

# 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
<b>Lesson 46:</b> Phonics: consonants k and ck (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 47:</b> Phonics: consonants k and ck (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 48:</b> Phonics: consonants k and ck and silent letters kn, wr, gn, mb (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 49:</b> Phonics: consonants k and ck and silent letters kn, wr, gn, mb (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 50:</b> Phonics: consonants k and ck and silent letters kn, wr, gn, mb (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>
<b>Lesson 51:</b> Phonics: long a (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 52:</b> Phonics: long a (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 53:</b> Phonics: long a (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 54:</b> Phonics: long a (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 55:</b> Phonics: long a (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>
<b>Lesson 56:</b> Phonics: long e (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 57:</b> Phonics: long e (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 58:</b> Phonics: long e (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 59:</b> Phonics: long e (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 60:</b> Phonics: long e (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>
<b>Lesson 61:</b> Phonics: long o (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 62:</b> Phonics: long o (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 63:</b> Phonics: long o (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 64:</b> Phonics: long o (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 65:</b> Phonics: long o (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>
<b>Lesson 66:</b> Phonics: long i (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 67:</b> Phonics: long i (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 68:</b> Phonics: long i (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 69:</b> Phonics: long i (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 70:</b> Phonics: long i (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>

**PHONOLOGICAL AWARENESS, PHONICS, CENTERS CALENDAR**

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Lesson 71:</b> Phonics: suffixes -ful and -less (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 72:</b> Phonics: suffixes -ful and -less (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 73:</b> Phonics: suffixes -ful and -less (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 74:</b> Phonics: suffixes -ful and -less (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 75:</b> Phonics: suffixes -ful and -less (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>
<b>Lesson 76:</b> Phonics: suffixes -y and -ly (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 77:</b> Phonics: suffixes -y and -ly (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 78:</b> Phonics: suffixes -y and -ly (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 79:</b> Phonics: suffixes -y and -ly (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 80:</b> Phonics: suffixes -y and -ly (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>
<b>Lesson 81:</b> Phonics: prefix dis- (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 82:</b> Phonics: prefix dis- (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 83:</b> Phonics: prefix dis- (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 84:</b> Phonics: prefix dis- (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 85:</b> Phonics: prefix dis- (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>
<b>Lesson 86:</b> Phonics: R Controlled vowel -ar (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 87:</b> Phonics: R Controlled vowel -ar (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 88:</b> Phonics: R Controlled vowel -ar and inflections -ed, and -ing (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 89:</b> Phonics: R Controlled vowel -ar and inflections -ed, and -ing (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>	<b>Lesson 90:</b> Phonics: R Controlled vowel -ar and inflections -ed, and -ing (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), <b>Daily Instructional Task (L.2.3)</b>

**Lesson 46: Phonics: consonants k, ck (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)**

**Learning Intentions:**

- I am learning the sound spellings for consonants k, ck.
- I am learning how to distinguish initial blends with k, ck.
- I am learning how to use phonics knowledge to decode words.

**Success Criteria:**

- I can use my knowledge of phonics to blend and decode initial blends with k, ck
- I can correctly write dictated words.
- I can read decodable texts fluently.

**Part 1: Direct Instruction**

1. **I Do:** Model for students how you write and say the letter k and ck. Model writing the letter and saying the sound. **Display the letter Kk card.** Say, “Kangaroo starts with the letter Kk. Say that with me. K. Kangaroo.



2. Tell students that k also makes the sound with the letter n next to it kn /n/. Say and spell the word knot.
3. **We Do:** Write the word trick and point to the final blend. Blend the word.
4. Follow the above steps for letter k and ck. Practice the words:
  1. cake
  2. Rack
  3. knit

- You Do:** Point to words from this list and have students blend and say the word: chick, Chuck, smoke, spike, click
- We Do:** Show students these words: smoke, lake, truck, kick, rack, black, trick, ask, desk. Model how you sort words by the in to these categories. Model first and then have students help. Ask them to explain why.

snake	neck	milk

- Assess:** Have students sort 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 works with k, ck. 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 write words that have k, ck.
- 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: Differentiating between consonants k, ck

- Practice writing and sorting basic and challenge spelling words into short and long vowel lists. Then have them sort short and long vowels into two lists. [Wordlist #10](#).
- Play sorting game with words Two players use one collation of cards (from basic and challenge lists). Each layer takes a turn turning over a card, reads the card and then puts it into the consonants k, ck lists.

## Center 2: Decodable Text

1. Reread decodable texts: *In Times Past: A Grand Life* and *At Home with Kris*.
2. Read to your partner.
3. Then listen to your partner read it to you.

## Center 3: Lexia Computer

1. Self-directed by computer.

## Part 3: Daily Instructional Task

1. Dictate these sentences: Bell got knots in her hair. Kris combed it.
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

## Lesson 47: Phonics: consonants k, ck (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

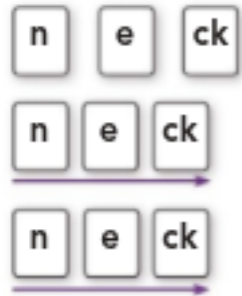
- I am learning the sound spellings for consonants k, ck.
- I am learning how to distinguish initial blends with k, ck.
- I am learning how to use phonics knowledge to decode words.

### Success Criteria:

- I can use my knowledge of phonics to blend and decode initial blends with k, ck
- I can correctly write dictated words.
- I can read decodable texts fluently.

## Part 1: Direct Instruction

1. **I Do/We Do:** Review consonants k, ck. Model writing the letters and saying the sounds and have students write the letters and say the sounds. neck



2. Have students read the words and sentences on the list:

sack lake block stick  
geckos ticked striking restack  
Kate checked the pocket of her black  
jacket for her missing necklace.  
Mr. Chadwick kept track of the ticket sales  
for the hockey game.

How are the words alike? What are the consonant /k/ sounds for the words in row one?

Row two?

3. Conduct a rapid review. Randomly point to words and have students blend and say.

## 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 works with k, ck. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.
2. Model again and have students mimic you. Correct as needed.
3. Have students write words that have k, ck.
4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
- 5.

### Center 1: Differentiating between consonants k, ck

1. Have students complete Know It, Show It, page 92.
2. Have students complete Know It, Show It, page 93.

## Center 2: Decodable Text.

1. Reread decodable texts: *In Times Past: A Grand Life*



2. Read to your partner.
3. Then listen to your partner read it to you.
4. Initial Blend Hunt: Have students look through the text and find consonants k, ck. They should list them in their notebooks by k, ck.

## Center 3: Lexia Computer

1. Self-directed by computer.

## Part 3: Daily Instructional Task

1. Dictate this sentence: Mother asked Bell if she felt sick.
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.



**Lesson 48: Phonics: consonants k, ck and silent letters kn, wr, gn, mb (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)**

**Learning Intentions:**

- I am learning the sound spellings for consonants k, ck and silent letter wr, gn, kn, mb.
- I am learning how to distinguish initial blends with k, ck.
- I am learning how to use phonics knowledge to decode words.

**Success Criteria:**

- I can use my knowledge of phonics to blend and decode initial blends with k, ck, and silent letter wr, gn, kn, mb.
- I can correctly write dictated words.
- I can read decodable texts fluently.

**Part 1: Direct Instruction**

1. **I Do:** Explain to students that when good readers read aloud they group words in ways that make sense. Good readers use punctuation that helps them determine which words they should group together. Open *At Home with Kris* to page 61. Point out the punctuation marks. Remind students that a comma tells readers to take a short pause. Periods at the end of sentences require readers to take a longer pause. Ask students to follow along as you read page 61.

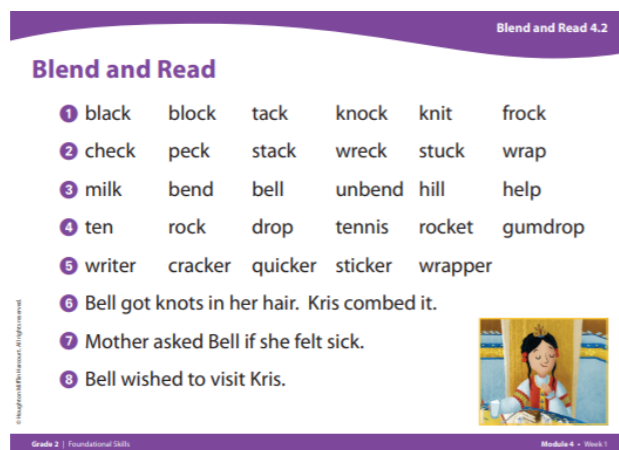


2. **We Do:** Use choral reading to reread *At Home with Kris*, page 61. Ask students to explain how they used punctuation to know how to group words together while reading.
3. **I Do/We Do:** Review Sound Spelling cards for k, ck. Show the card, read the word, and say the sound. Then have children do this. Last, ask students to write the consonant blend as they say the sound. Then ask them to write the key words: kitten, stack, restock, ticked, lake. Have them do this 3x.

4. Tell students that they will be reading words with silent letters; kn, wr, gn, mb. Tell students when saying words with these blends, one letter remains silent. Give students the following examples:

- Gnaw - gn - /n/
- Wreath - wr - /r/
- Comb - mb - /b/
- Thumb- mb - /m/
- Knee - kn - /n/

5. **We Do:** Display [Blend and Read 4.2](#). Have children read line 1. Ask how are these words alike? Different? What is the vowel pattern? Read Lines 2-4 chorally. Call on students in a rapid manner to randomly read words from lines 1-4. Line 5 is a challenge row. Read these more difficult words chorally. Remain close by having students read the sentences. Then read them chorally.



The image shows a worksheet titled "Blend and Read 4.2" with a purple header. Below the title, there are six rows of words and sentences. Row 1: 1 black block tack knock knit frock. Row 2: 2 check peck stack wreck stuck wrap. Row 3: 3 milk bend bell unbend hill help. Row 4: 4 ten rock drop tennis rocket gumdrop. Row 5: 5 writer cracker quicker sticker wrapper. Row 6: 6 Bell got knots in her hair. Kris combed it. Row 7: 7 Mother asked Bell if she felt sick. Row 8: 8 Bell wished to visit Kris. There is a small illustration of a girl with braids in the bottom right corner. At the bottom left, it says "Grade 2 | Foundational Skills" and at the bottom right, "Module 4 - Week 1".

6. **Assess:** Have students spell these words: peck, milk, check, knock, sticker

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

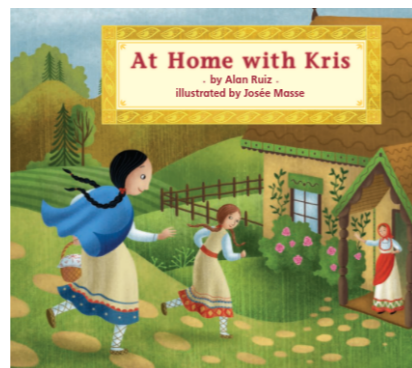
1. **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing words with k, ck. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.
2. Model again and have students mimic you. Correct as needed.
3. Have students write words that have k, ck.
4. 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 Spelling

1. Complete Know It, Show It , p, 94.
2. Complete Words that have consonants k, ck .
3. Write spelling words, [Wordlist #10](#). Cut up the words from the list and place them in a pile face down. Student A selects a word, reads it to his/her partner and the partner writes it. Then Student A shows the word to the Student B. Student B places a check next to the word if correct. If not, the student corrects the word. Then the partners switch roles.
4. Play the game 2 x.

## Center 2: Decodable Text

1. Reread decodable texts: *In Times Past: A Grand Life* and *At Home with Kris*
2. Read to your partner.
3. Then listen to your partner read it to you.
4. Repeat.



## Center 3: Lexia Computer

1. Self-directed by computer.

## Part 3: Daily Instructional Task

1. Dictate these words: rocket, cracker, quicker, wreck
2. Dictate this sentence: The skunk has a thick stinky smell.
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 49: Phonics: consonants k, ck and silent letters kn, wr, gn, mb (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

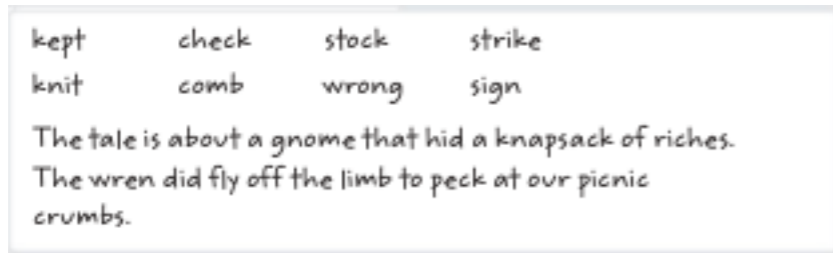
- I am learning the sound spellings for consonants k, ck and silent letter wr, gn, kn, mb.
- I am learning how to distinguish initial blends with k, ck.
- I am learning how to use phonics knowledge to decode words.

### Success Criteria:

- I can use my knowledge of phonics to blend and decode initial blends with k, ck, and silent letter wr, gn, kn, mb.
- I can correctly write dictated words.
- I can read decodable texts fluently.

## Part 1: Direct Instruction

1. **I Do:** Model blending using the word, pick. Use letter cards and model how you blend the word and then say the word. Remind students that they can listen for sounds in different parts of the word. /p//i /k/
2. **We Do:** Have students read aloud chorally row 1. Ask how is the word kept different from the other words in row 1? How is the consonant pattern different? Then chorally read row 2. Then conduct rapid review and randomly call on students to read words you point to. Conclude by having students read the sentences.



3. **Assess:** Dictate these words: write, knife, comb, tack, gnat

## 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 works with k, ck. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

2. Model again and have students mimic you. Correct as needed.
3. Have students write words that have k, ck.
4. 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 Spelling

1. Complete Know It, Show It , p, 94.
2. Complete Words that have consonants k, ck .
3. Write spelling words, [Wordlist #10](#). Cut up the words from the list and place them in a pile face down. Student A selects a word, reads it to his/her partner and the partner writes it. Then Student A shows the word to the Student B. Student B places a check next to the word if correct. If not, the student corrects the word. Then the partners switch roles.
4. Play the game 2 x.

## Center 2: Decodable Text

1. Reread decodable texts: *In Times Past: A Grand Life and At Home with Kris*
2. Read to your partner.
3. Then listen to your partner read it to you.
4. Repeat.



## Center 3: Lexia Computer

1. Self-directed by computer.

## Part 3: Daily Instructional Task

1. Dictate these words: wrap, stuck, gnome, kite, frock
2. Dictate this sentence: The bird pecked the wrapper off of the rock.
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 50: Phonics: consonants k, ck and silent letters kn, wr, gn, mb (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for consonants k, ck and silent letter wr, gn, kn, mb.
- I am learning how to distinguish initial blends with k, ck.
- I am learning how to use phonics knowledge to decode words.

### Success Criteria:

- I can use my knowledge of phonics to blend and decode initial blends with k, ck, and silent letter wr, gn, kn, mb.
- I can correctly write dictated words.
- I can read decodable texts fluently.

## Part 1: Assessment

1. Assess students' knowledge of consonants c, ck and silent letters wr, kn, gn, mb through spelling through a spelling and dictation tasks.
2. 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
3. Dictation Task: The ship was wrecked and stuck under the riverbend. The black dog gnawed the wrong sign.
4. 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

**DICTIONATION SENTENCES**

**BASIC**

1. **milk** Sue drank a glass of milk.
2. **neck** A giraffe has a long neck.
3. **ask** You may ask a question.
4. **snake** A snake moves in the grass.
5. **truck** Mae drives a blue truck.
6. **kick** Kick the soccer ball.
7. **smoke** Smoke rose from the fire.
8. **rock** Ed found a shiny rock.
9. **desk** The teacher sat at his desk.
10. **black** The sky is black at night.
11. **lake** We saw a boat on the lake.
12. **trick** The dog learned a new trick.

**REVIEW**

13. **dish** My cat has a food dish.
14. **white** Jen is wearing a white shirt.
15. **such** We had such fun at the party.
16. **flash** We saw a flash of light.

**CHALLENGE**

17. **pocket** I have coins in my pocket.
18. **whiskers** A seal has long whiskers.

1. milk	_____	"	_____
2. neck	_____	"	_____
3. ask	_____	"	_____
4. snake	_____	"	_____
5.	_____	"	_____
6.	_____	"	_____
7.	_____	"	_____
8.	_____	"	_____
9.	_____	"	_____

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

1. Invite students to partner read decodable texts: *In Times Past: A Grand Life* and *At Home with Kris*.
2. Spend time during this period listening to students read the decodable texts. Support as needed.
3. Record your findings.

**Lesson 51: Phonics: long a (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)**

**Learning Intentions:**

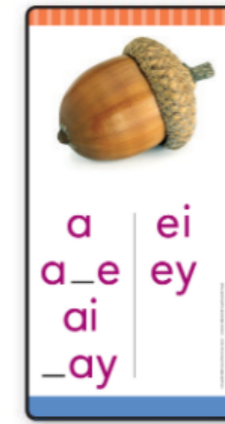
- I am learning the sound spellings for long a.
- I am learning how to distinguish sound-spellings for long a.
- I am learning how to use phonics knowledge to decode words.

**Success Criteria:**

- I can use my knowledge of phonics to blend and decode words with long a.
- I can correctly write dictated words.
- I can read decodable texts fluently.

**Part 1: Direct Instruction**

- **I Do:** Remind students that vowels can stand for long and short sounds and tell students that they will be reading words with the long a sound spelled in many ways. Model writing the word *made*. **Display the letter a card with a variety of spellings for the sound a.** Say, “the vowel a in the word *made* has the long a sound”. This corresponds to the a-e sound on the sound card



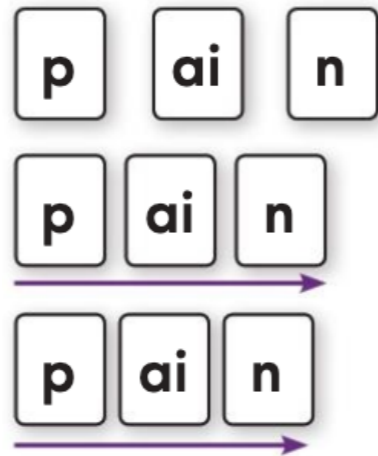
- Then model in the same way the word *tail* telling students that the vowel team *ai* also says /ā/.

t ai l

t ai l

t ai l

- Follow the above steps with the words rain, ray, and bacon showing how these words have the long /ā/ sound.
- **We Do:** Write the word pain and point to the vowel team /ai/. Blend the word.



- Follow the above steps for spelling patterns for long /ā/ sound. Practice the words:
  - cake
  - great
  - mail
- **You Do:** Point to words from this list and have students blend and say the words:
  - delay
  - maid
  - sail
  - shake

- **We Do:** Show students the words in the chart below. Ask different students to locate three words in which long a is spelled with different vowel patterns. Repeat the blending routine as needed.

aid	may	bait	pale
play	came	chain	main
tame	rail	tray	late

- Assess: Have students choose words that have the long a sounds 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 words with long a. 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 repeat you. Correct as needed.
- Have students write words with different spelling patterns that have the long /ā/ sound.
- 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: Differentiating words with the long a sound.

- Practice writing and sorting basic, review, and challenge spelling words into different spellings for the long a sound using Word List 11
- Play sorting game with words. Two players use one collation of cards (from basic and challenge lists). Each player takes a turn turning over a card, reads the card and then puts it into the categories based on the spelling for the sound for long a.

### Center 2: Decodable Text

- Reread decodable texts: Tess and Jay Set Sail



- 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 sentences: *Did he take the bait with him? Try to stay home.*
- 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 52: Phonics: long a (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

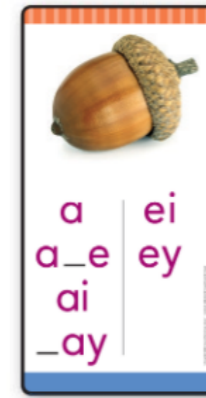
- I am learning the sound spellings for long a.
- I am learning how to distinguish sound-spellings for long a.
- I am learning how to use phonics knowledge to decode words.

### Success Criteria:

- I can use my knowledge of phonics to blend and decode words with long a.
- I can correctly write dictated words.
- I can read decodable texts fluently.

### Part 1: Direct Instruction

- **I Do:** : Remind students that vowels can stand for long and short sounds and tell students that they will be reading words with the long a sound spelled in many ways. Model writing the word gray. **Display the [Sound/Spelling Card /a/](#) with the variety of spellings for the sound a.** Say, “the vowel a in the word gray has the long a sound”. This corresponds to the -ay sound on the sound card



- Model for students how you write and say the letter k and ck. Model writing the letter and saying the sound. **Display the sound/spelling letter a.** Explain that /ay/ says the long a sound like in say. Blend the word /say/ with students.



- **We Do:** Have students read the words on this list:

aid	may	bait	pale
play	came	chain	main
tame	rail	tray	late

label	basic	potato	volcano
mistake	delay	taken	painting
mailbox	haystack	inflate	became

- Ask how are these words alike? How are these words different? Can you make sentences with these words? Provide feedback 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 recognizing, hearing, and producing words with the long /ā/ sound. 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 write words that have the long /ā/ sound with a variety of different spellings
- 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: Differentiating words with the long a sound.

- Practice writing and sorting basic, review, and challenge spelling words into different spellings for the long a sound using [Word List 11](#)
- Play a sorting game with words. Two players use one collation of cards (from basic and challenge lists). Each player takes a turn turning over a card, reads the card and then puts it into the categories based on the spelling for the sound for long a.

### Center 2: Decodable Text

- Reread decodable texts: [Tess and Jay Set Sail](#)



- 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 sentences: *Jay takes the gray pail. Wait so we can pay the bill.*
- 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 53: Phonics: long a (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

#### Learning Intentions:

- I am learning the sound spellings for long a.
- I am learning how to distinguish sound-spellings for long a.
- I am learning how to use phonics knowledge to decode words.

#### Success Criteria:

- I can use my knowledge of phonics to blend and decode words with long a.
- I can correctly write dictated words.
- I can read decodable texts fluently.

## Part 1: Direct Instruction

- **I Do:** Explain to students that when good readers read aloud they group words in ways that make sense. Good readers use punctuation that helps them determine which words they should group together. Open [Tess and Jay Set Sail](#) page 69. Point out the punctuation marks. Remind students that quotation marks tell readers that someone is talking. Question marks at the end of sentences require readers to take a pause and understand that someone is asking a question. Ask students to follow along as you read page 69.



- **We Do:** Use choral reading to reread *Tess and Jay Set Sail*, page 69. Ask students to explain how they used punctuation to know how to group words together while reading.
- **I Do/We Do:** Review Sound Spelling cards for long a. Show the card, create words that match sound spelling for long /ā/ that are on the card, and say the sound.



- Then have children do this. Last, ask students to write the consonant blend as they say the sound. Then ask them to write the key words: kitten, stack, restock, ticked, lake. Have them do this 3x.
- Tell students that they will be reading words with different spelling patterns for long /a/. Give students the following examples:
  - Paint /ai/
  - Gray /ay/
  - Cape /a-e/
  - Baby /a/
- **We Do:** Display [Blend and Read 4.5](#). Have children read line 1. Ask how are these words alike? Different? What is the vowel pattern? Read Lines 2-4 chorally. Call on students in a rapid manner to randomly read words from lines 1-4. Line 5 is a challenge row. Read these more difficult words chorally. Remain close by having students read the sentences. Then read them chorally.

**Blend and Read**

1	grade	grain	paint	repaint	rail	railway
2	play	replay	lake	label	raid	raided
3	ship	shell	itch	with	thing	which
4	kick	kicking	wake	waking	spill	spilled
5	plainly	mainly	faintly	brainy	playful	
6	Tess says she will sail to a fine place.					
7	Is Jay always afraid to sail on a gray day?					
8	Tess passed the bailing pail to Jay.					



- **Assess:** Have students spell these words: may, paid, made, cake

## 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 long /ā/ sound. 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 write words that have the long /ā/ sound with a variety of different spellings
- 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 Spelling

- Complete [Know It. Show It. p 104 - 106.](#)
- Complete Words that have consonants k, ck .
- Write spelling words, [Word List 11.](#) Cut up the words from the list and place them in a pile face down. Student A selects a word, reads it to his/her partner and the partner writes it. Then Student A shows the word to the Student B. Student B places a check next to the word if correct. If not, the student corrects the word. Then the partners switch roles.
- Play the game 2 x.

### Center 2: Decodable Text

- Reread decodable texts: [Tess and Jay Set Sail](#)
- 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: tray, pain, make, bay
- Dictate this sentence: You must wait for the train. Pay for the pail at the lake.
- 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 54: Phonics: long a (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for long a.
- I am learning how to distinguish sound-spellings for long a.
- I am learning how to use phonics knowledge to decode words.

### Success Criteria:

- I can use my knowledge of phonics to blend and decode words with long a.
- I can correctly write dictated words.
- I can read decodable texts fluently.

### Part 1: Direct Instruction

- I Do: Remind students that a can make the long a sound in open syllables. Model blending the word acorn (a-corn/acorn) Use letter cards and model how you blend the word and then say the word. Remind students that they can listen for sounds in different parts of the word. Repeat with the word taken (ta-ken/taken). Review words with ai, ay, and a-e. Repeat with multisyllabic words using *pancake*.



- We Do: Have students read aloud chorally row 1. Ask how is the word kept different from the other words in row 1? How is the consonant pattern different? Then chorally read row 2. Then conduct rapid review and randomly call on students to read words you point to. Conclude by having students read the sentences.

escape    repaint    stingray    vacate  
navel    maybe    exhale    aimless  
repaid    display    blockade    bagel

- Assess: Dictate these words: write, knife, comb, tack, gnat

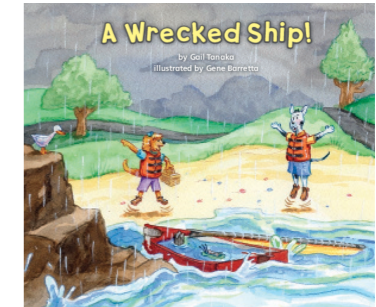
## Part 2: Practice/Centers

### 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 long /ā/ sound. 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 write words that have the long /ā/ sound with a variety of different spellings
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
- Complete [Know It. Show It. p 104 - 106](#).
- Complete Words that have consonants k, ck .
- Write spelling words, [Word List 11](#). Cut up the words from the list and place them in a pile face down. Student A selects a word, reads it to his/her partner and the partner writes it. Then Student A shows the word to the Student B. Student B places a check next to the word if correct. If not, the student corrects the word. Then the partners switch roles.
- Play the game 2 x.

## Center 2: Decodable Text

- Reread decodable texts: [Tess and Jay Set Sail](#) and [A Wrecked Ship](#)



- 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: playtime, clay, snake, grade, paint
- Dictate this sentence: The lake is the main place to sail.
- 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 55: Phonics: long a (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for long a.
- I am learning how to distinguish sound-spellings for long a.
- I am learning how to use phonics knowledge to decode words.

### Success Criteria:

- I can use my knowledge of phonics to blend and decode words with long a.
- I can correctly write dictated words.
- I can read decodable texts fluently.

### Part 1: Assessment

- Assess students' knowledge of long vowel /ā/ through a spelling and dictation task.
- 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 made a date to sail on the lake
- 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

#### DICTATION SENTENCES

##### BASIC

1. **pay** Lucas must *pay* for his meal.
2. **wait** We had to *wait* in line.
3. **paint** Lin will *paint* the door red.
4. **train** Maria will *train* her dog to sit.
5. **pail** Jim filled the *pail* with water.
6. **clay** Gina made a pot from *clay*.
7. **tray** Jill carried her lunch on a *tray*.
8. **plain** He wears a *plain* white shirt.
9. **stain** Don't *stain* your clothes.
10. **hay** The horses eat *hay*.
11. **gray** It was a wet, *gray* day.
12. **away** My friend moved *away*.

##### REVIEW

13. **lake** We saw a boat on the *lake*.
14. **snake** A *snake* moves in the grass.
15. **black** The sky is *black* at night.
16. **ask** You may *ask* a question.

##### CHALLENGE

17. **raisin** She baked *raisin* bread.
18. **birthday** I had a *birthday* party.

1. <u>pay</u>	10. _____
2. <u>wait</u>	11. _____
3. <u>paint</u>	12. _____
4. <u>train</u>	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 decodable texts: [Tess and Jay Set Sail](#) and [A Wrecked Ship](#)
- Spend time during this period listening to students read the decodable text. Support as needed.
- Record your findings.

## Lesson 56: Phonics: long e (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for long e.
- I am learning how to distinguish sound-spellings for long e.
- I am learning how to use phonics knowledge to decode words.

### Success Criteria:

- I can use my knowledge of phonics to blend and decode words with long e.
- I can correctly write dictated words.
- I can read decodable texts fluently.

## Part 1: Direct Instruction

- **I Do/We Do:** Remind students that vowels can stand for long and short sounds and tell students that they will be reading words with the long e sound spelled in many ways. Model writing the word *made*. **Display the letter e card with the variety of spellings for the sound e.** Say, “the vowel e in the word *eagle* begins the long e sound”. This corresponds to the /ea/ sound on the sound card.



- Then model in the same way tail telling students that the vowel team ee also says /ē/. Model with the word feet

f ee t

f ee t  
→

f ee t  
→

- Follow the above steps with the words clean /ea/, need /ee/, lady (-e) and key (-ey) showing how these words have the long /ē/ sound.
- Follow the above steps for spelling patterns for long e. Practice the words:
  - queen
  - seal
  - Ice
- **You Do:** Show students these words in the chart below. Ask different students to locate three words in which long e is spelled with different vowel patterns. Repeat the blending routine as needed.

we	Eve	neat	free
crazy	meal	peach	queen
screen	theme	breath	breathe

- **Assess:** Ask students to read words 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 words with the long a sound. 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 write words that have the long a sound.
- Have students partner and read decodable text, [Queen](#). If students get stuck on a decodable word, have them blend the phonemes. Model as needed.



### Center 1: Differentiating between words with different spellings for the long e sound

- Practice writing and sorting basic and challenge spelling words into short and long vowel lists. Then have them sort short and long vowels into two lists. [Word List 12](#).
- Play sorting game with words. Two players use one collation of cards (from basic and challenge lists). Each player takes a turn turning over a card, reads the card and then puts it into the correct vowel/sound/spelling category.

### Center 2: Decodable Text

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

### Center 3: Lexia Computer

1. Self-directed by computer.

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

- Dictate these sentences: I see a peach seed. Did you meet the queen?
- 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 57: Phonics: long e (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)**

#### **Learning Intentions:**

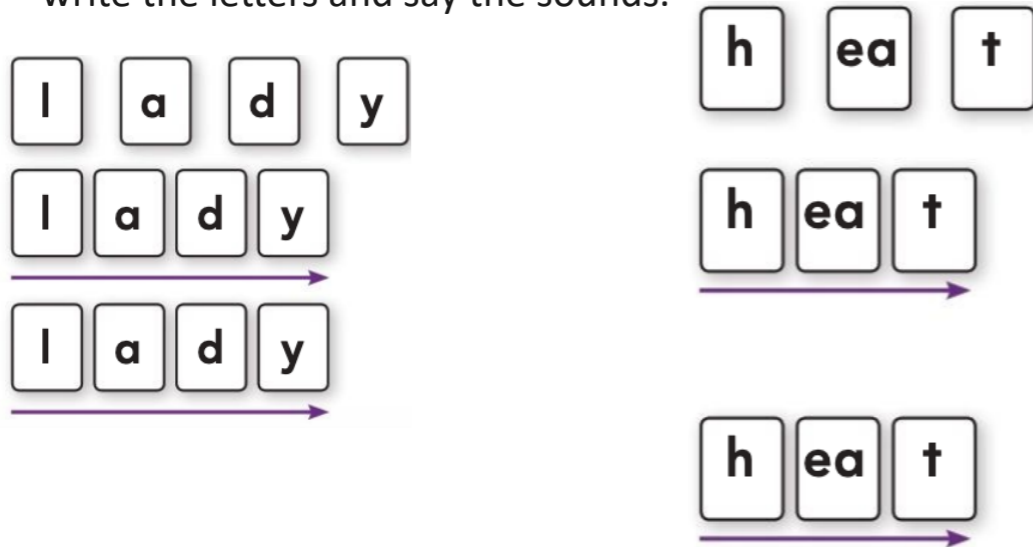
- I am learning the sound spellings for long e.
- I am learning how to distinguish sound-spellings for long e.
- I am learning how to use phonics knowledge to decode words.

#### **Success Criteria:**

- I can use my knowledge of phonics to blend and decode words with long e.
- I can correctly write dictated words.
- I can read decodable texts fluently.

## Part 1: Direct Instruction

- **I Do/We Do:** Review the sound/spellings for long e Model writing the letters and saying the sounds and have students write the letters and say the sounds.



- Have students read the words and sentences on the list:

me seat tree thread  
steady delete maybe even

The lunch lady gave me a meal of chicken,  
green beans, and bread.

Zeke will present details about ladybugs in  
his class speech.

How are the words alike? What are the sound/spellings for the long e in the words in row 1? Row two?

- Conduct a rapid review. Randomly point to words and have students blend and say.

## 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 sound/spellings for long e. 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 write words that have the long e sound.
- Have students partner and read decodable text [Queen](#). If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

### Center 1: Differentiating between the different sound/spellings for long e

Have students complete [Know It. Show It. Pages 112 - 115](#)

## Center 2: Decodable Text.

- Reread decodable text: [Queen](#)
- Read to your partner.
- Then listen to your partner read it to you.
- Long e Hunt. Have students look through the text finding words with different spellings for the long e sound. They should list them in their notebooks by sound/spelling.

## Center 3: Lexia Computer

- Self-directed by computer.

## Part 3: Daily Instructional Task

- Dictate this sentence: The green leaf is on the tree.
- 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 58: Phonics: long e (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for long e.
- I am learning how to distinguish sound-spellings for long e.
- I am learning how to use phonics knowledge to decode words.

### Success Criteria:

- I can use my knowledge of phonics to blend and decode words with long e.
- I can correctly write dictated words.
- I can read decodable texts fluently.

## Part 1: Direct Instruction

- **I Do:** Explain to students that when good readers read aloud they group words in ways that make sense. Good readers use punctuation that helps them determine which words they should group together. Open *Queen* page 85. Point out the punctuation marks. Remind students that a comma tells readers to take a short pause. Periods at the end of sentences require readers to take a longer pause. Ask students to follow along as you read page 85.
- **We Do:** Use choral reading to reread *Queen*, page 85. Ask students to explain how they used punctuation to know how to group words together while reading.
- **I Do/We Do:** Review Sound Spelling cards for long e. Show the card, read the word, and say the sound. Then have children do this. Last, ask students to write the word making the long e sound as they say the word. Then ask them to write the key words: queen, feel, please (page 85). Have them do this 3x.
- Tell students that they will be reading words that make the long e sound. Tell students when saying words with these blends, one letter remains silent. Give students the following examples that they will find in the story
  - Baby, say, see, clean, need

- **We Do:** Display [Blend and Read 4.7](#). Have children read line 1. Ask how are these words alike? Different? What is the vowel pattern? Read Lines 2-4 chorally. Call on students in rapid manner to randomly read words from lines 1-4. Line 5 is a challenge row. Read these more difficult words chorally. Remain close by having students read the sentences. Then read them chorally.

Blend and Read 4.7

### Blend and Read

1	cream	freeze	pleases	sneeze	squeal	secret
2	head	green	sweat	greet	repeat	instead
3	bump	best	button	tested	stump	chest
4	bay	braid	staying	painting	brain	unmade
5	cheer	creamy	reason	neater	pleasant	
6	Please feed Queen and clean her pen.					
7	Queen likes sleeping on fresh bedding.					
8	Queen and I leave and head up the path.					



Grade 2 | Foundational Skills

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- **Assess:** Have students spell these words: teach, feel, sheep, each, review: pain,



## 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 sound/spellings for long e. 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 write words that have the long e sound.
- Have students partner and read decodable texts [Queen](#) or [Horses with Jobs](#). If students get stuck on a decodable word, have them blend the phonemes. Model as needed.



### Center 1: Differentiating between the different sound/spellings for long e

Have students complete [Know It. Show It. Pages 112 - 115](#)

### Center 2: Decodable Texts.

- Reread decodable texts: [Queen](#) and/or [Horses with Jobs](#)
- Read to your partner.
- Then listen to your partner read it to you.
- Long e Hunt. Have students look through the text finding words with different spellings for the long e sound. They should list them in their notebooks by sound/spelling.

### Center 3: Lexia Computer

- Self-directed by computer.

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

- Dictate these words: speak, team, free, sheep
- Dictate this sentence: Keep your feet off the seat.
- 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 59: Phonics: long e (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)**

#### **Learning Intentions:**

- I am learning the sound spellings for long e.
- I am learning how to distinguish sound-spellings for long e.
- I am learning how to use phonics knowledge to decode words.

#### **Success Criteria:**

- I can use my knowledge of phonics to blend and decode words with long e.
- I can correctly write dictated words.

I can read decodable texts fluently.

## Part 1: Direct Instruction

- I Do: Continue model blending words with sounds for long e with the following spelling patterns: e\_e, ee, ea, e (CV),
- We Do: Have students read aloud chorally row 1. Ask how is the word kept different from the other words in row 1? How is the vowel spelling different? Then chorally read row 2. Then conduct rapid review and randomly call on students to read words you point to. Conclude by having students read the sentences.

be	each	week	tread
remain	sleepy	trapeze	peacock

Lily needs to clean her feet so she will not track mud inside.

Steve meant to save an email, but he erased it instead.

- Assess: Dictate these words: need, seen, meal, take

## 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 sound/spellings for long e. 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 write words that have the long e sound.
- Have students partner and read decodable texts [Queen](#) or [Horses with Jobs](#). If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

### **Center 1: Differentiating between the different sound/spellings for long e**

Have students complete [Know It. Show It. Pages 112 - 115](#)

### **Center 2: Decodable Texts.**

- Reread decodable texts: [Queen](#) and/or [Horses with Jobs](#)
- Read to your partner.
- Then listen to your partner read it to you.
- Long e Hunt. Have students look through the text finding words with different spellings for the long e sound. They should list them in their notebooks by sound/spelling.

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

- Self-directed by computer.

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

- Dictate these words: leave, need, see, please
- Dictate this sentence: They will eat and have tea?
- 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 60: Phonics: long e (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intention:

- I am learning the sound spellings for long e.
- I am learning how to distinguish sound-spellings for long e.
- I am learning how to use phonics knowledge to decode words.

### Success Criteria:

- I can use my knowledge of phonics to blend and decode words with long e.
- I can correctly write dictated words.
- I can read decodable texts fluently.

### Part 1: Assessment

1. Assess students' knowledge of the sound/spellings for words with the long e sound through spelling and dictation tasks.
2. 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
3. Dictation Task: The ship was wrecked and stuck under the riverbend. The black dog gnawed the wrong sign.
4. 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

#### DICTATION SENTENCES

##### BASIC

1. **free** A bird flew *free* from its cage.
2. **teach** Carlos will *teach* me to draw.
3. **teeth** Please brush your *teeth*.
4. **please** It's polite to say *please*.
5. **each** We *each* got an apple.
6. **wheel** The *wheel* is round.
7. **team** Ann is on the soccer *team*.
8. **speak** May I *speak* to your mom?
9. **sneeze** A cold can make you *sneeze*.
10. **sheep** The *sheep* grazed in the field.
11. **meaning** What is its *meaning*?
12. **weave** The spider can *weave* a web.

##### REVIEW

13. **away** My friend moved *away*.
14. **stain** Don't *stain* your clothes.
15. **train** Maria will *train* her dog to sit.
16. **plain** Dad wears a *plain* white shirt.

##### CHALLENGE

17. **between** Sit *between* us.
18. **reason** Is there a *reason* you're late?

1. free	10. _____
2. teach	11. _____
3. teeth	12. _____
4. please	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 decodable texts: [Queen](#) and/or [Horses with Jobs](#)
- Spend time during this period listening to students read the decodable texts. Support as needed.
- Record your findings.

## Lesson 61: Phonics: long o (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for long o.
- I am learning how to distinguish words with long o.
- I am learning how to use phonics knowledge to decode words.

### Success Criteria:

- I can use my knowledge of phonics to blend and decode words with spellings for long o including o, oa, and ow.
- I can correctly write dictated words.
- I can read decodable texts fluently.

## Part 1: Direct Instruction

- **I Do:** Model for students how you write and say the letter o. Model writing the letter and saying the sound. **Display the sound spelling card for long o, ocean..** Say, "Ocean begins with O makes the long o sound. Ocean. Say it with me. Ocean. O. Ocean."



- Tell students that the long o sound can also be made with the letters oa and ow. The long o sound is also made in words with o-consonant e like in pole and toe. Say and spell the word bowl.

b ow l

b ow l

b ow l

- **We Do:** Write the word toe and point to the final blend. Blend the word.
- Follow the above steps for words with spelling patterns for long o. Model the vowel teams that make the long o sound. Practice the words:
  - go
  - doe
  - low
  - road
- **You Do:** Point to words from this list and have students blend and say the word: go, hope, low, tow, road boat
- **We Do:** Show students these words below. Model how you sort words by these categories. Model first and then have students help. Ask them to explain why.

oat	floats	oatmeal	raincoat
mold	molding	moldy	remolded
hello	program	robot	shadow

go	low	fold	doe
road	hose	own	most
coast	scold	spoke	growth

O Open syllable	O-e (o consonant e)	ow	oa

- Assess: Have students sort 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 words with the long o sound. 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 write words that have the long o sound.
- 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: Differentiating between the long o sound.

- Practice writing and sorting basic and challenge spelling words. [Word List 13](#).
- Play sorting game with words. Two players use one collection of cards (from basic and challenge lists). Each player takes a turn turning over a card, reads the card and then puts it into the long o sound lists.

## Center 2: Decodable Text

- Reread decodable text: [On the Move](#)
- 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 sentences: I know I left my coat at home.
- 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 62: Phonics: long o (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)**

#### **Learning Intentions:**

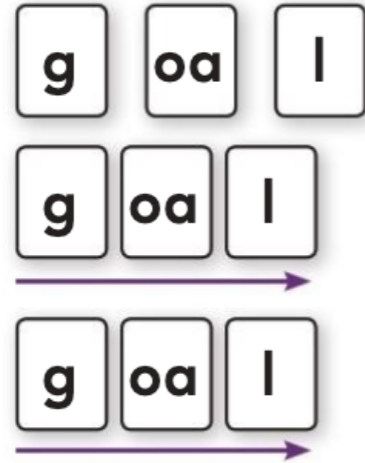
- I am learning the sound spellings for long o.
- I am learning how to distinguish words with long o.
- I am learning how to use phonics knowledge to decode words.

#### **Success Criteria:**

- I can use my knowledge of phonics to blend and decode words with spellings for long o including o, oa, and ow.
- I can correctly write dictated words.
- I can read decodable texts fluently.

## Part 1: Direct Instruction

- **I Do/We Do:** Review spellings for long o,. Model writing the letters in words and saying the sounds in words and have students write the letters and say the sounds.



- Have students read the words and sentences on the list:

no      know      rode      road  
yo-yo      hotel      bonus      robot

The boat floats slowly with the flow  
of the stream.

Joe sold the most coats this week  
since it was going to snow.

- How are the words alike? What letters make the long o sound.
- Conduct a rapid review. Randomly point to words and have students blend and say.

## 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 long o sound. 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 write words that have the long o sound and note the different spellings.
- 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: Differentiating between words with the long o sound

- Have students complete [Know It. Show It. Page 121 & 122 & 123](#)
- Have students complete [Know It. Show It. Page 124](#)

## Center 2: Decodable Text.

- Reread decodable texts: [On the Move](#)
- Read to your partner.
- Then listen to your partner read it to you.
- Long O Hunt: Have students look through the text and find words that make the long o sound, They should list them in their notebook by the different spellings for long o.



## Center 3: Lexia Computer

- Self-directed by computer.

## Part 3: Daily Instructional Task

- Dictate this sentence: You can go out the window.
- 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 63: Phonics: long o (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for long o.
- I am learning how to distinguish words with long o.
- I am learning how to use phonics knowledge to decode words.

### Success Criteria:

- I can use my knowledge of phonics to blend and decode words with spellings for long o including o, oa, and ow.
- I can correctly write dictated words.
- I can read decodable texts fluently.

## Part 1: Direct Instruction

- **I Do:** Explain to students that when good readers read aloud they group words in ways that make sense. Good readers use punctuation that helps them determine which words they should group together. Open On the Move to page 6. Point out the punctuation marks. Remind students that a comma tells readers to take a short pause. Periods at the end of sentences require readers to take a longer pause. Ask students to follow along as you read page 6.
- **We Do:** Use choral reading to reread , page 6. Ask students to explain how they used punctuation to know how to group words together while reading.
- 
- **I Do/We Do:** Review Sound Spelling cards for long o Show the card, read the word, and say the sound. Then have children do this. Last, ask students to write the vowel team as they say the sound. Then ask them to write the key words: move, boxes, close, road , home, no, cold, coat, most, owns.
- Tell students that they will be reading words with the long o sound. Tell students when saying saying words with these blends, one letter remains silent. Give students the following examples:
  - Boxes (review ending -es)
  - close
  - road
  - no (open syllable)
  - most

- **We Do:** Display [Blend and Read 5.2.](#). Have children read line 1. Ask how are these words alike? Different? What is the vowel pattern? Read Lines 2-4 chorally. Call on students in rapid manner to randomly read words from lines 1-4. Line 5 is a challenge row. Read these more difficult words chorally. Remain close by having students read the sentences. Then read them chorally.


**Blend and Read**

1	oat	flow	slower	going	oatmeal
2	moan	roam	elbow	toe	toasted
3	cash	catch	match	hushed	hatches
4	traffic	dolphin	plastic	helmet	velvet
5	slowly	snowy	coastal	goalie	boastful

6 The truck tows the boat to the lake.

7 Follow the yellow truck down the road.

8 Trucks tow horses to take them to shows.



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- **Assess:** Have students spell these words: slow, goal, roam, woke

## 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 long o sound. Teachers should model reading multisyllabic words. 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 write words that have the long o sound and note the different spellings.
- 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: Differentiating between words with the long o sound

- Have students complete [Know It. Show It. Page 121 & 122 & 123](#)
- Have students complete [Know It. Show It. Page 124](#)

### Center 2: Decodable Texts

- Read decodable texts: [On the Move](#) and [Get Ready to Move](#)



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

### Center 3: Lexia Computer

- Self-directed by computer.

### Part 3: Daily Instructional Task

- Dictate these words: notepad, hope, show, soap
- Dictate this sentence: Follow the yellow truck down the road .
- 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 64: Phonics: long o (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

#### Learning Intentions:

- I am learning the sound spellings for long o.
- I am learning how to distinguish words with long o.
- I am learning to identify the meanings of and use words with the suffixes -y, -ly
- I am learning how to use phonics knowledge to decode words.

#### Success Criteria:

- I can use my knowledge of phonics to blend and decode words with spellings for long o including o, oa, and ow.
- I can identify the meanings of and use words with the suffixes -y, -ly
- I can correctly write dictated words.
- I can read decodable texts fluently.

## Part 1: Direct Instruction

- **I Do:** Model blending using the words that make the long o sound. Also, include words that add the suffix -y or -ly., pick. Use letter cards and model how you blend the word and then say the word. Remind students that they can listen for sounds in different parts of the word.
- **We Do:** Have students read aloud chorally row 1. Ask how is the word kept different from the other words in row 1? How is the consonant pattern different? Then chorally read row 2. Then conduct rapid review and randomly call on students to read words you point to. Conclude by having students read the sentences.

roll            most            coach            spoke  
open            showy            toenail            floating  
Mr. Sloan loaded his plate with roast beef, mashed potatoes, and okra.  
Do you know the folktale about the three goats and the troll that sat below a bridge?

- **Assess:** Dictate these words: slow, slowly, show, toe, go

## Part 2: Practice/Centers

### Teacher Table Time (TTT)

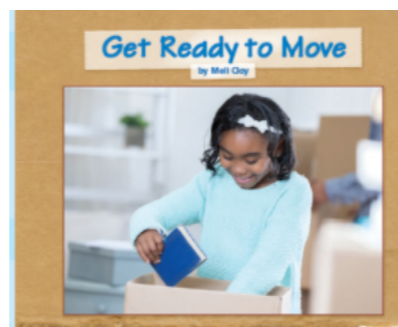
- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing words with the long o sound. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.
- Model again and have students mimic you. Correct as needed.
- Have students write words that have the long o sound.
- Review [Generative Vocabulary 5.3](#)
- 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 Differentiating Words with the Long O sound and Spelling

- Have students complete [Know It. Show It. P 126](#)

## Center 2: Decodable Text

- Reread decodable texts: [On the Move](#) and [Get Ready to Move](#)
- Read to your partner.
- Then listen to your partner read it to you.
- Repeat.



## Center 3: Lexia Computer

- Self-directed by computer.

## Part 3: Daily Instructional Task

- Dictate these words: wrap, stuck, gnome, kite, frock
- Dictate this sentence: The bird pecked the wrapper off of the rock.
- 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 65: Phonics: long o (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for long o.
- I am learning how to distinguish words with long o.
- I am learning how to use phonics knowledge to decode words.

### Success Criteria:

- I can use my knowledge of phonics to blend and decode words with spellings for long o including o, oa, and ow.
- I can correctly write dictated words.
- I can read decodable texts fluently.



## Part 1: Assessment

- Assess students' knowledge of the spellings for long o through a 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: Will we go over that road on the way home?
- 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

### DICTIONATION SENTENCES

#### BASIC

1. **own** I *own* a blue bike.
2. **most** I like *most* kinds of fruit.
3. **soap** Wash your hands with *soap*.
4. **float** I like to *float* on my raft.
5. **both** *Both* girls like to dance.
6. **know** Do you *know* the answer?
7. **loan** He gave me a *loan* of a dollar.
8. **goat** The *goat* lives on a farm.
9. **flow** Water will *flow* downhill.
10. **loaf** Tom baked a *loaf* of bread.
11. **throw** *Throw* the ball over here.
12. **roast** Dad will *roast* the yams.

#### REVIEW

13. **free** A bird flew *free* from its cage.
14. **speak** May I *speak* to your mom?
15. **sneeze** A cold can make you *sneeze*.
16. **prize** He won first *prize*.

#### CHALLENGE

17. **swallow** Chew and then *swallow*.
18. **ocean** The *ocean* is salty.

1. own	10. _____
2. most	11. _____
3. soap	12. _____
4. float	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 decodable texts: [On the Move](#) and [Get Ready to Move](#).
- Spend time during this period listening to students read the decodable texts. Support as needed.
- Record your findings.

**Lesson 66: Phonics: long i (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)**

**Learning Intentions:**

- I am learning the sound spellings for the long i sound.
- I am learning how to distinguish spellings for the long i sounds ie, igh, i-e, -y.
- I am learning how to use phonics knowledge to decode words.

**Success Criteria:**

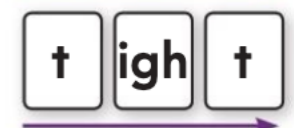
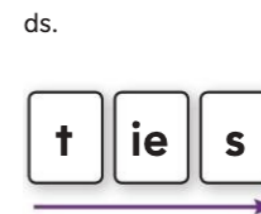
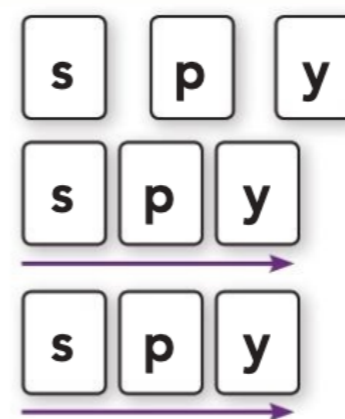
- I can use my knowledge of phonics to blend words with the long i sound.
- I can correctly write dictated words.
- I can read decodable texts fluently.

**Part 1: Direct Instruction**

- **I Do:** Model for students how you write and say the letter i. Model writing the letter and saying the sound. **Display the sound spelling card for long i, ice cream..** Say, “ice cream begins with i and makes the long i sound. Ice cream. Say it with me. Ice cream. i. Ice cream.



- **I Do:** Tell students that the long i sound can also be made with the letters ie and igh. The long i sound is also made in words with i-consonant e like in like and kite and with consonant y like spy. Model and blend the words below.



- **We Do:** Follow the above steps pointing out spellings for long i. Practice the words:

- five
- Pie
- light
- shy

- **You Do:** Point to words from this list and have students blend and say the word: shine, die, dive, might
- **We Do:** Show students these words below. Model how you sort words by these categories. Model first and then have students help. Ask them to explain why.

pie	size	shy	lie
sigh	wild	kite	pine
find	write	might	sign

side	sideways	beside	sideline
light	lightning	bowtie	piecrust
flying	final	capsize	wildest

i Open syllable	i-e	ie	igh	-y

- Assess: Have students sort words again on their own.
- **You Do:** Assess: Have students sort 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 words with the long i sound. 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 write words that have the long i sound.
- 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: Differentiating between spellings of long i,

- Practice writing and sorting basic and challenge spelling words into lists with long i spellings. [Word List 14](#)
- Play sorting game with words Two players use one collation of cards (from basic and challenge lists). Each player takes a turn turning over a card, reads the card and then puts it into categories.

### Center 2: Decodable Text

- Reread decodable text: [By Day](#)
- 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 sentences: The child liked to play with slime.
- 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 67: Phonics: long i (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)**

**Learning Intentions:**

- I am learning the sound spellings for the long i sound.
- I am learning how to distinguish spellings for the long i sounds ie, igh, i-e, -y.
- I am learning how to use phonics knowledge to decode words.

**Success Criteria:**

- I can use my knowledge of phonics to blend words with the long i sound.
- I can correctly write dictated words.
- I can read decodable texts fluently.

**Part 1: Direct Instruction**

- **I Do/We Do:** Review spellings for long i. Model writing the letters in words and saying the sounds in words and have students write the letters and say the sounds.

sh y

sh y

sh y

- Have students read the words and sentences on the list:

die my wide sight  
fry climb knight smile  
In the folktale, the wise old hen is much  
brighter than the sly fox.  
The pilot flies the biplane into the  
twilight.

- How are the words alike? What letters make the long i sound.
- Conduct a rapid review. Randomly point to words and have students blend and say.

## 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 long i sound. 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 write words that have the long i sound and note the different spellings.
- 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: Differentiating between words with long i sounds,

- Have students complete Have students complete [Know It. Show It. P. 131, 132, 133, 134](#)

### Center 2: Decodable Text.

- Reread decodable texts: [By Day](#)
- Read to your partner.
- Then listen to your partner read it to you.
- Long I Hunt: Have students look through the text and find words that make the long i sound, They should list them in their notebook by the different spellings for the long i sound.



### Center 3: Lexia Computer

- Self-directed by computer.

### Part 3: Daily Instructional Task

- Dictate this sentence: His pants were dry after the long drive.
- 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 68: Phonics: long i (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for the long i sound.
- I am learning how to distinguish spellings for the long i sounds ie, igh, i-e, -y including silent letters.
- I am learning how to use phonics knowledge to decode words.

### Success Criteria:

- I can use my knowledge of phonics to blend words with the long i sound.
- I can correctly write dictated words.
- I can read decodable texts fluently.

### Part 1: Direct Instruction

- **I Do:** Explain to students that when good readers read aloud they group words in ways that make sense. Good readers use punctuation that helps them determine which words they should group together. Open [By Day](#) to page 21. Point out the punctuation marks. Remind students that a comma tells readers to take a short pause. Periods at the end of sentences require readers to take a longer pause. Ask students to follow along as you read page 21.
- **We Do:** Use choral reading to reread By Day. Ask students to explain how they used punctuation to know how to group words together while reading.
- **I Do/We Do:** Review Sound Spelling cards long i. Show the card, read the word, and say the sound. Then have children do this. Last, ask students to write the consonant blend as they say the sound. Then ask them to write the words on page 22 . Have them say the words 3x.
- Tell students that they will be reading words with the long i sound. Tell students saying words with these blends, one letter remains silent. Give students the following examples from the story: fly, time, wide, tires, find, nice, while, high, sky.

- **We Do:** Display [Blend and Read 5.5](#). Have children read line 1. Ask how are these words alike? Different? What is the vowel pattern? Read Lines 2-4 chorally. Call on students in rapid manner to randomly read words from lines 1-4. Line 5 is a challenge row. Read these more difficult words chorally. Remain close by having students read the sentences. Then read them chorally.

### Blend and Read 5.5

## Blend and Read

- 1 pie fly light lightest die flight
- 2 rice wild mice mildest mild wilder
- 3 wake waken weak weaken leak taken
- 4 hot hotel rob robot tot total
- 5 mighty slightly highly shyness
- 6 The chipmunk hides inside the hole.
- 7 The sky may become blue after sunrise.
- 8 You might find a ladybug in the weeds.



- **Assess:** Have students spell these words: sky, time, climb, knife, rice

## 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 spellings for the long i sound. 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 write words that the spellings for the long i sound.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

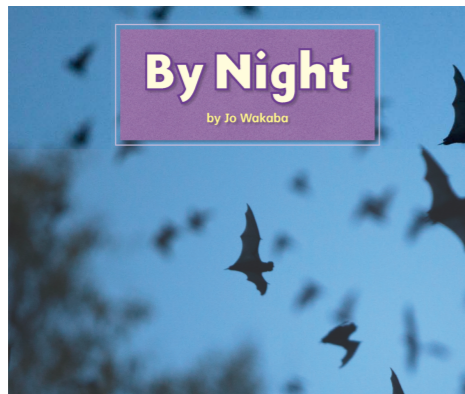
### Center 1: Differentiating between words with long i sounds,

- Have students complete Have students complete [Know It. Show It. P. 131, 132, 133, 134](#)



## Center 2: Decodable Texts

- Reread decodable texts: [By Day](#) and [By Night](#)
- Read to your partner.
- Then listen to your partner read it to you.
- Long I Hunt: Have students look through the text and find words that make the long i sound, They should list them in their notebook by the different spellings for the long i sound.



## Center 3: Lexia Computer

- Self-directed by computer.

## Part 3: Daily Instructional Task

- Dictate these words: might, light, dine, high, sigh
- Dictate this sentence: We went inside to find the bride
- 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 69: Phonics: long i (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)**

**Learning Intentions:**

- I am learning the sound spellings for the long i sound.
- I am learning how to distinguish spellings for the long i sounds ie, igh, i-e, -y including silent letters.
- I am learning to identify meanings of words with the suffixes -y, -ly.
- I am learning how to use phonics knowledge to decode words.

**Success Criteria:**

- I can use my knowledge of phonics to blend words with the long i sound.
- I can correctly write dictated words.
- I can read decodable texts fluently.

**Part 1: Direct Instruction**

- I Do: Model blending using the word, inside Use letter cards and model how you blend the word and then say the word. Remind students that they can listen for sounds in different parts of the word.



- We Do: Have students read aloud chorally row 1. Ask how is the word kept different from the other words in row 1? How is the consonant pattern different? Then chorally read row 2. Then conduct rapid review and randomly call on students to read words you point to.



- You Do: Read words: might light, dine, sigh, my
- Assess: Dictate these words: You might find a ladybug in the wildlife.

## 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 spellings for the the long i sound. 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 write words that have the spelling for long i.
- [Generative Vocabulary 5.6: Prefix dis-](#)
- 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: Differentiating between words with long i sounds,

- Have students complete Have students complete [Know It. Show It. P. 131, 132, 133, 134](#)
- Complete [Know It. Show It. p 138](#) - Generative Vocabulary Prefix dis-
- [Phonics Review p. 137](#)

### Center 2: Decodable Texts

- Reread decodable texts: [By Day](#) and [By Night](#)
- Read to your partner.
- Then listen to your partner read it to you.
- Long I Hunt: Have students look through the text and find words that make the long i sound, They should list them in their notebook by the different spellings for the long i sound.

### Center 3: Lexia Computer

- Self-directed by computer.

### Part 3: Daily Instructional Task

- Dictate these words: find, night, child
- Dictate this sentence: The sky is very light in the day.
- 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 70: Phonics: long i (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for the long i sound.
- I am learning how to distinguish spellings for the long i sounds ie, igh, i-e, -y including silent letters.
- I am learning how to use phonics knowledge to decode words.

### Success Criteria:

- I can use my knowledge of phonics to blend words with the long i sound.
- I can correctly write dictated words.
- I can read decodable texts fluently.

### Part 1: Assessment

- Assess students' knowledge of words with spellings for long i 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 can hike a mile a night. The bee in the hive will bite and die.
- 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

#### DICTATION SENTENCES

##### BASIC

1. **night** It is dark at *night*.
2. **kind** We like that *kind* of bread.
3. **spy** He likes to *spy* on his sister.
4. **child** A young person is a *child*.
5. **knife** Use a *knife* to chop the onion.
6. **find** I cannot *find* my keys.
7. **right** I use my *right* hand.
8. **high** How *high* can you jump?
9. **write** Will you *write* me a letter?
10. **climb** It's fun to *climb* the big hill.
11. **sign** The *sign* says "stop."
12. **sigh** I heard my mother *sigh*.

##### REVIEW

13. **both** *Both* girls like to dance.
14. **own** I *own* a blue bike.
15. **roast** Dad will *roast* the yams.
16. **float** I like to *float* on a raft.

##### CHALLENGE

17. **children** The *children* jump rope.
18. **kindness** Show *kindness* to others.

1. <u>night</u>	10. _____
2. <u>kind</u>	11. _____
3. <u>spy</u>	12. _____
4. <u>child</u>	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 decodable texts: [By Day](#) and [By Night](#)
- Spend time during this period listening to students read the decodable texts. Support as needed.
- Record your findings.

## Lesson 71: Phonics: suffixes -ful and -less (RF.2.3, RF.2.4), 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 distinguish suffixes -ful, less.
- I am learning how to use phonics knowledge to decode words.

### Success Criteria:

- I can use my knowledge of phonics to blend and decode initial blends with -ful and -less.
- I can correctly write dictated words.
- I can read decodable texts fluently.

## Part 1: Direct Instruction

- **I Do:** Tell students that they will be reading words with suffixes -ful and -ness. The suffixes have their own syllable. Listen: kind/kind-ness; help/help-ful. Practice with the words: care/care-ful/careful, neat/neat-ness/neatness.
- The suffix -ful means “having” or “full of”. Helpful means full of help. *The teacher is helpful.* The suffix -ness means “state, condition, or quality of being” and turns the word into a noun. Neatness means the quality of being neat or tidy. *Everyone admired my brother’s neatness after they looked at his well-organized desk.*
- **We Do:** Write the base word *care* and add the suffix *ful*. Have the students blend the word with you - *careful*. Write the word *shy* and add the suffix *ness*. Have the students blend the word with you - *shyness*.
  - Repeat with the words: meaningless, beautiful, grateful, clueless, doubtful, nameless
- **You Do:** Have students complete the chart. Review spelling patterns when needed.

base word	suffix	new word
care	ful	
pain	ful	
play	ful	
damp	ness	
sick	ness	
ill	ness	

- **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 words with the suffixes -ful and -ness. 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 write words that have -ful and -ness
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
- Review homophones.

### Center 1: Practicing Spelling and Reading

- Practice writing and sorting basic and challenge spelling words into short and long vowel lists. Then have them sort short and long vowels into two lists. [Wordlist #10](#).
- Complete [Know It. Show It. p. 143 & p. 148](#)
- Complete [Know It. Show It. p. 142 & 144](#)

- Work with a partner to put words into a chart like the one below. Challenge students to write or create sentences with the words. Add words as needed.

helpless	peaceful	frightful
mindful	painless	restless
hopeful	wishful	meatless

base word	suffix	new word

- Play review sorting game with long vowel words and HFW using [Word List 15](#). Two players use one collation of cards (from basic and challenge lists). Each player takes a turn turning over a card, reads the card and then puts it into different piles based on long vowel sound or other category chosen by teacher or student.

### Center 2: Decodable Text

- Reread decodable texts: [Jack and the Book](#)
- 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/sentences: The house was peaceful and the kindness of my mom made me happy.
- 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 72: Phonics: suffixes -ful and -less (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)**

**Learning Intentions:**

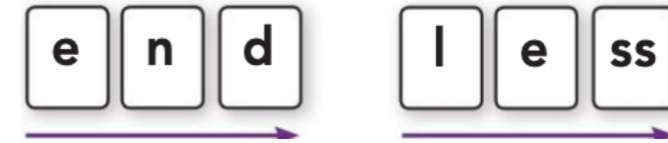
- I am learning the sound spellings for suffixes -ful and -less.
- I am learning how to distinguish suffixes -ful, less.
- I am learning how to use phonics knowledge to decode words.

**Success Criteria:**

- I can use my knowledge of phonics to blend and decode initial blends with -ful and -less.
- I can correctly write dictated words.
- I can read decodable texts fluently.

**Part 1: Direct Instruction**

- **I Do/We Do:** Review suffixes -ful and -ness. Model words and blending with the suffix at the end.



- Have students read the words and sentences on the list below. Ask students to identify the base word. Use the word with the suffix in a sentence. Review meaning briefly.

aimless graceful seedless stressful  
faithful nameless priceless wishful  
The dish was tasteless without the spices.  
Each child grabbed a handful of snacks  
from the box.



## 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 suffixes -ful and -ness. 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 write words that have -ful and -ness
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
- Review homophones.

### Center 1: Practicing Spelling and Reading

- Practice writing and sorting basic and challenge spelling words into short and long vowel lists. Then have them sort short and long vowels into two lists. [Wordlist #10](#).
- Complete [Know It. Show It. p. 143 & p. 148](#)

- Play sorting game with words Two players use one collation of cards (from basic and challenge lists). Each layer takes a turn turning over a card, reads the card and then puts it into the consonants k, ck lists.
- Work with a partner to put words into a chart like the one below. Challenge students to write or create sentences with the words. Add words as needed.

helpless	peaceful	frightful
mindful	painless	restless
hopeful	wishful	meatless

base word	suffix	new word

- Play review sorting game with long vowel words and HFW using [Word List 15](#). Two players use one collation of cards (from basic and challenge lists). Each player takes a turn turning over a card, reads the card and then puts it into different piles based on long vowel sound or other category chosen by teacher or student.
- Complete [Know It. Show It. p. 142 & 144](#)

## Center 2: Decodable Text

- Reread decodable texts: [Jack and the Book](#)
- 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/sentences: The handful of snacks were tasteless.
- 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 73: Phonics: suffixes -ful and -less (RF.2.3, RF.2.4), 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 distinguish suffixes -ful, less.
- I am learning how to use phonics knowledge to decode words.

### Success Criteria:

- I can use my knowledge of phonics to blend and decode initial blends with -ful and -less.
- I can correctly write dictated words.
- I can read decodable texts fluently.

## Part 1: Direct Instruction

- **I Do:** Explain to students that when good readers read aloud they group words in ways that make sense. Good readers use punctuation that helps them determine which words they should group together. Open [Jack and the Book](#) to page 37 . Point out the punctuation marks. Remind students that an exclamation mark tells readers what is happening is exciting and the quotation marks show when someone is speaking. Ask students to follow along as you read page 37.
- **We Do:** Use choral reading to reread Jack and the book, page 37. Ask students to explain how they used punctuation to know how to group words together while reading.
- **I Do/We Do:** Review Sound Spelling cards for suffixes -ful and -ness. Review words in story: hope-ful/hopeful, end/endless. Then ask them to write these words 3x.
- Tell students that they will be reading words with the suffixes -ful and -ness.. Give students the following examples:
  - play/ful -playful
  - hand/ful -handful
  - spot/less -spotless
  - well/ness - wellness

- **We Do:** Display [Blend and Read 5.7](#). Have children read line 1. Ask how are these words alike? Different? What is the vowel pattern? Read Lines 2-4 chorally. Call on students in rapid manner to randomly read words from lines 1-4. Line 5 is a challenge row. Read these more difficult words chorally. Remain close by having students read the sentences. Then read them chorally.

### Blend and Read 5.7

## Blend and Read

- |   |   |          |          |          |          |
|---|---|----------|----------|----------|----------|
| 1 | cupful                                      | helpful  | painless | helpless | painful  |
| 2 | useful                                      | skillful | useless  | hopeful  | spotless |
| 3 | feel  | peek     | peeling  | poke     | poking   |
| 4 | redo  | refill   | unfit    | unpaid   | repay    |
| 5 | armful                                      | fearful  | careful  | fearless | careless |
| 6 | Dad is helpful as Jack begins to write.     |          |          |          |          |
| 7 | Gram began to make a potful of pie filling. |          |          |          |          |
| 8 | Jack has a graceless but playful cat.       |          |          |          |          |



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- **Assess:** Have students spell these words: wellness, sickness, handful, helpful

## 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 suffixes -ful and -ness. 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 write words that have -ful and -ness
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
- Review homophones.

### Center 1: Practicing Spelling and Reading

- Practice writing and sorting basic and challenge spelling words into short and long vowel lists. Then have them sort short and long vowels into two lists. [Wordlist #10](#).

Complete [Know It. Show It. p. 143 & p. 148](#)

- Play sorting game with words Two players use one collation of cards (from basic and challenge lists). Each layer takes a turn turning over a card, reads the card and then puts it into the consonants k, ck lists.
- Work with a partner to put words into a chart like the one below. Challenge students to write or create sentences with the words. Add words as needed.

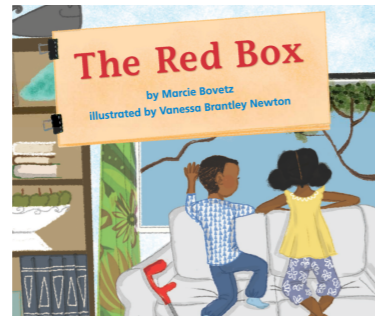
helpless	peaceful	frightful
mindful	painless	restless
hopeful	wishful	meatless

base word	suffix	new word

- Play review sorting game with long vowel words and HFW using [Word List 15](#). Two players use one collation of cards (from basic and challenge lists). Each player takes a turn turning over a card, reads the card and then puts it into different piles based on long vowel sound or other category chosen by teacher or student.
- Complete [Know It. Show It. p. 142 & 144](#)

## Center 2: Decodable Texts

- Reread decodable texts: [Jack and the Book](#) and [The Red Box](#)



- 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/sentences: fairness, dullness, softness, mindful, hurtful, restful
- 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 74: Phonics: suffixes -ful and -less (RF.2.3, RF.2.4), 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 distinguish suffixes -ful, less.
- I am learning how to use phonics knowledge to decode words.

### Success Criteria:

- I can use my knowledge of phonics to blend and decode initial blends with -ful and -less.
- I can correctly write dictated words.
- I can read decodable texts fluently.

## Part 1: Direct Instruction

- I Do: Model blending using the base word and suffixes -ful and -ness
- We Do: Have students read aloud chorally row 1. Ask how is the word kept different from the other words in row 1? How are the suffixes different? Then chorally read row 2. Then conduct rapid review and randomly call on students to read words you point to. Conclude by having students read the sentences.

hateful	blameless	wasteful
speechless	sleeveless	handful
pitiful	bodiless	fanciful

- Assess: We were wasteful and it left my mom speechless.

## 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 suffixes -ful and -ness. 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 write words that have -ful and -ness
- 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 Spelling and Reading

- Practice writing and sorting basic and challenge spelling words into short and long vowel lists. Then have them sort short and long vowels into two lists. [Wordlist #10](#).
- Complete [Know It. Show It. p. 143 & p. 148](#)
- Play sorting game with words Two players use one collation of cards (from basic and challenge lists). Each layer takes a turn turning over a card, reads the card and then puts it into the consonants k, ck lists.
- Work with a partner to put words into a chart like the one below. Challenge students to write or create sentences with the words. Add words as needed.

helpless	peaceful	frightful
mindful	painless	restless
hopeful	wishful	meatless

base word	suffix	new word

- Play review sorting game with long vowel words and HFW using [Word List 15](#). Two players use one collation of cards (from basic and challenge lists). Each player takes a turn turning over a card, reads the card and then puts it into different piles based on long vowel sound or other category chosen by teacher or student.
- Complete [Know It. Show It. p. 142 & 144](#)

### Center 2: Decodable Texts

- Reread decodable texts: [Jack and the Book](#) and [The Red Box](#)
- 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/sentence: Her kindness was useful during the visit.
- 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 75: Phonics: suffixes -ful and -less (RF.2.3, RF.2.4), 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 distinguish suffixes -ful, less.
- I am learning how to use phonics knowledge to decode words.

#### Success Criteria:

- I can use my knowledge of phonics to blend and decode initial blends with -ful and -less.
- I can correctly write dictated words.
- I can read decodable texts fluently.

## Part 1: Assessment

- Assess students' knowledge of suffixes -ful and -ness.
- 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: I can tell his sickness is very painful. I am hopeful that his weakness will go away soon.
- 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

### DICTATION SENTENCES

#### BASIC

1. **meet** Let's *meet* at two o'clock.
2. **meat** Mom cooked *meat*.
3. **week** A *week* has seven days.
4. **weak** I felt *weak* after being sick.
5. **mane** The horse has a black *mane*.
6. **main** Can you find the *main* idea?
7. **tail** The monkey hangs by its *tail*.
8. **tale** The *tale* has a happy ending.
9. **be** I will *be* in my room.
10. **bee** The *bee* is yellow and black.
11. **too** Is Carlos coming, *too*?
12. **two** Jon has *two* pets.

#### REVIEW

13. **child** A young person is a *child*.
14. **night** It is dark at *night*.
15. **high** How *high* can you jump?
16. **spy** He likes to *spy* on his sister.

#### CHALLENGE

17. **threw** Luisa *threw* the ball.
18. **through** We go *through* the door.

1. <u>meet</u>	10. _____
2. <u>meat</u>	11. _____
3. <u>week</u>	12. _____
4. <u>weak</u>	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 decodable texts: [Jack and the Book](#) and [The Red Box](#)
- Spend time during this period listening to students read the decodable texts. Support as needed.
- Record your findings.



**Lesson 76: Phonics: suffixes -y and -ly (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)**

**Learning Intentions:**

- I am learning the sound spellings for suffixes -y and -ly.
- I am learning how to distinguish suffixes -y and -ly.
- I am learning how to use phonics knowledge to decode words.

**Success Criteria:**

- I can use my knowledge of phonics to blend and decode initial blends with -y and -ly.
- I can correctly write dictated words.
- I can read decodable texts fluently.

**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
- **You Do:** Have students complete the chart. Review spelling patterns when needed.

base word	suffix	new word
short	ly	
glad	ly	
high	ly	
sleep	y	
might	y	
mess	y	

- 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 words with the suffixes -y and -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 write words that have -y and -ly
- 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: Spelling and Reading Practice

- Practice writing and sorting basic and challenge spelling words into short and long vowel lists. Then have them sort short and long vowels into two lists [Word List 16](#).
- Complete [Know It. Show It. p 150](#) [Know It. Show It. p 151](#) [Know It. Show It. P 152 & 153](#)
- Work with a partner to put words into a chart like the one below. Challenge students to write or create sentences with the words. Add words as needed. Review spelling changes caused by adding suffixes when needed.

safely	snowy	quickly	brightly
slowly	bumpy	tricky	nicely
deeply	classy	chilly	wisely

base word	suffix	new word

- Play sorting gamand HFW and words with -s and -es using [Word List 16](#). Two players use one collation of cards (from basic and challenge lists). Each player takes a turn turning over a card, reads the card and then puts it into different piles based on spellings -s or -es or other categories chosen by teacher or student.

### Center 2: Decodable Text

- Reread decodable texts: [What a Mess!](#)
- 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/sentences: slowly, gladly, badly, frosty
- 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 77: Phonics: suffixes -y and -ly (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for suffixes -y and -ly.
- I am learning how to distinguish suffixes -y and -ly.
- I am learning how to use phonics knowledge to decode words.

### Success Criteria:

- I can use my knowledge of phonics to blend and decode initial blends with -y and -ly.
- I can correctly write dictated words.
- I can read decodable texts fluently.

## Part 1: Direct Instruction

- **I Do/We Do:** Review suffixes -y and -ly. Model words and blending with the suffix at the end.

1 **Display** the cards as shown. Say the letters and sounds.



2 **Sweep** your hand below the letters in the first syllable. Point to each card as you blend the sounds: /n/ /ē/ /t/, neat. Repeat for the second syllable: /l/ /ē/, ly.



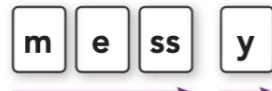
3 **Guide** children to blend the syllables and pronounce the word. Blend the word with me: /nēt/ /lē/, neatly. Discuss the meanings of neat, neatly.



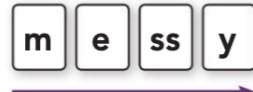
1 **Display** the cards as shown. Point out the suffix -y. Then say the letters and sounds.



2 **Sweep** your hand below the letters in the first syllable. Point to each card as you blend the sounds: /m/ /ē/ /s/, mess. Repeat for the second syllable: /ē/, -y.



3 **Guide** children to blend the syllables and pronounce the word. Blend the word with me: /mēs/ /ē/, messy. Discuss the meanings of mess, messy.



Then repeat with the cards for the words *tightly* and *rainy*.

- Have students read the words and sentences on the list below. Ask students to identify the base word. Use the word with the suffix in a sentence. Review meaning briefly.

stuffy      wildly      soapy      lively  
bravely      rainy      dusty      strongly

The men climbed slowly up the rocky cliff on a windy day.

Mom sang softly to the fussy baby, hoping that he might go to sleep quickly.

## 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 suffixes -y and -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 write words that have -y and -ly
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
- Review spelling changes to base word when adding suffixes -y and -ly and endings -s and -es.

### Center 1: Practicing Spelling and Reading

- Practice writing and sorting basic and challenge spelling words into short and long vowel lists. Then have them sort short and long vowels into two lists [Word List 16](#).
- Complete [Know It. Show It. p 150](#) [Know It. Show It. p 151](#) [Know It. Show It. P 152 & 153](#)

- Work with a partner to put words into a chart like the one below. Challenge students to write or create sentences with the words. Add words as needed. Review spelling changes caused by adding suffixes when needed.

safely	snowy	quickly	brightly
slowly	bumpy	tricky	nicely
deeply	classy	chilly	wisely

brainy	spicy	stiffly
finely	weekly	shaggy
happily	frightfully	helplessly

base word	suffix	new word

- Play sorting gamand HFW and words with -s and -es using [Word List 16](#). Two players use one collation of cards (from basic and challenge lists). Each player takes a turn turning over a card, reads the card and then puts it into different piles based on spellings -s or -es or other categories chosen by teacher or student.

### Center 2: Decodable Text

- Reread decodable texts: [What a Mess!](#)
- 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/sentences: slowly, gladly, badly, frosty
- 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 78: Phonics: suffixes -y and -ly (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)**

**Learning Intentions:**

- I am learning the sound spellings for suffixes -y and -ly.
- I am learning how to distinguish suffixes -y and -ly.
- I am learning how to use phonics knowledge to decode words.

**Success Criteria:**

- I can use my knowledge of phonics to blend and decode initial blends with -y and -ly.
- I can correctly write dictated words.
- I can read decodable texts fluently.

**Part 1: Direct Instruction**

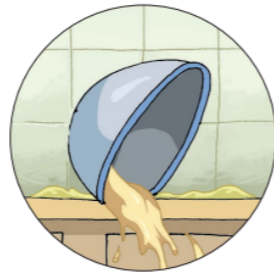
- **I Do:** Explain to students that when good readers read aloud they group words in ways that make sense. Good readers use punctuation that helps them determine which words they should group together. Open [What a Mess!](#) page 53 . Point out the punctuation marks. Remind students that an exclamation mark tells readers what is happening is exciting and the quotation marks show when someone is speaking. Ask students to follow along as you read page 53.
- **We Do:** Use choral reading to reread Jack and the book, page 53. Ask students to explain how they used punctuation to know how to group words together while reading.
- **I Do/We Do:** Review sound/spelling for suffixes -y and -ly. Review words in story: slow/slowly; luck/lucky. Then ask them to write these words 3x.
- Tell students that they will be reading words with the suffixes -y and -ly. Give students the following examples:
  - yuck/yucky
  - lump/lumpy
  - brisk/briskly
  - slow/slowly

- **We Do:** Display [Blend and Read 6.2](#) Have children read line 1. Ask how are these words alike? Different? What is the vowel pattern? Read Lines 2-4 chorally. Call on students in rapid manner to randomly read words from lines 1-4. Line 5 is a challenge row. Read these more difficult words chorally. Remain close by having students read the sentences. Then read them chorally.

### Blend and Read 6.2

## Blend and Read

- 1 picky lucky wisely sunny tasty quickly
- 2 lefty mostly rainy nicely breezy sleepy
- 3 bison bonus final focus silent siren
- 4 restful useful testing sitting thankful
- 5 lazily easily finally rapidly summery
- 6 Roxy will gladly eat a yummy meal.
- 7 Chuck mixed the lumpy, sticky cake mix.
- 8 Chuck, do you know any silly songs to sing?



- Assess: Have students spell these words: handy, sunny, quickly, mostly

## 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 suffixes -ful and -ness. 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 write words that have -y and -ly
- 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 Spelling and Reading

- Practice writing and sorting basic and challenge spelling words into short and long vowel lists. Then have them sort short and long vowels into two lists [Word List 16](#).
- Complete [Know It. Show It. p 150](#) [Know It. Show It. p 151](#) [Know It. Show It. P 152 & 153](#)

- Work with a partner to put words into a chart like the one below. Challenge students to write or create sentences with the words. Add words as needed. Review spelling changes caused by adding suffixes when needed.

safely	snowy	quickly	brightly
slowly	bumpy	tricky	nicely
deeply	classy	chilly	wisely

brainy	spicy	stiffly
finely	weekly	shaggy
happily	frightfully	helplessly

base word	suffix	new word

- Play sorting game and HFW and words with -s and -es using [Word List 16](#). Two players use one collation of cards (from basic and challenge lists). Each player takes a turn turning over a card, reads the card and then puts it into different piles based on spellings -s or -es or other categories chosen by teacher or student.

### Center 2: Decodable Text

- Reread decodable texts: [What a Mess!](#) & [The Contest](#)
- 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/sentences: He quickly brushes his teeth nightly.
- 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 79: Phonics: suffixes -y and -ly (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)**

**Learning Intentions:**

- I am learning the sound spellings for suffixes -y and -ly.
- I am learning how to distinguish suffixes -y and -ly.
- I am learning how to use phonics knowledge to decode words.

**Success Criteria:**

- I can use my knowledge of phonics to blend and decode initial blends with -y and -ly.
- I can correctly write dictated words.
- I can read decodable texts fluently.

**Part 1: Direct Instruction**

- I Do: Model blending using the base word and suffixes -y and -ly
- We Do: Have students read aloud chorally row 1. Ask how is the word kept different from the other words in row 1? How are the suffixes different? Then chorally read row 2. Then conduct rapid review and randomly call on students to read words you point to. Conclude by having students read the sentences.

baggy      closely      moldy      flaky  
easily      smoky      restlessly

"I have a scratchy throat and runny nose," Sam stated sadly.

The squeaky truck moved slowly over the bumpy road.

- Assess: We were wasteful and it left my mom speechless.

## 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 suffixes -ful and -ness. 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 write words that have -y and -ly.
- 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 Spelling and Reading

- Practice writing and sorting basic and challenge spelling words into short and long vowel lists. Then have them sort short and long vowels into two lists [Word List 16](#).
- Complete [Know It. Show It. p 150](#) [Know It. Show It. p 151](#)  
[Know It. Show It. P 152 & 153](#)

- Work with a partner to put words into a chart like the one below. Challenge students to write or create sentences with the words. Add words as needed. Review spelling changes caused by adding suffixes when needed.

safely	snowy	quickly	brightly
slowly	bumpy	tricky	nicely
deeply	classy	chilly	wisely

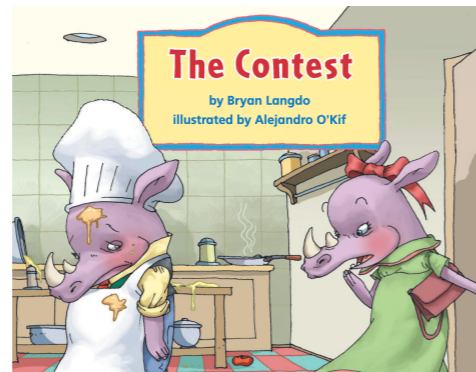
brainy	spicy	stiffly
finely	weekly	shaggy
happily	frightfully	helplessly

base word	suffix	new word

- Play sorting gamand HFW and words with -s and -es using [Word List 16](#). Two players use one collation of cards (from basic and challenge lists). Each player takes a turn turning over a card, reads the card and then puts it into different piles based on spellings -s or -es or other categories chosen by teacher or student.

### Center 2: Decodable Text

- Reread decodable texts: [What a Mess!](#) & [The Contest](#)
- 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/sentences: On a hot sunny day, I can quickly get a cold drink .
- 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 80: Phonics: suffixes -y and -ly (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)**

**Learning Intentions:**

- I am learning the sound spellings for suffixes -y and -ly.
- I am learning how to distinguish suffixes -y and -ly.
- I am learning how to use phonics knowledge to decode words.

**Success Criteria:**

- I can use my knowledge of phonics to blend and decode initial blends with -y and -ly.
- I can correctly write dictated words.
- I can read decodable texts fluently.

**Part 1: Assessment**

- Assess students' knowledge of suffixes -ly and -y.
- 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: I safely rode my bike on this rainy day. My sleepy brother moved so slowly.
- 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

**DICTATION SENTENCES**

**BASIC**

1. **hens** The *hens* are in the pen.
2. **eggs** There are *eggs* in the nest.
3. **ducks** The *ducks* swam in the lake.
4. **bikes** We rode our *bikes* today.
5. **boxes** What is in the *boxes*?
6. **wishes** Kim made two *wishes*.
7. **dresses** This store sells *dresses*.
8. **names** Their *names* are Bill and Li.
9. **bells** Dan heard the *bells* ringing.
10. **stamps** I put *stamps* on the letter.
11. **dishes** We ate from plastic *dishes*.
12. **grapes** *Grapes* grew on the vine.

**REVIEW**

13. **too** Is Carlos coming, *too*?
14. **two** Jon has *two* pets.
15. **tail** The monkey hangs by its *tail*.
16. **tale** The *tale* has a happy ending.

**CHALLENGE**

17. **stitches** The cut needs *stitches*.
18. **fences** The man fixed the *fences*.

1. <u>hens</u>	10. _____
2. <u>eggs</u>	11. _____
3. <u>ducks</u>	12. _____
4. <u>bikes</u>	13. _____
5. _____	14. _____
6. _____	15. _____
7. _____	16. _____

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

- Invite students to partner read decodable texts: [What a Mess!](#) & [The Contest](#)
- Spend time during this period listening to students read the decodable texts. Support as needed.
- Record your findings.

## Lesson 81: Phonics: prefix dis- (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for the prefix dis-.
- I am learning how to use phonics knowledge to decode words.
- I am learning to blend words with the prefix dis-.

### Success Criteria:

- I can use my knowledge of phonics to blend and decode words with the prefix dis-.
- I can correctly write dictated words.
- I can read decodable texts fluently.

## Part 1: Direct Instruction

- **I Do:** Tell students that they will be reading words with prefix dis. Prefixes have their own syllable. Tell students that the prefix dis- means “not” or “opposite of”. Listen: dis/obey - disobey; dis/agree - disagree. dis/able - disable.
- The prefix dis- means “not” or “opposite of”.“ Dislike means “not to like” or “the opposite of like” - *I dislike the taste of broccoli and hope I never have to eat it again.* Remind students of their work with the prefix un- in Lesson 45 that has a similar meaning: I am *unhappy* with dinner because I do not like broccoli.
- **We Do:** Write the base word and add the prefix dis- Have the students blend the word with you. Write the word *obey* and add the prefix dis-. Have the students blend the word with you - *disobey*. Review meaning.
  - Repeat with the words: disbelief, disable, dishonor
  - **You Do:** Have students complete the chart. Review spelling patterns when needed.

Prefix	Base Word	New Word
dis	belief	
dis	grace	
dis	locate	
dis	ability	

- **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 words with the prefix dis- and un-. 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 write words that have prefixes.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
- Review spellings for /c/ and /g/.

### Center 1: Practicing Spelling and Reading

- Practice writing and sorting basic and challenge spelling words into spelling patterns for c and g. [Word List 17](#)
- Complete [Know It. Show It. p161 & p 163](#) (Sounds for c and g)

- Complete [Know It. Show It. p162](#) [Know It. Show It. p 166 & 167](#) (Prefixes)
- Work with a partner to put words into a chart like the one below. Challenge students to write or create sentences with the words. Add words as needed.

dislodge	reclaim	dislike
unplaced	replace	displace
disuse	unused	displease

Prefix	Base Word	New Word

- Play review sorting game with vowel sounds and HFW using [Word List 17](#). Two players use one collation of cards (from basic and challenge lists). Each player takes a turn turning over a card, reads the card and then puts it into different piles based on long vowel sound or other category chosen by teacher or student.

### Center 2: Decodable Text

- Reread decodable texts: [The Big Day](#)
- 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/sentences: The girl may dislocate her arm if she falls down.
- 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 82: Phonics: prefix dis- (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)**

**Learning Intentions:**

- I am learning the sound spellings for the prefix dis-.
- I am learning how to use phonics knowledge to decode words.
- I am learning to blend words with the prefix dis-.

**Success Criteria:**

- I can use my knowledge of phonics to blend and decode words with the prefix dis-.
- I can correctly write dictated words.
- I can read decodable texts fluently.

**Part 1: Direct Instruction**

- **I Do/We Do:** Review prefix dis-. Model words and blending with the dis -

d i s ow n

d i s      ow n  
→                      →

d i s ow n  
→

- **You Do:** Have students read the words and sentences on the list below. Use the word with the in a sentence. Review meaning.

disease    dispatch    discuss    disrobe  
distaste    disused    disgrace    distrust

The sick child could not eat and looked at the food with disgust.

No one lived in the old house, and it fell into disuse.



## 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 dis- and un-. 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 write words that have prefixes.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
- Review spellings for /c/ and /g/.

### Center 1: Practicing Spelling and Reading

- Practice writing and sorting basic and challenge spelling words into spelling patterns for c and g. [Word List 17](#)

Complete [Know It. Show It. p161 & p 163](#) (Sounds for c and g)

- Complete [Know It. Show It. p162](#) [Know It. Show It. p 166 & 167](#) (Prefixes)
- Work with a partner to put words into a chart like the one below. Challenge students to write or create sentences with the words. Add words as needed.

dislodge	reclaim	disike
unplaced	replace	displace
disuse	unused	displease

Prefix	Base Word	New Word

- Play review sorting game with vowel sounds and HFW using [Word List 17](#). Two players use one collation of cards (from basic and challenge lists). Each player takes a turn turning over a card, reads the card and then puts it into different piles based on long vowel sound or other category chosen by teacher or student.

## Center 2: Decodable Text

- Reread decodable texts: [The Big Day](#)
- 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/sentences: dislike, disown, disappear, disinfect
- 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 83: Phonics: prefix dis- (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for the prefix dis-.
- I am learning how to use phonics knowledge to decode words.
- I am learning to blend words with the prefix dis-.

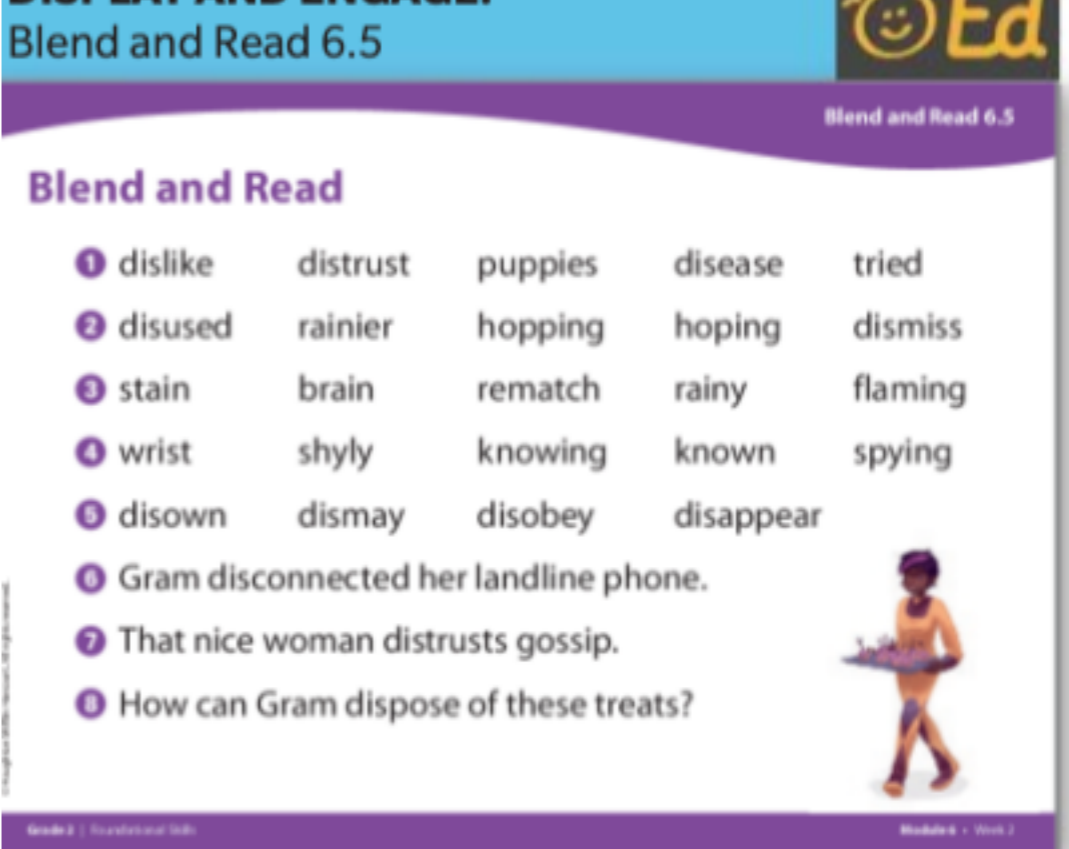
### Success Criteria:

- I can use my knowledge of phonics to blend and decode words with the prefix dis-.
- I can correctly write dictated words.
- I can read decodable texts fluently.

## Part 1: Direct Instruction

- **I Do:** Explain to students that when good readers read aloud they group words in ways that make sense. Good readers use punctuation that helps them determine which words they should group together. Open [The Big Day](#) to page 69. Point out the punctuation marks. Remind students that an exclamation mark tells readers what is happening is exciting and the quotation marks show when someone is speaking. Ask students to follow along as you read page 69.
- **We Do:** Use choral reading to reread Jack and the book, page 69. Ask students to explain how they used punctuation to know how to group words together while reading.
- **I Do/We Do:** Review Sound Spelling cards for prefixes dis-, re-, un-, c, and g. Review words found in shared text. Then ask them to write these words 3x.
- Tell students that they will be reading words with the prefixes and words that have the sounds /c/ and /g/. Give students the following examples:
  - dis/patch-dispatch
  - dis/use-disuse
  - gone
  - since

- **We Do:** Display [Blend and Read 6.5](#). Have children read line 1. Ask how are these words alike? Different? What is the vowel pattern? Read Lines 2-4 chorally. Call on students in rapid manner to randomly read words from lines 1-4. Line 5 is a challenge row. Read these more difficult words chorally. Remain close by having students read the sentences. Then read them chorally.



The image shows a worksheet titled "Blend and Read 6.5" with a purple header and a yellow "Ed" logo. The main title "Blend and Read" is in purple. The worksheet contains a list of words and sentences numbered 1 through 8. The words are arranged in five columns. The sentences are numbered 6, 7, and 8. A cartoon illustration of a girl carrying a tray of treats is on the right side. The footer includes "Grade 2 | Traditional Spelling" and "Module 6 | Unit 2".

Blend and Read 6.5				
<b>Blend and Read</b>				
1 dislike	distrust	puppies	disease	tried
2 disused	rainier	hopping	hoping	dismiss
3 stain	brain	rematch	rainy	flaming
4 wrist	shyly	knowing	known	spying
5 disown	dismay	disobey	disappear	
6 Gram disconnected her landline phone.				
7 That nice woman distrusts gossip.				
8 How can Gram dispose of these treats?				

- **Assess:** Have students spell these words: distrust, dislike, nice, brag

## 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 dis- and un-. 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 write words that have prefixes.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
- Review spellings for /c/ and /g/.

### Center 1: Practicing Spelling and Reading

- Practice writing and sorting basic and challenge spelling words into spelling patterns for c and g. [Word List 17](#)
- Complete [Know It. Show It. p161 & p 163](#) (Sounds for c and g)
- Complete [Know It. Show It. p162](#) [Know It. Show It. p 166 & 167](#) (Prefixes)

- Work with a partner to put words into a chart like the one below. Challenge students to write or create sentences with the words. Add words as needed.

dislodge	reclaim	dislike
unplaced	replace	displace
disuse	unused	displease

Prefix	Base Word	New Word

- Play review sorting game with vowel sounds and HFW using [Word List 17](#). Two players use one collation of cards (from basic and challenge lists). Each player takes a turn turning over a card, reads the card and then puts it into different piles based on long vowel sound or other category chosen by teacher or student.

## Center 2: Decodable Text

- Reread decodable texts: [The Big Day](#) [Rocky](#)
- 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/sentences: Miss Page distrusts her dog when he is around her cat.
- 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 84: Phonics: prefix dis- (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for the prefix dis-.
- I am learning how to use phonics knowledge to decode words.
- I am learning to blend words with the prefix dis-.

### Success Criteria:

- I can use my knowledge of phonics to blend and decode words with the prefix dis-.
- I can correctly write dictated words.
- I can read decodable texts fluently.

## Part 1: Direct Instruction

- I Do: Model blending using words below.
- We Do: Have students read aloud chorally row 1. Ask how is the word kept different from the other words in row 1? How are the endings different? Which words have c and g? Then chorally read row 2. Then conduct rapid review and randomly call on students to read words you point to. Conclude by having students read the sentences.

gape	gap	gaping	gapped
disliked	carry	carried	carrying
pried	prying	panting	planted

I wash my hands to disinfect them and stop diseases from spreading.  
Ingrid smiled and clapped when Mom displayed the cake.

- Assess: We will not be dishonest when talking to our mom.

## 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 dis- and un-. 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 write words that have prefixes.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
- Review spellings for /c/ and /g/.

### Center 1: Practicing Spelling and Reading

- Practice writing and sorting basic and challenge spelling words into spelling patterns for c and g. [Word List 17](#)
- Complete [Know It. Show It. p161 & p 163](#) (Sounds for c and g)
- Complete [Know It. Show It. p162](#) [Know It. Show It. p 166 & 167](#) (Prefixes)

- Work with a partner to put words into a chart like the one below. Challenge students to write or create sentences with the words. Add words as needed.

dislodge	reclaim	dislike
unplaced	replace	displace
disuse	unused	displease

Prefix	Base Word	New Word

- Play review sorting game with vowel sounds and HFW using [Word List 17](#). Two players use one collation of cards (from basic and challenge lists). Each player takes a turn turning over a card, reads the card and then puts it into different piles based on long vowel sound or other category chosen by teacher or student.

### Center 2: Decodable Text

- Reread decodable texts: [The Big Day](#) & [Rocky](#)
- 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/sentences: I hope we will not dislike our visit to the city.
- 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 85: Phonics: prefix dis- (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)**

**Learning Intentions:**

- I am learning the sound spellings for the prefix dis-.
- I am learning how to use phonics knowledge to decode words.
- I am learning to blend words with the prefix dis- and /c/ and /g/.

**Success Criteria:**

- I can use my knowledge of phonics to blend and decode words with the prefix dis-.
- I can correctly write dictated words.
- I can read decodable texts fluently.

**Part 1: Assessment**

- Assess students' knowledge of prefixes and /c/ and /g/.
- 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 disinfect our desks after lunch.
- 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

**DICTIONATION SENTENCES**

**BASIC**

1. **cot** Ben slept on a *cot*.
2. **face** Wash the jam off your *face*.
3. **goal** Ella scored a *goal*.
4. **gym** We exercise at the *gym*.
5. **nice** Carla has a *nice* cat.
6. **page** Turn the *page*.
7. **plug** Pull the *plug* to drain the tub.
8. **crash** Waves *crash* on the beach.
9. **gone** The cookies are all *gone*.
10. **brag** My big sister likes to *brag*.
11. **city** Many people live in the *city*.
12. **trace** I can *trace* my hand.

**REVIEW**

13. **stamps** I put *stamps* on the letter.
14. **dishes** We ate from plastic *dishes*.
15. **bells** Dan heard the *bells* ringing.
16. **dresses** This store sells *dresses*.

**CHALLENGE**

17. **circus** The *circus* is in town.
18. **once** I've been on a plane *once*.

1. <u>cot</u> _____	10. _____
2. <u>face</u> _____	11. _____
3. <u>goal</u> _____	12. _____
4. <u>gym</u> _____	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 decodable texts: [The Big Day](#) & [Rocky](#)
- Spend time during this period listening to students read the decodable texts. Support as needed.
- Record your findings.

## Lesson 86: Phonics: R Controlled vowel -ar (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for r controlled vowel -ar
- I am learning how to distinguish r controlled vowel - ar
- I am learning how to use phonics knowledge to decode words.

### Success Criteria:

- I can use my knowledge of phonics to blend and decode the r controlled vowel -ar.
- I can correctly write dictated words.
- I can read decodable texts fluently.

## Part 1: Direct Instruction

- **I Do:** Model for students how you write and say the ar sound. Tell students that the /r/ in many words changes the vowel sound. Model writing the letter and saying the sound. **Display the letter ar card.** Say, “card is spelled c-a-r-d, but the ‘r’ controls the vowel and we mostly hear the vowel sound. We mostly hear the r sound. Say that with me - card. We mostly hear the r.



- Show students the word card. Tell students that the /ar/ makes the /r/ sound because the r controls the vowel sound. Say and spell cart.

c ar t

c ar t  
→

c ar t  
→

- **We Do:** Write the word carpet and point to the /ar/. Blend the word. Practice with these words:
  - shark
  - smart
  - dart
  - market

- **You Do:** Point to words from this list and have students locate and read words with the r-controlled vowel. What do they notice is different about the other words?

ate	art	shack	shark
barn	yarn	Mars	march
spark	state	start	scarf

- **Assess:** Have students sort and read 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 words with r-controlled ar. 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 write words that have r-controlled vowel ar.
- 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: Reading and Spelling Practice

- Practice writing and sorting basic and challenge spelling words into categories. Then have them read the words on their lists. [Word List 18](#).
- Play sorting game with words Two players use one collation of cards (from basic and challenge lists). Each layer takes a turn turning over a card, reads the card and then puts it into spelling patterns.
- Complete throughout the week: [Know It. Know It. p. 171 - 174](#)

### Center 2: Decodable Text

- Reread decodable text: [We Make Art](#)
- 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 sentences: What time does Art class start? Do sharks like warm water?
- 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 87: Phonics: R Controlled vowel -ar (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)**

**Learning Intentions:**

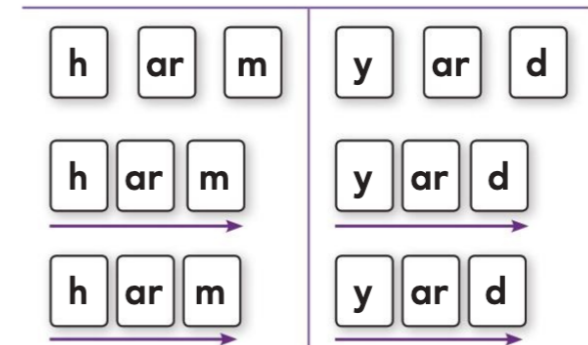
- I am learning the sound spellings for r controlled vowel -ar
- I am learning how to distinguish r controlled vowel - ar
- I am learning how to use phonics knowledge to decode words.

**Success Criteria:**

- I can use my knowledge of phonics to blend and decode the r controlled vowel -ar.
- I can correctly write dictated words.
- I can read decodable texts fluently.

**Part 1: Direct Instruction**

- **I Do/We Do:** Review r-controlled vowel ar. Model writing the letters and saying the sounds and have students write the letters and say the sounds: harm, yard



- Have students read the words and sentences on the list:

card    discard    notecard    cardstock  
sharply    sharper    restart    recharge  
radar    party    backyard    carpet

arch    snarl    arm    jar  
smart    dart    charm    chart

Miss Lark pushed the shopping cart at the market.

Martin woke up with a start when his alarm clock rang.

How are the words alike? What is the r doing to the vowel sound for the words in row one? Row two? Note words without ar. Read sentences.

- Conduct a rapid review. Randomly point to words and have students blend and say.

## 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 r-controlled vowel ar. 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 write words that have r-controlled vowel ar.
- 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: Reading and Spelling Practice

- Practice writing and sorting basic and challenge spelling words into categories. Then have them read the words on their lists.[Word List 18](#).
- Play sorting game with words Two players use one collation of cards (from basic and challenge lists). Each layer takes a turn turning over a card, reads the card and then puts it into spelling patterns.
- Complete throughout the week: [Know It. Know It. p. 171 - 174](#)

### Center 2: Decodable Text

- Reread decodable text: [We Make Art](#)
- 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 this sentence: Mother asked Bell if she felt sick.
- 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 88: Phonics: R Controlled vowel -ar (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)**

**Learning Intentions:**

- I am learning the sound spellings for r controlled vowel -ar
- I am learning how to distinguish r controlled vowel - ar
- I am learning how sound spellings for endings -ed and -ing.
- I am learning how to use phonics knowledge to decode words.

**Success Criteria:**

- I can use my knowledge of phonics to blend and decode the r controlled vowel -ar.
- I can use my knowledge of phonics to blend and decode words with -ed and -ing.
- I can correctly write dictated words.
- I can read decodable texts fluently.

**Part 1: Direct Instruction**

- **I Do:** Explain to students that when good readers read aloud they group words in ways that make sense. Good readers use punctuation that helps them determine which words they should group together. Open *We Make Art* to page 84. Point out the punctuation marks. Remind students that a comma tells readers to take a short pause. Periods at the end of sentences require readers to take a longer pause and question marks show a question is being asked. Ask students to follow along as you read page 84-85.
- **We Do:** Use choral reading to reread *We Make Art*, page 85. Ask students to explain how they used punctuation to know how to group words together while reading.
- **I Do/We Do:** Review Sound Spelling for ar. Show the card, read the word, and say the sound. Then have children do this. Last, ask students to write the consonant blend as they say the sound. Then ask them to write the key words: art, large, park. Have them do this 3x.
- Tell students that they will be reading words with ar and also words with ending -ed and -ing. Tell students when saying words with these endings, we just add the ending to the base word. Model with
  - paint/painting
  - fill/filled
  - stitch/stitched

- **We Do:** Display [-ed, -ing 6.8](#) Have children review examples on card and within text, We Make Art.

**DISPLAY AND ENGAGE:**  
 Generative Vocabulary 6.8

Ed

Generative Vocabulary 6.8

### Inflections -ed, -ing

The endings **-ed** and **-ing** can be added to the end of **verbs** to tell when something happens. The **-ed** ending shows that an action happened in the past. The **-ing** ending may mean that the action is happening or will happen.



slither + ed = **slithered**  
 slither + ing = **slithering**

#### Examples

- 1 past = sun **shimmered**  
 present = sun is **shimmering**  
 future = sun will be **shimmering**
- 2 past = fish **glided**  
 present = fish is **gliding**  
 future = fish will be **gliding**
- 3 past = frog **hopped**  
 present = frog is **hopping**  
 future = frog will be **hopping**

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- Assess: Have students spell these words from We Make Art: sleeping, painting, filled, planned

## 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 r-controlled ar. 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 write words that have r-controlled ar.
- 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: Reading and Spelling Practice

- Practice writing and sorting basic and challenge spelling words into categories. Then have them read the words on their lists. [Word List 18](#).
- Play sorting game with words Two players use one collation of cards (from basic and challenge lists). Each layer takes a turn turning over a card, reads the card and then puts it into spelling patterns.
- Complete throughout the week: [Know It. Know It. p. 171 - 174](#)
- Complete [Know It. Show It. p177 - Inflections -ed, -ing](#)

## Center 2: Decodable Text

- Reread decodable text: [We Make Art](#) and [Colorful Cat](#)
- 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: The smart woman is spinning yarn to make a scarf.
- 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 89: Phonics: R Controlled vowel -ar (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for r controlled vowel -ar
- I am learning how to distinguish r controlled vowel - ar
- I am learning how sound spellings for endings -ed and -ing.
- I am learning how to use phonics knowledge to decode words.

### Success Criteria:

- I can use my knowledge of phonics to blend and decode the r controlled vowel -ar.
- I can use my knowledge of phonics to blend and decode words with -ed and -ing.
- I can correctly write dictated words.
- I can read decodable texts fluently.



## Part 1: Direct Instruction

- I Do: Model blending using the word, varnish. Use letter cards and model how you blend the word and then say the word. Remind students that they can listen for sounds in different parts of the word.



- We Do: Show students [Blend and Read 6.7](#). Have students read aloud chorally row 1. Ask how is the word kept different from the other words in row 1? How is the vowel sound different? Then chorally read row 2. Then conduct rapid review and randomly call on students to read words you point to. Conclude by having students read the sentences.

**Blend and Read**

1 bark cart restart carton marked  
2 target arm tar charm sharpen  
3 tight feat white rightly mighty  
4 pilot final silent recent tidy  
5 sparkle lark pardon tarp article  
6 I started my painting with a dark color.  
7 You can make art from warm, dark clay.  
8 The man cut the stone with a sharp tip.

- Assess: Dictate these words: garden, artist, carpet, sharp

## 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 r-controlled ar. 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 write words that have r-controlled ar.
- 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: Reading and Spelling Practice

- Practice writing and sorting basic and challenge spelling words into categories. Then have them read the words on their lists. [Word List 18](#).
- Play sorting game with words Two players use one collation of cards (from basic and challenge lists). Each player takes a turn turning over a card, reads the card and then puts it into spelling patterns.
- Complete throughout the week: [Know It. Know It. p. 171 - 174](#)
- Complete [Know It. Show It. p177 - Inflections -ed, -ing](#)
- Complete Phonics Review [Know It. Show It. p 176](#)

### Center 2: Decodable Text

- Reread decodable text: [We Make Art](#) and [Colorful Cat](#)
- 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: parked, parking
- Dictate this sentence: Barb marked the date of the party on her calendar.
- 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 90: Phonics: R Controlled vowel -ar (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

#### Learning Intentions:

- I am learning the sound spellings for r controlled vowel -ar
- I am learning how to distinguish r controlled vowel - ar
- I am learning how to use phonics knowledge to decode words.

#### Success Criteria:

- I can use my knowledge of phonics to blend and decode the r controlled vowel -ar.
- 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
- Dictation Task: You can make art from warm dark clay.
- 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

### DICTIONATION SENTENCES

#### BASIC

1. **car** Pat drives a red *car*.
2. **dark** It is *dark* at night.
3. **card** I made a word *card*.
4. **star** The *star* is in the night sky.
5. **park** We play at the *park*.
6. **yard** Our *yard* has grass.
7. **party** Come to the *party*!
8. **hard** A rock is very *hard*.
9. **smart** *Smart* students study hard.
10. **start** When does the game *start*?
11. **part** He gave me *part* of the pie.
12. **spark** A *spark* started the fire.

#### REVIEW

13. **city** Many people live in the *city*.
14. **crash** Waves *crash* on the beach.
15. **goal** Ella scored a *goal*.
16. **gym** We exercise at the *gym*.

#### CHALLENGE

17. **sparkle** The jewels *sparkle*.
18. **partner** Will you be my *partner*?

1. <u>car</u> _____	10. _____
2. <u>dark</u> _____	11. _____
3. <u>card</u> _____	12. _____
4. <u>star</u> _____	13. _____
5. _____	14. _____
6. _____	15. _____
7. _____	16. _____

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

- Invite students to partner read decodable texts: *We Mark Art and Colorful Cat*
- Spend time during this period listening to students read the decodable texts. Support as needed.
- Record your findings.