

Grade 1: Module 2: Cycle 6

Overview

Introduced in This Cycle

“e,” /e/

High-Frequency Words

“for,” “get,” “gone,” “no,” “to,” “am”

Cycle Word List

In this cycle, students work with the short vowel “e,” which can often be the most difficult for students to distinguish from the other vowels. Students are given ample practice decoding and encoding words with three and four phonemes. Lesson extensions provide the ability to use initial and final consonant blends as in the words “flesh” and “best.” Direct instruction of “-ank,” “-ink,” “-unk,” and “-onk,” build from the “-ng” work in prior cycles while also allowing for the review of /a/, /i/, /u/, and /o/. Examples of words used in this cycle include:

led	let	went
fed	get	tent
red	yet	best
shed	pen	nest
pet	send	dunk



Cycle at a Glance Chart

Lesson 31

RF.K.3, RF.K.3a, RF.1.2, RF.1.2b, RF.1.2d, RF.1.3, RF.1.3b, L.K.2, L.K.2c, L.1.2, L.1.2d

Agenda

1. Opening (3–5 minutes)

- A. Phonemic Blending and Segmentation: /e/, /r/, /d/, /b/, /f/
- B. Writing the Letter to Match the Sound: “e,” “r,” “d,” “b,” “f”

2. Work Time (10–15 minutes)

- A. Chaining: Decoding /e/, /l/, /f/, /r/, /b/, /d/, /p/, /g/, /y/, /s/, /t/, /n/, /m/, /w/
- B. Chaining: Encoding /e/, /l/, /f/, /r/, /b/, /d/, /p/, /g/, /y/, /s/, /t/, /n/, /m/, /w/ (“led,” “fed,” “red,” “bed,” “Ben,” “den,” “pen,” “pet,” “let,” “get,” “yet,” “bet,” “best,” “bend,” “mend,” “send,” “sent,” “tent,” “went,” “bent”)

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 segment and blend CVC words with the phonemes (sounds): /e/, /r/, /d/, /b/, /f/. (RF.1.2)
- I can write the graphemes (letters) that match the phonemes (sounds): “e,” “r,” “d,” “b,” “f.” (RF.K.3, L.1.2a)
- I can read and spell VC and CVC words with the phonemes (sounds): /e/, /l/, /f/, /r/, /b/, /d/, /p/, /g/, /y/, /s/, /t/, /n/, /m/, /v/. (RF.1.3, L.1.2)

Ongoing Assessment

- Observe students during work with white boards.
 - Determine whether they can blend CVC, CCVC, and CVCC short vowel words using the patterns for the cycle.
 - Determine whether they can spell CVC, VC, CCVC, and CVCC words from memory.

Lesson 32**RF.1.3, RF.1.3b, RF.1.3f, RF.1.3g, RF.1.4, RF.1.4a****Agenda****1. Opening (3–5 minutes)**

- A. Engagement Text Read-aloud: “Sam Wants a Pet”
- B. Comprehension Conversation (optional)

2. Work Time (10–15 minutes)

- A. High-Frequency Words: “for,” “get,” “gone,” “no,” “to,” “am”
- 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 “Sam Wants a Pet.”
- Using evidence from the text, I can answer questions about the story “Sam Wants a Pet.” (optional).
- I can read high-frequency words and words that “don’t play fair.” (RF.1.3)
- I can read the decodable text: “Sam Wants a Pet.” (RF.1.3)

Ongoing Assessment

- Observe students during Work Time.
 - Determine whether they can independently find a given letter or word.
 - Determine whether they can decode VC, CVC, CCVC, and CVCC words and identify familiar sounds in or automatically read high-frequency words.

Lesson 33

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

Agenda

1. **Opening (3–5 minutes)**
 - A. Mid-Cycle Review: High-Frequency Word Fishing: “for,” “get,” “has,” “gone,” “no,” “to,” “am”
2. **Work Time (10–15 minutes)**
 - A. Spelling to Complement Reading
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: “for,” “get,” “gone,” “no,” “to,” “am.” (RF.1.3)
- I can segment, blend, and spell CVC, VC, CCVC, and CVCC words like: “bed,” “pest,” and “shed.” (RF.1.2, RF.1.3, L.K.2, L.1.2)

Ongoing Assessment

- Observe students during Opening A.
 - Determine whether they can match grapheme to phoneme, phoneme to grapheme, and blend phonemes together to make a word.
 - Determine whether they can explain how letter sound knowledge helps identify high-frequency words.
- Observe students during Work Time A. Determine whether they can segment a given word, isolate each sound in a given word, and write the grapheme for each phoneme in a word.

Lesson 34

RF.K.3, RF.K.3a, RF.K.3b, RF.1.1, RF.1.1a, RF.1.2, RF.1.2b, RF.1.2d, RF.1.3, RF.1.3b, RF.1.3g, L.K.2, L.K.2c, L.1.2, L.1.2d

Agenda

1. **Opening (3–5 minutes)**
 - A. Reviewing Skills and Knowledge: Question and Switch (optional)
 - B. Reviewing Skills and Knowledge: Call and Response (optional)
2. **Work Time (10–15 minutes)**
 - A. Interactive Writing: Writing Regular and Familiar One-Syllable 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 review taught phonemes, high-frequency words, and decodable words. (RF.1.2, RF.1.3) (optional)
- I can review taught graphemes and phonemes I can segment and blend phonemes (sounds) into a spoken word like. (RF.1.2) (optional)

- I can collaborate with my teacher to write a sentence with VC, CVC, CCVC, and high-frequency words. (RF.1.1, RF.1.2, RF.1.3, L.K.2)

Ongoing Assessment

- Observe students during Opening A. Determine whether they can make the sound for letter(s), decode, and read familiar words using letters and sounds 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.

Lesson 35

RF.1.3, RF.1.3a, RF.1.3b, RF.1.3f, RF.1.3g, L.1.2, L.1.2d

Agenda

- Opening (10 minutes)**
 - Reading Silly Words
 - Spelling with Style
- Work Time (10–15 minutes)**
 - Extended Differentiated Small Group Instruction: Assessment and Goal Setting
- Closing and Assessment (2 minutes)**
 - Reflecting on Learning

Daily Learning Targets

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

Ongoing Assessment

- Cycle 6 Assessment

Lesson 31 Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson introduces students to short “e” letter and sound connections to support their ability to decode written words. Students begin by manipulating those sounds in spoken words (RF.1.2b), then match those sounds to their written letter(s) (RF.K.3a, RF.1.3b), and finally use that letter sound connection to spell the written words. (L.1.2) Note: Consider starting a collection of all taught phonemes in one place for student reference, continuing to add new ones as they are introduced.
- In Opening B, students begin collecting words that include the short “e” sound on an ongoing anchor chart. They learn that “e” is a vowel and that every word in the English language includes a vowel. Continue to revisit vowel identification in words whenever possible; this not only supports the challenging skill of identifying and decoding medial vowel sounds in CVC words but also lays important groundwork for future lessons about syllable types in Module 3. Add /e/ words to the chart throughout the year. Start with words that begin with /e/ and eventually add words with /e/ medial sound.

- Exaggerate the articulation of each letter introduced to emphasize the mouth shape and location of the tongue as each sound is said. This lesson teaches /e/, which as a continuant is an open sound, and bridges the other two consonant sounds together. 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 previous cycles, students reviewed the Vowel and Digraph Letter Mnemonics and accompanying stories from kindergarten. In this cycle, students focus on short “e.” Consider rereading or retelling a quick version of the story of each beforehand. Add at least one word to the anchor chart during the lesson; add words throughout the school year that include the vowel.

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 listening for the middle sound, and that is one of my goals for reading.”) Consider asking students to name how they are also building habits of character (e.g., persevering, listening to a partner).

Lesson 32 Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A and B, students use the Engagement Text: “Sam Wants a Pet.” This text serves to pique their interest about the Decodable Reader, introduced in Work Time B, by incorporating the topic and words into an engaging read-aloud.
- In Opening B, consider asking students suggested (or similar) text-based comprehension questions. Although the K–2 Skills Block focuses primarily on RF standards, comprehension is an integral part of reading development. Leading a brief discussion after the read-aloud connects students to key ideas, details, and vocabulary contained within it. Because these questions will likely cause the Opening to take longer than 5 minutes, they are optional. Consider adjusting differentiated small group instruction time accordingly.
- In Work Time A, students are introduced to high-frequency words. This practice explicitly teaches all of the high-frequency words students will see in the Decodable Reader. Some words are decodable, including phonemes from this cycle (“am,” “get”); others are regularly spelled but not easily decodable because they include spelling patterns that have not yet been taught (“no,” “to,” “for”). Because students cannot yet easily apply what they have learned about the phonemes from this cycle, these words will be treated for now as “words that don’t play fair.” The last group of words includes irregularly spelled words (“gone,” “has”). Add all of these words to the Interactive Word Wall once they have been introduced. Consider differentiating between regularly spelled words and “words that don’t play fair” by using a different paper or font color.
- 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. Consider having students work individually if you prefer that they receive more individual practice without peer guidance or support.

- Consider how you want 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 (e.g., “reread the sentence,” “read /e/ for /a/”), or ask students to mark words they find challenging.

How it builds on previous work:

- Students apply what they have learned about each phoneme in this cycle to decoding VC, CVC, CVCC, and CCVC words in the Decodable Reader.
- Earlier in the module, students were introduced to the “-s” ending in plural nouns. The Decodable Reader in this cycle includes the “-s” ending of action words (“looks,” “begs,” “sits”). Guide students to notice the “-s” at the end of these action words.

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 listening for the middle sound, and that is one of my goals for reading.”) Consider asking students to name how they are also building habits of character (e.g., persevering, listening to a partner).

Lesson 33 Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A, students apply decoding skills and growing knowledge of irregularly spelled words (words that “don’t play fair”) to review the high-frequency words from this cycle. (RF.1.3b) Using High-Frequency Word Fishing, students begin the process of committing such words to memory by using known letter sound connections and context.
- In Work Time A, the Spelling to Complement Reading instructional practice introduces students to the reciprocal relationship between spelling and reading by using encoding to facilitate decoding. As the year progresses, more words and spelling patterns are added to this routine.
- When sounds are spoken separately, stretch out the sounds and hold them as you pronounce rather than pronouncing each separately with a pause between.

How it builds on previous work:

- This lesson applies phonemes taught so far.
- Building on previous work around plural nouns (“-s” and “-es”), ask students to identify the nouns in the list of words. Ask if the word is a person, place, thing, or animal (e.g., “bed,” “pen,” “tent,” “shed”). Explain that these words are called nouns, and encourage students to use this label when they are ready.

Down the road:

- Students will learn to recognize the effect of the inflectional ending “-es” on base word verbs to read words such as “fishes” and “rushes.” Have them identify verbs during Spelling to Complement Reading to help build a foundation for this. Ask them to indicate if a word is a person, place, thing, or animal or an action word. Once students are doing this consistently, then name these words as nouns or verbs.

- 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 listening for the middle sound, and that is one of my goals for reading.”) Consider asking students to name how they are also building habits of character (e.g., persevering, listening to a partner).

Lesson 34 Teaching Notes

Purpose of lesson and alignment to standards:

- The two Opening practices are used throughout the modules as needed for review; choose one to use based on students’ needs.
- In Opening A, students apply growing knowledge of grapheme-phoneme connections and of decodable and high-frequency words by reading cards with graphemes or words, then switching with a partner to read a new one. Consider printing the Question and Switch Decodable and High-Frequency Word Cards on different colored papers to differentiate between the two.
- In Opening B, students apply growing knowledge of grapheme-phoneme connections to chant correlating graphemes to phonemes, phonemes to graphemes, and blend phonemes to make a recognizable spoken word.
- As with the phonemic blending and segmentation activity in Lesson 31, stretch out the sounds and hold them as you pronounce rather than pronouncing each separately with a pause between.
- 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), segment the sounds (in sequence) of spoken words (RF.1.2d), and match them to their letter(s). (RF.1.3a) They also practice high-frequency words to commit them to memory. 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.”
- When they are pronouncing the phoneme /sh/, remind students to feel the movement and position in their mouths. This provides a physical connection to the sound, deepening students’ knowledge of the sound. Have them experience the difference between the way their mouths move and feel when pronouncing /sh/ and /ch/. This helps clarify the distinction between these two similar sounds and will support ELL students (these digraphs do not exist or are used infrequently in other languages).
- 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 a 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 those sentences can be displayed and practiced by the group, in pairs, or individually. Also consider cutting up sentence strips and reconstructing them for re-teaching or additional practice. Or cut parts of words apart to provide further extension or to draw attention to a word's specific features.

How it builds on previous work:

- This lesson addresses the same letters and sounds that have been used throughout the cycle (to decode in isolation, read in a text, and spell words). Students now apply these skills to construct a shared sentence that 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 listening for the middle sound, and that is one of my goals for reading.") Consider asking students to name how they are also building habits of character (e.g., persevering, listening to a partner).

Lesson 35 Teaching Notes

Purpose of lesson and alignment to standards:

- Students review the letters and sounds from the weekly cycle by decoding and spelling words. In Opening A, students decode nonsense words in isolation. (RF.1.3b) Using nonsense words requires students to use grapheme-phoneme connections since they cannot rely on memory of the word. They must decode and/or use analogy (as in recognizing that "fen" is like "den," with a different beginning sound). Students also are asked to articulate the decoding strategy they use. (Examples: "I knew it automatically." or "I broke the sounds apart, then blended them back together." or "I noticed that it looked like another word I know, but with a different beginning sound.")
- In Opening B, students spell words using the patterns they have learned. (L.1.2d) Students practice spelling the words in a unique way, "with style" (e.g., like an opera singer, like a chicken), and then write the word on their own white boards.
- 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 lesson is the final lesson in the cycle. During Work Time A, students complete the Cycle 6 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 (for teacher reference)
- Articulatory Gestures chart
- “sh,” “ch,” Short “e”, and “i” anchor charts
- High-Frequency Word Cards (teacher-created; one per word)
- Interactive Word Wall (one to display)
- Question and Switch Cards (one per student)
- Enlarged Decodable Reader: “Sam Wants a Pet” (one to display)
- Decodable Reader: “Sam Wants a Pet” (one per student)
- Engagement Text: “Sam Wants a Pet” (one for teacher read-aloud)
- Teacher sound board (one for teacher)
- Student sound boards (one per student)
- White boards, white board markers, and white board erasers (one per student)
- Highlighters (one per student)
- Highlighter tape (optional; for the teacher to use to highlight the Decodable Reader)
- Snapshot Assessment (optional; one per student)
- Cycle 6 Assessment (one per student)