

**Grade 1:** Module 4: Cycle 24

# Overview

## Introduced in This Cycle

Vowel patterns “ie” and “igh”

## High-Frequency Words

“really,” “one,” “have,” “sometimes,” “through”

## Cycle Word List

In this cycle, students are introduced to two new spelling patterns that both produce the long “i” sound (“ie” and “igh”). They continue to practice decoding two-syllable words using combinations of known syllable types. Examples of words used in this cycle include:

die	flight	necktie
pie	high	untie
tie	night	sunlight
tried	might	nightlight
bright	sigh	



## Cycle at a Glance

**RF.1.2, RF.1.2, L.1.2**

### Agenda

1. **Opening (3–5 minutes)**
  - A. Vowel Sounds: Familiar Vowel Team Patterns for /ā/, /ō/, and /ē/
2. **Work Time (10 minutes)**
  - A. Chaining: Decoding with Vowel Patterns “ie” and “igh”
  - B. Chaining: Encoding with Vowel Teams “ie” and “igh”
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 different spelling patterns that represent the /ō/, /ē/, and /ā/ vowel sounds. (RF.1.2)
- I can read and spell words with the vowel pattern “ie” and “igh.” (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 122****RF.1.3****Agenda**

1. **Opening (3–5 minutes)**
  - A. Engagement Text Read-aloud: “Night Skies”
  - B. Comprehension Conversation (optional)
2. **Work Time (10 minutes)**
  - A. High-Frequency Words: “have,” “sometimes,” “through”
  - 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 “Night Skies.”
- Using evidence from the text, I can answer questions about the story “Night Skies.” (optional)
- I can read high-frequency words and words that “don’t play fair.” (RF.1.3)
- I can read the decodable text: “Night Skies.” (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 123****RF.1.3, L.K.2, L.1.2****Agenda**

1. **Opening (3–5 minutes)**
  - A. Mid-Cycle Review: High-Frequency Word Fishing: “really,” “one,” “have,” “sometimes,” “through”
2. **Work Time (10 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: “really,” “one,” “have,” “sometimes,” “through.” (RF.1.3)
- I can spell words with long vowel sounds like “light” and “night.” (RF.1.3)

**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 (“ie” and “igh”)

Lesson 124

**RF.1.1, RF.1.2, RF.1.3**

**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 “ie,” “igh,” 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 words with “ie” and “igh” vowel patterns 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 125

#### RF.1.3, RF.1.4, L.1.2

#### 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 24 Assessment

## Lesson 121 Teaching Notes

#### Purpose of lesson and alignment to standards:

- This lesson introduces two new spelling patterns for the /i/ vowel sound: “ie” and “igh.”
- In Opening A, students review the familiar vowel team spelling patterns they have learned to represent the vowel phonemes /ā/, /ō/, and /ē/.
- In Work Time, students are introduced to the vowel patterns “ie” and “igh.”
- The “ie” and “igh” spelling patterns are found at the end of words (examples: “tie,” “high”), or when “igh” is followed by a “t,” as in “night.”

#### How it builds on previous work:

- In Cycles 21–23, students built knowledge of different vowel team spelling patterns. This cycle builds on those by introducing vowel teams “ie” and “igh” for /i/.

#### Down the road:

- In Cycle 25, 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 122 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 irregularly spelled words, such as “one,” “have,” and “through.” 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 a different colored papers or fonts.
- In Work Time B, students first search for vowel patterns taught in this cycle. Although they may naturally begin to 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 you want to collect data on how well students are using 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 about vowel patterns decoding words with “ie” and “igh” patterns 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 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 123 Teaching Notes

### Purpose of lesson and alignment to standards:

- In this lesson, students continue working with the vowel team patterns introduced in Lesson 121 (“ie” and “igh”).
- 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 24.
- The dictated sentence in this lesson includes high-frequency words taught so far in Cycle 24.

### 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 124 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 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 125 Teaching Notes

### Purpose of lesson and alignment to standards:

- In Opening A, students interact with an excerpt from the Decodable Reader, “Night Skies.” 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 24 Assessment, where they use the vowel patterns 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)
- Work Time Sentence to Edit inside sheet protector on top of cardboard (one per student or pair; from Lesson 121)
- T-chart
- “sh,” “ch,” and “i” anchor charts



- High-Frequency Word Cards (teacher-created; one for each word)
- Word Cards
- Interactive Word Wall (one to display)
- Question and Switch Cards (one per student)
- Enlarged Decodable Reader: “Night Skies”(one to display)
- Decodable Reader: “Night Skies”(one per student)
- Engagement Text: “Night Skies”(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)
- Letter Formation chart with visuals (for teacher reference)
- Materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher)
- Cycle 24 Assessment (one per student)