

**Grade 2:** Module 4: Cycle 20

# Overview

## Introduced in This Cycle

“-y” to “-ies” or “-s” plural rule

## High-Frequency Words

“usually,” “eight,” “animal,” “people,” “around,” “they’re,” “that’s,” “you’ve”

## Cycle Word List

In this cycle, students are introduced to the “-y” generalization for plural endings. Examples of words used in this cycle include:

cherry/cherries	story/stories
family/families	monkey/monkeys
fly/flies	turkey/turkeys
puppy/puppies	



## Cycle-at-a-Glance

**Lesson 96**

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

### Agenda

**1. Opening (3–5 minutes)**

A. Poem Launch: “I Spy”

**2. Work Time (10 minutes)**

A. Words Rule: Singular and Plural Words Spelled with “-y,” “-ey,” “-ies,” and “-s” Endings:  
 “puppy,” “puppies,” “bunny,” “bunnies,” “lily,” “lilies,” “family,” “families,” “baby,” “babies,”  
 “monkey,” “monkeys,” “valley,” “valleys,” “donkey,” “donkeys,” “turkey,” “turkeys,” “alley,”  
 “alleys”

**3. Closing and Assessment (2 minutes)**

A. Reflecting on Learning

**4. Differentiated Small Group Instruction and Rotations (40–45 minutes)**

### Daily Learning Targets

- I can identify plural words with an “-ies” ending (poem). (RF.2.3)
- I can read and identify singular words ending in “-y” and “-ey” and plural words ending in “-s” and “-ies.” (RF.2.3, L.2.2)

### Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify words that share the sound in two-syllable words from the poem: “I Spy.”
- Observe students during Work Time A. Determine whether they can sort plural words from singular words ending in “-y” or “-s.”
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

### RF.2.3, RF.2.3e, RF.2.3f

### Agenda

- 1. Opening (3–5 minutes)**
  - A. Engagement Text Read-aloud: “Babies”
  - B. Comprehension Conversation (optional)
- 2. Work Time (10 minutes)**
  - A. Snap or Trap: “usually,” “eight,” “animal,” “people,” “around,” “that’s,” “they’re,” “you’ve”
  - B. Decodable Reader: Partner Search and Read: “Babies”
- 3. Closing and Assessment (2 minutes)**
  - A. Reflecting on Learning
- 4. Differentiated Small Group Instruction and Rotations (40–45 minutes)**

### Daily Learning Targets

- I can tell what I learned from the text “Babies.”
- Using evidence from the text, I can answer questions about the text “Babies.” (optional)
- I can read high-frequency words: “usually,” “eight,” “animal,” “people,” “around,” “that’s,” “they’re,” “you’ve.” (RF.2.3f)
- I can read the decodable text “Babies.” (RF.2.3)

### Ongoing Assessment

- Observe students during Work Time A. Determine whether they can read high-frequency words and explain their identification as regularly or irregularly spelled.
- Observe students during Work Time B.
- Determine whether they can independently find a given word.
- Also determine whether they can decode plural words with “-ies” endings and irregularly spelled high-frequency words.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Lesson 98

**RF.2.3, RF.2.3a, RF.2.3c, RF.2.3d, L.2.2, L.2.2d**

**Agenda**

1. **Opening (3–5 minutes)**
  - A. Word Parts: “-ment” and “-ness”
2. **Work Time (10 minutes)**
  - A. Interactive Writing: Writing a Silly Sentence with Singular Words Ending in “-y” and Plural Words Ending in “-ies”
3. **Closing and Assessment (2 minutes)**
  - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40–45 minutes)**

**Daily Learning Targets**

- I can make new words using base words and the suffixes “-ment” and “-ness.” (RF.2.3)
- I can write a sentence using singular words with “-y” endings, plural words with “-ies” endings, and high-frequency words. (L.2.2d)

**Ongoing Assessment**

- Observe students during Opening A. Determine whether they can identify word parts correctly, make a new word by adding suffixes “-ment” and “-ness,” and decode the new word.
- Observe students during Work Time A. Determine whether they can correctly spell words with a “-y” ending and an “-ies” ending.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Lesson 99

**RF.2.3, RF.2.3e, RF.2.4, RF.2.4a, RF.2.4b, RF.2.4c**

**Agenda**

1. **Opening (3–5 minutes)**
  - A. Words Rule: Homophones: “ate” and “eight”
2. **Work Time (10 minutes)**
  - A. Fluency
3. **Closing and Assessment (2 minutes)**
  - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40–45 minutes)**

**Daily Learning Targets**

- I can identify the correct homophone (“eight” or “ate”) based on meaning and context. (RF.2.3)
- I can read a text fluently (smoothly, with expression and meaning, rereading and self-correcting when necessary). (RF.2.4)

**Ongoing Assessment**

- Observe students during Opening A. Determine whether they can identify the homophones “eight” and “ate” based on meaning.
- Observe students during Work Time A. Determine whether they can attend to punctuation and phrasing to read fluently in a conversational manner.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

**RF.2.3, RF.2.3d, RF.2.3e, L.2.2, L.2.2d****Agenda****1. Opening (3–5 minutes)**

A. Word Workout: Make It Plural

**2. Work Time (10 minutes)**

A. Word Workout: Exercise Practice

**3. Closing and Assessment (2 minutes)**

A. Reflecting on Learning

**4. Differentiated Small Group Instruction and Rotations (40–45 minutes)****Daily Learning Targets**

- I can read and spell singular words ending in “-y” and plural words ending in “-ies” and “-eys.” (RF.2.3, L.2.2)
- I can use my knowledge of vowel sounds and syllables to read and spell words. (RF.2.3, L.2.2)

**Ongoing Assessment**

- Observe students during Opening A. Determine whether they can correctly read and spell plural words ending in “-ies” and “-eys.”
- Observe students during Work Time A. Determine whether they can apply knowledge of sounds and syllables in the selected exercise.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

**Lesson 96 Teaching Notes****Purpose of lesson and alignment to standards:**

- Opening A, Poem Launch, introduces the poem that will be used as a shared text in this cycle. The poem includes plural words that are spelled with the “-ies” ending. Students identify words sharing the “-ies” spelling as they read the poem, both aloud with the teacher and independently. Consider using this poem during differentiated small group instruction as well (RF.2.3).

- The focus of this cycle is on two-syllable words ending in long “e” spelled “-y” or “-ey” and the spelling change that occurs when those words are made plural. Examples include “bunny” vs. “bunnies” and “monkey” vs. “monkeys.” Students then apply this knowledge to read and spell words ending in “-ies” and “-s.” This knowledge supports students’ ability to generalize spelling patterns to decode and encode words (RF.2.3, L.2.2).
- Important note about words that end in “-y”: “-y” at the end of a two-syllable word makes the long “e” sound (example: “baby”). In this lesson, students learn that when a two-syllable noun ending in “-y” (example: “baby”) is made plural, the “-y” ending changes to “-ies” (pronounced /ēs/). When at the end of a one-syllable word, it makes the long “i” sound (example: “try”). So when the verb “try” is changed to “tries,” the ending is pronounced /is/. During Work Time A, it is important that students identify that the words used are all two-syllable words. This supports their understanding that the “-y” at the end of a two-syllable word is pronounced /ē/.

**How it builds on previous work:**

- During the Closing of Grade 2 lessons, students have been reflecting on key character elements necessary for learning. In Module 1, they considered what it means to become proficient or “really good” at something and reflected on ways they take responsibility in the process of becoming proficient readers. In Module 2, students considered the role of goal setting in the process and identified concrete knowledge or skills to work on. In Module 3, they reflected on the power of collaboration to help themselves and others “grow and flourish” (i.e., become proficient readers and writers). By Module 4, students are applying these habits of character. They now have strategies and a sense of confidence that has built a strong foundation for Module 4: independence.

**Lesson 97 Teaching Notes**

**Purpose of lesson and alignment to standards:**

- In Opening A and B, students work with the Engagement Text: “Babies.” This text serves to pique students’ interest about the Decodable Reader, introduced in Work Time B, by incorporating the topic and some words from this cycle into an engaging read-aloud. Students will notice that this Engagement Text has a different format: an informative, nonfiction text.
- In Opening B, consider asking students suggested (or similar) text-based comprehension questions. Although the Reading Foundations Skills Block focuses primarily on RF standards, comprehension is an integral part of reading development. Leading a brief discussion after the read-aloud connects students to key ideas, details, and vocabulary contained within it. Because these questions will likely cause the Opening to take longer than 5 minutes, they are optional. Consider adjusting differentiated small group instruction time accordingly to accommodate the extended Opening.
- In Work Time A, students examine the following high-frequency words: “usually,” “eight,” “animal,” “people,” “around,” “that’s,” “they’re,” “you’ve” (RF.2.3f). Students must determine which are “snap” (easily decodable) and which are “trap” (difficult to decode/irregular) words and explain their thinking. This lesson includes a contraction that is also a homophone (they’re). While students are familiar with the word, this provides an opportunity to examine “they’re” as both a contraction for “they” and “are” and as a homophone of “their” and “there.”

- In Work Time B, before students read the Decodable Reader: “Babies,” alone or in pairs, they search for the high-frequency words from Work Time A. Pairing students during the Decodable Reader routine provides support for those who need it and engages more proficient students to apply their knowledge to support a peer. Have students work individually if you prefer that they receive more individual practice without peer guidance or support.

**How it builds on previous work:**

- Students apply what they have learned about plural endings of singular words ending in “-y” to reading words containing “-ies” endings. Students also apply knowledge of vowel sounds to decode and analyze high-frequency words. All but one of the words with this pattern in the Decodable Reader are two-syllable words representing plural nouns (examples: “babies,” “puppies”). One is a single-syllable verb (“tries”).
- During the Closing of Grade 2 lessons, students have been reflecting on key character elements necessary for learning. In Module 1, they considered what it means to become proficient or “really good” at something and reflected on ways they take responsibility in the process of becoming proficient readers. In Module 2, students considered the role of goal setting in the process and identified concrete knowledge or skills to work on. In Module 3, they reflected on the power of collaboration to help themselves and others “grow and flourish” (i.e., become proficient readers and writers). By Module 4, students are applying these habits of character. They now have strategies and a sense of confidence that has built a strong foundation for Module 4: independence.

## Lesson 98 Teaching Notes

**Purpose of lesson and alignment to standards:**

- In Opening A, Word Parts, students build on their understanding of affixes (prefixes and suffixes) as word parts that, when added to base words, change their meaning. Identifying and understanding the role of affixes (prefixes and suffixes) when they are added to a base word allows students to more easily decode and understand an unknown word (RF.2.3d). This lesson introduces the suffixes “-ment” (example: “payment”) and “-ness” (example: “darkness”).
- In Work Time A, students first brainstorm singular words ending in “-y” and plural words ending in “-ies,” writing them on their whiteboards, then checking with the larger group to ensure the correct spelling. Then, the teacher and class work together to compose and write a silly sentence using some of the words. Because these words are familiar, spellings should be accurate, not invented. Encourage students to recall the specific graphemes (letters) that represent the phonemes in a word. The goal is for students to develop automaticity with the correct spelling and pronunciation of the patterns “-y” and “-ies.”
- Consider recording the silly sentences produced each week during Interactive Writing on chart paper, sentence strips, or a book so those sentences can be displayed and practiced by the group, in pairs, or individually

### How it builds on previous work:

- This lesson addresses the spelling patterns and high-frequency words that have been used throughout the cycle (to decode in isolation, read in a text, and spell words). Students now apply all of these skills to construct a shared sentence. The chosen sentence also reinforces words from the decodable text.
- During the Closing of Grade 2 lessons, students have been reflecting on key character elements necessary for learning. In Module 1, they considered what it means to become proficient or “really good” at something and reflected on ways they take responsibility in the process of becoming proficient readers. In Module 2, students considered the role of goal setting in the process and identified concrete knowledge or skills to work on. In Module 3, they reflected on the power of collaboration to help themselves and others “grow and flourish” (i.e., become proficient readers and writers). By Module 4, students are applying these habits of character. They now have strategies and a sense of confidence that has built a strong foundation for Module 4: independence.

## Lesson 99 Teaching Notes

### Purpose of lesson and alignment to standards:

- In Opening A, students identify words that sound the same but are spelled differently (homophones) in a text and use the context to determine the meaning of each word. This supports students’ ability to generalize the spelling pattern used based on the meaning of the word. If homophones have not yet been collected and displayed in the classroom, consider enlarging or writing the text from the Opening in this lesson on chart paper and displaying it in the classroom for students to reference. This supports eventual generalization of these words for both comprehension and spelling (RF.2.3).
- In Work Time A, students interact with an excerpt from the Decodable Reader: “Babies.” Students practice reading the piece “fluently” by applying the elements identified in the fluency rubric (read smoothly, with expression, with meaning, at just the right speed). Students use the rubric to provide each other with descriptive feedback in an effort to improve their fluency (RF.2.4).
- Consider collecting the sentences and excerpts of text used during Work Time on chart paper in such a way that they can be practiced by the group, in pairs or individually. This may involve collecting them into a class notebook, individual notebooks, or displaying them on chart paper.

### How it builds on previous work:

- In Opening A, students work with familiar words that are now examined as homophones. Regular examination of those words for known graphophonemic (letter-sound) patterns supports automaticity and commitment of those patterns to memory.
- In Work Time A, students work with short pieces of text containing patterns worked with in this and previous cycles to develop fluency (phrasing, expression, speed, and meaning).



**Down the road:**

- During the Closing of Grade 2 lessons, students have been reflecting on key character elements necessary for learning. In Module 1, they considered what it means to become proficient or “really good” at something and reflected on ways they take responsibility in the process of becoming proficient readers. In Module 2, students considered the role of goal setting in the process and identified concrete knowledge or skills to work on. In Module 3, they reflected on the power of collaboration to help themselves and others “grow and flourish” (i.e., become proficient readers and writers). By Module 4, students are applying these habits of character. They now have strategies and a sense of confidence that has built a strong foundation for Module 4: independence.

## Lesson 100 Teaching Notes

**Purpose of lesson and alignment to standards:**

- The Word Workout instructional practice serves as a cycle review. Students are introduced to a new “exercise,” or learning activity, in each Word Workout. These exercises allow students to apply skills learned throughout the cycle in a fun, engaging activity.
- In Opening A, students are introduced to a new exercise: Make It Plural. In this exercise, students will apply their knowledge of singular words that end in “-y” that can be made plural by replacing the “y” with “i” and adding “es” to read and spell words correctly (RF.2.3, L.2.2).
- In Work Time A, the teacher may choose from any of the review “exercises” taught in Modules 1–2. Students build their workout by practicing these exercises as a review of skills taught thus far. Consider that some exercises may be a better fit for the focus of this cycle so that plural words ending in “-ies” can be reviewed.

**How it builds on previous work:**

- This lesson continues work with words ending in “-y” and the spelling changes when “-s” is added.
- During the Closing of Grade 2 lessons, students have been reflecting on key character elements necessary for learning. In Module 1, they considered what it means to become proficient or “really good” at something and reflected on ways they take responsibility in the process of becoming proficient readers. In Module 2, students considered the role of goal setting in the process and identified concrete knowledge or skills to work on. In Module 3, they reflected on the power of collaboration to help themselves and others “grow and flourish” (i.e., become proficient readers and writers). By Module 4, students are applying these habits of character. They now have strategies and a sense of confidence that has built a strong foundation for Module 4: independence.

## Preparation and Materials

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- Poem: “I Spy” (enlarged copy or write on chart paper to display)
- Enlarged Plural and Singular Words T-chart (optional)
- Clipboards if students are not sitting at a desk (one per student; optional)
- Words Rule Word Cards for Lesson 96 (one set per pair)
- Plural and Singular Words T-chart (one per pair)
- Cycle 20 Assessment (optional)
- Enlarged Engagement Text: “Babies”
- Enlarged Decodable Reader: “Babies” (one for teacher to display)
- Decodable Reader: “Babies” (one per student, see Student Workbook)
- Highlighters (one per student and one for teacher)
- Highlighting tape, or an alternate material, for highlighting letter information in the displayed large version of the Decodable Reader
- Interactive Word Wall (to display)
- Snap or Trap Word Cards
- Tape, magnet, or other material to fasten Snap or Trap Word Cards to the Snap or Trap T-chart
- Snap or Trap T-chart (on whiteboard or chart paper; Snap on one side and Trap on the other)
- Word Parts Cards: “dark,” “blind,” “polite,” “lazi,” “excite,” “pay,” “agree,” “punish,” “-ment,” “-ness”
- Whiteboards, whiteboard markers, and whiteboard erasers (one per student)
- Enlarged Homophone Demonstration Sentence: “We ate eight grapes in a row!”
- Enlarged selected excerpt from the Decodable Reader: “Babies” (one for display)
- Fluency rubric
- Individual copies of excerpt from the Decodable Reader: “Babies” (one per student, see Student Workbook)
- Make It Plural Word Cards (one set per pair)
- Make It Plural Word List (one per pair)
- Exercise materials for Work Time A for Lesson 100
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher section in each lesson)