Grade 1: Module 3: Cycle 16

Overview

Introduced in This Cycle

CVCe words with “i” and “o”

High-Frequency Words

“next,” “says,” “still,” “want,” “ways”

Cycle Word List

In this cycle, students continue to work with the CVCe pattern. While the cycle is “i_e” and “o_e” heavy, it continues to work with the CVCe pattern with all vowels. The rule about dropping the “e” when adding a vowel suffix is offered as an extension, but is introduced explicitly later in the module. Examples of words used in this cycle include:

bike	pine	hole
hide	shine	nose
hike	time	note
slide	wide	stone(s)
mile(s)	bone(s)	cave

Cycle at a Glance

Lesson 81

RF.1.2, RF.1.2a, RF.1.2b, RF.1.2d, RF.1.3, RF.1.3c, RF.1.3d

Agenda

1. **Opening (3–5 minutes)**
   A. Vowel Sounds: Contrast Vowel Sounds of “a” Using /ā/, /t/, /c/, /h/, /m/, and Magic “e”
2. **Work Time (10 minutes)**
   A. Magnanimous Magician: CVCe Words with “i” and “o”: “hid”/“hide,” “rid”/“ride,” “slid”/“slide,” “spin”/“spine,” “rob”/“robe,” “cod”/“code,” “hop”/“hope,” “slop”/“slope”
3. **Closing and Assessment (3–5 minutes)**
   A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40 minutes)**

Daily Learning Targets

- I can identify the long or short vowel sound in a one-syllable word. I can explain why the vowel makes a long or short sound. (RF.1.2)
- I can read a CVC word that is changed into a CVCe word by using a magic "e." (RF.1.2, RF.1.3)

Ongoing Assessment

- Observe students during work with white boards.
  - Determine whether they can blend CVCe and CCVCe words using the patterns for the week.
  - Also determine whether they can spell CVCe and CCVCe words from memory.

Lesson 82

RF.1.3, RF.1.3a, RF.1.3b, RF.1.3c, RF.1.3d, RF.1.3g, RF.1.4, RF.1.4a

Agenda

1. **Opening (3–5 minutes)**
   A. Engagement Text Read-aloud: "James and Sam Take a Hike"
   B. Comprehension Conversation (optional)
2. **Work Time (10 minutes)**
   A. High-Frequency Words: "next," "says," "still," "want," "ways"
   B. Decodable Reader: Partner Search and Read
3. **Closing and Assessment (2 minutes)**
   A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40 minutes)**

Daily Learning Targets

- I can retell the events from the story "James and Sam Take a Hike."
- (optional): Using evidence from the text, I can answer questions about the story "James and Sam Take a Hike."
- I can read high-frequency words and words that "don't play fair." (RF.1.3)
- I can read the decodable text: "James and Sam Take a Hike." (RF.1.3)

Ongoing Assessment

- Observe students during Work Time.
  - Determine whether they can independently find a given word.
  - Also determine whether they can decode CVCe words and identify familiar sounds in or automatically read high-frequency words.

Lesson 83

RF.1.3, RF.1.3a, RF.1.3b, RF.1.3c, RF.1.3g, L.K.2, L.K.2c, L.1.2, L.1.2d

Agenda

1. **Opening (3–5 minutes)**
   A. Mid-Cycle Review: High-Frequency Word Fishing: “next,” “says,” “still,” “want,” “ways”
2. **Work Time (10 minutes)**
   A. Spelling to Complement Reading: Dictation
3. **Closing and Assessment (3–5 minutes)**
   A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40 minutes)**

Daily Learning Targets

- I can read high-frequency words: “next,” “says,” “still,” “want,” “ways.” (RF.1.3)
- I can segment, blend, and spell CVCe words like “strike” and “chore.” (RF.1.3, L.K.2, L.1.2)

Ongoing Assessment

- Observe students during Opening. Determine whether they can explain how letter sound knowledge helps identify high-frequency words.
- Observe students during Work Time. Determine whether they can correctly spell the CVCe word from dictation.

Lesson 84

RF.1.1, RF.1.1a, RF.1.2, RF.1.2a, RF.1.2b, RF.1.2d, RF.1.3, RF.1.3b, RF.1.3d, RF.1.3g, L.1.2, L.1.2d, L.K.2, L.K.2c

Agenda

1. **Opening (3–5 minutes)**
   A. Reviewing Skills/Knowledge: Sort It Out
2. **Work Time (10 minutes)**
   A. Interactive Writing: Writing CVCe Words
3. **Closing and Assessment (2 minutes)**
   A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40 minutes)**

Daily Learning Targets

- I can sort words with long and short vowel sounds in the middle. (RF.1.3)
- I can collaborate with my teacher to write a sentence with CVC, CVCC, CVCe, and high-frequency words. (RF.1.1, RF.1.2, RF.1.3, L.K.2)

Ongoing Assessment

- Observe students during Opening. Determine whether they can categorize and read familiar words using the CVCe pattern from this cycle.
- Observe students sharing the pen (or following along) during Work Time A. Determine whether they can write the given sentence, following basic concepts of print such as directionality and spacing.

Cycle Assessment

Lesson 85

RF.1.3, RF.1.3a, RF.1.3c, RF.1.3e, RF.1.3g, L.1.2, L.1.2d

Agenda

1. **Opening (10 minutes)**
   A. Reading Silly Words
   B. Spelling with Style
2. **Work Time (45 minutes)**
   A. Extended Differentiated Small Group Instruction: Cycle Assessment and Goal Setting
3. **Closing and Assessment (2 minutes)**
   A. Reflecting on Learning

Daily Learning Targets

- I can read silly CVCe words. (RF.1.3)
- I can spell CVCe and high-frequency words. (L.1.2)

Ongoing Assessment

- Cycle 16 Assessment

Lesson 81 Teaching Notes

Purpose of lesson and alignment to standards:

- In Work Time A, students learn that the silent "e" changes the vowel sounds for "i" from /i/ to /ī/ and /o/ to /ō/. Revisit vowel sound identification in words whenever possible; this supports this skill with open multisyllabic words. Add /ī/ and /ō/ words to the CVCe anchor chart throughout the year.
- Exaggerate the articulation of the /ī/ and /ō/, and have students note how their mouths are different when articulating /i/ and /o/. This supports the move to decoding later in Work Time A, when students segment sounds in written words.

How it builds on previous work:

- During Cycle 14, students were introduced to the Vowel House to explore open syllables. The same instructional practice is used in this lesson as the CVCe pattern is introduced with the vowels "i" and "o."
- In previous cycles, students built knowledge of short vowels with the Chaining instructional practice. This familiar practice is revisited to introduce the /ī/ and /ō/ vowel sounds in this lesson.

Down the road:

- In the Closing, students reflect on their daily progress toward becoming more proficient readers. Throughout the module, guide students toward more specific responses (example:

"I practiced looking for the silent 'e' at the end of words, and that is one of my goals for reading"). Consider asking students to name how they also are building habits of character (examples: persevering, listening to a partner).

Lesson 82 Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening B, consider asking students suggested (or similar) text-based comprehension questions. Because these questions will likely cause the Opening to take longer than 5 minutes, they are optional. Consider adjusting differentiated small group instruction time accordingly.
- In Work Time A, students are introduced to high-frequency words. This practice explicitly teaches the high-frequency words students see in the Decodable Reader. Some of the words are decodable ("next," "still") or regularly spelled but not easily decodable because they include spelling patterns that have not yet been taught ("ways"). Because students cannot yet easily apply what they have learned about the phonemes from this cycle, these words are treated for now as words that "don't play fair." The last group of words includes irregularly spelled words ("want," "says"). Add all of these words to the Interactive High-Frequency Word Wall once they have been introduced. Consider differentiating between regularly spelled words and words that "don't play fair" by using different colored papers or fonts.
- In Work Time B, students first search for familiar spellings of long vowels that represent the CVCe pattern taught so far. Although students may naturally decode some of the words as they work with the Decodable Reader for the first time, avoid guiding them to do so during the "search" portion of the activity. The search serves as a review to support students as they apply learned letter sound connections during the partner "read" portion.
- Pairing students during the Decodable Reader routine provides support for those who need it and engages more proficient students to apply their knowledge to support a peer. Have students work individually if you prefer that they receive more individual practice without peer guidance or support.
- Consider how to collect data on how well students use high-frequency word knowledge and decoding skills while reading their Decodable Readers. Two options: anecdotal notes that identify strategies being used or miscues made (examples: "reread the sentence," "read /i/ for /ī/"), or asking students to mark words they find challenging.

How it builds on previous work:

- Students apply what they have learned about CVCe spelling patterns in this cycle to decoding CVCe words with "a," "i," and "o" in the Decodable Reader.

Down the road:

- In the Closing, students reflect on their daily progress toward becoming more proficient readers. Throughout the module, guide students toward more specific responses (example: "I practiced looking for the magic 'e,' and that is one of my goals for reading"). Consider asking students to name how they are building habits of character (examples: persevering, listening to partner).

Lesson 83 Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students continue working with CVCe pattern words using "i" and "o" in this familiar instructional practice.

How it builds on previous work:

- This lesson continues work with the CVCe words in Cycle 15.
- Two of the high-frequency words ("want" and "says") were introduced in previous cycles. They are included in this lesson because they appear in the Cycle 16 Decodable Reader.

Down the road:

- In the Closing, students reflect on their daily progress toward becoming more proficient readers. Throughout the module, guide students toward more specific responses (example: "I practiced looking for the magic 'e,' and that is one of my goals for reading"). Consider directing students to name character traits/work habits (examples: persevering, listening to a partner).

Lesson 84 Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A, students use their knowledge of closed and open syllables to sort words based on syllable type. This practice reinforces the skill of identifying vowel sounds to determine the syllables in multisyllabic words.
- In Work Time A, students apply their growing knowledge of letter sound connections to writing words by working on a shared sentence from the decodable text or content from the Integrated Literacy Block. Through interactive writing, students consider capitalization, spacing, and punctuation as they construct the sentence (L.1.2) and continue to practice high-frequency words to commit them to memory. Students continue working with the CVCe spelling pattern in words with the vowels "a," "i," and "o." The relationship between decoding and spelling (encoding) regularly spelled words is complementary; the two processes support and strengthen each other. Consider saving the finished piece to use for shared reading, collecting it as part of a big book, or posting it somewhere in the classroom for students to "read the room."
- In Work Time A, students write previously read words. Because these words are familiar and the finished product might be used again or posted in the classroom, spellings should be accurate, not invented. Encourage students to recall the specific graphemes (letters) that represent those phonemes in that word. The goal is for students to develop automaticity with the correct spelling and pronunciation of each word. If students write the incorrect grapheme, encourage them to listen again or ask a friend for help, then rewrite (use correction tape or masking tape to cover up the original letter).
- Consider recording the sentences produced each week during interactive writing on chart paper, sentence strips, or some other method so they can be displayed and practiced by the group, in pairs, or individually. Also consider cutting up sentence strips and then reconstructing them for re-teaching or additional practice. Or cut parts of words apart to provide further extension and/or to draw attention to a word's specific features.

How it builds on previous work:

- This lesson continues work with the CVCe spelling pattern that has been used throughout Cycles 14 and 15 (to decode in isolation, read in a text, and spell words). Students now apply all of these skills to construct a shared sentence. The chosen sentence also reinforces words from the decodable text.

Down the road:

- In the Closing, students reflect on their daily progress toward becoming more proficient readers. Throughout the module, guide students toward more specific responses (example: "I practiced looking for the magic 'e,' and that is one of my goals for reading"). Consider directing students to name character traits/work habits (examples: persevering, listening to a partner).

Lesson 85 Teaching Notes

Purpose of lesson and alignment to standards:

- Work Time A for this lesson, as with all assessment lessons, involves extended differentiated small group instruction to accommodate an additional teacher meeting with each group to administer the cycle assessment. Assessments are on-demand and scored immediately so students can see their score, track their progress, and possibly revise their personal goals for the module accordingly.

How it builds on previous work:

- This is the final lesson in the cycle. During Work Time A, students complete the Cycle 15 Assessment, where they use the letters and sounds learned in the cycle to decode and spell words.

Preparation and Materials

- Movable letters (magnetic letters, Letter Cards in a pocket chart, or other letters that can be displayed and moved; one each for teacher modeling)
- Letter Formation chart with visuals
- Articulatory Gestures chart
- CVCe anchor chart for "i" and "o"
- Magnanimous Magician Word List
- T-chart (Short Vowel Sound column and Long Vowel Sound column)
- Vowel House
- High-Frequency Word Cards (teacher-created; one for each word)
- Interactive Word Wall (one to display)
- Sort It Out Word Cards
- Enlarged Decodable Reader: "James and Sam Take a Hike" (one to display)
- Decodable Reader: "James and Sam Take a Hike" (one per student)

- Engagement Text: "James and Sam Take a Hike" (one for teacher read-aloud)
- Teacher sound board (one for teacher)
- Student sound board (one per student)
- White boards, white board markers, and white board erasers (one per student)
- Highlighters (one per student and one for teacher)
- Highlighter tape (optional; for the teacher to use to highlight the Decodable Reader)
- Snapshot Assessment (optional; one per student)
- Cycle 16 Assessment