Grade 1: Module 4: Cycle 21

Overview

Introduced in This Cycle

vowel teams "oa," "ai," and "ea"

High-Frequency Words

"good," "only," "very," "would," "should," "eat," "after"

Cycle Word List

In this cycle, students are introduced to another spelling pattern that can represent a long vowel sound; the vowel team syllable type. They examine the teams "oa" (as long o), "ai" (as long a), and "ea" (as long e). Instruction begins with one-syllable words, then moves to the Syllable Sleuth instructional practice with two-syllable words (example: "raincoat"). Examples of words used in this cycle include:

pain	beach	boat
tail	eat	coat
mail	dream	throat
sail	scream	toast
clean	squeak	raincoat

Cycle at a Glance

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

Agenda

1. **Opening (3–5 minutes)**
    A. Vowel Sounds: Familiar Patterns for /ā/, /ō/, and /ē/ (Open Syllable and Magic "e")
2. **Work Time (10 minutes)**
    A. Chaining: Decoding with Vowel Teams "ai," "oa," and "ea"
    B. Chaining: Encoding with Vowel Teams "ai," "oa," and "ea"
3. **Closing and Assessment (2 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 and spell CVC, CCVC, and CVCC words with vowel teams. (RF.1.2, L.1.2)

Ongoing Assessment

- Observe students during Work Time. Determine whether they can identify the long vowel words using the patterns for the week.

Lesson 107

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

Agenda

1. **Opening (3–5 minutes)**
   A. Engagement Text Read-aloud: "Sam's Throat Hurts!"
   B. Comprehension Conversation (optional)
2. **Work Time (10 minutes)**
   A. High-Frequency Words: "good," "only," "very," "would," "should," "eat," "after"
   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's Throat Hurts!"
- Using evidence from the text, I can answer questions about the story "Sam's Throat Hurts!" (optional)
- I can read high-frequency words and words that "don't play fair." (RF.1.3)
- I can read the decodable text: "Sam's Throat Hurts!." (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 words with vowel teams from this cycle and identify familiar sounds in or automatically read high-frequency words.

Lesson 108

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

Agenda

1. **Opening (3–5 minutes)**
   A. Mid-Cycle Review: High-Frequency Word Fishing: "good," "only," "very," "would," "should," "eat," "after"
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: "good," "only," "very," "would," "should," "eat," "after." (RF.1.3)
- I can spell words with r-controlled vowels like "curb" and "girl." (RF.1.3, L.K.2, L.1.2)

Ongoing Assessment

- Observe students during Opening.
  - Determine whether they can read the high-frequency words for this cycle.
  - Determine whether they can explain how letter sound knowledge helped in identifying the high-frequency word.
- Observe students during Work Time. Determine whether they can correctly spell words with the vowel team patterns for this cycle ("ai," "oa," and "ea").

Lesson 109

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

Agenda

1. **Opening (3–5 minutes)**
   A. Reviewing Skills and Knowledge: Sort It Out
2. **Work Time (10 minutes)**
   A. Interactive Editing: Editing a Sentence with CVVC Words with "ai," "oa," and "ea," and High-Frequency 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 the "ea," "oa," and "ai" vowel teams. (RF.1.3)
- I can collaborate with my teacher to edit a sentence with vowel team words and high-frequency words. (RF.1.1, RF.1.2, RF.1.3)

Ongoing Assessment

- Observe students during Opening. Determine whether they can differentiate among the vowel team patterns and read each word correctly.
- Observe students sharing the pen (or following along) during Work Time. Determine whether they can recognize spelling mistakes and identify the graphemes needed to correctly spell the word.

Cycle 21: Overview

⬛ Cycle Assessment

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

Agenda

1. **Opening (10 minutes)**
   A. Fluency
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 a text fluently (smoothly, with expression and meaning, rereading and self-correcting when necessary). (RF.1.4)

Ongoing Assessment

- Cycle 21 Assessment

Lesson 106   Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson introduces three new spelling patterns for long vowel sounds in Work Time A: Vowel teams "ai," "oa," and "ea" for the phonemes /ā/, /ō/, and /ē/, respectively.

- In Opening A, students review the familiar spelling patterns they have learned to represent the vowel phonemes /ā/, /ō/, and /ē/. These include Open Syllable (CV) and Magic "e" (CVCe). They leave the Opening challenged to think about the possibility of other ways to represent long vowel sounds in writing.

- The "ai," "oa," and "ea" spelling patterns are typically found in the beginning or middle of words: "air," "rain," "boat," "bead," "eat," "oat." Note that "oa" is most commonly used when /ō/ is followed by consonants (mainly "d" or "t") found in one-syllable words: "oat," "boat," "float," "load," "soap." And words with "oa" frequently form compound words: "oatmeal," "sailboat," "coastline."

- In Work Time A, when segmenting and blending sounds to decode words, students should slide their finger under each grapheme in the word. In other words, when decoding "tail," students point to the "t" while saying /t/, then slide under the "ai" while saying /ā/, and finally the "l" while saying /l/. This reinforces the idea that the single sound /ā/ is represented by two letters (the grapheme "ai" represents the phoneme /ā/).

How it builds on previous work:

- In Module 3, students built knowledge of different spelling patterns for long vowel sounds. This includes open-syllable (CV) and magic "e" (CVCe) syllables. This cycle builds on those previous cycles by introducing vowel teams "ai," "oa," and "ea" for long vowel sounds.

Down the road:

■ In Cycles 22–25, students will be introduced to additional vowel team spelling patterns for the long vowel sounds. Throughout the lessons, have students notice the position of the various vowel teams in words. This will support them as they begin to learn to distinguish which patterns to use when spelling words with long vowel sounds.

■ 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 also are building habits of character (examples: persevering, listening to a partner).

Lesson 107 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 see in the Decodable Reader. Some words are regularly spelled but not easily decodable because they include spelling patterns that have not yet been taught ("good," "very"). Because students cannot 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 ("only," "would," "should"). All of these words should be added 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 different colored papers or fonts.

■ In Work Time B, students first search for high-frequency words taught in this cycle. Although they may naturally begin to decode 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 long vowel sound for the second vowel in the vowel team"), or asking students to mark words they find challenging.

How it builds on previous work:

■ Students apply what they have learned about vowel team patterns decoding words with "ai," "oa," and "ea" patterns in the Decodable Reader.

Down the road:

▪ In Cycles 21–24, students will be introduced to additional vowel team spelling patterns for the long vowel sounds. Throughout the lessons in this cycle, have students notice the position of the various vowel teams in words. This will support them as they begin to learn to distinguish which patterns to use when spelling words with long vowel sounds.

▪ 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 vowel team captain, 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 108   Teaching Notes

Purpose of lesson and alignment to standards:

▪ In this lesson, students will continue working with the vowel team patterns introduced in Lesson 106 ("ai," "oa," and "ea").

▪ The familiar instructional practice Spelling to Complement Reading will be expanded in this lesson to include a dictated sentence rather than writing individual words only. This move requires students to apply their accumulated knowledge of spelling patterns with increased flexibility. They will need to analyze the words they hear, and draw from their accumulated knowledge to determine the spelling of each word. This expanded practice continues throughout Module 4.

How it builds on previous work:

▪ This lesson applies the vowel team patterns taught so far in Cycle 21.

▪ The dictated sentence in this lesson includes high-frequency words taught so far in Cycle 21.

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 vowel team captain, 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 109   Teaching Notes

Purpose of lesson and alignment to standards:

▪ In Opening A, students use their knowledge of vowel team patterns to sort words based on the patterns for this cycle. This practice reinforces the skill of identifying vowel patterns used to represent long vowel sounds.

▪ Work Time A continues to use the "Interactive Editing" practice, a modification of Interactive Writing, introduced in Cycle 18 and continued throughout Module 4. Students apply their growing knowledge of letter sound connections to spell words by editing a shared sentence

from the decodable text or content from the Integrated Literacy Block. They also consider capitalization, spacing, and punctuation as they edit the sentence. 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."

- 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 apart sentence strips and then reconstructing them for re-teaching or additional practice. Or cutting parts of words apart to provide further extension and draw attention to specific features of a word.

How it builds on previous work:

- This lesson addresses the vowel team patterns 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 edit a sentence that also reinforces words from the decodable text.

Down the road:

- Students will build on their knowledge of vowel team patterns in one-syllable words later in Module 4 when they are introduced to multisyllabic words with vowel team patterns.

- 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 remembered to think about the vowel team pattern to see which vowel sound I hear, 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 110   Teaching Notes

Purpose of lesson and alignment to standards:

- In Work Time A, students interact with an excerpt from the Decodable Reader, "Sam's Throat Hurts." They think about how to apply the rules of fluency to this excerpt and work together to read this piece fluently. (RF.1.4)

- Consider collecting the sentences and excerpts of text used in Work Time on chart paper in such a way that they can be practiced either by the group, in pairs, or individually. This might involve collecting them into a class notebook, individual notebooks, or displaying them on chart paper.

- Work Time 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 21 Assessment, where they use the vowel team patterns learned in the cycle to decode and spell words.

Preparation and Materials

- Work Time Sentence to Edit: "jean roamed spain in the het to find a got with a vere long brad." (from Lesson 109)

- Movable letters (magnetic letters, Letter Cards in a pocket chart, or other letters that can be displayed and moved; one each for teacher modeling)

- "sh," "ch," and "i" anchor charts

- High-Frequency Word Cards (teacher-created; one for each word)

- Interactive Word Wall (one to display)

- Enlarged Decodable Reader: "Sam's Throat Hurts!" (one to display)

- Decodable Reader: "Sam's Throat Hurts!" (one per student)

- Engagement Text: "Sam's Throat Hurts!" (one for teacher read-aloud)

- 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)

- T-chart

- Sort It Out Word Cards (from Lesson 109)

- Letter Formation chart with visuals (for teacher reference)

- Materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher)

- Rules of Fluency index cards: "smoothly," "with expression," "with meaning," "just the right speed"

- Cycle 21 Assessment