

Grade 1: Module 1: Cycle 1

Overview

Introduced in This Cycle

Review of Kindergarten RF.2 and RF.3 standards

High-Frequency Words

Not applicable

Cycle Word List

In this cycle, students review Reading Foundations skills from Kindergarten including hearing and counting syllables, rhyming, identifying onset and rime, segmenting and blending individual phonemes, identifying the position of phonemes, and substituting phonemes in spoken words. It also reviews decoding VC (vowel, consonant) and CVC (consonant, vowel, consonant) words from the end of Kindergarten. Examples of words used this cycle include:

Spoken	Written	
adventure	can	cup
open	lap	run
explore	mat	mop
door	rip	hot
more	sit	let



Cycle-at-a-Glance

Lesson 1

RF.K.2, RF.K.2a, RF.1.2a

Agenda

1. **Opening (5–7 minutes)**
 - A. Read-aloud: Mystery Letter #1
2. **Work Time (7–10 minutes)**
 - A. Phonological Awareness: Rhythm and Rhyme in “Open a Book, Unlock a Door”
3. **Closing and Assessment (3–5 minutes)**
 - A. Reflecting on Learning: How Can Words Change a Person’s Life?
4. **Differentiated Small Group Instruction and Rotations (40 minutes)**

Daily Learning Targets

- Using evidence from the Mystery Letter, I can describe the author and her purpose for writing the letter.
- I can explore the rhythm and rhyme in the poem “Open a Book, Unlock a Door.” (RF.K.2a, RF.1.2a)

Ongoing Assessment

- Observe students during Work Time A.
 - Determine whether they can identify rhyming words and match the rhythm of the oral text (poem) to the movement of their bodies.

RF.K.2, RF.K.2b, RF.K.2c, RF.K.2d, RF.K.2e**Agenda**

1. **Opening (5–7 minutes)**
 - A. Phonological Awareness: “Open a Book, Unlock a Door”
2. **Work Time (10 minutes)**
 - A. Understanding the Message in Print: “Open a Book, Unlock a Door”
 - B. Read-aloud: Mystery Letter #2
3. **Closing and Assessment (3 minutes)**
 - A. Reflecting on Learning: How Is Opening a Book Like Opening a Door?
4. **Differentiated Small Group Instruction and Rotations (40 minutes)**

Daily Learning Targets

- I can review rhythm and rhyme in “Open a Book, Unlock a Door.” (RF.K.2a, RF.K.2b, RF.K.2c, RF.K.2e)
- I can determine the author’s message in the poem “Open a Book, Unlock a Door.”
- Using evidence from the letter, I can add to my understanding of the author and her purpose.

Ongoing Assessment

- Observe students during Opening A.
 - Determine whether they can identify the number of syllables in spoken words.
 - Determine whether they can segment and blend onset and rime, and individual phonemes in single syllable words.

Lesson 3

RF.K.3, RF.K.3a, RF.K.3b, RF.2, RF.1.2a

Agenda

1. Opening (3–5 minutes)

A. Reviewing the Meaning: “Open a Book, Unlock a Door”

2. Work Time (10 minutes)

A. Read-aloud: Mystery Letter #3

B. Phonemes to Graphemes: Matching Sounds to Print in “Open a Book, Unlock a Door”

3. Closing and Assessment (3 minutes)

A. Reflecting on Learning: How Does a Person Figure Out What the Words on a Page Say?

4. Differentiated Small Group Instruction and Rotations (40 minutes)

Daily Learning Targets

- I can review the meaning of the poem “Open a Book, Unlock a Door” (act it out).
- Using evidence from the letter, I can add to my understanding of the author and her purpose.
- I can match letters and sounds in the poem “Open a Book, Unlock a Door.” (RF.K.3a, RF.K.3b, RF.1.2a)

Ongoing Assessment

- Observe students during Work Time B.
 - Determine whether they can match letters to sounds and sounds to letters in words in the poem.
 - Determine whether they can identify the long and short sounds made by vowels in the poem.

Lesson 4

L.K.2, L.K.2c, L.K.2d

Agenda

1. Opening (5–7 minutes)

A. Reviewing Rhythm and Beats: “Open a Book, Unlock a Door”

B. Sharing Ideas: Where I Would Like a Book to Take Me

2. Work Time (10 minutes)

A. Read-aloud: Mystery Letter #4

B. Shared Writing: Writing Our Own Message

3. Closing and Assessment (3 minutes)

A. Reflecting on Learning: How Does a Person Figure Out How to Write Words?

4. Differentiated Small Group Instruction and Rotations (40 minutes)

Daily Learning Targets

- I can read with expression/rhythm and rhyme (choral reading for fluency).
- I can share my ideas with others. Using evidence from the letter, I can add to my understanding of the author and her purpose.
- I can work with the teacher to write a message. (L.K.2c, L.K.2d)

Ongoing Assessment

- Observe Students during Work Time B.
 - Determine whether they can write letters for sounds they hear and can spell simple words.

RF.K.2, RF.K.2a, RF.K.2b, RF.K.2c, RF.K.2d, RF.K.2e, RF.K.3, RF.K.3a, L.K.2, L.K.2c, L.K.2d

Agenda

1. **Opening (5–7 minutes)**
 - A. Thinking About Myself as a Reader and Writer: Step on Up
 - B. Read-aloud: Mystery Letter #5
2. **Work Time (10 minutes)**
 - A. Cycle Review: Review Cards
3. **Closing and Assessment (3 minutes)**
 - A. Reflecting on Learning: Purpose of Skills Block
4. **Differentiated Small Group Instruction and Rotations (40 minutes)**

Daily Learning Targets

- I can reflect on (think about) myself as a reader and writer.
- Using evidence from the letter, I can add to my understanding of the author and her purpose.
- I can practice what I've learned. (RF.K.2a, RF.K.2b, RF.K.2c, RF.K.2e, RF.K.3a, RF.K.3b, RF.1.2a, L.K.2c, L.K.2d)

Ongoing Assessment

- Observe students during Work Time A.
 - Determine whether they can match letters to sounds and sounds to letters.
 - Determine whether they can count the number of syllables in a spoken word, and segment and blend onset and rime and individual phonemes in words.

Lesson 1 Teaching Notes**Purpose of lesson and alignment to standards:**

- In this first cycle, whole group lessons are designed to support the development of a classroom culture of growth mindset relative to reading and writing acquisition. Following the lesson, small group time establishes procedures and expectations for independent work and to administer any Baseline Assessments that have not been completed before the module.
- Over the course of the lessons in this cycle, a series of letters from a fictional author about her experiences, along with a poem she wrote, has students think about themselves and the process of learning to use print to read and communicate. Each lesson explores different aspects of her poem, all of which reflect a review of some important Reading Foundational knowledge and skills from Kindergarten. Specifically, they explore and review rhythm and cadence in oral language, rhyming, stresses/syllables, individual phonemes (sounds) in words (RF.K.2), phoneme-to-grapheme connections (RF.K.3), and the relationship between reading and writing in the larger context of communicating a message. (L.K.2)
- In the Opening, a Mystery Letter is received from a writer who shares her excitement about the commencement of the students' Grade 1 year. In this letter, she offers a poem she wrote to capture the feelings that she had as a young child (and still does) about words. While the RL standards are not explicitly taught in the Reading Foundations Skills Block, the purpose of developing foundational skills is to be able to access the printed word to read and understand text. This lesson and all the lessons in this first cycle contain text-based questions designed to help students understand the author's message about the transformational power of the written word.
- During Work Time A, the poem is shared orally, and students explore rhythm and rhyme in spoken language. They will see the poem in print in Lesson 2.
- Three suggestions for independent work time after the whole group lesson are offered. All relate to the content and standards in the lesson. This time is used to establish procedures and expectations for Independent Work Rotations and to administer any Baseline Assessments that may not have been completed before the beginning of the module.

How it builds on previous work:

- Phonological awareness knowledge and skills from Kindergarten are reviewed in the poem. (RF.K.2)

Down the road:

- Cycle 2 explicitly introduces all of the instructional practices used throughout Modules 1 and 2. Key elements of many of those practices are reflected in this first cycle. In particular, a read-aloud text and an analysis of sounds in spoken words are used in this lesson. The first reflects an instructional practice used in the Decodable Reader lessons (second lesson of cycles), and the second reflects work done in an instructional practice called Phonemic Blending and Segmentation that is part of the first lesson in cycles.
- In Cycle 2, students will begin a regular practice of reflecting on their daily progress toward becoming more proficient readers. This lesson lays the groundwork for that practice by having students reflect on a question that arose from the author of the letter: How can words change a person's life?

Lesson 2 Teaching Notes**Purpose of lesson and alignment to standards:**

- In this first cycle, whole group lessons are designed to support the development of a classroom culture of growth mindset relative to reading and writing acquisition. Following the lesson, small group time establishes procedures and expectations for independent work and to administer any Baseline Assessments that have not been completed before the module.
- Over the course of the lessons in this cycle, a series of letters from a fictional author about her experiences, along with a poem she wrote, has students think about themselves and the process of learning to use print to read and communicate. Each lesson explores different aspects of her poem, all of which reflect a review of some important Reading Foundational knowledge and skills from Kindergarten. Specifically, they explore and review rhythm and cadence in oral language, rhyming, stresses/syllables, individual phonemes (sounds) in words (RF.K.2), phoneme-to-grapheme connections (RF.K.3), and the relationship between reading and writing in the larger context of communicating a message. (L.K.2)
- In the Opening, students revisit the poem “Open a Book, Unlock a Door.” They begin by counting syllables in words (RF.K.2b), move to segmenting and blending onset and rime in one-syllable words (RF.K.2c), and end with isolating and then segmenting and blending individual sounds in words. (RF.K.2d)
- During Work Time A, students see the poem in print and work to determine the message the author conveys by comparing the opening of a book to the opening of a door. As noted in Lesson 1, while the RL standards are not explicitly taught in the Reading Foundations Skills Block, the purpose of developing foundational skills is to be able to access printed words. Work Time A in this lesson makes that conceptual connection clear.
- In Work Time B, Mystery Letter #2 is received. In this letter, the same writer confirms the meaning of her poem and offers further insight into how words changed her life in first grade.
- Three suggestions for independent work time after the whole group lesson are offered. All relate to the content and standards in the lesson. This time continues to be used to establish procedures and expectations for Independent Work Rotations and administer any Baseline Assessments that may not have been completed before the beginning of the module.

How it builds on previous work:

- Phonological awareness knowledge and skills from Kindergarten are reviewed in the poem. (RF.K.2) In the Opening, students revisit the poem “Open a Book, Unlock a Door.” They build on the rhyming and vowel sound work in Lesson 1, now working with syllables, onset and rime, and phoneme blending and segmentation with single-syllable words in this lesson.

Down the road:

- Cycle 2 explicitly introduces all of the instructional practices used throughout Modules 1 and 2. Key elements of many of those practices are reflected in this first cycle. In particular, a read-aloud text and an analysis of sounds in spoken words are used in this lesson. The first reflects an instructional practice used in the Decodable Reader lessons (second lesson of cycles), and the second reflects work done in an instructional practice called Phonemic Blending and Segmentation that is part of the first lesson in cycles.

- In Cycle 2, students will begin a regular practice of reflecting on their daily progress toward becoming more proficient readers. This lesson lays the groundwork for that practice by having students reflect on a question that arose from the author of the letter: How can words change a person's life?
- The pictures from independent work time, illustrating where students would like a book to take them, will be used in the Opening of Lesson 4. If you choose not to have students make those illustrations during today's lesson, they can still do the Opening activity in Lesson 4 without them.

Lesson 3 Teaching Notes

Purpose of lesson and alignment to standards:

- In this first cycle, whole group lessons are designed to support the development of a classroom culture of growth mindset relative to reading and writing acquisition. Following the lesson, small group time establishes procedures and expectations for independent work and to administer any Baseline Assessments that have not been completed before the module.
- Over the course of the lessons in this cycle, a series of letters from a fictional author about her experiences, along with a poem she wrote, has students think about themselves and the process of learning to use print to read and communicate. Each lesson explores different aspects of her poem, all of which reflect a review of some important Reading Foundational knowledge and skills from Kindergarten. Specifically, they explore and review rhythm and cadence in oral language, rhyming, stresses/syllables, individual phonemes (sounds) in words (RF.K.2), phoneme-to-grapheme connections (RF.K.3), and the relationship between reading and writing in the larger context of communicating a message. (L.K.2)
- In the Opening of this lesson, students revisit the poem "Open a Book, Unlock a Door." They review rhythm and expression and the meaning of the poem by reciting and acting it out.
- In Work Time A, a third Mystery Letter is received. In this letter, the same writer shares the wonder she had as a first grader watching her teacher somehow turn the written letters and words on a page into spoken words. The discovery of how this happens (decoding) is revealed as another way in which words changed her life in first grade. As noted in Lessons 1 and 2, while the RL standards are not explicitly taught in the Reading Foundations Skills Block, the purpose of developing foundational skills is to be able to access printed words. The relationship between Work Time A and B in this lesson continues to make that conceptual connection clear.
- In Work Time B, students interact with individual copies of the poem to make connections between sounds and letters in print. (RF.K.3)
- Three suggestions for independent work time after the whole group lesson are offered. All relate to the content and standards in the lesson. This time continues to be used to establish procedures and expectations for Independent Work Rotations and to administer any Baseline Assessments that may not have been completed before the beginning of the module.

How it builds on previous work:

- Lessons 1 and 2 intentionally developed familiarity with the rhythm, rhyme, beats (syllables), and individual sounds in an oral version of the poem. (RF.K.2) In this lesson, students examine how the sounds are represented in print.

Down the road:

- Cycle 2 explicitly introduces all of the instructional practices that will be used throughout Modules 1 and 2. Key elements of many of those practices are reflected in this first cycle. The word analysis that happens in Work Time B supports the decoding that will be required in several Grade 1 instructional practices, including Chaining, Decodable Reader, and Spelling to Complement Reading.
- In Cycle 2, students begin a regular practice of reflecting on their daily progress toward becoming more proficient readers. This lesson lays the groundwork for that practice by having students reflect on a question that arose from the letter written by the mystery author: How does a person figure out what the written words on a page say?

Lesson 4 Teaching Notes

Purpose of lesson and alignment to standards:

- In this first cycle, whole group lessons are designed to support the development of a classroom culture of growth mindset relative to reading and writing acquisition. Following the lesson, small group time establishes procedures and expectations for independent work and to administer any Baseline Assessments that have not been completed before the module.
- Over the course of the lessons in this cycle, a series of letters from a fictional author about her experiences, along with a poem she wrote, has students think about themselves and the process of learning to use print to read and communicate. Each lesson explores different aspects of her poem, all of which reflect a review of some important Reading Foundational knowledge and skills from Kindergarten. Specifically, they explore and review rhythm and cadence in oral language, rhyming, stresses/syllables, individual phonemes (sounds) in words (RF.K.2), phoneme-to-grapheme connections (RF.K.3), and the relationship between reading and writing in the larger context of communicating a message. (L.K.2)
- In Opening A of this lesson, students revisit the poem “Open a Book, Unlock a Door.” They review rhythm and expression and the meaning of the poem by reciting and acting it out as a group.
- In Opening B, students share their independent work from the writing rotation in Lesson 2. They share where they would like a book to take them. While the Speaking and Listening standards are not explicitly taught in the Reading Foundations Skills Block, the sharing of ideas supports language development. In addition, the placement of this activity in this lesson in the cycle supports building a classroom culture that is necessary for effective learning.
- In Work Time A, yet another Mystery Letter is received. In this letter, the same writer shares her excitement of when she realized as a first grader that she, too, could share her own ideas via the written word. The discovery of how this happens (encoding) is revealed as yet another way in which words changed her life in first grade. As noted in previous lessons in this cycle, while the RL standards are not explicitly taught in the Reading Foundations Skills Block, the purpose of developing foundational skills is to be able to access printed words. The relationship between Work Time A and B in this lesson continues to make that conceptual connection clear.
- In Work Time B, students work with their teacher to construct a shared written message. (L.K.2c, L.K.2d) Through this process, students consider capitalization, spacing, and punctuation as they construct the sentence (L.1.2), segment the sounds (in sequence) of spoken

words (d), and match them to their letter(s) (a). The relationship between decoding and spelling (encoding) regularly spelled words is complementary; the two processes support and strengthen each other. Consider displaying this sentence where classroom visitors can read it.

- Three suggestions for independent work time after the whole group lesson are offered. All relate to the content and standards in the lesson. This time continues to be used to establish procedures and expectations for Independent Work Rotations and to administer any Baseline Assessments that may not have been completed before the beginning of the module.

How it builds on previous work:

- The first two lessons in this cycle developed familiarity with the rhythm, rhyme, beats (syllables), and individual sounds in an oral version of the poem. (RF.K.2) The third lesson made the connection between phonemes (sounds) in spoken words and graphemes (letters) in written words (RF.3). Students also considered the larger conceptual idea that they can become adept at deciphering print over the course of Grade 1. In this lesson, students consider the larger conceptual idea that they can communicate their own ideas through print. They construct a shared message and work to connect the phonemes (sounds) in the words to the graphemes (letters) necessary to represent those sounds (encoding—L.K.2c and L.K.2d).

Down the road:

- Cycle 2 explicitly introduces all of the instructional practices that will be used throughout Modules 1 and 2. Key elements of many of those practices are reflected in this first cycle. The encoding that happens in Work Time B supports the encoding that will be required in the Grade 1 instructional practice of Interactive Writing.
- In Cycle 2, students begin a regular practice of reflecting on their daily progress toward becoming more proficient readers. This lesson lays the groundwork for that practice by having students reflect on a question that arose from the letters written by the mystery author: How do writers figure out how to spell/write the words?

Lesson 5 Teaching Notes

Purpose of lesson and alignment to standards:

- In this first cycle, whole group lessons are designed to support the development of a classroom culture of growth mindset relative to reading and writing acquisition. Following the lesson, small group time establishes procedures and expectations for independent work and to administer any Baseline Assessments that have not been completed before the module.
- Over the course of the lessons in this cycle, a series of letters from a fictional author about her experiences, along with a poem she wrote, has students think about themselves and the process of learning to use print to read and communicate. Each lesson explores different aspects of her poem, all of which reflect a review of some important Reading Foundational knowledge and skills from Kindergarten. Specifically, they explore and review rhythm and cadence in oral language, rhyming, stresses/syllables, individual phonemes (sounds) in words (RF.K.2), phoneme-to-grapheme connections (RF.K.3), and the relationship between reading and writing in the larger context of communicating a message. (L.K.2)
- In Opening A of this lesson, students play a game that helps them reflect on themselves and their peers as readers and writers.

- In Opening B, the final Mystery Letter is received. Students discover that the (fictional) letter writer is a retired librarian, furthering their understanding of how words changed her life.
- In Work Time A, students play a game providing review of the targets from the cycle. This also gives them practice using whiteboards and whiteboard markers, which will be regular materials used in the modules.
- Three suggestions for independent work time after the whole group lesson are offered. All relate to the content and standards in the lesson. This time establishes procedures and expectations for Independent Work Rotations and is used to administer any Baseline Assessments that may not have been completed before the beginning of the module.

How it builds on previous work:

- This is the final lesson in the Introductory Cycle for Grade 1. As such, it reviews the knowledge and skills worked on over the course of the cycle.

Down the road:

- Consider having all students complete the suggested independent work time activity: Fluency Notebooks. Consider collecting printed copies of lyrics to known songs and copies of known poems in these notebooks. They can be used throughout the year as a resource during differentiated small group work and rotations starting in Cycle 2. Suggested uses include:
 - Independent reading practice
 - Reinforce known or new features (Example: Students hunt for words spelled with magic “e.”)
 - To use as a spelling resource (Example: Students remember the word “said” is in one of their poems and look there to spell it.)
 - For students to take home and read aloud to a family member

Preparation and Materials

- Mystery Letters #1–5 (one each for teacher use)
- Poem: “Open a Book, Unlock a Door” (one for teacher use)
- Articulatory Gestures chart: /a/, /e/, /i/, /o/, /u/
- Poem: “Open a Book, Unlock a Door” on large chart paper or projected on a whiteboard or screen
- Work Time Pictures (Lesson 2)
- Copies of poem in clear plastic sleeves with cardboard or clipboards (as a hard surface if needed) (one per student or partners)
- Whiteboards (or sheet protectors with white cardboard inside; one per student)
- Whiteboard markers (one per student)
- Whiteboard erasers (or tissues, socks, etc.; one per student)
- Large chart paper
- Correction tape
- Letter Formation chart
- Review Cards (Lesson 5)
- Fluency Notebooks (Lesson 5)