

Grade 1: Module 1: Cycle 2

Overview

Introduced in This Cycle

“t,” “a,” “p,” “n,” “c,” “h,” “s,” “m,” “r,” “v,” “g,” “th”

High-Frequency Words

“a,” “an,” “can,” “has,” “is,” “the,” “this”

Cycle Word List

In this cycle, students work with short “a,” the consonants “t,” “p,” “n,” “h,” “c,” “s,” “m,” “r,” “v,” “g,” and the digraph “th” to decode and encode a large quantity of words with two, three and even four (if students are ready) phonemes. The inclusion of “n” and “t” in this cycle allows for the introduction of the final consonant cluster “-nt.” In addition, possessive’s (for reading only) and plural noun “-s” are introduced. Examples of words used in this cycle include:

rag	van	pat
sag	pans	that
am	nap	path
ham	map(s)	ant
tan	at	pant



Cycle-at-a-Glance

Lesson 6

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. Introducing Phonemic Blending and Segmentation: /p/, /a/, /t/, /k/ (as “c”), /h/
- B. Introducing Writing the Letter to Match the Sound: p, a, t, c, h

2. Work Time (10–15 minutes)

- A. Introducing Chaining: Decoding /p/, /a/, /t/, /k/ (as “c”), /h/ (“pat,” “at,” “cat,” “hat”)
- B. Introducing Chaining: Encoding /p/, /a/, /t/, /k/ (as “c”), /h/ (“pat,” “at,” “cat,” “hat”)

3. Closing and Assessment (2 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): /p/, /a/, /t/, /k/ (as “c”), /h/. (RF.1.2)
- I can write the graphemes (letters) that match the phonemes (sounds): “p,” “t,” “a,” “c,” “h.” (RF.K.3)
- I can read and spell VC and CVC words with the phonemes (sounds): /p/, /a/, /t/, /k/ (as “c”), /h/. (RF.1.3, L.1.2)

Ongoing Assessment

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

RF.K.3, RF.K3a, 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)

- Phonemic Blending and Segmentation: Review /p/, /a/, /k/ (as “c”); Introduce /r/, /g/, /n/, and /s/
- Writing the Letter to Match the Sound: Review “p,” “c,” “a”; Introduce “n,” “r,” “g,” “s”

2. Work Time (10–15 minutes)

- Chaining: Decoding /p/, /a/, /s/, /r/, /n/, /g/
- Chaining: Encoding /p/, /a/, /s/, /g/, /n/, /r/ (“nap,” “rap,” “gap,” “gaps,” “naps”)

3. Closing and Assessment (2 minutes)

- 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): /p/, /a/, /k/ (as “c”), /r/, /g/, /n/, and /s/. (RF.1.2)
- I can write the graphemes (letters) that match the phonemes (sounds): “p,” “c,” “a,” “r,” “n,” “g,” “s.” (RF.K.3, L.K.2)
- I can read and spell VC and CVC words with the phonemes (sounds): /p/, /a/, /s/, /g/, /n/, /r/. (RF.1.3, L.1.2)

Ongoing Assessment

- Observe students during work with whiteboards.
 - Determine whether they can blend CVC short vowel words using the patterns for the week.
 - Determine whether they can spell CVC and VC words from memory.

Lesson 8

RF.K.3, RF.K3a, 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: Review /p/, /a/, /n/; Introduce /m/, /v/, /th/
- B. Writing the Letter to Match the Sound: Review “p,” “a,” “n”; Introduce “m,” “v,” “th”

2. Work Time (10–15 minutes)

- A. Chaining: Decoding: /p/, /a/, /n/, /m/, /v/, /th/, /s/
- B. Chaining: Encoding /p/, /a/, /th/, /z/ (as “s”), /m/, /n/, /v/ (“an,” “van,” “pans,” “man,” “path”)

3. Closing and Assessment (2 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): /p/, /a/, /n/, /m/, /v/, /th/. (RF.1.2)
- I can write the graphemes (letters) that match the phonemes (sounds): “p,” “a,” “n,” “m,” “v,” “th.” (RF.K.3, L.K.2)
- I can read and spell VC and CVC words with the phonemes (sounds): /p/, /a/, /n/, /m/, /v/, /th/, /s/, /z/. (RF.1.3, L.1.2)

Ongoing Assessment

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

Lesson 9

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. Introducing Engagement Text Read-aloud: “Pat’s Mess”
- B. Introducing Comprehension Conversation (optional)

2. Work Time (10–15 minutes)

- A. Introducing High-Frequency Words: “a,” “an,” “can,” “has,” “is,” “the,” “this”
- B. Introducing 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 “Pat’s Mess.”
- Using evidence from the text, I can answer questions about the story “Pat’s Mess.”
- I can read high-frequency words and words that “don’t play fair.” (RF.1.3)
- I can read the decodable text “Pat’s Mess.” (RF.1.3)

Ongoing Assessment

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

RF.1.3, RF.1.3b, RF.1.3f, RF.1.3g**Agenda**

1. **Opening (3–5 minutes)**
 - A. Engagement Text Read-aloud: “Pat’s Mess”
 - B. Comprehension Conversation (optional)
2. **Work Time (10–15 minutes)**
 - A. High-Frequency Words: “a,” “an,” “can,” “has,” “is,” “the,” “this”
 - B. Decodable Reader: Partner Search and Read
3. **Closing and Assessment**
 - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40 minutes)**

Daily Learning Targets

- I can retell the events from the story “Pat’s Mess.”
- (optional) Using evidence from the text, I can answer questions about the story “Pat’s Mess.”
- I can read the decodable text “Pat’s Mess.” (RF.1.3)

Ongoing Assessment

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

Lesson 6 Teaching Notes**Purpose of lesson and alignment to standards:**

- This lesson introduces three new instructional practices: Phonemic Blending and Segmentation, Writing the Letter to Match the Sound, and Chaining (both Decoding and Encoding). Introduce each instructional practice with a song and explicit modeling to support students as they familiarize themselves with it. Each practice is used again in the next lesson.
- This lesson introduces students to five 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 matching those sounds to their written letter(s) (RF.K.3a, RF.1.3a), and finally, using 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 “a” sound on the Short “a” anchor chart. During this section of instruction, they learn that “a” 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. Continue to add /a/ words to the Short “a” anchor chart throughout the year. Begin with words that begin with /a/ and eventually begin to add words with the /a/ medial sound.
- In Work Time A, words used for chaining are put together and displayed on a magnetic whiteboard or pocket chart. If magnetic or other movable letters are not available, print and cut out the Letter Cards in the supporting materials. Movable letters will be needed for all future Chaining and other lessons, so consider using cardstock or laminating the cards for durability. Also consider creating more than one set in case a lesson calls for more than one word with the same letter and/or to replace misplaced letters.
- 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 /t/ and /p/, which are both stops. To make these sounds, students must completely block the air passage and then unblock it. The short “a,” a continuant, is an open sound that bridges the other two sounds together. This will support the move to decoding later in Work Time A, when students segment sounds in written words.

How it builds on previous work:

- During Cycle 1, students reviewed the Vowel and Digraph Letter Keywords and accompanying stories from Kindergarten. In this cycle, students will focus on /a/ and the digraph /th/. Consider rereading or retelling a quick version of the story of each beforehand. At least one word will be added to the Short “a” anchor chart during the lesson; continue to add words throughout the school year that include the vowel or digraph 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 listening for the middle sound, and that is one of my goals for reading.”) Consider asking students to name how they are building habits of character (e.g., persevering, listening to their partner, etc.)

Lesson 7 Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson is the second time students use the instructional practices: Phonemic Blending and Segmentation, Writing the Letter to Match the Sound, and Chaining (both Decoding and Encoding). Begin each instructional practice with a song and explicit modeling to support students as they continue to familiarize themselves with it. Each practice is used again in the next lesson.
- This lesson introduces students to four 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 matching those sounds to their written letter(s) (RF.K.3a, RF.1.3a), and finally using that letter-sound connection to spell the written words. (L.1.2)
- In Opening B, students will work with more words that include the short “a” sound. During this section of instruction, they will continue to discuss the concept that “a” 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. Continue to add /a/ words to the Short “a” anchor chart throughout the year. Begin with words that begin with /a/ and eventually begin to add words with the /a/ 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 /g/ and /p/, which are stops. To make these sounds, students must completely block the air passage and then unblock it. The short “a,” a continuant, is an open sound that bridges the other two sounds together. This will support the move to decoding later in Work Time A, when students segment sounds in written words.
- Emphasize the concept that all the CVC words introduced in this lesson are nouns (things, specifically). Consider using pictures of the nouns to help support students’ understanding of each word. Additionally, this lesson introduces students to the concept of plural. Use CVC-word picture cards to support their understanding that plural means more than one by using more than one CVC Word Picture Card.

How it builds on previous work:

- During Cycle 1, students reviewed the Vowel keywords and accompanying stories from Kindergarten (see Kindergarten Appendix). The second day of Cycle 2 continues to focus on short “a.” Consider rereading or retelling a quick version of the story of each beforehand. Because no words in the lesson begin with /a/, consider adding a word with the medial /a/ sound, underlining the letter in the word and segmenting with students so they hear and say the /a/ sound in the middle of the word. At least one word will be added to the Short “a” anchor chart during the lesson; continue to add words throughout the school year that include the vowel or digraph 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 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 (e.g., persevering, listening to a partner).

Lesson 8 Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students continue to familiarize themselves with Phonemic Blending and Segmentation, Writing the Letter to Match the Sound, and Chaining (both Decoding and Encoding). Begin each instructional practice with a song and explicit modeling to support students as they continue to familiarize themselves with it.
- This lesson introduces students to three 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 matching those sounds to their written letter(s) (RF.K.3a, RF.1.3a), and finally using that letter-sound connection to spell the written words. (L.1.2)
- In Opening B, students will continue learning words that include the short “a” sound. During this section of instruction, they will continue to discuss the concept that “a” 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. Continue to add /a/ words to the chart throughout the year. Begin with words that begin with /a/ and eventually begin to add words with the /a/ 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 /m/ and /n/, which are both nasal stops. To make these sounds, students must completely send a stream of air through the nose. Short “a,” a continuant, is an open sound that bridges the other two sounds together. This will support the move to decoding later in Work Time B, when students segment sounds in written words.
- The digraph /th/ taught in this lesson is the voiceless /th/ found at the end of words such as “math” and “path.” If possible, model /th/ using a mirror, instructing students to bite or stick out their tongue and blow.
- Emphasize the concept that all the CVC words introduced in this lesson are nouns. Consider using pictures of the nouns(s) to help support students’ understanding of each word.

How it builds on previous work:

- During the previous two lessons in this cycle, students focused on the short “a” vowel. This lesson introduces them to the digraph “th.” Consider rereading or retelling a quick version of the story of each (“A” Letter Story and the “T” Meets “H” Digraph Story; see Kindergarten Appendix) beforehand. At least one word will be added to the Short “a” anchor chart during the lesson; continue to add words throughout the school year that include the vowel or digraph 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 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 9 Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson introduces three new instructional practices: Engagement Text Read-aloud with an optional Comprehension Conversation, High-Frequency Words, and Decodable Reader: Partner Search and Read. Introduce each new instructional practice with a song and explicit modeling to support students as they familiarize themselves with it. Each practice is used again in the next lesson.
- In Openings A and B, students use the Engagement Text “Pat’s Mess” for the first time. This text serves to pique students’ interest about the Decodable Reader, introduced in Work Time B, by incorporating the topic and words from this cycle into an engaging read-aloud.
- In Opening B, consider asking students suggested (or similar) text-based comprehension questions. Although the Foundational 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 to accommodate the extended Opening.
- 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 of the words are decodable, including phonemes from this cycle (“an,” “can,” “this”). Some of these words are regularly spelled but not easily decodable because they include spelling patterns that have not yet been taught (“a,” “is,” “has”). Because students will not be able to 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 (“the”). 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.
- 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 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 /e/ for /a/”) or asking 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 and CVC words in the Decodable Reader.
- Earlier in the cycle, students were introduced to the difference between plural and singular words. The Decodable Reader includes the singular and plural of “hat.” Guide students to notice how the “s” at the end changes the meaning of the word.

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 building habits of character (e.g., persevering, listening to their partner, etc.).

Lesson 10 Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson continues to work with the three new instructional practices introduced in Lesson 9: Engagement Text Read-aloud with an optional Comprehension Conversation, High-Frequency Words, and Decodable Reader: Partner Search and Read. Begin each new instructional practice with a song and explicitly model and support students as they familiarize themselves with it.
- The practices and materials used in this lesson are the same as those used in Lesson 9. In Opening A, read the Engagement Text again but consider a different retelling approach. Perhaps ask students to act out the story with a partner rather than simply retelling orally. In (optional) Opening B, increasingly complex comprehension questions are provided. Consider quickly reviewing the questions and answers from the previous lesson as necessary. In Work Time B, consider allowing students to search for phonemes and words independently first, then check with a partner.
- In Openings A and B, students use the Engagement Text for the second time. This text serves to pique students’ interest about the Decodable Reader by incorporating the topic and words from this cycle into an engaging read-aloud.
- In Work Time A, students continue to work with the high-frequency words from Lesson 9. This practice explicitly teaches all of the high-frequency words students will see in the Decodable Reader. Some of the words are decodable, including phonemes from this cycle (“an,” “can,” “this,” “his”). Some of these words are regularly spelled but not easily decodable because they include spelling patterns that have not yet been taught (“a,” “is,” “has”). Because students will not be able to 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 (“the”). 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.
- 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 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 /e/ for /a/”) or asking 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 and CVC words in the Decodable Reader.
- Earlier in the cycle, students were introduced to the difference between plural and singular words. The Decodable Reader includes the singular and plural of “hat.” Guide students to notice how the “s” at the end changes the meaning of the word.

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

Lesson 11 Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson introduces two new instructional practices: High-Frequency Word Fishing and Spelling to Complement Reading. Introduce each new instructional practice with a song and explicit modeling to support students as they familiarize themselves with it. Each practice is used again in the next lesson.
- 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 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.
- In this lesson, when sounds are spoken separately, stretch out the sounds and hold them as you pronounce, rather than pronouncing each separately with a pause between. The consonants “n,” “s,” “m,” “v,” and “r” are continuants, meaning that a transition can be made from one sound to the next without breaking the stream of speech. In contrast, “t,” “p,” “c,” and “g” are stop consonants, which means you cannot continue the sound without adding a vowel.

How it builds on previous work:

- This lesson applies phonemes taught so far in Cycle 2.
- Building on previous work with plural nouns (“-s”), consider asking students to identify the nouns in the list of words. Begin by asking whether the word is a person, place, thing, or animal (examples: “pan,” “mat,” “man,” “map”). Explain that these words are called nouns and encourage students to use this label when they are ready.

Down the road:

- Students will learn how to add the inflectional ending “-s” to nouns to create a plural noun. Guide students to identify nouns during Spelling to Complement Reading to help build a foundation for this. Remember to begin by asking them to indicate whether a word is a person, place, thing, or animal. Once they are doing this consistently, then you can identify these words as nouns.
- 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 building habits of character (e.g., persevering, listening to their partner, etc.)

Lesson 12 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 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. This activity uses the same Word List as the previous lesson. Use any words from the Word List that were not used in the previous lesson and/or repeat words that were challenging for students.
- In this lesson, when sounds are spoken separately, stretch out the sounds and hold them as you pronounce, rather than pronouncing each separately with a pause between. The consonants “n,” “s,” “m,” “v,” and “r” are continuants, meaning that a transition can be made from one sound to the next without breaking the stream of speech. In contrast, “t,” “p,” “c,” and “g” are stop consonants, which means you cannot continue the sound without adding a vowel.

How it builds on previous work:

- This lesson applies phonemes taught so far in Cycle 2.
- Building on previous work around plural nouns (“-s”), consider asking students to identify the nouns in the list of words. Begin by asking whether the word is a person, place, thing, or animal (e.g., “pan,” “mat,” “man,” “cap”). Explain that these words are called “nouns,” and encourage students to use this label when they are ready.

Down the road:

- Students will learn how to add the inflectional ending “-s” to nouns to create a plural noun. Guide students to identify nouns during Spelling to Complement Reading to help build a foundation for this. Remember to begin by asking them to indicate whether a word is a person, place, thing, or animal. Once they are doing this consistently, then you can identify these words as nouns.
- 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 building habits of character (e.g., persevering, listening to their partner, etc.)

Lesson 13 Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson introduces three new instructional practices: Question and Switch, Call and Response, and Interactive Writing. Introduce each new instructional practice with a song and explicit modeling to support students as they familiarize themselves with it. Each practice is used again in the next lesson.
- The two instructional practices used in Openings A and B will be used throughout the modules as needed for review; choose one to use based on students’ needs. Because each practice will be repeated in the next lesson, consider introducing one today and one in the next lesson.
- 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.
- 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 continue to 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, collect as part of a big book, or post somewhere in the classroom for students to “read the room.”
- As with the phonemic blending and segmentation activity in Lessons 6–8, stretch out the sounds and hold them as you pronounce rather than pronouncing each separately with a

pause between. The consonants “n,” “s,” “m,” “v,” and “r” are continuants, meaning that a transition can be made from one sound to the next without breaking the stream of speech. In contrast, “t,” “p,” “c,” and “g” are stop consonants, which means you cannot continue the sound without adding a vowel.

- When they are pronouncing the phoneme /th/, 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 both voiced and unvoiced /th/. This helps to clarify the distinction between these two similar sounds and will support students whose home language is not English (in other languages, these digraphs do not exist or are used infrequently).
- 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 a student writes an incorrect grapheme, encourage the student to listen again or ask a friend for help, then rewrite (consider using 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 either by the group, in pairs, or individually. Also consider cutting up sentence strips and then reconstructing them for reteaching or additional practice. Or cut apart parts of words 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: “I practiced listening for the middle sound, and that is one of my goals for reading.”) Consider asking students to name how they are building habits of character (e.g., persevering, listening to their partner, etc.)

Lesson 14 Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students continue to familiarize themselves with Question and Switch, Call and Response, and Interactive Writing. Begin each instructional practice with a song and explicit modeling to support students as they continue to familiarize themselves with it.
- Question and Switch and Call and Response will be 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.
- 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 continue to 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, collect as part of a big book, or post somewhere in the classroom for students to “read the room.”
- As with the phonemic blending and segmentation activity in Lessons 6–8, stretch out the sounds and hold them as you pronounce rather than pronouncing each separately with a pause between. The consonants “n,” “s,” “m,” “v,” and “r” are continuants, meaning that a transition can be made from one sound to the next without breaking the stream of speech. In contrast, “t,” “p,” “c,” and “g” are stop consonants, which means you cannot continue the sound without adding a vowel.
- When they are pronouncing the phoneme /th/, 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 both voiced and unvoiced /th/. This helps to clarify the distinction between these two similar sounds and will support students whose home language is not English (in other languages, these digraphs do not exist or are used infrequently).
- 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 a student writes an incorrect grapheme, encourage the student to listen again or ask a friend for help, then rewrite (consider using 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 either by the group, in pairs, or individually. Also consider cutting up sentence strips and then reconstructing them for reteaching or additional practice. Or cut apart parts of words to provide further extension and/or to draw attention to specific features of a word.

Lesson 15 Teaching Notes**Purpose of lesson and alignment to standards:**

- This lesson introduces two new instructional practices: Reading Silly Words and Spelling with Style. Model and support students as they familiarize themselves with these routines. Introduce each new instructional practice with a song and explicit modeling to support students as they familiarize themselves with them.
- Students review the letters and sounds from Cycle 2 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 “hap” is like “tap,” but with a different beginning sound). Students also are asked to articulate the decoding strategy they use. (Examples: “I knew it automatically.” “I broke the sounds apart, then blended them back together.” “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” (examples: like an opera singer, like a chicken), and then write the word on their own whiteboard.
- 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.
- In the spelling portion of the assessments, dotted lines are included in the boxes as a scaffold for digraphs, signifying that although two graphemes should be written to spell the word, the two graphemes represent only one phoneme. If students are ready, consider filling in this line.

How it builds on previous work:

- This lesson is the final lesson in the cycle. During Work Time A, students complete the Cycle 2 Assessment, using 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)
- “t,” “a,” “p,” “n,” “h,” “c,” “th,” “s,” “m,” “r,” “v,” “g” anchor charts (one to display)
- High-Frequency Word Cards (teacher-created; one per word; see supporting materials)
- Interactive Word Wall (one to display)
- Question and Switch Cards (one per student)
- Enlarged Decodable Reader: “Pat’s Mess” (one to display)

- Decodable Reader: “Pat’s Mess” (one per student)
- Engagement Text: “Pat’s Mess” (one for teacher read-aloud)
- Teacher sound board (one for teacher)
- Student sound board (one per student)
- Whiteboards, whiteboard markers, and whiteboard erasers (one each per student)
- Highlighters (one per student)
- Highlighting tape, or an alternate material, for highlighting letter information in the displayed large version of the Decodable Reader
- Snapshot Assessment (optional; one per student)
- Cycle 2 Assessment (one per student)