Teachers should review student responses throughout the lesson and support and extend as needed.
- Model taught skill again and have students mimic you. Correct as needed.
- Have students write words with the spelling patterns taught in the lesson.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

**Center 1:** Practice skills from the week: r-controlled vowel syllables, prefixes -un, re-, dis-, syllable division rules.

[Know It Show It Pages 298, 300, 301, 302, 303](#)

### Center 2 Decodable Text

- Read decodable text.
- Read to your partner.
- Then, listen to your partner read to you.
- Repeat.
- Texts, [Earth by Christina Wilsdon](#) and [Life on Earth by Christina Wilsdon](#)

### Center 3 Lexia Computer

- Self-Directed by computer.

### Part 3: Daily Instructional Task

- Dictate these words: pattern, however, birdbath, undershirt
- Dictate this sentence: Please discard your trash in the garbage.
- Have students say the sounds as they write each word.
- Add date to task.
- Provide feedback to students. For students who could not do this task, include them in the TTT for the next day.

### Lesson 159: Phonics: r-controlled vowel syllables, multisyllabic words, prefixes in-, re-, dis-, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

#### Learning Intentions:

- I am learning the sound spellings for vowel teams in multisyllabic words.
- I am learning how to distinguish vowel sounds by applying what I know from phonics.
- I am learning how to blend multisyllabic words with r-controlled vowels .
- I am learning the sound spellings for prefixes.
- I am learning how to blend words with prefixes.
- I am learning to read with expression
- I will take a pretest.

#### Success Criteria:

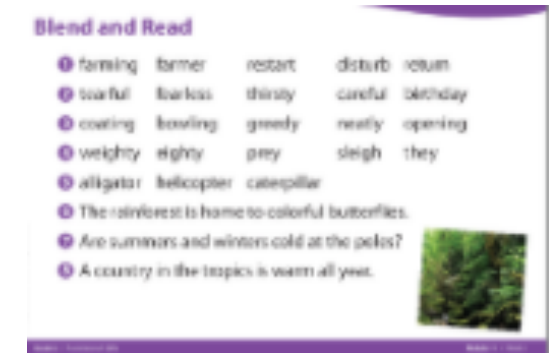
- I can use my knowledge of phonics to decode words.
- I can spell multisyllabic words with r-controlled vowels, prefixes, and suffixes.
- I can read decodable texts fluently

## Part 1: Direct Instruction

- **I DO:** Tell students that they will continue to divide long words into syllables. Say the word *squirted* and tell that squirted has two syllables squirt - ed.
- **We Do/You Do:** Support students as they try to divide these words into syllables:  
  
returning (re-turn-ing); unforgotten (un-for-got-ten); harmlessly (harm-less-ly);  
chirping (chirp-ing); formerly (form-er-ly); preordering (pre-or-der-ing).
- **We Do/You Do:** Support students as they read words and sentences using [Blend and Read 11.2](#). Support

- Line 1 - Have children read the words. Then prompt a conversation: What do you notice about the words? How are they alike and different? If necessary, lead children to compare the words. (same:r-controlled vowel syllables, two syllables; different: different r-controlled vowels, farmer/farming different word endings and meanings, restart/return different base words) Have children read the line chorally. Provide corrective feedback, as needed.
- Line 2 Continue with these words, prompting children to tell where to divide the words into syllables and what patterns they recognize. Then call on volunteers to reread selected words until children can identify the words quickly. Review For Lines 3–4, have children read the words chorally.

- Challenge Have children who are ready for a challenge read the words with four syllables in Line 5. Have children share how they decoded each word.



- Assessment: Sentences For Lines 6–8, call on children to blend words with r-controlled vowel syllables first. Then have the group read the sentences chorally. Note and record student performance.

## Part 2 Practice/Centers

### Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in this week's skills. Teachers should review student responses throughout the lesson and support and extend as needed.
- Model taught skill again and have students mimic you. Correct as needed.
- Have students write words with the spelling patterns taught in the lesson.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

**Center 1:** Practice skills from the week: r-controlled vowel syllables, prefixes -un, re-, dis-, syllable division rules.

[Know It Show It Pages 298, 300, 301, 302, 303](#)

### **Center 2 Decodable Text**

- Read decodable text.
- Read to your partner.
- Then, listen to your partner read to you.
- Repeat.
- Texts, [Earth by Christina Wilsdon](#) and [Life on Earth by Christina Wilsdon](#)

### **Center 3 Lexia Computer**

- Self-Directed by computer.

### **Part 3: Daily Instructional Task**

- Dictate these words: butter, disorder, flavor, surprise
- Dictate this sentence: Water covers much of the planet Earth.
- Have students say the sounds as they write each word.
- Add date to task.
- Provide feedback to students. For students who could not do this task, include them in the TTT for the next day.

**Lesson 160: Phonics: r-controlled vowel syllables, multisyllabic words, prefixes in-, re-, dis-, Centers (L.2.3, L.2.4), Daily Instructional Task (L. 2.3)**

### **Learning Intentions:**

- I am learning the sound spellings for prefixes in-, re-, dis-
- I am learning how to blend words with prefixes.
- I am learning to read with expression

### **Success Criteria:**

- I can use my knowledge of phonics to decode words.
- I can spell multisyllabic words with vowel teams and suffixes.
- I can read decodable texts fluently

## Part 1: Assessment

- Assess students' knowledge of prefixes in-re-, dis- through spelling and dictation tasks.
- Spelling Assessment (from HMH): Say each word and say each sentence. Have students write each word. All students should set up their spelling sheet by numbering 1 to 9 on one side and 10 to 18 on the other side

DICTATION SENTENCES	
<b>BASIC</b>	
1. uncover	Uncover the pot.
2. retell	Mom likes to retell that story.
3. untangle	Untangle the knot.
4. repaint	Dad will repaint my room.
5. refill	Please refill my glass.
6. dislike	The children dislike onions.
7. distrust	I distrust the stranger.
8. unzip	You can unzip your jacket.
9. reread	I reread the book.
10. unable	Pet is unable to go with us.
11. unlock	Unlock the door.
12. replay	Can you replay the song?
<b>REVIEW</b>	
13. thankful	He was thankful for help.
14. kindly	The teacher spoke kindly.
15. hopeful	I am hopeful I will win.
16. weakly	The child weakly set up.
<b>CHALLENGE</b>	
17. unbutton	Unbutton your coat.
18. rewritten	My letter was rewritten.

1. uncover	i.	_____
2. retell	r.	_____
3. untangle	u.	_____
4. repaint	r.	_____
5. _____	h.	_____
6. _____	t.	_____
7. _____	h.	_____
8. _____	l.	_____
9. _____	h.	_____

- Dictation Task: We will be asked to complete a dictation task today. Give one point for each correctly spelled word: The farmer will take his crops to the market Thursday. We will have thunder this afternoon.

A+ = 33-34

A = 31-32

B+ = 29-30

B = 27-28

C+ = 25-26

C = 23-24

D = 21-22

F/Do Over= 20

## Part 2: Reading Decodable Texts (RF.2.3, 2.4)

- Invite students to partner read this week's decodable texts.
- Spend time during this period listening to students read the decodable texts. Support as needed.

**Lesson 161: Phonics: Final E Syllables, Final E and Vowel Teams, Centers (L.2.3, L.2.4), Daily Instructional Task**

**Learning Intentions:**

- I am learning the sound spellings for final e syllables and vowel teams in multisyllabic words.
- I am learning how to distinguish vowel sounds by applying what I know from phonics.
- I am learning how to blend multi-syllabic words with final e syllables.
- I am learning to read with expression

**Success Criteria:**

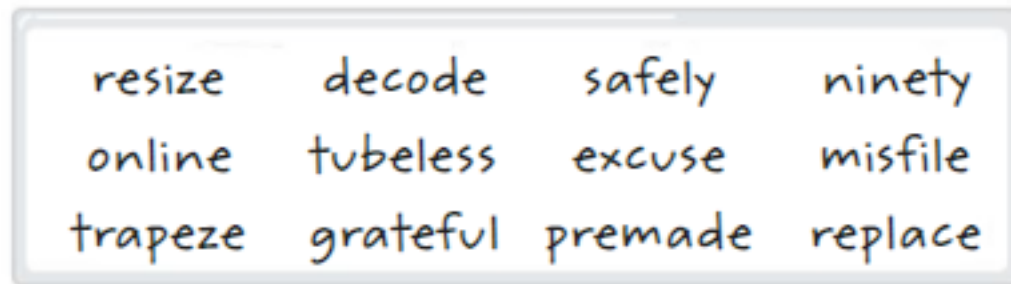
- I can use my knowledge of phonics to decode words.
- I can spell multisyllabic words with final e syllables and vowel teams.
- I can read decodable texts fluently

**Part 1: Direct Instruction**

- **I Do:** Tell students that they will practice reading words that have a long vowel and silent e. First, they will practice changing vowel sounds in words. Use the following script with students: Listen: pet. Now I'll change /ĕ/ to /ē/. The new word is Pete. Now you try it: hid, change /i/ to /ī/ (hide); torn, change /ôr/ to /ō/ (tone); star, change /är/ to /ā/ (stay); tub, change /ŭ/ to /ū/ (tube); burn, change /ŭr/ to /ē/ (bean).
- Display the Sound/Spelling Card and Review the VCe long vowel spelling with the Sound/Spelling Cards eagle, ice cream, ocean, uniform, and the words eve, like, hope, and use.
- **I Do/We Do:** Tell children they can use what they know about the VCe pattern to break longer words into syllables.
- Write *lately* for children to see. Use Letter Cards to discuss and model dividing the words into syllables. Explain with the script - I see the three vowels, but one vowel is the letter e. I need to look at the word more closely to decide if the e is part of a separate syllable or if it is part of a final e syllable.
- Support the students as they blend - *dislike, hopeful, and useless*
- **We Do:** Write the word *remote*. Divide the word into syllables.



- **We Do/You Do:** Display the words below. Then choose two volunteers to model the activity. Explain that you will point to a word. One child will divide the word into syllables and identify the syllable types. The second child will blend the sounds in each syllable and then connect them to read the word. Repeat the tips for dividing words as needed. Continue until each child has had a turn.



Assess: Have students read the above words individually. Note student performance and provide immediate teacher correction and feedback.

## Part 2 Practice/Centers

### Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in this week's skills. Teachers should review student responses throughout the lesson and support and extend as needed.
- Model taught skill again and have students mimic you. Correct as needed.

- Have students write words with the spelling patterns taught in the lesson.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

**Center 1:** Practice skills from the week: Final E Syllable, Vowel Team Syllables

[Know it Show It Pages 305, 306, 307, 308, Word List 33](#)

### Center 2 Decodable Text

- Read decodable text.
- Read to your partner.
- Then, listen to your partner read to you.
- Repeat.

Text, [A Big Problem](#)

### Center 3 Lexia Computer

- Self-Directed by computer.

### Part 3: Daily Instructional Task

- Dictate these words: inside, pancake, escape, admire
- Dictate this sentence: I admire the polite teacher.
- Have students say the sounds as they write each word.
- Add date to task.
- Provide feedback to students. For students who could not do this task, include them in the TTT for the next day.

### Lesson 162: Phonics: Final E Syllables, Final E and Vowel Teams, Centers (L.2.3, L.2.4), Daily Instructional Task

#### Learning Intentions:

- I am learning the sound spellings for final e syllables and vowel teams in multisyllabic words.
- I am learning how to distinguish vowel sounds by applying what I know from phonics.
- I am learning how to blend multisyllabic words with final e syllables.
- I am learning to read with expression.
- I will take a pretest

#### Success Criteria:

- I can use my knowledge of phonics to decode words.
- I can spell multisyllabic words with final e syllables and vowel teams.
- I can read decodable texts fluently

## Part 1: Direct Instruction

- **I Do: Final E Syllable** - Write placement on the board, and underline the base word *place*. Remind children that a long vowel sound may be spelled with the vowel-consonant-e (VCe), or final e syllable pattern. Point out the long a and final e in place. Repeat for *decode*. Have children identify the long o and final e. **Vowel Team Syllable:** Write groaning on the board, underline the base word groan, and circle oa. Help children recall that a vowel sound may also be spelled with a vowel team. Remind them that a vowel team is made up of two letters that stand for one vowel sound. Point out the oa that stands for the long o sound in groan. Repeat for *cleanly*, and have children identify the vowel team that stands for the long e sound. (ea)
- **You Do:** Tell children that this week's Spelling Words have **final e or vowel team syllables**. Practice sorting words below into final e or vowel team syllables:

placement	groaning
uncrate	cleanly
lately	creamy
unripe	proudly
decode	haunting
invite	

- **Assessment: Administer the Pretest**

### DICTATION SENTENCES

#### BASIC

1. **placement** Fix a rug's *placement*.
2. **uncrate** *Uncrate* the oranges.
3. **groaning** I was *groaning* in pain.
4. **cleanly** Lee skated *cleanly*.
5. **today** We have music class *today*.
6. **lately** It has been rainy *lately*.
7. **unripe** Don't eat *unripe* fruit.
8. **decode** *Decode* the message.
9. **invite** I will *invite* you to my party.
10. **creamy** The sauce is *creamy*.
11. **proudly** He *proudly* wore a medal.
12. **haunting** The music was *haunting*.

#### REVIEW

13. **dislike** The children *dislike* onions.
14. **replay** Can you *replay* the song?
15. **unable** Pat is *unable* to go with us.
16. **reread** I *reread* the book.

#### CHALLENGE

17. **launched** She *launched* a boat.
18. **stovepipe** He had a *stovepipe* hat.

## Part 2 Practice/Centers Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in this week's skills. Teachers should review student responses throughout the lesson and support and extend as needed.
- Model taught skill again and have students mimic you. Correct as needed.
- Have students write words with the spelling patterns taught in the lesson.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

**Center 1:** Practice skills from the week: Final E Syllable, Vowel Team Syllables

[Know it Show It Pages 305, 306, 307, 308, Word List 33](#)

### Center 2 Decodable Text

- Read decodable text.
- Read to your partner.
- Then, listen to your partner read to you.
- Repeat.
- Text, [A Big Problem](#)

### Center 3 Lexia Computer

- Self-Directed by computer.

### Part 3: Daily Instructional Task

- Review student performance on pretest.
- Provide feedback to students. For students who could not do this task, include them in the TTT for the next day.

### Lesson 163: Phonics: Final E Syllables, Final E and Vowel Teams, Centers (L.2.3, L.2.4), Daily Instructional Task

#### Learning Intentions:

- I am learning the sound spellings for final e syllables and vowel teams in multisyllabic words.
- I am learning how to distinguish vowel sounds by applying what I know from phonics.
- I am learning how to blend multisyllabic words with final e syllables.
- I am learning to read with expression.

#### Success Criteria:

- I can use my knowledge of phonics to decode words.
- I can spell multisyllabic words with final e syllables and vowel teams.
- I can read decodable texts fluently.

## Part 1: Direct Instruction

- **I Do:** Remind students that good readers think about whether the words they read make sense and good readers read with expression. Have students open to page 37 in [A Big Problem](#). Explain that reading with expression means to make your voice sound like you are telling a story. Read Mom's dialogue in a flat, expressionless voice. Ask children whether the feeling in your voice matched Mom's enthusiasm for the party. (no) Then model reading with appropriate expression, using your voice to show that Mom is happy about planning a party for her family. *Explain: When people talk about having a party and inviting family, their voices sound excited, warm, and welcoming. So, that's how I read Mom's dialogue. When I read it this way, I am reading with expression.*
- **We Do:** Have students partner read page 38. Support as needed. Model using your voice to show Dad's concern about the number of people who are staying with them for the party. Tell students as they read they should focus on expression to show the characters' feelings and the meanings of the words.
- **You Do:** Have students continue to partner read.
- **I Do:** Show students the word *bravely*. Point on the suffix -ly to the students. Divide bravely before the suffix:

**Guide** children to blend the sounds in each syllable. *The first syllable is a final e syllable. The vowel is long, and the e is silent. Blend the syllable with me: /b/ /r/ /ā/ /v/, brave. The second syllable is a suffix: /l/ /ē/, -ly.*

b r a v e l y

- **We Do/You Do:** Display the following words and sentences to the students:

retrace lately grateful refuse  
extreme misstate timeless premade

Mrs. Coleman keeps her priceless gold  
bracelet safely inside a bank vault.

It is wasteful to toss out a box, so most  
people wisely decide to reuse it.

- Row 1 Have children read the line. Challenge them to tell where to divide the words into syllables and explain why. Then prompt a conversation: How are all the words alike? How are they different? If necessary, lead children to compare the words (same: two syllables, final e syllable, long vowel sounds; different: specific long vowel sounds; different affixes). Point to each word, and have children read the line chorally. Provide corrective feedback as needed.
- Row 2 Continue with the second line. Prompt children to identify the final e syllables. Then have them reread the line chorally. Rapid Review Point to words from either line for children to read until they can identify the words quickly.
- Assessment: Write the sentences on the board. Call on children to identify and read the words with final e syllables. Then have the group read the sentences chorally. Note student performance and make immediate corrections and give feedback.

## Part 2 Practice/Centers

### Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in this week's skills. Teachers should review student responses throughout the lesson and support and extend as needed.
- Model taught skill again and have students mimic you. Correct as needed.
- Have students write words with the spelling patterns taught in the lesson.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

**Center 1:** Practice skills from the week: Final E Syllable, Vowel Team Syllables

[Know it Show It Pages 305, 306, 307, 308](#), [Word List 33](#)

### Center 2 Decodable Text

- Read decodable text.
- Read to your partner.
- Then, listen to your partner read to you.
- Repeat.
- Text, [A Big Problem](#) and [Party Time](#)

### Center 3 Lexia Computer

- Self-Directed by computer.

### Part 3: Daily Instructional Task

- Dictate these words: unripe, unwise, recline
- Dictate this sentence: Drake and his family dislike the reptile.
- Have students say the sounds as they write each word.
- Add date to task.
- Provide feedback to students. For students who could not do this task, include them in the TTT for the next day.

## Lesson 164: Phonics: Final E Syllables, Final E and Vowel Teams, Centers (L.2.3, L.2.4), Daily Instructional Task

### Learning Intentions:

- I am learning the sound spellings for final e syllables and vowel teams in multisyllabic words.
- I am learning how to distinguish vowel sounds by applying what I know from phonics.
- I am learning how to blend multisyllabic words with final e syllables.
- I am learning to read with expression.

### Success Criteria:

- I can use my knowledge of phonics to decode words.
- I can spell multisyllabic words with final e syllables and vowel teams.
- I can read decodable texts fluently

### Part 1: Direct Instruction

- **I Do:** Tell students they will continue to divide words that have final e syllables. Pause between syllables. The syllables are tim-er. Ask students to blend them (timer).
- **We Do:** Continue with the following syllables and blend into words: nois-i-est (noisiest); re-tape (retape); ad-ver-tis-ing (advertising); com-plete-ly (completely); un-ex-plod-ed (unexploded); life-less (lifeless).
- **We Do/You Do:** Display [Blend and Read 11.3](#)
  - Line 1 Have students read the words. Then prompt a conversation about them: What do you notice about the words? How are they different? If necessary, lead children to compare the words (same: more than one syllable, final e syllable, have prefix or suffix different: unwisely has three syllables, frozen doesn't have a prefix). Have children read the line chorally. Provide corrective feedback, as needed.
  - Line 2 Continue with these words, prompting children to tell where to divide the words into syllables and identify the syllable patterns. Then call on volunteers to reread selected words until children can identify them quickly.
  - Review For Lines 3–4, have children read the words chorally.
  - Challenge Have children who are ready for a challenge read the words with four and five syllables in Line 5. Have children share how they decoded each word.



- Assessment: Have students read the words below. Support and provide feedback as needed.

iciest unrated mistaken polluting  
retracing impolite completely exercise  
smokier produces unhelpful gratefully

## Part 2 Practice/Centers

### Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in this week's skills. Teachers should review student responses throughout the lesson and support and extend as needed.
- Model taught skill again and have students mimic you. Correct as needed.
- Have students write words with the spelling patterns taught in the lesson.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

**Center 1:** Practice skills from the week: Final E Syllable, Vowel Team Syllables

[Know it Show It Pages 305, 306, 307, 308](#), [Word List 33](#)

### Center 2 Decodable Text

- Read decodable text.
- Read to your partner.
- Then, listen to your partner read to you.
- Repeat.
- Text, [A Big Problem](#) and [Party Time](#)

### Center 3 Lexia Computer

- Self-Directed by computer.

### Part 3: Daily Instructional Task

- Dictate these words: today, creamy, beside, excuse
- Dictate this sentence: She made a mistake and went inside.
- Have students say the sounds as they write each word.
- Add date to task.
- Provide feedback to students. For students who could not do this task, include them in the TTT for the next day.

## Lesson 165: Phonics: Final E Syllables, Final E and Vowel Teams, Centers (L.2.3, L.2.4), Daily Instructional Task

### Learning Intentions:

- I am learning the sound spellings for final e syllables and vowel teams in multisyllabic words.
- I am learning how to distinguish vowel sounds by applying what I know from phonics.
- I am learning how to blend multisyllabic words with final e syllables.
- I am learning to read with expression and rate.
- I will take a post test.

### Success Criteria:

- I can use my knowledge of phonics to decode words.
- I can spell multisyllabic words with final e syllables and vowel teams.
- I can read decodable texts fluently

### Part 1: Assessment

- Assess students' knowledge of Final E and Vowel Team Syllables through spelling and dictation tasks.
- Spelling Assessment (from HMH): Say each word and say each sentence. Have students write each word. All students should set up their spelling sheet by numbering 1 to 9 on one side and 10 to 18 on the other side
- Dictation Task: We will be asked to complete a dictation task today. Give one point for each correctly spelled word: Dean politely refused the cupcake but he was glad to be invited to the big party.

A+ = 33-34

A = 31-32

B+ = 29-30

B = 27-28

C+ = 25-26

C = 23-24

D = 21-22

F/Do Over= 20

#### DICTIONATION SENTENCES

##### BASIC

1. **placement** Fix a rug's *placement*.
2. **uncrate** *Uncrate* the oranges.
3. **groaning** I was *groaning* in pain.
4. **cleanly** Lee skated *cleanly*.
5. **today** We have music class *today*.
6. **lately** It has been rainy *lately*.
7. **unripe** Don't eat *unripe* fruit.
8. **decode** *Decode* the message.
9. **invite** I will *invite* you to my party.

10. **creamy** The sauce is *creamy*.
11. **proudly** He *proudly* wore a medal.
12. **haunting** The music was *haunting*.

##### REVIEW

13. **dislike** The children *dislike* onions.
14. **replay** Can you *replay* the song?
15. **unable** Pat is *unable* to go with us.
16. **reread** I *reread* the book.

##### CHALLENGE

17. **launched** She *launched* a boat.
18. **stovepipe** He had a *stovepipe* hat.

1. placement	10. _____
2. uncrate	11. _____
3. groaning	12. _____
4. cleanly	13. _____
5. _____	14. _____
6. _____	15. _____
7. _____	16. _____

## Part 2: Reading Decodable Texts

- Invite students to partner read this week's decodable texts.
- Spend time during this period listening to students read the decodable texts. Support as needed.

## Lesson 166: Phonics: Final Stable Syllables, -le, -tion, & -ture and Triple Blends, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for final stable syllables and triple blends in multisyllabic words.
- I am learning how to distinguish vowel sounds by applying what I know from phonics.
- I am learning how to blend multisyllabic words with final stable syllables and triple blends.
- I am learning to read with expression and rate.

### Success Criteria:

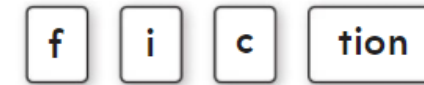
- I can use my knowledge of phonics to decode words.
- I can spell multisyllabic words with final stable syllables, -le, -tion, & -ture and triple blends.
- I can read decodable texts fluently.

## Part 1: Direct Instruction

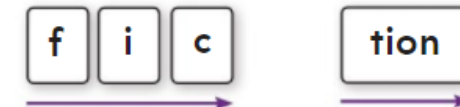
- **I Do:** Say the word *motion*. Divide the word into syllables for the students: mo-tion. Point out that the word motion has two syllables. Tell students that they will continue to learn about dividing words into syllables:
- **I Do/We Do:** Tell students that they will practice reading words with final syllables ending in -le, -tion, and -ture. Show and divide the following words into syllables having the students assist you. unscramble (un-scram-ble, 3); posture (pos-ture, 2); graduation (grad-u-a-tion, 4); incurable (in-cur-a-ble, 4); future (fu-ture, 2).
- **I Do:** Write candle. Use the Sound/Spelling Card for candle to review the consonant + le final syllable. Different consonants can form a syllable with le. Divide the word so that the consonant stays with le. Divide candle(can/dle). Explain this syllable has the quiet vowel sound schwa right before the l, /ə/. Discuss each syllable before blending, noting the closed first syllable and the consonant + le final syllable
- **I Do/We Do:** Continue with table (open syllable, consonant + le) and turtle (r-controlled vowel, consonant + le). Point out that consonant + le is a useful final syllable to know.
- **I Do/We Do** Syllables -tion, -ture Write and say motion. Underline -tion. The letters -tion make a syllable pronounced /shən/. Divide motion (mo/tion). Discuss the syllables: The first syllable is open. The /shən/ makes a separate syllable. It is a useful final syllable. Repeat with action, reviewing the closed syllable and the useful final syllable -tion. Continue with picture and nature, explaining that -ture is pronounced /chûr/ and forms a useful final syllable. Divide the words, and discuss the syllable types.

- **We Do:** Write the word, *fiction*. Divide into syllables. Blend as shown below:

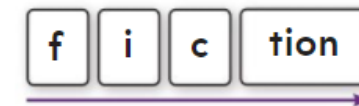
1 **Display** the cards as shown. *I see the vowel i and the final syllable -tion. This word has two syllables. I'll divide the word before the suffix -tion.*



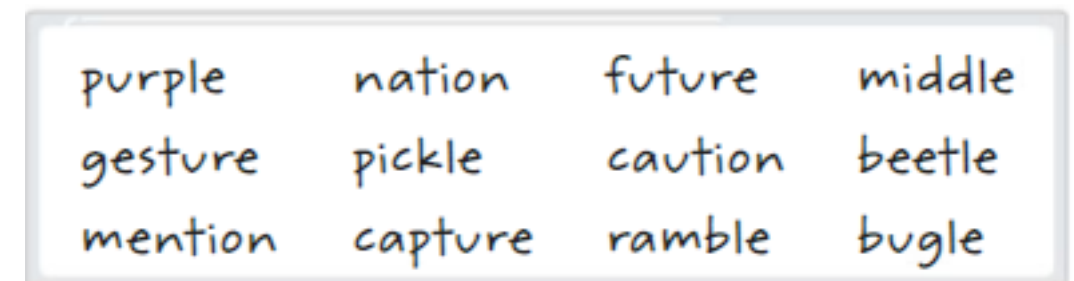
2 **Guide** children to blend each syllable, pointing out the two syllable types. *The first syllable is closed, so the vowel is short. Blend the syllable with me: /f/ /i/ /k/, fic. The second syllable is -tion, a useful final syllable. It is pronounced /shən/. Say it with me: /shən/.*



3 **Blend** the syllables to pronounce the word. *Connect the two syllables, and say the word with me: /fik/-/shən/, fiction.*



- Repeat with the words: giggle and feature.
- **You Do:** Display words below. Have students divide and read the words. Provide immediate correction and feedback.



- **Assessment:** Choose 5 of the words for students to read independently. Use this information to inform TTT.

## Part 2 Practice/Centers

### Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in this week's skills. Teachers should review student responses throughout the lesson and support and extend as needed.
- Model taught skill again and have students mimic you. Correct as needed.
- Have students write words with the spelling patterns taught in the lesson.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

**Center 1:** Practice skills from the week: Final Stable Syllable -le, -tion, -ture & triple blends

[Know It Show It Pages 310 - 313 Word List 24](#)

### Center 2 Decodable Text

- Read decodable text.
- Read to your partner.
- Then, listen to your partner read to you.
- Repeat.
- Text, [Traces of the Past](#)

### Center 3 Lexia Computer

- Self-Directed by computer.

### Part 3: Daily Instructional Task

- Dictate these words: creature, option, noodle, uncle
- Dictate this sentence: The cute creature ate an apple.
- Have students say the sounds as they write each word.
- Add date to task.
- Provide feedback to students. For students who could not do this task, include them in the TTT for the next day.

## Lesson 167: Phonics: Final Stable Syllables, -le, -tion, & -ture and Triple Blends, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for final stable syllables and triple blends in multisyllabic words.
- I am learning how to distinguish vowel sounds by applying what I know from phonics.
- I am learning how to blend multisyllabic words with final stable syllables and triple blends.
- I am learning to read with expression and rate.
- I can take a pretest.

### Success Criteria:

- I can use my knowledge of phonics to decode words.
- I can spell multisyllabic words with final stable syllables, -le, -tion, & -ture and triple blends.
- I can read decodable texts fluently.

### Part 1: Direct Instruction

- **I Do:** Review various vowel patterns by using Spelling Words as examples: ee: street; ing: spring; ong: strong; ow: throw; oa: throat; ay: spray. Write the example words on the board, underline the vowel patterns, and read the words aloud, emphasizing the vowel sounds.
- **I Do:** Write *street* on the board, underlining *str*, and read it aloud. Remind children that *str* is a blend made of three letters. Point out that many of this week's Spelling Words include blends with three letters.
- **We Do/You Do:** Have students practice sorting words on [Word List 34](#)

street	spring	throw	scramble	tackle
string struggle	spray	throat		action picture

## Assessment: Administer the Pretest:

### DICTATION SENTENCES

#### BASIC

1. **street** I live on this street.
2. **spring** Flowers bloom in spring.
3. **throw** Throw the ball.
4. **throat** I have a sore throat.
5. **string** Tie the box with string.
6. **spray** Spray water on the plant.
7. **strong** The ox is strong.
8. **tackle** Mom has fishing tackle.
9. **scramble** Dad will scramble eggs.
10. **struggle** I struggle to lift the box.
11. **action** The film has lots of action.
12. **picture** I painted a picture.

#### REVIEW

13. **placement** Fix a rug's placement.
14. **decode** Decode the message.
15. **proudly** He proudly wore a medal.
16. **haunting** The music was haunting.

#### CHALLENGE

17. **scribble** Scribble on the paper.
18. **sprinkle** Sprinkle the salt.

## Part 2 Practice/Centers

### Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in this week's skills. Teachers should review student responses throughout the lesson and support and extend as needed.
- Model taught skill again and have students mimic you. Correct as needed.
- Have students write words with the spelling patterns taught in the lesson.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

**Center 1:** Practice skills from the week: Final Stable Syllable -le, -tion, -ture & triple blends

[Know It Show It Pages 310 - 313 Word List 24](#)

### Center 2 Decodable Text

- Read decodable text.
- Read to your partner.
- Then, listen to your partner read to you.
- Repeat.
- Text, [Traces of the Past](#)

### Center 3 Lexia Computer

- Self-Directed by computer.

### Part 3: Daily Instructional Task

- Dictate these words: lotion, string, moisture, scream
- Dictate this sentence: Did you mention that you liked my riddle?
- Have students say the sounds as they write each word.
- Add date to task.
- Provide feedback to students. For students who could not do this task, include them in the TTT for the next day.



## Lesson 168: Phonics: Final Stable Syllables, -le, -tion, & -ture and Triple Blends, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for final stable syllables and triple blends in multisyllabic words.
- I am learning how to distinguish vowel sounds by applying what I know from phonics.
- I am learning how to blend multisyllabic words with final stable syllables and triple blends.
- I am learning to read with expression and rate.

### Success Criteria:

- I can use my knowledge of phonics to decode words.
- I can spell multisyllabic words with final stable syllables, -le, -tion, & -ture and triple blends.
- I can read decodable texts fluently.

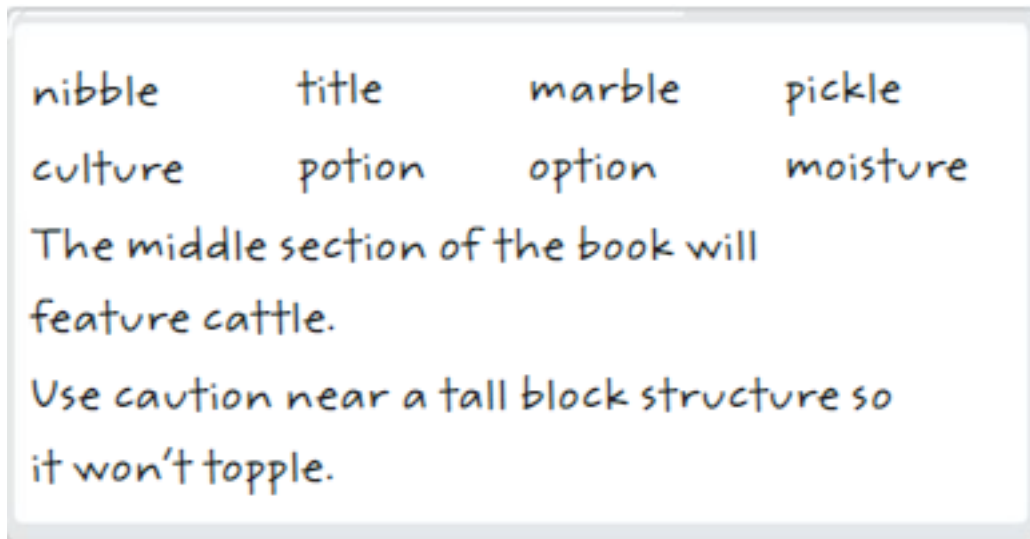
### Part 1: Direct Instruction

- **I Do:** Remind students that good readers think about whether the words they read make sense and good readers read at a smooth regular rate like when you are talking to someone. Tell students that reading too slowly can make it harder for listeners to understand and make connections in the text and reading too quickly can cause listeners to miss important details.
- **I Do:** Ask students to follow along as you read page 53 in [Traces of the Past](#). Model reading at an appropriate rate and reading too quickly or too slowly.
- **We Do:** Discuss the differences between the readings. Have students share their thinking about which reading led them to understand the text better.
- **We Do/ You Do:** Read aloud page 54 as a guide to appropriate rate. Point out that because this is an informational text, you read at a rate that allows listeners to understand the important ideas. TChoral read with students page 54.
- **You Do:** Have students Partner Read pages 55 and 56 to each other. As you circulate and listen, encourage them to aim for reading at a rate that sounds like natural speech. Assessment: Take note of each student's progress.
- **I Do:** Write the word *action*. Model for students how to divide the word into syllables. Ac-tion 2 syllables.
- **We Do:** Support and guide students with the words: direction (di-rec-tion, 3); sample (sam-ple, 2); literature (lit-er-a-ture, 4); scribbling (scrib-bl-ing, 3); celebration (cel-e-bra-tion, 4).

- **We Do:** Ask students to discriminate between ending syllables in words. Listen to

these two words: future, lotion. Which word ends with the syllable /chûr/? (future); stumble, scuffle: /fəl/ (scuffle); tackle, station: /shən/ (station) creature crea-ture

- **We Do/You Do:** Write the following words:



- Row 1 Have children read the line. Challenge them to tell where to divide the words into syllables and explain why. Then prompt a conversation: How are all the words alike? How are they different? If necessary, lead children to compare the words. (same: two syllables, consonant + le syllables, nibble and marble have the final syllable -ble; different: first syllable types) Point to each word, and have children read the line chorally. Provide corrective feedback as needed.
- Row 2 Continue with the second line. Prompt children to identify the syllables. Then have them reread the line chorally.

- Rapid Review Point to words from either line for children to read until they can identify the words quickly. Sentences Write the sentences on the board. Call on children to identify and read the words with two syllables. Have them identify the syllable patterns. Then have the group read the sentences chorally.
- Assessment: Have students independently read 4 words on the chart. Note student performance.

### Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in this week's skills. Teachers should review student responses throughout the lesson and support and extend as needed.
- Model taught skill again and have students mimic you. Correct as needed.
- Have students write words with the spelling patterns taught in the lesson.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

**Center 1:** Practice skills from the week: Final Stable Syllable -le, -tion, -ture & triple blends

[Know It Show It Pages 310 - 313 Word List 24](#)

### Center 2 Decodable Text

- Read decodable text.
- Read to your partner.
- Then, listen to your partner read to you.
- Repeat.
- Text, [Traces of the Past](#) and Finding Fossils

### Center 3 Lexia Computer

- Self-Directed by computer.
- 

### Part 3: Daily Instructional Task

- Dictate these words: pickle, nature, production, giggle
- Dictate this sentence: Did the creature make you scream?
- Have students say the sounds as they write each word.
- Add date to task.
- Provide feedback to students. For students who could not do this task, include them in the TTT for the next day.

### Lesson 169: Phonics: Final Stable Syllables, -le, -tion, & -ture and Triple Blends, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

#### Learning Intentions:

- I am learning the sound spellings for final stable syllables and triple blends in multisyllabic words.
- I am learning how to distinguish vowel sounds by applying what I know from phonics.
- I am learning how to blend multisyllabic words with final stable syllables and triple blends.
- I am learning to read with expression and rate.

#### Success Criteria:

- I can use my knowledge of phonics to decode words.
- I can spell multisyllabic words with final stable syllables, -le, -tion, & -ture and triple blends.
- I can read decodable texts fluently.

## Part 1: Direct Instruction

- **I Do:** Tell students that they will divide words that have common final syllables. First, they will say and count the syllables in words. I will do the first one: adventure. Holdup a finger as you say each syllable: ad-ven-ture, three syllables.
- **We Do:** Support students as they divide and read the following words: subtraction (sub-trac-tion, 3); impossible (im-pos-si-ble, 4); invitation (in-vi-ta-tion, 4); trample (tram-ple, 2); agriculture (ag-ri-cul-ture, 4).
- **I Do/We Do:** Have students tell which word in a pair ends with a given syllable. Listen to these two words: destruction, mishandle. Which word ends with the syllable /shən/? (destruction); vacation, overture: /chûr/ (overture); unbuckle, inspection: /kəl/ (unbuckle); fraction, freckle: /shən/ (fraction).
- **We Do** Use the steps below to review final stable syllables and help children divide words. For each word type, encourage children to point out syllable division patterns they recognize:
- Consonant + le Syllables: Write unable. Use Letter Cards to model dividing the word into syllables (un/a/ble), and identify the syllable types and their vowels as follows: The first syllable is a closed syllable, so the vowel sound is short u. The second syllable is an open syllable, so the vowel sound is long a. The third syllable is a consonant + le syllable. This syllable has the quiet vowel sound schwa right before the l: /əl/. Blend each syllable separately, and then connect them to read the word: /ŭn-ā-bəl/, unable.
- Syllables -tion and -ture: Write correction, and use Letter Cards to review the syllable -tion at the end of a word. This is a long word! First, divide it between the double consonants (VC/CV) , and then in front of the syllable -tion (VC/CV). This is a useful final syllable, and it is pronounced /shən/. Divide correction (cor/rec/tion), and discuss each syllable before blending (r-controlled, closed, useful final syllable). Repeat for the syllable -ture (/chûr/) with cards for adventure (ad/ven/ture
- **We Do/You Do:** [Display Blend and Read 12.1](#)
- Line 1 Have children read the words. Then prompt a conversation: What do you notice about the words? How are they different? If necessary, lead children to compare the words. (same: two syllables, useful final syllables; different: final -tion for fiction, consonant + le syllable for topple) Have children read the line chorally. Provide corrective feedback, as needed.
- Line 2 Continue with these words, prompting children to tell where to divide the words into syllables and name the syllable types. Then call on volunteers to reread selected words until children can identify the words quickly.
- Review For Lines 3–4, have children read the words chorally. Have them identify the affixed words and tell how the affixes change the meaning of the words in Line 3.
- Challenge Have children who are ready for a challenge read the words in Line 5. Have children share how they decoded each word. Ask children what they know about the words' meanings.
- Sentences For Lines 6–8, call on children to blend words that have final stable syllables. Then have the group read the sentences chorally.

- **You Do:** Have students read the words on the chart below. Provide immediate feedback and correction:

rekindle	vacation	recapture
untangle	direction	signature
nonfiction	promotion	departure
unsaddle	protection	unscramble

- **Assessment:** Choose 4 words from the above list to dictate. Note student performance to provide support and/or enrichment during TTT.

## Part 2 Practice/Centers

### Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in this week's skills. Teachers should review student responses throughout the lesson and support and extend as needed.
- Model taught skill again and have students mimic you. Correct as needed.
- Have students write words with the spelling patterns taught in the lesson.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

### Center 2 Decodable Text

- Read decodable text.
- Read to your partner.
- Then, listen to your partner read to you.
- Repeat.
- Text, [Traces of the Past](#) and [Finding Fossils](#)

### Center 3 Lexia Computer

- Self-Directed by computer.

### Part 3: Daily Instructional Task

- Dictate these words: fiction, future, mingle, unable
- Dictate this sentence: The feeble creature would not survive in nature.
- Have students say the sounds as they write each word.
- Add date to task.
- Provide feedback to students. For students who could not do this task, include them in the TTT for the next day.

## Lesson 170: Phonics: Final Stable Syllables, -le, -tion, & -ture and Triple Blends, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for final stable syllables and triple blends in multisyllabic words.
- I am learning how to distinguish vowel sounds by applying what I know from phonics.
- I am learning how to blend multisyllabic words with final stable syllables and triple blends.
- I am learning to read with expression and rate.
- I will take a post test.

### Success Criteria:

- I can use my knowledge of phonics to decode words.
- I can spell multisyllabic words with final stable syllables, -le, -tion, & -ture and triple blends.
- I can read decodable texts fluently.

### Part 1: Assessment

- Assess students' knowledge of Final Stable Syllables through spelling and dictation tasks.
- Spelling Assessment (from HMH): Say each word and say each sentence. Have students write each word. All students should set up their spelling sheet by numbering 1 to 9 on one side and 10 to 18 on the other side
- Dictation Task: We will be asked to complete a dictation task today. Give one point for each correctly spelled word: We found a bone from a creature. Use a brush to dust a portion of the fossil.

A+ = 33-34

A = 31-32

B+ = 29-30

B = 27-28

C+ = 25-26

C = 23-24

D = 21-22

F/Do Over= 20

#### DICTIONATION SENTENCES

##### BASIC

1. **street** I live on this *street*.
2. **spring** Flowers bloom in *spring*.
3. **throw** Throw the ball.
4. **throat** I have a sore *throat*.
5. **string** Tie the box with *string*.
6. **spray** Spray water on the plant.
7. **strong** The ox is *strong*.
8. **tackle** Mom has fishing *tackle*.
9. **scramble** Dad will *scramble* eggs.
10. **struggle** I *struggle* to lift the box.
11. **action** The film has lots of *action*.
12. **picture** I painted a *picture*.

##### REVIEW

13. **placement** Fix a rug's *placement*.
14. **decode** Decode the message.
15. **proudly** He *proudly* wore a medal.
16. **haunting** The music was *haunting*.

##### CHALLENGE

17. **scribble** Scribble on the paper.
18. **sprinkle** Sprinkle the salt.

1. street	10. _____
2. spring	11. _____
3. throw	12. _____
4. throat	13. _____
5. _____	14. _____
6. _____	15. _____
7. _____	16. _____
8. _____	17. _____
9. _____	18. _____

## **Part 2: Reading Decodable Texts (RF.2.3, 2.4)**

- Invite students to partner read this week's decodable texts.
- Spend time during this period listening to students read the decodable texts. Support as needed.

## **Lesson 171: Phonics: Review of Syllable Types and Final Digraph/ Trigraph -ch, tch, Centers (L.2.3, L.2.4), Daily Instructional Task (L. 2.3)**

### **Learning Intentions:**

- I am learning the sound spellings for different syllable types and final digraphs in multisyllabic words.
- I am learning how to blend multisyllabic words.
- I am learning to read fluently.

### **Success Criteria:**

- I can use my knowledge of phonics to decode words.
- I can spell multisyllabic words with final stable syllables, -le, -tion, & -ture and triple blends.
- I can read decodable texts fluently.



## Part 1: Direct Instruction

- **I Do:** Tell students we will be reviewing the different syllable types.
- **I Do/We Do: Open Syllables** - Write *so*, and have it read. The word *so* has a CV pattern. It is an open syllable that ends in a vowel and has a long vowel sound. Write *solo*. Discuss each syllable before blending. I see two vowel spellings, *o* and *o*, so this word has two syllables. When two vowels are separated by one consonant, I first try dividing after the first vowel, *so/lo*. Now I see two CV syllables. I can blend each syllable with the long vowel sound: /sō/-/lō/, *solo*.
- Review self-correction: But what should I do if the word doesn't sound right? (divide after middle consonant; make first vowel short)
- **I Do/We Do: Closed Syllables:** Write *picnic*. Model counting the vowels and dividing the word into syllables between two middle consonants (*pic/nic*). Discuss each syllable pattern before blending. The first syllable has a CVC pattern. It is a closed syllable, so it has a short vowel sound. The second syllable also has a CVC pattern. Blend each syllable, and then say them together: /pĭk/-/nĭk/, *picnic*.
- **I Do/We Do: Consonant + le Syllables:** Write *table* (*ta/ble*) and review the consonant + *le* syllable. Different consonants can form a syllable with *le*. I divide the word so that the consonant stays with *le*. Now I see an open syllable with a long vowel sound, and a consonant + *le* syllable with the quiet schwa vowel sound right before the *l*, /ə/. Blend each syllable, and then say them together: /tā/-/bəl/, *table*.

- **We Do/You Do:** Continue with the following words: *basin*, *dentist*, *simple*, *paddle*, *bugle*. Identify each syllable type as you divide a word, blend each syllable, and connect the syllables to read the words.
- **You Do:** Display the words below. Then choose two students to model the activity. Explain that you will point to a word, and one child will divide the word into syllables and identify the syllable types. The second child will blend the sounds in each syllable and then connect them to get the word.

*music*    *lemon*    *bandit*    *cable*  
*longest*    *grumble*    *cupful*    *speckled*  
*reopen*    *apron*    *premixed*    *tickle*

- **Assessment:** Choose 5 words from the above list to dictate. Monitor student performance to support during TTT.

## Part 2 Practice/Centers

### Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in this week's skills. Teachers should review student responses throughout the lesson and support and extend as needed.
- Model taught skill again and have students mimic you. Correct as needed.

- Have students write words with the spelling patterns taught in the lesson.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

**Center 1:** Practice skills from the week: Review of Syllable Types and Final Digraph/Trigraph -ch, tch [Know It and Show It pages 315, 316, 317, 318](#) [Word List 35](#)

### **Center 2 Decodable Text**

- Read decodable text.
- Read to your partner.
- Then, listen to your partner read to you.
- Repeat.
- Text, [America at Last](#)

### **Center 3 Lexia Computer**

- Self-Directed by computer.

### **Part 3: Daily Instructional Task**

- Dictate these words: table, return, sandwich, napkin
- Dictate this sentence: Kelly has a packet of old letters from her family.
- Have students say the sounds as they write each word.
- Add date to task.

## Lesson 172: Phonics: Review of Syllable Types and Final Digraph/Trigraph -ch, tch, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for different syllable types and final digraphs in multisyllabic words.
- I am learning how to blend multisyllabic words.
- I am learning to read fluently.
- I will take a pre test.

### Success Criteria:

- I can use my knowledge of phonics to decode words.
- I can spell multisyllabic words with final stable syllables, -le, -tion, & -ture and triple blends.
- I can read decodable texts fluently.

### Part 1: Direct Instruction

- **I Do:** Write *itch* and underline *tch*. Then write *beach*. Underline the *ch*. Read each word aloud, and explain that the /ch/ sound can be spelled with the letters *tch* or *ch*.
- Display the sound card *ch/tch*. Remind them that *tch* and *ch* are letters that can stand for the /ch/ sound that they hear at the beginning of *cheetah*. Point out the *tch* and *ch* spellings on the card.
- **We Do:** Display words from [Word List 35](#). Read words with students modeling the digraph/trigraph -ch, -tch. Remind students that these letters make one sound. -ch is one sound. -tch is one sound.
- **We Do:** Complete the following word sort with the word list:

itch		beach
patch	catch	reach
ditch	sketch	speech
pitch		coach

- **You Do:** Administer the pretest. Dictate the following words and sentences.

#### BASIC

1. **itch** A bug bite can *itch*.
2. **patch** My jeans have a *patch*.
3. **pitch** Pitch the ball.
4. **sketch** Use a pencil to *sketch*.
5. **match** My socks don't *match*.
6. **ditch** There is water in the *ditch*.
7. **catch** Can you *catch* the ball?
8. **beach** I found a shell at the *beach*.
9. **reach** Did you *reach* your goal?
10. **speech** Todd gave a *speech*.
11. **coach** The *coach* called a play.
12. **teacher** The *teacher* is at his desk.

#### REVIEW

13. **spring** Flowers bloom in *spring*.
14. **scramble** Scramble the eggs.
15. **struggle** I *struggle* to lift the box.
16. **picture** I painted a *picture*.

#### CHALLENGE

17. **kitchen** We cook in the *kitchen*.
18. **scratching** The cat is *scratching*.

## Part 2 Practice/Centers

### Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in this week's skills. Teachers should review student responses throughout the lesson and support and extend as needed.
- Model taught skill again and have students mimic you. Correct as needed.
- Have students write words with the spelling patterns taught in the lesson.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

**Center 1:** Practice skills from the week: Review of Syllable Types and Final Digraph/Trigraph -ch, tch [Know It and Show It pages 315. 316. 317. 318 Word List 35](#)

### Center 2 Decodable Text

- Read decodable text.
- Read to your partner.
- Then, listen to your partner read to you.
- Repeat.
- Text, [America at Last](#)

### Center 3 Lexia Computer

- Self-Directed by computer.

### Part 3: Daily Instructional Task

- Dictate these words: teach, fetch, patch, beachball
- Dictate this sentence: The coach helped me catch the first pitch.
- Have students say the sounds as they write each word.
- Add date to task.

## Lesson 173 Phonics: Review of Syllable Types and Final Digraph/ Trigraph -ch, tch, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for different syllable types and final digraphs in multisyllabic words.
- I am learning how to blend multisyllabic words.
- I am learning to read fluently.

### Success Criteria:

- I can use my knowledge of phonics to decode words.
- I can spell multisyllabic words with final stable syllables, -le, -tion, & -ture and triple blends.
- I can read decodable texts fluently.

### Part 1: Direct Instruction

- **I Do:** Remind students that good readers think about whether the words they read make sense and good readers correct themselves.
- **I Do:** Begin reading page 70 in [America at Last](#). Model fluent reading. Then model mispronouncing recalled with three syllables instead of two re-call-ed. Model the thought model, “that doesn’t sound like a word I’ve heard before.” I see the word remembered in the next sentence. Now I know what this word is—recalled. Recalled means about the same thing as remembered.
- **I Do/We Do:** Turn to page 71. Model misreading blanket. Ask students if that sounded correct. Reread the sentence correctly modeling self-correction.
- **We Do/You Do:** Partner Read page 72 together. Circulate and coach children to pause to self-correct mispronunciations and other mistakes so that the text makes sense.
- **You Do:** Have students reread America at Last. Encourage partners to help each other find the words or phrases that caused difficulty and reread them correctly.
- Circulate and note student areas of struggle and independence for support during TTT.

- **I Do:** Recap the syllable types reviewed so far this week:
  - Open syllables: CV long vowel syllable type: bonus, pilot.
  - Closed syllables, CVC short vowel syllable type: picnic, contest.
  - Consonant + le syllable type, soft schwa vowel sound: candle, fable.
  - Final e Syllables: Now write pinecone, and read it. Ask children what vowel spellings they notice in pinecone. (VCe long vowel pattern for i and o) In most syllables with a final e, the e is silent and the first vowel sound is long.
- **We Do:** Write impolite. Guide children to divide the word into syllables: im/po/lite. Identify the syllable types with children. (closed, open, final e) Blend and read the word.
- **We Do:** Vowel Team Syllables: Write toenail, and read it. Ask children what vowel spellings they notice in toenail. (vowel team oe and vowel team ai) There are many different vowel teams and spellings that stand for one vowel sound. The word toenail has four vowels, but only two vowel sounds. It has two syllables.
- **We Do:** Write mistreated. Guide children to divide the word (mis/treat/ed) and identify the syllable types (closed, vowel team, closed ending syllable). Help them blend the word.
- **We Do:** r-Controlled Vowel Syllables: Write smarter, and read it. Ask what vowel spellings children notice in smarter. (r-controlled syllables ar and er) A vowel followed by an r is an r-controlled vowel. In syllables with an r-controlled vowel, the vowel and r always stay together.

- **We Do:** Write performing. Guide children to divide the word (per/form/ing) and identify the syllable types (two r-controlled, one closed ending syllable). Then help them blend the word.
- **You Do:** Complete [Blend and Read 12.2](#). Have students read words. When needed to help decode, support students into dividing and identifying syllable types.

Blend and Read 12.2

### Blend and Read

1 habit	pickle	paper	noble	erase
2 inflate	flavor	denim	dribble	feline
3 corner	reflect	tornado	section	emotion
4 future	forever	feature	react	partner
5 populated	readmitted	possible		
6 Fergus and his family left Ireland behind.				
7 Lady Liberty welcomes people to America.				
8 Fergus watched for land from the deck.				



- **Assessment:** Dictate sentences and monitor students' responses as they write the dictated sentence. Support and extend student needs during TTT.

## Part 2 Practice/Centers

### Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in this week's skills. Teachers should review student responses throughout the lesson and support and extend as needed.
- Model taught skill again and have students mimic you. Correct as needed.
- Have students write words with the spelling patterns taught in the lesson.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

**Center 1:** Practice skills from the week: Review of Syllable Types and Final Digraph/Trigraph -ch, tch [Know It and Show It pages 315. 316. 317. 318](#) [Word List 35](#)

### Center 2 Decodable Text

- Read decodable text.
- Read to your partner.
- Then, listen to your partner read to you.
- Repeat.
- Text, [America at Last](#) and [A Packet of Letters](#)

### Center 3 Lexia Computer

- Self-Directed by computer.

### Part 3: Daily Instructional Task

- Dictate these words: fantastic, tomato, welcome, replacing
- Dictate this sentence: It is unlikely that we will continue playing.
- Have students say the sounds as they write each word.
- Add date to task.



**Lesson 174: Phonics: Review of Syllable Types and Final Digraph/ Trigraph -ch, tch, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)**

**Learning Intentions:**

- I am learning the sound spellings for different syllable types and final digraphs in multisyllabic words.
- I am learning how to blend multisyllabic words.
- I am learning to read fluently.

**Success Criteria:**

- I can use my knowledge of phonics to decode words.
- I can spell multisyllabic words with final stable syllables, -le, -tion, & -ture and triple blends.
- I can read decodable texts fluently.

**Part 1: Direct Instruction**

- **I Do:** Write the following word: discarded. Divide word into syllables and name each syllable type dis-card (closed, r-controlled). Blend word.
- **We Do/You Do:** Write or display the following words. Model dividing and naming syllable types and blending.

stable      cheaper      hardest      recline  
icicle      unbroken      aimlessly      harmfully

Always buckle your seatbelt when riding in a vehicle.  
The speeding ambulance is transporting someone to the hospital.

**You Do:** Assessment - Dictate the following words: watched, behind, denim, tornado

**Part 2 Practice/Centers**

**Teacher Table Time (TTT)**

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in this week's skills. Teachers should review student responses throughout the lesson and support and extend as needed.
- Model taught skill again and have students mimic you. Correct as needed.

- Have students write words with the spelling patterns taught in the lesson.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

**Center 1:** Practice skills from the week: Review of Syllable Types and Final Digraph/Trigraph -ch, tch [Know It and Show It pages 315, 316, 317, 318](#) [Word List 35](#)

#### **Center 2 Decodable Text**

- Read decodable text.
- Read to your partner.
- Then, listen to your partner read to you.
- Repeat.
- Text, [America at Last](#) and [A Packet of Letters](#)

#### **Center 3 Lexia Computer**

- Self-Directed by computer.

#### **Part 3: Daily Instructional Task**

- Dictate these words: forever, react, partner, erase
- Dictate this sentence: Lady Liberty welcomes people to America.
- Have students say the sounds as they write each word.
- Add date to task.

## Lesson 175: Phonics: Review of Syllable Types and Final Digraph/Trigraph -ch, tch, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for different syllable types and final digraphs in multisyllabic words.
- I am learning how to blend multisyllabic words.
- I am learning to read fluently.
- I can take a post test.

### Success Criteria:

- I can use my knowledge of phonics to decode words.
- I can spell multisyllabic words with final stable syllables, -le, -tion, & -ture and triple blends.
- I can read decodable texts fluently.

### Part 1: Assessment

- Assess students' knowledge of syllable types and Final Digraph/Trigraph -ch, -tch through spelling and dictation tasks.
- Spelling Assessment (from HMH): Say each word and say each sentence. Have students write each word. All students should set up their spelling sheet by numbering 1 to 9 on one side and 10 to 18 on the other side.
- Dictation Task: We will be asked to complete a dictation task today. Give one point for each correctly spelled word: Kelly picked another letter and began reading to the class until she was finished reading.

A+ = 33-34

A = 31-32

B+ = 29-30

B = 27-28

C+ = 25-26

C = 23-24

D = 21-22

F/Do Over= 20

#### DICTATION SENTENCES

##### BASIC

1. **itch** A bug bite can *itch*.
2. **patch** My jeans have a *patch*.
3. **pitch** Pitch the ball.
4. **sketch** Use a pencil to *sketch*.
5. **match** My socks don't *match*.
6. **ditch** There is water in the *ditch*.
7. **catch** Can you *catch* the ball?
8. **beach** I found a shell at the *beach*.
9. **reach** Did you *reach* your goal?
10. **speech** Todd gave a *speech*.
11. **coach** The coach called a *play*.
12. **teacher** The teacher is at his *desk*.

##### REVIEW

13. **spring** Flowers bloom in *spring*.
14. **scramble** Scramble the *eggs*.
15. **struggle** I *struggle* to lift the box.
16. **picture** I painted a *picture*.

##### CHALLENGE

17. **kitchen** We cook in the *kitchen*.
18. **scratching** The cat is *scratching*.

1. <u>itch</u>	10. _____
2. <u>patch</u>	11. _____
3. <u>pitch</u>	12. _____
4. <u>sketch</u>	13. _____
5. _____	14. _____
6. _____	15. _____

## **Part 2: Reading Decodable Texts (RF.2.3, 2.4)**

- Invite students to partner read this week's decodable texts.
- Spend time during this period listening to students read the decodable texts. Support as needed.

## **Lesson 176: Phonics: Review Phonics Lesson Affixes, Spelling Open and Closed Syllables, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)**

### **Learning Intentions:**

- I am learning the sound spellings for words with prefixes, suffixes, and inflections in multisyllabic words.
- I am learning to read and spell open and closed syllables.
- I am learning how to blend multisyllabic words.
- I am learning to read fluently.

### **Success Criteria:**

- I can use my knowledge of phonics to decode words.
- I can spell multisyllabic words with affixes.
- I can read decodable texts fluently.

## Part 1: Direct Instruction

- **I Do:** Tell students they will be reviewing affixes - prefixes, suffixes, and inflections. Write the word *take*. Add re-take/retake.
- **We Do:** happy, add un- and -er (un-hap-pi-er, unhappier); taste, add dis- and -ful (dis-taste-ful, distasteful); feel, add un- and -ing (un-feel-ing, unfeeling).
- **I Do/We Do:** Explain that we will be practicing spelling and reading words with affixes and discuss the meaning of each word using the strategies below:
- **I Do/We Do: Prefixes-** Review the concept: A prefix is a syllable added to the beginning of a word to change its meaning. Write tie, and discuss its meaning. Then write untie. The prefix un- means “not” or “opposite of.” If a shoe is untied, the laces are not connected. Write and read retie. The prefix re- means “again.” Ask the meaning of retie. Continue with displease, prepay, and mistake. Review each prefix and its meaning: dis- (not), pre- (before), mis- (badly or wrongly).
- **I Do/We Do: Suffixes-** Review the concept: A suffix is a syllable added to the end of a base word to change its meaning. Write cold, and discuss its meaning. Then write colder and coldest. The suffix -er compares two people or things. The suffix -est compares three or more people or things. Have children say sentences with the words. Repeat with painter, cupful, painless, minty, kindly. Review each suffix and its meaning: -er (one who), -ful (full of), -less (without), -y (like), -ly (in that way).

- **I Do/We Do: Inflections-** Write and read boats. The ending -s is added to a noun to show more than one. Continue with foxes, explaining that -es is added to a noun ending in s, x, sh, ch, and tch to show more than one. The ending -es adds a syllable to a word. Continue with runs and tosses, reviewing that the endings are also added to verbs to show when an action happens. Repeat with tossed and tossing.
- **We Do:** Write *uncap*. Blend and discuss word with students:
- **We Do/ You Do:** Divide the following words into syllables, blend, and discuss meaning: displeases, pregame, misprint, sweeter, armful, harmless, frosty, and badly.
- **You Do:** Display the words on the chart below. Have students identify the affix and read the word. Discuss the meaning of each word after reading the word.

remade	unmade	premade	manmade
reuse	useful	useless	misused
snowy	neatly	oldest	speeches

- **Assessment:** Choose 5 words from above for students to divide into syllables, read, and discuss meaning. Note student performance for support and enrichment during TTT.

## Part 2 Practice/Centers

### Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in this week's skills. Teachers should review student responses throughout the lesson and support and extend as needed.
- Model taught skill again and have students mimic you. Correct as needed.
- Have students write words with the spelling patterns taught in the lesson.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

**Center 1:** Practice skills from the week: review of affixes, spelling open and closed syllables

[Know It Show It Pages 320, 321, 322, 323](#), [Word List 36](#)

### Center 2 Decodable Text

- Read decodable text.
- Read to your partner.
- Then, listen to your partner read to you.
- Repeat.
- Text, [The Three Goats](#)

### Center 3 Lexia Computer

- Self-Directed by computer.

### Part 3: Daily Instructional Task

- Dictate these words: remade, unused, mistaken, repaired
- Dictate this sentence: Dejan disliked the freezing water.
- Have students say the sounds as they write each word.
- Add date to task.

**Lesson 177: Phonics: Review Phonics Lesson Affixes, Spelling Open and Closed Syllables, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)**

**Learning Intentions:**

- I am learning the sound spellings for words with prefixes, suffixes, and inflections in multisyllabic words.
- I am learning to read and spell open and closed syllables.
- I am learning how to blend multisyllabic words.
- I am learning to read fluently.
- I can take a pretest.

**Success Criteria:**

- I can use my knowledge of phonics to decode words.
- I can spell multisyllabic words with affixes.
- I can read decodable texts fluently.

**Part 1: Direct Instruction**

- **I Do:** Write *scribble* on the board, and divide it into syllables: scrib/ble. Explain that the first syllable of scribble is closed because it ends with a consonant and has a short vowel sound. Repeat for swimming, and have children tell whether the syllable is open or closed. (closed)
- **I Do:** Write *table* on the board, and divide it into syllables: ta/ble. Explain that the first syllable of table is open because it ends with a long vowel sound. Repeat for staple, and have children identify the open syllable. (sta). Point out that knowing whether the first syllable in a word is open or closed can help them figure out how to spell the word. Tell children that this week's
- **We Do:** Explain that our spelling words have closed or open syllables. Display [Word List 36](#) and guide students into sorting the words into the following chart.

scribble	table
stranded	staple
swimming	taping
buckle	obey
thunder	playful
mumble	shady

- **You Do:** Administer the pretest. Dictate the following words and sentences:



## DICTIONATION SENTENCES

### BASIC

1. **scribble** *Scribble on the paper.*
2. **stranded** *Don't leave it stranded!*
3. **table** *We sat at the table.*
4. **staple** *Staple the papers together.*
5. **taping** *Lynn is taping the box shut.*
6. **obey** *Obey the rules.*
7. **playful** *The puppy is playful.*
8. **swimming** *We went swimming.*
9. **shady** *It is shady by the tree.*
10. **buckle** *The belt has a silver buckle.*
11. **thunder** *The thunder rumbled.*
12. **mumble** *Don't mumble an answer.*

### REVIEW

13. **pitch** *Pitch the ball.*
14. **speech** *Todd gave a speech.*
15. **reach** *Did you reach your goal?*
16. **sketch** *Use a pencil to sketch.*

### CHALLENGE

17. **dribble** *Katie can dribble a ball.*
18. **disobey** *Don't disobey a teacher.*

## Part 2 Practice/Centers

### Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in this week's skills. Teachers should review student responses throughout the lesson and support and extend as needed.
- Model taught skill again and have students mimic you. Correct as needed.
- Have students write words with the spelling patterns taught in the lesson.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

**Center 1:** Practice skills from the week: review of affixes, spelling open and closed syllables

[Know It Show It Pages 320, 321, 322, 323](#), [Word List 36](#)

### Center 2 Decodable Text

- Read decodable text.
- Read to your partner.
- Then, listen to your partner read to you.
- Repeat.
- Text, [The Three Goats](#)

### Center 3 Lexia Computer

- Self-Directed by computer.

### Part 3: Daily Instructional Task

- Dictate these words: table, scribble, playful, shady
- Dictate this sentence: The table is under the shady bush.
- Have students say the sounds as they write each word.
- Add date to task.

## Lesson 178: Phonics: Review Phonics Lesson Affixes, Spelling Open and Closed Syllables, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for words with prefixes, suffixes, and inflections in multisyllabic words.
- I am learning to read and spell open and closed syllables.
- I am learning how to blend multisyllabic words.
- I am learning to read fluently.

### Success Criteria:

- I can use my knowledge of phonics to decode words.
- I can spell multisyllabic words with affixes.
- I can read decodable texts fluently.

### Part 1: Direct Instruction

- **I Do:** Remind students that good readers read fluently. Fluent readers can make their voices rise and fall when they read. Read page 86 in [The Three Goats](#). Read aloud the goats' dialogue in a monotone, without changing the rise and fall of your voice. Then model reading the paragraphs with appropriate intonation, letting your voice rise and fall to make it sound as if the goats are really talking. Ask children which reading had good intonation, and why. Have volunteers explain why you raised your voice when Nettle asks, "Shall we swim across?"
- **We Do:** Have students read page 87 with you (choral reading). Point out that your voice rises and falls to match the meaning of the text and the punctuation. Tell children that as they read, they should match your intonation.
- **You Do:** Have students reread all of the sentences on pages 86 and 87. Ask children to make sure their voices rise and fall to show emotion and to match the punctuation. Have partners give each other feedback about which sentences were read with appropriate intonation. Circulate and monitor student performance for support and enrichment during TTT.
- **I Do:** Write preheat. Have students divide and read preheat.

- **We Do/You Do:** Have students blend and read the following words and sentences. Note areas in need of support and enrichment for TTT.

leading    restful    sleepless    bravely  
distrust    mislay    pretested    unknown

June cheerfully handed out an armful of blankets to the homeless on the coldest night of the year.

The rancher foolishly misplaced his hat and quickly retraced his steps to find it.

## Part 2 Practice/Centers

### Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in this week's skills. Teachers should review student responses throughout the lesson and support and extend as needed.
- Model taught skill again and have students mimic you. Correct as needed.
- Have students write words with the spelling patterns taught in the lesson.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

**Center 1:** Practice skills from the week: review of affixes, spelling open and closed syllables

[Know It Show It Pages 320, 321, 322, 323](#), [Word List 36](#)

### Center 2 Decodable Text

- Read decodable text.
- Read to your partner.
- Then, listen to your partner read to you.
- Repeat.
- Texts, [The Three Goats](#) & [The Creature](#)

### Center 3 Lexia Computer

- Self-Directed by computer.

## Part 3: Daily Instructional Task

- Dictate these words: help, helped, helping, helps
- Dictate this sentence: She was upset to discover the bookshelf was empty.
- Have students say the sounds as they write each word.
- Add date to task.

## Lesson 179: Phonics: Review Phonics Lesson Affixes, Spelling Open and Closed Syllables, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for words with prefixes, suffixes, and inflections in multisyllabic words.
- I am learning to read and spell open and closed syllables.
- I am learning how to blend multisyllabic words.
- I am learning to read fluently.

### Success Criteria:

- I can use my knowledge of phonics to decode words.
- I can spell multisyllabic words with affixes.
- I can read decodable texts fluently.
- I can write multisyllabic words with the consonant + le syllable type.

### Part 1: Direct Instruction

- **I Do:** Remind students that prefixes, suffixes, and endings change the meaning of a base word. Briefly review spelling changes as you discuss affixes.
- **I Do/We Do: Prefixes** - Write cap, and discuss its meaning. Then write uncap. The prefix un- means “not” or “opposite of.” If you uncap a bottle, you take the lid off. Repeat with recap, explaining re- means “again.” Continue with disable, preshrink, misspell. Review each prefix and its meaning: dis- (not), pre- (before), mis- (badly, wrongly).
- **I Do/We Do: Suffixes** - Spelling Changes Write and read big, bigger, and biggest. Have children read the words. The suffix -er compares two people or things, and -est compares three or more people or things. Remind children that in words with a CVC short vowel pattern, we double the final consonant before adding the suffixes or endings that begin with a vowel, such as -er, -est, -y, -ed, -ing. Continue with helper, cheerful, harmless, sunny, brightly. Review each suffix and its meaning: -er (one who), -ful (full of) -less (without), -y (like), -ly (in that way).
- **I Do/We Do: Inflections** - Spelling Changes Write and read cats. The ending -s adds the meaning “more than one” to a noun. Continue with dresses, pointing out that -es is added to a noun ending in s, x, sh, ch, and tch to show more than one. Continue with the base words hike, hurry, hop. Model adding -s, -ed, and -ing to each word and briefly review spelling changes: Double the final consonant in a CVC word and add -ed or -ing; drop a final e and add -ed or -ing; for consonant + y words, change the y to i, and add -es or -ed.

- **We Do:** Display [Blend and Read 12.3](#). Have students read the words on the list. Support as needed. Prompt students to tell meaning of each word. Have students chorally and independently read sentences.

Blend and Read 12.3

### Blend and Read

1 unused	meatier	mistaken	recklessly
2 untried	tireless	repaired	wakefulness
3 buttery	moping	mopping	opening
4 fixture	inspired	unsigned	creature
5 competition	interestingly	disinterested	
6 Nettle disliked the freezing river water.			
7 The goats are hungry for yummy clover.			
8 Buttercup had a different and better idea.			



- **You Do:** Have students read the words on the following list. Note student performance for support and/or enrichment during TTT.

finely    predawn    disable    changes  
 relating    shiniest    politely    unhelpful  
 bumpier    unpolluted    spotlessly    mismatches

## Part 2 Practice/Centers

### Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in this week's skills. Teachers should review student responses throughout the lesson and support and extend as needed.
- Model taught skill again and have students mimic you. Correct as needed.
- Have students write words with the spelling patterns taught in the lesson.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

**Center 1:** Practice skills from the week: review of affixes, spelling open and closed syllables

[Know It Show It Pages 320, 321, 322, 323, Word List 36](#)

### Center 2 Decodable Text

- Read decodable text.
- Read to your partner.
- Then, listen to your partner read to you.
- Repeat.
- Texts, [The Three Goats](#) & [The Creature](#)

### Center 3 Lexia Computer

- Self-Directed by computer.

### Part 3: Daily Instructional Task

- Dictate these words: unbroken, sleepy, return, careless
- Dictate this sentence: Raheen precut the shapes so the kids could complete the art project quickly.
- Have students say the sounds as they write each word.
- Add date to task.

### Lesson 180: Phonics: Review Phonics Lesson Affixes, Spelling Open and Closed Syllables, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

#### Learning Intentions:

- I am learning the sound spellings for words with prefixes, suffixes, and inflections in multisyllabic words.
- I am learning to read and spell open and closed syllables.
- I am learning how to blend multisyllabic words.
- I am learning to read fluently.
- I can take a post test.

#### Success Criteria:

- I can use my knowledge of phonics to decode words.
- I can spell multisyllabic words with affixes.
- I can read decodable texts fluently.



## Part 1: Assessment

- Assess students' knowledge of affixes and open and closed syllables through spelling and dictation tasks.
- Spelling Assessment (from HMH): Say each word and say each sentence. Have students write each word. All students should set up their spelling sheet by numbering 1 to 9 on one side and 10 to 18 on the other side.
- Dictation Task: We will be asked to complete a dictation task today. Give one point for each correctly spelled word: Dewayne took his pretest and was happier than me with his results.

A+ = 33-34

A = 31-32

B+ = 29-30

B = 27-28

C+ = 25-26

C = 23-24

D = 21-22

F/Do Over= 20

### DICTIONATION SENTENCES

#### BASIC

1. **scribble** Scribble on the paper.
2. **stranded** Don't leave it *stranded*!
3. **table** We sat at the *table*.
4. **staple** Staple the papers together.
5. **taping** Lynn is *taping* the box shut.
6. **obey** Obey the rules.
7. **playful** The puppy is *playful*.
8. **swimming** We went *swimming*.
9. **shady** It is *shady* by the tree.
10. **buckle** The belt has a silver *buckle*.
11. **thunder** The *thunder* rumbled.
12. **mumble** Don't *mumble* an answer.

#### REVIEW

13. **pitch** Pitch the ball.
14. **speech** Todd gave a *speech*.
15. **reach** Did you *reach* your goal?
16. **sketch** Use a pencil to *sketch*.

#### CHALLENGE

17. **dribble** Katie can *dribble* a ball.
18. **disobey** Don't *disobey* a teacher.

1. scribble 10. \_\_\_\_\_
2. stranded 11. \_\_\_\_\_
3. table 12. \_\_\_\_\_
4. staple 13. \_\_\_\_\_
5. \_\_\_\_\_ 14. \_\_\_\_\_
6. \_\_\_\_\_ 15. \_\_\_\_\_

## Part 2: Reading Decodable Texts (RF.2.3, 2.4)

- Invite students to partner read this week's decodable texts.
- Spend time during this period listening to students read the decodable texts. Support as needed.