

Unit 1: Growing into Second-Grade Phonics

Unit Description: Growing into Second-Grade Phonics

Second grade is a year of immense growth. Over the course of the year, second-graders start to run faster, write longer, and form more lasting friendships. In reading, they go from reading early chapter books like *Fly Guy* to longer, more complicated books like *Magic Tree House*. In writing, they start the year with four or five sentences per page and end the year with ten or twelve sentences filling up a multi-page booklet. Second-grade phonics is about closing the gap between what kids can read and what they can write conventionally.

Our goal with this unit is to grow their phonics knowledge so they know more options for how words could go. Alongside knowledge about words and spellings, you will teach the grit and intellectual curiosity they need to try to get closer to the right spelling. We've developed a tool for students designed to encourage them to take responsibility for their spelling called "My Word Book," a place for students to record their own troublemaker words that they want to pay special attention to getting right. We walk a fine line in this unit. We want to help second-graders get closer to conventional writing, but at the same time we want to be careful to not emphasize spelling so much that they lose their creativity to perfectionism.

Bend I reviews some of the key phonics principles students studied in kindergarten and first grade. It starts by reminding them of all they learned about phonics: short vowels, long vowels, silent E, vowel teams, R-controlled vowels, blends, digraphs and endings. You will introduce a new tool, "My Snap Words Book," a printable resource that contains all 146 high-frequency words that were introduced in kindergarten and first grade. Bend II focuses on rallying second-graders to grow beyond their first-grade work and do more second-grade work. This means asking students to work on "growing up" their writing, by working to spell some tricky snap words correctly, adding periods on the run (not just after they have finished a whole page or a whole piece), and putting in capital letters where appropriate. You will introduce the concept of "troublemaker words", which are high-frequency words that were introduced in kindergarten and first grade. These are words that kids can read in a snap, but still have trouble spelling with automaticity. You will also introduce the particularly tricky concept of homophones. Bend III is a joyous exploration of rhyme and rimes. Students explore rhyming texts and identify the word parts or rimes that are particularly useful. Children will also write their own fun and sometimes silly rhyming books, working to use all of the rimes they have harvested across the bend. The bend and the unit end with a celebration of rhyming and poetry. This is a celebration of all the growing up that your second-graders have done in this unit and it is also meant to celebrate all of the growth that is yet to come in this very exciting year.

NJ Student Learning Standards

Language

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Use collective nouns (e.g., group).

B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

C. Use reflexive pronouns (e.g., myself, ourselves).

D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

E. Use adjectives and adverbs, and choose between them depending on what is to be modified.

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.

A. Capitalize holidays, product names, and geographic names.

B. Use commas in greetings and closings of letters.

C. Use an apostrophe to form contractions and frequently occurring possessives.

D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). E. Consult print and digital resources, 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.

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.

A. Use sentence-level context as a clue to the meaning of a word or phrase.

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).

C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

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 figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). 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).

Reading Foundational Skills

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

- A. Know spelling-sound correspondences for common vowel teams.
- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.
- D. Identify words with inconsistent but common spelling-sound correspondences.
- E. Recognize and read grade-appropriate irregularly spelled words.

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

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Informational Text

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Reading Literature Text

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/theme, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

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.

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.

A. Follow agreed-upon norms 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).

B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

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. Use multimedia; 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.

Writing

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 through self-reflection, revising and editing.

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).

ELL Standards

Enduring Understandings/Goals	Essential Questions
Students will understand that... <ul style="list-style-type: none"><input type="checkbox"/> Readers use their phonics knowledge to read tricky words part by part.<input type="checkbox"/> Writers use their phonics knowledge to spell tricky words part by part.<input type="checkbox"/> Writers use capital letters and end point punctuation correctly.	<ul style="list-style-type: none"><input type="checkbox"/> How do readers use their phonics knowledge to read tricky words part by part?<input type="checkbox"/> How do writers use their phonics knowledge to spell tricky words part by part?<input type="checkbox"/> How do writers use capital letters and end point punctuation correctly?
Professional Resources	Evidence of Learning (Assessments)
<ul style="list-style-type: none">• <i>A Guide to the Phonics Units of Study - K-2</i> by Lucy Calkins & Natalie Louis• <i>Growing into Second-Grade Phonics</i> - by Lucy Calkins, Natalie Louis & Marie Munteer• <i>Small Groups to Support Phonics - Grade 2</i> by Lucy Calkins, Valerie Geschwind, Katherine, Lindner & Shanna Schwartz• <i>Project Read</i> Manuals & Resources• Units of Study Online Resources• Florham Park ELA PD Sharing Website	<ul style="list-style-type: none">• Phonics Assessment Timeline• Developmental Spelling• Teachers College Running Records• Grade 2 Writing On Demand Assessment Tools

Suggestions for Differentiation	Mentor Texts
<ul style="list-style-type: none"> • Assessment If/Then Guide • Unit 1 Supplemental Lessons • <i>Small Groups to Support Phonics - Grade 2</i> by Lucy Calkins, Valerie Geschwind, Katherine Lindner, & Shanna Shwartz • Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students and students with 504 plans 	<ul style="list-style-type: none"> • “Willoughby Wallaby Woo” • “Second Grade Chant” • <i>Those Darn Squirrels</i> by Adam Rubin • “Waiting Room Fish” • “Stopping by Woods on a Snowy Evening” • “Make New Friends” • “The Rascal R Song” • <i>Eight Ate: A Feast of Homonym Riddles</i> by Marvin Terban • “Jack and Jill” • “Hey, Diddle, Diddle” • “Star Light, Star Bright” • “Hickory Dickory Dock” • “Rain, Rain, Go Away” • “To Market, To Market” • “Knight School” • <i>Bee-Bim Bop</i> by Linda Sue Park • “The Pattern on the Wheel” • “The Knight Flight” • <i>Gus’s Silly Rhymes</i> • “Inch by Inch”
Interdisciplinary Connections	Technology Integration
<ul style="list-style-type: none"> • Engage in Name Songs to Help Kids Learn Each Other’s Names • Engage in Songs to Help Kids Remember Phonics Principles & Rules • Interactive Writing: Co-Create Charts Outlining New Skills & Edit Writing Pieces • Independent Reading & Writing • Partner Reading & Writing • Shared Reading Experiences: Utilize Texts that Align with Topics Explored in Social Studies, Science, The Arts, and Mathematics • Word Hunts: Utilize Texts that Align with Topics Explored in Social Studies, Science, The Arts, and Mathematics 	<ul style="list-style-type: none"> • Google Slides Digital Blending Board Templates • Google Slides Digital Sound Cards • Jamboard Templates • Seesaw Phonics Lesson Video for Gus (Digital Portfolio Entry)

<u>Media Literacy Integration</u>	<u>Global Perspectives</u>
<ul style="list-style-type: none"> • Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, newspapers, magazines & signs) • Using Environmental Print as a Spelling Resource • Creating Signs for the School • Practice Reading Skills • Creating Phonics Lessons for Gus Digital Portfolio Explanations 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National Italian American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)
<u>21st Century Themes (as applies to content area):</u>	<u>Integration of 21st Century Skills</u>
Civic Literacy Health Literacy Social Justice Literacy	Civic Literacy Health Literacy Social Justice Literacy
Bend	Teaching Points
Bend I: Professors of Phonics <i>Session 1: Second-Graders Become Professors of Phonics (Part 1)</i>	<p>Part I: <i>Second-Graders Become Professors of Phonics</i> (Unit 1, pg. 2)</p> <p>Connection: Let students know it is time for phonics to start, then show them how much they'll grow as readers and writers this year by sharing increasingly complex books and writing.</p> <p>TP: Today I want to teach you that to be able to <i>read</i> all those amazing grown-up books and to <i>write</i> all those amazing grown-up books too, you need to remember <i>all</i> that you learned in kindergarten and first grade about phonics- and the important thing is that you need to <i>use</i> all that you learned, too.</p> <p>~How to Be a Professor of Phonics</p> <ol style="list-style-type: none"> 1. Study the Word 2. Notice & Circle Phonics Features 3. Explain with Phonics Professor Words <p>Active Engagement/Link:</p> <ul style="list-style-type: none"> • Recruit kids to notice phonics features in the name of your school or some other name they have in common, working in partnerships.

- Remind students to mark up the phonics features they come across in the name you are using.

Part II: Second-Graders Become Professors of Phonics. (Unit 1, pg. 4)

Rug Time:

- Channel students to wipe off their whiteboards and then write their first names there. Get them to note phonics observations about their names.
- Demonstrate how to give a Professor of Phonics lecture by doing so with your own name.

Share: Playing “I Spy” with Phonics Features of Students’ Names

- Demonstrate how to play “I Spy” using phonics feature clues, such as blends and digraphs, in children’s names. Then invite kids to take turns playing this game.

Extension 1: Using Your Names to Make More Words (Unit 1, pg. 6)

- Demonstrate how to make other words by using the phonics features in Rasheed, then ask children to make other words using phonics features from their own names.
1. Write your name on your white board.
 2. Sing out your name when I tip my baton.
 3. Study the phonics in your name
 4. Take the phonics in your name to write more words.

Extension 2: Scavenger Hunt Game: “Find the Phonics” in Classroom Words (Unit 1, pg. 6)

- Teach students a scavenger hunt game that involves finding phonics features in classroom texts.
1. Look around the room to find phonics in the words in our room.
 2. Use your “Phonics Professor Words” chart and the “Blends and Digraphs Review” sheet if you need help remembering them.
 3. When you find a word for each phonics term, write in on a post-it and place it on your chart.
 4. Try to find a word for as many terms as you can.
 5. You have 5 minutes to play.
 6. When finished, compare your lists with your rug club.

Session 2: Revisiting Silent E (Part 2)

Part I: *Revisiting Silent E* (Unit 1, pg. 9)

Connection: Return to the topic of studying names. This time, ask students to study both their first and last names as a way to review phonics terms studied in kindergarten and first grade.

TP: Today I want to teach you that the SSDA wants to remind you that when you are reading your names, or *anything*, you need to remember you are still word detectives. And you need to remember that the silent E can sneak onto the ends of names or any other word. The agent said you'll remember that the silent E can be a clue, suggesting that the vowel might be long.

~How to Write Tricky Words

1. Say the Word
2. Think, "Is the vowel short or long?"
3. Spell It

Active Engagement/Link:

- Ask Partner 2s to give their own Professor of Phonics lectures about another name with a long vowel that ends with a silent E.
- Suggest the silent E comes in other words too. Touch parts of your face and channel kids to say the name of that part (chin, cheek) and to signal whether that contains a long or a short vowel.

Rug Time: Ask partners to study the “Say and Spell” cards, then write the words each picture represents on whiteboards, aiming to spell words with short- and long-vowel sounds correctly.

Share: Making Words to Practice Spelling Words that Do and Do Not End in Silent E

- Rally students to do some “making words” work to help them remember what they have learned about words with silent E.
- Ask children to consider words such as *have* that are exceptions to the silent E rule.

Extension 1: Play “Guess My Rule” to Spotlight Different Spellings and Introduce a New Vowel Chart (Unit 1, pg. 14)

- Guide students to put names together that have the same parts. Start by giving an example using names that end with the long E sound.
- Invite children to keep playing “Guess My Rule” using the class list of names, looking for words that go together in other ways
- Review the second-grade vowel chart. Compare this to the first grade chart and explain that third graders are ready to be more flexible in their thinking.

Extension 2: Introducing the Second-Grade Consonant Blends Charts by Playing “Pass the Blend” (Unit 1, pg. 15)

- Introduce the “Consonant Blends” and “Consonant End Blends” charts.

Extension 3: Introducing Yourself to the Book’s You’ll Read, the Characters You’ll Come to Know- and Their Names (Unit 1, pg. 16)

- Explain that readers often pour over the books they’ll read next, and sometimes they study the characters they’ll meet.
- Give each student a stack of series books. Invite children to jot down a few special character names, and challenge them to identify phonics principles in the characters’ names. Then, orchestrate a quick share between tables.

Part I: Learning Long Vowels and Vowel Teams from Reading Literature (Unit 1, pg. 17)

Connection: Reread a bit from the class read-aloud, *Those Darn Squirrels*, showing the text to the kids, and ask them to talk with partners about whatever they notice in the book. You hope they talk about characters, storyline- and will soon point out they could also think about phonics.

TP: Today I want to teach you that second-graders not only choose *what* you are going to read, you also choose *how* you are going to read. Sometimes you can read to think about characters and sometimes your reading can teach you how words work. For instance, read a page while on the lookout for silent E and other long vowels.

~When We Read Texts to Learn about Phonics, We Can Say...

1. If you take off the ending of this word, you see that...
2. The author signaled this was a long vowel by...
3. I can use this word to make other words that rhyme. Like...
4. We found these exceptions...

Active Engagement/Link:

- **Distribute a new tool-word windows-pointing out that for now, their windows contain a page from the familiar read-aloud that you and the class read earlier. Channel kids to read and mark up this text.**
- **Remind kids that they should be talking with partners to help them see patterns and grow insights. Give them sentence starters to help them learn from a page of text. Plan to revisit these sentence starters often in the days that follow.**
- **Create a pocket chart that harvests kids' insights. Categorize just a few words according to different ways in which the spelling signals that the vowel is long, then invite partners to sort more words into the columns.**

Part II: *Learning Long Vowels and Vowel Teams from Reading Literature* (Unit 1, pg. 21)

Rug Time:

- **Stress that readers can choose to read in ways that help them learn phonics. Set partners up to read a poem twice, once as literature and once to learn phonics, noticing ways to signal long vowels.**
- **Suggest that kids harvest words with long vowels from the poem you gave them, and then sort those words according to how the long vowel is signaled, as you did on the class chart.**

Share: A Community of Learners: Reading Deeply, Noticing More, and Learning Together About Phonics

<p>Session 4: Introducing the “My Snap Words Book” (Part I)</p>	<ul style="list-style-type: none"> • Celebrate that your kids are a community of learners who see a lot in any text, reading deeply. Then give the kids a chance to tell each other what they have learned about phonics. <p>Extension 1: Making and Making the Vowel Team Chart Our Own (Unit 1, pg. 23)</p> <ul style="list-style-type: none"> • Review the first grade “Vowel Teams” chart. • Think about other words that have these vowel teams (oy=toy). • You can add your own words and pictures to this chart to make it your own. <p>Extension 2: Rereading Your Own Writing to Learn and Think About Phonics (Unit 1, pg. 24)</p> <ul style="list-style-type: none"> • Invite students to put their own writing in word windows so they can study it and mark up phonics patterns and spellings. They might exchange their word windows to study each other’s writing. <p>Extension 3: Consonant Trigraph Tongue Twisters (Unit 1, pg. 25)</p> <ul style="list-style-type: none"> • Define <i>trigraphs</i> for the class: a combination of three consonants. Introduce the trigraphs chart. • Ask partners to study and say tongue twisters that include three-consonant combinations. • Challenge partners to choose a suggested blend and write their own tongue twisters. <p>Part I: Introducing the “My Snap Words Book” (Unit 1, pg. 26)</p> <p>Connection: Highlight the theme of this bend-that kids need to really know and use all they’ve learned about phonics-by singing a song that celebrates holding onto memories and talking up your point.</p> <p>TP: Today I want to teach you that second-graders- no, not just second-graders, people-people invent ways to hold onto memories. Some people take photographs, some make charm bracelets, some write stories- but everyone finds ways to hold onto memories. And that is as important when your memories are about letters and words as when your memories are about friends.</p> <p>~How to Remember Words</p> <ol style="list-style-type: none"> 1. Read Them Fun Ways 2. Play Games
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<p><i>Session 4: Introducing the “My Snap Words Book” (Part 2)</i></p>	<p>3. Sing Songs</p> <p>Active Engagement/Link: Point out that second-graders will want to remember all they learned about snap words. Distribute relevant charts from first grade and compile a list of what kids recall about how to know words in a snap.</p> <p>Part II: <i>Introducing the “My Snap Words Book”</i> (Unit 1, pg. 28)</p> <p>Rug Time: Distribute copies of “My Snap Words Book” that compile snap words from kindergarten and first grade. Channel partners to choose how to read and study those words to hold onto that knowledge.</p> <p>Share: Partners Give Each Other a Snap Word Quiz</p> <ul style="list-style-type: none"> • Invite partners to check their snap word knowledge by giving each other a snap word quiz. Challenge kids to talk about their spelling like Professors of Phonics. <p>Extension 1: Playing “I Spy” in “My Snap Words Book” (Unit 1, pg. 29)</p> <ul style="list-style-type: none"> • Guide students through the process of playing the “I Spy” game using words from their Snap Words books. • Say “I spy with my little eye...a word that starts with....”. If they do not guess it correctly, you can give more clues until they get it. Then switch with your partner. <p>Extension 2: Checking Snap Word Spelling as You Write (Unit 1, pg. 30)</p> <ul style="list-style-type: none"> • Convince students of the importance of checking snap words and spelling them correctly-as they write- and not waiting until they’re ready to publish. • Advise students to use their Snap Word Books to quickly look up words they’re not sure about and check the spelling, first practicing with words you dictate, and then applying that practice to their own writing. <p>Extension 3: Speed Reading of Snap Words (Unit 1, pg. 31)</p> <ul style="list-style-type: none"> • Explain the importance of snap words. Challenge kids to “speed read” from their Snap Word Books for one minute and read more words each round.
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Session 5: R-Controlled Vowels (Part 1)

Part I: R-Controlled Vowels (Unit 1, pg. 32)

Connection: Remind students that the letter R can be a troublemaker when it meddles with vowels, then demonstrate how R changes vowel sounds.

TP: Today I want to teach you that when you are reading and writing words, you've got to watch out for those tricky R-controlled vowels. It helps to be on the lookout for words with /ar/ (and I enunciated carefully) as in car, /er/ as in tiger (and again I enunciated clearly) and /or/ as in fork.

~How to Read Words with R-Controlled Vowels

1. Study the Word
2. Find the R
3. Think, "How does the R change the vowel?"
4. Read the Word

Active Engagement/Link:

- Channel the class to listen for the R-controlled vowel sounds in words, then sort words according to their sounds.
- Turn the cards in the pocket chart over so they have the spelling pattern facing out instead of the picture.

Session 5: R-Controlled Vowels (Part 2)

Part II: R-Controlled Vowels (Unit 1, pg. 34)

Rug Time: Set up rug clubs to continue the sorting work, using picture cards featuring words with R-controlled vowels. Give each rug club their own pocket chart, remember you can also do this sorting work with whiteboards or just on the rug.

Share: Singing Verses with R-Controlled Vowels

- Set up a final activity that channels partners to use what they have learned about the R-controlled vowel by singing new verses to the "Make New Friends" song they sang the day before. End with the whole class joining together to sing the old verses, as well as these silly new ones.

Extension 1: Introducing the Second Grade Alphabet Chart (Unit 1, pg. 35)

Session 6: Practicing All of the Spelling Patterns for the /er/ Sound (Part 1)

- Drumroll the alphabet chart, an updated alphabet chart for second grade. Invite children to study it for a moment, using picture clues to read all of the words they can.
- Give students their own copy of the alphabet chart. Invite partners to work together to find words that exemplify phonics principles.

Extension 2: Hunting for R-Controlled Vowels in Your Books and in Your Writing (Unit 1, pg. 36)

- Remind students that they're now carrying their phonics knowledge into their reading and writing work. Then ask them to look for words with R-controlled vowels in their books and their writing.

Extension 3: Tollbooth Game: Practicing Three Sounds the R Controlled Vowel Makes (Unit 1, pg. 37)

- Say a keyword from your R-controlled vowel chart and ask each student to pay a "toll" for going to lunch by coming up with a word that has the same R-controlled vowel sound.
- If they get stuck, give two words and ask which one has the target sound.

Part I: Practicing All of the Spelling Patterns for the /er/ Sound (Unit 1, pg. 38)

Connection: Set kids up to know that today, everything they learned yesterday will become more complicated. Help them feel as if you are asking them to rise to a challenge.

TP: Today I want to teach you that even when you listen to the sounds in a word, you can't be sure which vowels to use. Take the /er/ sound. Even though it is usually spelled E-R, it can also be spelled in a bunch of ways. It helps to think about which are the most common ways that sound is spelled, and to think where in the word the sound comes, but in the end, you also think, "Which one of these looks right?"

~How to Spell the /er/ Sound

1. Use the remember sentence.
2. Think about where the sound is.
3. Ask, "Does this look right?"

Active Engagement/Link: Distribute whiteboards and set kids up to write words that you say aloud. After children try spelling each word, you will write it on the easel.

Part II: Practicing All of the Spelling Patterns for the /er/ Sound (Unit 1, pg. 41)

Rug Time:

- Distribute word windows with a page from *Those Darn Squirrels*. Channel kids to read and mark up this text for R-controlled vowels.
- Remind kids that they should be talking with partners to help them see patterns and grow insights.

Share: Giving a Little “Professor of Phonics” Class on R-Controlled Vowels

- Help students gain a grasp of all they’ve learned by channeling them to give little lectures to someone new in their rug club in which they recap their learning. Recruit a few to give their lectures to the whole class.
- If you wish to extend your session, point out that in the end, readers and writers mostly rely on a visual knowledge of what looks right. Bring that point home by asking kids to reread the twenty-one snap words that contain R-controlled vowels.

Extension 1: Introducing the “Vowels with R” Chart (Unit 1, pg. 43)

- Distribute the “Vowels with R” chart to clubs and have kids read the chart with partners.

Extension 2: Reading with R-Controlled Vowels in Mind (Unit 1, pg. 44)

- Rally the students to do a shared reading of a letter that you describe as coming from their 2nd grade teachers. Then channel students to slide a copy into their word windows, to reread in partnerships, underlining the R-controlled vowels, which you then also highlight.

Dear Third Graders,

The second grade teachers were talking today about how smart you are.

We will never forget learning about words with you. Remember that Rasheed is still near and you have each other to help with everything in your new grade. Come over to visit some time after school. Love and Care,

Your Second Grade Teachers

Doing Second-Grade Work

Session 8: Second-Graders Are More Careful Spellers, Especially with Troublemaker Words (Part 1)

Part I: *Second-Graders Are More Careful Spellers, Especially with Troublemaker Words* (Unit 1, pg.53)

Connection: Let students know that you have received a special envelope from the principal, then reveal a letter asking you to help stop nine things that are the biggest “troublemakers” in the whole school. Build suspense until you reveal the list of the culprits: nine of the trickiest spelling words.

TP: Today I want to teach you that you can become a second-grader by pushing yourself to do second-grade work. Second-graders are always on the lookout for troublemaker words- when they come to one, they know to spell that one carefully.

~How to Tackle a Word

1. Study the Word
2. Try to Spell It
3. Figure Out the Hardest Part
4. Think, “Can phonics help?” or “Can I Invent a trick to help me?”
5. Check It

Active Engagement/Link:

- Put today’s session into context by reminding kids of the work they did earlier with the words they learned to read in a snap during kindergarten and first grade, and of their Snap Words Books.
- Share with kids a protocol you use to become better at spell troublemaker words. Choose one word from the troublemaker list and put it through the steps of you learning to spell that word. Cover the list as kids write it. Add *first* to the Word Wall.
- Walk students through studying a troublemaker word that is an exception to a phonics generalization, *friend*, and reveal the next steps of the “Tackle a Word” protocol. Add *friend* to the Word Wall.

Part II: *Second-Graders Are More Careful Spellers, Especially with Troublemaker Words* (Unit 1, pg.57)

Rug Time:

- Rally students to choose another word from the list and work on learning it, moving through

Session 8: Second-Graders Are More Careful Spellers, Especially with Troublemaker Words (Part 2)

<p>Session 9: <i>Second-Graders Don't Wait to Punctuate (Part 1)</i></p>	<p>the steps of the protocol. Invite them to choose more words to tackle as they finish.</p> <ul style="list-style-type: none"> • Direct students to open their writing folders, where you've tucked a large Post-it for them to record a list of personal troublemakers. Suggest they record words from today that they still need to work on. • Add <i>said, they, where, girl, when, went, and your</i> to the Word Wall <p>Share: At Long Last: Welcoming Gus to Class</p> <ul style="list-style-type: none"> • Engineer a knock on the door (or at the window) signaling the long-awaited arrival of Gus, who turns out to be a young dragon, not another student. Gus is the class mascot and a second-grade hopeful. • Invite the class to read a letter from Gus that has arrived attached to his arm. Read the misspellings conventionally. <p>Extension 1: Troublemaker Word Hunt (Unit 1, pg. 59)</p> <ul style="list-style-type: none"> • Introduce an editing game, in which partners count up troublemaker words in each other's writing to help each other find and fix all of these words. <p>Extension 2: Troublemaker Toll Booth (Unit 1, pg. 60)</p> <ul style="list-style-type: none"> • Rally children to practice spelling troublemaker words when they're standing in line to leave the classroom. For each child, choose a troublemaker word from the word wall. <p>Extension 3: Remind Writers to Use their Resources: Writing workshop Mid-Workshop Teaching (Unit 1, pg. 60)</p> <ul style="list-style-type: none"> • Remind kids that during Writing Workshop they should use their Snap Word Books and their troublemaker word lists to help them get more of their spelling right. <p>Part I: <i>Second Graders Don't Wait to Punctuate</i> (Unit 1, pg. 61)</p> <p>Connection: Admire the spelling corrections that you've seen while reviewing students' writing. Explaining that when they fix up their spelling, they are "dressing up" their writing for the occasion of children becoming second-graders. Suggest that some students are still writing without end punctuation, perhaps because they are writing so fast and furious. Convey the resulting stories are often confusing.</p>
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TP: Today I want to teach you that although younger writers sometimes write without any periods and capitals and then insert them in later when they edit, once you are in second grade, it's best to put periods and capitals into your writing *as you write*. You write a whole thought, a whole sentence, not stopping until you get to the end, then add "period, capital."

~How to Write a Complete Sentence

1. Think of an Idea
2. Start with a Capital Letter
3. End with a Punctuation Mark

Active Engagement/Link: Set up partners to tell a story, using gestures to make sure they are adding end punctuation.

Part II: *Second Graders Don't Wait to Punctuate* (Unit 1, pg. 63)

Rug Time: Show students a page of writing and ask them to figure out where to put the ending punctuation.

Share: A Final Fix-Up: Use All You've Learned about Spelling and Conventions to Fix Up Your Own Writing

- Challenge rug clubs to work together to focus on and fix up all of the conventions that were taught over the last few sessions.

Extension 1: Storytelling Game: Building Sentences Word by Word and Punctuating Them (Unit 1, pg. 64)

- Teach students a storytelling game in which they build sentences word by word and use gestures to punctuate each sentence.
- The game is called the "Silly Story Circle". We're going to tell a silly story together. We only get to add one word at a time.
- Start with Yesterday to model. When we get to the end of a sentence it's everyone's job to show that the sentence is over and add a period.
- Start the next story with the word One.

Extension 2: Using End Punctuation to Channel Intonation (Unit 1, pg. 65)

- Help students progress from thinking about writing with only periods and capitals to writing with a variety of end punctuation marks. Have them name as many as they can.
- Choose one word to write on your board from this list....now add one piece of punctuation and read the sentence that way then try a different way.

Hi

Friend

Good

Try

Again

Now

Yes

Sure

Happy

Extension 3: “Speech Bubble Pop” - Practice Punctuating Dialogue (Unit 1, pg. 66)

- Introduce the game “Speech Bubble Pop”

Part I: How Do Second-Graders Use Capitals? (Unit 1, pg. 68)

Connection: Tell kids that Gus has been trying silly ways to act grown-up, and recruit the class to assure him that he needn’t do that. The important thing about being a grown-up second-grader is that learners resolve to do more grown-up work.

TP: Today I want to teach you that grown-up writers use capital letters correctly.

~Use Capital letters for...

1. Start of Sentences
2. Start of a Name of a Person or Place
3. Start and End of a Letter
4. The Word I
5. Start of Dates
6. Titles and Product Names

Active Engagement/Link:

- Set kids up to compare the way a kindergartener has used capital letters and the way the principal used them, using this comparison as a way to highlight the many uses for capital letters.
- Harvest the kids' observations, both of the kindergartener's use of capitals and of the principal's.

Part II: How Do Second-Graders Use Capitals? (Unit 1, pg. 71)

Rug Time:

- Recruit kids to follow the model set by the principal, using capital letters for those reasons and not randomly sprinkling them hither and yon.
- Challenge students to work with a partner to fix up their writing for capitals, end punctuation, and troublemakers. Remind them that this kind of editing work needs slow and careful reading, and they can use their pointer finger to help.

Share: Writing Grown-Up Goals for Phonics

- Pretend that Gus has made a goal for himself and invite the children to each write their own goal on a Post-it and then stick it in their writing folder.

Extension 1: Task-Forces: Children Teach Each Other about Writing with Capitals (Unit 1, pg. 72)

- Group kids into "task forces" so they can teach each other some of what they have learned about writing with capitals- doing this teaching as a way to cement their learning. Demonstrate to show them how you'd do this.

Extension 2: Great Writers Write With Specific Names of Places and People (Unit 1, pg.73)

- Point out to children that by emulating published authors who write specific names of people and places, they can improve and add clarity to their own writing.
- Figure 1-5
- Have the students try to edit their own writing.

Session 11: Exploring Homophones:
Second-Graders Get In on the Joke
(Part 1)

Session 11: Exploring Homophones:
Second-Graders Get In on the Joke
(Part 2)

Extension 3: Playing “Capital Categories”: Some Words Are Capitalized and Some Are Not (Unit 1, pg. 74)

- Invite children to play “Capital Categories” to practice thinking about words that are capitalized and words that are not.
- Figure 10-6 List of city names.
- Explain the game Capital Categories, I’ll give you a card with a category, then you list as many things as you can in that category that start with capital letters, on your whiteboards. You have only one minute.

Part I: Exploring Homophones: Second Graders Get In on the Joke (Unit 1, pg. 76)

Connection: Introduce the concept of homophones by telling a joke that revolves around one, and then explaining the joke for kids who don’t “get” it.

TP: Today I want to teach you that some words *sound* the same but mean different things and have different spellings. These words are called *homophones*. Second-graders watch out for homophones when they’re reading and when they spot one, they think, “What meaning makes sense here?”

~How to Understand Homophones

1. Spot a Homophone
2. Think, “Which meaning makes sense here?”
3. Explain What It Means

Active Engagement/Link: Distribute a page of other jokes that revolve around homophones, and channel partners to read these and try to get the jokes.

Part II: Exploring Homophones: Second Graders Get In on the Joke (Unit 1, pg. 79)

Rug Time:

- Ask partners to read some sentences and find and discuss homophones. Then ask them to write the homophones on Post-its and draw little sketches of what each word means.
- Add *eight, ate, see, sea, bare, bear, eye, I, hear, and here* to the Word Wall

Session 12: Second-Graders Tackle
Important Homophones that Are
Troublemakers (Part 1)

Share: Spotting Funny Homophones as You Read Together

- Do a shared reading of a book full of funny homophones, spotting them and discussing them as you read.

Extension 1: Playing “Homophone Mashups” (Unit 1, pg. 80)

- Invite children to play a game by looking at pictures that represent two homophones and deciding which homophone is correct.

Extension 2: Writing Funny Sentences with Homophones (Unit 1, pg. 81)

- Demonstrate how to use a homophone pair from the previous extension to write a funny sentence.
-The ball started to bawl when Trang left the playground.
- Hand out homophone picture cards and writing/drawing materials to each partnership and invite them to write their own sentences. Let them know they can also use the cards they made in extension 1.

Part I: Second-Graders Tackle Important Homophones that Are Troublemakers (Unit 1, pg.82)

Connection: Tell students that despite all the fun they had with homophones yesterday, homophones are indeed serious business, especially the ones that serious writers use all the time.

TP: Today I want to teach you that there are a few super-important homophones that writers include *all the time* in their writing. In order to do grown- up work, you *must* watch out for these troublemaking homophones and use them correctly.

~How to Remember Homophones

1. Draw a Picture
2. Write the Word in Sentence

Active Engagement/Link:

- Introduce three commonly used homophones that are such troublemakers that even fifth-graders mix them up: two, to, too.
- Do a choral reading of a sentence that uses *two*, *to*, and *too*. Ask partners to study that sentence and discuss the meaning of those homophones. Listen in and share some of their

ideas.

- Show students your picture clues to help tell homophones apart. Then ask partners to make picture clues for *two*, *to* and *too* to their troublemaker word lists.
- Add *two*, *to*, and *too* to the Word Wall

Part II: Second-Graders Tackle Important Homophones that Are Troublemakers (Unit 1, pg.84)

Rug Time: Tell students that Gus has admitted he needs help with *two*, *to*, and *too*. Hand out a copy of his writing to partners and ask them to fix his mistakes.

Share: Unveiling “My Word Book”

- Present students’ edits to Gus with a flourish. Then tell them they’re ready for a grown-up tool to help them with this work: “My Word Book.” Show them your own book, filled with Post-its with your own troublemaker words.

Extension 1: Highlighting Homophones: *There, Their, They’re* (Unit 1, pg. 86)

- Show students a sentence using the homophones *there*, *their*, and *they’re*, then invite partners to think about what they mean and act them out.
- Share out what you heard partners figure out about *there*, *their*, and *they’re* and helpful ways to remember how to spell those homophones. Then ask partners to make clues for these words to add to their Word Books.
- Explain how the words *their/your* and *they’re/you’re* are connected.
- Add *there*, *their*, *there*, *your*, and *you’re* to the Word Wall

Extension 2: Creating a Tool to Practice Using Common Homophones: *You’re* and *Your* (Unit 1, pg. 87)

- Create a poster with students as a way to help them avoid common homophone mistakes.
- Split a poster into 3 columns for the homophones: *to*, *too*, and *two*.
-Write a trick to help you remember what each means.
- Challenge students to use the poster as they create, dictate, write, and check sentences with these tricky homophones.

Session 13: Sharing Help for Troublemaker Words (Part 1)

Extension 3: Using Your “My Word Book” to Check Your Spelling: Writing Workshop Mid-Workshop Teaching Point (Unit 1, pg. 88)

- Review the homophones there, their, and they’re, asking children to refer to their Word Books to figure out which word belongs in the sentence, “Their house is a mess.”
- Invite children to look through their own writing and to use their Word Books to check the spelling of their troublemaker words.

Part I: *Sharing Help for Troublemaker Words* (Unit 1, pg. 90)

Connection: Capture students’ interest with an imaginary skit where someone has left a new list of troublemaker words to add to our books.

TP: Today I want to teach you that students tackle new challenges head on. When they see a new challenge, they say, “Bring it! I can do this! And they get started right away. That is especially true when tackling troublemakers.

~How to Check for Troublemakers

1. Look at the Word
2. Think, “Is it a troublemaker word for me?”
3. Give Yourself a Quiz to Check
4. If it is, add it to your book!

Active Engagement/Link: Ask students to try this together now, checking the first troublemaker word on the list, then all the words. Suggest they give themselves a quiz to check that they included all of their own troublemakers.

Part II: *Sharing Help for Troublemaker Words* (Unit 1, pg. 90)

Rug Time: Demonstrate teaching yourself a troublemaker word and making a sign about it that helps others to not be tripped up by that word.

Session 13: Sharing Help for Troublemaker Words (Part 2)

	<p>Share: Moving from Tackling Troublemaker Words to Tackling Bigger Troubles in the World</p> <ul style="list-style-type: none"> • Ask rug clubs to share and explain their helpful signs to each other. • Add <i>about, school, with, was, could, what, and very</i> to the Word Wall • As this bend of the unit comes to a close, explain to students that the disposition and process they've learned goes beyond just tackling troublemaker words.
<p>Bend III: Reading and Writing Words by Analogy Using Patterns and Rhymes</p> <p><i>Session 14: Spelling by Pattern (Part 1)</i></p>	<p>Part I: <i>Spelling by Pattern</i> (Unit 1, pg. 98)</p> <p>Connection: Tell kids about a way in which your parents used to track your growth, and use that memory to celebrate and reinforce all that kids have learned about making their work look like the work of second-graders.</p> <p>TP: Today I want to teach you that in second grade, you no longer spell and read words letter by letter. In second grade, you use parts and patterns. You think, “Have I seen or heard that part before? Is this a pattern I know?” And that makes your reading and writing so much faster and easier.</p> <p>~How to Spell Words</p> <ol style="list-style-type: none"> 1. Say the Word 2. Think, “Have I seen or heard that part before? Is this a pattern I know?” 3. Spell the Word Part by Part <p>Active Engagement/Link:</p> <ul style="list-style-type: none"> • Let students know about a very special Professor of Phonics, Pat Cunningham. Tell them that she once puzzled you by saying that second graders can learn all they need to know about phonics from rhyming books. • Give kids a chance to experience the way they can read these books anticipating and noticing the rhyming part. • Channel kids to reread one of these texts with you, this time looking at the phonics, listening for rhymes and especially for patterns that will help them read and write other texts. • Highlight the way in which you look closely at the rhyming parts of words to deduce

<p>Session 14: Spelling by Pattern (Part 2)</p>	<p>patterns. Suggest that collecting patterns or phonograms, will help kids to read and write other words.</p> <p>Part II: Spelling by Pattern (Unit 1, pg. 102)</p> <p>Rug Time: Remind partners of the steps they can take as they mine the rest of the nursery rhymes for more patterns, testing those patterns by generating words that rhyme.</p> <p>Share: Starting to Collect Powerful Patterns</p> <ul style="list-style-type: none"> • Collect patterns that rug clubs found in the rhymes on a new chart. Invite clubs to call out words they made while they tested each pattern. • Guide children through examples that show how knowing patterns can help them in their writing. <p>Extension 1: Mining Familiar Nursery Rhymes for More Patterns (Unit 1, pg. 104)</p> <ul style="list-style-type: none"> • Display two nursery rhymes, “Rain, Rain. Go Away” and “To Market, To Market.” Invite the class to read them along with you. • Remind children of the steps they can take to mine rhyming words to useful patterns. Then, invite them to work in groups to collect more patterns (see “How to Find Powerful Word Patterns” chart). • Invite groups to share patterns they found in the song. Then, channel kids to think of specific ways today’s patterns will help them as they write and read. <p>Extension 2: Reading and Remembering Powerful Patterns (Unit 1, pg. 105)</p> <ul style="list-style-type: none"> • Introduce a letter from Mabel and Rasheed to identify powerful patterns in using the “How to Find Powerful Word Patterns” chart. <p>Extension 3: Spelling by Pattern in Your Writing: Mid-Workshop Teaching During Writing Workshop (Unit 1, pg. 106)</p> <ul style="list-style-type: none"> • Remind writers that they can draw on not just patterns they learned today, but all the patterns they already know to be more grown up, third grade spellers (display Powerful
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*Session 15: Learning Everything You
Need to Know about Phonics from
Rhyming Books (Part 2)*

Part I: *Learning Everything You Need to Know about Phonics from Rhyming Books* (Unit 1, pg. 107)
Connection: Reintroduce old friends, Mabel and Rasheed, to remind kids about their earlier work with patterns. Point out that second-graders continue to use word patterns to read and spell words.

~How to Find Powerful Word Patterns

- Active Engagement/Link:** Set partners up to search for patterns in the next pages in “Knight School.”

Rug Time:

- ## Share: Sharing Powerful Patterns

- While rug clubs share their patterns and the new words they made, collect those patterns on chart paper, and then review them all with the class.
- Remind children that they can learn patterns from *any* book they're reading, not just rhyming books.

Session 16: Noticing and Listening for Rhymes- Noticing When Spelling Doesn't Match (Part 1)

Extension 1: Learning Spelling Patterns from Rhyming Books (Unit 1, pg. 112)

- Remind students that they refer to rhyming books to figure out spelling patterns. Then ask them to use a rhyming book to list the spelling patterns a book teaches them on the front cover.

Extension 2: Using Pattern Wheels to Discover More Words and New Words (Unit 1, pg. 112)

- Rally children to sing “The Patterns on the Wheel...” song, then play a game using their pattern wheels to make words.

Extension 3: Rereading “My Snap Words Book” to Discover Powerful Patterns (Unit 1, pg. 113)

- Remind students of another tool at their disposal where they can look for powerful patterns: “My Snap Words Book.”
- Suggest to students that they may need to use a slightly different process when looking for patterns on a vowel page, versus a consonant page.

Part I: Noticing and Listening for Rhymes- Noticing When Spelling Doesn't Match (Unit 1, pg. 115)

Connection: Invite children to play a game, “One of These Things Is Not Like the Others,” in which you and a student don a similarly colored mustache, and Gus sports one of a different color.

TP: Today I want to teach you that words with very different spellings can rhyme, so you can't just *look* for rhymes, you also have to *listen* for them. When you're reading a rhyming book or a rhyming poem, you have to hear the words, out loud or in your head, so you can find the ones that rhyme.

~How to Discover Rhymes

1. Read the Text
2. Try to Hear the Words in Your Head
3. Listen for Words that Rhyme
4. Write the Words on a Post-It

Session 16: Noticing and Listening for Rhymes- Noticing When Spelling Doesn't Match (Part 2)

Active Engagement/Link:

- Challenge students to read a text and listen for rhyming words on their own, touching their ear when they find those words. Then ask kids to whisper to each other the rhyming words they found.
- Provide students with one more opportunity to hear and then find more rimes.

Part II: Noticing and Listening for Rhymes- Noticing When Spelling Doesn't Match (Unit 1, pg. 118)

Rug Time: Invite partners to read rhyming books and listen for rhymes, being on the lookout for words that rhyme but are spelled differently.

Share: Comparing Rhyming Patterns to Become Stronger Spellers

- Ask partners to record a pair of rhyming words they found earlier on their whiteboards. Record those word pairs, and guide students to test patterns with the same sound but different spellings.

Extension 1: Testing More Patterns That Sound the Same But Look Different (Unit 1, pg. 119)

- Refer to the class chart, “Different Spellings Same Rhyme” from the share.
- Choose a rhyming pair with your partner and generate a new list of rhyming words for that pattern.
- Which pattern is the most powerful?

Extension 2: Studying Patterns that Look the Same but Sound Different (Unit 1, pg. 120)

- Ask students to read the sentences found on the “Homograph Sentences” sheet and study the word part that is bolded in each sentence with partners. Then ask them to do their best Professor of Phonics work and explain what they noticed about the bolded word parts.

Extension 3: More Pattern Pairs (Unit 1, pg. 121)

- Practice noticing when a word does not look right by studying pattern pairs (refer to example on page 121).

Session 17: Using Rhyming Patterns to Read Smoothly (Part 1)

Part I: Using Rhyming Patterns to Read Smoothly (Unit 1, pg. 122)

Connection: Demonstrate how your father used to read rhyming texts, popping out the rhymes.

TP: Today I want to teach you that when you read books, songs, or poetry that rhymes, you can use the patterns to help you read. If you read, listening for rhymes in predictable books, you will read more fluently, and you'll get more words right- even if the endings of the rhyming words are spelled differently.

~How to Discover Rhymes

1. Read the Text
2. Think, "Can I hear how to read this?"
3. Try the Rhythm a Few Ways
4. Think, "Which one sounds right?"
5. Mark Up the Rhymes

Active Engagement/Link: Set up partners to try using the rhythm of a rhyming text to read more fluently and smoothly. Use a page from "Knight School" with words that rhyme but are not spelled the same.

Part II: *Using Rhyming Patterns to Read Smoothly* (Unit 1, pg. 124)

Rug Time: Invite students to do the same work they've just tried with new rhyming texts. Suggest they collect some of the rhyming words they are finding on whiteboards.

Share: A Symphony Share of Rhyming Texts

- Conduct a symphony share, in which students read parts of their rhyming texts to the class, showing off how they use the rhythm of the poems to emphasize the rhymes.

Extension 1: Play "Guess the Covered Word" with a Poem by Gus (Unit 1, pg. 125)

- Tell children they will play "Guess the Covered Word" with Gus's poem- and they'll have to guess what the word is and also how it's spelled.

Extension 2: Troublemaker Word Check-Up (Unit 1, pg. 126)

- Point out that, every so often, it's important for kids to do a quick self-check of their learning. Set partners up to quiz each other on the troublemaker words in their word books.

<p><i>Session 18: Writing Silly Rhyme Books (Part 1)</i></p>	<p>Extension 3: Becoming Fluency Coaches (Unit 1, pg. 126)</p> <ul style="list-style-type: none"> • Encourage students to take turns coaching each other to improve reading fluency. • Have them score each other using the scoring rubric on page 127. <p>Part I: Writing Silly Rhyme Books (Unit 1, pg. 128)</p> <p>Connection: Build excitement for today’s session by sharing a rhyming book that Gus “wrote,” which will serve as a model for rhyming books that students will write. Celebrate the progress that Gus has made as a writer while reminding students of the ways in which they are striving to write in a more grown-up manner.</p> <p>TP: Today I want to teach you that writers use rhymes to write sometimes. To spell rhyming words correctly, writers may need to try a few different patterns, then ask, “Which one looks right?”</p> <p>~How to Spell Rhyming Words</p> <ol style="list-style-type: none"> 1. Say the Word 2. Try Spelling It Using Different Patterns 3. Think, “Which one looks right?” <p>Active Engagement/Link: Rally students to spell words that rhyme with whale and snail, then write silly sentences using those words.</p>
<p><i>Session 18: Writing Silly Rhyme Books (Part 2)</i></p>	<p>Part II: Writing Silly Rhyme Books (Unit 1, pg. 131)</p> <p>Rug Time: Provide students with some tools they can use to create their own rhyming books, then support them in filling their pages with rhyming words.</p> <p>Share: Grown-Up Writers Edit Each Other’s Writing</p> <ul style="list-style-type: none"> • Set up partners to edit each other’s writing and make sure that it shows lots of signs that they are growing up as writers. <p>Extension 1: Holding a Cypher Rhyme Circle (Unit 1, pg. 132)</p>

Session 19: A Celebration of Rhymes
(Part 1)

- Show the students the YouTube video of the 8 yr. Old girl rapping. When rappers get together and rhyme it's called a cypher.
- Let's study our Powerful Patterns chart and think about rhymes you might try. When you're ready you can start your own rap cypher.

Extension 2: Play "Spell It" to Practice Spelling by Pattern, Not Just by Sound (Unit 1, pg. 133)

- Instruct kids that each rug club member will take a turn being the "teacher" who gives a spelling word using one of the "Spell It" cards. Then the other club members will spell it by using the parts they hear.

Extension 3: Playing "Pass the Pattern Wheel" To Warm Up For the Celebration (Unit 1, pg. 133)

- Introduce the game "Pass the Pattern Wheel" to encourage rhyming fluency.
- Choose a rhyme from the outside wheel. With your partner, try writing as many words as you can using that rhyme.
- When you can't think of any more words, you can turn the wheel again and continue writing rhyming words.

Part I: A Celebration of Rhymes (Unit 1, pg. 135)

Connection: Introduce the celebration by recounting a time when you met a Poet for Hire who wrote poems on the spot. Suggest that the kids are ready to become Poets for Hire, too.

TP: Today I want to teach you that one way to celebrate your learning is to share it with others. When you know a lot about something, that knowledge sets you up to share something creative, helpful, and meaningful with the world. When you know a lot about rhymes, that something you share can be poetry.

~How to Be a Poet for Hire

1. Make a Sign
2. Listen to the Topic
3. Make Up a Poem About the Topic

Active Engagement/Link: Demonstrate how you act as a Poet for Hire. Ask kids to shout out ideas for topics, and make up a little rhyme for one of them. Invite kids to think with you about other

<p><i>Session 19: A Celebration of Rhymes (Part 2)</i></p>	<p>rhymes to add.</p> <p>Part II: <i>A Celebration of Rhymes</i> (Unit 1, pg. 136)</p> <p>Rug Time:</p> <ul style="list-style-type: none"> • Set up for the celebration by instructing kids to move their desks to the outside of the room, and to make signs announcing what they would be doing. • Invite the kindergarteners into the room, and explain how the celebration will work. Tell them a second-grader will create a poem for each one of them based on the topic the kindergartener chooses. <p>Share: Celebrating Growth with “Inch by Inch”</p> <ul style="list-style-type: none"> • Close the session by teaching the whole group “Inch by Inch,” a song about growing up and getting stronger.
<p>Skills (Students will be able to...)</p>	
<ul style="list-style-type: none"> • Hear, say, and clap syllables. • Isolate and hear different medial vowel sounds. • Distinguish the -er, - or, and -ar sounds in spoken words. • Manipulate the sounds in words to make short vowel and R-controlled vowel sounds. • Hear and produce rhymes. • Distinguish long and short vowel sounds. • Identify CVC, CCVC, and CVCe patterns • Recognize and use Y as a vowel sound. • Study long vowel sounds, especially silent E, vowel teams, and diphthongs. • Notice long vowel exceptions (e.g. clothes, he, again, and took). • Recognize and use blends, digraphs, and trigraphs at the beginning and end of words. • Identify R-controlled vowel sounds. • Recognize and use phonograms with R-controlled vowels in single-syllable words (-ar, -er, -or). • Use patterns, including patterns with different spellings and the same rhyme to solve tricky words and to read more fluently. • Edit writing, looking for errors with R-controlled vowels. 	

- Learn different spelling patterns for the /ər/ sound (-ir, -er, -ur, -or, -ear, -ar).
- Identify spelling patterns for the /air/ sound.
- Identify spelling patterns for the /ear/ sound.
- Develop strategies for remembering how to spell commonly misspelled high-frequency words.
- Develop strategies to correctly spell homophones.
- Spell words in bigger chunks using spelling patterns (phonograms).
- Use known phonograms to write poems.
- Use knowledge of phonograms to edit rhymes.
- Learn strategies for determining meaning of homophones using sentence-level context.
- Edit writing for capitals.
- Editing writing for commonly misspelled homophones.
- Use knowledge of conventions in writing (end punctuation, purposeful capitals, and correctly spelled high-frequency words).

Phonics Workshop	Grade: 3
Unit 2: Big Words Take Big Resolve: Tackling Multisyllabic Words Unit Description: Big Words Take Big Resolve: Tackling Multisyllabic Words The books that many second-graders read are full of multisyllabic words, and so, more instruction needs to focus on transitioning to longer, more complex words earlier in the year. Working with multisyllabic words can be a cognitive load for readers, but it can also create an emotional load, since many children are intimidated by the sheer length of words once a second or third syllable is involved.	

Add to that the likelihood that the multisyllabic word is one the reader has never heard before, and that reader is indeed facing a challenge. Helping children muster the courage to recognize the difficulty and still tackle these words- rather than just mumbling past them- is as important as solving the words themselves.

The unit launches with an upset Gus, who is having a difficult time tying his shoes. “It’s too big of a challenge,” he says, and he’s decided to give up. Your students will quickly teach Gus how it’s done, step by step, and you’ll deliver the teaching point for the session: that although words don’t come with a set of directions for solving them, *any* challenge can be broken down into manageable steps. Readers can 1) spot the challenge, 2) tackle it and 3) check it. This is especially meant to rally readers who may not even recognize that there is a challenge to face. When readers skip words, especially in nonfiction books, they run the risk of missing out on important information. You’ll teach several strategies for decoding multisyllabic words, but your larger goal is to help kids develop the stance that readers tackle challenges, rather than back away from them.

The second bend sheds light on the complex consonant combinations that readers find across words, from tip to tail. You’ll study silent consonants and explore hard and soft consonants that can be tricky for readers. Remember that your goal is to help students develop an understanding of the concept of complex consonants, as well as strategies for tackling them- not simply acquire a collection of item knowledge. This second bend culminates with a hunt for camouflaged consonants of all kinds around your classroom- in books, on charts, in kids’ writing. In Bend III, you’ll turn your attention to the endings, or tails, of words. Across this bend, you’ll teach a few common spelling tips for adding inflected endings to words. You’ll also formally introduce a new tail, *-tion*, when Gus notices the need. Another tail, *-ly*, is introduced in an extension in Session 17 alongside new word wall words. In the final session, you’ll circle back to Session 1, where Gus, now emboldened, makes a plea to the class for help to tackle a new challenge. Clad in his “Save the Animals” T-shirt, he has started a letter to Congress to increase conservation funding. Through interactive writing, your class will finish the letter, and then prepare for an awareness-raising march to the school mailbox, complete with signs and chants.

NJ Student Learning Standards

Language

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Use collective nouns (e.g., group).

B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

C. Use reflexive pronouns (e.g., myself, ourselves).

D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

- E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- 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.
 - A. Capitalize holidays, product names, and geographic names.
 - B. Use commas in greetings and closings of letters.
 - C. Use an apostrophe to form contractions and frequently occurring possessives.
 - D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
 - E. Consult print and digital resources, 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.
 - 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.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - 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).
 - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
 - 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 figurative language, word relationships and nuances in word meanings.
 - A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - 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).

Reading Foundational Skills

- RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Know spelling-sound correspondences for common vowel teams.
 - B. Decode regularly spelled two-syllable words with long vowels.
 - C. Decode words with common prefixes and suffixes.
 - D. Identify words with inconsistent but common spelling-sound correspondences.
 - E. Recognize and read grade-appropriate irregularly spelled words.
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.

B. Read grade-level text orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Reading Literature Text

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.

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.

A. Follow agreed-upon norms 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).

B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

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. Use multimedia; 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.

Writing

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

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.

[ELL Standards](#)

Enduring Understandings/Goals	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Readers solve words methodically, from left to right, tip to tail, making sure not to skip any parts. <input type="checkbox"/> Writers develop an understanding of the complex consonants, as well as the strategies for tackling them. <input type="checkbox"/> Writers can use what they know about reading words with inflected endings to help them spell words. 	<ul style="list-style-type: none"> <input type="checkbox"/> How do readers navigate multisyllabic words? <input type="checkbox"/> How do writers spell words with complex consonant combinations? <input type="checkbox"/> How do writers add inflected endings to words?
Professional Resources	Evidence of Learning (Assessments)
<ul style="list-style-type: none"> • <i>A Guide to the Phonics Units of Study - K-2</i> by Lucy Calkins & Natalie Louis • <i>Big Words Take Big Resolve: Tackling Multisyllabic Words</i> - by Lucy Calkins & Angela Baez • <i>Small Groups to Support Phonics - Grade 2</i> by Lucy Calkins, Valerie Geschwind, Katherine, Lindner & Shanna Schwartz • <i>Project Read</i> Manuals & Resources • Units of Study Online Resources • Florham Park ELA PD Sharing Website 	<p style="text-align: center;">Phonics Assessment Timeline</p> <ul style="list-style-type: none"> • Checking Your Word Book • Teachers College Running Records • Grade 2 Writing On Demand Assessment Tools
Suggestions for Differentiation	Mentor Texts
<ul style="list-style-type: none"> • Assessment If/Then Guide • <i>Small Groups to Support Phonics - Grade 2</i> by Lucy Calkins, Valerie Geschwind, Katherine Lindner, & Shanna Shwartz • Integrated accommodations and modifications for special education students. English language learners. students at risk of school failure. gifted and talented students and students with 504 plans 	<ul style="list-style-type: none"> • “Fantastic Spiders” • “Leafcutter Ants” • “G and H Stick Together” • “Black-capped Chickadees” • “Draco Lizards” • “The C and G Song” • “Camouflage” • “Knight School” • “Dolphins”

	<ul style="list-style-type: none"> • “We’re Gonna Hunt for Consonants” • “The Ending -ed Makes Three Sounds” • “Monarch Butterflies in Trouble”
<u>Interdisciplinary Connections</u>	<u>Technology Integration</u>
<ul style="list-style-type: none"> • Engage in Songs to Help Kids Remember Phonics Principles & Rules • Interactive Writing: Co-Create Charts Outlining New Skills, a Letter to Support Conservation Funding for Endangered Animals & Edit Writing Pieces • Independent Reading & Writing • Partner Reading & Writing • Shared Reading Experiences: Utilize Texts that Align with Topics Explored in Social Studies, Science, The Arts, and Mathematics • Word Hunts: Utilize Texts that Align with Topics Explored in Social Studies, Science, The Arts, and Mathematics 	<ul style="list-style-type: none"> • Google Slides Digital Blending Board Templates • Google Slides Digital Sound Cards • Jamboard Templates
<u>Media Literacy Integration</u>	<u>Global Perspectives</u>
<ul style="list-style-type: none"> • Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, newspapers, magazines & signs) • Using Environmental Print as a Spelling Resource • Creating Signs for the School • Practice Reading Skills • Research Endangered & Obscure Animals 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National Italian American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)
<u>21st Century Themes (as applies to content area):</u>	<u>Integration of 21st Century Skills</u>
Civic Literacy Health Literacy Social Justice Literacy	Civic Literacy Health Literacy Social Justice Literacy
Bend	Teaching Points
Bend I: Moving Methodically <i>Session 1: Tackling Challenges (Part 1)</i>	Part I: Tackling Challenges (Unit 2, pg. 2) Connection: Tell students that Gus is feeling extra small because he cannot tie his shoes. Ask students to tap into their expertise and show Gus how to tie his shoes, step by step. TP: Today I want to teach you that long words don’t come with a set of directions, but readers <i>do</i> tackle them step by step. When readers come to a challenging word, they don’t skip that word. ~How to Read Long Words <ol style="list-style-type: none"> 1. Spot It

<p><i>Session 1: Tackling Challenges (Part 2)</i></p>	<ol style="list-style-type: none"> 2. Tackle It 3. Check It <p>Active Engagement/Link: Ask partners to read three more fact cards containing challenging new words. Remind them to tackle the words step by step, like the mountain goat tackles its own challenges.</p> <p>Part II: Tackling Challenges (Unit 2, pg. 6)</p> <p>Rug Time: Set up students to continue this work in their partnerships, using books from their baggies. Remind partners to hold each other accountable and to offer suggestions for solving tough words.</p> <p>Share: Reading a Challenging Word and Teaching It to Others</p> <ul style="list-style-type: none"> ● Ask partners to pair with the other partnership in their rug club to teach one of the challenging words that they tackled methodically. Ask them to explain the strategies they used to solve it. <p>Extension 1: Challenging Writers to Use Adventurous Words: Writing Workshop Mid-Workshop Teaching (Unit 2, pg. 7)</p> <ul style="list-style-type: none"> ● Encourage students to reread a book they have been working on in Writing Workshop, checking for places where they could have used tough words but chose simple ones instead. Urge them to revise. <p>Extension 2: Encouraging Readers to Tackle Challenging Words: Challenging Fact Pack (Unit 2, pg. 7)</p> <ul style="list-style-type: none"> ● Rally students to learn more about the challenges faced by amazing animals, and introduce the Animal Challenge cards. Distribute three or four cards to each student. ● Challenge students to read their cards to themselves, then share their favorite card with their partner by reading it aloud to him or her.
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Session 2: Solving Challenging Words Methodically, Part by Part (Part 1)

Part I: Solving Challenging Words Methodically, Part by Part (Unit 2, pg. 9)

Connection: Grab students' attention with a quick fact about an amazing spider. Show a short video clip to make the point that spiders work methodically- and that readers can learn something from that.

TP: Today I want to teach you that when readers meet a long, challenging word, they don't rush through it. Instead, they can tackle that word methodically, the way a spider builds its web. Readers can start at the beginning of the word and read it part by part, in order, all the way to the end.

~How to Read Words Methodically

1. Read the Word Part by Part
2. Blend the Parts Together
3. Think, "Does it make sense?"

Active Engagement/Link: Show three more words divided by syllable. Channel partners to read the words, blending parts together and trying different vowel sounds until they figure out the words. Then, read the words.

Session 2: Solving Challenging Words Methodically, Part by Part (Part 2)

Part II: Solving Challenging Words Methodically, Part by Part (Unit 2, pg. 12)

Rug Time: Distribute a copy of "Fantastic Spiders" to each partnership. Channel partnerships to read the book to learn more about spiders, and to work together methodically to decode any challenging words.

Share: Solving Challenging Words by Reading the Biggest Parts You Can

- Lead a shared reading of the text, confirming words that children may still be unsure of.
- Choose a challenging word from the text, and use magnetic letters to demonstrate different ways of breaking it into parts. Point out that when the parts are bigger, the word is often

<p><i>Session 3: Breaking Words into Parts between Two Consonants in the Middle (Part 1)</i></p>	<p>easier to read.</p> <p>Extension 1: Trying Vowel Sounds Another Way (Unit 2, pg. 14)</p> <ul style="list-style-type: none"> Remind students that if they read a word methodically and it still doesn't sound right, they can try saying the vowel sound another way. Lead them to read a sentence and show how to tackle the challenging word methodically. <p>Extension 2: More Blending Practice (Unit 2, pg. 15)</p> <ul style="list-style-type: none"> Display four words broken into syllables, and provide students with practice blending those words back together. Distribute a set of cards to each partnership, with words broken into syllables. Channel partners to blend the parts and then read the whole word together. <p>Part I: Breaking Words into Parts between Two Consonants in the Middle (Unit 2, pg. 17)</p> <p>Connection: Tell students that when ants want to move something too large to carry, they break it into smaller, more manageable parts. Explain that readers can do something similar with challenging words.</p> <p>TP: Today I want to teach you that when readers move methodically across long words, they can look for clues that help them break those words into parts. One clue is this: when there are two consonants side by side in the middle of a word, you can break the word into parts right there, between those consonants.</p> <p>~How to Read Long Words with Two Consonants in the Middle</p> <ol style="list-style-type: none"> Study the Word Find the Two Consonants in the Middle Use Your Finger to Break the Word into Parts Read Each Part Blend the Parts Back Together <p>Active Engagement/Link:</p> <ul style="list-style-type: none"> Challenge partners to try this work themselves with a list of the new words. Remind them of today's tip that one way to tackle long words is to break them between pairs of consonants in
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Session 3: Breaking Words into Parts
between Two Consonants in the Middle
(Part 2)

the middle.

- As a class, reread the words that partners solved. Pause to remind students that they can also break off familiar endings to make long words more manageable.

Part II: *Breaking Words into Parts between Two Consonants in the Middle* (Unit 2, pg. 21)

Rug Time: Distribute a copy of “Leafcutter Ants” to each partnership. Channel partners to read the book, working methodically together to decode any new long words.

Share: Breaking Multisyllabic Words between Consonants- and Knowing When *Not* To

- Confirm the work that students tackled during rug time by leading a shared reading of the text, pausing when you reach multisyllabic words to problem solve them with the class.
- Make students aware that there is an exception to the generalization about breaking words between consonants- when the words contain digraphs.

Extension 1: Keeping *G* and *H* Together (Unit 2, pg. 23)

- Highlight a notable exception to the breaking between pairs of consonants generalization: when *gh* appears in the middle of a word.
- Share a song to help your class remember that it usually helps to keep the letters *G* and *H* together when they are attempting to break long words into parts.

Extension 2: Looking for Familiar Endings When Breaking Words Into Parts (Unit 2, pg. 24)

- Ask students to quickly name word endings they know, and generate a class chart
- Display a multisyllabic word with a common ending, and invite one partner to teach the other about how to break the word into parts methodically. Debrief after, offering multiple ways the word could be broken apart.
- Show students several multisyllabic words containing familiar endings, then channel partners to read them methodically, using all they know about breaking words into parts (see chart on page 25).

Session 4: When Double Consonants

Part I: *When Double Consonants Signal a Short-Vowel Sound* (Unit 2, pg. 26)

Session 4: When Double Consonants Signal a Short-Vowel Sound (Part 2)

TP: Today I want to teach you that double consonants in the middle of words can be a signal for readers. When you need to break long words between double consonants, the vowel in the first part usually makes a short sound. Knowing this can help you read so many challenging words!

1. Study the Word
2. Look for Double Consonants in the Middle
3. If You Find Them, Try the Short Vowel Sound in the First Part of the Word
4. If You Don't, Try the Long Vowel Sound in the First Part of the Word

Part II: When Double Consonants Signal a Short-Vowel Sound (Unit 2, pg. 28)

Share: Getting Ready to Teach the World about Tackling Big Words

- ### Extension 1: Exploring More Exceptions (Unit 2, pg. 30)

- Now that children know the tip about double consonants and the short-vowel sound in the first syllable, tell them that there are some exceptions and give them a few examples (very, cherry, river, lemon, habit, dragon, basic, and mammal).

Session 5: Breaking Up Challenging Words with Consonant *le* (Part 1)

Extension 2: Learning New Words: *Better, Follow, Happen, and Different* (Unit 2, pg. 31)

- Lead students through the steps on the “Tackle a Word!” chart to learn new words. Study the word *better* as a class, then ask partners to repeat the process with *follow, happen, and different*.
- Channel the students to add troublemaker words to their Word Books and to review the words they added to their books in the first unit.
- Ceremoniously add the words to the class word wall so that they can serve as a reference for all students.

Part I: Breaking Up Challenging Words with Consonant *le* (Unit 2, pg. 33)

Connection: Explain that a squirrel can break off its tail when in danger, and when readers tackle a tough word, they can break off the word’s tail- its ending-to make the word more manageable.

TP: Today I want to teach you another way to read words methodically from tip to tail. When a challenging word has a consonant followed by *le*, you can make the word more manageable by breaking the word before the consonant.

~How to Read Long Words with Consonant *le*

1. Study the Word
2. Find the Consonant *le* Part
3. Use Your Finger to Break the Word before the Consonant *le*
4. Read Each Part
5. Blend the Parts Back Together

Active Engagement/Link: Display a list of consonant *le* words on the document camera. Challenge partners to read the words, and remind them to break each word before the consonant *le* if they need to.

Part II: Breaking Up Challenging Words with Consonant *le* (Unit 2, pg. 36)

Session 5: Breaking Up Challenging Words with Consonant *le* (Part 2)

<p>Session 6: Tackling Challenging Words Carefully, Slowly, Methodically (Part 1)</p>	<p>Rug Time: Provide clubs with practice reading or spelling words with consonant <i>le</i>. Remind them to use all they know to problem solve.</p> <p>Share: Solving Words with Consonant <i>le</i> and Inflected Endings</p> <ul style="list-style-type: none"> ● Draw students’ attention to a word ending in consonant <i>le</i> that also features an inflected ending. Remind them that the <i>le</i> still makes the same sound /ul/ even with the inflected ending. <p>Extension 1: Red Light, Green Light, Consonant <i>le</i>! (Unit 2, pg. 38)</p> <ul style="list-style-type: none"> ● Introduce the game of “Red Light, Green Light” with kids. Display words broken into parts, and when you say “Red light!” ask kids to read the word parts and blend them back together (see chart on page 38). ● Acknowledge that readers of nonfiction sometimes come across unfamiliar words in their reading-and that they should take the time to find out what they mean (babble). <p>Extension 2: Learning New Words: <i>People, Trouble, Terrible</i> (Unit 2, pg. 39)</p> <ul style="list-style-type: none"> ● Challenge students to study today’s words more independently, using the “Tackle a Word!” chart and their partner as resources. ● Invite students to select which troublemaker words to add to their Word Books. Add all three words to the class word wall. <p>Extension 3: Being Persistent in Reading the Toughest Words (Unit 2, pg. 40)</p> <ul style="list-style-type: none"> ● Let students know that sometimes they’ll find a word they can’t figure out how to read, even after using all of their strategies. Tell them there is one more thing they can do to figure it out. ● Write the word on a sticky note, then go and ask your partner or teacher later on. ● Then go back to that word in your book. <p>Part I: Tackling Challenging Words Carefully, Slowly, Methodically (Unit 2, pg. 41)</p> <p>Connection: Tell students about how Draco lizards have adapted to meet a major challenge. Remind students that they have a tool they can use when faced with a reading challenge.</p> <p>TP: Today I want to teach you that part of being methodical is being <i>careful</i>. When you realize that</p>
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<p><i>Session 6: Tackling Challenging Words Carefully, Slowly, Methodically (Part 2)</i></p>	<p>a word is challenging, be honest and tackle it carefully. Then, you can use your finger to do a slow check, noticing all the parts and making sure not to skip any.</p> <p>~How to Tackle a Word Carefully</p> <ol style="list-style-type: none"> 1. Study the Word from Tip to Tail 2. Think, “Where can I break this word into parts?” 3. Read Each Part 4. Blend the Parts Together 5. Think, “Does it make sense?” <p>Active Engagement/Link: Channel partners to take turns reading, with one partner reading and the other keeping watch to make sure that they each read all the parts of every word.</p> <p>Part II: <i>Tackling Challenging Words Carefully, Slowly, Methodically</i> (Unit 2, pg. 45)</p> <p>Rug Time: Urge partners to continue this work with their independent reading books, making sure to hold each other accountable for reading every part of every word, from tip to tail.</p> <p>Share: Celebrate with a Symphony Share of Long, Challenging Words</p> <ul style="list-style-type: none"> • Ask students to find one of the challenging words that they pushed themselves to read methodically, then conduct a symphony share to celebrate this hard work.
<p>Bend II: Camouflaged Consonants across Words</p> <p><i>Session 7: Hiding in Plain Sight (Part 1)</i></p>	<p>Part I: <i>Hiding in Plain Sight</i> (Unit 2, pg. 50)</p> <p>Connection: Show the class one photograph after another in which an animal is camouflaged, highlighting the point that if you know the animal is hiding there, you are more able to see it. Make the point that letters, like animals, can be camouflage. These consonants take on the sounds of the letters next to them. Readers who know to expect this can see these consonants for what they are.</p> <p>TP: Today I want to teach you that some consonants take on the sounds next to them. You can be</p>

Session 7: *Hiding in Plain Sight*
(Part 2)

on the lookout for *kn*, *wr*, and *gn*, and remember that the first consonant is silent.

~How to Read Words with Camouflaged Letters

1. Study the Word
2. Look for *kn*, *wr*, or *gn*
3. Remember that the First Consonant is Silent
4. Read the Word

Active Engagement/Link: Channel partners to read word cards containing the highlighted consonant combinations, pointing out those consonant combos can occur at any point in a word. Invite students to generate more words if they can.

Part II: *Hiding in Plain Sight* (Unit 2, pg. 53)

Rug Time: Invite partners to harvest more consonant combinations by searching for them in their independent reading books.

Share: Teaching Someone Else, Learning More Ourselves

- Ask partners to share what they found with their clubmates. Share some of those discoveries with the whole class, then point out that in some consonant combinations, the second letter is silent.
- Tell students that by teaching someone else, they'll learn more about the topic themselves. Set them up to plan how to teach someone at home what they learned today, then channel them to practice it with each other.

Extension 1: Learning a New Word: *Answer* (Unit 2, pg. 55)

- Keep students' curiosity about consonant combinations alive by highlighting readers who have spotted them in various texts.
- Set up students to study the word *answer* by following the familiar "Tackle a Word" routine.
- Channel students to decide whether or not to add *answer* to their Word Books. Ask students who decide not to add it to study other words in their books. Add the word to the class word wall.

Session 8: The Hard and Soft Sounds of
C and G (Part 1)

Session 8: The Hard and Soft Sounds of
C and G (Part 2)

Extension 2: A Quick Quiz with qu (Unit 2, pg. 56)

- Explain that the consonant Q is almost always followed by U, and that qu can make the sounds /kw/ or /k/. Rally students' enthusiasm for a quick qu quiz.
- Play a game called "Quick Quiz" that helps students review qu. I'll give you a question and you can write the answer on your whiteboard. Remember qu can come in the beginning or in the middle of a word.
 - When a duck is not being quiet, what sound does it make?
 - What do you call a thick blanket made out of squares?
 - What kind of animal has a bushy tail and collects acorns?
 - What is the name of a flying insect whose bites make you itchy?

Part I: The Hard and Soft Sounds of C and G (Unit 2, pg. 58)

Connection: First discuss, then show, a video about the mimic octopus, an animal that camouflages itself in a whole variety of ways to trick predators.

TP: Today I want to teach you that readers can try certain consonant sounds more than one way. *C* and *G* can make hard and soft sounds. You can be flexible and try the hard sound for *C*, /k/, or the soft sound, /s/. You can try the hard sound for *G*, /g/, or the soft sound, /j/.

~How to Read Words with *C* and *G*

1. Study the Word
2. Be Flexible & Try the Hard & Soft Sounds
3. Think, "Which one makes sense?"

Active Engagement/Link: Show word cards that demonstrate how *C* and *G* each make a soft sound and a hard sound, then place them in a pocket chart to set up a sort.

Part II: The Hard and Soft Sounds of C and G (Unit 2, pg. 60)

Rug Time:

- Guide clubs toward discovering how hard and soft *C* and *G* work. Ask kids to group the hard *C* and *G* words in one column and the soft *C* and *G* words in another, and then to look for patterns.

- Confirm the relationships between the sounds made by *C* and *G* and the vowels that follow them. When *E*, *I*, or *Y* follow *C* or *G*, they usually make a soft sound, and if *A*, *I*, or *U* follow *C* or *G*, they usually make a hard sound.

Share: Singing a Song to Help Us Remember (Unit 2, pg. 62)

- Gus has written a song based on the kids' discovery about when *C* and *G* make soft sounds. Recruit the class to join in the song.
- End the session with a quick nod to the fact that the patterns kids learned about today don't always hold true. Highlight some common exceptions and remind kids to read and write with flexibility.

Extension 1: Learning a New Word: *Special* (Unit 2, pg. 63)

- Introduce yet another sound that *C* can make, the /sh/ sound, as in the word *special*.
- Invite students to study the word *special* and to add it to their Word Books, if it's a troublemaker for them. Add the word to the class word wall.

Extension 2: Soft C and G Across Words (Unit 2, pg. 64)

- Channel students to search for soft *C* and *G* in tongue twisters and then read the tongue twisters with their partners (see Tongue Twisters on page 64).

Part I: Soft C and G with Silent E at the End of Words (Unit 2, pg. 65)

Connection: Show several photos of camouflaged animals to demonstrate a point- when you know where they like to hide, you know where you can expect to find them.

TP: Today I want to teach you that readers can be ready for soft *C* and soft *G* at the ends of words. When a silent *E* follows *C* or *G* at the end of a word, the consonants usually make the soft sound.

~How to Read Words With *ce* or *ge* At the End

1. Study the Word
2. Look For *ce* or *ge* At the End
3. Read the Word with the Soft Sound
4. Think, "Does it make sense?"

Session 9: *Soft C and G with Silent E at the End of Words (Part 2)*

Active Engagement/Link:

- **Begin reading “Camouflage,” stopping at the first covered word. Ask kids to think about what word might fit, then give them a hint: the word ends with *ge*.**
- **Continue reading, stopping at the next covered word. Ask kids to think about what word might fit, then reveal the covered word. Channel partners to read the word, then do a slow check together.**

Part II: *Soft C and G with Silent E at the End of Words* (Unit 2, pg. 68)

Rug Time: Channel partners to finish reading the book about camouflage. Remind them that if a word ending in *ce* or *ge* needs to be solved methodically, readers can try the soft sound first.

Share: Teaching Others to Help Ourselves Learn

- **Celebrate the work that kids have done finding words with soft *C* and *G*, and remind children that readers of nonfiction read to learn.**
- **Challenge partners to teach each other what they have learned from their reading. Remind them to use keywords from the book.**

Extension 1: Troublemaker Word Check-Up (Unit 2, pg. 69)

- **Choose a few words that were recently added to the word wall, and dictate them to students, one at a time. Students will write the words on their whiteboards so that they can figure out which words they need more practice with. Invite kids to add words to their Word Books as needed.**

Extension 2: Playing a Game of “Which Consonant?” (Unit 2, pg. 70)

- **Tell students that a /s/ sound at the end of a word can be spelled with *ce* or *se*. Show several word cards and sort them accordingly to the way the final /s/ sound is spelled (see chart on page 70).**
- **Explain that there is not a pattern to know whether a word should end with *se* or *ce*, so students will need to try both ways to figure out which way looks right. Play a game to**

<p>Session 10: Writing Words Ending in ge (Part 1)</p>	<p>practice this “Which Consonant?” (choice, worse, geese, and chance).</p> <p>-Partner 1s, turn away from the easel, so you can’t see me. I’ll write a word that ends with the /s/ sound, and Partner 2s, will you read the word aloud?</p> <p>-Then I’ll cover the whiteboard and Partner 1s, you can write the word on your whiteboards.</p> <p>-If you need to, Partner 2s you can coach by saying, ‘Does that look right?’</p> <p>-Then partners can switch.</p> <p>Part I: Writing Words Ending in ge (Unit 2, pg. 72)</p> <p>Connection: Play an audio clip of a bird that mimics construction sounds to demonstrate that sometimes things aren’t what they sound like. Explain that sometimes when you hear a sound in a word, it isn’t the letter you expect.</p> <p>TP: Today I want to teach you that if you want to spell a word that ends with the /j/ sound, you probably won’t use the letter <i>J</i>. If a word ends with /j/, writers usually use <i>ge</i>.</p> <p>~How to Spell Words with the /j/ Sound at the End</p> <ol style="list-style-type: none"> 1. Say the Word 2. Listen for the /j/ Sound at the End 3. Spell the Word with <i>ge</i> at the End 4. Think, “Does it look right?” <p>Active Engagement/Link: Dictate a sentence about hurricanes, and ask students to write the sentence on their whiteboards, taking extra care when writing words ending in /j/. Have partners check each other’s work.</p> <p>Part II: Writing Words Ending in ge (Unit 2, pg. 74)</p> <p>Rug Time: Give partners more opportunities to practice writing words that end in <i>ge</i>. Ask partners to dictate sentences to each other and write them down on their whiteboards.</p>
<p>Session 10: Writing Words Ending in ge (Part 2)</p>	

Session 11: The Master of Disguise:
The Sounds and Silence of gh (Part 1)

Share: Spelling the Ending Sound /j/ with *ge* or *dge*

- Point out that words that end in /j/ are often spelled with *ge-* but sometimes they are spelled with *dge*. Explain that *dge* is often found in one-syllable words.

Extension 1: Recognizing Powerful Patterns: age (Unit 2, pg. 76)

- Remind students about the powerful patterns they learned about in Unit 1.
- Let's take a look at "Knight School" pg. 5 and look for words with the -ice pattern.
- Now let's look for words with the a soft ge pattern.
- Let's make a list of words with the pattern -age. Start with advantage.
- The pattern itself is a word age. Let's make a list of words that rhyme with age.
- Now let's write some patterned words on our whiteboards following this pattern (postage, stage, village, and savage).

Extension 2: Learning When to End Words with *ick* or *ic* (Unit 2, pg. 78)

- Remind students about powerful patterns and have them quickly brainstorm words that use the pattern *ick*.
- Teach kids a new spelling tip that will help them spell multisyllabic words with the /ik/ sound.
- Challenge students to spell words with the /ik/ sound, thinking about which spelling pattern to use.
- Explain to students that there is an exception to the rule about writing *ic* for words with more than one syllable. When writing compound words, you use *ick* at the end.

Part I: The Master of Disguise: The Sounds and Silence of gh (Unit 2, pg. 80)

Connection: Pique kids' interest in today's learning by introducing the most intriguing master of disguise- the tricky consonant combination *gh*.

TP: Today I want to teach you that *gh* is the ultimate master of disguise! It can represent lots of different sounds. Sometimes it makes the /g/ sound, but more often it makes the /f/ sound. *GH* can also be silent!

~How to Tackle Words

1. Study the Word

Session 11: The Master of Disguise:
The Sounds and Silence of *gh* (Part 2)

2. Figure Out the Hard Part
3. Think, “Can phonics help?” or “Can I invent a trick to help me?”
4. Cover, Write & Check the Word
5. Practice It

Active Engagement/Link:

- **Introduce a troublemaker word containing *gh*: *enough*.** Using the “Tackle a Word!” chart, help students find the predictable hard parts, and channel them to choose a way to practice spelling the word. Add the word to the class word wall.
- **Introduce an even bigger troublemaker word containing *gh*: *through*.** Challenge students to write it, remind them to use the steps in the “Tackle a Word!” chart. Note that the *gh* is silent, and remind students to be flexible with vowels. Add the word to the class word wall.

Part II: The Master of Disguise: The Sounds and Silence of *gh* (Unit 2, pg. 84)

Rug Time: Display a set of sticky notes with consonants, vowel teams, an ending, and *gh*. Read sentences containing *gh* words, and challenge partners to write those words using the elements on the sticky notes.

Share: Discovering New Insights from a Familiar Song

- **Sing a familiar song about *gh* from earlier in this unit, and focus attention on the way that *gh* works each time it appears in the lyrics. Ask students to think about what they discovered and teach the person next to them.**

Extension 1: Studying *ph* (Unit 2, pg. 85)

- **Remind students that both *F* and *gh* can make the /f/ sound, and introduce another way to make the same sound- the digraph *ph*.**
- **Rally students to read a nonfiction comic book called “Dolphins” and to keep a list of all the *ph* words they find.**

Extension 2: Troublemaker Word Check-Up (Unit 2, pg. 86)

- **Explain to students that when you’re learning something, it’s important to keep track of how**

Session 12: Celebration: Going on a Consonant Safari (Part 1)

it's going.

- **Demonstrate how to work with a partner to check in on troublemaker words. Model how partners can work together to create lists of which words they still need to work on.**
- **Debrief the process, then set up partners to help each other check in on their troublemaker words.**

Part I: Celebration: *Going on a Consonant Safari* (Unit 2, pg. 88)

Connection: Rally children's enthusiasm by suggesting that Gus is on a wild safari- for the tricky consonant combinations that exist everywhere in the world.

TP: Today I want to teach you that you can discover tricky consonant combinations in words all around you. Now that you know how consonants can disguise themselves, you can spot them easily. You can use them to solve words in your books and to spell words as you write.

~How to Hunt for Consonants

1. Warm Up with Your Sound Chart
2. Jot Down Words You Already Know
3. Look Around the Classroom for Words
4. Jot Down Your New Words

Active Engagement/Link:

- **Rally children's enthusiasm and reinforce their learning with a song about hunting for consonants.**
- **Channel partners to remind each other of the sounds each tricky consonant combination makes, then write down words they already know that contain those consonant combinations.**

Session 12: Celebration: Going on a Consonant Safari (Part 2)

Part II: Celebration: *Going on a Consonant Safari* (Unit 2, pg. 91)

Rug Time:

	<ul style="list-style-type: none"> ● Send kids on a consonant safari, asking them to look in all parts of the classroom for tricky consonant combinations and to record their findings on their charts. ● Ask students to return to the meeting and sit with their clubs, so they can share their findings with one another. <p>Share: Using Our Reading and Thinking Skills to Help</p> <ul style="list-style-type: none"> ● Give kids a glimpse into the next bend by telling them of Gus’s concerns about endangered animals- and that students will be working on a plan to help.
<p>Bend III: Tails: Spelling Words with Endings</p> <p><i>Session 13: Adding -ing and -ed to Words Ending with Silent E (Part 1)</i></p>	<p>Part I: Adding -ing and -ed to Words Ending with Silent E (Unit 2, pg. 96)</p> <p>Connection: Tell students how Gus’s concern about endangered animals has made you think about what you can do to help animals. Explain how people have helped save endangered animals- even squirrels. Explain how useful animals’ tails can be. Then compare those to the tails of words and suggest that endings of words can be helpful to more than just readers.</p> <p>TP: Today I want to teach you that tails are just as important to writers as they are readers. You can use the tails of words- the endings- to spell challenging words of all kinds. Here’s one tip: if a word ends with silent <i>E</i>, and you want to add <i>-ed</i> or <i>-ing</i>, you drop the <i>E</i>.</p> <p>~How to Add Endings to Words that End with Silent E</p> <ol style="list-style-type: none"> 1. Write the Word 2. Drop the Silent E 3. Add the Ending 4. Think, “Does it look right?” <p>Active Engagement/Link: Challenge partners to practice writing words with endings, with a focus on dropping the silent <i>E</i> before adding endings. Encourage partners to check each other’s work.</p>

Part II: Adding -ing and -ed to Words Ending with Silent E (Unit 2, pg. 100)

Rug Time: Read aloud a page that Gus wrote. Channel rug clubs to edit the page to make it easier to read, making sure that any words ending with a silent *E* drop the *E* before adding *-ed* or *-ing*.

Share: Introducing the Concept of Irregular Past Tense

- Demonstrate how a few words sound wrong when you simply remove the *E* and add *-ed*. Encourage kids to ask if those words sound right, like words they would read in a book.

Extension 1: “Guess My Sound” (Unit 2, pg. 103)

- Set partners up to play a game of “Guess My Sound”, in which they take turns grouping words according to the sounds that the -ed ending makes (id, d, t).
- Use the lyrics for “The ending -ed makes three-ee sounds” and two sets of -ed word cards for the game.
- Play another round of the game, in which you show -ed words with all three ending sounds. Invite children to decide which column each word fits with, and to hold up their fingers to cast their vote.

Extension 2: Irregular Past Tense Matching Game (Unit 2, pg. 104)

- Give some quick examples of past tense verbs with -ed endings, and elicit from the class the endings they hear. Then explain that some verbs don’t end this way (refer to present and irregular past tense verb cards).
- To play matching game- match up the past and present action word (drink and drank/throw and threw)
- After students ask, point out that some words do not change like cut/hit/let/put.

Extension 3: Learning New Words: *Goes* and *Does* (Unit 2, pg. 105)

- Introduce the words *goes* and *does*, pointing out that they are action words, not plurals, even though they end with *-es*. Remind students to use the familiar “Tackle a Word!” chart to learn the words. Add the words to the class word wall.

Session 14: Doubling Consonants before Adding Endings (Part 1)

Part I: Doubling Consonants before Adding Endings (Unit 2, pg. 106)

Connection: Draw students' attention to a crisis facing endangered animals and enlist their help to teach others about the problem. Remind them that the big words they'll need to write may be challenging to spell.

TP: Today I want to teach you another tip to make your spelling look like book spelling. When you add *-ed* or *-ing* to a word with one short vowel followed by a consonant, you double the consonant.

~How to Add Endings to Words with 1 Short Vowel Followed by a Consonant

1. Write the Word
2. Double the Consonant
3. Add the Ending
4. Think, "Does it look right?"

Active Engagement/Link: Continue writing words that require a double consonant, sharing the pen with one student at a time while other students write the words on their whiteboards.

Session 14: Doubling Consonants before Adding Endings (Part 2)

Part II: Doubling Consonants before Adding Endings (Unit 2, pg. 110)

Rug Time: Ask partners to make words with a set of phonograms, consonants, and endings.

Remind kids that when the phonogram has a short vowel followed by one consonant, they will need to double the consonant before adding the ending.

Share: Teaching Ourselves to Become Strong Spellers

- Share some of the words students wrote, and confirm the double consonants can be a signal for readers. Proclaim that the strongest readers can become the strongest spellers.

Extension 1: Applying the Spelling Tip to Words with the -er Ending (Unit 2, pg. 111)

- Draw students' attention to some words with short vowels before a consonant that students found in their writing. Remind students how you double the consonant before adding *-ed* or *-ing* (stop/run/swim).

Session 15: Making Words Plural with
-s or -es (Part 1)

Extension 2: Fixing Double-Consonant Bloopers (Unit 2, pg. 112)

- Share with students some examples of double-consonant bloopers. Set partners up to work together to fix the bloopers on whiteboards.

Part I: Making Words Plural with -s or -es (Unit 2, pg. 113)

Connection: Display the “Spelling Tips for Words with Endings” chart and rally kids’ interest in studying two new endings used to make words plural: -s and -es.

TP: Today I want to teach you how writers use -s or -es to make words that mean more than one.

~How to Make a Word Plural

1. Study the Word
2. Look for *ch*, *sh*, *s*, *x* or *z* at the End of the Word
3. If You See *ch*, *sh*, *s*, *x* or *z*, Add -es
4. If Not, add -s
5. Think, “Does it look right?”

Active Engagement/Link:

- Place word cards with the names of endangered animals in a pocket chart, and point out that some of the plurals end in -s and some end in -es. Ask partners to sort them by their endings.
- Focus student’s attention on the sound of the endings, then confirm that words that end in -es have an extra syllable.
- Reorganize the words in the -es column into separate columns based on the last consonant(s) of the base word: *S*, *SH*, *CH*, or *X*. Ask students to figure out your logic, then confirm what they found.

Part II: Making Words Plural with -s or -es (Unit 2, pg. 117)

Rug Time:

- Display picture word cards for several endangered animals, telling kids a little bit about the

Session 15: Making Words Plural with
-s or -es (Part 2)

<p>Session 16: Changing Y to I before Adding -es or -ed (Part 1)</p>	<p>way each animal is endangered, before setting up kids to take action.</p> <ul style="list-style-type: none"> ● Challenge students to focus attention on the problem by making a T-shirt (or sticker or button) to publicize the plight of endangered animals, making sure students practice pluralizing. <p>Share: Pluralizing Words that End in S, CH, SH, X, or Z</p> <ul style="list-style-type: none"> ● Give kids a chance to practice pluralizing a word ending in Z. Then remind them that when they want to make a word plural that ends in S, CH, SH, X, or Z, they need to add -es. <p>Extension 1: Plural Words Tollbooth (Unit 2, pg. 119)</p> <ul style="list-style-type: none"> ● As the class gets ready to leave the classroom, give each partnership a word card and ask students to figure out how to make the word plural. <p>Extension 2: Make Our Nonfiction Writing Easier for Readers to Read (Unit 2, pg. 119)</p> <ul style="list-style-type: none"> ● Encourage children to continue writing their own books, spelling challenging words methodically, part by part, as you circulate and support their efforts. <p>Part I: Changing Y to I before Adding -es or -ed (Unit 2, pg. 120)</p> <p>Connection: Tell students how experts observe things that they study. Look at a word ending in consonant Y in its singular form, then its plural form. Wonder where the Y goes when the word becomes plural.</p> <p>TP: Today I want to teach you that when a word ends in a consonant and Y, writers change the Y to an I before adding -es or -ed.</p> <p>~How to Add Endings to Words that End in a Consonant and Y</p> <ol style="list-style-type: none"> 1. Write the Word 2. Change the Y to I 3. Add the -es or ed 4. Think, “Does it look right?”
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Session 16: Changing Y to I before Adding -es or -ed (Part 2)

Active Engagement/Link: Display several words ending in a consonant and *Y*, and challenge students to add the ending *-es* or *-ed* to each. Remind students to check their words against the conventional spellings.

Part II: *Changing Y to I before Adding -es or -ed* (Unit 2, pg. 123)

Rug Time: Challenge partners to help edit a page written by the class mascot. Urge them to pay attention to words ending in consonant and *Y*, knowing they should change the *Y* to an *I* before adding *-es* or *-ed*.

Share: Editing All Together

- Discuss the changes partnerships made to Gus's writing. Collect their thinking and edit a class copy to send to the principal.

Extension 1: *Going on an Endings Hunt* (Unit 2, pg. 124)

- As the class prepares to leave the classroom, channel them to keep their eyes open to look for words with endings.

Extension 2: *Checking for Troublemaker Words in Our Writing* (Unit 2, pg. 125)

- Ask students to quickly review their troublemaker words and one of the nonfiction books they've written, checking to make sure they spelled their troublemakers correctly in their writing.

Session 17: The Commotion Around -tion (Part 1)

Part I: *The Commotion Around -tion* (Unit 2, pg. 126)

Connection: Explain that Gus wants kids to learn a new ending, *tion*, and read a flyer from a wildlife advocacy group. Give partners a few moments to find words ending in *-tion*.

TP: Today I want to teach you that *-tion* is a word part you will often find at the end of long words. The word part *-tion* usually represents the sound /shun/.

Session 17: The Commotion Around -tion
(Part 2)

~How to Read Words With *-tion*

1. Study the Word
2. Read the Word Part by Part
3. Try the /shun/ Sound When You Get to -tion
4. Think, “Does it sound right?”

Active Engagement/Link: Provide partners with a baggie of *-tion* words. Ask one partner to read a word aloud while the other writes it down, then switch. Remind them always to check that the words look right.

Part II: *The Commotion Around -tion* (Unit 2, pg. 128)

Rug Time: Channel students to read their independent reading books, staying on the lookout for *-tion* words and writing them down on sticky notes.

Share: Learning More *-tion* Words and a Question about *Question*

- Reconvene the class, and ask students to bring the *-tion* words they wrote on sticky notes to the easel. Lead a shared reading of all the words students found.
- Focus students’ attention on the word *question*, noting that the *-tion* sounds like /chun/ instead of /shun/. Add *question* to the word wall.

Extension 1: Another New Tail, *-ly* (Unit 2, pg. 130)

- Introduce the ending *-ly* by reviewing three words containing *-ly* and using each in a sentence. Remind students to use the “Tackle a Word!” protocol to learn them. (*slowly, suddenly & probably*) Add the words to the class word wall.
- Explain that words ending in *-ly* describe how an action happened. Ask students to read through their nonfiction writing and look for places where a *-ly* word might make the work a little more vivid.

Extension 2: Inspiring Students to Learn More-and to Help (Unit 2, pg. 131)

- Leverage students’ interest in endangered animals by forming book clubs or undertaking a case study of one animal. If students are inspired to help, look for ways that they can make a

- Recognize and use consonant combinations where one consonant is silent (kn, wr, gn, rh, and qu).
- Recognize and use consonants that can represent different sounds (hard and soft sounds of C and G).
- Recognize and use letter combinations that represent unique sounds (ce and se at the ends of words).
- Recognize and use letter combinations that represent unique sounds (ge and dge).
- Recognize and use digraphs (gh and ph).
- Recognize and use letter combinations that represent unique sounds (tricky consonant combinations such as kn, wr, and gn).
- Recognize and use a word part (-tion).
- Identify common endings.
- Recognize and use syllables in words with double consonants.
- Recognize and use syllables that contain a consonant followed by the letters le.
- Form new words with inflectional endings: Drop final E when adding endings that start with a vowel (-ing and -ed).
- Form new words with common endings: Double the consonant in CVC base words when adding endings that start with a vowel.
- Recognize and use plurals that add -s and -es.
- Form new words with common endings: Change a final Y to I before adding -es or -ed.
- Decode multisyllabic words by using knowledge of two consonants in the middle.
- Remove endings to help decode multisyllabic words.
- Decode multisyllabic words by using knowledge of the consonant le syllable.
- Read words with inflectional endings (sounds of -ed: /id/, /d/, and /t/).
- Explore irregular past tense verbs (wrote, gave, and froze).
- Read words with inflectional endings (-s and -es).
- Use strategies to solve unknown words.
- Use spelling strategies to help spell words.
- Edit writing using knowledge of double consonants in multisyllabic words.
- Use knowledge of syllables that contain a consonant followed by the letters le to help spell a word.
- Use known letter combinations to spell words (ic and ick at ends of words).
- Consolidate learning by writing words with phonograms.
- Use knowledge of when to double the final consonant when adding a common ending.
- Edit writing using knowledge of inflectional endings, words parts, and high-frequency words.
- Develop and use strategies for acquiring a large bank of high-frequency words.
- Spell high-frequency words with automaticity.

Phonics Workshop	Grade: 3
Unit 3: Word Builders: Construction, Demolition, And Vowel Power <p>Unit Description: Word Builders: Construction, Demolition, And Vowel Power</p> <p>Get ready for a unit that is full of challenging content and yet, oh so much fun! Expect your class to get swept away by the excitement of an employment opportunity with BLC Construction and Demolition Company, which specializes in the building and breaking of big words. It turns out the company is short-staffed and needs to add some experienced word builders to their team. It'll be no surprise to you that your class (or second-grade team) has the perfect candidates for this job. Of course, your students won't know that and they'll need to work for the opportunity, making sure they meet the qualifications and applying for the position. Expect lots of excitement when they get the job and jump headfirst into completing some projects for the company.</p> <p>The first bend launches with lots of excitement when you discover a job posting from the BLC Construction and Demolition Company looking for an amazing team of word builders to tackle some exciting projects. The job posting you'll read together lays out specific qualifications for this position. The first qualification states that a word builder needs to be able to build words in big efficient parts, not one letter at a time. You'll want to emphasize that there is no one right way to build a word and that writers will work with parts in all different ways. When in doubt, the most helpful way to break a word into parts when spelling is to do so syllable by syllable and to make sure that every syllable has a vowel. Across sessions and extensions throughout this unit you'll see an emphasis on supporting children with using common phonograms to represent vowel sounds.</p> <p>The second bends starts off with a voicemail from BLC Construction informing your students that they not only got the job they applied for, but they've also been selected to be a special task force in vowels and will need to create vowel manual as a tool to help people with spelling long-vowel sounds. Across the bend, your students will tackle one long vowel at a time, identifying some of the most common</p>	

spellings for that vowel sound and creating word sorts with each of these spellings. One of the biggest principles you'll want students to understand in this bend is that there is some logic to the way words are spelled and that words with the same spellings can be studied to determine generalizations or "tips" to help make decisions about what spelling to try.

In Bend III, the focus shifts from spelling big words to decoding big words. Across the bend, you'll teach students to watch out for what should now be familiar long vowel patterns with vowel teams, r-controlled vowels or silent *E*. The story of working for the BLC Construction and Demolition company plays through this bend as your students learn about attending to vowels when decoding as a way to earn their demolition certificate from the company. Then in the final session, your class will get one last big assignment, a request for a collection of two-minute commercials advertising the services of your class and BLC Construction. Thinking back across all they've learned in the unit, your students will name three big skills they now possess: spelling multisyllabic words, understanding common long-vowel spellings, and breaking big words into parts to read.

NJ Student Learning Standards

Language

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Use collective nouns (e.g., group).

B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

C. Use reflexive pronouns (e.g., myself, ourselves).

D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

E. Use adjectives and adverbs, and choose between them depending on what is to be modified.

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.

A. Capitalize holidays, product names, and geographic names.

B. Use commas in greetings and closings of letters.

C. Use an apostrophe to form contractions and frequently occurring possessives.

D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). E. Consult print and digital resources, 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.

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.

A. Use sentence-level context as a clue to the meaning of a word or phrase.

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).

- C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- 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 figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). 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).

Reading Foundational Skills

- RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Know spelling-sound correspondences for common vowel teams.
 - B. Decode regularly spelled two-syllable words with long vowels.
 - C. Decode words with common prefixes and suffixes.
 - D. Identify words with inconsistent but common spelling-sound correspondences.
 - E. Recognize and read grade-appropriate irregularly spelled words.
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Reading Literature Text

- 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/theme, lesson, or moral.
- RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

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.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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.

A. Follow agreed-upon norms 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).

B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

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. Use multimedia; 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.

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 conclusion.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

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).

ELL Standards

Enduring Understandings/Goals

Essential Questions

<p>Students will understand that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writers use strategies to spell multisyllabic words. <input type="checkbox"/> Writers are flexible in spelling words with long-vowel sounds. <input type="checkbox"/> Readers use strategies for breaking words into parts and blending them back together. 	<ul style="list-style-type: none"> <input type="checkbox"/> How do writers use strategies to spell multisyllabic words? <input type="checkbox"/> How can writers be flexible when spelling words with long-vowel sounds? <input type="checkbox"/> How do readers use strategies for breaking words into parts and blending them back together?
Professional Resources	Evidence of Learning (Assessments)
<ul style="list-style-type: none"> • <i>A Guide to the Phonics Units of Study - K-2</i> by Lucy Calkins & Natalie Louis • <i>Word Builders: Construction, Demolition, And Vowel Power</i> - by Lucy Calkins, Havilah Jespersen, Lisa Hernandez Corcoran & Cynthia Williams • <i>Small Groups to Support Phonics - Grade 2</i> by Lucy Calkins, Valerie Geschwind, Katherine Lindner & Shanna Schwartz • <i>Project Read</i> Manuals & Resources • Units of Study Online Resources • Florham Park ELA PD Sharing Website 	<p>Phonics Assessment Timeline</p> <ul style="list-style-type: none"> • Developmental Spelling • Teachers College Running Records • Grade 2 Writing On Demand Assessment Tools
Suggestions for Differentiation	Mentor Texts
<ul style="list-style-type: none"> • Assessment If/Then Guide • <i>Small Groups to Support Phonics - Grade 2</i> by Lucy Calkins, Valerie Geschwind, Katherine Lindner, & Shanna Shwartz • Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students and students with 504 plans 	<ul style="list-style-type: none"> • <i>Happy Like Soccer</i> by Maribeth Boelts • “Tiny Bug” • “Troublemaker Words” • “Down at the Site” • “I’ve Been Working as a Builder” • “Build Big Words Today” • “When Words End with Y” • “The Best Game” • “Keep Them Together” • “Why Pirates Wore Eye Patches” • “The R Is in Charge” • “Break Big Words Today”
Interdisciplinary Connections	Technology Integration
<ul style="list-style-type: none"> • Engage in Songs to Help Kids Remember Phonics Principles & Rules • Engage in Beat Walks Through the Hallways • Interactive Writing: Co-Create Charts Outlining New Skills, a Job Application Letter, Labels for a Science Diagram, a Vowel Manual & Edit Writing Pieces 	<ul style="list-style-type: none"> • Google Slides Digital Blending Board Templates • Google Slides Digital Sound Cards • Jamboard Templates • Seesaw Phonics Lesson Video for Gus (Digital Portfolio Entry)

<ul style="list-style-type: none"> • Independent Reading & Writing • Partner Reading & Writing • Shared Reading Experiences: Utilize Texts that Align with Topics Explored in Social Studies, Science, The Arts, and Mathematics • Word Hunts: Utilize Texts that Align with Topics Explored in Social Studies, Science, The Arts, and Mathematics 		
<u>Media Literacy Integration</u>		<u>Global Perspectives</u>
<ul style="list-style-type: none"> • Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, newspapers, magazines & signs) • Using Environmental Print as a Spelling Resource • Creating Signs for the School • Practice Reading Skills • Practice Dictionary Skills • Creating Evidence Videos to Support the BLC Application through Digital Portfolios • Creating Commercials for the BLC through Digital Portfolios 		<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National Italian American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)
<u>21st Century Themes (as applies to content area):</u>		<u>Integration of 21st Century Skills</u>
Civic Literacy Health Literacy Social Justice Literacy		Civic Literacy Health Literacy Social Justice Literacy
Bend	Teaching Points	
Bend I: Becoming Word Builders: Writing Big Words <i>Session 1: Word Builders Wanted (Part 1)</i>	<p>Part I: Word Builders Wanted (Unit 3, pg. 2)</p> <p>Connection: Share a job posting for a team of word builders and rally the class to apply, checking whether they have the qualifications. Suggest that they could work as a team to practice their skills</p> <p>TP: Today I want to teach you that word builders are always looking for the easiest and fastest way to build a word. They do this by building with the biggest parts they can.</p> <p>~How to Build Words Efficiently</p> <ol style="list-style-type: none"> 1. Say the Word 2. Think, “What parts do I know?” 	

3. Build the Word Part by Part

Active Engagement/Link: Set up students to use big word parts to build *freezer*, *understanding* or other words.

Part II: *Word Builders Wanted* (Unit 3, pg. 5)

Rug Time: Channel partners to build words based on pictures you display by using the biggest word parts they can find. Be ready to record quick videos of their word-building work.

Share: Checking Off the First Qualification on BLC's List and Setting Up for More Word Building Work

- Invite students to cheer about achieving the first BLC qualification.
- Display BLC's webpage (or flyer) and get kids excited about building *bigger*, *longer* and *more complex* words.

Extension 1: I Spy With My Word Builder's Eye: Looking for Big Parts When Reading Tricky Words (Unit 3, pg. 6)

- In your shared reading text, refer to several multisyllabic words that you've highlighted ahead of time. Encourage students to watch out for the biggest parts they know when decoding these words. Use shared read aloud text *Happy Like Soccer*.

Extension 2: Learning Three New Words: *Themselves*, *Maybe*, *Really* (Unit 3, pg. 8)

- Introduce the three new words to students. Then invite them to sing the "Troublemaker Words" song to help remember the steps for spelling such words.
- Begin with the first new word, *themselves*. Remind them to first find a big, familiar part of the word, *them*, and then to tackle the next part, *selves*, focusing on the /z/ sound at the end.
- Ask students to practice spelling *themselves* to solidify their spelling, then use the same process to learn the troublemaker words *maybe* and *really* with a partner.
- Ask students to add any new troublemaker words to their Word Books, being sure to mark up the troublemaker parts. Add the new words to your Word Wall.

Session 2: Building Bigger, Longer, More Complex Words, Syllable by Syllable (Part 1)

Part I: Building Bigger, Longer, More Complex Words, Syllable by Syllable (Unit 3, pg. 10)

Connection: Tell children how people tackle big, long, complex things like hiking up a mountain. Then tell them how you realized you can tackle spelling BLC words the same way- stick with it and keep going, one step at a time.

TP: Today I want to teach you that when you are writing a big, long, complex word, *one way* you can build that word is to listen for and record each syllable. Write the word part one at a time, making sure you've included *all* the syllables you hear.

~How to Spell Words with Syllables

1. Say the Word
2. Clap the Syllables
3. Draw a Line for Each Syllable
4. Say and Write Each Syllable

Active Engagement/Link:

- Set partners up to write another multisyllabic word by clapping the syllables, drawing a horizontal line for each syllable, and then spelling each one to the best of their abilities.
- Begin an anchor chart for the bend, reminding students of the strategies they have for building multisyllabic words.

Session 2: Building Bigger, Longer, More Complex Words, Syllable by Syllable (Part 2)

Part II: Building Bigger, Longer, More Complex Words, Syllable by Syllable (Unit 3, pg. 13)

Rug Time: Invite partners to write a few more complex words, syllable by syllable. Move from partnership to partnership, coaching as students write.

Share: Using Word-Building Skills to Write a Job Application Letter to BLC

- Reread the list of BLC job application qualifications. Collaborate to create a piece of

<p><i>Session 3: Checking for Vowels in Every Syllable (Part 1)</i></p>	<p>interactive writing that captures what students know about writing complex words part by part.</p> <p>Extension 1: Word Builders Tackle More Interesting Vocabulary: Writing Workshop Mid-Workshop Teaching (Unit 3, pg.15)</p> <ul style="list-style-type: none"> Remind children to search for the perfect word as they write, as poets do, and then figure out how to spell that perfect word. <p>Extension 2: Beat Walk (Unit 3, pg. 15)</p> <ul style="list-style-type: none"> Invite children to use their knowledge of syllables by noticing multisyllabic items and clapping the beats of the words as they walk down the hall. <p>Part I: Checking for Vowels in Every Syllable (Unit 3, pg. 17) Connection: Tell the story of visiting a construction site and noticing warning signs. Connect this to a warning to writers to pay attention to tricky vowels in each syllable across more complex words.</p> <p>TP: Today I want to teach you that vowels can be the hardest part of bigger, longer, and more complex words. To spell a word- to build it- you need to listen carefully for the sounds, making sure there is at least one vowel in every syllable.</p> <p>~How to Build Words with Syllables</p> <ol style="list-style-type: none"> Say the Word Clap the Syllables Draw a Line for Each Syllable Say and Write Each Syllable Check for Vowels in Each Syllable <p>Active Engagement/Link:</p> <ul style="list-style-type: none"> Engage students in writing the second part of the warning sign. Remind partners to break the word into syllables, study the vowel sounds they hear in each part, and record the
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Session 3: Checking for Vowels in Every Syllable (Part 2)

message on their whiteboards.

- Quickly record the second sentence on your class sign, thinking aloud to demonstrate the way students may have solved the words *consider* and *vowels*.

Part II: Checking for Vowels in Every Syllable (Unit 3, pg. 20)

Rug Time: Set students up to write signs for the classroom, warning people to pay attention to the vowels in each syllable when writing bigger, longer, more complex words.

Share: Checking for Vowels in the Last Syllable of a Word

- Encourage children to pay special attention to the final syllable of each word in a poem to ensure it has a vowel.

Extension 1: Vowel Inspection: Writing Workshop Mid-Workshop Teaching (Unit 3, pg. 22)

- Invite children to become vowel inspectors to check the vowels in their writing.
- Use “Second Grade Vowel Teams” chart

Extension 2: Learning Three New Words: *Favorite, Together, Several* (Unit 3, pg. 22)

- Introduce the three new words to students. Then guide them to learn the first word, *favorite*, using the step-by-step process they practiced in Session 1, Extension 2.
- Invite students to spell *favorite* step by step on their whiteboards.
- Ask students to use the same process to learn the troublemaker words *together* and *several* with a partner. Then add the words to the word wall.

Extension 3: Using Spelling Strategies to Label a Science Diagram

- Ask children to combine their knowledge of science and spelling strategies to label the parts of a science diagram. Use a blank science diagram for this lesson (water cycle).

Session 4: Using Analogy to Spell Big Words Accurately (Part 1)

Part I: Using Analogy to Spell Big Words Accurately (Unit 3, pg. 25)

Connection: Tell students that Gus needs help figuring out a tricky word.

Session 4: Using Analogy to Spell Big Words Accurately (Part 2)

TP: Today I want to teach you that you can listen for a familiar part inside of a tough word to help you figure out how it's spelled. If you can think of another word that sounds the same, it will usually be spelled the same way.

~How to Spell Tough Words

1. Use Big Parts
2. Record Each Syllable
3. Check for Vowels in Each Syllable
4. Use Words You Know

Active Engagement/Link: Prompt partners to spell the word *stronger*, listening for parts and thinking of a word that sounds the same.

Part II: Using Analogy to Spell Big Words Accurately (Unit 3, pg. 28)

Rug Time: Rally rug clubs to make signs on their whiteboards to help Gus feel better, cheering him on for tackling the hardest words and appreciating him for being an important part of their team.

Share: More Practice: Using Known Words to Spell Harder Words

- Invite students to play a game using three words they know to help build more BLC words.

Extension 1: Using Parts You Know Can Help You Read Words: Reading Workshop

Mid-Workshop Teaching (Unit 3, pg. 29)

- Remind readers that they can use familiar words and word parts to help them read words, not just write them.

Extension 2: “Down at the Site”: More Practice Using Analogy through Song (Unit 3, pg. 30)

- Invite children to sing a word-building song to help spell words that contain familiar words or word parts.

Session 5: Using Spelling Strategies to Check and Fix Up Really Important Words (Part 1)

Part I: Using Spelling Strategies to Check and Fix Up Really Important Words (Unit 3, pg. 31)

Connection: Convene the class and lead students in reviewing the qualifications needed for the job.

Session 5: Using Spelling Strategies to Check and Fix Up Really Important Words (Part 2)

Accentuate that there is just one job left to do: developing strategies for checking their spellings. Recap all that the kids have learned to do by retelling the story of how you'd done all those things when trying to spell a long word. The word still looked wrong....which you use to drumroll the last teaching point related to the job application.

TP: Today I want to teach you that when you've already tried everything, and you still aren't sure how to spell a *really* important word, you can ask a friend, find it in a book, or look it up. Then you can check and fix your spelling.

~How to Check Important Words

1. Ask a Friend
2. Find It In a Book
3. Look It Up

Active Engagement/Link: Display the rest of the application letter. Then ask partners to apply spelling strategies to fix up the words that don't look right.

Part II: *Using Spelling Strategies to Check and Fix Up Really Important Words* (Unit 3, pg. 35)

Rug Time: Rally partners to read through their own writing, finding words they want to fix up and using spelling strategies to make sure those words are spelled right.

Share: Submitting Our Application to the BLC Construction and Demolition Company

- **Build excitement with your students as you send off the class's application to the BLC Construction.**

Extension 1: Using a Dictionary Quickly and Efficiently: Writing Workshop Mid-Workshop Teaching (Unit 3, pg. 36)

- **Challenge students to use a dictionary quickly and efficiently to find the words they need (roller coaster/grasshopper).**

Extension 2: Understanding Alphabetical Order (Unit 3, pg. 36)

Session 6: Learning to Spell the Words
You Love (Part 1)

- Guide children to see how words that begin with the same letter are organized in the dictionary and how it helps to look at the second and third letters of words to find them quickly.
- Hand out a word card to each child and invite students to line up in alphabetical order as a giant human dictionary.

Part I: *Learning to Spell the Words You Love* (Unit 3, pg. 38)

Connection: Tell children the story of a neighbor whose favorite word is *brontosaurus*.

TP: Today I want to teach you that you can learn to spell *any* word you love, even one that is big, long, and complex. Instead of trying to memorize all the letters, you can study it part by part, zooming in on the parts that might cause trouble.

~How to Spell Words You Love

1. Choose a Word & Find the Correct Spelling
2. Write It
3. Clap & Underline the Syllables
4. Study the Parts & Find the Troublemaker Parts
5. Ask, “Do I know something about phonics to help with hard parts?”
6. Spell It Without Peeking & Check It

Active Engagement/Link: Invite partners to write *brontosaurus* on their own by studying the word, part by part, and paying attention to the tricky parts.

Session 6: Learning to Spell the Words
You Love (Part 2)

Part II: *Learning to Spell the Words You Love* (Unit 3, pg. 41)

Rug Time: Challenge partners to choose a big, long, complex word they love and learn to spell it.

Share: Celebrate Children’s Word-Building Skills by Singing a Special Song

- Rally students to sing “I’ve Been Working as a Builder” to celebrate the growth of their word-building skills.

	<p>Extension 1: Teaching Your Family To Spell the Words They Love: A Take-Home Activity (Unit 3, pg. 42)</p> <ul style="list-style-type: none"> • Rally students to teach family members how to spell the words they love by using word building strategies. Refer to chart “Learning to Spell the Words you Love.” <p>Extension 2: Partner Editing: Writing Workshop Share (Unit 3, pg. 43)</p> <ul style="list-style-type: none"> • Set up partners to check each other’s writing for misspelled word wall words, then ask each partner to fix up their own spelling.
<p>Bend II: Becoming Vowel Experts: Using Long-Vowel Patterns to Build Big Words</p> <p><i>Session 7: What Looks Right? Developing a Visual Checking Sense (Part 1)</i></p> <p><i>Session 7: What Looks Right?</i></p>	<p>Part I: What Looks Right? Developing a Visual Checking Sense (Unit 3, pg. 49)</p> <p>Connection: Share a very exciting message from BLC construction with your students.</p> <p>TP: Today I want to teach you that the same vowel sound can be spelled differently in different words. You can use what you know about vowels to spell a word more than one way. Then, you can choose the spelling that looks right.</p> <p>~How to Use Vowel Sounds to Spell Words</p> <ol style="list-style-type: none"> 1. Say the Word 2. Listen for the Vowel Sound 3. Try To Spell It Two Ways 4. Think, “Which one looks right?” 5. Check It <p>Active Engagement/Link: Channel partners to generate a short list of words with the /ane/ sound orally, and to spell each word in different ways on their whiteboards, choosing the spelling that looks right.</p>

Part II: What Looks Right? *Developing a Visual Checking Sense* (Unit 3, pg. 52)

Rug Time:

- Explain to students that you'll distribute a pair of words to each rug club. The two words will contain the same vowel sound, representing two different spellings for that vowel. Show children how you study a pair of words and channel them to do so.
- Challenge partners to a word contest with the other partnership in their rug club. Each partnership chooses a word card, then records as many words as possible that sound and are spelled the same way.

Share: Displaying Word Collections with a Focus on Vowel Patterns

- Invite each partnership to share their vowel pattern and a few of the words they collected. Then, suggest students display those word collections along a ledge in the classroom.

Extension 1: Adding New Words to the Word Wall: *Begin, Before, Great* (Unit 3, pg. 54)

- Rally partners to work on learning three new words, using the "Tackle a Word!" protocol they reviewed earlier this year.
- Remind students to add any new troublemaker words to their Word Books, being sure to mark up the troublemaker parts. Add the new words to the word wall.

Extension 2: Paying Close Attention to Vowels, Spelling, and Word Meaning Identifying Homophones (Unit 3, pg. 55)

- Tell a funny story to reinforce how writers have to pay close attention to vowels, trying them out in different ways, making sure a word is both spelled right and means the right thing (leek/leak; meet/meat; deer/dear; sail/sale).

Extension 3: Homophone Tollbooth (Unit 3, pg. 56)

- As kids get ready to exit the class, invite partners to read two homophones, figure out what they mean, and think up a meaningful sentence for each word. Distribute homophone cards.

Part I: Discovering and Sorting Ways to Spell Words with Long A (Unit 3, pg. 57)

<p><i>Session 8: Discovering and Sorting Ways to Spell Words with Long A (Part 2)</i></p>	<p>Connection: Alert children about an urgent letter from BLC Construction, then reveal the “Official BLC Vowel Manual.”</p> <p>TP: Today I want to teach you that the long-vowel <i>A</i> sound can be spelled many different ways. Knowing those different spellings can help you read and write bigger, longer, more complex words accurately.</p> <p>~How to Sort Words with the Long <i>A</i> Sound</p> <ol style="list-style-type: none"> 1. Say the Word 2. Look for the Letters the Make the Long <i>A</i> Sound 3. Sort the Word <p>Active Engagement/Link: Channel partners to continue to hunt for words with the long-vowel <i>A</i> sound in the letter and decide if a word belongs in a column in the manual.</p> <p>Part II: <i>Discovering and Sorting Ways to Spell Words with Long A</i> (Unit 3, pg. 60)</p> <p>Rug Time: Challenge rug clubs to find more long <i>A</i> words in poems and add them to columns in their word builder notebooks.</p> <p>Share: Gathering More Examples of Long <i>A</i> Words</p> <ul style="list-style-type: none"> • Invite students to add examples of each long <i>A</i> spelling pattern to the class vowel manual. <p>Extension 1: Long <i>A</i> Word Hunt (Unit 3, pg. 62)</p> <ul style="list-style-type: none"> • Encourage children to collect long-vowel <i>A</i> words outside of phonics workshop- on television, signs, and in their reading. <p>Extension 2: “Down at the Site”: Using Analogy to Spell Words With the /a/ Sound (Unit 3, pg. 63)</p> <ul style="list-style-type: none"> • Invite children to sing a word-building song to help spell words with the long <i>A</i> sound. Sing “Down at the Site” using rain/explain. • Have the students write the words on their whiteboards. • Try again with other words such as: late to spell decorate/estimate: make to spell awake/cupcake; tail to spell email/detail; and day to spell okay/runway.
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Session 9: Listen for Where You Hear the Vowels (Part 1)

Part I: *Listen for Where You Hear the Vowels* (Unit 3, pg. 64)

Connection: Tell children that even though the vowel manual is filled with long *A* spellings, Gus still can't figure out how to spell the words *crazy* and *brainstorm*- he needs more help.

TP: Today I want to teach you that listening carefully to *where* a long-vowel sound is in a word can help you decide which spelling to use. You can say the word slowly and decide if the long-vowel sound is at the end of a word, at the end of a syllable, or inside a pattern.

~Tips for Spelling Words with the Long *a* Sound

1. Try *ay* When You Hear Long *a* at the End of a Word
2. Try *a* On Its Own When You Hear Long *a* at the End of a Syllable
3. Listen for Patterns You Know Like *ain* and *ake*

Active Engagement/Link: Channel partners to use long *A* spelling tips to spell another word, *mistake*, on their whiteboards. Remind them to listen for where the long *A* sound is, then decide which spelling to use.

Session 9: Listen for Where You Hear the Vowels (Part 2)

Part II: *Listen for Where You Hear the Vowels* (Unit 3, pg. 69)

Rug Time: Invite rug clubs to play a spelling game to test out long *A* spelling tips.

Share: Using a Process for Becoming Experts in Spelling Words with *Any* Long Vowel

- Highlight the important work children did today to spell long *A* words. Then help kids see that they can use this process to help them learn more about spelling words with any long vowel.

Extension 1: Teaching Others What You Know About Spelling Words With Long *A* (Unit 3, pg. 70)

- Pump the kids up by talking up the challenge level of the work they have done today, then give them added opportunities to get their mental arms around the content by setting them up to teach others what they have learned. Have Rasheed and Mabel there to teach.

Session 10: From Little Words to Big Words: Building Words with the Long E Sound (Part 1)

Extension 2: Reflecting on Our Strengths as Spellers and Remembering to Stay Flexible (Unit 3, pg. 71)

- Point out to students that different people try spelling words in different ways. Suggest three types of spellers: Phonics Professors, pattern detectors, and word photographers.
- Reinforce the idea that it's good to be a flexible speller-if a favorite way doesn't work, then try another way. Demonstrate different approaches to spell raisin.
-rasin/raysin/raisin
- Ask children to use their favorite spelling moves to spell words on their own, remembering to be flexible and try other ways, if the first way doesn't work. Practice with:
spray/daisy/chain/baby.

Extension 3: Practice Building BLC Words with Long A (Unit 3, pg. 73)

- Invite partners to use all their spelling knowledge to build BLC words with a long A sound on their whiteboards.

Part I: From Little Words to Big Words: Building Words with the Long E Sound (Unit 3, pg. 74)

Connection: Channel children to think of words with long E and consider how the long E sound can be spelled in many different ways.

TP: Today I want to teach you that word builders can use what they know about spelling long vowel E in little words to spell bigger, longer, more complex words.

~How to Spell BLC Words with the Long E Sound

1. Build a Small Word with the Long E Sound
2. Think, "What BLC words include this word?"
3. Add Letters to Build the BLC word
4. Check It

Active Engagement/Link: Channel children to make changes to words, adding or removing letters, to continue to build words with long E spelled in different ways.

Session 10: From Little Words to Big Words: Building Words with the Long E Sound (Part 2)

Part II: From Little Words to Big Words: Building Words with the Long E Sound (Unit 3, pg. 77)

Rug Time: Challenge clubs to sort word cards, based on different ways the long vowel *E* is spelled.

Share: Share Word-Building Tips for Spelling Words with the Long *E* Sound

- Display one rug club's word sort for words that end in long *E*, then share word-building tips generated by various clubs.

Extension 1: Gus Eats a Cookie: Noticing the Unusual Spelling ie: Reading Workshop (after the Share) (Unit 3, pg. 79)

- Find Gus the dragon behind the easel, holding a plate with a cookie with a bite taken out. Then discuss how the word cookie is spelled, with an *ie* at the end. There are some words with this spelling, like brownie and thief, but they aren't very common. Make a note of this in our vowel manual. Unusual spellings: *ie* (cookie)
- Ask children to get a book from their baggie and go on a word hunt for long *E* words, then jot those words in their word builder notebooks.

Extension 2: Adding a New Word with Long *E* to the Word Wall: *Either* (Unit 3, pg. 80)

- Prompt partners to study another possible troublemaker word, using the "Tackle a Word!" protocol they reviewed earlier this year. Add *either* to the Word Wall.

Extension 3: Spelling Words that End with a long E Sound: *y*, *ie*, and *ey* (Unit 3, pg. 81)

- Remind students that words that end with a long *e* sound are usually spelled with a *y*, as in the word happy, but may be spelled with *ie* as in cookie or *ey* as in hockey. Jot those words on your easel as you discuss them, creating a chart with three columns.
- Ask partners to work together to try spelling words ending with a long *E* sound. Then add the correct spelling to the appropriate column on your easel so students can check their attempts (empty/hockey/monkey/candy/gravy/movie/brownie).

Session 11: Using Long I Spelling Patterns to Spell More and More Words (Part 1)

Part I: Using Long I Spelling Patterns to Spell More and More Words (Unit 3, pg. 83)

Connection: Gus has a surprise for the class- he has collected a lot of long *I* words, figured out the

different ways that they can be spelled, and sorted them, all by himself! Rally students to turn to their rug clubs, study the list of long *I* words, and come up with some spelling tips. Make the point that Gus's list of long *I* words includes many, many spelling patterns.

TP: Today I want to teach you that knowing some common long *I* patterns can help you spell hundreds of words.

~Tips for Spelling Words with the Long *I* Sound

1. Try *Y* When You Hear Long *I* at the End of a Word
2. Try *I* On Its Own When You Hear Long *I* at the End of Syllable
3. Listen for Patterns You Know Like *-ice*, *-ide*, *-ike*, *-ine*, and *-ight*

Active Engagement/Link: Channel partners to continue studying the student writing, stopping at words that don't look right and editing those misspelled words by trying them on whiteboards, using their knowledge of long *I* spelling patterns.

Part II: Using Long *I* Spelling Patterns to Spell More and More Words (Unit 3, pg. 88)

Rug Time: Read Joey's writing together, then ask rug clubs to continue correcting the spelling of long *I* words. Remind kids that they can use the vowel manual, and if they get stuck, they can look up the word.

Share: Professors of Phonics Teach All They've Learned About Spelling with Long Vowels

- Remind children of their earlier experience as Professors of Phonics. Then ask them to assume the role of professors again and teach their partners everything they've learned about spelling with long vowels.

Extension 1: Gus Eats Some Pie: A Study of Long *I* Words with *ie* (Unit 3, pg. 89)

- Find Gus behind the easel, holding a paper plate and a slice of pie, and bring him out to show your students.
- Guide kids to figure out that the long *I* sound in pie is spelled with *ie* not *Y*. Then ask them

to think of other words that rhyme with pie. Jot those words on a chart to show how they are spelled (pie/die/tie/lie).

- Invite partners to write silly poems to practice writing the long I words that rhyme with pie.

Extension 2: A Singing Game about Dropping the *Y* and Adding *-ies* and *ied* (Unit 3, pg. 91)

- Sing “When Words End with Y” a few times using: *cry*, *fly*, *spy* and *try*. Have students practice spelling the different versions of the words on whiteboards.

Extension 3: “Guess My Pattern” Game: Listening for Long A, E, and I Spelling Patterns (Unit 3, pg. 92)

- Rally rug clubs to play a game to guess the spelling patterns for different groups of words and create new words with that spelling pattern.
- Read the clue on the card to your club. The clue will give three words with the same spelling pattern. Your job will be to figure out which long vowel pattern is in all three words. Then you’ll write a new word on your whiteboard with that spelling pattern.

Part I: Adding Inflected Endings to Words with Long Vowels (Unit 3, pg. 93)

Connection: Express your concern to children that there are not enough BLC words in the vowel manual. Suggest that one way to add BLC words is by taking little words and adding on an ending.

TP: Today I want to teach you that word builders need to be extra careful with word endings. If a word ends with a silent *E*, you usually need to drop that *E* before adding on endings that start with a vowel like *-ing*, *-ed* or *-er*.

~How to Add Endings to Words that End with Silent E

1. Write the Word
2. Drop the Silent E
3. Add the Ending (*-ing*, *-ed* or *-or*)
4. Think, “Does it look right?”

Active Engagement/Link:

- Distribute a card to each child, with half receiving a word card, and half, an ending card. Channel kids to mill around, finding someone with whom to join cards, holding them together to mask the silent *E* when necessary. The pairs then display their word + ending.

- Have partnerships call out the word they formed as you collect each pair of word cards, noting words where the silent *E* was covered by an ending.

Part II: Adding Inflected Endings to Words with Long Vowels (Unit 3, pg. 96)

Rug Time: Distribute a baggie of words to each club, asking students to work jointly with one word at a time to add as many endings as possible, writing on whiteboards and applying tips about dropping the silent *E*.

Share: Adding More BLC Words to the Vowel Manual

- Guide children to figure out how the word *skating* is built from the silent *E* word, skate. Then add the word to the A_E column in the Vowel Manual.
- Ask students for another word, such as *container*, and help them see that adding *-er* to a word they already know, *contain*, helps to spell *container*.
- Ask children to share two more words to add to the long *E* and long *I* pages in the Vowel Manual.

Extension 1: Spelling Inspection: Writing Workshop Mid-Workshop Teaching (Unit 3, pg. 98)

- Review how to spell long-vowel words with endings and invite partners to do a spelling inspection of their own writing. Display the word ending cards on the board for reference.

Extension 2: Learning Two New Words with Long *I* Spelling Patterns: *Excited* and *While* (Unit 3, pg. 98)

- Encourage partners to work together to learn two new words, using the “Tackle a Word!” protocol.
- Prompt students to add the new words to their Word Books if needed. Add the new words to the Word Wall.

Extension 3: Making a Sign and Testing Our Spelling Tips (Unit 3, pg. 100)

- Demonstrate how to listen for vowel sounds as you write using the vowel manual and other phonics tools to help figure out how to spell a word.
- Write Students and on the board. Have the students help you write the next word teachers.

Session 13: Studying and Sorting Long O Spellings to Help You Write Big Words (Part 1)

- Guide students to try writing more words for the sign, using the vowel manual and other phonics tools (see Fig. 12-1).

Part I: Studying and Sorting Long O Spellings to Help You Write Big Words (Unit 3, pg. 102)

Connection: Read aloud a letter from BLC Construction, then rally students to the urgent work at hand- to collect long *O* words and to finish the manual in two days!

TP: Today I want to teach you that Long *O* can be spelled a few different ways. You can study words with long *O* to figure out when to use one spelling instead of another to help you spell the words you want to write.

~How to Become An Expert in Spelling Words with the Long *O* Sound

1. Collect lots of words with the Long *O* Sound
2. Study How the Long *O* is Spelled and Sort the Words
3. Look at Each Column and Find Spelling Tips

Active Engagement/Link:

- Ask children to sort themselves into groups by finding other students holding word cards with the same spelling for the long *O* sound. Then encourage each group to study its words, decide *where* the long *O* sound is in each of their words, and jot a spelling tip.
- Collect word cards and tips on paper strips from each group, then tape the strips into the vowel manual. Recap the long *O* spelling patterns in the completed sort, noting that silent *E* and *O* on their own were the most common spellings.

Session 13: Studying and Sorting Long O Spellings to Help You Write Big Words (Part 2)

Part II: Studying and Sorting Long O Spellings to Help You Write Big Words (Unit 3, pg. 105)

Rug Time: Channel students to read through their own writing to look for long-vowel words and check their spelling, using the spelling tips in the vowel manual and familiar spelling strategies.

Share: Partners Discuss How They Used Spelling Strategies to Fix Their Own Writing

- Invite students to show a partner a long-vowel word in their writing and explain how they

used the vowel manual or a spelling tip to help check or spell the word.

Extension 1: It's *oh* so nice to meet you! Learning the Helpful Word *Old* (Unit 3, pg. 106)

- Play a word-building game to discover which students will be introduced to the class. Once a good number of students have been introduced, invite students to study the name tags to uncover a spelling generalization.
- Add *old* to the Word Wall and to Word Books.

Extension 2: Plying Long O Charades (Unit 3, pg. 108)

- Rally children to play charades by choosing long O words and acting them out for others to guess.
- When you guess the word, write it on your whiteboard (drove, rode, explode, doze, floating, soak, grow, swallow, robot, and yoga).

Part I: Listening for Long U Spelling Patterns in Words You Know to Spell New Words (Unit 3, pg. 110)

Connection: Invite children to look at the long *U* page in the vowel manual, with the word sort partially completed. Suggest that maybe Gus filled in part of it, but didn't finish it. Explain that there are two possible sounds for long *U* words, /oo/ as in *rude* or /u/ as in *cute*, and how this makes long *U* words tricky to spell.

TP: Today I want to teach you that to spell words with a long *U* sound, it helps to first listen carefully for other words that sound the same. Then try those spelling patterns and decide which one looks right.

~Tips for Spelling Words with the Long *U* Sound

1. Listen For Patterns Like *-oon* and *-use*
2. Try *ew* or *ue* If Your Hear the Long *U* at the Very End of a Word
3. Try *u* If You Hear the Long *U* Sound at the End of a Syllable
4. You Might Need to Try a Couple of Spellings and Pick the One That Looks Right

Active Engagement/Link:

Session 14: Listening for Long U
Spelling Patterns in Words You Know to
Spell New Words (Part 2)

- Ask children to try spelling BLC words by listening for other words that sound the same, try a spelling pattern based on a familiar word, and choose a spelling that looks right.
- Provide spelling tips for words with the Long *U* sound.

Part II: *Listening for Long U Spelling Patterns in Words You Know to Spell New Words* (Unit 3, pg. 114)

Rug Time:

- “Discover” a large envelope behind your easel that contains a letter from Gus. Read aloud this letter.
- Help kids realize that Gus filled his note with lots of long *U* words. Hand out a copy of the letter to partners, then ask them to find those words, identify their spellings, and write them at the bottom of the letter.

Share: Celebrate! Sending the Completed Vowel Manual to BLC Construction

- Celebrate the completion of the vowel manual by getting it ready to send to BLC Construction. Suggest that the class make a few copies of the manual to keep as a classroom tool before sending it away. Then, celebrate their hard word with a new verse to the word builder song.

Extension 1: Gus Has a Snack of Fruit and Juice: Discovering the *ui* Spelling (Unit 3, pg. 115)

- Show students an email and a photo from Gus. Introduce two long *U* words spelled with *ui*, juice and fruit.
- Prompt children to write juice and replace letters to make new words, bruise and cruise. Then have them change fruit to suit and make BCL words, swimsuit and suitcase.

Extension 2: Adding a New Word with Long *U* to the Word Wall: *Usually* (Unit 3, pg. 117)

- Introduce the word *usually*, then ask partners to study the word using the “Tackle a Word!” process steps.
- Use magnetic letters to demonstrate breaking *usually* into syllables, pointing out the specific *U* sounds of each syllable and the *-ly* ending.
- Add the word to the Word Wall.

	<p>Extension 3: Writing a Note to Gus: A Dictation Assessment (Unit 3, pg. 118)</p> <ul style="list-style-type: none"> Ask students if they miss Gus, then suggest they write him a note and that you have a message in mind. Direct children to listen and record each sentence as you dictate the message. <p>-Dear Gus, We are really excited to hear about your new job. Demolition is so cool! We hope we are able to help, too! We will continue our work while you are away. Make us proud!</p> <ul style="list-style-type: none"> Channel children to reread their message, check their words, and fix their spelling. Invite them to add to the message to Gus.
<p>Bend III: Becoming Experts in Word Demolition: Using Vowels to Help Decode Big Words</p> <p><i>Session 15: Word Demolition: Watching Out for Vowel Patterns (Part 1)</i></p>	<p>Part I: Word Demolition: Watching Out for Vowel Patterns (Unit 3, pg. 123)</p> <p>Connection: Report that BLC Construction phoned to say the class needs to earn a demolition certificate, proving they can break long words apart. Channel partners to recall how they do this. Recap what you hope students said, as a way to do a quick review of what they had learned in the previous phonics unit about how to break long words apart. Point out that BLC Construction continues to ask them to earn a demolition certificate, with a focus on using vowels. Use this to set up work applying the vowel manual to reading.</p> <p>TP: Today I want to teach you that just like you can use vowel patterns to help you <i>spell</i> words, you can also use vowel patterns to help you <i>read</i> words. Look carefully for patterns and read them as one part.</p> <p>~How to Read Words With Vowel Patterns</p> <ol style="list-style-type: none"> Study the Word Break the Word Into Parts & Keep Vowel Patterns Together Blend the Parts Together <p>Active Engagement/Link:</p> <ul style="list-style-type: none"> Channel partners to copy a word onto whiteboards, then use a marker to break the word

Session 15: Word Demolition: Watching Out for Vowel Patterns (Part 2)

into parts, looking for vowel patterns.

- Do the work that students just did on their whiteboards, only do it now before the class with magnetic letters. Use this as a time to recap the way you saw kids breaking the word into larger units.

Part II: Word Demolition: Watching Out for Vowel Patterns (Unit 3, pg. 127)

Rug Time:

- Channel the class to divide their clubs into two partnerships, each forming a team. Equip each team with a small baggie full of words. Club members look at the word on each card and use their whiteboards to show how they would divide that word into parts.
- Then ask one partnership to read their words in segmented pieces like a robot to the other partnership in their club. The second partnership can listen carefully and try putting the parts together.

Share: Reading a Poem Fluently- Not Like a Robot!

- Invite kids to read a poem without being robotic, pausing when encountering a few words that require demolition skills and reading those words first in a robotic way, then smoothly.

Extension 1: Learning the Words *Again*, *Against* and *Being* (Unit 3, pg. 128)

- Introduce the word *again*, then ask partners to study three new words using the word study process steps.
- Jot *again* and *against* on the easel and point out how the vowel pattern *ain* doesn't sound like *brain*.
- Write *being* on the easel and note that the *E* is not dropped before adding *ing*.
- Add the new words to the Word Wall.

Extension 2: Long Vowel Ball Toss: More Practice With Phonograms (Unit 3, pg. 129)

- Before the lesson: label each beach ball or dice with -ail, ake, eat, eep, oat, old, ight, ice, ute,

<p><i>Session 16: Keeping Vowel Teams Together When Decoding Words (Part 1)</i></p>	<p>and une.</p> <ul style="list-style-type: none"> ● Explain to students how to play “long vowel ball toss” then demonstrate how to make a word. ● Each club will get a “long-vowel ball”. One club member will gently toss it to another rug club member. When you catch it, stop and look for the long vowel chunk that the thumb on your right hand is closest to. You’ll make a word with that vowel chunk, use the word in a sentence, then toss it to another member of your team. <p>Part I: Keeping Vowel Teams Together When Decoding Words (Unit 3, pg. 130)</p> <p>Connection: Set the scene for Gus’s return from BLC Construction and Demolition Company for him to present the class with three word demolition tips.</p> <p>TP: Today I want to teach you that when word builders are stuck on an extra big, long, and complex word, and they don’t see any big parts or patterns to break apart, they chip away at it, one little part at a time. When they do this, word builders have to be extra careful not to break apart vowel teams.</p> <p>~How to Read Words with Vowel Teams</p> <ol style="list-style-type: none"> 1. Study the Word 2. Break the Word Into Parts & Keep Vowel Teams Together 3. Blend the Parts Together <p>Active Engagement/Link: Invite partners to do some demolition on another BLC word, making sure vowel teams stay together. Then they’ll put the parts together again to read the word.</p>
<p><i>Session 16: Keeping Vowel Teams Together When Decoding Words (Part 2)</i></p>	<p>Part II: Keeping Vowel Teams Together When Decoding Words (Unit 3, pg. 135)</p> <p>Rug Time: Challenge students to try word demolition as they read their own books, remembering to keep the vowel teams together and jotting vowel team words on sticky notes to share with the class later on.</p> <p>Share: Singing a Song to Help Remember to Keep Vowel Teams Together</p>

Session 17: Reading Like a Pirate:
Staying on the Lookout for R-Controlled
Vowels (Part 1)

- Invite children to share the vowel teams they found in words during rug time. Then rally kids to sing “Keep Them Together”.

Extension 1: Learning the Word *Ready* as a Reminder to Be Flexible with Vowel Teams
(Unit 3, pg. 136)

- Ask students to study the word *ready*, especially the vowel team *ea*.
- Reinforce how vowel teams usually make a certain sound, but they may sound different in some words. Remind kids to remember to be flexible as readers by trying out the long sound and then the short sound of each vowel in vowel teams.
- Add *ready* to the Word Wall.

Extension 2: Vowel Team Review: A Warm Up during Shared Reading, Day 1 (Unit 3, pg. 137)

- Warm up before shared reading with the “Word Builders” poem, highlighting words with the vowel teams using the vowel team linking chart. Practice with heading, eager, doubt, or builders.

Part I: Reading Like a Pirate: Staying on the Lookout for R-Controlled Vowels (Unit 3, pg. 139)

Connection: Call upon children to do some pretending- and then to guess what they’re pretending to be, *pirates!*

TP: Today I want to teach you that to be really great at word demolition, you have to have a little bit of pirate in you. Stay on the lookout for vowels controlled by *r* and don’t break those letters apart.

~How to Read Words with *R*-Controlled Vowels

1. Study the Word
2. Break the Word Into Parts & Keep *R*-Controlled Vowels Together
3. Blend the Parts Together

Active Engagement/Link: Rally partners to read sentences like a pirate, highlighting vowels with *R* in several sentences.

*Session 17: Reading Like a Pirate:
Staying on the Lookout for R-Controlled
Vowels (Part 2)*

Part II: *Reading Like a Pirate: Staying on the Lookout for R-Controlled Vowels* (Unit 3, pg. 142)

Rug Time:

- Ask partnerships to select four words with *R*-controlled vowels and record these on word cards, making two cards for each word in preparation for a game they will play.
- When students are ready with their word cards, ask them to find another partnership to play “Find the Treasure.”

Share: Practicing Word Demolition Skills in a Shared Reading Text about Pirates

- Introduce the title of the text, “Why Pirates Wore Eye Patches,” and ask students to make predictions on what the text is about.
- As you and your students read the text, ask them to practice demolition skills for words like *injured*, *historians* and *darkness*, noticing the *R*-controlled parts.

Extension 1: The R in Charge: Practicing Reading and Spelling Words with R-Controlled Vowels (Unit 3, pg. 143)

- Sing the R is in Charge song
- Have the students spell thirsty on their whiteboards.
- Write repair on the board. Point out the air pattern (hair/stair).
- Continue to play, singing a verse and then spelling or reading words with a variety of *R*-controlled vowels.

Extension 2: Play “Spell the Mystery Word” to Practice Using R-Controlled Phonograms (Unit 3, pg. 144)

- Place the letter cards and phonogram cards for the mystery word farmyard on the ledge of the board as you gather students on the rug. Your phonogram cards will be revealed, and your letter cards will be turned to the blank side (_arm_ard).
- In these words, you’ll notice spelling patterns with vowels controlled by *R*. Use these patterns to help you read and write these words. After the final clue, your team will reveal your word. Then, I’ll turn over each letter as you check to see if you have spelled the mystery word correctly.

- Try with unicorn, scoreboard, and sunburn (the clues are on page 145).

Extension 3: Presto-Change-o: *W* the Magician (Unit 3, pg. 145)

- Hand out a copy of “*W* the Magician” magic spell in a Word Window to Each Partnership
- Demonstrate how the letter *W* can change the sound that R-controlled vowels *or* and *ar* make .
- Invite partners to change the beginning of words so they start with *W*, then to listen to how the R-controlled vowels in the *W*-words sound different from the original words.

Part I: Getting to Know the Word Part -ture to Help Read and Write Complex Words (Unit 3, pg. 147)

Connection: Commend students on their hard work looking out for vowels with *R* and introduce another word part with *R*, *-ture*.

TP: Today I want to teach you that *-ture* is a word part you can often find at the end of big words. *T-U-R-E* usually represents the sound /cher/.

~How to Spell Words with the /cher/ Sound at the End

1. Say the Word
2. Clap the Syllables
3. Draw a Line for Each Syllable
4. Say and Write Each Syllable
5. Use *-ture* to Spell the /cher/ Sound
6. Check It

Active Engagement/Link:

- Channel children to use what they know about the word part *-ture* to read some multisyllabic words.
- Add a few more student-generated words with the /cher sound to the pocket chart.
- Debrief and guide students to notice how the /cher/ sound will *usually* be spelled with the letters *T-U-R-E*, but when you hear a little word that ends in the /ch/ sound (like *teach*), you’ll just add an *-er* to the end, *C-H-E-R*.

Part II: Getting to Know the Word Part -ture to Help Read and Write Complex Words (Unit 3, pg. 150)

Rug Time: Introduce a tongue-twister sentence using words with the /cher/ sound, then invite partners to use words with the /cher/ sound to write their own sentences.

Share: Sharing Tongue Twisters Using Words Ending in *-ture* and *-cher*

- Invite students to trade tongue-twister sentences with other partnerships, allowing students to practice breaking and reading multisyllabic words ending in *-ture* and *-cher*.
- Add a tip to the “Vowels with *R*” chart, reminding students to watch carefully for *-ture* when breaking big words.

Extension 1: Building and Breaking BLC Words (Unit 3, pg. 151)

- Invite partners to use all their spelling knowledge to build BLC words with magnetic letters on their whiteboards.

Extension 2: Spelling Big Words that End with the R-Controlled Sound: er, or, and ar (Unit 3, pg. 153)

- Inform students that words with the R-controlled sound at the end are usually spelled with E-R, like in the word tiger, but may be spelled with O-R and A-R as in the words doctor and calendar. Jot these words on your easel as you discuss them, creating a chart with three columns (tiger/doctor/calendar/father).
- Invite students to work together in partnerships to try spelling words ending with an R controlled sound. Then add the correct spelling to the appropriate column on your easel so students can check the attempts.
- Use the following words: dollar, elevator, tractor, lighter, driver, vinegar, and popular.

Part I: Trying Schwa, “The Frustrated Sound,” to Solve Tricky Words (Unit 3, pg. 155)

Connection: Name some things and people that might be frustrating, then share Gus’s tip on dealing with frustrating, tricky vowels.

TP: Today I want to teach you that every vowel can sometimes make the /uh/ sound in a word. When none of the vowel sounds work, word builders don’t get frustrated, they just try Uh!
~How to Read Words with Tricky Vowel Sounds

Session 19: Trying Schwa, "The Frustrated Sound," to Solve Tricky Words (Part 2)

1. Study the Word
2. Break the Word Into Parts
3. Sound Out Each Part
4. Try /Uh/ for a Vowel Sound That Doesn't Sound Right
5. Blend the Parts Together
6. Think, "Does it make sense?"

Active Engagement/Link: Lead students in sorting several words into two groups, words that make their usually vowel sounds and words where some vowels make the /uh/ sound.

Part II: *Trying Schwa, "The Frustrated Sound," to Solve Tricky Words* (Unit 3, pg. 158)

Rug Time:

- Enlist rug clubs to continue reading and sorting more words, investigating whether each word has vowels that work as expected or some vowels that make the /uh/ sound.
- Conduct a word symphony allowing individual students to shout out words found to have vowels that make the /uh/ sound.

Share: Word Building Team Earns Its Demolition Certificate

- Share an email you received from BLC Construction. Celebrate the team's achievement of being awarded a Demolition Certification and build anticipation for another package and another project on the horizon.

Extension 1: Guess My Word: Word Wall Review (Unit 3, pg. 160)

- Invite students to play a game, "Guess My Word," to review some word wall words.
- See pg. 161 for clues

Extension 2: Troublemaker Inspection (Unit 3, pg. 161)

- Invite children to become troublemaker inspectors to check the spelling of selected troublemaker words in their writing.

*Session 20: Let's Celebrate: Making
Commercials for the BLC Construction
and Demolition Company! (Part 1)*

Part I: *Let's Celebrate: Making Commercials for the BLC Construction and Demolition Company!*
(Unit 3, pg. 163)

Connection: Reveal an urgent voicemail from BLC Construction that invites students to tackle a one-day project, making short commercials, highlighting students' newly gained word-building and demolition knowledge.

TP: Today I want to teach you that just like you celebrate your reading and writing by sharing your work with others, as a word builder, you can also share your phonics skills to celebrate all you have learned.

~How to Make a Commercial

1. Name the BLC Construction and Demolition Company
2. Describe How They Could Help Someone
3. Give an Example

Active Engagement/Link: Engage partners in planning and rehearsing a commercial that explains how to demolish or break a sample word, *cartwheel*, part by part.

*Session 20: Let's Celebrate: Making
Commercials for the BLC Construction
and Demolition Company! (Part 2)*

Part II: *Let's Celebrate: Making Commercials for the BLC Construction and Demolition Company!*
(Unit 3, pg. 166)

Rug Time: Set students up to plan, rehearse, and perform a brief commercial for the BLC Construction and Demolition Company.

Share: Let's Celebrate! Performing BLC Construction and Demolition Company Commercials!

- Invite each rug club to perform their commercial while the class acts as an audience and you videotape.
- Orchestrate the arrival of a surprise package from the BLC Construction and Demolition Company containing a letter, new books and business cards for the students.
- Read a letter from the BLC Construction and Demolition Company that congratulates your students on their amazing achievements.

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| | <ul style="list-style-type: none"> ● Emphasize to your students that even if their work for BLC Construction is officially done, the job of being word builders is <i>never</i> done and they'll continue to tackle challenges in reading and writing every day. |
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Skills (Students will be able to...)	
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- | | |
|---|--|
| <ul style="list-style-type: none"> ● Hear and count the syllables in a word. ● Identify words that sound the same (rhyming words, words with same onset, rime, or word part). ● Understand that the same vowel sound can be represented in different ways (long A, long O). ● Identify and use letter combinations that represent long vowel sounds. ● Identify and use vowel teams in multisyllabic words. ● Identify and use Rcontrolled vowels in multisyllabic words. ● Identify and use phonogram patterns with long vowel sounds in multisyllabic words. ● Identify and use some common phonogram patterns with R-controlled vowels ● Recognize that W can change the sound of some R-controlled vowels. ● Identify and use the word part -ture in multisyllabic words. ● Recognize that -er, - or, and -ar can all be used to represent the /ər/ sound in the last syllable of a word. ● Understand that all vowels can sometimes make the schwa sound /uh/ in words. ● Form new words with common endings: Change a final y to i before adding -es or -ed. ● Form new words with inflectional endings: Usually drop final E when adding endings that start with a vowel. ● Use known words and word parts to decode unknown words. ● Demonstrate flexibility when decoding words with vowel teams. ● Use a repertoire of strategies to decode multisyllabic words. ● Use known words and word parts to spell multisyllabic words. ● Use syllables to help spell a multisyllabic word part by part. ● Use letter-sound relationships to spell an unknown word. ● Recognize that there is at least one vowel in every syllable to help spell multisyllabic words with more accuracy. ● Use a reference tool to correct and confirm some spellings. ● Use alphabetical order to locate words in a dictionary. ● Study words with similar spellings to determine spelling generalizations ● Use common long vowel phonograms to spell unknown words (- ine, ight, -ide, -ail, - ain, -ake, -eed, and -eat). ● Use a repertoire of strategies to spell multisyllabic words. ● Develop an understanding of homophones. | |
|---|--|

- Review high-frequency words to support automaticity.
- Edit writing using knowledge of high-frequency words.

Phonics Workshop

Grade: 3

Unit 4: Word Collectors

Unit Description: Word Collectors

This unit is devoted to a careful study of words. Spotlighting vocabulary instruction matters. Using books, colleagues, and community, you'll foster an environment of rich talk and careful listening. We imagine second-grade classrooms brimming with conversations and fascination about words and their wonder. As this unit unfolds, expect your students to approach words with interest and questions. Give them time to savor and question what a word is and how it got its meaning. Allow them opportunities to study the parts and make meaning using those parts of words. Keep Louisa May Alcott's words in mind: "I like good strong words that mean something."

The first bend focuses on word consciousness, and it relies on the work of many vocabulary experts on how to best create an environment in which students become aware of and intrigued by words and their meanings. Growing one's vocabulary is big work, and you won't want students to do this work alone. Sometimes students will work with one partner. Other times, they'll work in rug clubs- which soon become their word collector clubs- exploring new words together. These collaborations will help students see that knowing how to pronounce and spell a word is not enough; instead the work of determining a word's meaning is critically important. Rich vocabulary instruction can't happen in isolation in one tiny segment of your day. Instead, you'll lean on the extensions across this unit to find opportunities across your day to spotlight vocabulary instruction. You will invite students to grow their word collections during read-aloud time, shared reading, reading workshop, and math workshop, and then rally them to use those new words in different contexts.

In Bend II, the focus shifts to studying compound words, with the aim of learning that word parts not only help a reader to break a word apart, but also help them determine the meaning of a word. Through compound word study, children learn that manipulating word parts can change the meaning of words, which is an important entry point to the study of morphemes such as affixes. Bend III shifts students' focus to a more complicated means of word morphemic relationships- that of affixes and their effect on base words. In particular, students explore two kinds of affixes: prefixes and suffixes. Throughout the unit, students will check in on the spelling and spelling patterns they find in these words with multiple parts.

NJ Student Learning Standards

Language

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Use collective nouns (e.g., group).

B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

C. Use reflexive pronouns (e.g., myself, ourselves).

D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

E. Use adjectives and adverbs, and choose between them depending on what is to be modified.

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.

A. Capitalize holidays, product names, and geographic names.

B. Use commas in greetings and closings of letters.

C. Use an apostrophe to form contractions and frequently occurring possessives.

D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). E. Consult print and digital resources, 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.

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.

A. Use sentence-level context as a clue to the meaning of a word or phrase.

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).

C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

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 figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). 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).

Reading Foundational Skills

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

A. Know spelling-sound correspondences for common vowel teams.

B. Decode regularly spelled two-syllable words with long vowels.

C. Decode words with common prefixes and suffixes.

D. Identify words with inconsistent but common spelling-sound correspondences.

E. Recognize and read grade-appropriate irregularly spelled words.

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

A. Read grade-level text with purpose and understanding.

B. Read grade-level text orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Reading Literature Text

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/theme, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

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.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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.

A. Follow agreed-upon norms 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).

B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

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. Use multimedia; 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.

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 conclusion.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

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 through self-reflection, revising and editing.

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.

ELL Standards

Enduring Understandings/Goals	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Readers grow vocabulary knowledge by engaging in conversations, studying and sorting words and reading books. <input type="checkbox"/> Studying compound words helps readers learn how word parts help to break a word apart and determine the meaning of a word. <input type="checkbox"/> Affixes change the meaning and spelling of base words. 	<ul style="list-style-type: none"> <input type="checkbox"/> How do readers grow vocabulary knowledge? <input type="checkbox"/> How does studying compound words help readers grow their knowledge? <input type="checkbox"/> How do affixes affect base words?
Professional Resources	Evidence of Learning (Assessments)
<ul style="list-style-type: none"> • <i>A Guide to the Phonics Units of Study - K-2</i> by Lucy Calkins & Natalie Louis • <i>Word Collectors</i> - by Lucy Calkins, Rebecca Cronin & Celena Dangler-Larkey • <i>Small Groups to Support Phonics - Grade 2</i> by Lucy Calkins, Valerie Geschwind, Katherine Lindner & Shanna Schwartz • <i>Project Read</i> Manuals & Resources • Units of Study Online Resources • Florham Park ELA PD Sharing Website 	<p style="text-align: center;">Phonics Assessment Timeline</p> <ul style="list-style-type: none"> • Checking Your Word Book • Developmental Spelling • Teachers College Running Records • Grade 2 Writing On Demand Assessment Tools
Suggestions for Differentiation	Mentor Texts
<ul style="list-style-type: none"> • Assessment If/Then Guide • <i>Small Groups to Support Phonics - Grade 2</i> by Lucy Calkins, Valerie Geschwind, Katherine Lindner, & Shanna Shwartz • Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students and students with 504 plans 	<ul style="list-style-type: none"> • <i>The Word Collector</i> - by Peter H. Reynolds • <i>Rotten Island</i> - by William Steig • <i>Goodnight Moon</i> - by Margaret Wise Brown • "The Prefix Riddle Song" • <i>Never Smile at a Monkey</i> - by Steve Jenkins
Interdisciplinary Connections	Technology Integration
<ul style="list-style-type: none"> • Engage in Songs to Help Kids Remember Phonics Principles & Rules 	<ul style="list-style-type: none"> • Google Slides Digital Blending Board Templates

<ul style="list-style-type: none"> ● Engage in Interviews with Experts as Word Collectors ● Interactive Writing: Co-Create Charts Outlining New Skills & Edit Writing Pieces ● Independent Reading & Writing ● Partner Reading & Writing ● Prefix Hunt During Math Centers ● Create & Utilize Word Thermometers ● Read Aloud Experiences: Utilize Texts that Align with Topics Explored in Social Studies, Science, The Arts, and Mathematics ● Word Hunts: Utilize Texts that Align with Topics Explored in Social Studies, Science, The Arts, and Mathematics ● Word Collector Scoreboard 	<ul style="list-style-type: none"> ● Google Slides Digital Sound Cards ● Jamboard Templates
<p align="center"><u>Media Literacy Integration</u></p>	<p align="center"><u>Global Perspectives</u></p>
<ul style="list-style-type: none"> ● Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, newspapers, magazines & signs) ● Creating Environmental Print ● Creating Signs for the School ● Practice Reading Skills ● Viewing Expert Interview Videos ● Creating Digital Word Explosions 	<ul style="list-style-type: none"> ● National Hispanic-Latino Heritage Month ● National Disability Employment Awareness Month ● National Italian American Heritage Month ● Week of Respect ● Red Ribbon Week ● International Dot Day (September 16)
<p align="center"><u>21st Century Themes (as applies to content area):</u></p>	<p align="center"><u>Integration of 21st Century Skills</u></p>
<p>Civic Literacy Health Literacy Social Justice Literacy</p>	<p>Civic Literacy Health Literacy Social Justice Literacy</p>
<p>Bend</p>	<p>Teaching Points</p>
<p>Bend I: Fostering Word Consciousness <i>Session 1: Becoming Word Collectors (Part 1)</i></p>	<p>Part I: <i>Becoming Word Collectors</i> (Unit 4, pg. 2) Connection: Read aloud <i>The Word Collector</i> and rally the class around the work of the new unit.</p> <p>TP: Today I want to teach you that you can collect, savor and really enjoy words. ~How to Learn from an Expert</p> <ol style="list-style-type: none"> 1. Ask Questions 2. Listen Carefully

3. Jot Down Wonderful Words

Active Engagement/Link:

- Explain that, like Jerome, people can learn new words just from talking to others.
- Suggest students might today talk to grown-ups around the school, learning new vocabulary from them. Demonstrate with one adult expert, channeling students to jot the new words they learn.

Part II: *Becoming Word Collectors* (Unit 4, pg. 4)

Rug Time:

- Explain that word collectors can gather words from listening raptly to experts. Brainstorm a list of hidden experts in the school.
- Provide a clipboard and Post-its to each student or partnership, then send clubs off to interview experts in the school. Rally them to be like Jerome and collect all kinds of words they see and hear.

Share: Teaching New Words to Others

- Invite students to debrief what they learned from their expert interviews in their clubs, and to settle on a small list of words to teach to another club. Coach them to spell those words correctly.
- Channel students to prepare a small talk in which they'll teach a student from another club their collected words. After students share, distribute a club folder to house students' word collections.

Extension 1: Using More Academic Vocabulary (Unit 4, pg. 6)

- Rally students around the idea of using new words in your teaching. Invite students to think of fancier ways to say common phrases you use as you teach.
- See chart on pg. 7

Extension 2: Interviewing Experts (Unit 4, pg. 7)

- Channel experts to think about family members and their areas of expertise and ask them to

*Session 2: Collecting Words from Books,
Using Context Clues to Discern Meaning
(Part 1)*

pretend to be that expert and have their partner interview them.

Extension 3: Lifting the Level of Vocabulary Labeled Around the Room (Unit 4, pg. 8)

- **Invite students to rename the job titles and areas of their classroom using the vocabulary they're acquiring.**

Part I: Collecting Words from Books, Using Context Clues to Discern Meaning (Unit 4, pg. 10)

Connection: Celebrate the small collections of words that children gathered the day before and the courageous spelling work they did to record those words. Ask kids to reread the words, refining their spellings. Distribute a list of correctly spelled words to each rug club, channeling kids to learn from the differences between their spellings and the correct ones as they fix their spellings.

TP: Today I want to teach you that books are one of the best sources for wonderful new words. It helps, as you read, to really understand what the book is saying, because it's by understanding the main message of the book that you figure out what a new word seems to mean.

~How to Figure Out What Words Mean

1. Hold Tight to the Story
2. Reread the Sentence
3. Ask, "What would go here? What kind of word is this? An action word? A thing word? A describing word?"
4. Think, "What is this thing (or action) like? Not like?"
5. Try a Like Word and Check That It Makes Sense

Active Engagement/Link:

- **Recap for students the process readers go through to discern the meaning of an unfamiliar word from relying on context clues.**
- **Reread the passage, emphasizing a few more rare words, then channel partners to work together to figure out what the rare words mean.**

*Session 2: Collecting Words from Books,
Using Context Clues to Discern Meaning
(Part 2)*

Part II: *Collecting Words from Books, Using Context Clues to Discern Meaning* (Unit 4, pg. 14)

Rug Time: Repeat what you did before with a longer passage. Read it aloud twice, then channel partners to read and reread, then to talk together to figure out what words probably mean.

Share: Sharing Our Favorite Words

- Invite students to share words they collect, just as they shared words they collected from expert interviews. Channel them to use the selected words in context in a story or sentence.

Extension 1: Rare Word Safari (Unit 4, pg. 15)

- Explain that a professor of vocabulary found there are more words used in books than are used by adults in conversations. Invite students to go on a hunt for rare words in children's books.
- Use *Goodnight Moon* and "Figuring Out What a Word Means!" chart.

Extension 2: Collecting Words during Read-Aloud in the Content Areas (Unit 4, pg. 16)

- Use your read-aloud time in science or social studies as a chance for students to think about word meanings.

Extension 3: Collecting Words as You Read: Reading Workshop Mid-Workshop Teaching (Unit 4, pg. 16)

- Turn a mid-workshop teaching point during reading workshop into a chance for students to collect words.

*Session 3: Learning Words Requires
Doing Things with Those Words (Part 1)*

Part I: *Learning Words Requires Doing Things with Those Words* (Unit 4, pg. 17)

Connection: Tell children that Gus learned about clubs at the library, and he was surprised there was no club for word collectors. Rally students to turn their rug clubs into word collector clubs.

TP: Today I want to teach you that to really own a word, you don't just collect it and write it down. Instead new words are like blue jeans or new sneakers. You need to wear them...to do stuff with

*Session 3: Learning Words Requires
Doing Things with Those Words (Part 2)*

them...until they really fit you, until they are really yours.

~Ways to Make a New Word Feel Like It Fits You

1. Pretend With the Word
2. Use the Word in New Ways
3. Find Other Words Like It
4. Draw the Word

Active Engagement/Link: Invite each word collector club to call their club meeting to order. Invite students to select a word to work with and choose another way to make it their own.

Part II: *Learning Words Requires Doing Things with Those Words* (Unit 4, pg. 20)

Rug Time:

- Explain that another cool way to make a new word feel like it fits you is to illustrate the word. Ask students to try this quickly on a whiteboard with a word the class has collected.
- Distribute index cards and markers to each club and invite them to illustrate words from their word collections.

Share: A Museum Share of Illustrated Words

- Invite students to take their illustrated word cards back to their tables for a museum share. Encourage them to collect words they see on Post-its and add them to their own collections.

Extension 1: Using New Words In Different Contexts (Unit 4, gp. 21)

- Select a word that students collected when interviewing experts and think about how that word can be used in different contexts.

Extension 2: Word Collector Scoreboard (Unit 4, pg. 21)

- Create a place in your classroom where you can highlight words to encourage students to use them in their speaking, writing, and listening and to look for them in their reading.

Extension 3: Walking Through Life Like Magnets for New Words (Unit 4, pg. 22)

- Use the time as students set up for reading workshop to reinforce the idea of being on the

<p><i>Session 4: Sorting and Organizing Word Collections (Part 1)</i></p>	<p>lookout for new words and making them their own.</p> <p>Part I: <i>Sorting and Organizing Word Collections</i> (Unit 4, pg. 23) Connection: Channel students to write one or two special words from their own expert topics and then share them with their partner.</p> <p>TP: Today I want to teach you that to really own a collection, a collector doesn't just plop something into a bag or a box and leave it sitting there, gathering dust. Collectors are constantly <i>curating</i> their collections: reviewing them, reorganizing them. To really own a collection of words, it helps to think about different ways the words might go together.</p> <p>~Ways to Sort Words</p> <ol style="list-style-type: none"> 1. Kinds of Words 2. The Way They Make You Feel 3. By Topic <p>Active Engagement/Link:</p> <ul style="list-style-type: none"> • Invite students to work through the rest of the list with their partner. Ask students to think about words that might not fit either category. • Reconvene the class and generate a list of other ways they might sort the words in their collection.
<p><i>Session 4: Sorting and Organizing Word Collections (Part 2)</i></p>	<p>Part II: <i>Sorting and Organizing Word Collections</i> (Unit 4, pg. 26)</p> <p>Rug Time: Explain that collectors need a special place to organize their collections. Distribute clubs' word collection folders and scrapbooks, and have kids decide how they will sort and organize their collection.</p> <p>Share: Sorting Words with Multiple Meanings</p> <ul style="list-style-type: none"> • Help Gus decide where to sort a word with multiple meanings. Then return to the words in the pocket chart to consider if there are other words that can be sorted into different categories.

Session 5: Creating Word Thermometers
(Part 1)

Extension 1: Using Precise Words in Your Writing: Writing Workshop Mid-Workshop Teaching (Unit 4, pg. 27)

- Use a mid-workshop teaching point during writing workshop to remind students that writers work to use the exactly right, precisely true words in their own writing.

Extension 2: Homonym Tollbooth (Unit 4, pg. 28)

- As kids get ready to exit the class, invite partners to read a homonym, figure out the multiple meanings of the word, and think up a meaningful sentence for each.

Extension 3: Gotta Collect'em All (Unit 4, pg. 29)

- Explain that many collectors expand their collections by meeting with others and trading with them. Invite students to make word cards to trade with the other members of their club.

Part I: Creating Word Thermometers (Unit 4, pg. 30)

Connection: Post an example of some exciting word work you saw fourth-graders doing, and channel students to notice how the words are ordered from least to most intense, just like changes in temperature.

TP: Today I want to teach you that one way to learn about and to think about words is to make them into word thermometers. You line up words from “a little of this thing” to “a lot of this thing.” Making word thermometers can help you learn even more words.

~How to Make Word Thermometers

1. Choose a Collection of Words
2. Lay Out the Words
3. Think, “Which words show a tiny bit of something? Which words show a lot of something?”
4. Put the Words In Order
5. Add Other Words

Active Engagement/Link: Distribute synonyms for *happy* to clubs. Invite them to rank the words from least to most happy, justifying why each should go in a specific order. Encourage them to add

*Session 5: Creating Word Thermometers
(Part 2)*

other words they generate.

Part II: *Creating Word Thermometers* (Unit 4, pg. 33)

Rug Time: Distribute additional sets of words to clubs. Invite them to create word thermometers for a few sets of words. Emphasize the importance of talking about precisely where each word should be placed.

Share: Learning Precise Words from One Another

- Ask clubs to display one word thermometer in their pocket chart. Invite them to study others' thermometers and to consider how they will save these word thermometers in their scrapbooks.

Extension 1: Writers Make Word Thermometers in Their Minds, Choosing Words With Care: Writing Workshop Mid-Workshop Teaching (Unit 4, pg. 34)

- Turn a transition to partner time during writing workshop into a chance for partners to work together to create word thermometers to revise their writing.

Extension 2: Emoji Thermometers (Unit 4, pg. 36)

- Show students a series of emoji that function in a similar way to the word thermometer. Ask partners to study the emoji, identify the name of each, and write down each word.

*Session 6: Sharing Our Word Collections
with the World (Part 1)*

Part I: *Sharing Our Word Collections with the World* (Unit 4, pg. 37)

Connection: Rally students' excitement about sharing their word collections with others by reading a letter from the book fairy.

TP: Today I want to teach you that word collectors grow their vocabularies by exploding one word into tons more words. When a person thinks about a word to use when he's writing or thinking about a book, a whole bunch of other words that connect that word to others will pop-pop-pop into his mind.

<p><i>Session 6: Sharing Our Word Collections with the World (Part 2)</i></p>	<p>~Ways to Explode a Word</p> <ol style="list-style-type: none"> 1. Words That Mean the Same (Synonyms) 2. Words That Mean the Opposite (Antonyms) 3. Places That Go With the Word 4. Things That Go With the Word 5. Words That Are Related (Topic) 6. How the Word Makes Your Feel 7. Who, Where When, What or Why About the Word <p>Active Engagement/Link: Channel students to create a word explosion on a whiteboard with the word <i>delicate</i>. Then display a chart with lots of ways to explode a word.</p> <p>Part II: <i>Sharing Our Word Collections with the World</i> (Unit 4, pg. 40)</p> <p>Rug Time: Invite clubs to choose words from their collection to practice exploding the word orally. Invite the clubs to work together on chart paper to create a word explosion mural they will hang in the hall.</p> <p>Share: Celebrating Our Work as Word Collectors</p> <ul style="list-style-type: none"> • Invite clubs to share their word explosions. Reveal a new letter and some presents from the Book Fairy. Then, distribute word collection pins to students to customize with their club name.
<p>Bend II: Growing Our Word Collections with Compound Words</p> <p><i>Session 7: Learning Compound Words- and the Words that Constitute Them (Part 1)</i></p>	<p>Part I: <i>Learning Compound Words- and the Words that Constitute Them</i> (Unit 4, pg. 46)</p> <p>Connection: Ask students to focus their word collecting on compound words, since that will pay off</p>

in surprising ways later.

TP: Today I want to teach you that you can learn compound words to add to your collection by following three steps: study the word, chant the letters, and then write it.

~How to Learn Compound Words

1. Study the Word
2. Chant the Letters
3. Write the Word

Active Engagement/Link:

- Lead students through the three steps for learning a compound word once more, this time handing off most of the work to them.
- Debrief the three steps you've all just taken and then ask rug clubs to study the rest of the compound words in the way you've all just seen and practiced.

Part II: Learning Compound Words- and the Words that Constitute Them (Unit 4, pg. 49)

Rug Time:

- Channel rug clubs to study, spell, and write compound words. Circulate as they work encouraging them to consult the chart to remember all the steps to learn a new compound word.
- Channel students to add their compound words to their word collector scrapbooks while you record a few in the class scrapbook.

Share: Spinning Stories Using Compound Words

- Encourage students to use longer, more complex words when they are writing and storytelling. Ask them to jot the compound words their clubmates use as they storytell.

Extension 1: Learning Compound Words (Unit 4, pg. 51)

- Hum a few familiar tunes to show children how to think about and spell a word using morphemic parts.

Session 8: Using Compound Words to Make New Words (Part 1)

Extension 2: Silly Sentences (Unit 4, pg. 52)

- Invite partners to make silly sentences using a word from their word collector scrapbooks and one of the compound words they just added to their collection.

Part I: Using Compound Words to Make New Words (Unit 4, pg. 53)

Connection: Channel students to reread the compound words from the previous session, then remind them that they have the power to read compound words, no matter how big, long or complicated.

TP: Today I want to teach you that once you've learned compound words, you do more than use them as they are. You can make *tons* and tons of new words out of them- which will give a huge boost to your reading and writing.

~How to Make New Words Out of Compound Words

1. Break the Compound Words Up Into Little Words
2. Jot Down the Little Words on Post-Its
3. Move the Words Around to See if You Can Make a New Word
4. Think, "Does it make sense?"
5. Write the New Word

Active Engagement/Link:

- Invite partners to go through the process with a third compound word, breaking it into base words, mixing and matching the base words to form a new word.
- Debrief the steps to break down compound words and mix and match to make and learn new ones, then send children off to try mixing and matching with the rest of their words from yesterday.

Session 8: Using Compound Words to Make New Words (Part 2)

Part II: Using Compound Words to Make New Words (Unit 4, pg. 56)

Session 9: Learning a New Set of
Compound Words- With More
Independence (Part 1)

Rug Time: Support rug clubs as they mix and match base words to create new compound words.

Share: Increasing Our Word Collections

- Gather the class to share new compound words they've made from the given compound words, offering example sentences for each. Have kids add these words to their word collector scrapbooks.

Extension 1: Reading Stories Using “Compound Combo” Knowledge (Unit 4, pg. 57)

- Read a story aloud, dropping your voice at the familiar-and most familiar-compound words so that the children have a go at reading them.

Extension 2: Compound Word Riddles (Unit 4, pg. 58)

- Challenge students to write words by telling them riddles that make them think about the meaning of word parts.
- See riddles on pg. 58-59

Extension 3: Learning Three New Words: *Sometimes, Everybody & Understand* (Unit 4, pg. 59)

- Challenge students to figure out a way to turn three common compound words- *sometimes*, *everybody* and *understand* into words they can spell in a snap. Add the new words to the Word Wall.

Part I: *Learning a New Set of Compound Words- With More Independence* (Unit 4, pg. 61)

Connection: Use an analogy to engage children and remind them that once they have learned how to do something, they can apply that learning to do it over and over. Remind students that, likewise, they've learned a process for learning words, so now they can try to use that process on their own, with some new words.

TP: Today I want to teach you that once you've learned a way to do something, you can do that over and over, on your own. Now that you know how to learn and make compound words, you can do that again and again. In other words, you've done it before so you can do it some more!

~How to Learn Compound Words

1. Study the Word

words. When you break apart compound words into smaller words, you can use those smaller words to make even more compound words. This can help you read and write even more words.

~How to Make New Words Out of Compound Words

1. Break the Compound Words Up Into Little Words
2. Jot Down the Little Words on Post-Its
3. Move the Words Around to See if You Can Make a New Word
4. Think, “Does it make sense?”
5. Write the New Word

Active Engagement/Link: Set up students to take another base word and make compound words with it.

Part II: Making More and More Words (Unit 4, pg. 68)

Rug Time: Set up clubs to make more compound words using base words from Sessions 7 and 9. Remind kids to check that their words are real, to write them down, use them in a sentence, and to add them to their scrapbooks.

Share: Storytelling with Compound Words

- Invite clubs to help you make up a silly story containing known compound words. Have students write the compound words on their whiteboards using the parts.

Extension 1: Mix-and-Match Musical Chairs (Unit 4, pg. 70)

- Play a version of musical chairs in which students will mix and match base words to make compound words. Remind them to check to make sure the words they make are real words.
- Provide a base word card to each student.

Extension 2: Is That Really a Compound Word? (Unit 4, pg. 71)

- End your reading workshop share with a tip: Not every word that *looks* like a compound word is actually a compound word. Remind kids always to check for meaning.

<p><i>Session 11: Common Compound Words (Part 1)</i></p>	<p>Part I: Common Compound Words (Unit 4, pg. 72)</p> <p>Connection: Introduce a set of new compound words by explaining to students the importance of these everyday words in communication. Use the class mascot as a way to help students get excited for the task.</p> <p>TP: Today I want to teach you that you can use everyday compound words- the ones you know in a snap- to make all kinds of new words, words that you will use in all your communication for the rest of your life. And you can make and learn these words in the same ways that you can make and learn other compound words: studying them, spelling them out loud, writing them, then using them in your life.</p> <p>~How to Learn Compound Words</p> <ol style="list-style-type: none"> 1. Study the Word 2. Chant the Letters 3. Write the Word 4. Use the Word <p>Active Engagement/Link: Engage students in the familiar work of making and learning compound words- this time, compound words that include snap words. Add <i>somewhere, anyone, everything, nobody</i> and <i>outside</i> to the Word Wall.</p>
<p><i>Session 11: Common Compound Words (Part 2)</i></p>	<p>Part II: Common Compound Words (Unit 4, pg. 74)</p> <p>Rug Time: Channel clubs to study compound snap words. After students get started mixing and matching compound words, add a few more snap words and encourage them to make lots of combinations.</p> <p>Share: Sharing New Compound Words with One Another</p> <ul style="list-style-type: none"> • Invite clubs to share and practice spelling the compound snap words they discovered and to add those words to their scrapbooks. <p>Extension 1: Having Fun With Compound Words (Unit 4, pg. 75)</p> <ul style="list-style-type: none"> • Invite students to invent fun ways to study compound snap words. Demonstrate one

<p><i>Session 12: Compound Creations (Part 1)</i></p>	<p>way-saying all of the steps in a super-speedy voice. Ask students to try it with one of their compound words.</p> <p>Extension 2: Collecting Compound Words as You Read (Unit 4, pg. 76)</p> <ul style="list-style-type: none"> • Turn a mid-workshop teaching point during reading workshop into a chance for students to think about and collect compound words. <p>Extension 3: Remembering Compound Snap Words When You Write: Writing Workshop Mid-Workshop Teaching (Unit 4, pg. 76)</p> <ul style="list-style-type: none"> • Use a mid-workshop teaching point during writing workshop to remind students that they can now write longer compound snap words in two snaps (any-one/every-thing). <p>Part I: Compound Creations (Unit 4, pg. 78)</p> <p>Connection: Tell a story of how Gus asked all of the class mascots to play ball, and they all came ready to play a different kind of game.</p> <p>TP: Today I want to teach you that really, <i>you</i> have the power. You can take lots of words and mix and match them to make new words. And those new words that you put together will help you to write and read and talk to say exactly what you mean.</p> <p>~How to Make Lot of Words Out of Compound Words</p> <ol style="list-style-type: none"> 1. Break the Compound Words Up Into Little Words 2. Choose One Little Word 3. Add a New Word to It 4. Think, “Does it make sense?” 5. Write the New Word 6. Try to Add Other Words & Make Lots of Words <p>Active Engagement/Link: Invite students to generate more compound words with another based word.</p>
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<p><i>Session 12: Compound Creations (Part 2)</i></p>	<p>Part II: Compound Creations (Unit 4, pg. 80)</p> <p>Rug Time: Display compound word cards from previous sessions and have students generate compound words using any base words to create new words.</p> <p>Share: Persuading Others to Use Our New Words</p> <ul style="list-style-type: none"> ● Rally the class to create words they wish existed in the world. Explain that words need to be used to be in the dictionary, and urge kids to make posters to encourage others to use their words. Celebrate the end of the bend by having Gus give each student a compound word pin.
<p>Bend III: Growing Our Word Collections with Affixes</p> <p><i>Session 13: Prefixes Change Meanings of Words (Part 1)</i></p> <p><i>Session 13: Prefixes Change Meanings of Words (Part 2)</i></p>	<p>Part I: Prefixes Change Meanings of Words (Unit 4, pg. 85)</p> <p>Connection: Direct students’ attention to a new word- <i>unfair</i>- that Gus added to the board. Rally students to consider whether <i>unfair</i> is a compound word or not.</p> <p>TP: Today I want to teach you that prefixes are word parts that attach to the beginning of words. A prefix has a meaning and- here is the big thing- it changes the meaning of the word to which it is attached.</p> <p>~How to Figure Out What Words with Prefixes Mean</p> <ol style="list-style-type: none"> 1. Act Out the Word With & Without the Prefix 2. Try Adding the Prefix to a List of Words & Think, “Do they make sense?” <p>Active Engagement/Link: Coach rug clubs as they generate and record lists of words that begin with the prefix <i>un-</i>. Encourage them to generate words that actually exist and to work to spell those words correctly.</p> <p>Part II: Prefixes Change Meanings of Words (Unit 4, pg. 88)</p>

Rug Time: Set up a classwide game of charades, in which each rug club will act out a word with and without a prefix. Encourage them to jot down the word they act out to add to the class scrapbook.

Share: Learning a New Prefix: *non-*

- Post a few base words that don't work with *un-*. Introduce a new prefix, *non-*, and ask students to figure out its meaning. Invite students to start a new scrapbook section for prefixed words.

Extension 1: *The Prefix Riddle Song* (Unit 4, pg. 90)

- Invite children to sing a song about prefixes and then rally them to guess the answers to the riddles in the song.

Extension 2: Silly Sentences (Unit 4, pg. 90)

- Invite students to get out their word collector scrapbooks. Channel them to work with a partner to make silly sentences using a compound and prefixed word (unhappy and cupcake).

Extension 3: The Mix-and-Match Prefix Game (Unit 3, pg. 91)

- Invite students to play a game of mixing and matching prefixes and base words to make as many real words as they can.
- Use the prefixes *un-* and *non-*.
- Use the base words: sense, stop, plug, and cover

Part I: Learning New Prefixes: *pre-*, *re-* and *in-* (Unit 4, pg. 92)

Connection: Gather students in the meeting area and share a letter from the first-grade mascot. The letter sets up an activity in which the kids use the process they learned the day before to learn new prefixes.

TP: Today I want to teach you that second-grade readers can figure out what a prefix means on their own. It's important to first notice that a word starts with a prefix- to note the prefix- and then

Session 14: Learning New Prefixes:
pre-, re- and in- (Part 2)

think about what the word means with and without the prefix. To really “own” that prefix, it helps to think, “What are some other words I know that use this prefix?”

~How to Learn a New Prefix

1. Notice the Prefix
2. Figure Out What the Word Means
3. Think of Other Words

Active Engagement/Link:

- **Pull out a handful of sentences Rasheed sent that all include the same prefix. Coach students as they use a predictable process to learn more independently what the prefix *pre-* means.**
- **Set students up to figure out the meaning of a prefix by studying the base word, then seeing how the prefix changes the meaning. Then, channel them to generate words that begin with the same prefix.**

Part II: Learning New Prefixes: *pre-*, *re-* and *in-* (Unit 4, pg. 95)

Rug Time: Distribute sheets of sentences. Coach clubs as they identify prefixed words, think about what those words mean with and without the prefix, and generate new words that begin with that prefix.

Share: Creating Scrapbook Pages to Capture Learning about Prefixes

- **Invite kids to add words with the new prefix they studied to their scrapbooks. Photograph their scrapbook pages to share them with Rasheed, so he can learn how to teach first-graders about prefixes.**
- **Add the new prefixes to the anchor chart.**

Extension 1: Choosing a Prefixed Secret Password (Unit 4, pg. 97)

- **Explain what secret passwords are. Then direct clubs to choose a secret password by selecting their favorite prefixed word.**

Extension 2: Adding Prefixes to Words: Which One Sounds Right? (Unit 4, pg. 97)

- Place the prefixes *in-*, *un-*, and *non-* in the pocket chart. Place a word card after each prefix. Ask students to think about which prefix sounds right, and then use the word in a sentence.

Extension 3: The Prefix Riddle Song With New Prefixes (Unit 4, pg. 98)

- Remind children about “The Prefix Riddle Song,” where they guess the answers to the riddles contained in the song. Suggest singing new verses with the new prefixes they learned (invisible/incomplete).

Part I: Checking the Meaning of Words Using the Words Around Them (Unit 4, pg. 99)

Connection: Encourage clubs to whisper their secret passwords. Share how Gus discovered a prefixed word that holds many meanings. Explain how you used context to determine the correct meaning of the word.

TP: Today I want to teach you that word collectors don’t just study the prefix and base word to figure out what a word means. They also think about what’s happening in the text, and they use all the words around the tricky word to figure out what that word might mean.

~How to Figure Out What Words Mean

1. Study the Word
2. Read What Comes Before and After the Word
3. Check for Parts of the Word That I Know
4. Check Your Guess & Think, “Does that make sense?”

Active Engagement/Link:

- Channel students to determine the meaning of prefixed words in sentences that provide context clues. Remind them to use context clues and their knowledge of word parts to help them.
- Set partners up to share their ideas about the words. Then, celebrate the word students did.

Part II: *Checking the Meaning of Words Using the Words Around Them* (Unit 4, pg. 102)

Rug Time: Channel students to try this work when reading a book from their baggie. Remind them to use context and their knowledge of word parts to figure the meaning of unfamiliar words, especially those with a prefix.

Share: Apply Our Phonics Knowledge to Our Reading

- Remind readers that all of the work they have been doing studying words in phonics time will help them in reading workshop.

Extension 1: Considering How Prefixes Impact Meaning (Unit 4, pg. 104)

- Illustrate the importance of prefixes by reading aloud a jot containing prefixes, then ask partners to read the same jot, removing the prefixes and thinking about the change in meaning (see jot example on pg. 104).
- Read a sentence about a familiar book in which you've dropped the prefix from a word, changing the meaning of the sentence. Challenge partners to choose a prefix to make a sentence true again (see examples on pg. 105).

Extension 2: Celebrating When Students Notice Prefixes in Reading Workshop (Unit 4, pg. 105)

- Use a mid-workshop teaching in reading workshop to share students' experiences of drawing on all they know about prefixes to figure out the meaning of unfamiliar words (illegal).

Extension 3: Describing Character Feelings and Traits with Prefixes during Read-Aloud Time
(Unit 4, pg. 106)

- Invite kids to create more words for the character chart using the prefixes *un-* and *in-*. Distribute read-alouds and invite rug clubs to describe the characters, using prefixed words when possible.

Part I: *Noticing When Letter Combinations Act as a Prefix and When They Don't* (Unit 4, pg. 107)

Connection: Share a story about something you collect, and describe how you started spotting those things everywhere- even when they really were not there. Explain how this often happens to

collectors.

TP: Today I want to teach you that sometimes a group of letters will act like a prefix in a word, and sometimes they won't. Readers can check to see if those letters really are a prefix by covering up the letters and looking to see if they recognize the word that's left.

~How to be a Prefix Expert

1. Find the Word
2. Cover the Prefix
3. Think, "Is there a word left?"
4. Think, "What does the whole word mean?"

Active Engagement/Link:

- Set up partners to read the rest of the page. Remind them to stop and check that a group of letters is acting as a prefix.
- Restate the teaching point as a reminder for students.

Part II: Noticing When Letter Combinations Act as a Prefix and When They Don't (Unit 4, pg. 111)

Rug Time: Channel partners to read a story inspired by your demonstration text and to check to see if groups of letters that look like prefixes are actually prefixes or not.

Share: Making a Promise to Be on the Lookout for Real Prefixes

- Encourage clubs to share their findings. Then encourage students to make a club promise to be on the lookout for prefixes and to study words carefully to see if they really found one.

Extension 1: One of These Things Is Not Like the Other (Unit 4, pg. 112)

- Show four words or four pictures.
- Three of them would go together and one would not fit.
- The students have to figure out which one does not belong.
- Focus on prefixed words (see examples on pg. 113)

*Session 17: Investigating How Suffixes
Affect the Meaning of Words (Part 1)*

Extension 2: Finding Prefixes during Math (Unit 4, pg. 113)

- Gather students in the meeting area with Gus in your lap and share his observation about prefixes and shapes. Encourage students to generate words that start with common prefixes they see in math.

Extension 3: Help Me With My Crossword Puzzle: Learning Another Prefix that Negates the Base Word (Unit 4, pg. 114)

- Invite students to help you complete a crossword puzzle that has clues for words containing the prefix im-.
- Use Prefix Puzzler Crossword Puzzle and Word Collectors Anchor Chart

Part I: Investigating How Suffixes Affect the Meaning of Words (Unit 4, pg. 115)

Connection: Share a letter that the principal delivers from Gus, who is homesick. Use the letter to rally students to study how special kinds of word endings-suffixes- change the meaning of words.

TP: Today I want to teach you that to understand how to write big, long, complicated words, it's important to understand not only prefixes-word beginnings-but also suffixes- word endings. The first thing to figure out is how a base word gets changed when a suffix is added to it.

~How to be a Suffix Expert

1. Find the Word
2. Cover the Suffix
3. Think, "Is there a word left and what does it mean?"
4. Think, "What does the whole word mean?"

Active Engagement/Link:

- Invite students to choose a suffix and then to reread Gus's letter, collecting words that end with that particular suffix.
- Nudge students to make meaning by determining the base words and then studying how the suffix changes the word meanings. Share out a few points that come up in students' conversations.

*Session 17: Investigating How Suffixes
Affect the Meaning of Words (Part 2)*

Part II: Investigating How Suffixes Affect the Meaning of Words (Unit 4, pg. 118)

Rug Time: Distribute word cards with suffixes and base words. Encourage clubs to try out base words with different suffixed endings, and then to generate sentences with those new words.

Share: Adding Words with Suffixes to Our Collections

- Reveal a new section of the “Word Collectors...” chart. Invite students to start a suffix section in their word collector scrapbooks. Channel them to act out words they add to clarify their meanings.

Extension 1; A Get-Well Note to Gus: Comparatives and Superlatives (Unit 4, pg. 120)

- Highlight how -er and -est can change the meaning of words. Channel students to add those endings to words that you want to include in a get-well letter to Gus. Then share the get-well letter, highlighting the endings as you read.
- See sample letter on pg. 120

Extension 2: Surprise!!! -er Is a Tricky Suffix! (Unit 4, pg. 121)

- Conduct an inquiry to reveal the different way the suffix *-er* can affect the base word it attaches to.

Extension 3: Remembering to Apply Tricky Spelling Patterns When Using Suffixes (Unit 4, pg. 122)

- Use a mid-workshop teaching point in writing workshop to remind writers of familiar spelling rules when adding endings onto words.
- Display the revised “Spelling Tips for Words With Endings” chart.

*Session 18: Learning New Suffixes: -ful
and -less (Part I)*

Part I: Learning New Suffixes: -ful and -less (Unit 4, pg. 123)

Connection: Welcome Gus back to school, and share what he brought for the class to study: four base words and two new suffixes: *-ful* and *-less*. Explain that these suffixes change base words in *big* ways.

Session 18: Learning New Suffixes: -ful and -less (Part 2)

TP: Today I want to teach you that the suffixes *-ful* and *-less* can change the meaning of base words in big and powerful ways. Word collectors can study the words and notice how different suffixes change the meaning of words.

~How to be a Suffix Expert

1. Find the Word
2. Cover the Suffix
3. Think, “Is there a word left and what does it mean?”
4. Think, “What does the whole word mean?”

Active Engagement/Link: Invite partners to add the suffixes *-ful* and *-less* to words. Encourage them to use the words in sentences and talk about how the suffixes change each word’s meaning.

Part II: Learning New Suffixes: *-ful* and *-less* (Unit 4, pg. 125)

Rug Time: Channel rug clubs to find words with suffixes *-ful* and *-less* when reading a familiar read-aloud. Encourage them to consider how the words’ meaning would change if they included a different suffix.

Share: Building a Suffix Collection and Holding a Gallery Walk

- Ask students to read the suffix side of the anchor chart with the addition of new suffixes. Then channel them to add some of the words they made today to their word collector scrapbook.

Extension 1: Double Suffix Makes Writers Double Fancy (Unit 4, pg. 125)

- Invite students to the meeting area with their whiteboards. Challenge students to build words with the suffixes *-ful* and *-ly*.

Extension 2: Tackling Infamous Troublemaker Words: *Beautiful* and *Cousin* (Unit 4, pg. 128)

- Rally partners to work on learning two infamous troublemaker words, using the familiar troublemaker word protocol they reviewed earlier this year. Add the new words to the Word Wall.

<p><i>Session 19: Using Our Word Collections as We Write (Part 1)</i></p>	<p>Extension 3: Word Families (Unit 4, pg. 129)</p> <ul style="list-style-type: none"> ● Challenge students to make entire word families by taking a small word, like play, and writing as many new words as possible by adding prefixes and suffixes. ● Display “Word Collectors” chart <p>Part I: <i>Using Our Word Collections as We Write</i> (Unit 4, pg. 130)</p> <p>Connection: Share a story of how you saw a club meeting and noticed that they have a pledge they recite before each meeting. Rally students to create a class word collector’s pledge.</p> <p>TP: Today I want to teach you that word collectors pay special attention to the words they use as they talk and write. They reach for the just-right word that will help them say what they want. Sometimes, they know the word they want right away, and other times, they study word collections to help them find the best word.</p> <p>~How to be a Word Collector</p> <ol style="list-style-type: none"> 1. Be Alert for Unusual Words 2. Study Words & Uncover Parts That Mean Something 3. Add Words to Your Collection <p>Active Engagement/Link: Suggest another promise that could be added to the pledge. Encourage students to determine the precise words that should be included in the promise. Add what they suggest to the pledge.</p>
<p><i>Session 19: Using Our Word Collections as We Write (Part 2)</i></p>	<p>Part II: <i>Using Our Word Collections as We Write</i> (Unit 4, pg. 133)</p> <p>Rug Time: Channel clubs to work together to come up with more promises that can be part of the class pledge.</p> <p>Share: Celebrate Our Learning by Vowing to Keep Up the Good Work</p> <ul style="list-style-type: none"> ● Conduct an award ceremony to wrap up the bend. Invite each club to proudly read the Word Collectors’ Pledge (with any additions they generate), and then give each student their prefix and suffix pins.

Skills (Students will be able to...)	
<ul style="list-style-type: none"> • Understand that individual words can be combined to form compound words. • Identify word parts that hold meaning. • Recognize prefixes as word parts that affect the meaning of base words. • Recognize suffixes as word parts that affect the meaning of base words. • Form comparatives and superlatives by adding suffixes. • Change verbs to nouns with the suffix -er. • Form words using prefixes and suffixes. • Use individual words to decode compound words. • Distinguish between compound words and word parts (ie. panicking). • Decode base words and prefixes. • Use word parts, including prefixes, to solve multisyllabic words in reading. • Use knowledge of word parts and syllables to spell. • Use a spelling routine to spell compound words. • Use prefix and base word parts to spell. • Apply previously learned spelling strategies for adding endings (suffixes): when to drop silent E, when to double the consonant, when to change Y to I. • Determine meaning of unknown words using context (in a text). • Generate synonyms and antonyms to understand word meanings. • Use words acquired through reading in different contexts. • Sort words by function, by meaning, and by emotional charge • Recognize words with multiple meanings (i.e., fly, fire, spat). • Choose precise vocabulary to describe, name, and show action in writing. • Distinguish shades of meaning among closely related verbs and adjectives. • Demonstrate understanding of word relationships and nuances in word meanings. • Use knowledge of the meaning of individual words to predict the meaning of compound words (firestorm, snowman, baseball, workplace, superstar, and stuntwoman). • Recognize prefixes are word parts that carry meaning (pre-, re-, in-). • Use sentence-level context to determine the meaning of words with a prefix. • Determine meaning of new words formed when a prefix is added. • Recognize suffixes are word parts that carry meaning (-ful, - less). • Use sentence-level context to determine the meaning of words with a suffix. 	

- Use knowledge of prefixes and suffixes to aim for greater precision in writing.
- Use patterns and rhythm to remember the spelling of high-frequency words.
- Use high-frequency words to make compound words.