

GRADE TWO
Sample Sessions



UNITS OF STUDY *in* PHONICS

A WORKSHOP CURRICULUM, GRADES K-2

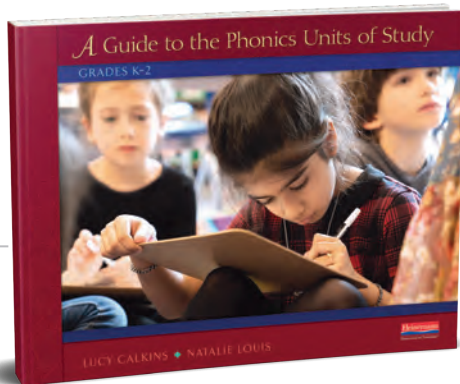
LUCY CALKINS *with* COLLEAGUES *from the* READING AND WRITING PROJECT



GRADE TWO Components

FOUR UNITS OF STUDY

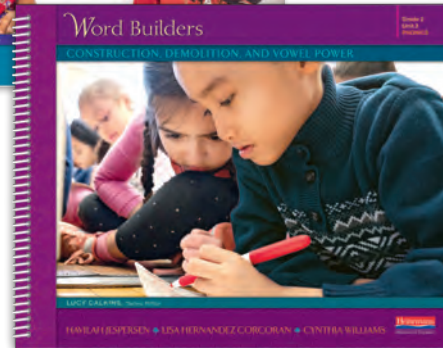
Each unit is designed to be taught in sequence alongside corresponding reading and writing units of study and to last five to six weeks, keeping pace with those units. A day's phonics session lasts about twenty minutes. Extensions help you reinforce phonics instruction across the school day.



A GUIDE TO THE PHONICS UNITS OF STUDY

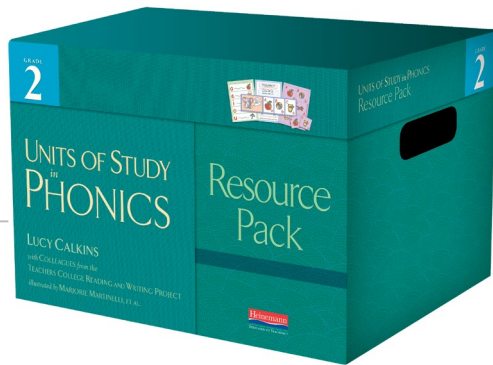
The *Guide* begins with a discussion of the principles that undergird this phonics curriculum along with an overview of phonics development to help you understand the developmental progression that the series supports.

For complete details, please visit
www.UnitsofStudy.com/phonics



SMALL GROUPS TO SUPPORT PHONICS

The *Units of Study in Phonics* offer support in coaching into the work that students do during each session and in leading small groups. These small groups aim to support students in transferring what they are learning in phonics time to their ongoing work in reading and writing.



RESOURCE PACK

The *Units of Study in Phonics* are supported by a grade-level *Resource Pack* containing alphabet charts, many other types of charts, letter cards, word cards, picture cards, printed copies of poems and songs, and much more to engage children and support daily instruction.



ONLINE RESOURCES

Online resources include a wide range of materials to support teaching and learning:

- Downloadable PDFs of the cards, posters, and charts included in the *Resource Pack* (in both color and black-and-white versions)
- Re-useable materials to download and print to support small groups
- Folding “books,” songs, poems for student use
- Assessment resources



Welcome to the Grade Two *Units of Study in Phonics* Sampler. This booklet includes sample sessions from each of the four units of study for this grade level, chosen to broadly represent the range of work that students will do and to provide a snapshot view of how instruction develops across the school year.

SAMPLER CONTENTS

OVERVIEW

Unit Summaries and Contents 2

SAMPLE SESSIONS

UNIT 1 Growing into Second-Grade Phonics

SESSION 8 Second-Graders Are More Careful Spellers, Especially with Troublemaker Words 11

UNIT 2 Big Words Take Big Resolve: Tackling Multisyllabic Words

SESSION 6 Tackling Challenging Words Carefully, Slowly, Methodically 19

UNIT 3 Word Builders: Construction, Demolition, and Vowel Power

SESSION 2 Building Bigger, Longer, More Complex Words, Syllable by Syllable 24

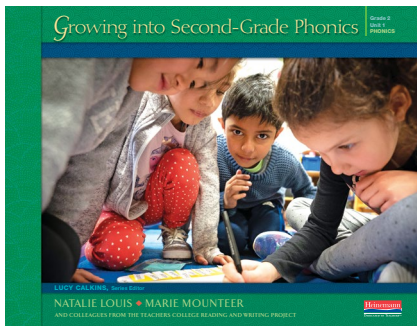
UNIT 4 Word Collectors

SESSION 3 Learning Words Requires Doing Things with Those Words 31

Small Groups to Support Phonics

SMALL GROUP 14 Don't Let the Quiet Letter Get Left Out 38

SMALL GROUP 16 Spelling Tricky Endings: *-tion* and *-y* 41



GRADE TWO ♦ UNIT 1 ♦ OVERVIEW AND CONTENTS

Growing into Second-Grade Phonics

NATALIE LOUIS • MARIE MOUNTEER

Second grade is a year of immense growth. Over the course of the year, children start to run faster, write longer, and form more lasting friendships. Second graders gain an appreciation for puns, understanding the humor that comes from words having multiple meanings. In reading, they go from reading early chapter books like *Fly Guy* to longer, more complicated books like *Magic Treehouse*. It's the year that most kids get hooked on a series, fall in love with characters and follow them on all sorts of adventures. 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.

In second grade, phonics is about closing the gap between what kids can read and what they can write conventionally. One thing teachers across the world have noticed about second graders is that they can read words they learned as snap words or high frequency words, no problem, but still struggle to write them correctly. In addition to spelling snap words more conventionally, this unit teaches students to be more accurate spellers of all their words. Our goal with this unit is to grow students' phonics knowledge so they know more of the options for how words could go. Alongside knowledge about words and spelling, you will teach the grit and intellectual curiosity they need to try to get closer to the right spelling.

Bend I in grade 2 starts with an exploration of names. We revisit the long list of phonics principles that students learned in kindergarten and first grade— short vowels, long vowels, silent *E*, vowel teams, r-controlled vowels, blends, digraphs, endings—and then study the trickiest concepts in detail across the rest of the bend. The second lesson takes students through a sort of words with short vowels and long vowels, asking them to write words that have both, thinking about where they have to add a silent *E*. The third lesson of this unit builds on short vs. long vowels by having students remember and search for some of the trickiest

of all long vowel patterns—vowel teams—in favorite books and poems. Next you will review snap words, the high-frequency words that students learned in kindergarten and first grade. You will then review r-controlled vowels, that oh-so tricky vowel pattern. This first bend ends with a celebration in which students create phonics teaching videos for a new friend—a dragon named Gus who is the second grade mascot.

The second bend rallies second graders to grow beyond their first grade work to begin doing 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, and putting in capital letters where appropriate. You will introduce the concept of “troublemaker” words. These are high-frequency words that were introduced in kindergarten and first grade that kids can read in a snap, but still have trouble spelling with automaticity. You will also introduce the particularly tricky concept of homophones. Because homophones require children to think about meaning and spelling, they mark the beginning of a shift toward the morphology, or meaning parts, and not just the orthography, or phonics parts, of a word.

The third bend is a joyous exploration of rhymes and rimes. Students explore rhyming texts and identify the word parts or rimes that are particularly useful. The goal of this bend is to show students that reading and writing part by part is more efficient than reading and writing letter by letter. In addition, because the first reading unit in second grade has students working on their reading fluency, this third bend of the phonics unit asks students to practice reading rhyming texts with fluency, popping out the rhyming parts. 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.

An Orientation to the Unit

BEND I ♦ Professors of Phonics

1. Second-Graders Become Professors of Phonics
2. Revisiting Silent *E*
3. Learning Long Vowels and Vowel Teams from Reading Literature
4. Introducing the “My Snap Words Book”
5. *R*-Controlled Vowels
6. Practicing All of the Spelling Patterns for the /ər/ Sound
7. A Celebration and a Recap of All We’ve Learned

BEND II ♦ Becoming Second-Graders Means Doing Second-Grade Work

8. Second-Graders Are More Careful Spellers, Especially with Troublemaker Words
9. Second-Graders Don’t Wait to Punctuate
10. How Do Second-Graders Use Capitals?
11. Exploring Homophones: Second-Graders Get In on the Joke
12. Second-Graders Tackle Important Homophones that Are Troublemakers
13. Sharing Help for Troublemaker Words

BEND III ♦ Reading and Writing Words by Analogy Using Patterns and Rhymes

14. Spelling by Pattern
15. Learning Everything You Need to Know about Phonics from Rhyming Books
16. Looking and Listening for Rhymes—Noticing When Spelling Doesn’t Match
17. Using Rhyming Patterns to Read Smoothly
18. Writing Silly Rhyme Books
19. A Celebration of Rhymes: Second-Grade “Poets for Hire” Create Poems for Kindergartners





GRADE TWO ♦ UNIT 2 ♦ OVERVIEW AND CONTENTS

Big Words Take Big Resolve

Tackling Multisyllabic Words

ANGELA BAEZ

We often think of second grade as a time of relative equilibrium. The children tend to be more comfortable with their school-selves. Their independence has grown by leaps and bounds. They can read and write more fluently. They are the biggest of the little kids. But the truth is, second grade is a transitional year, and with transitions come adjustments.

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 quietly 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. 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. Across the bend, you'll teach several strategies for decoding multisyllabic words—working methodically from left to right, breaking words into syllables, breaking off inflected endings—but your larger goal is to help kids develop the stance that readers tackle challenges, rather than back away from them. In the second half of Bend I, you'll focus on seven high-frequency words that are also commonly misspelled by second-graders. You'll study these words by

following a familiar process, especially highlighting the tricky parts of the words to help remember them, then you'll add them to the class word wall. The bend closes with a symphony share of the challenging words kids found and tackled in their independent reading books.

The second bend sheds light on the complex consonant combinations that readers find across words, from beginning to end. You'll explore the silent consonant combinations *kn*, *wr*, and *gn*; how to be flexible with the hard and soft sounds of *C* and *G*; and the many facets of *gh*. You'll pivot into more focused spelling work midway through this bend. You'll first study soft *C* and *G* in reading, teaching kids to expect a soft sound in words that end with *ce* and *ge*. You'll teach students that when they hear /j/ at the end of a word they want to write, it is likely spelled with *ge* or *dge*. This bend culminates with a hunt for camouflaged consonants 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. In Bend I, you highlighted inflected endings as a part that readers could recognize and break off to make long, challenging words more manageable to read. Now, you'll refer back to that teaching with a new focus. Writers can use what they know about reading words to help them *spell* words. Across this bend, you'll teach a few common spelling tips for adding inflected endings to words. You'll also formally study a new tail, *-tion*. All of this work is important, because when children make their spelling look more like *book spelling*, as you'll call it, they will make their writing easier for others to read. Through interactive writing, your class and Gus will write a letter calling for conservation funding and then prepare for an awareness-raising march to the school mailbox, complete with signs and chants.

An Orientation to the Unit

BEND I ♦ **Moving Methodically across Multisyllabic Words from Tip to Tail**

1. Tackling Challenges
2. Solving Challenging Words Methodically, Part by Part
3. Breaking Words into Parts between Two Consonants in the Middle
4. When Double Consonants Signal a Short-Vowel Sound
5. Breaking Up Challenging Words with Consonant /e/
6. Tackling Challenging Words Carefully, Slowly, Methodically

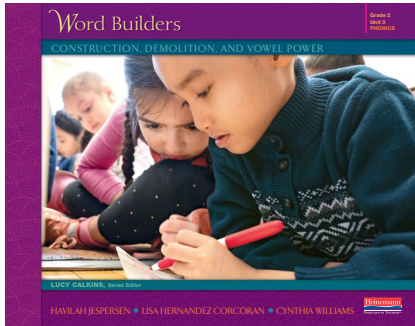
BEND II ♦ **Camouflaged Consonants across Words**

7. Hiding in Plain Sight: The Silent Consonant
8. The Hard and Soft Sounds of C and G
9. Soft C and G with Silent E at the End of Words
10. Writing Words Ending in *ge*
11. The Master of Disguise: The Sounds and Silence of *gh*
12. Celebration: Going on a Consonant Safari

BEND III ♦ **Tails: Spelling Words with Endings**

13. Adding *-ing* and *-ed* to Words Ending with Silent *E*
14. Doubling Consonants before Adding Endings
15. Making Words Plural with *-s* or *-es*
16. Changing *Y* to *I* before Adding *-es* or *-ed*
17. The Commotion Around *-tion*
18. Celebration: Using Our Phonics Knowledge to Make a Difference





GRADE TWO ♦ UNIT 3 ♦ OVERVIEW AND CONTENTS

Word Builders

Construction, Demolition, and Vowel Power

HAVILAH JESPERSEN • LISA HERNANDEZ CORCORAN • CYNTHIA WILLIAMS

What do the words *determination*, *brontosaurus*, *eagerly*, and *autograph* have in common? In the eyes of most second-graders, these would be considered BLC words—words that are big, long, and complex. They are multisyllabic. They have complex vowel patterns. They are the kinds of words that we know second-graders are going to encounter with greater frequency in their reading and the kinds of words that we don't want our young writers to shy away from or skirt around in their writing. Instead, we want all children to have a repertoire of skills at their disposal for tackling complex, multisyllabic words with confidence.

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. You'll teach students that it doesn't make sense to try spelling a big word one letter at a time. Instead, students need to listen for the biggest parts they can. You'll follow this up by reminding children that the most helpful way to break a word into parts when spelling is to do so syllable by syllable. You'll then introduce the emphasis on vowels that is threaded through the remainder of the unit. Across sessions and extensions throughout this unit you'll support children with using common phonograms to represent vowel sounds. At the end of Bend I, having worked through each of the qualifications on the job application, your class will place all the necessary paperwork in an envelope addressed to BLC Construction and Demolition Company and send it off in the mail, hoping they have what it takes to get this job.

The second bend 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. Your class will create a vowel manual as a tool to help people with spelling long-vowel sounds in big words. Across the bend, your students will tackle one long vowel at a time, identifying some of the most common spellings for that vowel sound and creating word sorts with each of these spellings. You'll note that not all spellings for a particular long vowel are included and studied in this bend. In general, it's important that as teachers we have some sense of the utility of the phonics concepts we teach so that we can make informed decisions about how we use our time to get the most bang for our buck. In each session, you'll highlight the most frequent long-vowel spellings, but then you'll still encourage students to be on the lookout for other unusual spellings as they read and to bring these words to the group to study, fostering a sense of curiosity about words.

In Bend III, the focus shifts from spelling big words to decoding big words. Building off the work they did in Unit 2, students will now add to their repertoire of strategies for breaking big words into manageable parts by paying close attention to vowels. The story of working for 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 certification 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 feature the three big skills they now possess: spelling multisyllabic words, understanding common long-vowel spellings, and breaking big words into parts to read.

An Orientation to the Unit

BEND I ♦ **Becoming Word Builders: Writing Big Words**

1. Word Builders Wanted: Building Words with the Biggest Parts They Know
2. Building Bigger, Longer, More Complex Words, Syllable by Syllable
3. Checking for Vowels in Every Syllable
4. Using Analogy to Spell Big Words Accurately
5. Using Spelling Strategies to Check and Fix Up Really Important Words
6. Learning to Spell the Words You Love

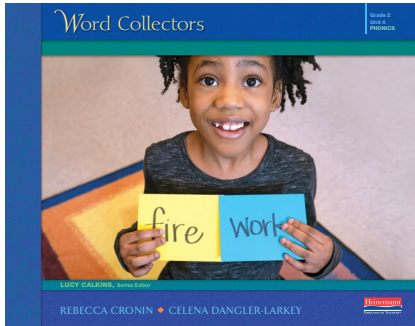
BEND II ♦ **Becoming Vowel Experts: Using Long-Vowel Patterns to Build Big Words**

7. What Looks Right? Developing a Visual Checking Sense
8. Discovering and Sorting Ways to Spell Words with Long A: A Word Hunt
9. Listen for Where You Hear the Vowels: Deciding Which Long A Spelling to Use
10. From Little Words to Big Words: Building Words with the Long E Sound
11. Using Long I Spelling Patterns to Spell More and More Words: Interactive Editing
12. Adding Inflected Endings to Words with Long Vowels: Reviewing Words with Long A, E, and I
13. Studying and Sorting Long O Spellings to Help You Write Big Words
14. Listening for Long U Spelling Patterns in Words You Know to Spell New Words

BEND III ♦ **Becoming Experts in Word Demolition: Using Vowels to Help Decode Big Words**

15. Word Demolition: Watching Out for Vowel Patterns
16. Keeping Vowel Teams Together When Decoding Words
17. Reading Like a Pirate: Staying on the Lookout for R-Controlled Vowels
18. Getting to Know the Word Part *-ture* to Help Read and Write Complex Words
19. Trying Schwa, “The Frustrated Sound,” to Solve Tricky Words
20. Let’s Celebrate! Making Commercials for the BLC Construction and Demolition Company!





GRADE TWO ♦ UNIT 4 ♦ OVERVIEW AND CONTENTS

Word Collectors

REBECCA CRONIN • CELENA DANGLER-LARKEY

Spotlighting vocabulary instruction matters. Research is clear that for children’s vocabularies to blossom and grow, they need access to language and all the forms it takes—listening to, talking with, reading and writing of language in playful and constructive ways. We hope as you launch this unit, you do so with those ideals in mind, rallying students around a deep study of words. Using books, colleagues, and community, you’ll foster an environment of rich talk and careful listening.

The first bend focuses on fostering word consciousness. In the very first session, you’ll read *The Word Collector* by Peter H. Reynolds. The book spotlights Jerome, who decides to become a word collector and gathers words everywhere he goes. You’ll teach students to marvel at Jerome and his idea of becoming a word collector before you send them off into the hallways of your school to listen to various experts—the custodian, school nurse, secretary—teach students about the work they do, day in and day out. Students will store the words they learn, first in shared word collector folders and later in their own word collector scrapbooks. You’ll regularly refer back to *The Word Collector*, rallying students to study what Jerome does with his word collection and then to try some of that work for themselves.

The first bend winds down with a visit from the Book Fairy—a character from the Units of Study for Teaching Reading your students probably heard from at the beginning of second grade. She’ll leave a letter suggesting that you celebrate students’ learning and vocabularies by teaching them to explode words. You’ll teach them that you can take one word, like *paradise*, and then think of other words that relate to it: *utopia*, *candy shop*, and *perfection*, to name a few. Clubs will work together to make enormous, chart-paper-size word explosions to hang

in the hallway to celebrate their learning with the rest of the school community.

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. After students become experts on a few compound words, you will reveal that the work of learning compound words has huge payoffs. Compound words can be broken apart and mixed and matched to make many new words. 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.

Across Bend II your students will add the compound words they study to their word collector scrapbook, and then consider ways to use those words as they talk and write. This second bend culminates with students creating compound words they wished existed in the world. Expect students’ work on this day to be especially creative. They might create words like *toytower* or *fairyunicorn*. Students will learn that to get their newly created word in the dictionary, the word needs to be used. They will launch a campaign to get others to use their invented word.

Bend III shifts students’ focus to affixes and their effect on base words. In particular, students explore two kinds of affixes: prefixes (parts like *un-* and *re-* that come at the beginning of words) and suffixes (parts like *-ed*, *-est*, and *-ly* that come at the end of words). You’ll introduce kids to the ways prefixes can be helpful, and you’ll also spotlight imposter words that look like they contain prefixes but actually do not. After several sessions on studying prefixes, you’ll shift students’ attention to suffixes and their effect on words. The unit winds down with a lively celebration for your word collectors.

An Orientation to the Unit

BEND I ♦ Fostering Word Consciousness

1. Becoming Word Collectors
2. Collecting Words from Books, Using Context Clues to Discern Meaning
3. Learning Words Requires Doing Things with Those Words: Drawing, Enacting, Using
4. Sorting and Organizing Word Collections
5. Creating Word Thermometers
6. Sharing Our Word Collections with the World: Word Explosions!

BEND II ♦ Growing Our Word Collections with Compound Words

7. Learning Compound Words—and the Words that Constitute Them
8. Using Compound Words to Make New Words
9. Learning a New Set of Compound Words— with More Independence
10. Making More and More Words
11. Common Compound Words
12. Compound Creations

BEND III ♦ Growing Our Word Collections with Affixes

13. Prefixes Change Meanings of Words
14. Learning New Prefixes: *pre-*, *re-*, and *in-*
15. Checking the Meaning of Words Using the Words around Them
16. Noticing When Letter Combinations Act as a Prefix and When They Don't
17. Investigating How Suffixes Affect the Meaning of Words
18. Learning New Suffixes: *-ful* and *-less*
19. Using Our Word Collections as We Write





SESSION 8

Second-Graders Are More Careful Spellers, Especially with Troublemaker Words



IN THIS SESSION

TODAY YOU'LL teach students that second-graders are careful spellers. They are always on the lookout for troublemaker words, and when they come to one, they know to spell that word carefully. You will introduce a list of class troublemaker words, then teach kids a step-by-step protocol to learn to spell troublemaker words.

TODAY YOUR STUDENTS will practice looking at the troublemaker list of words that you've identified. They will try some steps from the protocol: noticing which part of the word is tricky, drawing on phonics knowledge to make sense of that part, inventing a trick to remember the spelling, and practicing the word, if needed. Finally, you'll welcome Gus (who turns out to be a stuffed dragon). You'll wrap up by reading a letter Gus wrote to the class.

MINILESSON

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.

"Second-graders, today we start a new part of our phonics unit, almost like a new chapter. I've been thinking about how we are getting ready for Gus to join our class, and how we are going to help him become a second-grader. And I realized that it's not just Gus who needs help becoming a second-grader—it's *all of you*. Because you don't just automatically become a second-grader when you move into a second-grade classroom. You become a second-grader by pushing yourself to do second-grade work."

SESSION 8: SECOND-GRADERS ARE MORE CAREFUL SPELLERS, ESPECIALLY WITH TROUBLEMAKER WORDS

GETTING READY

- ✓ Prepare an envelope from the principal with a letter concerning a list of "troublemaker words" inside. Display the list. These are words that we predict kids will misspell the most often and were likely introduced in first grade. ✨📁
- ✓ Distribute whiteboards and markers to each student.
- ✓ Display and introduce the anchor chart, "Tackle a Word!" ✨📁
- ✓ Add the "My Troublemaker Words" sheet to each student's writing folder and ask students to bring their writing folders to the rug. ✨
- ✓ Be ready to introduce the new second-grade class mascot, Gus. Give him a name tag and attach his letter to his arm. Put him in a special chair at the front of the meeting area.
- ✓ Display Gus's letter to the class. ✨
- ✓ Gather the words *said, they, where, first, friend, girl, when, went, and your* to add to the word wall. ✨📁
- ✓ Create a word wall in your classroom with the alphabet cards only for now. ✨📁

PHONICS INSTRUCTION

Word-Solving: Spelling

- Develop strategies for remembering how to spell commonly misspelled high-frequency words.

High-Frequency Words

- Review frequently misspelled high-frequency words: *said, they, where, first, friend, girl, when, went, and your*.
- Study high-frequency words by noticing tricky parts.

Just then there was a knock on the door. I gasped and said, “Do you think that’s Gus arriving?” The kids got super-excited. I opened the door to find an envelope lying on the floor. “Hey, what’s this? It’s an envelope that says *urgent* and it’s from the principal. We’d better pause our lesson for a moment and read it.” I opened the envelope and read aloud (see Figure 8–1).

I looked up. “What do you think she is talking about—fights over the kickballs? The broken water fountain? How crowded it is at dismissal? She sounds really, really, *really* frustrated, doesn’t she? These nine things in our school must be *not good* and causing problems everywhere!” With trepidation, I proceeded to read the last part of the principal’s letter.

“Oh, she sent the list of our school’s nine biggest troublemakers. You ready to see this?” With great solemnity, I displayed the list.

Kids giggled when they realized this was a list of words. I studied the list for a moment, then said, “Wait, these are *words*, not problems around the school. Oh, now I get it! Our principal is saying that these *words* cause trouble, and I think she means that dealing with these troublemaker words is part of doing second-grade work. She is right: even though you know all of these words, and even though they’re in your Snap Words Books when you go to write them, some of them still cause trouble for you. And the real trouble with that is, it prevents your writing from looking like second-grade work.”

✿ Name the teaching point.

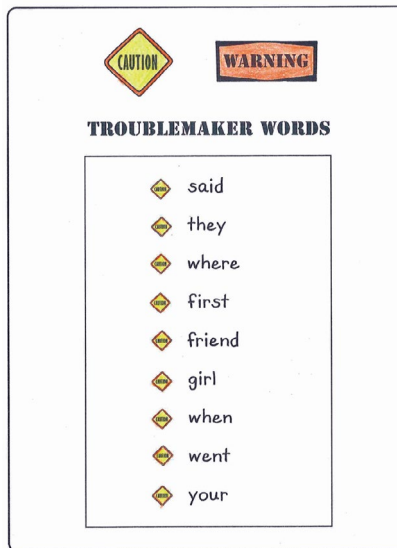
“Today I want to teach you that you become a second-grader by pushing yourself to do second-grade work. Second-graders aren’t just *older* than first-graders. They are also more careful spellers. Specifically, second-graders are always on the lookout for troublemaker words—when they come to one, they know to spell that word carefully.”

TEACHING AND 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.

“Second-graders, do you remember the other day when you learned that you have to . . .” I started to sing:

Make new knowledge
But keep the old
One is silver
And the other’s gold.



I know you are about to start a new part of your phonics unit and that you will be helping your students ramp up their reading and writing to become true second-graders. But before you get into that, I need your class to help with a schoolwide problem! I’m sending you the names of nine things that cause incredible trouble in our school—the most trouble. These nine trouble-maker things are causing lots of problems from classroom to classroom, and these problems need to stop. Will you help?

FIG. 8–1 A letter from the principal.

Teachers, this is a list of the words that kids misspell often. They are also words that were taught as high-frequency words in first grade. If not many kids in your class find these words troublesome, adjust the list, perhaps adding words like cousin and because. Avoid homophones (their, there) for now. You will be adding these words to the word wall so choose words based on your class needs.



GROWING INTO SECOND-GRADE PHONICS

"And do you remember using your Snap Words Books to choose how to study all the snap words you've learned, so that you can keep that knowledge from kindergarten and first grade? Do you remember how some of you studied the words by playing 'I Spy' and others chose to study them with a chant?"

"I'm reminding you of all this because these troublemaker words that the principal sent us—these words that prevent your writing from looking like second-grade work—these words are in your Snap Words Books! You know what that means, right? It means that these are words you should know in a snap!"

"And you do, at least, kind of . . . The trouble is, you might be a little *too snappy* with these words. You might be zooming ahead thinking, 'I know this in a snap!' and then messing them up. You might need to slow down, at least for a little while, and think, 'A troublemaker! Watch out!'"

Share with kids a protocol you use to become better at spelling 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.

"But . . . now that I'm a grown-up, I do have a way to handle troublemakers. And no, I don't make them sit on a chair. Do you want to hear how I handle troublemaker words?"

The kids chimed in, "Yeeees." I said, "Good. Because even though you aren't grown-ups yet, you can learn how to tackle a troublemaker word. I'm going to choose the word *first* from this list because that used to be a troublemaker for me. Now I'm going to cover it. I'm going to try to write it up here. Will you write *first* on your whiteboards too? Notice where you slow down."

On the whiteboard, I wrote:

first

"First, I ask, 'Is *everything* about this word a troublemaker? Or is there just a troublemaker *part* to the word?' To do this, I might think about the part that slowed me down when I wrote it." I pretended to study the spelling, as if trying to figure that out, and then called on a few volunteers to name what part had been tricky for them.

Nodding, I circled the *ir* and said, "Some of you said that *st* is the tricky part, and a lot of you think that *ir* is the troublemaker part of *first*, that's where I slowed down." I circled the *ir* in *first*.

Then I revealed the "Tackle a Word" anchor chart. I pointed to the first part of the chart, and said, "To study the word, we first tried to spell it. Then, we figure out the hard part." I pointed to the image of the word *first* with a magnifying glass showing the hard part. I continued, pointing to the second step, "Then, after figuring out the hard part, I can think, 'Can phonics help me with this troublemaker part?'" I pointed to that part of the chart, with the list of "Phonics Professor Words." "For the word *first*, what do you think? Can any of those phonics terms help?"



Tackle a Word!

Study The Word

- Try to spell it
- Figure out the hard part

Think . . .

- Can phonics help?
- If not, Can I invent a trick to help me?

Cover **Write** **Check it**

If you need to practice it . . .

- Chant it
- Write it over and over
- Take a mind picture
- Sing it
- Clap it

I reread *first* and pointed again to the *ir*. “R-controlled!” chimed many students.

“Now that I’ve realized that phonics can help me with this troublemaker part, I can skip the ‘invent a trick’ step and jump right to writing the word and using phonics to help me check that it looks right.” I pointed to the third step. “*First*. It *could* be spelled with *er*.” I wrote *ferst* on the board. “Hmm, . . . that doesn’t look right. And anyway *er* usually comes at the end of the word. What’s another common way to spell that /ər/ sound?” I looked at the “Vowels with R” chart. “What about *ir*, like in *bird*?” I wrote *first* on the board and studied it. “Let me check it. Yes, it’s *ir*. That looks right. The vowel is before the R. Do you see how thinking carefully about the troublesome part of this word helped me spell *first* correctly? Let’s add the word *first* to the word wall. I’m going to underline the *ir* so we remember the troublemaker part.” I got up and quickly added *first* under the F on 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.

“Another word that’s on the troublemaker list is *friend*. This word causes zillions of second-graders trouble. Will you pretend it’s a tricky word for you, even if it’s not? Write the word *friend* on your whiteboard and notice the part that could be a troublemaker.

“Did you notice if you slowed down at a certain part? That’s probably the troublemaker part for you. Underline it.” When kids had done so, I nodded. “Look around. Some of you chose the *nd* at the end. A lot of you think it’s the *ie* part that causes trouble.

“Now you might think, ‘What phonics do I know that can help with this part?’” I gave the class about ten seconds to think.

“I don’t think there’s something on our list of phonics words that can help. One of the things that make the spelling of *friend* so tricky is that the *ie* does *not* follow phonics rules—a lot of troublemaker words are like that. I wonder, is there something else we can do to help remember how to spell this word?”

I pointed to the process described in the second part of the chart and said, “Since phonics won’t help here, you might think, ‘Can I invent a trick to help me?’”

I pointed to the visuals under that category on the chart as I explained. “You might find a smaller word inside the word you are trying to remember. Like the *end* in *friend*. You might put both words in a silly sentence. You might think something like, ‘My *friend* will come to help at the *end*.’ You might say it as a silly way to help yourself remember. When I spell *friend*, I remember it this way: ‘*Friend* starts like *Fri-day*, and ends with *end*.’ So I can say the word like *fry-end* to help me remember. Just like on our chart, someone might remember the silent *W* in *answer* by saying the word, *ans-wer*, pronouncing the *W* sound in the second syllable. That’s silly, but sometimes silly things can help you remember how to spell. Those things can all help when a word doesn’t fit with the phonics you know.

“Now, it’s time to see if you’ve got it. Erase your whiteboards and write the word *friend* again. I’ll cover the word up here.” I pointed to the “cover, write, and check it” step on the chart.

56

Keep in mind that students with dyslexia often benefit from multisensory ways to memorize word spelling.

We’ll work through the other steps on the chart as this session unfolds. With this first example, we teach kids how to approach a troublesome word using their knowledge of phonics. But of course, this knowledge won’t always help, as there are many words that are trouble because they are exceptions.

When many of us were young, we were taught a “rule” that goes, “I before E except after C.” The trouble with teaching that as a “rule” is that it turns out, it’s actually wrong much of the time. It’s the “except after C” part that’s particularly apt to be wrong. Think of words like weigh, their, science, and ancient. You’ll see that we mention, at certain points, that some people have a saying, “I before E,” but we don’t present it as an all-powerful, infallible rule.



GROWING INTO SECOND-GRADE PHONICS

After kids had done this, I said, “Don’t worry if you didn’t get it just right this time. Sometimes, you might need to practice the word some more to make sure you’ve tackled it. Remember some of the ways you practiced a word to learn it in the past, like when you were learning to put snap words in your pocket?”

Kids nodded, and I pointed to the last step of the chart. “Here are some reminders of ways you might practice a word, so that you never forget it. You might chant it in a way that helps you with the tricky part.” I chanted the *F-R-I*, then paused and chanted *E-N-D*. I did it a few times to let kids join in. “You might write it over and over, or take a mind picture to get it into your brain. Or, you might sing the word or clap it. After you’ve practiced it; cover, write, and check it again to see if you got it right.

“Now we have to add *friend* to the word wall. Let’s underline the *ie* so we remember the tricky part.” I added the card with the underlined part.

RUG TIME

Rally students to choose another word from the list and work on learning it, moving through the steps of the protocol. Invite them to choose more words to tackle as they finish.

“Choose another word from the list of troublemakers that’s tricky for you. After you choose the word, remember, no peeking! First, write the word and then identify the troublemaker part of the word. To do this, notice when you slow down as you are writing. You might underline that part or circle it.

“Then ask yourself, ‘What phonics do I know that can help me spell this part of the word?’ If there isn’t anything that can help, invent a trick to remind yourself of the spelling. You might find another word inside of it, like *end* inside of *friend*, or you might say it in a different way, or chant it, or make up a silly sentence to remember how to spell it.” I pointed to these things in the visual reminders on the chart. “Cover, write, and check it, and then practice it some more if you need to.”

I listened to what kids were coming up with, then shared out a bit of what I heard. If students finished early, I encouraged them to choose another troublemaker word to work on.

After kids had been working for a few minutes, I interrupted them. “Class, I want to remind you that sometimes even after inventing a trick, and even after practicing a word, when you go to check it, you realize it’s still causing trouble for you. You still didn’t spell it right. When this happens, do some more practice! Try all the ways you know to practice the word until you’ve got it for good.”

I reminded kids they could tackle more words from the list after they finished the first one they chose.



POSSIBLE COACHING MOVES

- ▶ “The tricky part in the word *said* is that it sounds like it’s spelled with an *E* not an *A*. But *said* and *say* are kind of the same word, and they both start with *S-A*. I’m going to say it like *say-d* when I spell it.”
- ▶ “The word *they* sounds like it should be spelled with *ay* but it’s actually *ey*. You can see the word *hey* is in *they* and those two words rhyme, so they’re spelled the same.”
- ▶ “*When* can be hard to remember because it sounds like it’s spelled *W-E-N*. The *H* is hard to hear. But *when* is a question word and all the question words—*who*, *what*, *when*, *where*, *why*—start with *wh*. So *when* does, too.”
- ▶ “To spell the word *where*, think that *where* sounds like *there*. And both words have *here* in them. This saying can help: *Here, there, and everyWHERE.*”
- ▶ “Sometimes kids spell *girl* like *G-R-I-L*, because the *R*-controlled vowel part is tricky. You know that you can’t spell it *G-R-I-L* because a *grill* is a place where you cook hamburgers. The *I* has to come before the *R* to make it *girl*.”
- ▶ “You might remember there is a *you* in *your*.”

Direct students to open their writing folders, where you've tucked a sheet for them to record a list of personal troublemakers. Suggest they record words from today that they still need to work on.

"Second-graders, it's clear that not all of these words are troublemakers for all of you. One very important way to take charge of your learning is to keep your own list of troublemakers. Take out your writing folders. Inside you'll see I've put a sheet that you can use to create your personal troublemaker word lists. Would you jot down any words we studied today that are still giving you trouble?"

"Now, before you close your folder, take one last look at your list and take charge of your learning. Make a promise to yourself about how you're going to study your troublemakers and learn them for good. You might say, 'I promise to learn these troublemakers!' or you might say, 'Troublemakers, I promise to watch out for you!' Ready? Say your promise and close up your folder!"

"We have to add these words to the word wall so we remember to spell them right all day, not just during writing time. I'm going to hold up a word. If it was a troublemaker for you, will you raise your hand, then you're going to put it on the word wall. There's sticky tack on the back." I held up each troublemaker and chose a student to add it to the wall.

SHARE • At Long Last: Welcoming Gus to the Class

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.

At that moment there was another knock at the door. I exclaimed, "Shhh! Did you hear that? Do you think it's the principal again?"

I opened the door just a crack, peeking out and building suspense. A voice from the hall said, "This is Gus, the new member of your class." I turned to the class, and there in my arms was a young dragon bearing the name tag, GUS, and carrying a letter.

I pantomimed Gus ducking his head under my arm, as if he were shy, and I said, "Gus, we've been waiting for you! We had no idea that you were . . . um . . . well . . . a dragon!" I placed Gus in a special chair at the front of the meeting area and took the letter from his arms.

Invite the class to read a letter from Gus that has arrived attached to his arm. Read the misspellings conventionally.

"Looks like Gus has a letter for us." I displayed the letter and read it aloud, gesturing for kids to join me. I paused just a beat when I came to misspelled words to give kids a chance to notice them. But I did not mention or correct the words just yet. I read them as they were intended.

Soon, students will be presented with a copy of "My Word Book," in which they'll store their personal troublemakers going forward. They'll transfer these words that they've collected on Post-its into their books.



GROWING INTO SECOND-GRADE PHONICS

Dear Class 202,




I am Gus. Last year, I went to another school. I want to be in yur class but I have a problem. At my old school, thay did not teach me how to be a second gradr. Thay did not teach me a lot of phonics. I need some nice frends to help me catch up.

Love, Gus

"Aw, Gus! If you're looking for friends, you've come to the right place. This classroom is full of nice friends, right, 202?" The kids nodded. "And if you're looking for people who can help you catch up to second grade, look no further. Everyone in this class is a Professor of Phonics and we even made little videos that can teach you the phonics we've been studying. We will send them to you so that you can watch them when you have time."

EXTENSION 1 • Troublemaker Word Hunt

GETTING READY

- Be sure students have their writing folders.
- Display Gus's letter to the class from today's session. 
- Display the list of "Troublemaker Words."  

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.

"Second-graders, let's play a quick game that will help you catch those troublemaker words in your writing. To play this game, you'll take a look at a page of your partner's writing, and you'll see if there are any troublemaker words to fix up on that page. You'll count these up, and then you'll let your partner know how many you found. Then, your partner will try to find and fix all of those words.

"Let's start by pretending that Gus is your partner. Will you look over Gus's writing and count up the number of troublemakers he needs to fix up?" I displayed the letter on the document camera.

The class said, "Four." I turned to Gus and said, "Gus, you have four troublemakers to fix up in your writing. See if you can catch them all! Look, your new friends will help you." Children named the misspellings and I highlighted them on the letter.

"Right now, play this same game with your partner. Exchange your writing folders, and look over a page of each other's writing. Then, tell each other how many troublemakers you found on that page so your partner can find them and fix them up. If you don't find any on one page, check the other pages. Game on!"

SESSION 8: SECOND-GRADERS ARE MORE CAREFUL SPELLERS, ESPECIALLY WITH TROUBLEMAKER WORDS

Today's session is a full one, so you'll need to pay extra attention to pacing. Expect kids to whisper about the mistakes in the letter. They'll have a chance to talk about those errors at another time—for now, you want to focus on welcoming Gus while also helping kids be aware that yes indeed, Gus has some catching up to do (presumably, he is not alone!).

Dear Class 202,

I am Gus. Last year, I went to another school. I want to be in **yur** class but I have a problem. At my old school, **thay** did not teach me how to be a second **gradr**. **Thay** did not teach me a lot of phonics. I need some nice **frends** to help me catch up.

Love,
Gus

Kids could also play this game with capital letters and punctuation later in the unit, or now, if they have all the troublemakers spelled correctly.

EXTENSION 2 • Remind Writers to Use Their Resources: Writing Workshop Mid-Workshop Teaching

GETTING READY

- Be prepared to show “My Snap Words Book” and a troublemaker word list from a student’s writing folder.

Remind kids that during writing workshop they should use their Snap Words Books and their troublemaker word lists to help them get more of their spelling right.

“Writers, during writing time today, and for the rest of second grade, will you remember to keep two things on hand as you write? First, keep your Snap Words Book handy. It contains all the snap words that you learned last year. There are a *ton* of words in that book, and those words should *all* be on their way to becoming words that you can read and also write in a snap.

“So if you are writing, and you come to the word *always* and you say to yourself, ‘I *know* that word. But, um, um, uh, . . .’ and it just seems to escape your mind, take a moment and look it up in your Snap Words Book—just as last year, you looked it up on the word wall.

“Write it, and check it. That way, you can study it, and you might even follow the steps on our ‘Tackle a Word’ chart, thinking, ‘What part of this word is causing me trouble?’ and ‘What are the phonics in this word?’ You might invent a little trick to help you remember the spelling.

“Also, keep on hand your own troublemaker word list, because those are words that you are working hard on to be absolutely sure they never cause you trouble again.”



SESSION 6

Tackling Challenging Words Carefully, Slowly, Methodically



IN THIS SESSION

TODAY YOU’LL teach students that readers can use their fingers as a tool to read challenging words methodically. They can do a slow check to make sure that the whole word looks right.

TODAY YOUR STUDENTS will read a book about Draco lizards with their partner, working methodically and holding each other accountable for reading every word. Partners continue this work by reading one of their nonfiction independent reading books, making sure they read carefully and taking time to solve tricky parts. This session—and this bend—culminates with a symphony share in which students celebrate the challenging words they have successfully tackled.

MINILESSON

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.

“Second-graders, before I left our classroom last night, I found a note stuck to the easel.” I placed it on the document camera and read it aloud.



“I wasn’t sure where it came from, though it looked kind of like Gus’s handwriting.” I nestled our mascot on my lap, and gave him a knowing smile. “I’d never heard of Draco lizards before, and the exclamation mark made it seem urgent, so I did some reading. It turns out . . . Draco lizards are also

GETTING READY

- ✓ Make sure students bring their book baggies to the meeting area. They will need their independent reading books during rug time.
- ✓ Write “Draco lizards!” on a large sticky note and attach it to the easel.
- ✓ Prepare to display an image of a Draco lizard gliding through the air. 🦎 📖
- ✓ Be ready to demonstrate how to read methodically, using “Draco Lizards.” 🦎 📖
- ✓ Prepare to add to the “Tackling Long Words Part by Part” anchor chart. 🦎 📖
- ✓ Distribute a copy of “Draco Lizards” to each partnership. 🦎 📖
- ✓ Provide each student with a sticky note.

PHONICS INSTRUCTION

Word Solving: Decoding

- Decode multisyllabic words by breaking them into syllables.
- Use strategies to solve unknown words.
- Demonstrate flexibility with sounds when solving words.

called *flying dragons*! I think Gus knew we were studying animals who face big challenges, and he didn't want us to miss the chance to study a dragon, like him!" I nodded gratefully at Gus as I propped him on the easel.

"Here's what I learned: The Draco lizard, or *flying dragon*, lives in the jungles of Asia, and even though it can soar through the air, it doesn't actually have wings." The children looked puzzled.

"I know, I wondered that too. How can something soar through the air without wings? But that's the amazing thing. Draco lizards learned to use their bodies in a new way, because walking around on the ground is too dangerous for them. You see, Draco lizards are tiny, only eight inches long, and it is a challenge to keep safe. Draco lizards need to be careful! They need to stay off the ground where predators lurk, so they live high up in the trees. They learned to use the flaps of skin on the sides of their bodies—a bit like wings—to glide through the air."

I extended my arms and pointed to my imaginary skin flaps, and the kids followed suit. "Draco lizards wait on a tree branch until they feel a breeze. Then they open their flaps and . . . jump!" I leapt from my seat, arms outstretched, and glided to the document camera to display a matching photograph. "The wind can carry the dragon, as though it were flying, up to thirty feet!"

I paused to marvel with the children for a moment before leaning in to continue. "So these flaps, these 'wings,' are tools that Draco lizards use to be extra careful as they face big challenges in the wild. It reminds me of the big challenges you are facing in your books, second-graders! Readers don't have wings, but they do have another tool that can help them to be careful as they tackle long words." I held my finger up like it was a miraculous gift.

✿ **Name the teaching point.**

"Today I want to teach you that part of being methodical is being *careful*. When you realize that 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."

TEACHING

Demonstrate how you read carefully and methodically, tip to tail, and acknowledge when you are unsure. Remind students to do a slow check to make sure they read all parts of a word.

"I want you to have a chance to read about the Draco lizard too." I placed a new page from a nonfiction text about Draco lizards on the document camera. "I'll start reading. Will you help me by keeping watch? I don't want to miss any parts of the words. Oh, but if you know the word, you can help me by warning me that something's not right—not by telling me the word. I have to figure it out myself." The kids agreed.

I read the title confidently. "Draco Lizards." Hesitating at the first word, *scampering*, I mumbled through the parts, skipping the middle, before attempting to move right on to the next word. "Sc- . . . *Scampering across* . . ."



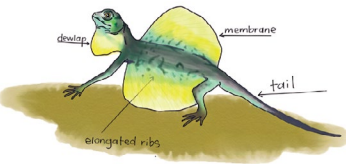
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Draco Lizards

Scampering across the jungle floor
to find food
is too dangerous for Draco lizards.
So instead of running, they “fly!”

Draco lizards have flattened bodies
and slender tails.
A flap of skin
called a **membrane**
rests against each side of the body.
When the membranes are unfurled,
they act like wings, allowing the lizard
to catch the wind
and glide through the air.

Draco lizards can move from tree to tree this way,
hunting for termites and other insects.



The children noticed that I skipped part of the word, and they protested.

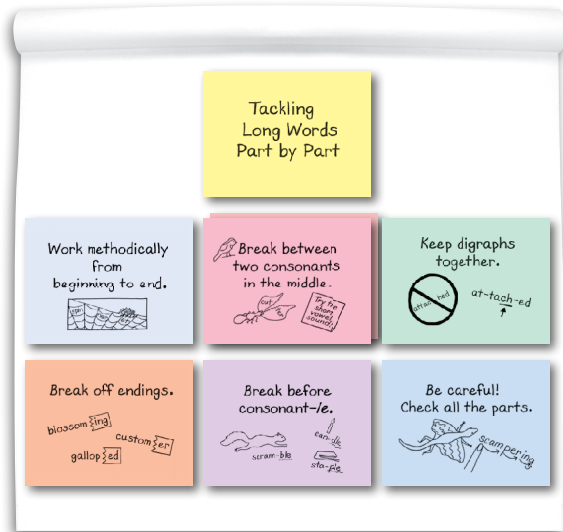
“Oh, yeah, what I read didn’t make sense or look right. I need to be careful and work methodically across the word, from tip to tail.” I raised my finger with a flourish. “Okay, thanks for watching out for me. I’ll use my finger to do a slow check, and that way, I won’t skip any parts of the word.”

I surveyed the long word with my finger from tip to tail. “I see where I can break this word into parts. I can try right between the two consonants, *M* and *P*. Oh, and there’s an ending we know,” I briefly covered *-ing* with my thumb to illustrate breaking off that part. Moving back to the beginning of the word, I swooped my finger underneath the first part and read it. “*Scam-*” Then I slid my finger slowly under the next few letters, “*-per-ing. Scampering!* Yes, that makes sense!” I made a quick gesture to reinforce the word’s meaning. “This is teaching us about how flying dragons move. It looks right too, from tip to tail!” I added, pointing back at the word.

“Readers, did you see how I did that? Doing a slow check with my finger to make sure I read all the parts of the word really helped!” I added a new bullet point to our anchor chart.

This text is designed to give children the opportunity to orchestrate some of the phonics generalizations you have taught in this bend. While there are many ways to break words into parts, you can use this time to coach into those generalizations as needed.

The bigger purpose here is to remind readers to slow down and acknowledge when they are unsure of a word. As readers encounter more and more long and unfamiliar words, they’ll need to rely on their phonics to help in new ways. The willingness to look closely at all the parts and be flexible with the sounds is an idea you’ll revisit again and again.



POSSIBLE COACHING MOVES

- ▶ “Be methodical. Tackle that word calmly part by part. Use your finger to read all the parts.”
- ▶ “Try breaking that word between the two consonants.”
- ▶ “Try the vowel sound another way.”
- ▶ “Try that part another way.”
- ▶ “That looks right. Think about what that word could mean.”

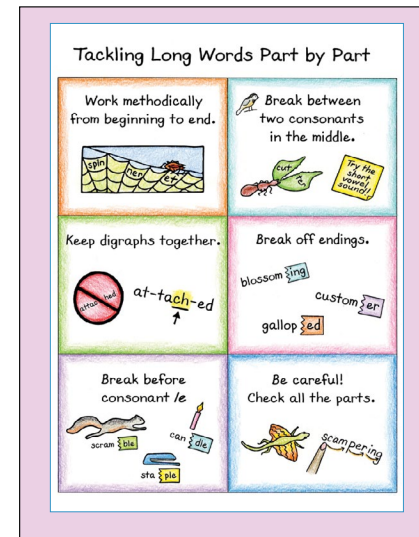
ACTIVE ENGAGEMENT/LINK

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.

“I’m going to turn this page over to you now. Read the rest of it with a partner. Take turns being the reader and the friend keeping watch. Use all you know about breaking words into parts and reading them from tip to tail. Remember that our anchor chart, ‘Tackling Long Words Part by Part,’ can help if you need a reminder.” I quickly distributed copies of the “Draco Lizards” text to partnerships.

As the children read, I listened in and offered support.

As readers finished the page, I reconvened the class. “You were so careful to read all the parts of all of the words! When you got to tricky words, you slowed down and tackled the challenge, with a little help from your fingers and your friends!”



BIG WORDS TAKE BIG RESOLVE

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.

"Now you can do that same work with the books in your book baggies!" I directed the kids to choose an independent reading book to start with and rest it on their laps.

"As you grow your knowledge of . . ."—I looked at the book covers around the meeting area—"bees, and planets, and sports, you will meet some challenges. It's important to be the kinds of readers who are careful, and honest when something is tricky. Slow down, use your finger to be methodical from tip to tail, and help your partner to do the same whenever you can. You'll learn *even more* from your nonfiction books that way! Partner 1, will you be on the lookout first? Remind your partner to be careful if you notice their reading doesn't make sense, sound right, or look right. Partner 2, you can start reading."

I circulated as the children read, coaching students to coach each other, often whispering prompts for partners to deliver to one another.

Soon, I directed readers to switch roles.

SHARE • Celebrate with a Symphony Share of Long, Challenging Words

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.

After partners had a chance to read for a few minutes, I called the class back together. "Readers, I watched as you worked through long, challenging words and you did it methodically, carefully, from tip to tail. You tackled those challenges honestly and didn't skip any parts of words! Do you feel yourselves growing? We need to celebrate!" The children smiled.

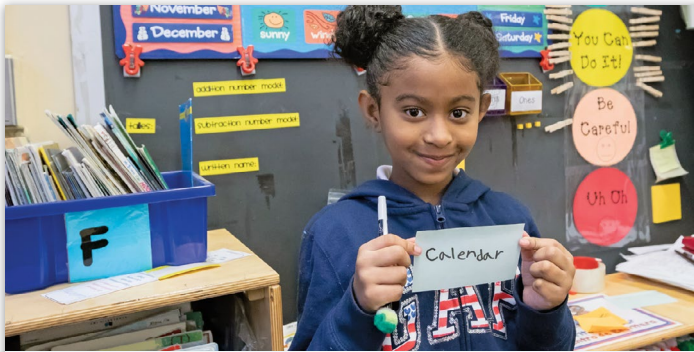
"Right now, will you find one of those words where you pushed yourself to slow down and read all the parts? Jot it down. Then let's read the words out loud, into the air. It will sound like a sort of poem about hard work!" I quickly handed a sticky note to each child.

I grabbed a marker and raised it like a conductor's baton. I pointed to each child, and their voices slowly filled the room like a symphony.

POSSIBLE COACHING MOVES

- ▶ "Remind your partner to be careful and do a slow check!"
- ▶ "Remind your partner to be methodical."
- ▶ "Ask, did that make sense? Sound right? Look right?"





SESSION 2

Building Bigger, Longer, More Complex Words, Syllable by Syllable

IN THIS SESSION

TODAY YOU'LL remind students that one strategy for writing a big word is to work methodically to build it syllable by syllable, one part at a time. You'll teach them a process for listening to and recording *all* the syllables they hear in longer, multisyllabic words.

TODAY YOUR STUDENTS will think alongside you as you demonstrate writing a multisyllabic word by clapping the syllables, drawing a horizontal line for each syllable, and recording the sounds heard in each syllable. Then, in partnerships, they will use this same methodical process to label things in the classroom that are multisyllabic words, such as *computer*. As the session ends, students will participate in interactively writing the beginning of a job application letter to the BLC Construction and Demolition Company.

GETTING READY

- ✓ Show the BLC want ad. You'll mark it up later during the share. 🌟 📦
- ✓ Display relevant tools such as your blends and digraphs charts, vowel teams chart, word wall, and alphabet chart. 🌟 📦
- ✓ Prepare to display the anchor chart "Build It! Spell It!" and add the first two strategies. A single-page version of this chart is available in the Resource Pack. 🌟 📦
- ✓ Have large sticky notes, chart paper, and markers on hand to use as you teach (these items are needed for most sessions).
- ✓ Have sticky notes available for each partnership for labeling items in the classroom.

PHONICS INSTRUCTION

Phonological Awareness

- Hear and count the syllables in a word.

Word Solving: Spelling

- Use syllables to help spell a multisyllabic word part by part.
- Use letter-sound relationships to spell an unknown word.

MINILESSON

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.

"Has anybody else been doing a lot of thinking about this BLC Construction and Demolition Company?" I asked as children settled on the carpet. "I sure have! After discovering that BLC stands for *bigger*, *longer*, and more *complex* words, it makes sense why this job asks for a team of people who love challenges and can stick with it when times are tough," I said, pointing to the BLC advertisement.

"I know that when something feels really tough because it's big, long, or complex, it's tempting to want to give up and just skip to the end. I bet there are people who have started hiking to the top of a huge mountain or running a marathon who've said, 'Whoa! This is hard! I wish I could just skip to the end!' And I bet that there have been builders who have started building a big, complex building like a huge airport who said, 'Whoa! This is hard! I wish I was finished already!' The thing is, when

WORD BUILDERS: CONSTRUCTION, DEMOLITION, AND VOWEL POWER

something feels really hard, there won't always be a shortcut. Instead, you have to stick with it and keep going, one step at a time, through *all* the hard parts in the middle to finally get to the end.

"This is also true when you are trying to build words. You are sometimes going to run into words that you don't know how to spell quickly with big, easy parts. When you get that 'Whoa! This is hard!' feeling, don't skip to the end. Instead, here's what you can do."

✿ Name the teaching point.

"Today I want to remind 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 one part at a time, making sure you've included *all* the syllables you hear."

TEACHING

Clap out the syllables in a multisyllabic word, drawing a horizontal line on your page for each syllable to show where you will soon write some letters to capture the spelling of that syllable.

"Remember, you know how to be methodical to read and write longer words," I said, referencing the work of the previous unit. "Let's work methodically to build a word syllable by syllable right now." I slid a large Post-it under the document camera. "I think building really tricky words is going to take a lot of determination. That means to keep working at something without giving up. Let's build the word *determination*."

"Can you clap the word with your partner and listen for how many syllables it has?" I gave partners a brief moment to clap the syllables. "Whoa! I heard five claps! That means this word must have five syllables. *De—ter—mi—na—tion*," I said slowly, with the same rhythm as our clapping.

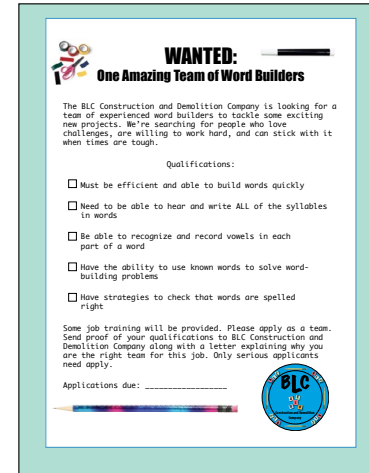
"One of the hardest things about building a big word like *determination*, is making sure you don't skip any of the parts in the middle. To make sure we record *all* the syllables we hear, let's draw a line for each one. If *de—ter—mi—na—tion* has five syllables, then I need to draw five lines." I quickly drew five little horizontal lines on my paper.

Demonstrate to show how you proceed methodically, syllable by syllable, saying and writing the syllables, drawing on your knowledge of spelling patterns.

"The first syllable I hear is /dē/. Say it with me, *d-eee, d-eee*," I said, stretching out the syllable to emphasize the two sounds. "I hear a *D* and . . . an *E*."

de _____

SESSION 2: BUILDING BIGGER, LONGER, MORE COMPLEX WORDS, SYLLABLE BY SYLLABLE



Children with dyslexia often have difficulty identifying and manipulating syllables. Instead of clapping out multisyllabic words, you might suggest children place their open palm on the bottom of their chin with their elbow propped on a desk while they say the word aloud. The number of chin taps they feel on their open hand as they say the word will help them to determine the number of syllables in a word.

These lines are a temporary scaffold to help children visualize the syllables they are hearing. They act as placeholders for each syllable. Research tells us that the internal parts of words are the hardest for young children to solve. The lines support students in working systematically across a word, helping them resist the temptation to jump to the end too quickly. You'll want to rewrite the word after spelling each syllable, so students see the complete word without any spaces.

11

"Now let's say the next part. *De . . . ter . . .* Hmm, . . . think with me. How might we record the sounds in this?"

"There's an *R* sound!" a voice called out.

"Yes! And we know those *R* sounds can be a little tricky to figure out how to write. This syllable *-ter* sounds just like the word *her*. So I'm going to try spelling it the same way." I looked up in the air, whispered the spelling of *her*, then whispered *ter*, and then recorded the second syllable.

de ter ___ ___ ___

I continued on in this manner, saying and recording the next two syllables. "Now let's figure out the last part. Say it slowly with me. *De-ter-mi-na-tion*." I paused for a moment, allowing children to think along with me before saying, "This last syllable makes the sound /shūn/. It's one of those endings to watch out for, and it's spelled with the letters *T-I-O-N*." I added the last syllable to the word on the easel.

de ter mi na tion

"There! We built it!" I said, quickly rewriting the word without any spaces. "Did you see how we did that?"

determination

"First, we said the word slowly and listened for the syllables. Then we said the word again with the same rhythm and drew a line for each syllable. After that we tried our best to spell each syllable. And voilà! We heard and wrote *all* the syllables in the long word, *determination*!"

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.

"All right team, will you try another word with your partner? How about the word *screwdriver*?"

"Using your whiteboards, try to build the word *screwdriver*. Clap it, say it again and draw a little line for each syllable, then write it using everything you know!" I said, as I once again pointed to the chart.

As partners began working, I circulated among the students and coached. "Remember to say it again, with the same rhythm! Draw a line for each syllable! Now think about the first syllable, how might you spell *screw*? Then record the next syllable." I gave students a little time to work and then quickly wrote the word under the document camera before calling them back together.

It will be helpful to have relevant tools such as your blends and digraphs charts, vowel team linking chart, phonogram chart, word wall, and ABC chart displayed for this session.



*You may have students spell this word in a variety of ways including *screw-dry-ver*. The point of today's session is to help children use this strategy to move toward more accurate spelling. Remind students that if they try to spell a word and it doesn't look right, they can study the part that looks wrong and try it another way. This work will be reinforced in upcoming sessions.*

screw dri ver

screwdriver

"Word builders, you figured out that *screwdriver* has three syllables! And you worked carefully, figuring out the word part by part, syllable by syllable, to make sure you recorded *all* the syllables in the word."

Begin an anchor chart for the bend, reminding students of the strategies they have for building multisyllabic words.

"Remember," I said, revealing a piece of chart paper with the heading, "Build it! Spell it!," "when you come across a big word you need to spell, you might hear some big parts you already know that can help you." I added the first bullet to the anchor chart. "But if not, then listen to each syllable in a word and tackle them one at a time." I added the second bullet. "Paying attention to syllables is another way you can help yourself build a challenging word part by part."

ANCHOR CHART

Build It! Spell It!

- Use big parts.
- Record each syllable.

Use big parts



Record each syllable

determination

RUG TIME

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

"To really become pros at writing bigger, longer, and more complex words, you'll have to practice a *bunch* of them. You know what? We are actually surrounded by things that are BLC words!" I turned, scanning the classroom. "Like over there, a *bulletin* board! And over there, a *calendar*. And right here, a *carpet*, a *document camera*, a *nonfiction bookshelf*." I pointed to objects around the room, calling out examples that featured multisyllabic words of varying complexity.

"I bet you could work with a partner and label all sorts of things in our classroom. You won't want to just label anything, of course. Work together to label the BLC words. You can decide if it's a big, long, complex word by listening for the syllables." I quickly modeled with a simple word, followed by a couple of multisyllabic words. "Hmm, . . . how about *desk*? Nope. That's not very big, long, or complex. *Win-dow*? Better . . . *Cal-cu-la-tors*. Whoa! That's a BLC word for sure!"

"Now I'm going to hand each partnership a bunch of Post-its and a marker. Spread out and label the room with as many big words as you can. Remember, say the word, clap the syllables, then write each part!"

I quickly distributed the materials and sent kids off to record and stick their labels around the room. As students worked to record words, I nudged several pairs to make their labels even bigger, longer, and more complex, suggesting they add another word or two. "These aren't just folders, they're *writing* folders! They are *yellow writing* folders. Label them!"

One way you might provide access to students who need more support is by channeling them to record simpler words, labeling monosyllabic or simpler two-syllable words with more concrete sounds, such as rug, desk, closet, rug spots, baskets, etc.

POSSIBLE COACHING MOVES

- ▶ "Do you hear a big part you know? No? Try clapping or listening for the syllables."
- ▶ "What do you know that can help you write that word part?"
- ▶ "Use a chart to help you."
- ▶ "Say the word again, slowly, and listen for all the syllables. Make sure you don't miss any in the middle!"
- ▶ "Do you know another way to write that part? Try both and see which looks right."

"Join me back on the . . . carpet!" I said, holding up one partnership's label. Once the class had regrouped in their spots, I continued. "My goodness! Now we really are surrounded by BLC words! Look at them all!" I marveled at the class's work. "You listened for the syllables and worked hard to write each part."

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 interactive writing that captures what students know about writing complex words part by part.

I pulled out the list of BLC job application qualifications. "I think you might be ready to check off another qualification from the BLC Construction and Demolition Company job application. Look here—it says that you 'need to be able to hear and write *all* the syllables in words.' You can do that, can't you?"

The kids called out, "Yes!"

"Check!" I exclaimed as I put a check mark next to the second item on the job advertisement.

Qualifications

- ✓ Must be efficient and able to build words quickly
- ✓ Need to be able to hear and write ALL of the syllables in words

As I turned to a fresh page of chart paper, I challenged, "Let's prove that you don't just have this knowledge, you can really *use* it! Maybe we can write a letter to show BLC Construction that you can use what you know about word parts to write bigger, longer, more complex words. I think maybe our letter could say, 'Dear BLC Construction and Demolition Company, We are the perfect team for this job because we are no ordinary kids! We have the skills needed to do outstanding work.' Let's work together to write this message. When we come to a complex word, use your whiteboards to try to figure out how to spell it."

I quickly wrote the salutation, 'Dear BLC Construction and Demolition Company.' As we continued, I wrote high-frequency words and other simple words. When we came to the words *perfect*, *ordinary*, and *outstanding*, I coached students to try writing each word on a whiteboard, using big parts they know, or by working through the word syllable by syllable. After building each word, we checked to see if it looked right and one student wrote the word on our chart.

Soon, our letter looked like this:

Dear BLC Construction and Demolition Company,

We are the perfect team for this job, because we are no ordinary kids! We have the skills needed to do outstanding work.

14



If children need more support, you might ask one student to problem solve these tricky words on a Post-it under the document camera while you coach them through the process. Everyone else can work on their whiteboards as they listen in and follow along.

If you'd like to provide more practice with this skill, the words construction, demolition, and company would be alternatives to work with.



WORD BUILDERS: CONSTRUCTION, DEMOLITION, AND VOWEL POWER

EXTENSION 1 • Word Builders Tackle More Interesting Vocabulary: Writing Workshop Mid-Workshop Teaching

Remind children to search for the perfect word as they write, as poets do, and then figure out how to spell that perfect word.

"Writers, can I stop you? I want to remind you that poets don't use just any old word in their poems. Poets are always searching for the *perfect* word that means exactly what they are trying to say. For example, in my poem about my friend, Kenzie, I want to find a word that describes the way she moves around. I need a word that's better than boring old *going* or *running*. Hmm, . . . maybe I could say *scampering*. Scampering means to run quickly, but not in a heavy, stomping sort of way. If someone scampers, they run with quick, light steps, like an excited little puppy. Yes, that's definitely the perfect word! It's exactly how Kenzie runs around!

"But, yikes! Now I have to figure out how to *spell* this word. It's time to put on my construction hat and use everything I know about being a word builder." I pretended to place a hat on my head and push up my sleeves. "First, I'll clap and count the syllables. Will you try it with me? *Scam-per-ing*," I said as the students clapped along with me, "Three!" I drew three horizontal lines on a Post-it under the document camera. "The first part is *scam*. Easy-peasy! I hear a blend I know, /scl/, and the word part *am*." I jotted down the first syllable. "*Scam-*. The next piece is *-per*. I hear the /p/ and /ər/," I said, quickly writing *per* on the second line. "Now for the last part. Listen for it: *scam-per-ing*."

"It's *ing* . . . I-N-G!" students called out as I recorded the third syllable.

"Now I have to check it. Does it look right?" I said, running my finger under the word. "*Scam-per-ing*. Yes, it looks right! Quick! Everybody stand up, *scamper* around your table, and sit back down!

"Poets," I said as kids found their spots, "as you continue writing, try to find the *perfect* words to fit your ideas. And don't worry about how tricky that word is to spell! Put on your construction hat, roll up your sleeves, and use all you know about word building and syllables to spell it! Remember, you've got lots of tools like your 'vowel teams' chart and 'blends and digraphs' charts to help you."

EXTENSION 2 • Beat Walk

Invite children to use their knowledge of syllables by noticing multisyllabic items and clapping the beats of words as they walk down the hall.

"Word builders, we're ready to go to music class," I called to the students in line at the door. "Let's make our trip to music a beat walk! We'll say and clap the syllables of things we see along the way. Ready?"

This extension references the poetry writing students will be doing if you are teaching Poetry: Big Thoughts in Small Packages Grade 2, Unit 4 from the Units of Study in Opinion, Information, and Narrative Writing alongside this phonics unit. You can, of course, easily substitute the genre your class is currently engaged in, if this is not the case. Choosing precise words and being brave spellers is work all writers can do.

While there are times to explicitly teach vocabulary, you'll also want to take the opportunity to expose your students to new vocabulary all through your day in an informal way. Do this by tucking in the same techniques you use in your vocabulary instruction. For example, in this extension you provide a definition, describing what the word is and is not, make a comparison, use the word in multiple forms, and incorporate movement/drama.

Your students have been clapping and counting syllables since kindergarten—this is nothing new. It's a skill that benefits all writers at all levels. Stretch your students by offering bigger, more complex words to practice. This will reactivate their knowledge of syllables and reinforce the work they do in writing workshop each time they attempt to spell a more complicated word.

"Let's start right here, with *calendar*," I said, pointing to a calendar on the bulletin board. "Clap the beats with me."

"*Cal-en-dar*," we chanted and clapped together. "Three!" students exclaimed, as we continued our walk down the hallway.

"Here's another one, *fire extinguisher*! Let's say and clap, *extinguisher*," I whispered as I gestured toward the fire extinguisher on the wall. "*Ex-tin-guish-er*," we said as we softly clapped.

"Four!" students whispered in unison. We continued our beat walk as we made our way down the halls to the music room.



FIG. 2-1 Discovering a word with five syllables on a beat walk.

SESSION 3

Learning Words Requires Doing Things with Those Words

Drawing, Enacting, Using



IN THIS SESSION

TODAY YOU'LL teach students that to truly understand words they collect, they will need to do lots of things with them. To get a deeper understanding of a word and make it their own, it helps when students do things like act out the word, talk and use it in different ways, and draw it.

TODAY YOUR STUDENTS turn their rug clubs into word collector clubs and devote their first club meeting to inventing ways to “own” a word that each of them chooses. They decide whether to act the word out, to use it in lots of ways, or to list other words that are like the word. Later they do similar work with more words, especially drawing the meaning of words. Those drawn definitions of words will later be gathered into word collector scrapbooks.

MINILESSON

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.

“Second-graders, bring your whiteboard and marker and gather in the meeting area.” Once kids gathered, I began, “Yesterday Gus went to the public library, and this morning he brought me brochures he saw there for clubs that kids can join.” I taped a few club brochures to the easel. “There were all sorts of clubs—Cub Scouts and Brownies, Clover Kids, clubs for coin collectors and stamp collectors, even for chess players!”

“At first I thought Gus brought the brochures so you all could think about joining one of those clubs, and that *is* a good idea, but the real reason Gus brought the brochures is that he had a suggestion. He thought *maybe* we could turn our rug clubs into real clubs.” I tapped the cover of *The Word Collector*, our earlier read-aloud.

GETTING READY

- ✓ Display brochures from various kids’ clubs, such as Cub Scouts or Brownies, 4-H Clover Kids, or a local stamp collector or bird-watching club. 🌟
- ✓ Distribute word collection folders and Post-its to each word collector club.
- ✓ Prepare to display a chart, “Ways to Make a New Word Feel Like It Fits You.” 🌟 📄
- ✓ Provide whiteboards, dry erase markers, colorful index cards, and markers to each word collector club.
- ✓ Give each club a large paper clip to secure their illustrated cards in their club folders.

PHONICS INSTRUCTION

Vocabulary

- Use newly acquired words in different contexts.
- Use words acquired through conversation and reading in different contexts.

Responding on cue, some kids cried, “A word collector club!” and I nodded. “So you have the same idea as Gus!” Scanning the rest of the class, I asked, “What do the rest of you think? Do you think it would be good to turn your rug club into a word collector club?”

The kids agreed, absolutely, and I told them they’d need to talk together, right then and there, to give their rug club a new name. “What might your clubs be named?” I mused, and we threw out a few ideas: The Word Lovers Club. Wacky Words. Vocabulary Lovers. Wonder Words. The Fancy Talk Club.

“Turn and talk. What name do *you* choose for *your* rug club?” I asked.

After the kids named themselves, I reconvened the group. “Second-graders, if you are going to turn your rug clubs into word collector clubs, you need to do more than just collect and collect and collect. You need to make club meetings and at those meetings, you need to come up with fun things for your club to do. Hmm, . . . what could you and your word collector friends do at your club meetings? Hmm, . . . wait! I have an idea!”

✿ **Name the teaching point.**

“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 new blue jeans or new sneakers. You need to wear them . . . to do stuff with them . . . until they really fit you, until they are really yours.”

TEACHING

Encourage word collector clubs to invent fun ways to break in their words, to make them *fit*. Collate students’ ideas about things they can do with new words, and create a list.

I quickly distributed clubs’ word collection folders, then began. “I’m going to pretend that Gus and I are in our own word collector club. Actually, I need two more members. Will two of you from the same club join Gus and my club for just a few minutes, just on loan? Bring your club’s word collection folder with you.” Soon we had assembled a club of two kids, one dragon, and one teacher.

“Okay, club, let’s call our meeting to order,” I said, and pounded an imaginary gavel. “Today, at our word collector club meeting, we need to take some of the words in our collections and invent fun things to do with those words so that we break them in, like we break in new jeans. Let’s each choose a word from our collection.” I opened the club’s folder, and the two kids and Gus and I each selected a word. “Now, one of us picks a fun thing that we all have to do with our word. Okay, the fun thing that I’ll pick is that we have to *pretend*. We have to pretend to be or do or to have whatever our word is.”



One of the students had chosen the word *paralyzed*. He struck a pose, and then remained frozen in place.

I made Gus pretend to hold the word *depressed*. I made him hang his head low, and I sighed for him, to show his sadness.

After each one of us in the word collector club had pretended with our word, we stuck our words back in the folder, then I said to the club members and the observing class, "Let's list some of the other things we *could* have done with our words—though we'll probably keep thinking of more and more." Soon we had a list.

Ways to Make a New Word Feel Like It Fits You

- Pretend with the word.
- Use the word in new ways.
- Find other words like it.

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.

"Ready to try it with your club? Call the first meeting of your word collector club to order. Then each of you choose a word from your club's collection and think about what it means."

I waited for the clubs to do this and continued. "This time try something else from the list. Choose something from the chart to make the word feel like it fits you. You might even invent something new to try with the word. Take turns until everyone in the club gets a chance to try their word on."

As the children worked, I voiced over, "I love how you are using your words in lots of ways. I even hear some of you using different forms of the words. Marta, from the Wonderful Word Club, chose the word *create*. First they thought about what the word meant, that it meant to make something. Then Marta said, 'I *created* a boat out of Legos.' Then she said, 'I made a *creation* in art class.' She is so *creative* with words!"

You may need to illustrate the last point in the chart. Take a word from a collection and share several synonyms for the word. For example, you might take the word unique and then list synonyms, such as distinctive, individual, special, rare, uncommon, and unusual.



FIG. 3-1 Acting out the words to make them feel like their own.

When possible you can encourage students to think about other forms a word can take as they talk about words in new ways. Take a word that you and the class have talked about—such as distribute—and help students know they can make other words from that base word: distributed, distributing, distribution, distributor, distributions, distributive, distributor, distributors, redistribute, redistributed, redistributes, redistributing, and redistribution.

RUG TIME CLUBS

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.

“Second-graders, one of the things I love about people being in clubs is that I always find club members invent cool fun things to do. And that happened right here today! When more than one of your clubs was working to make your new words really fit you, really feel like they’re *yours*, you invented an idea that we should tell the whole world about. You decided one way to get to know a new word is to draw it!” I added another bullet point to the chart.

“That’s not easy to do. I mean . . . how *do* you draw a word like *broadcast*? Remember our principal tries to broadcast the great things that happen in particular classrooms. Right now, on your whiteboard, try to draw what you think *broadcast* means.”

The kids worked, and after half a minute I said, “Oh my goodness. Hold those up!” Then, admiring the sea of whiteboards, I said, “You are giving me an idea. Why don’t your clubs invent something that can help other classes, all over this school? Why don’t you illustrate your word collections—doing that in a way that teaches others what the words mean? Then we could figure out a way to share them with others.”

Distribute index cards and markers to each club and invite them to illustrate words from their word collections.

Beside myself with excitement, I began distributing markers and colorful index cards. “Oh my gosh, oh my golly! This is definitely going to be one of those *achievements* that our principal needs to *broadcast*! I’m going to give each of your word collector clubs some super-special markers. I’d been saving these for a special day, but today is that day!” I gave the kids colorful index cards, showing them how they stick each word Post-it onto one side of the card, leaving space for a picture. “Some of your pictures might need labels,” I said.

“Get to work. Choose your favorite words first—and choose different ones than your friend.”

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.

“This work is astonishing. Will you head back to your work spots and lay out what you have done almost like it is a museum? Then let’s all of us just mill around, gaping at the wonderful words. Take a Post-it or two with you, because you never know, you might find that a friend has a word that you definitely want in your club’s word collection! In that case, collect it onto a Post-it so you can add it to your club’s word collection folder afterward.” When the museum share ended, I gave kids a few moments to place their Post-its in their club folders, and I gave each club a large paper clip to secure their illustrated cards in the folders as well.



POSSIBLE COACHING MOVES

- ▶ “Try to picture the word in your mind. What does it look like?”
- ▶ “Use the word in a sentence. How could you illustrate that?”
- ▶ “Try acting out the word. Now draw it.”

You may choose to have students illustrate their word directly on the Post-it if the Post-its are large enough to hold the word and the illustration.

EXTENSION 1 • Using New Words in Different Contexts

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

“Word collectors, to really own a word like *distribute*, it helps to take the word that you learned in one place and use it in another place. For example, I know that Ms. Donnelly *distributes* permission slips. She uses that word in the front office.

“But might we use the word *distribute* in our classroom? Might we use that word when we talk or think about our reading workshop? What do people *distribute* during reading time? Can we use that word in a new sentence—to talk not about the front office, but about our class?”

“Thumbs up if you have an idea,” I said, and then gestured for a few students to say their ideas. “Yes, we *distribute* books to read. Sometimes we *distribute* Post-its. Here’s another: We try to *distribute* ourselves evenly around this rug.”

EXTENSION 2 • The Word Collector Scoreboard

GETTING READY

- Prepare a chart titled “Word Collector Scoreboard” in a pocket chart or on chart paper.
- Place some words that the class has collected on the chart, and place an empty card or Post-it next to each word.

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.

“Word collectors don’t just jot words down and put them away—they *use* them. So, let’s keep track of how much we use some of the new words we’ve been collecting! I have placed some of these new words on a scoreboard. We will tally each time you hear these words in conversation, use them in your writing, or find them in a book.”

You can keep this scoreboard going throughout this unit by replacing the words that are tallied each week. Or, after students create individual word collections in Session 4, you may choose to channel students to tally words in their own word collection.



FIG. 3–2 Students share their illustrated word cards.

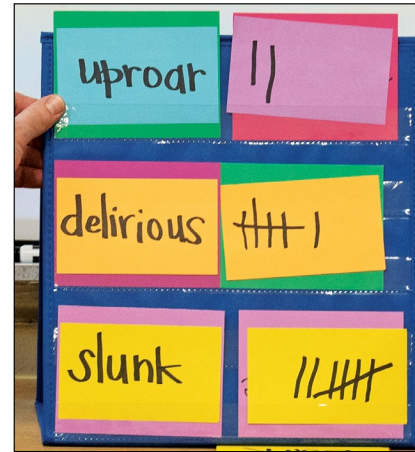
EXTENSION 3 • Walking through Life Like Magnets for New Words

Use the time as students set up for reading workshop to reinforce the idea of being on the lookout for new words and making them their own.

“Second-graders, I’m hoping that you have learned that you can walk through life like magnets, letting new words just stick to you. If I say, ‘Let’s congregate, let’s gather, for lunch,’ I’m hoping you think, ‘*Congregate*—that means . . .’ and you think about how the word is used and come up with a good idea. Let’s try that. ‘Class, in a minute, we’ll congregate for reading workshop,’” and I waved my hands to show that congregating involves assembling, pulling close. “Right now, will you tell your partner what *congregate* means, or what it might mean?”

The kids talked for a second, and then I said, “So now you have learned the word *congregate*, but to really make it your own, you need to use the word. And it is especially good to use the word when talking about something you *adore*. So right now”—and I hammed this next part up—“use the word *congregate* when talking about me (because no doubt I’m what you *most* adore).” The kids groaned, I laughed, and I allowed that perhaps they should use the word when talking about their families or friends or sports.

“This way of living like a word-magnet should change the way you read,” I said. “We’re shifting into reading workshop anyhow, so will you get yourself started on reading time by pulling a book from your baggie, and reread it, noticing especially any word that you have seen before but have not used very often and mark that word? That way you can remember to use the word and make it your own.”



SMALL GROUP 14

Don't Let the Quiet Letter Get Left Out

dg and ng Digraphs and the nk Blend



RALLY THEM AND ACTIVATE PHONICS: Invite children to put together a bunch of word puzzles containing ending digraphs. Ask them to group the words into categories and articulate their reasons for the categories.

"Readers . . . Writers . . . will you help put these word puzzles back together?" Distribute word cards, cut into pieces as indicated, to each student. "When you think you have a match, read the word to make sure it makes sense.

"Now that you have put all the puzzles together, can you put them in piles? Which ones go together?"

Coach students not only to categorize the words, but also to articulate why they go together.

"It looks like most of you put words with the *dg* digraph together, words with the *nk* blend together, and words with the digraph *ng* together. And you know what? Those word parts are the reason I called you all here! You see, those word parts have been giving you a bit of trouble in your writing."

Make an analogy between quiet kids and quiet letters. Let students know that writers don't let quiet letters get left out.

"You know how sometimes when you and a group of others—maybe a group of friends, maybe a group of cousins—get together, there's often someone in the group who is a little quiet. Everyone else jumps in and talks and talks, and then there's that one kid, or sometimes two, who doesn't speak up much.

"Well, the reason I'm asking you to think about how there's sometimes quiet *kids* in a group is that there are sometimes quiet *letters* as well. Will you look at your word piles, and see if you can identify the quiet letters?"

Give students a moment to check.

SMALL GROUP 14: DON'T LET THE QUIET LETTER GET LEFT OUT

BEST TAUGHT TO

- Kids who need support spelling the ends of words that have silent letters

BEST TAUGHT DURING

- Reading workshop
- Writing workshop
- Intervention time

GETTING READY

- ✓ Prepare a set of word cards for each student, separating them into pieces as shown: *s-ong, l-ong, br-idge, n-udge, b-adge, l-edge, gr-udge, j-udge, pl-edge, r-idge, f-udge, str-ong, s-ink, l-ink, pl-ank, t-ank* 🌟 📖
- ✓ Provide a whiteboard and marker to each partnership.
- ✓ Prepare a list of words: *bank, fridge, sang, drink, dunk, ring, thank, and wedge*.
- ✓ Provide a copy of the "Quiet Letter Quiz!" chart for each partnership. 🌟 📖

"Yes! You are right. In words like *bridge* and *judge*, the *D* is a quiet letter. And in words like *song* and *sink*, the *N* is a quiet letter. You might be wondering why I'm telling you about quiet kids—and quiet letters. It's for this reason. We all need to be careful that neither quiet kids, nor quiet letters, get left out. And without even meaning to do so, we *do* sometimes leave them out."

LAUNCH THEM: Give writers a tip for remembering quiet letters. Encourage them to pronounce all the letters in the words they assembled at the start of the group.

"Just like good friends don't leave out quiet kids, good spellers don't leave out quiet letters. Here's a little trick. When you are learning to spell a word and therefore practicing a word's spelling, if you notice a quiet letter—a letter that could be at risk of being left out—it helps to make an extra *big* sound for that extra quiet letter.

"When I was learning to spell and I needed to learn a word like *bridge*, I would say it like this: /bri-D-D-D-ge/—just to make sure I wouldn't forget the *D*. Guess what? It really helped!

"Right now, will you take another look at your word puzzles? With your partner, will you read the words, making sure to give any quiet letter an extra big sound? Don't let those letters get left out!"

Coach writers as they do this work with partners.

Ask partners to quiz each other. Have one partner read a word while the other writes it on a whiteboard, taking care not to leave out the quiet letter. Partners will check their work, then switch roles.

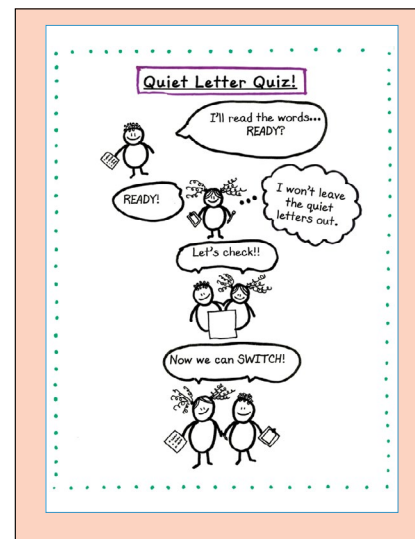
"Ready for a little quiz? I'm going to give one partner a whiteboard and marker and the other, a word list." I distributed a list that contained the words *bank*, *fridge*, *sang*, *drink*, *dunk*, *ring*, *thank*, and *wedge*. "Will the partner with the list read these words to the partner with the whiteboard, letting that person write them? Then switch roles. After you both get a chance to be quizzed, check your spellings, looking to see whether you, by mistake, left out a quiet letter. If you did, fix it up! You can write the word again, making sure to include any left-out letters."

TEACH TOWARD TOMORROW: Reinforce that writers can use this trick any time they notice they are leaving particular letters out of words.

"*D* and *N* are not the only letters that can be quiet, so whenever you notice that you are allowing a letter to be left out, you can try our little trick! Practice making an extra *big* sound for the quiet letter, so that you remember not to leave it out!"



FIG. 14-1 Students quiz each other.



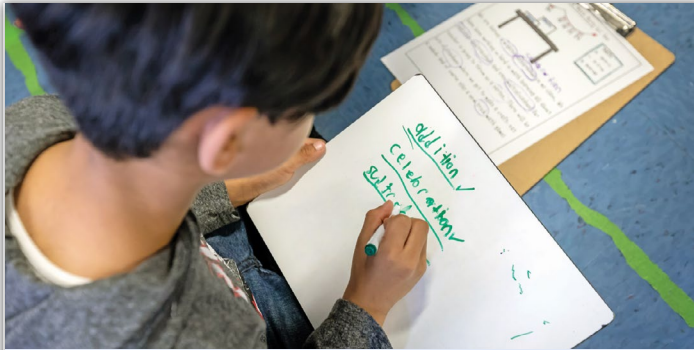
SMALL GROUPS TO SUPPORT PHONICS, GRADE 2

OTHER SUPPORTS

Replicate: You can follow this same routine with students who need support with *tch* and *nch*. See the online resources for an additional word list for partners to use to quiz each other. ✨

- For ACTIVATE: *catch, ditch, fetch, scratch, lunch, punch, bench, ranch*
- For LAUNCH: *switch, pitch, stretch, watch, bunch, hunch, crunch, branch*
- ▼ **Gr 2, Unit 2, Sess. 7:** Hiding in Plain Sight: The Silent Consonant
- ▼ **Gr 2, Unit 2, Sess. 9:** Soft C and G with Silent E at the End of Words
- ▼ **Gr 2, Unit 2, Sess. 10:** Writing Words Ending in *ge*
- ▼ **Gr 2, Unit 2, Sess. 11:** The Master of Disguise: The Sounds and Silence of *gh*
- ▼ **Gr 2, Unit 2, Sess. 11, Ext. 1:** Studying *ph*





SMALL GROUP 16

Spelling Tricky Endings: *-tion* and *-y*

BEST TAUGHT TO

- Children who are working on identifying and fixing spelling mistakes

BEST TAUGHT DURING

- Writing workshop
- Intervention time

GETTING READY

- ✓ Display the "LOOK OUT! Tricky Spelling Ahead!" chart. 📄 📖
- ✓ Provide a whiteboard, marker, eraser, and pen for each partnership.
- ✓ Give a copy of Gus's writing to each partnership. You may want to provide word windows so these copies can be reused. 📄

RALLY THEM: Explain that as students tackle bigger words, it's important that people can read those words exactly. Spelling school can help writers fix up their writing so it's easier to read.

"I called you together because I'm noticing you're tackling bigger ideas with even more complicated and thoughtful words. Some of those long words can be tricky to write, can't they? People need to be able to read your writing. Getting better at spelling takes work!"

"Whenever I want to get better at something, I call it going to school. I'll go to cooking school to get better at making pies, or I'll go to frisbee school to get better at playing frisbees. Do you know where you can go to get better at your spelling? That's right, spelling school!"

LAUNCH THEM and WORK SIDE BY SIDE: Recruit students to study Gus's writing, using a series of steps that will help them identify Gus's common spelling errors and correct them.

"So let's go to spelling school! Gus will be in our school, too. He's been writing interesting ideas with brave words. I have one of his pieces of writing right here. How about we first study Gus's writing together, and then you can study your own writing? By the time you leave here, you'll know even more about spelling than you do now!"

Display a chart that lists the steps to studying one's own writing.

LOOK OUT! Tricky Spelling Ahead!

<p>TRY it different ways</p> <p>celebrashun celebracion ✓ Celebration</p>	<p>Clap Syllables</p> <p>Cel e bra tion each part!</p>
<p>Use PART of a word you know</p> <p>station celebration</p>	<p>Use Vowel Teams</p> <p>ai rain ea read ou shout ow flower oo boat ui juice</p>
<p>Use the word wall or word book</p> <p>A B C about before color after because action</p> <p>celebration</p> <p>My Word Book action</p>	

SMALL GROUPS TO SUPPORT PHONICS, GRADE 2

"It looks like the first thing we need to do is help Gus reread his writing and notice words that don't look right. I'll give you and your partner a copy. Will you circle the words Gus needs to work on?" Give partnerships a minute to work.

I said, "Then read the words you circled and look across them to see if you can find a pattern to Gus's mistakes. Turn and talk to your partner about what you're noticing.

"Whoa, whoa. Are you saying that it seems like Gus is having trouble spelling the endings of his words? I agree! It seems like he's especially having trouble with words that are supposed to end in *-ty* and words that are supposed to end in *-tion*. He keeps messing those endings up." Record those endings on a whiteboard.

"See if you and your partner can help him fix his writing up. Choose a strategy from the chart, then use a whiteboard to try out some new spellings of the words you circled. Once you find one that looks right, go ahead and edit Gus's writing right on his paper."

CHALLENGE THEM: Invite students to try this work out in their own writing. Ask them to notice misspelled words, look for patterns in their mistakes, and then fix those mistakes.

"Wow! This spelling school is really paying off. You helped Gus fix so many of his spelling mistakes. Are you ready for a challenge? Try the work you just did with Gus's writing on your own writing. I'll leave our chart right here so you can coach yourself through the steps."

Give students a few minutes to work on fixing up their own writing. Then, invite them to share what they notice with their partners, and have them talk about how they are going to remind themselves to *not* make these spelling mistakes again.

TEACH TOWARD TOMORROW: Remind writers that they now have a system for studying words and their parts on the lookout for parts that don't look right. And they have a system for how to fix up those mistakes.

"Writers, anytime you are writing and you come across a word that doesn't look right, one you might need to go to spelling school for, you can use the steps you tried today on Gus's writing and your own, to fix up your writing. With any piece of writing, you can be your own spelling school teacher!"

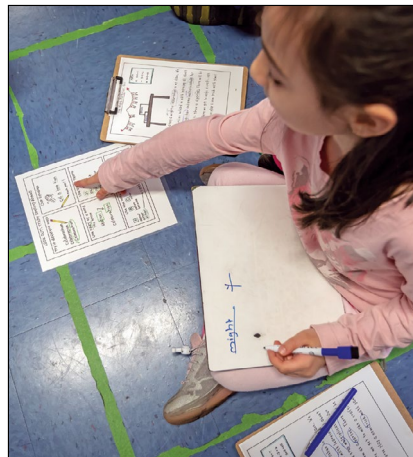


FIG. 16-1 Students choose a spelling strategy to fix-up Gus's writing.

POSSIBLE COACHING MOVES

- ▶ "What part of that word doesn't look right? How might you try it differently?"
- ▶ "Which way looks right? Edit it right on his writing."
- ▶ "Do you know another word that has that part? Think about how it is spelled. Try that."



We are having a mightee celebrashun in my class. We have been working so hard in math learning all about addishun, subtracshun, and even multiplicashun! Our teacher is going to throw us a partee. There will be lots of stashuns where we get to make a craft, eat a snack, and of course play a new trick math game!

OTHER SUPPORTS

Replicate: You can use other word endings students are misspelling and have them teach Gus how to spell those words. We include other Gus pieces for the suggestions below in the online resources and in the Resource Pack. ✨

- Word endings: *-er, -est, -ly, -ed* (kickball story)
 - Word endings: *-ion* and *-sion* (movie night story)
 - Word beginnings: blends, digraphs (playground story)
 - Word middles: *-ou, -ow, -oi, -oy, -ea, -ough* (beach story)
- ▲ **Gr 2, Unit 2, Sess. 17:** The Commotion Around *-tion*
- ▲ **Gr 2, Unit 2, Sess. 17, Ext. 1:** Another New Tail: *-ly*



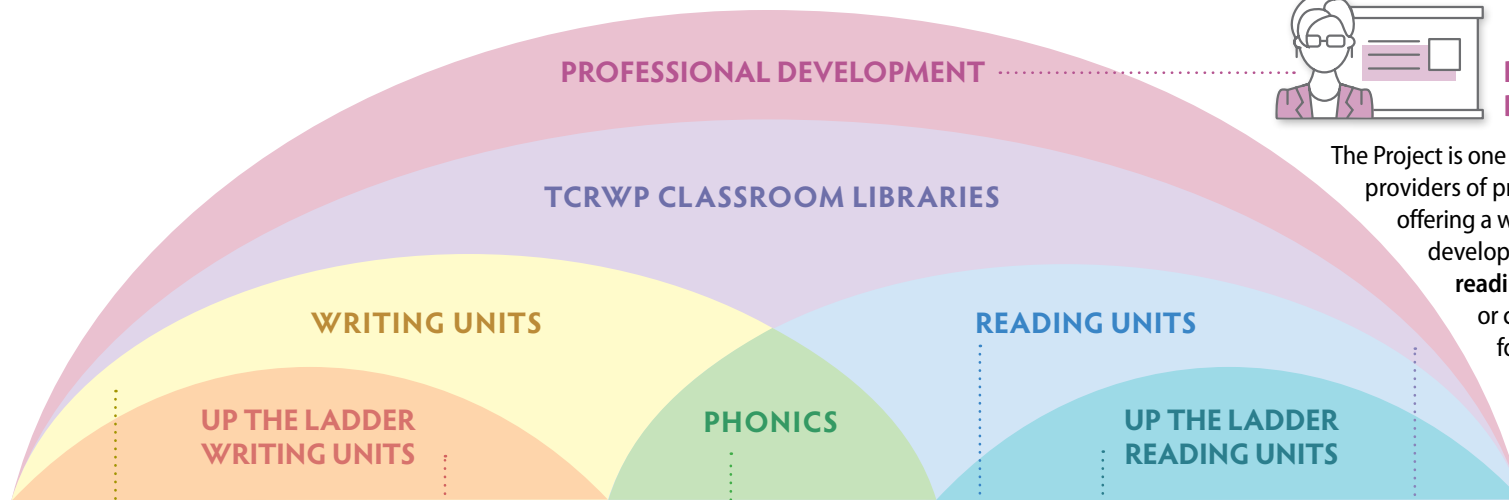


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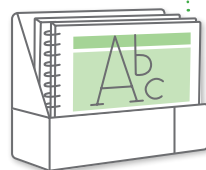
Writing Units, Grades K–8

Built on best practices and a proven framework developed over decades of work, the writing units support explicit instruction, provide rich opportunities for practice, and help teachers use learning progressions to set students on trajectories of growth.



Writing Up the Ladder Units, Grades 4–6

The *Up the Ladder* units teach foundational skills to ramp kids up to the work they will do in the grade-level writing units.



Phonics Units, Grades K–2

These lean, engaging units provide explicit instruction in high-leverage phonics skills and strategies and support transfer of phonics into reading and writing workshop.



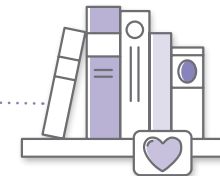
Reading Units, Grades K–8

The reading units offer a framework for teaching the skills and strategies of proficient reading. Performance assessments and learning progressions help teachers monitor progress, lead small group instruction, and set next-step goals.



Reading Up the Ladder Units, Grades 4–6

The *Up the Ladder* units teach foundational skills to ramp kids up to the work they will do in the grade-level reading units.



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Each of the Classroom Libraries has been thoughtfully designed to lure kids into reading and move them up levels of complexity. Grade-level libraries are available in on-level and below benchmark collections. Specific library shelves support particular units of study.

from Lucy Calkins and TCRWP Colleagues

UNITS OF STUDY IN READING AND WRITING

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But it is not only students’ work that is transformed when teachers are supported in the teaching of reading and writing; teachers’ work is also transformed.

Over the years, teachers have repeatedly told me that this kind of teaching has given them new energy, clarity, and compassion, reminding them why they went into teaching in the first place. I understand what these teachers mean, for it has done all this—and more—for me as well.”

—LUCY CALKINS

The *Units of Study for Teaching Reading, K–8* and the *Units of Study in Opinion/Argument, Information, and Narrative Writing, K–8* have fast become essential parts of classroom life in tens of thousands of schools around the world and serve as both curricular support and professional development. These two groundbreaking series will:

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- help teachers assess students’ reading and writing work, develop their use of self-monitoring strategies, and set them on trajectories of growth
- give teachers opportunities to teach and to learn teaching through strong scaffolding and on-the-job guidance from Lucy Calkins and her colleagues from the Teachers College Reading and Writing Project.

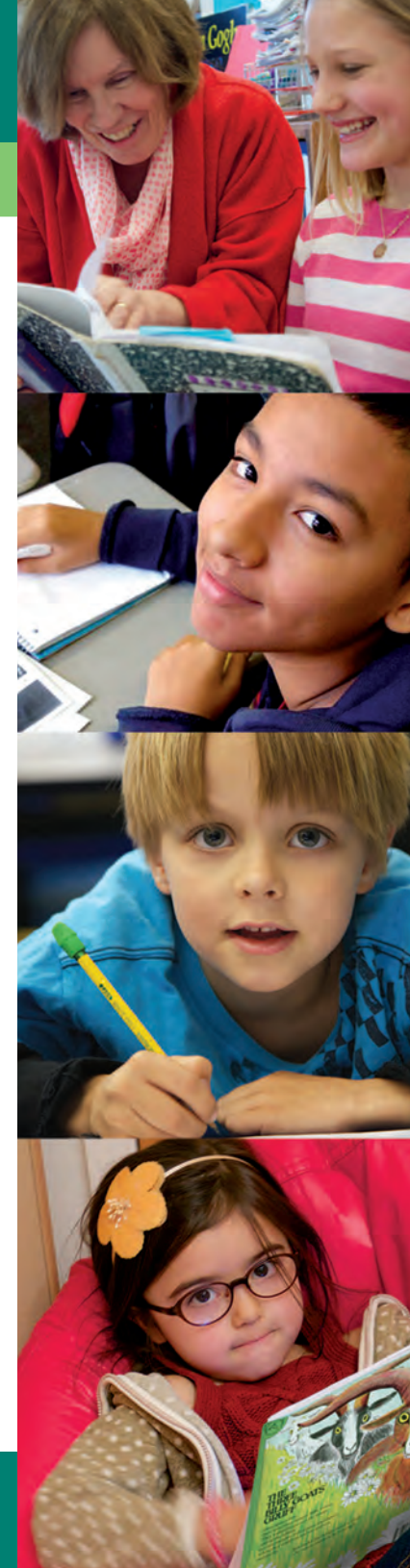


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ABOUT THE AUTHORS



Lucy Calkins is the Founding Director of the Teachers College Reading and Writing Project. In that role, Lucy's greatest accomplishment has been to develop a learning community of teacher educators whose brilliance and dedication shine through in the Units of Study books, which have become an essential part of classroom life in tens of thousands of schools around the world. Lucy is the Robinson Professor of Children's Literature at Teachers College, Columbia University, where she co-directs the Literacy Specialist Program. She is the author, coauthor, or series editor of the Units of Study in Opinion/Argument, Information, and Narrative Writing, Grades K–8; Up the Ladder: Accessing Grades 4–6 Writing Units of Study; and Units of Study for Teaching Reading, Grades K–8 series; as well the lead curator of the TCRWP Classroom Libraries, Grades K–8; and has authored scores of other professional books and articles.



Angela Báez is a Staff Developer at the Teachers College Reading and Writing Project at Columbia University. A primary classroom teacher for more than a decade, she now works alongside teachers and administrators in classrooms across the nation. She leads workshops and summer institutes at TCRWP on early literacy instruction. Angela is coauthor of the Kindergarten *Vowel Power* in the Unit of Study in Phonics series, and the Kindergarten *Bigger Books, Bigger Reading Muscles* in the Units of Study for Teaching Reading series. She is passionate about the ways in which the subtleties of our language can grow agentive, independent, and self-motivated learners. She believes that a sound education supports the social and emotional, as well as academic, realms of experience. Angela infuses her teaching with her deep love of books, and most especially, of children themselves.



Rebecca Cronin is a Senior Staff Developer at the Teachers College Reading and Writing Project at Columbia University. She has spent the past 15 years with TCRWP thinking alongside teachers, coaches, and administrators around best literacy practices. She is coauthor of the Kindergarten *Word Scientists*, and Grades K–1 *Small Groups to Support Phonics* in the Units of Study in Phonics series, as well as the Kindergarten *Bigger Books, Bigger Reading Muscles* in the Units of Study for Teaching Reading series. Rebecca finds joy in teaching children and helping them discover a love of reading and writing. Rebecca is also the proud mother to Kyla, who is herself a teacher.



Celena Dangler-Larkey is a Senior Lead Staff Developer at TCRWP. She can usually be found inside a classroom—listening to, talking with, or laughing alongside students about their latest piece of writing or new favorite book. Celena is the coauthor of the Grade 1 *Marvelous Bloopers* in the Units of Study in Phonics series, the Grade 2 *Becoming Experts: Reading Nonfiction* in the Units of Study for Teaching Reading series, the Grade 1 *Writing Reviews* in the Units of Study in Opinion, Information, and Narrative Writing series, and the *Opinion* book in the Up the Ladder: Accessing Grades 3–6 Writing Units of Study series. She is currently hard at work on her first novel.



Valerie Geschwind taught both primary and upper grades and was an inclusive-classroom teacher before becoming a Staff Developer at the Teachers College Reading and Writing Project at Columbia University. She is coauthor of the Kindergarten *Playing with Phonics* in the Units of Study in Phonics series, and the Grade 2 *How-To Guide for Nonfiction Writing* in the Units of Study in Opinion, Information, and Narrative Writing series. Valerie has presented on the role of talk in the classroom and wrote an article on this topic for Heinemann's Digital Campus. She was also a member of the Heinemann Fellows inaugural class, where she studied the role action-research plays in student-growth and teacher happiness. Valerie works with teachers in New York City and around the country, promoting a growth mindset in students and play as a teaching tool.



Lisa Hernandez Corcoran is a Primary Staff Developer at TCRWP. A former grades K–6 literacy curriculum specialist and teacher leader, she is known for her commitment to highly engaging and joyful teaching. Lisa has a passion for creating individualized literacy tools to strengthen student independence and is an avid user of digital media to support literacy. She has brought her love of art and drawing to the Kindergarten, first-grade, and second-grade Units of Study in Phonics series as one of the illustrators. In addition to her work in classrooms alongside kids and their teachers, Lisa teaches institutes and specialty courses at TCRWP. She supports schools nationally and internationally in the development of independent and self-motivated readers and writers.



Havilah Jespersen first fell in love with teaching literacy as a Reading Recovery teacher, where she developed a passion for working with struggling readers and became an advocate for great literacy instruction in every classroom. She went on to earn her MA in the Literacy Specialist Program at Teachers College/Columbia University, and intern as a Staff Developer with the Teachers College Reading and Writing Project. Havilah is the coauthor of the Grade 1 *The Mystery of the Silent E* and *Word Builders* in the Units of Study in Phonics series, and the Grade 1 *Readers Have Big Jobs to Do* and *Word Detectives* in the Units of Study for Teaching Reading series. She has extensive experience as a classroom teacher of grades 1–6 in Canada and at international schools in China, and currently works as a literacy coach supporting PreK through Grade 6 teachers in Edmonton, Alberta, Canada.



Katherine Lindner is a Staff Developer at TCRWP. She earned her PhD from the University of Wisconsin–Milwaukee in Urban Education with a focus on Curriculum and Instruction surrounding literacy. She began her career teaching elementary school students, and has also worked as a literacy coach and as a university instructor for undergraduate and graduate students. Katherine now works with teachers in New York and around the country. At the heart of her work is a desire to promote independence in both teachers and students. She is passionate about developing simple but effective toolkits with teachers. Though she loves her work with teachers, Katherine is happiest when she is pulled up close to a group of young readers or writers.



Natalie Louis is a Senior Lead Staff Developer at the Teachers College Reading and Writing Project at Columbia University. She loves teachers. Her deepest desire is to make teaching and learning rigorous and fun for both children and teachers. Natalie is a lead editor of the Units of Study in Phonics series, and coauthor of six other books in the series; and is author or coauthor of two Kindergarten books in the Units of Study for Writing and Reading series: *Writing for Readers* and *We Are Readers*. She leads advanced sections at TCRWP's summer institutes and does data-obsessed staff development locally, nationally, and internationally. Before joining the Project, Natalie taught grades 1–3 in New York City public schools. She earned her MA in Teaching and Curriculum from Teachers College and her Reading Specialist license from Fordham University through the Ennis William Cosby Scholarship Program. Her work with lead professor Joanna Uhry helped her gain the skills to support children struggling with literacy.



Marie Munteer is a Staff Developer with the TCRWP. She is a coauthor of the Kindergarten *Show and Tell Writing* in the Units of Study in Opinion, Information, and Narrative Writing series. She works to help teachers and students learn to find the joy of literacy, and believes literacy is a right, not a privilege, and a tool that empowers, engages, and fights injustice. Marie's passion is helping students who are working to become multilingual, and she helped develop and run the Project's ELL Institute, as well as its Coaching of Writing Institute. Always seeking ways to help teachers reconnect with their craft, she has lead specialty groups and homegrown institutes at TCRWP designed to grow teachers' learning. Marie holds a Masters degree in Elementary Education and a Special Education Certificate.



Shanna Schwartz is the Curriculum Coordinator for Primary Literacy at TCRWP. In this role, she provides leadership throughout the TCRWP organization, while supporting schools and districts worldwide. This includes developing curriculum, mentoring staff developers, and facilitating study groups for school leaders. She is the author of the *Workshop Help Desk Quick Guide to Making Your Teaching Stick, K–5* and is coauthor of the Grade 2 *Writing About Reading* and *Second-Grade Reading Growth Spurt* in the Units of Study for Teaching Reading series. Shanna is her happiest when she is collaborating with educators—not only about best literacy practices, but also around valuing curiosity and joy in schools. She works to increase talking and thinking in classrooms as a means to amplify student voice.



Cynthia Williams brings her love of books and years of classroom teaching experience across Arkansas, Texas, and Michigan to her role as a TCRWP Staff Developer. A former curriculum coach and district teacher leader, Cynthia is passionate about the power of kid-watching and playful, responsive workshop teaching to transform school cultures and communities. In New York City, nationally, and internationally, she supports teachers and school leaders in cultivating student-centered environments designed to support independence and access for all learners. In addition to her work in classrooms alongside students and teachers, she teaches institutes and specialty courses at TCRWP.