



Foundational Skills



Whole Group
Teacher Guide

Grade 2
Module 1



Foundational Skills
Whole Group Teacher Guide
Grade 2 Module 1



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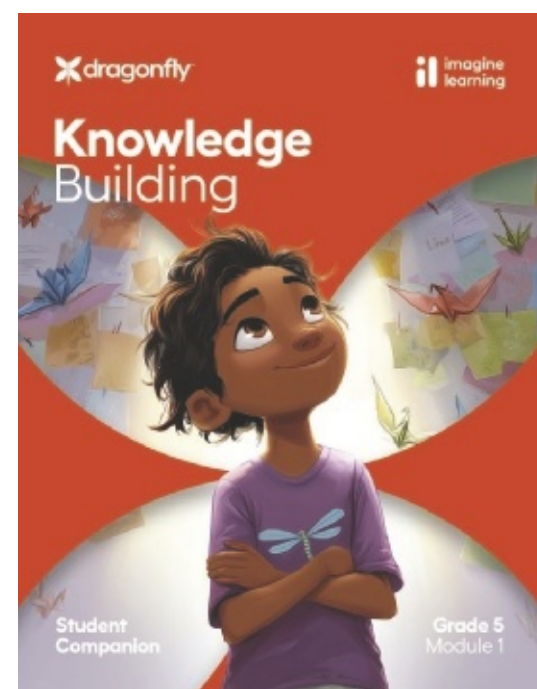
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Welcome to Dragonfly

Grounded in the science of reading, knowledge-rich content, and immersive storytelling, *Dragonfly* turns K–5 classrooms into launchpads of imagination and exploration. It supports every teacher with an engaging framework that makes the knowledge-building literacy model approachable and intuitive to use. Compelling texts and playful media spark student curiosity, balancing rigor with whole-child learning, and inspire deep thinking and a lifelong love of literacy.

With *Dragonfly*, learning is transformed by fostering collaboration, confidence, and joy, ensuring every student is equipped with the literacy and life skills to thrive beyond the classroom.

Lift Off with Literacy



Dragonfly Empowers and Supports Every Teacher

Teacher-Friendly Design with Built-In Professional Learning

Embedded media models best-practice instruction and supports skill building.

Clear, Consistent Structure with Every Lesson

The knowledge-building program uses an Ignite, Apply, Connect, and Reflect model to help streamline prep and bring confidence and consistency to classroom instruction.

Built for the Flow of the School Day

Lessons fit naturally into classroom routines with transparent learning goals, efficient use of time, and embedded tools for ongoing data collection.

Deep Literacy Development, Every Day

Dragonfly builds both foundational skills and rich content knowledge through comprehensive coverage of all K–5 literacy standards, including reading, writing, speaking, listening, and language standards.



Writing Made Easy for Teachers

Integrated writing instruction is built into lessons, with clear modeling, scaffolded supports, and ready-to-use resources that simplify planning.

Grounded in What Works

Instruction is fully aligned with the science of reading and current research on effective literacy instruction.



**Ignite Curiosity. Dragonfly
Nurtures Student Wonder.**



Original Media That Sparks Imagination

Custom-created features captivate students and draw them into deeper exploration.

Whole-Child Engagement Through Multi-Modal Learning

Dynamic tools bring concepts to life and support diverse learners.

Real-World Tasks with Student Voice and Choice

Authentic performance tasks encourage ownership and creativity while offering meaningful ways to demonstrate mastery.

Engaging Texts That Fuel Wonder

Carefully curated authentic literature and nonfiction texts build essential knowledge while inspiring curiosity about the world.

Designed for Today's Learners

A vibrant, student-friendly platform with colorful materials and relatable characters meets the needs of multimedia-savvy kids.





Transform Learning. Built for Lifelong Literacy.

Brings the Science of Reading to Life

Dragonfly turns research into classroom-ready practice, making evidence-based literacy instruction actionable and effective.

Nurtures Development

Integrated opportunities for reflection, collaboration, and empathy help students grow as thoughtful learners and engaged citizens.

Knowledge That Connects Across Disciplines

Rich, real-world content bridges subject areas and invites students to explore, discover, and build common ground through compelling texts.

Flexible Delivery Responsive to Classroom Needs

Whether digital, print, or a blend of both, *Dragonfly* gives teachers the freedom to adapt instruction to what works best.

Ongoing Professional Learning, Every Step of the Way

Built-in supports, media models, and coaching resources ensure teachers feel confident and connected.





Knowledge-Rich Literacy Grounded in the Science of Reading

Where Knowledge and Skills Come Together for Lasting Literacy

Dragonfly puts the science of reading into action, combining content-rich **knowledge-building instruction** with explicit foundational skills to support every aspect of skilled reading.

Language Comprehension

At the heart of *Dragonfly* is the understanding that comprehension begins with knowledge. Each unit immerses students in high-interest topics across science, social studies, and literature. As they read, write, and discuss, students strengthen the cognitive tools needed for deep understanding. *Dragonfly* strengthens language comprehension by developing:

- Background knowledge** through science- and content-aligned units.
- Vocabulary** in context through rich, complex texts.
- Verbal reasoning** through text-based discussions.
- Literacy knowledge** through exposure to a variety of genres and text types.
- Language structures** through frequent speaking and writing.

Word Recognition

Dragonfly supports explicit, systematic skill instruction. Daily foundational lessons provide clear, research-aligned instruction in the mechanics of reading. Students build mastery in:

- Phonological Awareness** through engaging media and manipulatives.
- Decoding (and Spelling)** through practice using custom-made decodables.
- Sight Recognition** through automatic word recognition strategies.

Why Dragonfly Works

- Fully aligned to the **science of reading**
- Connects **knowledge-building** with skills practice — not skills in isolation
- Integrates **vocabulary and comprehension** from day one
- Emphasizes **fluency, decoding, and background knowledge** equally
- Provides meaningful **reading, writing, and discussion** opportunities



Increasingly Strategic



Skilled Reading

Dragonfly ensures students aren't just learning how to read — they're learning how to **think, communicate, and understand the world through reading.**

Increasingly Automatic



See It in Action



K-2

Foundational Skills Program

A Flight Plan to Reading Comprehension

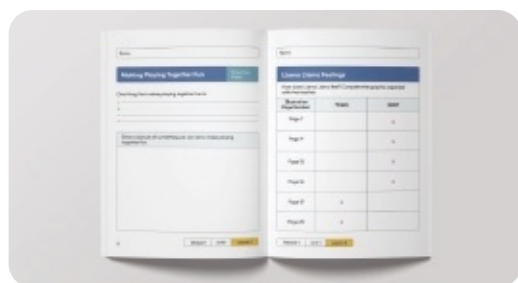
Dragonfly's Foundational Skills seamlessly integrate Dr. Ehri's four consolidated phases of reading and writing, using benchmark assessments at the beginning, middle, and end of the year to inform personalized student groupings. *Dragonfly* delivers:

- Whole-Group Instruction: engaging, on-grade-level lessons for all students
- Small-Group Differentiation: targeted, data-driven instruction tailored to each student's needs

Through explicit, systematic instruction, students will build essential foundational skills — phonemic awareness, phonics, decoding, encoding, and fluency. Repeated reading, decodable texts, and proven strategies build word recognition, boosting fluency and comprehension while empowering educators and guiding every child to become a confident reader.

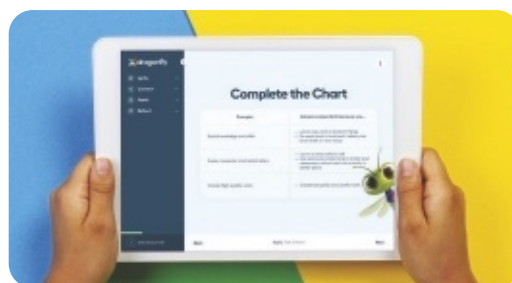


Student Components



Student Companion

The Student Companion is an all-in-one resource that provides learners with the opportunity to complete activities in a meaningful way, whether as a whole group, in small groups, or independently.



Student Digital Course

The Student Digital Course is packed with digital tools and interactive media. Whether learning as a class or in a small group, there's something exciting to explore at every turn.



Student Decodables

A vibrant set of decodable readers — built just for the program and packed with practice words and exciting stories — sparks curiosity, builds confidence, and makes reading an adventure.



Teacher Components

Teacher Guide — Whole-Group Instruction

The Teacher Guide is packed with clear, step-by-step lessons for reading and writing, the Whole Group Teacher Guide offers everything teachers need for powerful instruction.

Teacher Guide — Small-Group Instruction

The Small Group Teacher Guide provides targeted lessons to meet students where they are. With easy-to-follow plans for skill building, fluency, and comprehension, it's perfect for instruction and giving every learner the support they need to grow.

Teacher Digital Course

Resources to support the Student Digital Course include assessments and data tools.



Manipulatives

These resources are not only visually appealing but also purposefully designed to engage students and support their growth at every step of the learning process.

Our manipulatives include:

- Letter-Sound Cards
- Phoneme Cards
- Articulation Cards
- High-Frequency Word Cards
- Handwriting Practice Pages



Buzz into the Future of Reading with Dragonfly Digital

Dragonfly's digital platform empowers educators with a modern literacy curriculum designed for today's K–5 classrooms. With intuitive tools and built-in customization features, *Dragonfly* engages students through interactive, tailored learning experiences. Whether teaching whole-group or assigning individualized activities, educators can meet diverse needs — all from an easy-to-use, teacher-friendly interface.





See It in Action



Why Educators and Students Love Dragonfly Digital

Student-Centered Engagement

Digital activities are designed to capture young learners' attention with engaging dynamic media, interactives, and response tools.

Flexible Instructional Paths

Every lesson presentation includes multiple teaching options for whole-group, small-group, and individualized instruction, allowing educators to personalize learning experiences in real time.

At-Your-Fingertips Support

Teacher materials are chunked and placed at point of use, eliminating the need to search or prep in advance.

Build Your Own Library

Upload custom texts, images, and lessons into your personal library to reuse or share with your team.

Streamlined Assignments

Easily assign digital student work — all within the platform.

Assessment Made Simple

Track student progress with built-in tools for quick assessment and real-time data collection — informing instruction without the paperwork.

Simplify Your Day

Dragonfly is designed with teachers in mind — saving time while enhancing impact.

Engaging Media That Brings Learning to Life

Dragonfly’s program is enhanced by dynamic media that transforms instruction, making content come alive for students. Whether in Knowledge Building or Foundational Skills, our diverse range of media is seamlessly integrated to captivate learners, deepen understanding, and provide multimodal interactivity.

Dragonfly features exciting media types such as:



Foundational Skills

Sound Safari

It's a wild way to build strong phonemic awareness.



Foundational Skills

Face Time

Phonemes have never been this fun!



Knowledge Building

Discovery Point

Spark curiosity and deepen real-world connection.



Foundational Skills + Knowledge Building

Hands On!

These media items use a first-person perspective to guide kids through simple tasks, manipulatives, writing, and letter formation.





See It in Action



Knowledge Building

Class Clues

Engaging videos introduce and address common classroom pain points.



Foundational Skills

Bug Beats

Catchy, easy-to-follow songs are perfect for guiding students through skill shifts and exiting lessons.



Knowledge Building

Voyages

Unlock the world of learning with these engaging explainer videos.



Knowledge Building

WingsTV

These fun, short videos help students join discussions, share ideas with evidence, and learn academic words.



Data-Driven Assessment: Taking Student Success to the Skies

Assessment in *Dragonfly* is more than just a checkpoint — it’s a tool for growth. Our comprehensive approach combines diagnostic, formative, and summative assessments, empowering educators with insights and giving students multiple and diverse opportunities to demonstrate their learning.

A Smart Framework for Success

I+ A Screener (K–3)

Identifies early signs of reading challenges, including dyslexia.

I+ A Diagnostic

Targets specific learning needs and provides Lexile measures.

Benchmark Assessments

Guide grouping for skills instruction based on key literacy indicators at intervals throughout the year.

Embedded Formative Assessments

Help tailor instruction in real time.

Mid- and End-of-Unit Assessments

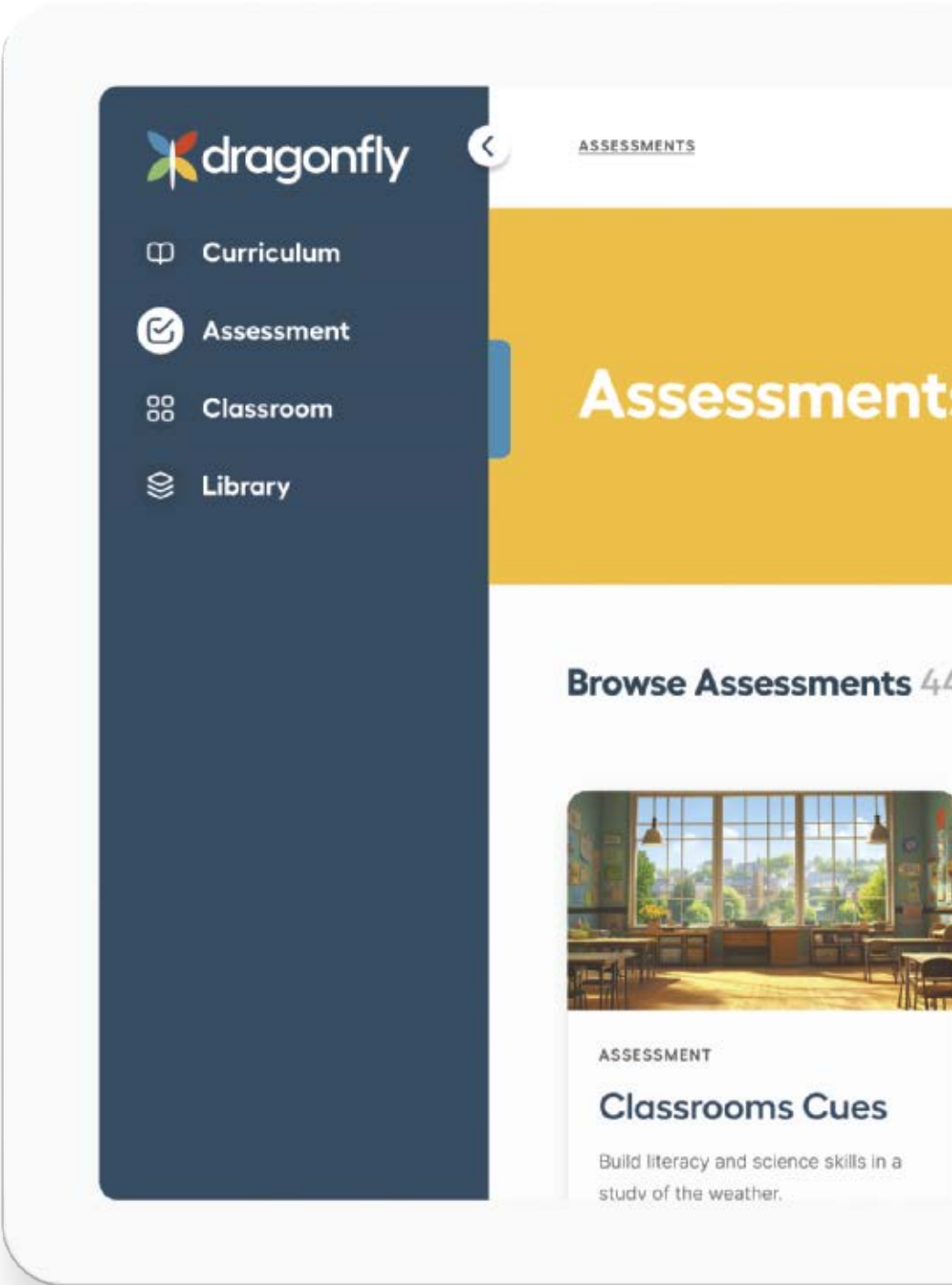
Measure content mastery, reading, and writing skills across genres.

Skills Checks (K–2)

Evaluate decoding, encoding, and foundational literacy skills.

State Test Preparation (3–5)

Provides practice for high-stakes testing with year-round assessments that mirror state testing.



See It in Action



Why Dragonfly Assessments?

Aligned to Standards

Supports consistent, grade-level learning.

Connected to Instruction

Reinforces key topics and genres in meaningful, engaging ways.

Predictable Structure and Frequency

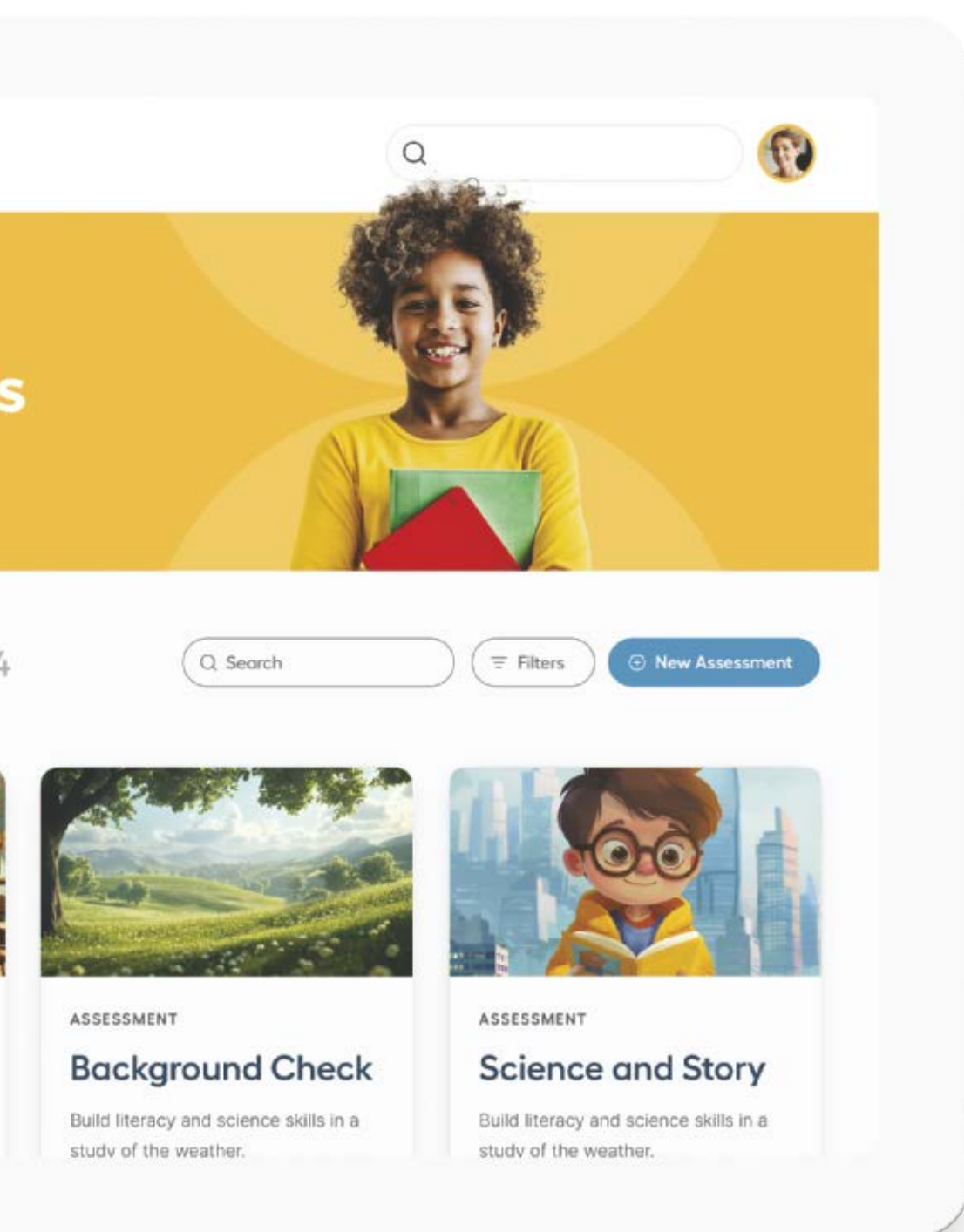
Supports both teachers and students.

Increasing Rigor over Time

Builds student mastery gradually.

Varied Item Types

Engages multiple learning modalities.



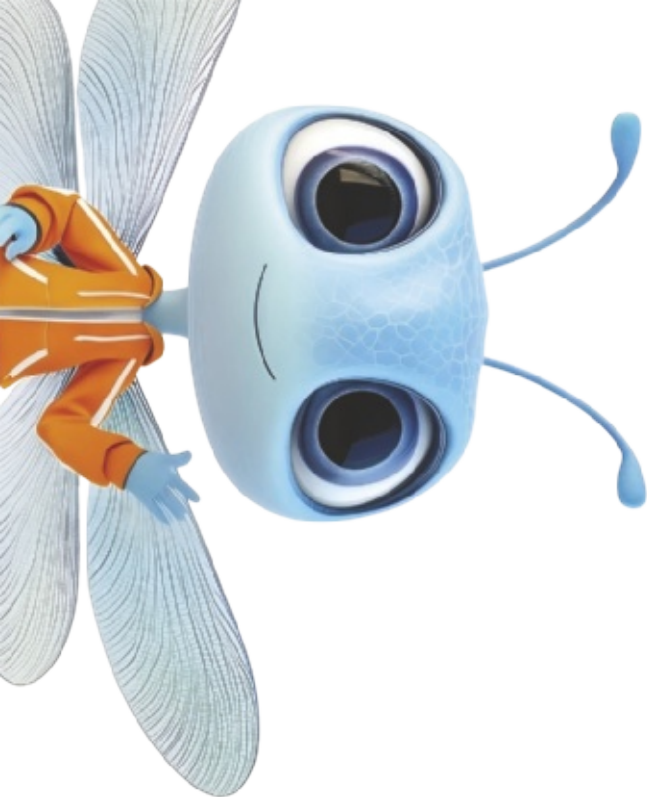


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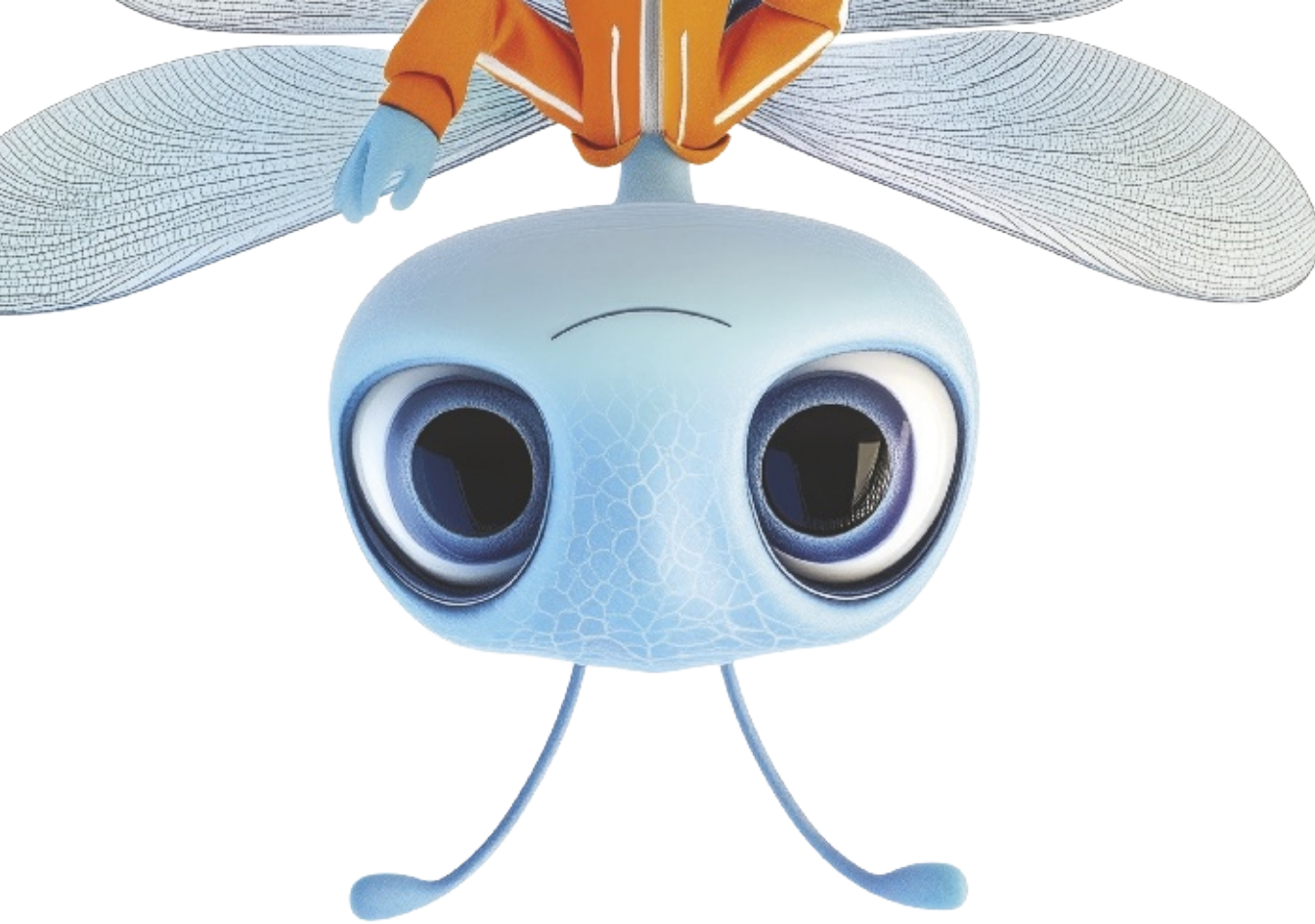
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CCSS Standards

Grade 2 228



Module 1

Module Description

Grade 2 Module 1 builds on first-grade foundations and introduces instructional structures that support increasingly complex word analysis. Across the first five cycles, students revisit key phonics concepts—including closed, open, VCe, and vowel team syllables. They deepen their understanding of vowels and vowel teams and study a variety of new spelling rules for long vowel sounds.

After reviewing essential skills and setting a strong classroom community in Cycle 1, students begin a consistent instructional flow in Cycle 2. Each week introduces a new phonics concept supported by routines for decoding, encoding, word analysis, morphology, high-frequency word instruction, and fluency practice. Morphology lessons begin with contractions and shift to affixes, helping students see how word parts change meaning and usage. Instructional routines build confidence and fluency as students apply phonics knowledge to read, write, and analyze increasingly complex words.

Module-at-a-Glance

Cycle 1

Concept Review

Closed, Open, and VCe Syllable Types in One- and Two-Syllable Words

Decodable Book

At the Book Fair with Shree

Morphology

Contractions, Prefixes, and Suffixes

Cycle 2

Concept Review

Y as /ē/

Concept Introduced

Y as a Vowel; y as /ī/, /ī/, /ē/; -ey as /ē/, /ā/

High-Frequency Words

sit, why, pull, call

Decodable Book

Can I Try?

Morphology

Contractions: not

Cycle 3

Concept Review

Vowel Teams: ay as /ā/, ow as /ō/, oo as /ū/, oo as /ō/

Concept Introduced

Spelling Rules: ay and ai as /ā/

High-Frequency Words

day, sing, before, been

Decodable Book

On Our Way to School One Day

Morphology

Contractions: will

Skills Check

Cycle 4

Concept Review

ey as /ē/, ey as /ā/

Concept Introduced

Spelling Rules: ea, ee, and y as /ē/

High-Frequency Words

first, tell, always, your

Decodable Book

Reading with a Buddy

Morphology

Contractions: are

Cycle 5

Concept Review

igh as /ī/, ie as /ī/, ie as /ē/

Concept Introduced

Spelling Rules: ie, igh, and y as /ī/

High-Frequency Words

wish, off, around, because

Decodable Book

A Mighty Team

Morphology

Suffixes: -s /s/ /z/, -es /iz/

Skills Check

Instructional Focus

Concept Review

Closed, Open, and VCe Syllable Types in One- and Two-Syllable Words

Cycle Description

Grade 2 Cycle 1 launches the year with a joyful review of essential first-grade skills, reinforcing students’ knowledge of closed, open, and VCe syllable types. Through interactive routines, students clap syllables, decode one- and two-syllable words, and revisit foundational decoding strategies. This cycle also reintroduces morphology—first explored at the end of Grade 1—helping students recognize common prefixes, suffixes, and contractions. Each lesson begins with a letter from Grace, a fictional former student whose messages build excitement, set the tone for learning, and foster connection and community. Consistent instructional routines build confidence and establish a strong rhythm for literacy growth.

Instructional Routines Introduced in This Cycle

- Letter-Sound Chant (Lesson 4)
- Decoding: Reading with Comprehension (Lesson 3)
- Encoding: Words (Lesson 4)
- Morphology (Lesson 5)

Decodable Book

At the Book Fair with Shree



Morphology

contractions,
prefixes,
and suffixes

Cycle Lessons

LESSON 1	Closed, Open, and VCe Syllable Types (Part 1)	4
LESSON 2	Closed, Open, and VCe Syllable Types (Part 2)	10
LESSON 3	Reading the Printed Word	18
LESSON 4	Writing Words with Closed, Open, and VCe Syllable Types	24
LESSON 5	Morphology	31

Key



Closed, Open, and VCe Syllable Types (Part 1)



Learning Targets

- I can listen and read along, following the features of print.
- I can repeat and follow the directions of a classmate.
- I can listen to a word and clap its syllables.
- I can identify closed, open, and VCe syllable types.



Prepare in Advance

Teacher

- Letter from Grace #1 (optional digital PDF)



Standards

Application

RF.2.3.A, SL.2.1.A, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.3



Agenda

Opening (9 minutes)

- Learning Targets
- Letter from Grace #1
- Transition Song

Work Time (9 minutes)

- Learning Targets
- Closed, Open, and VCe Syllable Type Review (Part 1)

Reflect (2 minutes)

- Today I Learned
- Transition to Small Group



Total Lesson Time

20 minutes

Opening



Suggested Pacing: 9 minutes

Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

SAY Learning targets are our goals for each lesson. They help each of us understand what we need to accomplish or learn during our lesson. We will review our learning targets each day at the start of the lesson and reflect on them at the end of each lesson.

- **Learning Target #1:** I can listen and read along, following the features of print.
- **Learning Target #2:** I can repeat and follow the directions of a classmate.

Application SL.2.1.A, SL.2.3



Learning Targets

1. **I can listen and read along, following the features of print.**
2. **I can repeat and follow the directions of a classmate.**

Letter from Grace #1

Hello, new second graders!

My name is Grace, and, not long ago, I was in this very classroom. I can remember it like it was yesterday. Second grade is a blast, and you are about to begin a new adventure.

I still remember so much from that year. My favorite time of the day was reading time. We learned all about different types of books, and we wrote in writing companions. We even became master spellers by learning about word parts and word meanings. It was like unlocking secret codes.

You will get to all of that. But something that feels even more important about second grade is being able to meet new friends. I met my friend Kian in second grade, and we are best friends to this day. So my challenge for you is to be brave and say hi to someone new today. They may need a new friend, and you might be just the right person.

Have fun! Second grade is going to be a delight.

Your friend,
Grace

1. Introduce students to the letter from Grace.

SAY A former student named Grace has left us a series of letters to read as we launch our work in second grade. She has shared all types of tips and ideas about second grade in her letters, and I am excited for you to see what she has to say.

2. Read the letter aloud without interruption, modeling fluency.

3. Introduce the game Move and Groove.

SAY In the letter from Grace, she challenges us to be brave and meet new people. We will play a quick game called Move and Groove. You will say hello and then say your name. Then, you will pick a fun celebration move for your classmates to copy. We will repeat your name and do your celebration move.

SAY You can choose your own celebration move. It could be a fun dance move, a big round of applause, fireworks where we let out a big clap and wiggle our fingers like a firework, or even a movement like a hop or a spin. The choice is yours.

4. Pick a student volunteer to model a round of Move and Groove. For this example, we use the name *Charlie*.

SAY Step into the middle and introduce yourself. (*My name is Charlie.*)

ASK What celebration movement would you like to see? (*I would like the group to spin in a circle.*)

SAY Now we all say, “Hi, Charlie!” and give a spin.

SAY Let’s start from the top and put it all together. (*My name is Charlie, and I would like the group to spin in a circle.*)

SAY All together, “Hi, Charlie!” and give a spin. (*Hi, Charlie!*)

5. Repeat these steps with each student in the class.

6. Wrap up the instructional routine.

SAY I’m so glad we were able to be brave and meet new friends today. Grace gave us such a good idea. I can’t wait to see what tomorrow’s letter will bring.

Application RF.2.3.A, L.2.3

Transition Song

Gather students as a whole group and sing the suggested transition song.

SAY Let’s sing our transition song as we prepare for the next part of our lesson.



Work Time



Suggested Pacing: 9 minutes

9

Learning Targets

Direct students’ attention to the learning targets and read the learning targets aloud.

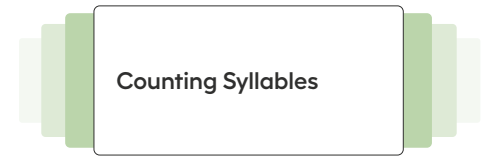
- **Learning Target #1:** I can listen to a word and clap its syllables.
- **Learning Target #2:** I can identify closed, open, and VCe syllable types.

Application RF.2.3.A, L.2.3

Learning Targets

1. I can listen to a word and clap its syllables.
2. I can identify closed, open, and VCe syllable types.

Counting Syllables



1. Introduce the syllable type review.

SAY In the next several lessons, we're going to review how vowel sounds help us figure out syllables in words. We'll review three important syllable types we learned in first grade: closed, open, and VCe.

SAY Every word has at least one syllable, and many words have more. A syllable is a beat in a word, and every syllable must have at least one vowel.

SAY Let's remind ourselves of the vowels—say them with me: *a, e, i, o, u*, and sometimes *y*. These vowels can make both long and short sounds, depending on the syllable types.

2. Introduce the Counting Syllables game.

SAY Now it's time to play a game. I have several words from Grace's letter. I'll say the word, and you'll clap the beats in the words. Then we'll say the number of syllables in the word.

3. Display the word, say each word aloud once, say it a second time while clapping the syllables, and then pause to have students say the correct number of syllables. Encourage students to clap along with you.

SAY Let's try one together. The word is *delight*. Clap the word and say how many syllables, or beats, you hear. (*de-light, two syllables*)

4. Repeat with the words *time* (*one syllable*), *remember* (*three syllables*), *secret* (*two syllables*), *master* (*two syllables*), *it* (*one syllable*), and *unlocking* (*three syllables*).

Application RF.2.3.A, L.2.3

Syllable Type Review

fun
we
brave

1. To review the closed syllable concept, display the word *fun* and mark up the word.

SAY A closed syllable has one vowel, and the vowel is followed by one or more consonants. The consonant closes the syllable, making the vowel say its short sound. A consonant may or may not come before the vowel.

SAY Let's look at *fun*.

ASK How many vowels do we see? (*one vowel*)

ASK Is there a consonant after the vowel? (*yes*)

SAY Yes, the *n* comes after the vowel *u*, closing the syllable. That makes this a closed syllable. That means the vowel says its short sound. In the word *fun*, the letter *u* says /ŭ/.

2. Display the word *we* to review the open syllable concept.

SAY An open syllable has one vowel, and the vowel is not closed in by a consonant. Since there is nothing after the vowel, it is free to say its long sound—the sound of its name.

SAY Let's look at the word *we*.

ASK How many vowels do we see? (*one vowel*)

ASK Is there a consonant after the vowel? (*no*)

SAY Correct, the vowel is at the end of the syllable, and there is nothing after it. That makes this an open syllable. When a syllable ends in a vowel, the vowel is free to say its long sound. In the word *we*, the letter *e* says /ē/.

- Display the word *brave* to review the VCe syllable concept.

SAY A vowel-consonant-e, or VCe, syllable has one vowel, followed by a consonant, and then the letter e. The letter e is silent, but it has a special job—it makes the first vowel say its name.

SAY Let's look at the word *brave*.

ASK How many vowels do we see? (two vowels: *a* and *e*)

ASK What do you notice between the vowels? (There is a consonant, *v*.)

SAY That's right. The first vowel *a* is followed by a consonant, *v*, and the silent letter *e*. The silent *e* makes the first vowel say its name. That makes this a VCe syllable.

SAY In the word *brave*, the *a* says /ā/ and the *e* is silent, so we can read this word as /b/ /r/ /ā/ /v/, *brave*.

- Restate the syllable types and their identifiers.

SAY Remember, each syllable in a word has one vowel sound. If a word or word part doesn't have a vowel sound, it is not a syllable.

SAY A closed syllable ends in a consonant and has a short vowel sound. An open syllable ends in a vowel, is not closed in by a consonant, and has a long vowel sound. A VCe syllable has a silent *e* at the end that makes the vowel say its long sound.

Application RF.2.3.A, L.2.3

Sorting Syllables

- Introduce the sorting-syllables activity.

SAY Now that we've reviewed these syllable types, let's practice sorting some words based on their syllable type.

- Model selecting a word, saying the word, and placing it in the *closed*, *open*, or VCe syllable column.

SAY Let's look at the word *lime*. I notice that it has the vowel *i*, followed by the consonant *m*, and ending with a silent *e*. That *e* makes the *i* say its long sound: /ī/. So, *lime* is a VCe syllable and should go in the VCe syllable column.

- Invite student volunteers to read and sort each word by syllable type and explain how they know which type it is. Be ready to address misconceptions as they arise.

- Review the syllable types after completing the sort. Refer to a few words from each column as examples.

SAY Let's review what we know about syllables.

SAY A closed syllable ends in a consonant and has a short vowel sound, as in the words *hug*, *spin*, and *math*.

SAY An open syllable ends in a vowel that is not closed in by a consonant, and the vowel makes a long vowel sound, as in *be*, *hi*, and *so*.

SAY A VCe syllable has a vowel followed by a consonant and a silent *e* at the end. The silent *e* makes the vowel say its long sound, as in *lime*, *maze*, or *bone*.

- Wrap up the instructional routine.

SAY Remember, every word has at least one syllable and one vowel sound. This week, we'll review syllables and practice breaking longer words into syllables for easier reading.

Application RF.2.3.A, L.2.3

Sorting Syllables

closed syllable	open syllable	VCe syllable

Reflect



Suggested Pacing: 2 minutes

Today I Learned

Say the sentence starter “Today, I learned . . .” and have students share their reflections. Encourage them to explain why the learning is important or how they can apply it (e.g., “Today, I learned _____, which helps me . . .”). Consider having students write their reflections in a learning journal, using at least one supporting detail or example.

Application SL.2.1.A, SL.2.2, SL.2.4, SL.2.6

Transition to Small Group

1. Let students know it’s time for the second part of the foundational skills lesson: small group instruction. Students will rotate through stations around the classroom. Use the transition song to help signal the shift and support a smooth transition.

SAY Now, it’s time for the second part of our lesson—small group instruction. You’ll work at different stations around the classroom. Let’s sing our transition song together as we get ready to move.





Closed, Open, and VCe Syllable Types (Part 2)



Learning Targets

- I can listen and read along, following the words and features of print.
- I can hear and clap the syllables in my name.
- I can segment and blend letter sounds in words.
- I can read one- and two-syllable words with closed, open, and VCe syllables.



Prepare in Advance

Teacher

- Letter from Grace #2 (optional digital PDF)

Student

- Student companion
 - Reading Words with Multiple Syllables: Cycle 1



Standards

Application

RF.2.3.A, RF.2.3.C, SL.2.1.A, SL.2.1.B, SL.2.1.C, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.3



Agenda

Opening (9 minutes)

- Learning Targets
- Letter from Grace #2
- Transition Song

Work Time (9 minutes)

- Learning Targets
- Closed, Open, and VCe Syllable Type Review (Part 2)

Reflect (2 minutes)

- Turn and Talk
- Transition to Small Group



Total Lesson Time
20 minutes

Opening



Suggested Pacing: 9 minutes

Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can listen and read along, following the words and features of print.
- **Learning Target #2:** I can hear and clap the syllables in my name.

Application SL.2.1.A, SL.2.3



Learning Targets

1. I can listen and read along, following the words and features of print.
2. I can hear and clap the syllables in my name.

Letter from Grace #2

Dear second graders,

Hi! It's me, Grace. I hope you're having fun so far. I must admit, I could talk about my days in second grade from sunrise to sunset.

A favorite moment of mine from second grade was learning how word parts fit together. Fun fact: Did you happen to notice that every word you say has a little beat to it? That's because every word has at least one vowel sound, and every syllable needs a vowel sound to exist. Pretty cool, right?

You should try it out. Try saying your name slowly and clapping your hands for each part you hear. How many beats does your name have? My name has one beat: Grace. I think my name is special because it has a silent letter. It has a vowel followed by a consonant and ends in an e. Did you know the e is silent and makes the *a* in Grace say its name? My best friend, Kian, has two beats in his name: *Ki-an*. The first part is open because the *i* is free to say its long sound. The second part is closed because the *n* closes in the *a*.

Pretty soon, you'll begin to crack the code, too. Good luck!

Your friend,
Grace

1. Introduce students to the letter from Grace.
SAY We have another letter from Grace. Let's see what she has to share with us today about second grade.
2. Read the letter aloud without interruption, modeling fluency.
3. Allow students an opportunity to clap the syllables in their names with a partner. If time allows, select three or four volunteers to share their names, and encourage the class to clap the syllables of the volunteers' names.
4. Wrap up the instructional routine.
SAY Grace shared the perfect fun fact with us. We were just talking about syllables in the last lesson, and today we are going to take a closer look at syllables in familiar words. I can't wait to see what else she shares with us.

Application SL.2.1.A, SL.2.3

Transition Song

Gather students as a whole group and sing the suggested transition song.

SAY Let's sing our transition song as we prepare for the next part of our lesson.



Work Time



9

Suggested Pacing: 9 minutes

Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can segment and blend letter sounds in words.
- **Learning Target #2:** I can read one- and two-syllable words with closed, open, and VCe syllables.

Application RF.2.3.A, RF.2.3.C, L.2.3



Learning Targets

1. I can segment and blend letter sounds in words.
2. I can read one- and two-syllable words with closed, open, and VCe syllables.

Syllable Type Review

1. Introduce the Rules for Closed, Open, and VCe Syllable Types chart.

SAY In the last lesson, we began by reviewing syllables and three familiar syllable types: closed syllables, open syllables, and VCe syllables.

SAY This chart is a great resource to help us remember the different syllable types.

2. Display and review the Rules for Closed, Open, and VCe Syllable Types chart and point to each row as you explain the rules.

SAY The first syllable we are reviewing is the closed syllable. The closed syllable has one vowel, and the vowel is followed by one or more consonants. The vowel makes its short sound, as in the words *log*, *trash*, or *clip*.

SAY The next syllable type is the open syllable. An open syllable has one vowel, and the vowel is not closed in by a consonant. The vowel makes the long vowel sound, as in the words *be*, *go*, or *hi*.

SAY The last syllable type we are reviewing is the VCe syllable. The VCe syllable has one vowel, followed by a consonant, and ending with the letter e. The letter e is silent and makes the first vowel say its long sound.

Application RF.2.3.A, RF.2.3.C, L.2.3

Rules for Open, Closed, and VCe Syllable Types

Syllable Type	Rule	Examples
closed	Has one vowel and the vowel is followed by one or more consonants: The vowel makes its short sound.	log, trash, clip
open	Has one vowel and the vowel is not closed in by a consonant: The vowel makes its long sound.	be, go, hi
VCe	Has one vowel followed by a consonant and then the letter e: The letter e is silent, and the vowel makes its long sound.	cake, home, slope

One-Syllable Words

I DO

1. Continue your review of syllable types by discussing decoding strategies.

SAY When we read words, we use different strategies to figure out unfamiliar words. We've learned to segment words by breaking them into their sounds and then blending them back together to read the word.

SAY First, we'll use all of these strategies as we read one-syllable words that have closed, open, and VCe syllables.

2. Model using decoding strategies with the words *me*, *fit*, and *name*.

SAY Let's look at the word *me*.

SAY I notice that there is one vowel in this word, *e*. This word must be one syllable. I also notice that *e* is at the end of this word and not closed in by another consonant. That tells me that *e* is open and will make the /ē/ sound.

SAY Now, I can segment the sounds and blend them together: /m/ /ē/, *me*.

SAY Let's look at the word *fit*.

SAY I notice that there is one vowel in this word, *i*, so this word must be one syllable. I also notice that *i* is in the middle of this word and is closed in by a consonant. That tells me that *i* will make the /ĭ/ sound.

SAY Now, I can segment the sounds and blend them together: /f/ /ĭ/ /t/, *fit*.

SAY Let's look at the word *name*.

SAY I notice that there are two vowels in this word, *a* and *e*. I also notice that *a* is followed by one consonant and then the *e*, which tells me that this word has one syllable. That means *a* will make the long /ā/ sound and *e* will be silent.

SAY Now, I can segment the sounds and blend them together: /n/ /ā/ /m/, *name*.

WE DO

1. Lead students through reading the word *hi* using multiple decoding strategies.

SAY Now, let's practice reading words together. Let's look at the word *hi*.

ASK What do you notice about the vowel in this word? (The only vowel is *i*, and it is at the end of the word.)

ASK Yes, *i* is at the end of the one-syllable word and is not closed in by a consonant. What sound will *i* make? (/ĭ/)

SAY Yes, *i* will say /ĭ/.

SAY Now, we can segment the sounds and blend them together: /h/ /ĭ/, *hi*. (/h/ /ĭ/, *hi*)

CHECK FOR SUCCESS Listen for correct vowel pronunciation and smooth blending. If students say an incorrect sound during segmenting, pause and model the correct one. Ask students to repeat the sound. Return to the beginning of the word and ask students to segment and blend the word again.

2. Continue to lead students through reading the words *that* (closed) and *code* (VCe) using multiple decoding strategies, first prompting students to consider the vowels and then collectively segmenting and blending to read each word.

Decoding One-Syllable Words with Closed, Open, and VCe Syllable Types



Differentiation

Approaching

- If students are guessing instead of decoding:
 - Use a pause-and-prompt approach.
 - ASK** What's the first sound? What's the next sound? Now, let's put them together.
 - Encourage a slow-blending approach where students elongate each phoneme and gradually speed up until they say the whole word naturally.
- If students are forgetting sounds before blending, use repetition and elongation to reinforce sounds.
- If students are having difficulty isolating or sequencing sounds:
 - Use Elkonin sound boxes to represent phonemes.
 - Gradually phase out the boxes as students grow more confident.

Beyond

- If students have mastered segmenting and blending words with the target sounds, consider adding more challenging words that contain concepts occurring later in the Grade 2 scope and sequence.

Multisensory Learning

- Use a color-coded system to distinguish similar grapheme or phoneme concepts.

Application RF.2.3.A, RF.2.3.C, L.2.3

Two-Syllable Words

I DO

1. Discuss strategies for decoding two-syllable words.

SAY We've practiced using segmenting and blending to read one-syllable words with closed, open, and VCe syllable types. Now, we're going to use what we know about syllables to help us read two-syllable words. To read a two-syllable word, we follow these steps:

SAY First, look for the vowels in the word. This helps us figure out how many syllables the word has.

SAY Next, find where the syllables break apart. The break is usually between two consonants. If there is only one consonant between the vowels, the break comes before or after that consonant.

SAY Then, figure out the syllable types. This helps us know the vowel sounds in each syllable.

SAY Last, segment and blend each syllable and then blend the whole word together.

2. Model using decoding strategies with the two-syllable word *admit*.

SAY Let's look at the word *admit* and notice the vowels.

SAY The first vowel I notice is the letter *a*. I also see the letter *i*. I am going to underline these two vowels, *a* and *i*. I notice that the vowels are in separate parts of the word, so this word must have two syllables.

SAY Now, I need to look for where to break the syllables. There are two consonants between the vowels, so I can split the syllables between the consonants. I am going to draw a line between the *d* and the *m*.

admit
silent
happen
sunrise
moment

SAY In the first syllable, I see *a-d*. The vowel *a* is followed by *d*, a consonant. This is a closed syllable because the consonant closes in the vowel, so the *a* says /ă/. I can blend that: /ă/ /d/, *ad-*.

SAY In the next syllable, I see *m-i-t*. The vowel *i* is in the middle of the syllable and closed in by *t*. This is another closed syllable because the consonant closes in the vowel, so the *i* says /ī/. I can blend that: /m/ /ī/ /t/, *-mit*.

SAY Now, I can blend both syllables together and read this word: *ad-mit, admit*.

3. Model using decoding strategies with the two-syllable word *silent*.

SAY Next, let's look at the word *silent* and notice the vowels.

SAY The first vowel I notice is the letter *i*. I also see the letter *e*. I am going to underline these two vowels, *i* and *e*. I notice that the vowels are in separate parts of the word, so this word must have two syllables.

SAY Now, I need to look for where to break the syllables. There is one consonant, *l*, between the vowels, so I can split the syllables either before or after the consonant. Let's try splitting before the consonant. I am going to draw a line between the letters *i* and *l*.

SAY In the first syllable, I see *s-i*. The letter *i* is not closed in by a consonant, so it must be an open syllable. That means the *i* will make the long /ī/ sound. I can blend that: /s/ /ī/, *si-*.

SAY In the next syllable, I see *l-e-n-t*. The vowel *e* is followed by *n* and *t*, a consonant blend. This is a closed syllable because the consonants close in the vowel, so the *e* says /ĕ/. I can blend that: /l/ /ĕ/ /n/ /t/, *-lent*.

SAY Now, I can blend both syllables together and read this word: *si-lent, silent*.

WE DO

1. Direct students to the Reading Words with Multiple Syllables: Cycle 1 page in their student companions. Lead students in using decoding strategies with the two-syllable word *happen*.

SAY Next, let's look at the word *happen* and notice the vowels.

ASK What vowels do you notice? (*a and e*)

SAY Great, let's underline these two vowels, *a* and *e*.

ASK When we see two vowels in different parts of the word, what does that tell us about the syllables? (*It tells us that there are two syllables in the word.*)

SAY There are two consonants between the vowels: *p* and *p*. When two of the same consonant come between vowels, we can split the syllables between them. Let's draw a line between *p* and *p*.

SAY In the first syllable, we see *h-a-p*. The vowel *a* is in the middle of the syllable and closed in by the consonant *p*, so it is a closed syllable. The vowel *a* will make its short sound, /ă/. Let's blend that: /h/ /ă/ /p/, *hap-*. (*/h/ /ă/ /p/, hap-*)

SAY In the next syllable, we see *p-e-n*. The vowel *e* is in the middle of the syllable and closed in by the consonant *n*, so it is another closed syllable. The vowel *e* will make its short sound, /ĕ/. Let's blend that: /p/ /ĕ/ /n/, *-pen*.

(*/p/ /ĕ/ /n/, -pen*)

SAY Now, we can blend both syllables together and read this word: *hap-pen, happen*.

2. Continue leading students in using decoding strategies with the two-syllable words *sunrise* (*sun/rise*; closed|VCe) and *moment* (*mo/ment*; open|closed).
3. Wrap up the instructional routine

SAY Today, you practiced using segmenting, blending, and syllable type knowledge to read one- and two-syllable words with closed, open, and VCe syllable types. The more we use these strategies, the easier it becomes to read new words.

Differentiation



Approaching

- If students are having difficulty with multisyllabic word decoding, cover up part of the word so students can attend to just one syllable at a time.
- If students are having difficulty isolating or sequencing sounds:
 - Use Elkonin sound boxes to represent phonemes within each syllable. Gradually phase out the boxes as students grow more confident.
 - Use finger tapping to assist with repeated blending.
- If students are having difficulty with vowel sounds:
 - Review vowel sounds using articulation cards and the sound wall.
 - Use explicit comparison of specific syllables to build vowel awareness.

Beyond

- If students have mastered reading two-syllable words with the target sounds, consider adding more challenging three-syllable words or words that contain concepts occurring later in the Grade 2 scope and sequence.
- Prompt students to explain how they decoded the word.

MLL Support

- Provide additional oral practice with syllable segmentation and blending.

Multisensory Learning

- Use Elkonin sound boxes, finger tapping, or arm motions to blend phonemes in each syllable.
- Highlight vowels or vowel patterns using consistent colors (e.g., long vowels in yellow and short vowels in red) to reinforce vowel sounds across syllables.

Application RF.2.3.A, RF.2.3.C, L.2.3

Reflect



2

Suggested Pacing: 2 minutes

Turn and Talk

Pair students to share something they learned or found interesting. Before they share, prompt them to do the following:

- Ask their partners clarifying or follow-up questions (e.g., “Can you explain how that strategy helped you?”).
- Make a text-to-text, text-to-self, or text-to-world connection (e.g., “This reminds me of when we read about _____ because . . .”).

Afterward, call on a few pairs to share. Have the class build on ideas using sentence starters, such as “I agree with [Name] because . . .” or “I’d like to add . . .”

Application SL.2.1.A, SL.2.1.B, SL.2.1.C, SL.2.2, SL.2.4, SL.2.6

Transition to Small Group

1. Let students know it's time for the second part of the foundational skills lesson: small group instruction. Students will rotate through stations around the classroom. Use the transition song to help signal the shift and support a smooth transition.

SAY Now, it's time for the second part of our lesson—small group instruction. You'll work at different stations around the classroom. Let's sing our transition song together as we get ready to move.





Reading the Printed Word



Learning Targets

- I can listen and read along, following the features of print.
- I can read and understand the book *At the Book Fair with Shree*.
- I can decode multisyllabic words with closed, open, and VCe syllables.
- I can show understanding of a story by answering questions and explaining my thinking.



Prepare in Advance

Teacher

- Letter from Grace #3 (optional digital PDF)
- Decodable book *At the Book Fair with Shree*



Standards

Instruction

RL.2.1, RF.2.3.A, RF.2.3.C, RF.2.3.F

Application

RL.2.10, SL.2.1.A, SL.2.2, SL.2.3, SL.2.4, SL.2.6



Agenda

Opening (2 minutes)

- Learning Targets
- Letter from Grace #3
- Transition Song

Work Time (16 minutes)

- Learning Targets
- Decoding: Reading with Comprehension

Reflect (2 minutes)

- My Favorite Part
- Transition to Small Group



Total Lesson Time

20 minutes

Opening



Suggested Pacing: 2 minutes

Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can listen and read along, following the features of print.

Application SL.2.1.A, SL.2.3



Learning Targets

**I can listen and read along,
following the features of print.**

Letter from Grace #3

Hi, second-grade friends!

It's me, Grace. I was thinking about all of the cool stories you get to hear and read in second grade. I can't wait for you to discover new books this year. Did you know that by the end of the year, you might even be ready for chapter books?

At first, I worked hard to sound out tricky words, break them into syllables, and connect the right letter sounds. The more I practiced, the easier it got. Before I knew it, I was reading bigger words and longer stories without stopping.

The coolest part? The books kept getting better and better. Soon, I wasn't just reading short stories—I was reading chapter books. It felt like I had unlocked a whole new world. Just imagine all the amazing stories waiting for you.

In the meantime, I have a special gift for your class. Enjoy this new book. Soon, you all will be reading this book straight through on your own!

Your friend,
Grace

1. Introduce students to the letter from Grace.
SAY We have a new letter from Grace, and it has come with a gift. Let's see what she has to say to us today.
2. Read the letter aloud without interruption, modeling fluency.
3. Introduce the decodable book *At the Book Fair with Shree*.
SAY Grace is right. As the year goes on, we will read longer stories and even begin reading chapter books. It won't come without hard work, but that is the magic of second grade. There are so many stories that await us.
4. Wrap up the instructional routine.
SAY This year, you will read many books. I am excited to start the year with this one.

Application SL.2.1, SL.2.3

Transition Song

Gather students as a whole group and sing the suggested transition song.

SAY Let's sing our transition song as we prepare for the next part of our lesson.



Work Time



Suggested Pacing: 16 minutes

16

Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can read and understand the book *At the Book Fair with Shree*.
- **Learning Target #2:** I can decode multisyllabic words with closed, open, and VCe syllables.
- **Learning Target #3:** I can show understanding of a story by answering questions and explaining my thinking.

Instruction RL.2.1, RF.2.3.A, RF.2.3.C, RF.2.3.F

Application RL.2.10, SL.2.1.A, SL.2.2



Learning Targets

1. I can read and understand the book *At the Book Fair with Shree*.
2. I can decode multisyllabic words with closed, open, and VCe syllables.
3. I can show understanding of a story by answering questions and explaining my thinking.

Introducing the Story Word

1. Introduce reading the complete decodable book.

SAY You've all worked hard reviewing words with closed, open, and VCe syllable types. Today, we will put that review into practice and read our first decodable book of the year. The book is called *At the Book Fair with Shree*, and it's full of words you can read. As we read, you'll see lots of words with closed, open, and VCe syllable types, as well as other familiar concepts from first grade. You may also spot familiar high-frequency words from first grade, such as *you*, *new*, *today*, *what*, *know*, and *again*.



browse

2. Introduce the story words.

SAY There are two special words in this story that might be new to us. We call these story words. Story words are important words that help us understand what the story is about.

SAY Our first story word today is *browse*.

3. Teach the story word. Introduce each sound in the word. Then, segment and blend the word.

SAY You will know most of the sounds in the word *browse*. The *b* says /b/ and the *r* says /r/. The *o* and *w* come together to make the /ou/ sound. In this word, the *-se* at the end makes the /z/ sound. The *e* in the word *browse* is not an example of a silent *e*, but it does show how *-se* can make the /z/ sound at the end of a word. We can put these sounds together like this: /b/ /r/ /ou/ /z/, *browse*.

Instruction RL.2.1, RF.2.3.A, RF.2.3.C, RF.2.3.F

Application RL.2.10, SL.2.1.A, SL.2.2

Introducing the Story Word

1. Introduce the story word.

SAY Our next story word today is *drawing*.

2. Teach the story word. Introduce each sound in the word. Then, segment and blend the word.

SAY Let's look at the word *drawing*. The first syllable is *draw-*. The letter *d* says /d/, and the letter *r* says /r/. In this word, the letters *a* and *w* together do something different from what we expect. They do not make their own sounds. When *a* comes before *w*, it makes the sound /aw/. We can read this first syllable as /d/ /r/ /aw/, *draw-*.

SAY In the second syllable, *i-n-g* come together to say /ing/.

SAY Now, let's blend both syllables together to read the whole word: *draw-ing, drawing*.

3. Distribute the decodable book.

Instruction RL.2.1, RF.2.3.A, RF.2.3.C, RF.2.3.F

Application RL.2.10, SL.2.1.A, SL.2.2



drawing

At the Book Fair with Shree

I DO

1. Model reading the story.

SAY I will read the story to you first. Your job is to follow along. That means listening to the words I read, looking at the words in your book, and turning the pages when I turn the pages.

WE DO

2. Lead students through reading the story together, providing corrective feedback as needed.

SAY Now, let's read our full story together. I'll help you if you get stuck.

CHECK FOR SUCCESS If you hear many students misread the same word, pause and review the letters and sounds. Segment and blend the word together; then have the students try again.



3. Introduce comprehension questions.

SAY We read stories to understand them. Let's answer some questions about what happened. After you share your answer, I might ask you to find the part in the book that shows it.

ASK Where are Kat, Tom, and Shree in this story? (*Kat, Tom, and Shree are at the book fair.*)

ASK Why does Kat give Shree the joke book? (*Kat knows that Shree likes funny books and enjoyed the book with the jokes.*)

ASK Why do you think the author uses the phrase "A hush falls over the crowd"? (*This phrase shows that the kids are waiting with anticipation to see the result of the drawing.*)

4. Wrap up the instructional routine.

SAY Great job today. You worked hard to read words with closed, open, and VCe syllables and to read familiar high-frequency words. In our story, *At the Book Fair with Shree*, you put everything you've been reviewing into practice. Notice these sounds and words in other books you read. You're becoming stronger readers every day.



Differentiation

Approaching

- Encourage students to tap out the words they read or point to each letter as they say its sound.
- Encourage students to break down multisyllabic words and decode smaller chunks.
- If students need additional support accessing the decodable book, consider echo reading or partner reading.

Beyond

- If time allows, consider deepening comprehension by asking questions that encourage students to think more critically about the story or prompt text-to-self connections.

Instruction RL.2.1, RF.2.3.A, RF.2.3.C, RF.2.3.F

Application RL.2.10, SL.2.1.A, SL.2.2

Reflect



2

Suggested Pacing: 2 minutes

My Favorite Part

Say the sentence starter "My favorite part was . . . because . . ." and encourage students to explain their reasoning with evidence. Consider having students write their reflections in a learning journal, using at least one supporting detail or example.

Application SL.2.1.A, SL.2.2, SL.2.4, SL.2.6

Transition to Small Group

1. Let students know it's time for the second part of the foundational skills lesson: small group instruction. Students will rotate through stations around the classroom. Use the transition song to help signal the shift and support a smooth transition.

SAY Now, it's time for the second part of our lesson—small group instruction. You'll work at different stations around the classroom. Let's sing our transition song together as we get ready to move.





Writing Words with Closed, Open, and VCe Syllable Types



Learning Targets

- I can listen and read along, following the features of print.
- I can use learned spelling patterns when writing words.



Prepare in Advance

Teacher

- Letter from Grace #4 (optional digital PDF)
- Sound Wall
- Setting Up Your Sound Wall (digital PDF)
- Phonogram cards for review: *a_e*, *e_e*, *i_e*, *o_e*, *u_e*, *a*, *e*, *i*, *o*, and *u*

Student

- Student companion
 - Spelling Words: Cycle 1



Standards

Instruction

RF.2.3.E

Application

RF.2.3.A, SL.2.1.A, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.2.D



Agenda

Drill (2 minutes)

- Letter-Sound Chant

Opening (2 minutes)

- Learning Targets
- Letter from Grace #4
- Transition Song

Work Time (14 minutes)

- Learning Targets
- Encoding: Words

Reflect (2 minutes)

- Popcorn Reflection
- Transition to Small Group



Total Lesson Time

20 minutes

Drill



Suggested Pacing: 2 minutes

Letter-Sound Chant

1. Introduce the concept of mapping sounds to letters in the letter-sound chant.

SAY This year, we will learn even more about letters and the sounds they represent. When we put certain consonants together and certain vowels together, they make entirely new sounds. We will do the letter-sound chant to review the letter combinations and sounds that we are learning.

2. Introduce the tools used for this instructional routine, including the phonogram card, articulation card, and sound wall. Display a sample of a phonogram card and articulation card. Point to the location of your sound wall.

SAY We will have three important tools in our classroom to help us as we learn a variety of letter combinations and the sounds they make.

SAY This is a phonogram card. A phonogram is a letter or group of letters that make a sound in a word. The phonogram card will help us identify the letters that make up sounds.

SAY This is an articulation card. The articulation card will help us see how the mouth is shaped when we say sounds.

SAY The last important tool in our classroom for today is the sound wall. Our sound wall is like a map for our mouths. It helps us see and feel how to say each sound the right way.

SAY On our sound wall, we will keep articulation cards that show how our lips, tongue, and teeth move to make different sounds. If we're ever unsure about a sound, we can look at the sound wall to check if our mouth is making the sound the correct way.

SAY Each of these tools will help us learn the different phonograms that we learn across the year.

3. Introduce the letter-sound chant. Display the first phonogram card.

SAY Our phonogram cards will be our keys to unlocking the sounds for letters or groups of letters. We'll use them to help us practice our letter-sound connections.

4. Model the letter-sound chant for *a_e*, /ā/, pointing to the phonogram as you say it.

SAY *a_e*, /ā/

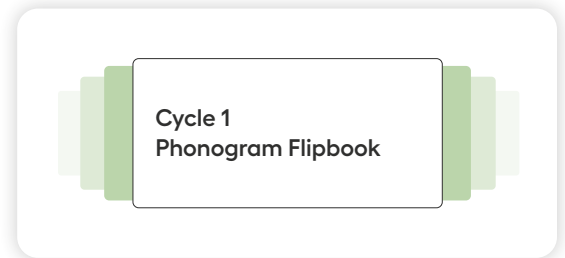
5. Prompt students to join in the letter-sound chant for *a_e*, /ā/.

6. Repeat this process with *e_e*, /ē/; *i_e*, /ī/; *o_e*, /ō/; *u_e*, /ū/ and /ū/; *a*, /ă/; *e*, /ě/; *i*, /i/; *o*, /ö/; and *u*, /ü/.

7. Wrap up the instructional routine.

SAY Great job practicing our letter-sound connections today. These connections are the keys that will help us read and write words. The more we practice, the stronger we get as readers and writers.

Application RF.2.3.A





Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can listen and read along, following the features of print.

Application SL.2.1.A, SL.2.3



Learning Target

**I can listen and read along,
following the features of print.**

Letter from Grace #4

Hi, writers!

One of my favorite things about second grade was learning to write more words all by myself. I remember the first time I spelled a really big word: *fantastic*. I said each part slowly, broke it into syllables, and before I knew it, I had written the whole thing. It felt amazing to see my words on the page.

Writing isn't just about long stories—it's about writing anything you want. I loved writing fun words like *squeeze*, *squirming*, and *super*. Then, I started putting them into sentences: *She can squeeze the slime in her hand.* or *The squirming snake was super strong.* Sometimes, I even wrote a whole paragraph using fun and exciting new words.

The more I practiced, the easier writing became. So, pay attention to how words are built, and soon you'll be writing words, sentences, and maybe even a paragraph or two. You've got this!

Keep writing,
Grace

1. Introduce students to the letter from Grace.

SAY Second graders, we have a new letter from Grace. Let's see what she has to say today.

2. Read the letter aloud without interruption, modeling fluency.
3. Wrap up the instructional routine.

SAY Grace is right. Writing different types of sentences and putting our words onto the page will be a huge part of second grade. I sure am glad she remembers those days.

Application SL.2.1, SL.2.3

Transition Song

Gather students as a whole group and sing the suggested transition song.

SAY Let's sing our transition song as we prepare for the next part of our lesson.



14

Work Time



Suggested Pacing: 14 minutes

Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can use learned spelling patterns when writing words.

Instruction RF.2.3.E

Application L.2.2.D



Learning Target

I can use learned spelling patterns when writing words.

Encoding: Words

I DO

1. Introduce the instructional routine.

SAY Today, we're going to spell words with closed, open, and VCe syllable types from our letter from Grace. Remember, closed syllables end in a consonant and have a short vowel sound, like the words *hop* or *bath*. Open syllables end in a vowel and have a long vowel sound, like the words *me* or *so*. Lastly, VCe syllables have a silent e that makes the first vowel say a long sound, as in the words *skate* or *rope*.

SAY We will listen to a word, break it into parts, and spell it using sound boxes. Then, we'll read the word to check for accuracy and rewrite the word.

2. Review the purpose of sound boxes and syllable lines.

SAY Before we begin spelling words today, let's take a moment to remember why we use sound boxes and syllable lines. These tools help us break words into smaller, more manageable parts so we can spell and read them accurately.

sh	e
----	---

b	i	g
---	---	---

s	l	i	m	e
---	---	---	---	---

SAY Syllable lines help us divide words into chunks, or syllables. By breaking a word into syllables, we can figure out how to spell it based on what we know about different syllable types, such as closed, open, and VCe syllables.

SAY Sound boxes help us focus on the individual sounds, or phonemes, in each word. Each box represents one sound, and when we tap out the sounds, it helps us hear each part clearly.

SAY After spelling the word, we'll read the word to check for accuracy and then rewrite the word.

3. Model saying the word, counting the syllables, and segmenting the sounds in each syllable.

SAY First, we'll spell one-syllable words. Watch as I say the word. Then, I count the syllables. Next, I tap out the sounds in each syllable and write them in the sound boxes.

SAY Let's do the first word together. Say *she*. (*she*)

SAY How many syllables do you hear? (*one syllable*)

SAY Break apart the sounds in the word *she*. (*/sh/ /ē/*)

4. Write the word in sound boxes. Model tapping out the word again, pronouncing each phoneme separately while writing a letter in the appropriate box for each phoneme.

SAY The first sound is /sh/. The letters *sh* say /sh/, so I will write the letters *sh* in the first box.

SAY The next sound is /ē/. The vowel is at the end of the syllable, and there is nothing after it. That makes this an open syllable. The letter *e* will make the long /ē/ sound. I write the letter *e* in the second box.

5. Model checking for accuracy and rewriting the word.

SAY Now I'm going to read what I wrote in the boxes to check my work: /sh/ /ē/, *she*. That matches the word I wanted to write.

SAY Last, I'll write the word *she* again without sound boxes or syllable lines. This will help me remember how to spell it.

6. Repeat the encoding model with the words *big* (b-i-g) and *slime* (s-l-i-me).

Instruction RF.2.3.E

Application L.2.2.D

Encoding: One-Syllable Words

WE DO

1. Direct students to the Spelling Words: Cycle 1 page in their student companions.
2. Guide students to say the word, count the syllables, and tap out the sounds in the syllable with you.

SAY Let's do the next word together. Say *felt*. (*felt*)

SAY How many syllables do you hear? (*one syllable*)

SAY Break apart the sounds in the word *felt*. (*/f/ /ĕ/ /l/ /t/*)

3. Guide students in writing the word in sound boxes with you. Model tapping out the word again, pronouncing each phoneme separately while writing a letter in the appropriate box for each phoneme.

SAY The first sound is /f/. The letter *f* says /f/, so we will write the letter *f* in the first box.

SAY The next sound is /ĕ/. Let's consider our rules. A consonant closes the syllable, making the vowel say its short sound. This is a closed syllable.

f	e	l	t
---	---	---	---

h	i
---	---

b	r	o	k	e
---	---	---	---	---

ASK How do we spell the /ě/ sound in the middle of a one-syllable word? (We spell the /ě/ sound with the letter e in the middle of a closed word.)

SAY Yes. This is a closed syllable, so we spell /ě/ with an e. Let's write e in the second box.

SAY The next sound is /l/, and the last sound is /t/.

ASK What letter do we use to spell the sound /l/? What letter do we use to spell the sound /t/? (We spell /l/ with l and /t/ with t.)

SAY Yes. L says /l/, so we will write l in the third sound box. T says /t/, so we will write t in the fourth sound box.

SAY Now we're going to read what we wrote in the sound boxes to check our work: /f/ /ě/ /l/ /t/, felt.
(/f/ /ě/ /l/ /t/, felt)

SAY That matches the word we wanted to write.

SAY Last, let's write the word felt again without sound boxes or syllable lines. This will help us remember how to spell it.

4. Repeat guided encoding practice with the words *hi* (/h/ /ī/) and *broke* (/b/ /r/ /ō/ /k/).

Instruction RF.2.3.E

Application L.2.2.D

Encoding: Two-Syllable Words

WE DO

1. Introduce spelling words with two syllables.

SAY For a fun challenge today, we're going to try spelling a two-syllable word. I'll go step-by-step with you, and we'll figure it out together.

2. Guide students to say the word, count the syllables, and segment the first syllable with you.

SAY The word is *bonus*. Say it with me: *bonus*. (bonus)

ASK How many syllables do you hear in *bonus*? (two syllables)

SAY That's right—two syllables. Let's say just the first syllable: *bo-*. (bo-)

SAY Now let's break apart the sounds in *bo-*, /b/ /ō/. (/b/ /ō/)

3. Write the first syllable together using the sound boxes on the first syllable line.

SAY We'll write *bo-* in the sound boxes above the first syllable line.

ASK What's the first sound? (/b/)

SAY Yes, /b/. We'll write the letter *b* in the first sound box.

ASK What's the second sound? (/ō/)

SAY The sound /ō/ is a long vowel sound, and it's not closed in by a consonant sound.

ASK What type of syllable has a long vowel that's open at the end? (open syllable)

SAY Yes. Since *bo-* is an open syllable, we'll write o in the second sound box.

4. Write the second syllable together using the sound boxes on the second syllable line.

SAY Now, let's say the second syllable: *-nus*. Say the sounds with me: /n/ /ŭ/ /s/. (/n/ /ŭ/ /s/)

SAY We'll move to the second syllable line now.

ASK What's the first sound in this syllable? (/n/)

SAY Yes, /n/. We'll write the letter *n* in the first sound box on this line.

SAY The next sounds are /ŭ/ and /s/.

b	o	n	u	s
---	---	---	---	---

ASK What do you notice about this syllable? Is the vowel closed in by a consonant sound? (Yes.)

SAY That's right. The /s/ sound is closing in the /ü/ sound, which makes this a closed syllable.

SAY We'll write *u* in the second box and *s* in the last box.

5. Guide students in checking the word for accuracy and rewriting without support.

SAY Now, I'll read what I wrote to check my work.

SAY /b/ /ö/, bo–

SAY /n/ /ü/ /s/, –nus

SAY *bonus*.

SAY Now, do the same and check your work.

ASK Does your spelling match mine?

CHECK FOR SUCCESS Pause and monitor students as they check their work.

SAY Great. Now that we know it matches, let's write the word *bonus* again without sound boxes or syllable lines. This will help us remember how to spell it.

6. Wrap up the instructional routine.

SAY Amazing work spelling a two-syllable word today. We said the word, counted the syllables, broke apart the sounds in each part, and wrote the word. This year, we'll keep practicing spelling and exploring words with one, two, and even three syllables.

Instruction RF.2.3.E

Application L.2.2.D

Reflect



2

Suggested Pacing: 2 minutes

Popcorn Reflection

Have students stand up individually to share something they or a friend did well, learned, or found interesting. Encourage precise language and reasoning (e.g., "I liked how we used _____ because it helped me ...").

Application SL.2.1.A, SL.2.2, SL.2.4, SL.2.6

Transition to Small Group

1. Let students know it's time for the second part of the foundational skills lesson: small group instruction. Students will rotate through stations around the classroom. Use the transition song to help signal the shift and support a smooth transition.

SAY Now, it's time for the second part of our lesson—small group instruction. You'll work at different stations around the classroom. Let's sing our transition song together as we get ready to move.





Morphology



Learning Targets

- I can listen and read along, following the features of print.
- I can identify common contractions, prefixes, and suffixes.



Prepare in Advance

Teacher

- Letter from Grace #5 (optional digital PDF)
- Phonogram cards for review: *a_e*, *e_e*, *i_e*, *o_e*, *u_e*, *a*, *e*, *i*, *o*, and *u*
- Affix shuffle cards (digital PDF)



Standards

Instruction

L.2.2.C, L.2.2.D, L.2.4.B

Application

RF.2.3, RF.2.3.D, RF.2.4.A, SL.2.1.A, SL.2.1.B, SL.2.1.C, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.4.A



Agenda

- **Drill (2 minutes)**
 - Letter-Sound Chant
- **Opening (2 minutes)**
 - Learning Targets
 - Letter from Grace #5
 - Transition Song
- **Work Time (14 minutes)**
 - Learning Targets
 - Introduction to Morphology
- **Reflect (2 minutes)**
 - Pass the Microphone
 - Transition to Small Group

20

Total Lesson Time
20 minutes

Drill



2

Suggested Pacing: 2 minutes

Letter-Sound Chant

1. Review the goal of the letter-sound chant instructional routine.

SAY The letter-sound chant is a chant that helps us review the letters and groups of letters we know, along with their sounds.

2. Display the first phonogram card.

SAY We'll use these cards to help us practice our letter-sound connections.

3. Begin the letter-sound chant.

4. Model the letter-sound chant for *i /ĩ/*, pointing to the phonogram as you say it.

SAY *i /ĩ/*

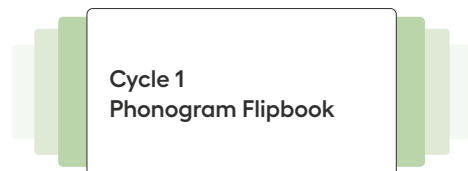
5. Prompt students to join in the letter-sound chant for *i /ĩ/*.

6. Repeat this process with *u /ũ/*, *a /ă/*, *e /ě/*, *o /ō/*, *a_e /ā/*; *e_e /ē/*; *i_e /ī/*; *o_e /ō/*; *u_e /yū/*; and *u_e /ū/*.

7. Wrap up the instructional routine.

SAY Great job practicing our letter-sound connections today. These connections are the keys that will help us read and write words. The more we practice, the stronger we get as readers and writers.

Application RF.2.3



Opening



2

Suggested Pacing: 2 minutes

Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can listen and read along, following the features of print.

Application SL.2.1.A, SL.2.3



Learning Target

**I can listen and read along,
following the features of print.**

Letter from Grace #5

Dear second graders,

You are in for a big surprise this year! Second grade isn't just about reading and writing words; it's also about discovering how words are built. You'll learn about *morphology*, which is a fancy word for studying the different parts of words and how they work together. When you understand these parts, you can figure out the meaning of new words, spell tricky words more easily, and even become a stronger writer.

One of my favorite things I learned in second grade was how prefixes, suffixes, and root words help change a word's meaning. That is, if you add *re-* to *play*, you get *replay*, which means "to play again." Or if you add *-ful* to *hope*, you get *hopeful*, which means "full of hope." You'll also learn about contractions, like how *cannot* becomes *can't*. It's like words are getting a little makeover.

I know this might sound like a lot, but don't worry: You will practice and play fun games to help you remember. And guess what? By the end of the year, you'll be a pro at reading and writing bigger, stronger words.

Second grade is such an exciting year, and I know you're going to have so much fun. Keep reading, writing, and exploring words—you've got this!

Have an amazing year,
Grace

1. Introduce students to the letter from Grace.

SAY Today, we will read our final letter from Grace. Let's see what information she has to share with us.

2. Read the letter aloud without interruption, modeling fluency.

3. Wrap up the instructional routine.

SAY You have such an amazing year ahead. Grace has given us such a good sneak peak into what is to come in second grade. I'm so glad she spent the time reaching out to us and setting us up for the year.

Application SL.2.1.A, SL.2.3

Transition Song

Gather students as a whole group and sing the suggested transition song.

SAY Let's sing our transition song as we prepare for the next part of our lesson.





Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can identify common contractions, prefixes, and suffixes.

Instruction L.2.2.C, L.2.2.D, L.2.4.B

Application RF.2.4.A, L.2.4.A



Learning Target

I can identify common contractions, prefixes, and suffixes.

Morphology: Contractions

1. Introduce the concept of morphology.

SAY Words are made up of smaller parts that help us understand their meanings. This study of word parts is called *morphology*. When we understand how words are built, we can read and write them more easily.

SAY If we know the meaning of different word parts, we can figure out new words when we see them. We will also be able to spell and use words correctly in our writing.

2. Introduce the concept of contractions.

SAY One way words change is by combining two words into one shorter word, which helps us read and write faster. These are called *contractions*.

SAY For example, we can say *don't* instead of *do not*. The apostrophe takes the place of the missing letter o.

ASK Can anyone think of another contraction they've seen or heard before? (Answers may vary but could include familiar contractions from first grade, such as *I'm*, *he's*, *we're*, *they've*, and *hadn't*.)

3. Play the game Contraction Match-Up. Model one round using *can* and *not* to form *can't*.

SAY Let's play a quick game called Contraction Match-Up. I will display two words on the board. You will turn and talk with a partner to decide what the contraction should be. Then we'll share our answers together.

SAY I'll start with the first round. We have the words *can* and *not*.

ASK What contraction do these two words create? (*can't*)

SAY Correct. The words *can* and *not* come together to form the word *can't*.

4. Repeat step 3 with contractions learned in first grade.

SAY *did, not* (*didn't*)

SAY *it, is* (*it's*)

SAY *we, have* (*we've*)

SAY *I, am* (*I'm*)

SAY *they, have* (*they've*)

Instruction L.2.2.C, L.2.2.D, L.2.4.B

Application RF.2.4.A, L.2.4.A

did not
it is
we have
I am
they have

Morphology: Prefixes and Suffixes

1. Introduce the concept of prefixes and provide several examples.

SAY Another way words change is by adding word parts to the beginning or end of a word. These parts are called *affixes*.

SAY A prefix is a type of affix. It is the word part that is added to the beginning of a word and changes its meaning.

SAY For example, *re-* is a prefix that means “again, repeat, or back.” If we add *re-* to *play*, we get *replay*, which means “to play again.” Let’s try a few together.

ASK What does the word *happy* mean? (to feel joy)

ASK If we add *un-* to *happy*, we get what word? (*unhappy*)

SAY The word *unhappy* means “not full of joy.”

2. Repeat for two more words, *preheat* and *misplace*.

3. Introduce the concept of suffixes.

SAY A suffix is another type of affix. It is a word part that is added to the end of a word and can change the word’s meaning or how it is used in a sentence.

SAY For example, if we add *-er* to *teach*, we get *teacher*, which means “someone who teaches.” Let’s try a few examples together.

ASK What does the word *help* mean? (to make something easier for someone or assist)

ASK If we add *-less* to *help*, we get what word? (*helpless*)

ASK What does the word *helpless* mean? (without help or unable to assist)

4. Repeat for two more words, *slowly* and *running*.

5. Play the game Affix Shuffle.

SAY We’ve learned that prefixes and suffixes can change the meaning of a base word. Now, we’re going to play a game to build new words using prefixes, suffixes, and base words.

SAY Everyone will stand in a circle. Half of you will have base word cards, and the other half will have prefix and suffix cards.

SAY When it’s your turn, step into the middle and say your base word clearly.

SAY If you have a prefix or suffix that could connect to the base word to make a real word, step into the middle and say the new word.

6. Model playing a round of Affix Shuffle with a student volunteer.

SAY Let’s try an example together. Imagine I step into the middle with the base word *happy*.

ASK Who has a prefix or suffix that can connect with *happy* to make a real word?

CHECK FOR SUCCESS Guide students to step forward with an affix such as *un-* to make *unhappy* or *-ness* to make *happiness*.

7. Repeat for two or three rounds.

8. Wrap up the instructional routine.

SAY You did an amazing job building words. This shows how understanding word parts helps us read and understand new words. This is important work we will do all year. This will also become an important step in the ways that we study syllables. We will eventually be breaking syllables apart by circling prefixes and suffixes, along with checking for vowels and syllables. For now, we will spend the next several lessons thinking about a specific contraction or affix to learn about at a deeper level. This was a great start.

re + play = replay

un + happy = unhappy

pre + heat = preheat

mis + place = misplace

teach + er = teacher

help + less = helpless

slow + ly = slowly

run + ning = running

Instruction L.2.2.C, L.2.2.D, L.2.4.B

Application RF.2.4.A, L.2.4.A

Reflect



Suggested Pacing: 2 minutes

Pass the Microphone

In a circle, pass around a pretend microphone. Have each student share one thing they learned, a connection they made, or a question they still have. Encourage students to actively engage with their peers' ideas, using sentence starters such as the following:

- "I agree with _____ because . . ."
- "I have a different thought. I think . . ."
- "I have a question about what _____ said. Can you explain more?"

Application SL.2.1.A, SL.2.1.B, SL.2.1.C, SL.2.2, SL.2.4, SL.2.6

Transition to Small Group

1. Let students know it's time for the second part of the foundational skills lesson: small group instruction. Students will rotate through stations around the classroom. Use the transition song to help signal the shift and support a smooth transition.

SAY Now, it's time for the second part of our lesson—small group instruction. You'll work at different stations around the classroom. Let's sing our transition song together as we get ready to move.



Instructional Focus

Y as a Vowel

y as /ī/, /ĩ/, /ē/

Cycle Description

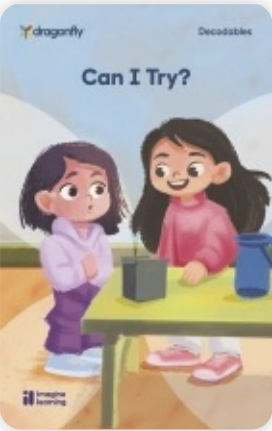
In Cycle 2, second graders explore how the letter y acts as a vowel, making the sounds /ē/, /ī/, and /ĩ/ in one- and two-syllable words. Students apply knowledge of syllable types and vowel patterns to read and spell more accurately. Students deepen word analysis and study contractions in morphology, learning how apostrophes show omitted letters. Cycle 2 introduces consistent routines for high-frequency word instruction, word work, morphology, decoding, encoding, and fluency. These predictable practices establish a steady learning rhythm and support ongoing growth in foundational literacy skills.

Instructional Routines Introduced in This Cycle

- Learning Launch Story (Lesson 1)
- Concept Review/New Concept (Lesson 1)
- Decoding: Sentences (Lesson 2)
- High-Frequency Words: Analysis (Lesson 2)
- High-Frequency Words: Review (Lesson 4)
- Word Work (Lesson 3)
- Encoding: Words and Sentences (Lesson 4)
- Fluency Partner Read (Lesson 4)

Decodable Book

Can I Try?



High-Frequency Words

sit
why
pull
call

Morphology

Contractions

not

Cycle Lessons

LESSON 1	New Concept	40
LESSON 2	Decoding: Sentences	50
LESSON 3	Decoding: Reading with Comprehension	61
LESSON 4	Encoding: Words and Sentences	70
LESSON 5	Morphology	81

2020



New Concept



Learning Targets

- I can listen to a story and identify words with y as a vowel.
- I can recognize the sound patterns for y as a vowel.
- I can read one- and two-syllable words with y as a vowel.



Prepare in Advance

Teacher

- Phonogram cards for review: a_e, e_e, i_e, o_e, u_e, a, e, i, o, and u
- Phonogram cards for instruction: y

Student

- Student companion
 - Reading Words with Multiple Syllables: Cycle 2



Standards

Instruction

RF.2.3.A, RF.2.3.C, RF.2.3.D, RF.2.3.E, RF.2.4.A

Application

RL.2.10, RF.2.3.A, RF.2.3.E, SL.2.1.A, SL.2.2, SL.2.4, SL.2.6



Agenda

- **Drill (2 minutes)**
 - Letter-Sound Chant
- **Opening (2 minutes)**
 - Learning Targets
 - Learning Launch Story
 - Transition Song
- **Work Time (14 minutes)**
 - Learning Targets
 - New Concept Review
- **Reflect (2 minutes)**
 - Today I Learned
 - Transition to Small Group



Total Lesson Time
20 minutes

Drill

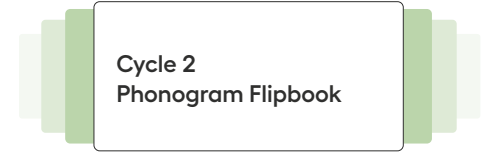


Suggested Pacing: 2 minutes

Letter-Sound Chant

1. Begin the letter-sound chant. Display the first phonogram card.
2. Model the letter-sound chant for *a_e*, /ā/, pointing to the phonogram as you say it.
SAY *a_e*, /ā/
3. Prompt students to join in the letter-sound chant for *a_e*, /ā/.
4. Repeat this process with *u_e*, /ū/; *u_e*, /ū/; *o_e*, /ō/; *e_e*, /ē/; *i_e*, /ī/; *u*, /ŭ/ *a*, /ă/; *i*, /ĭ/; *o*, /ŏ/; and *e*, /ĕ/
5. Wrap up the instructional routine.
SAY Great job practicing our letter-sound connections today. These connections are the keys that will help us read and write words. The more we practice, the stronger we get as readers and writers.

Application RF.2.3.A



Opening



Suggested Pacing: 2 minutes

Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can listen to a story and identify words with *y* as a vowel.

Application RL.2.10, RF.2.3.E



Learning Target

I can listen to a story and identify words with *y* as a vowel.

Learning Launch Story

1. Begin a read-aloud of the learning launch story.
SAY Let's launch our learning for the week with a story. In the story, we'll hear words with our concept for the week: the letter *y* as a vowel. Later in the week, you'll read a story connected to today's learning launch story. It will be filled with words that you can read.
2. Read the learning launch story aloud once without interruption, modeling fluency.
3. Wrap up the instructional routine.
SAY We heard lots of words in this story with the letter *y* as a vowel. As we continue learning this week, we'll explore the different sounds that *y* makes as a vowel.

Learning Launch Story: *Can I Try?*

It is STEAM Fair day! Cam and Tom go to the gym where there are booths set up for each science project. Miss Hill pulls out her handy-dandy fair map, which shows the spot for each activity. Cam and Tom look at the map and see that their booth is under a window. They survey the room, looking around to find their spot. There it is! Together, Cam and Tom carry everything to their booth. It is a hefty load.

At their booth, Cam unloads their project, and Tom sets the board, jars, cups, string, and salt on the table—this is easy! Miss Hill tells Tom and Cam that she can't wait to check out their project and reminds them to call her over again if they need more help. Tom and Cam sit and admire their booth. It looks snazzy! They can rest before the fair begins.

After a bit of time, the entry doors open wide, and kids rush over. They want to try all the activities, and many come over to Cam and Tom's booth. Cam sees one kid acting shy and standing farther back. Cam encourages her to just come up and not to be shy. Cam invites the girl to watch how to make a crystal. Cam even shares the key ingredient . . . salt. The girl is amazed at how Tom and Cam made the crystals, and she wants to do it, too.

Cam and Tom are happy to help. They show the girl how easy it is to make a salt crystal. She is so excited by how it turns out. "My crystal! Cool!" she exclaims. She loves her crystal so much she wants to make more.

Tom and Cam's STEAM Fair booth and activity are a total hit. Tom and Cam feel happy.

Application RL.2.10, RF.2.3.E

Transition Song

- Gather students as a whole group and sing the suggested transition song.
SAY Let's sing our transition song as we prepare for the next part of our lesson.



Work Time



Suggested Pacing: 14 minutes

14

Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- Learning Target #1:** I can recognize the sound patterns for y as a vowel.
- Learning Target #2:** I can read one- and two-syllable words with y as a vowel.

Instruction RF.2.3.A, RF.2.3.C, RF.2.3.D, RF.2.3.E, RF.2.4.A



Learning Targets

- I can recognize the sound patterns for y as a vowel.**
- I can read one- and two-syllable words with y as a vowel.**

Concept Review: y as /ē/

candy

1. Introduce students to the concept review.

SAY Last year, you learned that the letter y can say /ē/. Today, we'll review that sound and learn more about the letter y as a vowel.

2. Show the y phonogram card. Review the concept of y as /ē/.

SAY When you first learned about the letter y, you learned it as a consonant. As a consonant, the letter y says /y/, as in *yellow*. But the letter y can also be a vowel. When y is at the end of a word with two or more syllables, it usually sounds like long e (/ē/).

3. Display the word *candy* and demonstrate y as /ē/.

SAY Look at the word *candy*. *Candy* has two syllables. The letter y is at the end, and it acts as a vowel, saying the /ē/ sound.

SAY Let's read this word together: I can segment the first syllable as /k/ /ă/ /n/, *can-* and the second syllable as /d/ /ē/, *-dy*. Now, I can blend both syllables together to read the word: *candy*.

Instruction RF.2.3.C, RF.2.3.E, RF.2.4.A

New Concept: y as a Vowel

sky
gym

1. Introduce the concept of y as a vowel.

SAY The letter y doesn't just say /ē/. It can make other vowel sounds too. Let's look at some examples.

2. Display the word *sky* and introduce y as /ī/.

SAY Look at the word *sky*. The letter y is at the end of the word. When y is at the end of a word with one syllable, it says /ī/.

SAY Let's read this word together: /s/ /k/ /ī/, *sky*.

SAY A few words, like *deny* and *reply*, don't follow this rule because they have more than one syllable, but the last syllable still sounds like long /ī/.

3. Display the word *gym* and introduce y as /ĭ/.

SAY When y is in the middle of a syllable, it makes the short /ĭ/ sound. Look at the word *gym*. Here, the letter y is in the middle of a word with one syllable. When y is in the middle, it makes the short vowel sound /ĭ/.

SAY Let's read this word together: /j/ /ĭ/ /m/, *gym*.

Instruction RF.2.3.A, RF.2.3.C, RF.2.3.E, RF.2.4.A

Rules for y as a Vowel

1. Display and review the Rules for y as a Vowel chart and point to each row as you explain.

SAY We just learned that the letter y can make different vowel sounds. Sometimes it says /ē/, sometimes /ī/, and sometimes /ĭ/. To help us remember when y makes each sound, we have a chart that we can use as a resource. This chart shows us the three different sounds that y can make.

SAY When y is at the end of a word with two or more syllables, it usually says /ē/, as in *happy*, *baby*, and *candy*. When y is at the end of a word with just one syllable, it usually says /ī/, as in *cry*, *fly*, and *sky*. When y is in the middle of a word, it makes the short /ĭ/ sound, as in *gym*, *myth*, and *system*.

SAY This chart is a great resource to help us remember when y makes each sound.

Rules for y as a Vowel		
y Sound	Where It Appears	Examples
y as /ē/	at the end of a word with two or more syllables	candy, happy, baby
y as /ī/	at the end of a one-syllable word	cry, sky, fly
y as /ĭ/	in the middle of a word	gym, myth, system

Instruction RF.2.3.A, RF.2.3.C, RF.2.3.D, RF.2.3.E, RF.2.4.A

Decoding One-Syllable Words

I DO

1. Discuss decoding strategies.

SAY When we read words, we use different strategies to figure out unfamiliar words. We've learned to segment words by breaking them into their sounds and then blending them back together to read the word.

SAY First, we'll use all these strategies as we read one-syllable words that use y as a vowel.

2. Model using decoding strategies with the words *spry* and *myth*.

SAY Let's look at the word *spry*.

SAY I notice that there is one vowel in this word, y. This must be one syllable. I also notice that y is at the end of this word. That tells me that y will make the /ī/ sound.

SAY Now, I can segment the sounds and blend them together: /s/ /p/ /r/ /ī/, *spry*.

SAY Let's look at the word *myth*.

SAY I notice that there is one vowel in this word, y, so this must be one syllable. I also notice that y is in the middle of this word. That tells me that y will make the /ĭ/ sound.

SAY Now, I can segment the sounds and blend them together: /m/ /ĭ/ /th/, *myth*.

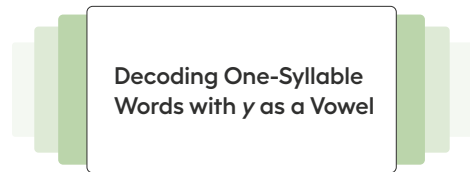
WE DO

1. Lead students through reading the word *gym* using multiple decoding strategies.

SAY Now, let's practice reading words together.

SAY Let's look at the word *gym*.

ASK What do you notice about the vowel in this word? (The only vowel is y, and it is in the middle of the word.)



ASK Yes, y is acting as a vowel in this word, and it is in the middle. What sound will y say? (/ɪ/)

SAY Yes, y will say /ɪ/.

SAY I also notice that there is a letter g before the letter y. When letter g comes before a y, it usually says its soft sound, /j/. What sound will g say? (/j/)

SAY Now, we can segment the sounds and blend them together: /j/ /ɪ/ /m/, gym. (/j/ /ɪ/ /m/, gym)

CHECK FOR SUCCESS Listen for correct vowel pronunciation and smooth blending. If students say an incorrect sound during segmenting, pause and model the correct one. Ask students to repeat the sound. Return to the beginning of the word and ask students to segment and blend the word again.

- Continue to lead students through reading the words *sly* and *cyst* using multiple decoding strategies, first prompting students to consider the vowels and then collectively segmenting and blending to read each word.

YOU DO

- Direct students to read the words *cry*, *shy*, *crypt*, and *sync*.

SAY Now, it's time for you to whisper read these words. Look at each word carefully and use your strategies to think about what sound the vowel makes, segment the word into sounds, and blend the sounds to read the word smoothly.

- Monitor students' whisper reading.



Differentiation

Approaching

- If students are guessing instead of decoding:
 - Use a pause-and-prompt approach.
 - ASK** What's the first sound? What's the next sound? Now, let's put them together
 - Encourage a slow-blending approach where students elongate each phoneme and gradually speed up until they say the whole word naturally.
- If students are forgetting sounds before blending, use repetition and elongation to reinforce sounds.
- If students are having difficulty isolating or sequencing sounds:
 - Use Elkonin sound boxes to represent phonemes.
 - Gradually phase out the boxes as students grow more confident.

Beyond

- If students have mastered segmenting and blending words with the target sounds, consider adding more challenging words that contain concepts occurring later in the Grade 2 scope and sequence.

Multisensory Learning

- Use a color-coded system to distinguish similar grapheme or phoneme concepts.

Instruction RF.2.3.C, RF.2.3.D, RF.2.3.E, RF.2.4.A

Decoding Two-Syllable Words

I DO

1. Discuss strategies for decoding two-syllable words.

SAY We've practiced using segmenting and blending to read one-syllable words with *y* as a vowel. Now, we're going to use what we know about syllables to help us read two-syllable words. To read a two-syllable word, we follow these steps:

SAY First, look for the vowels in the word. This helps us figure out how many syllables the word has.

SAY Next, find where the syllables break apart. The break is usually between two consonants. If there is only one consonant between the vowels, the break comes before or after that consonant.

SAY Then, figure out the syllable types. This helps us know the vowel sounds in each syllable.

SAY Last, segment and blend each syllable and then blend the whole word together.

2. Model using decoding strategies with the two-syllable word *lady*.

SAY Let's look at the word *lady* and notice the vowels.

3. Model flexible syllable division. Guide students in trying two ways to divide the word and choosing the one that makes a real word.

SAY The first vowel I notice is the letter *a*. I also see the letter *y* acting as a vowel. I am going to underline these two vowels, *a* and *y*. I notice that the vowels are in separate parts of the word, so this word must have two syllables.

SAY Now, I need to look for where to break apart the syllables. When there's one consonant between the vowels, we have two choices: we can try dividing before the consonant or after it. Let's be flexible and try both. We'll figure out which one sounds like a real word.

ASK It helps to try dividing before the consonant first. That would make the *a* long: /lā/-/dē/. Does that sound like a real word? (Yes)

ASK Now, let's try dividing after the consonant. That would make the *a* short: /lăd/-/ē/. Does that sound like a real word? (No)

ASK Nice work being flexible. Dividing before the consonant made a real word, so let's draw a line between the *a* and the *d*.

SAY In the next syllable, I see *d-y*. Since the *y* is at the end of a two-syllable word, I know it will make the /ē/ sound. I can blend that: /d/ /ē/, -dy.

SAY Now, I can blend both syllables together and read this word: *la-dy, lady*.

4. Model using decoding strategies with the two-syllable word *system*.

SAY Next, let's look at the word *system* and notice the vowels.

SAY I see a letter *y* acting as a vowel, and I also see the letter *e*. I am going to underline these two vowels, *y* and *e*. I notice that the vowels are in separate parts of the word, so this word must have two syllables.

SAY Now, I need to look for where to break apart the syllables. There are two consonants between the vowels, so I can split the syllables between the consonants. I am going to draw a line between the *s* and the *t*.

SAY In the first syllable, I see *s-y-s*. The letter *y* is in the middle of this syllable, so it will make the /ī/ sound. I can blend that: /s/ /ī/ /s/, sys-.

SAY In the next syllable, I see *t-e-m*. The vowel *e* is followed by *m*, a consonant. This is a closed syllable because the consonant closes in the vowel, so the *e* says /ĕ/. I can blend that: /t/ /ĕ/ /m/, -tem.

SAY Now, I can blend both syllables together and read this word: *sys-tem, system*.

lady
system
python
cozy
nasty

WE DO

- Direct students to the Reading Words with Multiple Syllables: Cycle 2 page in their student companions. Lead students in using decoding strategies with the two-syllable word *python*.
 - SAY** Next, let's look at the word *python* and notice the vowels.
 - ASK** What vowels do you notice? (*y and o*)
 - SAY** Great, let's underline these two vowels, *y* and *o*.
 - ASK** When we see two vowels in different parts of the word, what does that tell us about the syllables? (*It tells us that there are two syllables in the word.*)
 - SAY** There are two consonants between the vowels: *t* and *h*. Why shouldn't we split the syllables between these two consonants? (*We shouldn't split these two consonants because when t and h are next to one another, they make a digraph. They work together to make the sound /th/.*)
 - SAY** Correct. We can't separate *t* and *h* because they're making the /th/ sound together. So we will need to split before *th* or after *th*. Let's be flexible and try both. We'll figure out which one sounds like a real word.
 - ASK** It helps to try dividing before the digraph first. That would make the *y* say /ī/: /pī/-/thŏn/. Does that sound like a real word? (*Yes*)
 - ASK** Now, let's try dividing after the digraph. That would make the *y* say /ī/: /pīth/-/ŏn/. Does that sound like a real word? (*No*)
 - SAY** Nice work being flexible. Dividing before the digraph made a real word, so let's draw a line between the *y* and the *th*.
 - SAY** In the next syllable, we see *t-h-o-n*. The letter *n* closes in the letter *o*, so this is a closed syllable where *o* will make its short sound, /ŏ/. Let's blend that: /th/ /ŏ/ /n/, -thon. (*/th/ /ŏ/ /n/, -thon*)
 - SAY** Now, we can blend both syllables together and read this word: *py-thon, python*.
- Continue leading students in using decoding strategies with the two-syllable words *cozy* (*co|zy*; open|open) and *nasty* (*nas|ty*; closed|open).

YOU DO

- Direct students to decode *hefty* (*hef|ty*; closed|open), *tiny* (*ti|ny*; open|open), *pantry* (*pan|try*; closed|open), and *city* (*ci|ty*; closed|open).
 - SAY** Now, it's time for you to whisper read these words. Look carefully at each word and use the steps we've practiced to find the vowels and where the syllables break apart. Think about the syllable types to decide the vowel sounds, segment and blend each syllable, and then blend the syllables together smoothly.
- Monitor students' whisper reading.
- Wrap up the instructional routine.
 - SAY** Today, you practiced using segmenting, blending, and syllable-type knowledge to read one- and two-syllable words with *y* as a vowel. The more we use these strategies, the easier it becomes to read new words. You'll see these words again when we read our decodable book this week.



Differentiation

Approaching

- If students are having difficulty with multisyllabic word decoding, cover up part of the word so students can attend to just one syllable at a time.
- If students are having difficulty isolating or sequencing sounds:
 - Use Elkonin sound boxes to represent phonemes within each syllable. Gradually phase out the boxes as students grow more confident.
 - Use finger tapping to assist with repeated blending.
- If students are having difficulty with vowel sounds:
 - Review vowel sounds using articulation cards and the sound wall.
 - Use explicit comparison of specific syllables to build vowel awareness.

Beyond

- If students have mastered reading two-syllable words with the target sounds, consider adding more challenging three-syllable words or words that contain concepts occurring later in the Grade 2 scope and sequence.
- Prompt students to explain how they decoded the word.

MLL Support

- Provide additional oral practice with syllable segmentation and blending.

Multisensory Learning

- Use Elkonin sound boxes, finger tapping, or arm motions to blend phonemes in each syllable.
- Highlight vowels or vowel patterns using consistent colors (e.g., long vowels in yellow, short vowels in red) to reinforce vowel sounds across syllables.

Instruction RF.2.3.C, RF.2.3.D, RF.2.3.E, RF.2.4.A

Reflect



2

Suggested Pacing: 2 minutes

Today I Learned

Say the sentence starter “Today, I learned . . .” and have students share their reflections. Encourage them to explain why what they have learned is important or how they can apply it (e.g., “Today, I learned how to ____, which helps me . . .”). Consider having students write their reflections in a learning journal, using at least one supporting detail or example.

Application SL.2.1.A, SL.2.2, SL.2.4, SL.2.6

Transition to Small Group

1. Let students know it's time for the second part of the foundational skills lesson: small group instruction. Students will rotate through stations around the classroom. Use the transition song to help signal the shift and support a smooth transition.

SAY Now, it's time for the second part of our lesson—small group instruction. You'll work at different stations around the classroom. Let's sing our transition song together as we get ready to move.





Decoding: Sentences



Learning Targets

- I can read and spell the high-frequency words *sit*, *why*, *pull*, and *call*.
- I can read and spell one- and two-syllable words where *y* acts as a vowel, making the /ē/, /ī/, or /ī/ sound.



Prepare in Advance

Teacher

- Phonogram cards for review: *y*, *a_e*, *e_e*, *u_e*, *e*, *i*, *o*, and *u*
- High-Frequency Word cards *sit*, *why*, *pull*, and *call*

Student

- Student companion
 - High-Frequency Words: Cycle 2



Standards

Instruction

RF.2.3.A, RF.2.3.B, RF.2.3.C, RF.2.3.D, RF.2.3.E, RF.2.3.F

Application

RF.2.3.A, RF.2.3.B, RF.2.3.E, RF.2.3.F, RF.2.4.A, RF.2.4.B, SL.2.1.A, SL.2.1.B, SL.2.1.C, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.2.D



Agenda

- **Drill (2 minutes)**
 - Letter-Sound Chant
- **Opening (8 minutes)**
 - Learning Targets
 - High-Frequency Words: Analysis
 - Transition Song
- **Work Time (8 minutes)**
 - Learning Targets
 - Decoding: Sentences
- **Reflect (2 minutes)**
 - Turn and Talk
 - Transition to Small Group

20

Total Lesson Time
20 minutes

Drill



Suggested Pacing: 2 minutes

Letter-Sound Chant

1. Begin the letter-sound chant. Display the first phonogram card.
2. Model the letter-sound chant for y as /ē/, pointing to the phonogram as you say it.
SAY y, /ē/
3. Prompt students to join in the letter-sound chant for y, /ē/.
4. Repeat this process with y, /ī/; y, /ī/; a_e, /ā/; e_e, /ē/; u_e, /ū/ and /ū/; e, /ě/; i, /ī/; o, /ō/; and u, /ū/.
5. Wrap up the instructional routine.
SAY Great job practicing our letter-sound connections today. These connections are the keys that will help us read and write words. The more we practice, the stronger we get as readers and writers.

Application RF.2.3.A, RF.2.3.B, RF.2.3.E



Opening



Suggested Pacing: 8 minutes

Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can read and spell the high-frequency words *sit*, *why*, *pull*, and *call*.

Instruction RF.2.3.A, RF.2.3.E, RF.2.3.F

Application SL.2.3, L.2.2.D



Learning Target

I can read and spell the high-frequency words *sit*, *why*, *pull*, and *call*.

High-Frequency Words: Analysis

sit

1. Introduce high-frequency words.
SAY High-frequency words are words we see a lot when we read and use often when we write. Today, we will learn how to read and spell a new high-frequency word. Let's take a look at our new word.
2. Display the word *sit*.
SAY This word is *sit*. The word *sit* has three letters: *s*, *i*, *t*.
3. Give context for how the high-frequency word is used when speaking. Emphasize the word *sit* when reading the sentences below.
SAY *Sit* is a word we use when we talk about resting on a chair or the ground. You might hear someone say "Please sit in your seat" or "Let's sit on the grass for our picnic."
4. Teach the grapheme-phoneme correspondences in the word.
SAY *Sit* is a word with three sounds: /s/ /ī/ /t/.
SAY The letter *s* says /s/.

SAY The letter *i* says /i/.

SAY The letter *t* says /t/.

5. Address the regularity of the grapheme-phoneme correspondences in the word.

SAY In this word, each letter makes the sound we expect it to. That means all the sounds in this word follow regular patterns.

6. Guide students in saying the sounds in the word. Then, blend the sounds together to form the word.

SAY Let's say the sounds we know in this word, one at a time. After we say all the sounds, we'll blend them together to read the whole word.

SAY /s/ /i/ /t/, *sit* (s/ i/ t/, *sit*)

7. Prompt students to read the word.

SAY So when we see this word, we know to read it as *sit*.

ASK What's this word? (*sit*)

Instruction RF.2.3.A

Application SL.2.3, L.2.2.D

High-Frequency Words: Analysis

why

1. Display the word *why*.

SAY This word is *why*. The word *why* has three letters: *w*, *h*, *y*.

2. Give context for how the high-frequency word is used when speaking. Emphasize the word *why* when reading the sentences below.

SAY *Why* is a word we use when we ask for a reason. You might hear someone say "Why is the sky blue?" or "Why do we have to go to bed early?"

3. Teach the grapheme-phoneme correspondences in the word.

SAY *Why* is a word with two sounds: /w/ /i/.

SAY The letters *wh* say /w/.

SAY The letter *y* says /i/.

4. Address the regularity of the grapheme-phoneme correspondences in the word.

SAY In this word, each letter or letters make the sound we expect. That means all the sounds in this word follow regular patterns.

5. Guide students in saying the sounds in the word. Then, blend the sounds together to form the word.

SAY Let's say the sounds we know in this word, one at a time. After we say all the sounds, we'll blend them together to read the whole word.

SAY /w/ /i/, *why* (/w/ /i/, *why*)

6. Prompt students to read the word.

SAY So when we see this word, we know to read it as *why*.

ASK What's this word? (*why*)

Instruction RF.2.3.A, RF.2.3.E, RF.2.3.F

Application SL.2.3, L.2.2.D

High-Frequency Words: Analysis

pull



1. Display the word *pull*.

SAY This word is *pull*. The word *pull* has four letters: *p*, *u*, *l*, *l*.

2. Give context for how the high-frequency word is used when speaking. Emphasize the word *pull* when reading the sentences below.

SAY *Pull* is a word we use when we talk about moving something closer to us. You might hear someone say “Pull the door open” or “I had to pull my bike up the hill.”

3. Teach the grapheme-phoneme correspondences in the word.

SAY *Pull* is a word with three sounds: /p/ /ōō/ /l/.

SAY The letter *p* says /p/.

SAY The letter *u* says /ōō/.

SAY The letters *ll* say /l/.

4. Address the regular and irregular grapheme-phoneme correspondences in the word. Annotate the irregular parts of the word.

SAY Some letters in this word make the sounds we expect, like *p* and *ll*. But the letter *u* is tricky because it doesn’t make its usual sound. We’ll mark it with a heart to help us remember this part by heart.

5. Guide students in saying the sounds in the word, including sounds represented by irregular graphemes, and then blend the sounds together to form the word.

SAY Let’s say the sounds we know in this word, one at a time. After we say all the sounds, we’ll blend them together to read the whole word.

SAY /p/ /ōō/ /l/, *pull* (/p/ /ōō/ /l/, *pull*)

6. Prompt students to read the word.

SAY So when we see this word, we know to read it as *pull*.

ASK What’s this word? (*pull*)

Instruction RF.2.3.A, RF.2.3.E, RF.2.3.F

Application SL.2.3, L.2.2.D

High-Frequency Words: Analysis

call



1. Display the word *call*.

SAY This word is *call*. The word *call* has four letters: *c*, *a*, *l*, *l*.

2. Give context for how the high-frequency word is used when speaking. Emphasize the word *call* when reading the sentences below.

SAY *Call* is a word we use when we talk about getting someone’s attention or talking on the phone. You might hear someone say “Call your friend to say hi” or “I will call my dog to come inside.”

3. Teach the grapheme-phoneme correspondences in the word.

SAY *Call* is a word with three sounds: /k/ /aw/ /l/.

SAY The letter *c* says /k/.

SAY The letter *a* says /aw/.

SAY The letters *ll* say /l/.

4. Address the regular and irregular grapheme-phoneme correspondences in the word. Annotate the irregular parts of the word.

Note: The phoneme /aw/, taught when the letter *a* comes before the letter *i*, is temporarily irregular. This phoneme will remain irregular until it is introduced in Grade 2, Module 3, Cycle 16.

SAY Some letters in this word make the sounds we expect, like *c* and *ll*. But the letter *a* is tricky because it doesn't make its usual sound. We'll mark it with a heart to help us remember this part by heart.

5. Guide students in saying the sounds in the word, including sounds represented by irregular graphemes. Then, blend the sounds together to form the word.

SAY Let's say the sounds we know in this word, one at a time. After we say all the sounds, we'll blend them together to read the whole word.

SAY /k/ /aw/ /l/, call (/k/ /aw/ /l/, call)

6. Prompt students to read the word.

SAY So when we see this word, we know to read it as *call*.

ASK What's this word? (call)

Instruction RF.2.3.A, RF.2.3.E, RF.2.3.F

Application SL.2.3, L.2.2.D

High-Frequency Words: Spelling

1. Direct students to the High-Frequency Words: Cycle 2 page in their student companions. Spell the high-frequency word by mapping graphemes to phonemes.

SAY As writers, you can spell high-frequency words using the sounds you hear in the word. In the word *sit*, we heard three sounds: /s/ /i/ /t/.

2. Touch each circle when articulating the phonemes, one at a time.

After the students' responses, reveal each letter-sound correspondence to students.

ASK Help me spell the word *sit*. Which letter makes the first sound, /s/? (s)

SAY That's right, the letter *s* makes the sound /s/.

ASK Which letter makes the sound /i/? (i)

SAY That's right, the letter *i* makes the sound /i/.

ASK Which letter makes the sound /t/? (t)

SAY That's right, the letter *t* makes the sound /t/.

3. Guide students in reading together what was written to ensure the word matches the word they intended to spell.

SAY Let's read what we wrote: /s/ /i/ /t/, *sit*. Great. We wrote the word *sit*.

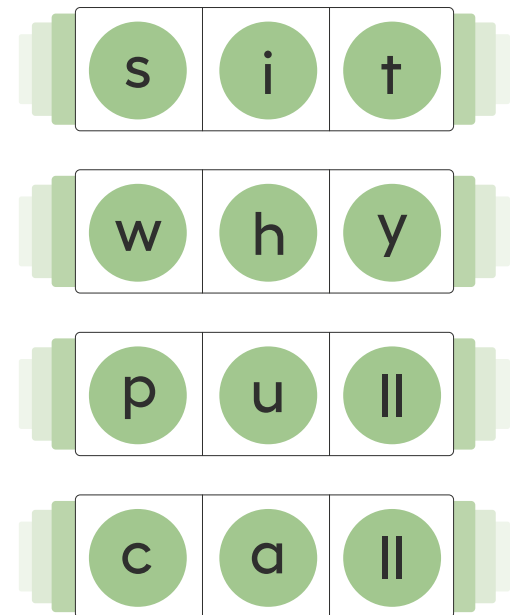
4. Repeat the previous steps with the high-frequency words *why*, *pull*, and *call*, using the grapheme-phoneme correspondences instructed previously.

5. Guide students in writing the high-frequency words *sit*, *why*, *pull*, and *call*.

6. Display or store the high-frequency word cards for students to reference easily throughout the week.

7. Wrap up the instructional routine.

SAY Now that we know the words *sit*, *why*, *pull*, and *call*, we can look for them when we read and use them when we write.





Differentiation

Approaching

- Provide additional practice with oral blending of phonemes after they have been introduced.
- Consider using picture cues and sentence frames to support understanding and encourage repeated choral reading for fluency.
- Facilitate repeated writing of high-frequency words while mapping the phonemes to graphemes.

MLL Support

- Use gestures and real-life examples to reinforce meaning. Highlight cognates, if applicable, and provide sentence frames for structured speaking practice.

Multisensory Learning

- Incorporate movement by having students tap out each phoneme.
- Use color coding to highlight irregular graphemes.
- Engage students in echo reading to reinforce auditory memory.

Instruction RF.2.3.A, RF.2.3.E, RF.2.3.F

Application SL.2.3, L.2.2.D

Transition Song

1. Gather students as a whole group and sing the suggested transition song.
SAY Let's sing our transition song as we prepare for the next part of our lesson.



8

Work Time



Suggested Pacing: 8 minutes

Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can read and spell one- and two-syllable words with y as a vowel, making the /ē/, /ī/, or /i/ sound.

Instruction RF.2.3.A, RF.2.3.C, RF.2.3.E

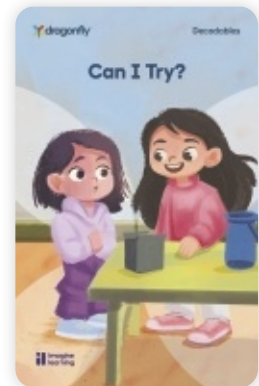
Application RF.2.3.F, RF.2.4.A, RF.2.4.B



Learning Target

I can read and spell one- and two-syllable words with y as a vowel, making the /ē/, /ī/, or /i/ sound.

Decoding Sentences: Introduction



Happy to help if
needed, just call
me over.

1. Introduce the instructional routine.

SAY Now, we'll practice sentences from our decodable book *Can I Try?* These sentences include words with *y* as a vowel.

2. Display the first sentence: "Happy to help if needed, just call me over."

SAY When I read, if I see a one-syllable word I don't know automatically, I can segment and blend the sounds to figure it out. If a word has more than one syllable, I can use my knowledge of syllable types to help me as well.

3. Guide students in reading the decodable word *happy*, which features *y* as a vowel, using appropriate strategies as needed.

SAY I'll model using strategies to read these words. Then, we'll choral read them together.

SAY In this first word, I see two vowels, which tells me it's a two-syllable word. I also know the letters *pp* are said together, so I will split the syllable in the middle. The first syllable is /h/ /ă/ /p/, *hap-*, and the second syllable is /p/ /ē/, *-py*.

SAY Let's say the syllables and blend them together: *hap-py, happy. (hap-py, happy)*

I DO

1. Model reading the sentence. Draw your finger under the words as you read.

SAY Now, it's time to read the full sentence. I'll read the sentence to you first. Your job is to follow along. That means listening to and looking at the words as I read.

SAY "Happy to help if needed, just call me over."

WE DO

1. Lead students through reading the sentence together, providing corrective feedback as needed.

SAY Now, let's read the sentence together. I'll help you if you get stuck.

CHECK FOR SUCCESS If you hear many students misread the same word, pause and review the letters and sounds. Segment and blend the word together; then, have students try again.

YOU DO

1. Direct students to read the sentence independently.

SAY Now, it's your turn. Whisper read the sentence on your own. Give me a thumbs up when you've whisper read the sentence.

Instruction RF.2.3.A, RF.2.3.C, RF.2.3.E

Application RF.2.3.F, RF.2.4.A, RF.2.4.B

Decoding Sentences: Sentence #2

Oof, this is a hefty load.

1. Display the second sentence: "Oof, this is a hefty load."
2. Guide students in reading the decodable word *hefty*, which features *y* as a vowel, using appropriate strategies as needed.

SAY We have another sentence. I'll model how to use strategies to read these words. Then, we'll choral read them together.

SAY In this word, I see two vowels, which tells me it's a two-syllable word.

I also know I need to split the syllables between the *f* and the *t*. The first syllable is /h/ /ĕ/ /f/, *hef-*, and the second syllable is /t/ /ē/, *-ty*.

SAY Let's say the syllables and blend them together: *hef-ty, hefty*. (*hef-ty, hefty*)

I DO

1. Model reading the sentence. Draw your finger under the words as you read.

SAY Now, it's time to read the full sentence. I'll read the sentence to you first. Remember, your job is to follow along.

SAY "Oof, this is a hefty load."

WE DO

1. Lead students through reading the sentence together, providing corrective feedback as needed.

SAY Now, let's read our sentence together. I'll help you if you get stuck.

CHECK FOR SUCCESS If students misread a word, pause and look at the letters in the word together. Model how to segment and blend the word; then, have students try it with you.

YOU DO

1. Direct students to read the sentence independently.

SAY Now, it's your turn. Whisper read the sentence on your own. Give me a thumbs up when you've whisper read the sentence.

Instruction RF.2.3.A, RF.2.3.B, RF.2.3.C, RF.2.3.D, RF.2.3.E

Application RF.2.3.F, RF.2.4.A, RF.2.4.B

Decoding Sentences: Sentence #3

Why don't you sit and rest for a bit, Cam and Tom?

1. Display the third sentence: "Why don't you sit and rest for a bit, Cam and Tom?"
2. Guide students in reading the decodable word *why*, which features *y* as a vowel, using appropriate strategies as needed.

SAY We have another sentence. I'll model using strategies to read these words. Then, we'll choral read them together.

SAY In this word, I see one vowel, which tells me it's a one-syllable word. I can read this word by blending the sounds: /w/ /ī/, *why*.

SAY Let's read it together: /w/ /ī/, *why*. (*/w/ /ī/, why*)

I DO

1. Model reading the sentence. Draw your finger under the words as you read.

SAY It's time to read the full sentence. I'll read the sentence to you first. Remember, your job is to follow along.

SAY "Why don't you sit and rest for a bit, Cam and Tom?"

WE DO

1. Lead students through reading the sentence together, providing corrective feedback as needed.

SAY Now, let's read our sentence together. I'll help you if you get stuck.

CHECK FOR SUCCESS If students misread a word, pause and look at the letters in the word together. Model how to segment and blend the word; then, have students try it with you.

YOU DO

1. Direct students to read the sentence independently.

SAY Now, it's your turn. Whisper read the sentence on your own. Give me a thumbs-up when you've whisper read the sentence.

Instruction RF.2.3.A, RF.2.3.E

Application RF.2.3.F, RF.2.4.A, RF.2.4.B

Decoding Sentences: Sentence #4

Is it tricky?

1. Display the fourth sentence: "Is it tricky?"
2. Guide students in reading the decodable word *tricky*, which features *y* as a vowel, using appropriate strategies as needed.

SAY We have another sentence. I'll model how to use strategies to read these words. Then, we'll choral read them together.

SAY In this word, I see two vowels, which tells me it's a two-syllable word. I also know the letters *ck* work together to make one sound, /k/, so I need to split the syllables between the *k* and the *y*. The first syllable is /t/ /r/ /i/ /k/, *trick-*, and the second syllable is /ē/, -y. *Trick-y, tricky.*

SAY Let's say the syllables and blend them together: *trick-y, tricky. (trick-y, tricky)*

I DO

1. Model reading the sentence. Draw your finger under the words as you read.

SAY It's time to read the last sentence. I'll read the sentence to you first. Remember, your job is to follow along.

SAY "Is it tricky?"

WE DO

1. Lead students through reading the sentence together, providing corrective feedback as needed.

SAY Now, let's read our sentence together. I'll help you if you get stuck.

CHECK FOR SUCCESS If students misread a word, pause and look at the letters in the word together. Model how to segment and blend the word; then, have students try it with you.

YOU DO

1. Direct students to read the sentence independently.

SAY Now, it's your turn. Whisper read the sentence on your own. Give me a thumbs-up when you've whisper read the sentence.

2. Wrap up the instructional routine.

SAY Today, we practiced reading sentences from our book. This helped us get ready to read the whole book tomorrow.

ASK What do you think will feel easier now that we've practiced? (Answers may vary.)

**Differentiation****Approaching**

- If students are having difficulty with multisyllabic word decoding:
 - Cover up part of the word so students can attend to just one syllable at a time.
- If students are having difficulty reading high-frequency words from current previous cycles:
 - Preview high-frequency words before reading the sentence.
- If students are having difficulty reading a full sentence:
 - Chunk sentences into short phrases for decoding. Have students decode one phrase at a time and then read the entire sentence.
 - Use echo reading. Model fluent reading of a phrase and then have students repeat. This supports prosody and sentence-level meaning-making.

Beyond

- If students have mastered reading the sentence accurately and automatically, ask them to reread the sentence with expression, paying attention to punctuation and changing their voices to show meaning.

MLL Support

- Pre-teach key sentence vocabulary. Ask students to say the word in context before decoding it.

Multisensory Learning

- Use a sentence strip with moveable word cards to build and decode sentences physically.
- Color code syllables within multisyllabic words in each sentence.

Instruction RF.2.3.A, RF.2.3.E

Application RF.2.3.F, RF.2.4.A, RF.2.4.B



Turn and Talk

Pair students to share something they learned or found interesting. Before sharing, prompt them to do the following:

- Ask their partners clarifying or follow-up questions (e.g., “Can you explain how that strategy helped you?”).
- Make a text-to-text, text-to-self, or text-to-world connection (e.g., “This reminds me of when we read about _____ because . . .”).

Afterward, call on a few pairs to share. Have the class build on ideas using sentence starters, such as “I agree with _____ because . . .” or “I’d like to add . . .”

Application SL.2.1.A, SL.2.1.B, SL.2.1.C, SL.2.2, SL.2.4, SL.2.6

Transition to Small Group

1. Let students know it’s time for the second part of the foundational skills lesson: small group instruction. Students will rotate through stations around the classroom. Use the transition song to help signal the shift and support a smooth transition.

SAY Now, it’s time for the second part of our lesson—small group instruction. You’ll work at different stations around the classroom. Let’s sing our transition song together as we get ready to move.





Decoding: Reading with Comprehension



Learning Targets

- I can read words that use y as a vowel.
- I can sort words based on their spelling patterns.
- I can read and understand the book *Can I Try?*
- I can decode two-syllable words with y as a vowel.
- I can show understanding of a story by answering questions and explaining my thinking.



Prepare in Advance

Student

- Student companion
 - Word Work: Cycle 2
- Decodable book *Can I Try?*



Standards

Instruction

RL.2.1, RF.2.3.A, RF.2.3.B, RF.2.3.C, RF.2.3.D, RF.2.3.E, RF.2.3.F

Application

RL.2.10, RF.2.3.A, RF.2.3.C, RF.2.3.E, SL.2.1.A, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.2.D



Agenda

- **Drill (2 minutes)**
 - Syllable Sleuth
- **Opening (8 minutes)**
 - Learning Targets
 - Word Work
 - Transition Song
- **Work Time (8 minutes)**
 - Learning Targets
 - Decoding: Reading with Comprehension
- **Reflect (2 minutes)**
 - My Favorite Part
 - Transition to Small Group



Total Lesson Time
20 minutes

Drill



Suggested Pacing: 2 minutes

Introduce Syllable Sleuth

1. Introduce the syllable sleuth routine. Display the image of the ear and the eye looking through a magnifying glass. Instruct students to clap the word *napkin* and then show the number of syllables using their fingers. Put your hand behind your ear in a listening pose when asking students to identify the syllables and vowel sounds they hear.



SAY When we read words, our brains do some amazing work. We look carefully at the letters in the word, think about the sounds they make, and blend them to read the word. Over time, this happens so quickly that we barely realize we do this every time we read a word. Today, we will start a drill called syllable sleuth.

We will practice breaking down longer words into syllables so that we can read them quickly and efficiently.

ASK What is a syllable? (a beat in a word with one vowel sound)

SAY That's right. A syllable is a beat in a word, and it has one vowel sound. Say *napkin*. (*napkin*)

SAY Say it again and clap the beats. (*nap-kin*)

ASK How many syllables do we hear? (*two*)

ASK What is the first syllable in *napkin*? (*nap-*)

ASK What vowel sound do we hear in that syllable? (*/ă/*)

ASK What is the second syllable in *napkin*? (*-kin*)

ASK What vowel sound do we hear in that syllable? (*/i/*)

SAY That's right. *Napkin* has two syllables and two vowel sounds. Identifying the syllables in a word and the vowel sounds we hear will help us decode longer words.

SAY Now, let's see what this looks like when we read the word.

Application RF.2.3.A, SL.2.3

Model Syllable Sleuth

napkin

1. Display the word *napkin* and model syllabication.

SAY Even if you know this word, don't say it aloud. We will take a close look at it to find the syllables.

2. Model finding the vowels. Scan across the word, underlining the letters *a* and *i* as you come to them. Invite students to follow along with their fingers in the air.

SAY As I move across the word, I look for the vowels. Go ahead and do it with me. Put your fingers in the air. We'll underline the letter *a* and letter *i* to show they are vowels.

3. Model locating the consonants between the vowels. Invite students to follow along.

SAY Now, we need to look for the consonants between those vowels. I see *p* and *k*.

4. Model syllable division. Draw a vertical line between *p* and *k* to show where to divide the word. Invite students to do the same with their fingers in the air.

SAY Since there are two consonants here, we'll split the syllables between them.

5. Model blending syllables with automaticity, prompting segmentation of individual sounds only if necessary. Run your finger under the letters in each syllable as you read it. Invite students to do the same.

SAY I see this first syllable is a closed syllable. That means the vowel will say its short sound. Let's read it. (*nap-*)

SAY Let's read the second syllable. I see that this one is a closed syllable, too. Let's read it. (*-kin*)

SAY Now, let's blend the syllables together. (*nap-kin, napkin*)

ASK What's our word? (*napkin*)

Application RF.2.3.A, SL.2.3

Syllable Sleuth Practice

1. Guide practice with syllabication. Display the first syllabication card, *cupcake*. Together with students, scan across the word with your fingers to identify the vowels first and then the consonants between them.

SAY Now, let's do a few more, but we'll move a little more quickly. Remember, if you know the word, don't say it aloud yet. Get your fingers up to find the vowels. Let's scan across the word and mark it with our fingers. (*u, a, e*)

SAY Let's split the syllables between the consonants *p* and *c*.

SAY The first syllable is a closed syllable. The vowel *u* makes its short sound.

SAY Fingers up. Read the first syllable. (*cup-*)

SAY The second syllable is a VCe syllable. The first vowel, *a*, makes its long sound, and the *e* is silent.

SAY Fingers up. Read the second syllable. (*-cake*)

ASK What's the word? (*cupcake*)

2. Repeat this process with the words *until* (*un|til*, closed|closed) and *invite* (*in|vite*, closed|VCe). Use any potentially unfamiliar word orally in a sentence as needed.

3. Wrap up the instructional routine.

SAY Great job being syllable sleuths today. Just like detectives, we looked closely at words, listened carefully to their sounds, and broke them into syllables to read them more easily. The more we practice, the faster and stronger our reading will become.

Application RF.2.3.A, RF.2.3.C, RF.2.3.E, SL.2.3

cupcake
until
invite



Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can read words that use *y* as a vowel.
- **Learning Target #2:** I can sort words based on their spelling patterns.

Instruction RF.2.3.C, RF.2.3.E

Application SL.2.3, L.2.2.D

Learning Targets

1. I can read words that use *y* as a vowel.
2. I can sort words based on their spelling patterns.

Word Work

1. Introduce the instructional routine.

SAY Today, we are starting word work. Word work is a time to explore words and discover patterns. By noticing these patterns, we'll get better at reading and spelling new words.

2. Display the word sort chart and explain the sorting rule.

SAY This week, you've learned about *y* as a vowel. The letter *y* can make a few sounds. It can say /ē/, as in the word *happy*; /ī/, as in the word *why*; or /ɪ/, as in the word *gym*. We will sort words based on which sound the letter *y* makes.

<i>y</i> as /ɪ/	<i>y</i> as /ē/	<i>y</i> as /ī/
sky	cozy	myth
try	baby	cyst
fly	funny	crypt

I DO

1. Direct students to the Word Work: Cycle 2 page in their student companions. Model sorting three words: *sky*, *cozy*, and *myth*. After each model, have students write the word on their charts.

SAY First, let's look at the word *sky*. In this word, I notice the letter *y* is making the /ɪ/ sound. I will write this word in the "*y* as /ɪ/" column of my chart.

SAY Now, let's look at the word *cozy*. In this word, I notice the letter *y* is making the /ē/ sound. I will write this word in the "*y* as /ē/" column of my chart.

SAY Now, let's look at the word *myth*. In this word, I notice the letter *y* is making the /ī/ sound. I will write this word in the "*y* as /ī/" column of my chart.

WE DO

1. Guide students in sorting two words: *baby* and *try*. After each word, give students time to write the word into their charts.

SAY Now, let's sort some words together. I will show you a word, and we will decide where it belongs.

SAY Let's say the word together: *baby*.

ASK Do we hear the letter *y* say /ē/ or /ɪ/? (/ē/)

SAY Yes, we hear /ē/, so we'll write *baby* under "*y* as /ē/."

SAY Let's say our next word together: *try*.

ASK Do we hear the letter *y* say /ē/ or /ɪ/? (/ɪ/)

SAY Yes, we hear /ɪ/, so we'll write *try* under "*y* as /ɪ/."

2. Discuss patterns in how the letter *y* presents as a vowel.

ASK Where is the letter *y* in each word? Is it at the beginning, middle, or end? (The letter *y* is at the end of each word.)

ASK Let's look at the words where *y* sounds like /ī/ (*sky, try*). What do you notice? (The words have only one syllable.)

ASK Let's look at the words where *y* sounds like /ē/ (*cozy, baby*). What do you notice? (The words have two syllables.)

ASK Based on what we've noticed, do you see a pattern when *y* sounds like /ī/ and when it sounds like /ē/? (If a word has one syllable, *y* usually sounds like /ī/. If a word has two syllables, *y* usually sounds like /ē/.)

SAY The pattern we noticed is that *y* sounds like /ī/ in a one-syllable word and like /ē/ in a two-syllable word.

YOU DO

1. Lead students in sorting the words *cyst* and *funny* independently. Monitor and provide support as needed.

SAY It's your turn to sort the rest of the words.

2. Dictate two words for students to write and sort.

SAY Now, we're going to do two challenge words. Instead of looking at the words, I will say the words. You can use segmenting to help you consider the sounds you hear in the word and decide which column you should write the word in.

SAY The first word is *fly*. Write the word *fly* and decide where it belongs.

SAY The next word is *crypt*. Write the word *crypt* and decide where it belongs.

3. Review the sorted words together.

SAY Let's check our work. I will point to each word, and we will say the column it belongs in.

4. Wrap up the instructional routine.

SAY In word work today, we sorted words by listening to the sounds letters make and noticing patterns in words. We discovered that *y* makes the /ī/ sound at the end of one-syllable words and the /ē/ sound at the end of two-syllable words. It also makes the /ī/ sound when it is in the middle of a one syllable word.

SAY Noticing patterns like this helps us become stronger readers and writers because we'll recognize these sounds when we read and spell new words.



Differentiation

Approaching

- Provide extra scaffolding by using word cards instead of writing and sorting words.
- Highlight or underline the focus concept in each word to help students visually identify the pattern.

Beyond

- Encourage students to generate their own word lists that fit the sorting rule. Have them explain the pattern and apply it to more complex or multisyllabic words.
- For an extra challenge, ask them to find exceptions to the rule and explain why the exceptions occur.

MLL Support

- Preview the sorting activity words with students, emphasizing meaning through illustrations, gestures, and real-life connections. If applicable, use cognates or familiar terms to connect words to students' home languages. Provide verbal sentence frames or examples to support language use during discussion.

Multisensory Learning

- Incorporate tactile or kinesthetic elements to reinforce word patterns, such as using magnetic letters or clapping syllables. Encourage students to vocalize the words as they sort to strengthen auditory processing. Pair visuals with movement-based activities to deepen understanding.

Instruction RF.2.3.C, RF.2.3.E

Application SL.2.3, L.2.2.D

Transition Song

1. Gather students as a whole group and sing the suggested transition song.
SAY Let's sing our transition song as we prepare for the next part of our lesson.



Work Time



8

Suggested Pacing: 8 minutes

Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can read and understand the book *Can I Try?*
- **Learning Target #2:** I can decode two-syllable words with y as a vowel.
- **Learning Target #3:** I can show understanding of a story by answering questions and explaining my thinking.

Instruction RL.2.1, RF.2.3.A, RF.2.3.B, RF.2.3.C, RF.2.3.D, RF.2.3.E, RF.2.3.F

Application RL.2.10, SL.2.1.A, SL.2.2

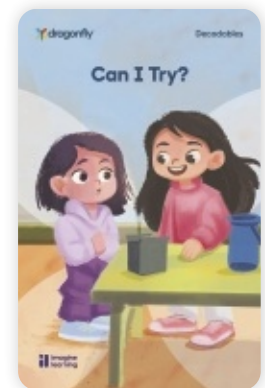


Learning Targets

1. I can read and understand the book *Can I Try?*
2. I can decode two-syllable words with y as a vowel.
3. I can show understanding of a story by answering questions and explaining my thinking.

Introducing the Story Word

1. Introduce reading the complete decodable book.
SAY You've all worked hard this week learning to read words with the letter y as a vowel and practicing new high-frequency words. Today, we put it all together and find out what happens in our story. This week's book is called *Can I Try?*, and it's full of words you can read. As we read, you'll see lots of words with y as a vowel, and you'll also spot our high-frequency words *sit*, *why*, *pull*, and *call*.
2. Introduce the story words.
SAY There are two special words in this story that might be new to us. We call these story words. Story words are important words that help us understand what the story is about.
SAY Our first story word is *salt*.



3. Teach the story word. Introduce each sound in the word. Then, segment and blend the word.

SAY You know most of the sounds in this word. The letter *s* says /s/, *l* says /l/, and *t* says /t/. But the letter *a* in this word does something different. It does not say /ă/. When *a* comes before the letter *l*, it makes the vowel sound /aw/, as in *ball*. We can put these sounds together like this: /s/ /aw/ /l/ /t/, *salt*.

Instruction RL.2.1, RF.2.3A, RF.2.3E, RF.2.3F

Application RL.2.10, SL.2.1A, SL.2.2

salt

Introducing the Story Word

1. Introduce the story words.

SAY Our next story words are *crystal* and *crystals*.

2. Teach the story word. Introduce each sound in the word. Then, segment and blend the word.

SAY Let's look at the word *crystal*. The first syllable is *crys-*. The letters *c* and *r* blend together to say /kr/, and the *y* acts like a vowel, making the short *i* (/ĭ/) sound. The *s* says /s/. We can read this first syllable as /k/ /r/ /ĭ/ /s/, *crys-*.

SAY The second syllable is *-tal*. The *t* says /t/; the *a* is a schwa and makes the sound /ə/, and the *l* says /l/. We can read this second syllable as /t/ /ə/ /l/, *-tal*.

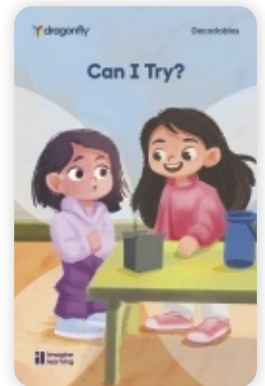
SAY Now, let's blend both syllables together to read the whole word: *crys-tal*, *crystal*.

SAY When we add an *s* to the end of *crystal*, it means more than one crystal. In this word, the *s* says /z/, which we can add to the last syllable, /t/ /ə/ /l/ /z/, *-tals*. Now we read the whole word as *crys-tals*, *crystals*.

3. Distribute the decodable book.

Instruction RL.2.1, RF.2.3A, RF.2.3F

Application RL.2.10, SL.2.1A, SL.2.2

crystal
crystals

Can I Try?

I DO

1. Model reading the story.

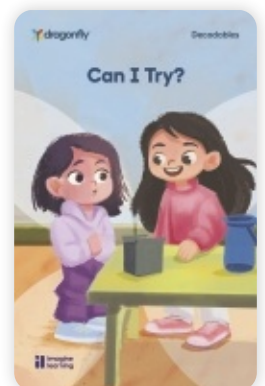
SAY I will read the story to you first. Your job is to follow along. That means listening to the words I read, looking at the words in your book, and turning the pages when I turn the pages.

WE DO

1. Lead students through reading the story together, providing corrective feedback as needed.

SAY Now, let's read our full story together. I'll help you if you get stuck.

CHECK FOR SUCCESS If you hear many students misread the same word, pause and review the letters and sounds. Segment and blend the word together; then, have the students try again.



YOU DO

1. Direct students to read the story independently. Circulate to listen to individual students and provide quick corrective feedback as needed.
SAY Now, it's your turn. Whisper read the story on your own.
2. Introduce comprehension questions.
SAY We read stories to understand them. Let's answer some questions about what happened. After you share your answer, I might ask you to find the part in the book that shows it.
ASK What is the gym set up for? (*The gym is set up for the school's STEAM Fair.*)
ASK How do Cam and Tom encourage the little kid? (*They tell the kid that making crystals is a bit messy but easy. They also offer to help.*)
ASK At the end of the book, how do Cam and Tom feel about their salt crystal project presentation? How can you tell? (*Answers may vary. Cam and Tom feel proud because they helped many kids with their project. I can tell that Cam and Tom are happy about their project because they are smiling with the little kid holding a salt crystal.*)
3. Wrap up the instructional routine.
SAY Great job today. You worked hard to read words with y as a vowel and spot our high-frequency words *sit*, *why*, *pull*, and *call*. In our story, *Can I Try?*, you put everything you've learned this week into practice. Be aware of these sounds and words in other books you read. You're becoming stronger readers every day.

**Differentiation****Approaching**

- Encourage students to tap out the words they read or point to each letter as they say its sound.
- Encourage students to break down multisyllabic words and decode smaller chunks.
- If students need additional support accessing the decodable book, consider echo reading or partner reading.

Beyond

- If time allows, consider deepening comprehension by asking questions that encourage students to think more critically about the story or prompt text-to-self connections.

Instruction RL.2.1, RF.2.3.A, RF.2.3.B, RF.2.3.C, RF.2.3.D, RF.2.3.E, RF.2.3.F

Application RL.2.10, SL.2.1.A, SL.2.2

Reflect



Suggested Pacing: 2 minutes

My Favorite Part

Have students use the sentence starter “My favorite part was _____ because . . .” and encourage them to explain their reasoning with evidence. Consider having students write their reflections in a learning journal, using at least one supporting detail or example.

Application SL.2.1.A, SL.2.2, SL.2.4, SL.2.6

Transition to Small Group

1. Let students know it’s time for the second part of the foundational skills lesson: small group instruction. Students will rotate through stations around the classroom. Use the transition song to help signal the shift and support a smooth transition.

SAY Now, it’s time for the second part of our lesson—small group instruction. You’ll work at different stations around the classroom. Let’s sing our transition song together as we get ready to move.





Encoding: Words and Sentences



Learning Targets

- I can take turns reading aloud and listening to a partner read.
- I can read aloud with accuracy.
- I can use learned spelling patterns when writing words.



Prepare in Advance

Student

- Student companion
 - Fluency Partner Read: Cycle 2
 - Spelling Words: Cycle 2
 - Writing Sentences: Cycle 2



Standards

Instruction

RF.2.3.E, RF.2.4.A, RF.2.4.B, RF.2.4.C, SL.2.1.A

Application

RF.2.3.A, RF.2.3.D, RF.2.3.E, RF.2.3.F, L.2.2.D, SL.2.1.A, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.2



Agenda

- **Drill (2 minutes)**
 - High-Frequency Words: Review
- **Opening (8 minutes)**
 - Learning Targets
 - Fluency Partner Read
 - Transition Song
- **Work Time (8 minutes)**
 - Learning Targets
 - Encoding: Words and Sentences
- **Reflect (2 minutes)**
 - Popcorn Reflection
 - Transition to Small Group



Total Lesson Time

20 minutes

Drill



Suggested Pacing: 2 minutes

High-Frequency Words: Review

1. Introduce the review of high-frequency words.
SAY We will review some of the high-frequency words we have learned.
2. Display the word *sit*.
3. Direct students to say the sounds in the word and then blend the sounds together to say the whole word.
4. Repeat steps 2 and 3 with the high-frequency words *why*, *pull*, and *call*.
5. Wrap up the instructional routine.
SAY Now that we've reviewed these words, we can look for them when we read and use them when we write.

Application RF.2.3.E, RF.2.3.F, SL.2.3

sit pull
why call

Opening



Suggested Pacing: 8 minutes

Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can take turns reading aloud and listening to a partner read.
- **Learning Target #2:** I can read aloud with accuracy.

Instruction RF.2.4.A, RF.2.4.B, RF.2.4.C, SL.2.1.A**Application** RF.2.3.A, RF.2.3.D, RF.2.3.E, RF.2.3.F

Learning Targets

1. I can take turns reading aloud and listening to a partner read.
2. I can read aloud with accuracy.

Fluency

1. Before introducing the activity, decide how students will partner with one another. Direct partners to sit next to each other during the lesson.
2. Introduce the activity.
SAY Today, you will learn about partner reading, an activity we will do to practice reading aloud fluently. You will pair up with a partner and take turns reading aloud. When it's not your turn to read, you will follow along, reading in your head.
3. Display the fluency anchor chart for students.
SAY Fluency means reading words accurately, automatically, and at a smooth, appropriate pace. Fluent readers use expression and phrasing to sound like they are having a conversation with someone. Reading fluently helps us understand what we read.

Term	Definition
accuracy	reading words correctly
automaticity	reading words right away without pausing to think too much
rate	reading at the right speed, not too fast and not too slow
expression	paying attention to punctuation and changing your voice to show meaning
phrasing	grouping or "scooping" words together into phrases
comprehension	understanding the meanings of words

4. Point to the accuracy line of the fluency chart.
- SAY** Today, we will focus on accuracy. *Accuracy* means “reading words correctly.”

Instruction RF.2.4.A, RF.2.4.B, RF.2.4.C, SL.2.1.A
Application RF.2.3.A, RF.2.3.D, RF.2.3.E, RF.2.3.F

Model Partner Reading

1. Model how to complete the activity. Display and read aloud all fluency sentences, pointing to each word as you read.
- SAY** You will all be my partner. Listen to me read aloud and follow along with me. I will make sure I read the words accurately. If I get stuck on a word, I will segment each sound and then blend them together to read them accurately.
2. Begin guided practice by instructing students to take turns reading each sentence aloud with you. Track the sentences with your pointer finger.
- SAY** Now, let’s practice taking turns reading aloud. You will all read the A sentences together. I will read the B sentences to you. Remember to try your best to read each word correctly.

Instruction RF.2.4.A, RF.2.4.B, SL.2.1.A
Application RF.2.3.A, RF.2.3.D, RF.2.3.E, RF.2.3.F

Fluency Sentences

A	“Each and every booth has a spot.”
B	Cam and Tom survey the gym.
A	And then it starts! A crowd of chatty kids rushes into the gym.
B	“It can be a bit messy, but it’s easy. We’re happy to help.”

Partner Reading Norms

1. Direct students to the Fluency Partner Read: Cycle 2 page in their student companions.
2. Display and introduce the Partner Reading Norms chart.
- SAY** These are our partner reading norms. These norms will help you remember what you should do to be successful when you pair up for partner reading.
3. Point to the first bullet of the Partner Reading Norms chart.
- SAY** Now, it’s your turn to partner read. Our first norm for partner reading is to sit side by side and elbow to elbow. This will help you hear your partner easily and see what your partner is reading.
4. Assign students as Partner A and Partner B. Confirm with students that Partner A will read the first and third sentences. Partner B will read the second and fourth sentences. Spread students out so they can hear each other read aloud.

Instruction RF.2.4.A, RF.2.4.B, RF.2.4.C, SL.2.1.A
Application RF.2.3.A, RF.2.3.D, RF.2.3.E, RF.2.3.F



- Sit side by side and elbow to elbow.
- Take turns while reading aloud with a low voice.
- If you make a mistake, try again.
- Tell what the sentences are about.
- Support each other with kind, specific feedback.

Partner Reading

- Lead independent practice with the partner reading activity.
CHECK FOR SUCCESS When circulating and listening, if you hear partners struggle with a word, model segmenting and blending sounds to read it accurately. Ask students to return to the beginning of the word to segment and blend it again.
- Celebrate students for taking turns reading aloud with accuracy. Encourage students to give each other high fives and praise their work.
- Wrap up the partner reading activity.
SAY Great job today with partner reading. By reading aloud to one another, you are on your way to becoming fluent readers.

Fluency Sentences

A	"Each and every booth has a spot."
B	Cam and Tom survey the gym.
A	And then it starts! A crowd of chatty kids rushes into the gym.
B	"It can be a bit messy, but it's easy. We're happy to help."

Differentiation

Approaching

- Provide a fluency sentence with key words highlighted to support phrasing and expression.
- Offer echo reading with a teacher or partner to model appropriate rate and expression before independent practice.

Beyond

- Challenge students to record themselves reading and analyze their fluency using a self-reflection checklist.

MLL Support

- Pre-teach vocabulary from fluency sentences with visuals, gestures, or real-life connections to aid comprehension.
- Provide additional models of expressive reading with exaggerated intonation.

Multisensory Learning

- Use color coding or hand gestures to emphasize phrasing and expression in fluency sentences.
- Incorporate choral reading with movement (e.g., tapping for syllables, clapping for punctuation) to reinforce fluency aspects kinesthetically.

Instruction RF.2.4.A, RF.2.4.B, RF.2.4.C, SL.2.1.A

Application RF.2.3.A, RF.2.3.D, RF.2.3.E, RF.2.3.F

Transition Song

- Gather students as a whole group and sing the suggested transition song.
SAY Let's sing our transition song as we prepare for the next part of our lesson.





Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can use learned spelling patterns when writing words.

Instruction RF.2.3.E

Application L.2.2.D



Learning Target

I can use learned spelling patterns when writing words.

Encoding: One-Syllable Words

I DO

1. Introduce the instructional routine.

SAY Today, we're going to spell words with y as a vowel. Remember, the letter y can say three vowel sounds: /ē/, /ī/, and /ī/. We will listen to a word, think about the syllables, break it into parts, and spell it using sound boxes. Then, we'll read the word to check for accuracy and rewrite the word. First, we'll spell one-syllable words.

2. Model saying the word, counting the syllables, and segmenting the sounds in each syllable.

SAY Let's do the first word together. Say *ply*. (*ply*)

SAY How many syllables do you hear? (*one syllable*)

SAY Break apart the sounds in the word *ply*. (*/p/ /l/ /ī/*)

3. Write the word in sound boxes. Model tapping out the word again, pronouncing each phoneme separately while writing a letter in the appropriate box for each phoneme.

SAY The first sound is /p/. The letter *p* says /p/, so I write the letter *p* in the first box.

SAY The next sound is /l/. The letter *l* says /l/, so I write the letter *l* in the second box.

SAY The last sound is /ī/.

SAY We need to consider our rules. In the word *ply*, we heard only one syllable: *ply*. The /ī/ sound is at the end of the syllable.

ASK How do we spell the /ī/ sound at the end of a one-syllable word? (*We spell the /ī/ sound with the letter y at the end of a one-syllable word.*)

SAY Yes, we spell it with the letter *y*. So, I will write *y* in the third box.

4. Model checking for accuracy and rewrite the word.

SAY Now, I'm going to read what I wrote in the boxes to check my work: /p/ /l/ /ī/, *ply*. That matches the word I wanted to write.

SAY Last, I'll write the word *ply* again without sound boxes or syllable lines. This will help me remember how to spell it.

p l y

m y t h

s p y

d r y

c r y p t

WE DO

1. Direct students to the Spelling Words: Cycle 2 page in their student companions.
2. Guide students to say the word, count the syllables, and tap out the sounds in the syllable with you.
 - SAY** Let's do the next word together. Say *myth*. (*myth*)
 - SAY** How many syllables do you hear? (*one syllable*)
 - SAY** Break apart the sounds in the word *myth*. (*/m/ /i/ /th/*)
3. Guide students in writing the word in sound boxes with you. Model tapping out the word again, pronouncing each phoneme separately while writing a letter in the appropriate box for each phoneme.
 - SAY** The first sound is /m/. The letter *m* says /m/, so we will write the letter *m* in the first box.
 - SAY** The next sound is /i/. Let's consider our rules. In the word *myth*, the /i/ sound is in the middle of the word.
 - ASK** How do we spell the /i/ sound in the middle of a one-syllable word? (*We spell the /i/ sound with the letter y or the letter i in the middle of a one-syllable word.*)
 - SAY** Yes. We can spell /i/ in the middle of a word with either *y* or *i*. In the word *myth*, we spell /i/ with the letter *y*. Let's write *y* in the second box.
 - SAY** The last sound is /th/.
 - ASK** What letters do we use to spell the sound /th/? (*We spell the /th/ sound with th.*)
 - SAY** Yes. The letters *th* come together to make the /th/ sound. They are two letters that make one sound, so let's write both *t* and *h* together in the last sound box.
 - SAY** Now, we're going to read what we wrote in the sound boxes to check our work: /m/ /i/ /th/, *myth*. (*/m/ /i/ /th/, myth*)
 - SAY** That matches the word we wanted to write.
 - SAY** Last, let's write the word *myth* again without sound boxes or syllable lines. This will help us remember how to spell it.
4. Repeat guided encoding practice with the word *spy*.

YOU DO

1. Lead students in independent encoding practice with the words *dry* and *crypt*.

**Differentiation****Approaching**

- If students are missing some letters when they spell, prompt them to use finger tapping to segment each phoneme in the word, one sound at a time, to reinforce the correct number and order of sounds before they write the corresponding letters.

Beyond

- Prompt students to explain the differences in sound and spelling between words with similar sounds and/or spelling patterns.
- Include irregular high-frequency words in spelling practice. Ask students to identify the regular parts of the words versus the parts of the word they remember by heart.

MLL Support

- Preview key vocabulary orally. Before encoding, say the words aloud and use them in context.

Multisensory Learning

- Continue using sound boxes but add color-coded counters, blocks, or other small manipulatives, which will help students visually distinguish phoneme types and reinforce grapheme-phoneme mapping.

Instruction RF.2.3.E

Application L.2.2.D

Encoding: Two-Syllable Words

I DO

1. Introduce spelling words with two syllables.
SAY Now, I'm going to spell a word with two syllables.

2. Model saying the word, counting the syllables, and segmenting the sounds in the first syllable.

SAY I'll say the first word: *entry*.

ASK How many syllables do you hear? (two syllables)

SAY I'll break apart the sounds in the first syllable: *en-*, /ĕ/ /n/.

3. Model writing the letters *e* and *n* in two separate sound boxes on top of the first syllable line.

SAY Let's write these sounds in the sound boxes above the first syllable line. The first sound is /ĕ/. The letter *e* says /ĕ/, so I'll write *e* in the first sound box.

SAY The next sound is /n/. The letter *n* says /n/, so I'll write *n* in the second sound box.

4. Model saying the second syllable and segmenting the sounds in the second syllable.

SAY I'll break apart the sounds in the second syllable: *-try*, /t/ /r/ /ē/.

5. Model writing the letters *t*, *r*, and *y* in three separate sound boxes on top of the second syllable line.

SAY I'll move to my second syllable line. The first sound is /t/. The letter *t* says /t/, so I'll write *t* in the first sound box above the second syllable line.

SAY The next sound is /r/. The letter *r* says /r/, so I'll write *r* in the second sound box.

SAY I'm thinking about our rules for *y* as a vowel. The letter *y* makes the /ē/ sound at the end of a two-syllable word. I will write the letter *y* to represent the /ē/ sound.

6. Model checking for accuracy and rewrite the word.

SAY Now I'll read what I wrote to check my work.

SAY /ĕ/ /n/, -en

SAY /t/ /r/ /ē/, -try

SAY *entry*

SAY That matches the word I wanted to write.

SAY Last, I'll write the word *entry* again without sound boxes or syllable lines. This will help me remember how to spell it.

e	n	t	r	y
---	---	---	---	---

WE DO

1. Direct students to the Spelling Words: Cycle 2 page in their student companions.
2. Guide students to write the next word with you by saying the word, counting the syllables, and tapping out the sounds in each syllable.

SAY Let's do the next word together. Say *candy*. (*candy*)

SAY How many syllables do you hear? (two syllables)

ASK What's the first syllable? (*can-*)

SAY Break apart the sounds in the syllable *can-*. (/k/ /ă/ /n/)

c	a	n	d	y
---	---	---	---	---

3. Guide students to write the first syllable in sound boxes with you. Model tapping out the syllable again, pronouncing each phoneme separately while writing a letter in the appropriate box for each phoneme.
- SAY** Let's write these sounds in the sound boxes above the first syllable line. The first sound is /k/. The letters *c*, *k*, and *ck* all say /k/, but only *c* and *k* say it at the beginning of a word. Let's try representing /k/ with the letter *c*. Let's write *c* in the first sound box.
- ASK** The next sound is /ă/. What letter says /ă/? (Letter *a* says /ă/.)
- SAY** Yes. *A* represents the sound /ă/, so let's write *a* in our second sound box.
- ASK** The last sound is /n/. What letter represents the sound /n/? (Letter *n* represents the sound /n/.)
- SAY** Yes. *N* represents the sound /n/, so let's write *n* in our third sound box.
4. Guide students through saying the sounds in the second syllable and tapping out the sounds.
- ASK** What's the second syllable? (-dy)
- SAY** Break apart the sounds in the syllable -dy. (/d/ /ē/)
- SAY** Let's remember our rule. We hear an /ē/ sound at the end of a two-syllable word.
- ASK** What letter will represent that sound? (y)
5. Guide students to write the second syllable in sound boxes with you. Model tapping out the syllable again, pronouncing each phoneme separately while writing a letter in the appropriate box for each phoneme.
- SAY** The first sound in the second syllable is /d/.
- ASK** What letter represents the /d/ sound? (The letter *d* represents the /d/ sound.)
- SAY** Yes. *D* represents the sound /d/, so let's write *d* in our first sound box above the second syllable line.
- SAY** The second sound in the second syllable is /ē/.
- ASK** Think about our rules. What letter represents /ē/ at the end of a two-syllable word? (The letter *y* represents the /ē/ sound at the end of a two-syllable word.)
- SAY** Yes. *Y* represents the sound /ē/ at the end of a two-syllable word, so let's write *y* in our last sound box above the second syllable line.
6. Guide students through checking their work and rewriting the word.
- SAY** Now let's read what we wrote in the boxes to check our work.
- SAY** /k/ /ă/ /n/, can- (/k/ /ă/ /n/, can-)
- SAY** /d/ /ē/, -dy (/d/ /ē/, -dy)
- SAY** candy (candy)
- SAY** That matches the word we wanted to write.
- SAY** Last, let's write the word *candy* again without sound boxes or syllable lines. This will help us remember how to spell it.
7. Repeat guided encoding practice with the word *pony* (po-ny).

YOU DO

1. Lead students in independent encoding practice with the words *body* (bod-y) and *pity* (pit-y).

p	o	n	y
---	---	---	---

b	o	d	y
---	---	---	---

p	i	t	y
---	---	---	---

Approaching

- ## Beyond

- ## MLL Support

- ## Multisensory Learning

- Application** L.2.2.D

- [illegible]

SAY We'll write a period at the end of this sentence: "They feel giddy with joy."

7. Have students reread their sentence aloud one more time. Guide students in self-correcting their work.

SAY Let's review our sentence one last time. As we read, ask yourself: Did I start my sentence with a capital letter? Did I spell each word correctly, using what I know about letters and sounds? Did I add the correct punctuation at the end?

SAY If you notice something you need to fix, take a moment to correct it.

8. Introduce the second sentence: "It can be a bit messy, but it is easy." Read the sentence aloud. Then, engage students in sentence rehearsal, repeating the sentence a few times as needed.
9. Guide students in using the appropriate strategies to write the sentence in their student companions. Adjust modeling and support as needed.
10. Wrap up the instructional routine.

SAY Great work, everyone. Today, we wrote a complete sentence. First, we thought about the words we needed to write. Then, we added punctuation at the end. Finally, we read the whole sentence together. Writing sentences helps us share our ideas clearly, just like writers do in books.



Differentiation

Approaching

- Consider providing sound boxes for each word as a scaffold for those students who need support segmenting individual words in a sentence. Gradually reduce the use of sound boxes as students gain confidence and accuracy in segmenting and writing words in sentences.

Beyond

- Use more complex sentences for students who are ready for more challenging work. Choose a sentence from the decodable book or a sentence aligned with module content that does not exclusively use sounds, letters, and patterns introduced in the cycle.

MLL Support

- Consider using pictures to clarify any nouns or verbs in the sentence that may be new to students. Act out verbs for clarification. Seeing that letters are tools that allow them to communicate an idea strengthens students' letter-sound connections.

Instruction RF.2.3.E

Application L.2.2.D



Popcorn Reflection

Have students stand up individually to share something they or a friend did well, learned, or found interesting. Encourage precise language and reasoning (e.g., “I liked how we used _____, because it helped me . . .”).

Application SL.2.1.A, SL.2.2, SL.2.4, SL.2.6

Transition to Small Group

1. Let students know it’s time for the second part of the foundational skills lesson: small group instruction. Students will rotate through stations around the classroom. Use the transition song to help signal the shift and support a smooth transition.

SAY Now, it’s time for the second part of our lesson—small group instruction. You’ll work at different stations around the classroom. Let’s sing our transition song together as we get ready to move.





Morphology



Learning Targets

- I can use an apostrophe to form contractions with the word *not*.



Prepare in Advance

Teacher

- Phonogram cards for review: *a_e*, *e_e*, *i_e*, *o_e*, *u_e*, *y*, *a*, and *i*

Student

- Student companion
 - Morphology: Cycle 2



Standards

Instruction

RF.2.3.F, L.2.2.C, L.2.2.D

Application

RF.2.3.A, RF.2.3.B, RF.2.3.E, RF.2.4.A, L.2.4.A, SL.2.1.A, SL.2.1.B, SL.2.1.C, SL.2.2, SL.2.4, SL.2.6



Agenda

Drill (2 minutes)

- Letter-Sound Chant

Opening (11 minutes)

- Learning Targets
- Morphology
- Transition Song

Reflect (2 minutes)

- Pass the Microphone
- Transition to Small Group

15

Total Lesson Time
15 minutes

Drill



2

Suggested Pacing: 2 minutes

Letter-Sound Chant

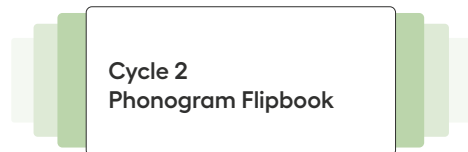
1. Begin the letter-sound chant. Display the first phonogram card.
2. Model the letter-sound chant for *a_e*, /ā/, pointing to the phonogram as you say it.

SAY *a_e*, /ā/

3. Prompt students to join in the letter-sound chant for *a_e*, /ā/.
4. Repeat this process with *e_e*, /ē/; *i_e*, /ī/; *o_e*, /ō/; *u_e*, /ū/ and *y_e*, /yū/; *y*, /ē/; *y*, /ī/; *y*, /ō/; *y*, /ū/; *a*, /ă/; and *i*, /ĩ/.
5. Wrap up the instructional routine.

SAY Great job practicing our letter-sound connections today. These connections are the keys that will help us read and write words. The more we practice, the stronger we get as readers and writers.

Application RF.2.3.A, RF.2.3.B, RF.2.3.E



Opening



11

Suggested Pacing: 11 minutes

Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can use an apostrophe to form contractions with the word *not*.

Instruction L.2.2.C, L.2.2.D

Application RF.2.4.A, L.2.4.A



Learning Target

I can use an apostrophe to form contractions with the word *not*.

Contractions with *not*

1. Introduce the morphological focus.

SAY Today, we are learning about contractions with the word *not*. A contraction is when two words are combined, and we use an apostrophe to take the place of missing letters.

2. Explore contractions with *not* with the example *do not* and *don't*.

ASK What do you notice about these two words? (Answers may vary.)

ASK How are they the same? How are they different? (They are the same because they have similar letters. They are different because one has an apostrophe and the other does not.)

SAY The word *not* means “no” or that something is not happening. Instead of adding the word *not* after another word, we sometimes make it shorter by using a contraction. The apostrophe takes the place of the letter *o* in *not*.

do not
don't

3. Display examples of the morphological focus. Model and explain the concept.

SAY Look at the example *is not*. We can change this into a contraction by combining the letters and replacing the letter *o* with an apostrophe. When we do this, *is not* becomes *isn't*.

SAY Now let's look at *did not*. I will remove the letter *o* in *not* and replace it with an apostrophe. Now, we have *didn't*. The meaning stays the same, but the word is shorter.

SAY Most contractions with *not* follow this pattern. The apostrophe always takes the place of the letter *o* in *not*.

4. Discuss the irregular contraction *won't*.

SAY Most contractions follow the same rule, but *will not* is different. Instead of becoming *willn't*, it changes to *won't*. This is a special case that we just have to remember.

5. Discuss the irregular contraction *can't*.

SAY Most contractions follow the same rule, but *cannot* is different in two ways. First, *can not* is spelled as one word, *cannot*. Second, the apostrophe takes the place of both the second letter *n* and the letter *o*. This is another special case that we just have to remember.

Instruction L.2.2.C, L.2.2.D

Application RF.2.4.A, L.2.4.A

is not
isn't

did not
didn't

will not
won't

cannot
can't

Practicing Contractions with *not*

1. Direct students to the Morphology: Cycle 2 page in their student companions. Guide practice with creating contractions with *not*.

ASK Look at our first sentence: I cannot reach the top of the bookshelf. How can we change *cannot* into a contraction?

(Remove the *n* and the *o* from *not*, and *cannot* becomes *can't*.)

SAY Yes, we replace the *n* and *o* from *not*, and *cannot* becomes *can't*.

SAY Let's reread the sentence together, this time reading it with the contraction that we wrote: I can't reach the top of the bookshelf.

2. Repeat guided practice with sentence examples for *haven't* and *doesn't*.

Instruction L.2.2.C, L.2.2.D

Application RF.2.4.A, L.2.4.A

Practicing Contractions with *not*

1. I _____ (cannot) reach the top of the bookshelf.
2. We _____ (have not) seen the play yet.
3. She _____ (does not) have a hockey game today.

Using Contractions with *not*

- Lead practice with creating contractions with *not* using the sentence examples for *aren't*, *hasn't*, and *wasn't*.
- Wrap up the instructional routine.

ASK What happens when we use *not* in a contraction?
(The apostrophe replaces the *o* in *not*.)

SAY Now that you've studied contractions with *not*, you can read them and write with them in sentences.

Using Contractions with *not*

- The dogs _____ (are not) barking now.
- He _____ (has not) had time to feed the bird yet.
- She _____ (was not) happy when she lost the game.

Differentiation

Approaching

- Provide a visual word bank so students can match the base words to the contraction.

Beyond

- Challenge students to create sentences using the contractions in appropriate contexts.

MLL Support

- Pair each contraction with a picture or gesture representing its meaning.

Multisensory Learning

- Use letter tiles or magnetic letters to physically remove the changed letter and insert an apostrophe when forming contractions.
- Have students clap or tap when they hear a contraction, reinforcing auditory recognition of the shortened form.

Instruction L.2.2.C, L.2.2.D

Application RF.2.4.A, L.2.4.A

Transition Song

- Gather students as a whole group and sing the suggested transition song.

SAY Let's sing our transition song as we prepare for the next part of our lesson.



Reflect



Suggested Pacing: 2 minutes

Pass the Microphone

In a circle, pass around a pretend microphone. Have students take turns sharing one thing they learned, a connection they made, or a question they still have. Encourage students to actively engage with their peers' ideas, using sentence starters such as the following:

- "I agree with _____ because . . ."
- "I have a different thought. I think . . ."
- "I have a question about what _____ said. Can you explain more?"

Application SL.2.1.A, SL.2.1.B, SL.2.1.C, SL.2.2, SL.2.4, SL.2.6

Transition to Small Group

1. Let students know it's time for the second part of the foundational skills lesson: small group instruction. Students will rotate through stations around the classroom. Use the transition song to help signal the shift and support a smooth transition.

SAY Now, it's time for the second part of our lesson—small group instruction. You'll work at different stations around the classroom. Let's sing our transition song together as we get ready to move.



Instructional Focus

Spelling Rules

ay and ai as /ā/

Cycle Description

In Cycle 3, second graders review vowel teams taught in first grade—*ay* as /ā/, *ow* as /ō/, *oo* as /ū/, and *oo* as /ōō/—and learn the spelling rule for *ay* and *ai* as /ā/. They revisit the vowel team syllable type and apply their growing understanding of syllable types—including open, closed, VCe, and vowel team syllable types—to decode and encode one- and two-syllable words. To prioritize this work, the word work instructional routine is not taught this cycle. This structure will recur whenever a new syllable type is introduced or reviewed.

Assessment

- At the end of the cycle, a Skills Check provides an opportunity to assess key learning from Cycles 1–3, including:
- morphology
 - high-frequency words
 - decoding
 - encoding

Instructional Routines Introduced in This Cycle

- Introduce a Syllable Type (Lesson 2)

Decodable Book
On Our Way to School
One Day



High-Frequency Words

day
sing
before
been

Morphology
Contractions

will

Cycle Lessons

LESSON 1	New Concept	88
LESSON 2	Introduce a Syllable Type	95
LESSON 3	Decoding: Reading with Comprehension	105
LESSON 4	Encoding: Words and Sentences	113
LESSON 5	Morphology	124

CCSS Standards Grade 2

READING | Literature

- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.2.3 Describe how characters in a story respond to major events and challenges.
- RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING | Informational Text

- RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8 Describe how reasons support specific points the author makes in a text.
- RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
- RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING | Foundational Skills

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

- RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.
- RF.2.3.B Know spelling-sound correspondences for additional common vowel teams.
- RF.2.3.C Decode regularly spelled two-syllable words with long vowels.
- RF.2.3.D Decode words with common prefixes and suffixes.
- RF.2.3.E Identify words with inconsistent but common spelling-sound correspondences.
- RF.2.3.F Recognize and read grade-appropriate irregularly spelled words.

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

- RF.2.4.A Read grade-level text with purpose and understanding.
- RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING

- W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- SL.2.1.A Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others.
- SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)

LANGUAGE

- L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
- L.2.1.A Use collective nouns (e.g., group).
 - L.2.1.B Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - L.2.1.C Use reflexive pronouns (e.g., myself, ourselves).
 - L.2.1.D Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 - L.2.1.E Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - L.2.1.F Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
- L.2.2.A Capitalize holidays, product names, and geographic names.
 - L.2.2.B Use commas in greetings and closings of letters.
 - L.2.2.C Use an apostrophe to form contractions and frequently occurring possessives.
 - L.2.2.D Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
 - L.2.2.E Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
- L.2.3.A Compare formal and informal uses of English.
- 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.2.4.A Use sentence-level context as a clue to the meaning of a word or phrase.
 - L.2.4.B Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 - L.2.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - L.2.4.D Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
 - L.2.4.E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.**
- L.2.5.A Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- 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).

