

**Grade 1:** Module 4: Cycle 23

# Overview

## Introduced in This Cycle

Long vowel sounds: “oo,” “ee,” “y”

## High-Frequency Words

“soon,” “under,” “little,” “every,” “really,” “one,” “anymore”

## Cycle Word List

In this cycle, students are introduced to the “oo” pattern as well as two spelling patterns that both produce the long e sound (“-y” at the end of a two-syllable word and the vowel team “ee”). They continue to practice decoding two-syllable words using combinations of known syllable types. Examples of words used in this cycle include:

bee	tree	angry
cheek	cool	party
deep	food	plenty
seed	noon	puppy
street	shoot	cartoon



## Cycle at a Glance

### Lesson 116

**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 Vowel Team Patterns for /ō/ and /ē/
2. **Work Time (10 minutes)**
  - A. Chaining: Decoding with Vowel Team Patterns “ee,” “oo,” and “y” Ending in /ē/ Sound
  - B. Chaining: Encoding with Vowel Team Patterns “ee,” and “oo” and “y” Ending in /ē/ Sound
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 different spelling patterns that represent the /ō/ and /ē/ vowel sounds. (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 long vowel words using the patterns learned in this cycle.

## Lesson 117

**RF.1.3, RF.1.3a, RF.1.3b, RF.1.3c, RF.1.3d, RF.1.3f, RF.1.3g, RF.1.4, RF.1.4a****Agenda**

1. **Opening (3–5 minutes)**
  - A. Engagement Text Read-aloud: “A Little Seed”
  - B. Comprehension Conversation (optional)
2. **Work Time (10 minutes)**
  - A. High-Frequency Words: “soon,” “under,” “little,” “every,” “really,” “one,” “anymore”
  - 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 “A Little Seed.”
- Using evidence from the text, I can answer questions about the story “A Little Seed.” (optional)
- I can read high-frequency words and words that “don’t play fair.” (RF.1.3)
- I can read the decodable text: “A Little Seed.” (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 spellings from this cycle and identify familiar sounds in or automatically read high-frequency words.

## Lesson 118

**RF.1.3, RF.1.3a, RF.1.3b, RF.1.3c, RF.1.g, L.K.2, L.K.2c, L.1.2d****Agenda**

1. **Opening (3–5 minutes)**
  - A. Mid-Cycle Review: High-Frequency Word Fishing: “soon,” “under,” “little,” “every,” “really,” “one,” “have,” “sometimes,” “through,” “anymore,” “three”
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: “soon,” “under,” “little,” “every,” “really,” “one,” “any-more,” “three.” (RF.1.3)
- I can spell words with long vowel sounds like “moon” and “anymore.” (RF.1.3, 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 helps identify the high-frequency word.
- Observe students during Work Time. Determine whether they can correctly spell words with the vowel team patterns for this cycle (“oo” and “ee” and “y” endings).

**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 Words with “oo,” “ee,” “y” endings, 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 /ō/ and /ā/ vowel sounds. (RF.1.3)
- I can collaborate with my teacher to edit a sentence with vowel team words, words with “y” ending, 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 Assessment

### Lesson 120

**RF.1.3, RF.1.3a, RF.1.3b, RF.1.3c, RF.1.3g, RF.1.4, L.1.2, L.1.2d, L.1.2e**

### 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 23 Assessment

## Lesson 116 Teaching Notes

### Purpose of lesson and alignment to standards:

- This lesson introduces two new spelling patterns (“ee” and “oo”) and the /ē/ vowel sound in two-syllable “y” endings.
- In Opening A, students review the familiar vowel team spelling patterns they have learned to represent the vowel phonemes /ō/ and /ē/.
- In Work Time, students are introduced to the vowel patterns “oo” and “ee,” and the “y” ending (/ē/ sound).
- The “oo” and “ee” spelling patterns are found in the middle of words (examples: “food,” “feed”). The “y” ending (/ē/ sound) is found at the end of two-syllable words (“party”).

### How it builds on previous work:

- In Cycles 21–22, students built knowledge of different vowel team spelling patterns. This cycle builds on those by introducing vowel teams “oo” and “ee.”

### Down the road:

- In Cycle 24, students decode two-syllable words using all of the syllable types (i.e., spelling patterns) worked with in first grade. These include closed (CVC), open (CV), magic “e” (CVCe), r-controlled, and vowel teams. Continue to develop the understanding that in every word there is one vowel sound (as opposed to one vowel).

- 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 117 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 decodable, including vowel spelling patterns from this and prior cycles such as “soon,” “under,” “every,” “really,” “anymore.” Others are irregularly spelled words, such as “one” and “again.” Some of these words are regularly spelled but not easily decodable because they include spelling patterns that have not yet been taught, such as “little.” 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 some of the other 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 for second vowel), or asking students to mark words they find challenging.

#### How it builds on previous work:

- Students apply what they have learned words with long vowel patterns “oo” and “ee,” and words with letter “y” endings that make a long /ē/ sound.

#### 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 are building habits of character (examples: persevering, listening to partner).

## Lesson 118 Teaching Notes

### Purpose of lesson and alignment to standards:

- In this lesson, students continue working with the vowel team patterns introduced in Lesson 116 (“oo,” “ee,” and “y” as long /ē/).
- The familiar instructional practice Spelling to Complement Reading is 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 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 23.
- The dictated sentence in this lesson includes high-frequency words taught so far in Cycle 23.

### 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 119 Teaching Notes

### Purpose of lesson and alignment to standards:

- In Opening A, students use their knowledge of vowel 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 sound.
- Work Time A continues to use the Interactive Editing instructional practice, a modification of Interactive Writing introduced in Cycle 19 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 Editing 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 cut 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 patterns and y endings 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 shared sentence. The chosen sentence also reinforces high-frequency words from the decodable text.

### Down the road:

- Students will build on their knowledge of vowel patterns in one-syllable words later in Module 4 when they are introduced to multisyllabic words with vowel 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 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 120 Teaching Notes

### Purpose of lesson and alignment to standards:

- In Opening A, students interact with an excerpt from the Decodable Reader, “A Little Seed.” 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 Opening 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 23 Assessment, where they use the vowel patterns learned in the cycle to decode and spell words.

## Preparation and Materials

- Work Time Sentence to Edit inside sheet protector on top of cardboard: “I se the carton wil be om shorli,’ said the liddle girl. ‘Swep unden the rup with the brom to get readi for the parta.” (one per student or pair)
- Clipboards (if not working at a table)
- White boards, white board markers, and white board erasers (one per student or pair)



- Vowel Teams anchor chart (from Lesson 116)
- High-Frequency Word Cards (one of each; for teacher to place on Interactive Word Wall)
- Interactive Word Wall (one to display)
- Highlighters (one per student and one for teacher)
- Highlighter tape (optional; for the teacher to use to highlight the Decodable Reader)
- Enlarged Decodable Reader: “A Little Seed”(one to display)
- Decodable Reader: “A Little Seed”(one per student)
- Engagement Text: “A Little Seed”(one for teacher read-aloud)
- Movable letters (magnetic letters, Letter Cards in a pocket chart, or other letters that can be displayed and moved; one each for teacher modeling)
- Snapshot Assessment (optional; one per student)
- T-chart
- Word Cards
- Letter Formation chart with visuals
- 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 23 Assessment