

Grade 1: Module 2: Cycle 9

Overview

Introduced in This Cycle

“ll” as /l/, “ss” as /s/, “ff” as /f/, “zz” as /z/, “-ed” suffix as /d/ and /t/

High-Frequency Words

“all,” “could,” “said,” “then”

Cycle Word List

In this cycle, students are introduced to the phonemes /l/, /s/, /f/, and /z/ as represented by the graphemes “-ll,” “-ss,” “-ff,” “-zz.” Students should understand that the short vowel needs an extra letter when these sounds are at the end of a single-syllable word. Direct instruction of consonant blends with “s” as an orthographic unit occurs (“sm,” “st,” “sp,” and “sk”). In addition, “-ed” as /d/ is introduced and included in the Decodable text and offered as an extension in lessons. Examples of words used in this cycle include:

sniff	spell	pass
stuff	yell	passed
mail	yelled	boss
small	skill	buzz
wall	spill	buzzed



Cycle at a Glance

Lesson 46

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

Agenda

1. Opening (3–5 minutes)

- A. Phonemic Blending and Segmentation: /s/, /z/, /f/, /b/, /c/, /a/, /u/, /l/, /m/
- B. Writing the Letter to Match the Sound: “ss,” “zz,” “ff,” “b,” “c,” “a,” “u,” “ll,” “m,” “f”

2. Work Time (10–15 minutes)

- A. Chaining: Decoding /f/, /l/, /s/, /m/, /t/, /i/, /e/, /a/, /p/, /d/, /u/, /w/, /o/
- B. Chaining: Encoding “m,” “a,” “l,” “b,” “w,” “s,” “p,” “d,” “e,” “i,” “u,” “f,” “t,” “o” (“toss,” “moss,” “mall,” “small,” “wall,” “well,” “spell,” “yell,” “yelled,” “pass,” “passed,” “pill,” “skill,” “still,” “stuff”)

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 CVCC words with the phonemes (sounds): /s/, /z/, /f/, /b/, /c/, /a/, /u/, /l/, /m/. (RF.1.2)
- I can write the graphemes (letters) that match the phonemes (sounds): “ss,” “zz,” “ff,” “b,” “c,” “a,” “u,” “ll,” “m,” “f.” (RF.K.3, L.1.2a)
- I can read and spell CVCC words with the phonemes (sounds): /f/, /l/, /s/, /m/, /t/, /i/, /e/, /a/, /p/, /d/, /u/, /w/, /o/. (RF.1.3, L.1.2)

Ongoing Assessment

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

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RF.1.3, RF.1.3a, 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 and Nell Have a Ball”
- B. Comprehension Conversation (optional)

2. Work Time (10 minutes)

- A. High-Frequency Words: “said,” “could,” “all,” “then”
- 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 and Nell Have a Ball.”
- Using evidence from the text, I can answer questions about the story “Sam and Nell Have a Ball.” (optional)
- I can read high-frequency words and words that “don’t play fair.” (RF.1.3)
- I can read the decodable text: “Sam and Nell Have a Ball.” (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 CVC, VCC, and CCVC words and identify familiar sounds in or automatically read high-frequency words.

Lesson 48

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: “said,” “could,” “all,” “then”
2. **Work Time (10 minutes)**
 - A. Spelling to Complement Reading
3. **Closing and Assessment (2 minutes)**
 - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40 minutes)**

Daily Learning Targets

- I can read high-frequency words: “all,” “could,” “said,” “then.” (RF.1.3)
- I can segment, blend, and spell CCVCC words and with an -ed ending like “skill” and “passed.” (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 49

RF.1.1, RF.1.1a, RF.1.2, RF.1.2b, RF.1.2d, RF.1.3, RF.1.3b, RF.1.3f, 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: Sort It Out
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 sort words with double consonant ending sounds: /f/, /s/, /z/, and /l/. (RF.1.3)
- I can collaborate with my teacher to write a sentence with CVC, CVCC, words ending in “-ed,” 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 50**RF.1.3, RF.1.3a, RF.1.3b, RF.1.3f, 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: Assessment and Goal Setting

3. Closing and Assessment (2 minutes)

- A. Reflecting on Learning

Daily Learning Targets

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

Ongoing Assessment

- Cycle 9 Assessment

Lesson 46 Teaching Notes**Purpose of lesson and alignment to standards:**

- In this cycle, students contrast short vowels with double consonant endings (“ll,” “ss,” “ff,” “zz”). Students also review consonant blends “sm,” “st,” “sp,” and “sk.”
- Exaggerate the articulation of each consonant in the consonant blends so that students see and hear each letter retain its own sound. This helps when students contrast blends with digraphs in which the consonants together make a new phoneme.
- Students use their knowledge of short-vowel phonemes in CVC and CCVC words to decode and encode with the introduction of new initial consonant blends.

How it builds on previous work:

- During Cycle 8 students reviewed digraphs “ck” and “wh” working with short-vowel words. Students continue the mastery of short vowels with the addition of the “ll,” “ff,” “zz,” and “ss” double consonants in Cycle 8.

Down the road:

- In Cycles 12 and 13 students will begin working with two-syllable words (VCCV). In preparation for this, consider having them notice and talk about the fact that the words used in this and previous cycles are one-syllable words.
- 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 matched sounds to letters to blend sounds together to make a word.”)

Lesson 47 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 all of the high-frequency words students will see in the Decodable Reader. The word “then” is decodable and regularly spelled, as students have learned the digraph /th/ in previous cycles. The words “said” and “could” are irregularly spelled and are noted as words that “don’t play fair.” Add 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 CVC, VCC, and CCVC words in the Decodable Reader.
- All the short vowel sounds are reviewed 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 matched sounds to letters to blend sounds together to make a word.”)

Lesson 48 Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students continue working with double consonant endings (“ll,” “ss,” “zz,” “ff”). During Work Time A, students connect phonemes and graphemes by writing and blending the sounds that they hear in words.

How it builds on previous work:

- This lesson applies to phonemes taught so far.
- Building on previous work around identifying action words (verbs), have students identify the action words in the list of words. Ask if they can come up with a movement for the word. Encourage students to add an “-ing” suffix when describing their movement.

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. (Examples: “If we say each sound slowly and think about what sound is in the beginning, middle, or end, we will get them in the right order:” or “If we think about how the sounds feel in our mouth, it will help us know what letter to write.”)

Lesson 49 Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A, provide a hand signal to indicate the presence of either the /z/, /s/, /f/, or /l/ sound in a given word. Consider using American Sign Language (see Appendix for ASL alphabet) for each sound or create your own hand signal (e.g., left hand makes the letter “c” and the right hand makes another “c” facing the opposite way for the lowercase “s”).
- 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.”
- As students segment, blend, and listen for sounds in words to write the letter that matches, stretch out the sounds and hold them as you pronounce rather than pronouncing each separately with a pause between. /z/ and /s/ are sibilant sounds that are produced by forcing air out toward your teeth. Remind students that the /s/ phoneme sounds like hissing while the /z/ sound sounds like buzzing.
- When pronouncing the phonemes /f/ and /l/, 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 each word. The /f/ is voiceless, meaning the vocal cords don't vibrate when the sound is made. However, /f/ is voiced. Encourage students to feel the difference as they say each phoneme.

- In Work Time A, students write previously read words. Because these words are familiar and the finished product may be used again or posted in the classroom, spellings should be accurate, not invented. Encourage students to recall the specific graphemes (letters) that represent the 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 specific features of a word.

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 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: "If we think about how the sounds feel in our mouth, it will help us know what letter to write.")

Lesson 50 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 lesson is the final lesson in the cycle. During Work Time A, students complete the Cycle 9 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
- Double Consonants anchor chart (Twin Power) (“ff,” “ss,” “ll,” “zz”)
- High-Frequency Word Cards (teacher-created; one per word)
- Sort It Out Word Cards (one set for teacher use)
- Interactive Word Wall (one to display)
- Enlarged Decodable Reader: “Sam and Nell Have a Ball” (one to display)
- Decodable Reader: “Sam and Nell Have a Ball” (one per student)
- Engagement Text: “Sam and Nell Have a Ball” (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 9 Assessment (one per student)