

**Grade 1:** Module 1: Cycle 3

# Overview

## Introduced in This Cycle

/i/, /ch/, /k/, /y/, /sh/, /z/, /d/, /l/, /f/

## High-Frequency Words

“at,” “and,” “in,” “look,” “like,” “his,” “with”

## Cycle Word List

In this cycle, students work with short “i,” the consonants “k,” “y,” “z,” “d,” “l,” “f,” and the digraphs “sh” and “ch” to decode and encode a large quantity of words with two, three, and even four (if students are ready) phonemes. While words with short “i” are emphasized, short “a” is reinforced and reviewed. Note that the accumulation of the consonants from this and Cycle 2 allows students to start to work with words with initial consonant blends “fl,” “dr,” “gr,” and “sp” and final “-nd,” “-nk,” and “-ng.” In addition, students are introduced to “-s” as a doing suffix. Examples of words used in this cycle include:

kid	lip	spin
digs	ship	flip
in	it	sing
pin	sit	sand
shin	sits	drink



## Cycle-at-a-Glance

Lesson 16

**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: /i/, /sh/, /z/, /f/, /k/, /d/, /ch/; Review /n/, /p/
- B. Writing the Letter to Match the Sound: “i,” “f,” “sh,” “z,” “p,” “d,” “g,” “n,” “k,” “l”

**2. Work Time (10–15 minutes)**

- A. Chaining: Decoding and Encoding /s/, /i/, /t/, /ch/, /sh/, /n/, /y/, /g/, /f/, /l/, /p/, /r/, /k/ (“kit,” “sit,” “sin,” “sing,” “ring,” “rip,” “yip,” “lip,” “flip,” “ship,” “shin,” “chin”)

**3. Closing and Assessment (2 minutes)**

- A. Reflecting on Learning

**4. Differentiated Small Group Instruction and Rotations****Daily Learning Targets**

- I can segment and blend CVC and CCVC words with the phonemes (sounds): /i/, /sh/, /z/, /f/, /k/, /d/, /ch/, /n/, /p/. (RF.1.2)
- I can write the graphemes (letters) that match the phonemes (sounds): “i,” “f,” “sh,” “z,” “p,” “d,” “g,” “n,” “k,” “l,” “r.” (RF.K.3)
- I can read and spell VC and CVC words with the phonemes (sounds): /s/, /i/, /t/, /ch/, /sh/, /n/, /y/, /g/, /f/, /l/, /p/, /r/, /k/. (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.

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

**2. Work Time (10–15 minutes)**

- A. High-Frequency Words: “at,” “in,” “and,” “look,” “like,” “his,” “with”  
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 “Pat’s Map.”
- Using evidence from the text, I can answer questions about the story “Pat’s Map.”
- I can read high-frequency words and words that “don’t play fair.” (RF.1.3)
- I can read the decodable text: “Pat’s Map.” (RF.1.3)

**Ongoing Assessment**

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

Lesson 18

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

**Agenda**

1. **Opening (3–5 minutes)**
  - A. Mid-Cycle Review: High-Frequency Word Fishing (“and,” “at,” “in,” “look,” “looks,” “like,” “likes,” “his,” “with”)
2. **Work Time (10–15 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: “at,” “in,” “and,” “this,” “look,” “like,” “looks,” “likes,” “his,” “with.” (RF.1.3)
- I can segment, blend, and spell CVC, VC, CCVC, and CVCC words. (RF.1.2, RF.1.3)

**Ongoing Assessment**

- Observe students during Opening.
  - Determine whether they can match grapheme to phoneme, phoneme to grapheme, and blend phonemes together to make a word.
  - Determine whether they can explain how letter-sound knowledge helped in identifying the high-frequency word.
- Observe students during Work Time. Determine whether they can segment a given word, isolate each sound in a given word, and write the grapheme for each phoneme in a word.

Lesson 19

**RF.1.1, RF.1.1a, RF.1.2, RF.1.2a, RF.1.2b, RF.1.2d, RF.1.3, RF.1.3b, RF.1.3g, RF.K.3, RF.K.3a, RF.K.3b, 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. Question and Switch
  - B. Call and Response
2. **Work Time (10–15 minutes)**
  - A. Interactive Writing: Writing Regular and Familiar One-Syllable 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 review taught phonemes, high-frequency words, and decodable words. (RF.1.2, RF.1.3)
- I can review taught graphemes and phonemes. I can segment and blend phonemes (sounds) into a spoken word. (RF.1.2)

- I can collaborate with my teacher to write a sentence with CVC, CVCC, and high-frequency words. (RF.1.1, RF.1.2, RF.1.3, L.K.2)

### Ongoing Assessment

- Observe students during Opening A. Determine whether they can make the sound for letter(s), decode, and read familiar words using letters and sounds from this cycle.
- Observe students sharing the pen (or following along) during Work Time A. Determine whether they can write the given sentence, following basic concepts of print such as directionality and spacing.

### RF.1.3a, RF.1.3b, RF.1.3f, RF.1.3g, L.1.2, L.1.2d

#### Agenda

- Opening (10 minutes)**
  - Reading Silly Words
  - Spelling with Style
- Work Time (40–45 minutes)**
  - Extended Differentiated Small Group Instruction: Assessment and Goal Setting
- Closing and Assessment (2 minutes)**
  - Reflecting on Learning

#### Daily Learning Targets

- I can read silly CVC and CVCC words. (RF.1.3)
- I can spell VC, CVC, CVCC, and high-frequency words. (L.1.2)

#### Ongoing Assessment

- Cycle 3 Assessment

## Lesson 16 Teaching Notes

### Purpose of lesson and alignment to standards:

- This lesson introduces students to nine letter-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 begin collecting words that include the short “i” sound on an ongoing anchor chart. During this section of instruction, they will learn that “i” 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 /i/ words to the Short I anchor chart throughout the year. Begin with words that begin with /i/ and eventually begin to add words with the /i/ medial sound.

- In this lesson, exaggerate the articulation of each letter introduced to emphasize the mouth shape and location of the tongue as each sound is said. The new letter sounds /k/ and /d/ in this lesson are stops, as are the revisited /g/, /t/, and /p/. To make these sounds, students need to completely block the air passage, and then unblock it. Others, such as /z/ and /f/, are continuants, meaning that a transition can be made from one sound to the next without breaking the stream of speech. Short “i,” a continuant, is an open sound, which bridges the other two sounds. This will support the move to decoding later in Work Time B, when students segment sounds in written words.
- When pronouncing the phonemes /ch/ and /sh/, be sure to have students 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 /ch/ and /sh/. This will help clarify the distinction between these two similar sounds and will especially support students whose home language is not English (since these digraphs do not exist, or are used infrequently, in other languages). For example, in Spanish the “ch” is common, but “sh” is not; it is mostly used in “loan” words from English, such as “sherpa.”

### 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 short “i” and the digraphs “ch” and “sh.” Consider rereading or retelling a quick version of the story of each beforehand. At least one word will be added to the 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 17 Teaching Notes

### Purpose of lesson and alignment to standards:

- In Opening A and B, students use the Engagement Text: “Pat’s Map” 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 in 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 taught 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 or previous cycles (“in,” “his,” “with,” “at”). Some of these words are regularly spelled but not easily decodable because they include spelling patterns that have not yet been taught (“like”). 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 (“look,” “and”). 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. Consider having 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: Use anecdotal notes that identify strategies being used or miscues made. (Examples: “Reread the sentence.” or “Read /e/ for /a/.”) Ask 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 concept of words as action words (or verbs). Guide students to notice how the “s” at the end of a word indicates a person is “doing” an action. The Decodable Reader includes the action words “naps” and “drinks.” The Decodable Reader also includes the possessive plural “-s” to indicate the map belongs to Pat. Guide students to notice the “-s” at the end of “Pat.”

#### **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 18 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, students use the Spelling to Complement Reading instructional practice to understand 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.

### **How it builds on previous work:**

- This lesson applies phonemes taught so far in Cycle 3.

### **Down the road:**

- Students will learn how to add the inflectional ending “-s” to action words (verbs) to indicate something is being done. (Example: “Pat drinks lemonade.”) Guide students to identify action words during Spelling to Complement Reading to help build a foundation for this. Remember to begin by asking them to mime what the action word looks like. Once they are doing this consistently, then you can name these words as verbs.
- 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 19 Teaching Notes**

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

- The two Opening practices 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 colors of paper 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 instructional practice in Cycle 2, 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,” “z,” “l,” and “f” are continuants, meaning that a transition can be made from one sound to the next without breaking the stream of speech. This supports the move to decoding in Work Time A, when students segment sounds in written words. In contrast, “t,” “p,” “c,” “d,” “k,” and “g” are stop consonants, which means you cannot continue the sound without adding a vowel.

- When they are pronouncing the phonemes /sh/ and /ch/, 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. 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 20 Teaching Notes**

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

- Students review the letters and sounds from Cycle 3 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 “mig” is like “dig,” 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” (e.g., 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.

### **How it builds on previous work:**

- This lesson is the final lesson in the cycle. During Work Time A, students complete the Cycle 3 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)
- “sh,” “ch,” “i” 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 Map” (one to display)
- Decodable Reader: “Pat’s Map” (one per student)
- Engagement Text: “Pat’s Map” (one for teacher read-aloud)
- Teacher sound board (one for teacher)
- Student sound board (one per student)
- Whiteboards, markers, erasers (one each per student)
- Highlighters (one per student)
- Highlighter tape (optional; for the teacher to use to highlight the Decodable Reader)
- Snapshot Assessment (optional; one per student)
- Materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher)
- Cycle 3 Assessment (one per student)