

Grade 1: Module 2: Cycle 10

Overview

Introduced in This Cycle

“bl,” “cl,” “fl,” “gl,” “pl,” “sl,” “sp,” “spl”

High-Frequency Words

“by,” “there”

Cycle Word List

In this cycle, students are explicitly introduced to initial consonant blends with “l” and “r,” moving from doubles (e.g., “sl”) to triples (e.g., “spl” and “spr”). Examples of words used in this cycle include:

blast	plant	splash
clam	plop	brick
flop	slip	drip
glad	spot	drum
glass	splat	trick



Cycle at a Glance

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. Phonemic Blending and Segmentation: /f/, /l/, /a/, /g/, /d/, /s/, /i/, /p/, /r/
- B. Writing the Letter to Match the Sound: “f,” “l,” “a,” “p,” “g,” “s,” “i,” “d,” “r”

2. Work Time (10–15 minutes)

- A. Chaining: Decoding /f/, /l/, /a/, /p/, /s/, /i/, /o/, /r/, /d/, /g/, /t/
- B. Chaining: Encoding “f,” “l,” “a,” “p,” “g,” “s,” “i,” “o,” “d,” “r” (“flap,” “slap,” “slip,” “flip,” “flop,” “flops,” “drop,” “drip,” “grip,” “trip”)

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 segment and blend CCVC words with the phonemes (sounds): /f/, /l/, /a/, /g/, /d/, /s/, /i/, /p/, /r/. (RF.1.2)
- I can write the graphemes (letters) that match the phonemes (sounds): “f,” “l,” “a,” “g,” “d,” “s,” “i,” “p,” “r.” (RF.K.3, L.1.2a)
- I can read and spell CCVC words with the phonemes (sounds): /f/, /l/, /a/, /p/, /s/, /i/, /o/, /d/, /r/, /t/, /g/. (RF.1.3, L.1.2)

Ongoing Assessment

- Observe students during work with white boards.
 - Determine whether they can blend CVC, CCVC, and CCVC words using the patterns for the week.
 - Determine whether they can spell CVC, CCVC, and CCVC words from memory.

Lesson 52

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: “On the Pond”
 - B. Comprehension Conversation (optional)
2. **Work Time (10 minutes)**
 - A. High-Frequency Words: “by,” “there”
 - 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 “On the Pond.”
- Using evidence from the text, I can answer questions about the story “On the Pond.”
- I can read high-frequency words and words that “don’t play fair.” (RF.1.3)
- I can read the decodable text: “On the Pond.” (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 CVC, CCVC, and CVCC words and identify familiar sounds in or automatically read high-frequency words.

Lesson 53

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 (“by,” “there”)
2. **Work Time (10–15 minutes)**
 - A. Spelling to Complement Reading
3. **Closing and Assessment (2 minutes)**
 - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40 minutes)**

Daily Learning Targets

- I can read high-frequency words: “by,” “there.” (RF.1.3)
- I can segment, blend, and spell CVCC, CCVC, and CCVCC words like “plop” and “blast.” (RF.1.2, RF.1.3, L.K.2, L.1.2)

Ongoing Assessment

- Observe students during Opening A.
 - 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 helps identify the high-frequency word.
- Observe students during Work Time A. 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 54

RF.1.1, RF.1.1a, RF.1.2, RF.1.2b, RF.1.2d, RF.1.3, RF.1.3b, RF.1.3f, RF.1.3g, L.K.2, L.K.2c, L.1.2, L.1.2d

Agenda

1. **Opening (3–5 minutes)**
 - B. Reviewing Skills/Knowledge: Sort It Out
2. **Work Time (10–15 minutes)**
 - C. Interactive Writing: Writing Regular and Familiar One-Syllable Words
3. **Closing and Assessment (2 minutes)**
 - D. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40 minutes)**

Daily Learning Targets

- I can sort words with short vowel sounds: /i/, /o/, and /u/.
- 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.1.3, 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 (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 CCVC words. (RF.1.3)
- I can spell CCVC and high-frequency words. (L.1.2)

Ongoing Assessment

- Cycle 10 Assessment

Lesson 51 Teaching Notes**Purpose of lesson and alignment to standards:**

- In this cycle, students contrast short vowels with mastery of initial consonant clusters with “l” and “r.”
- Exaggerate the articulation of each consonant in the consonant clusters so students see and hear each letter retain its own sound. This helps students contrast clusters with digraphs in which the consonants together make a new phoneme.
- Students use their knowledge of short-vowel phonemes in CCVC words to decode and encode with the introduction of new initial consonant blends.

How it builds on previous work:

- During Cycle 9, students reviewed consonant clusters “sm,” “st,” “sp,” “sn,” and “sk” while working with short-vowel words. Students continue the mastery of short vowels with the addition of the “fl,” “sl,” and “gl” clusters in Cycle 10.
- Consider asking students to identify nouns and verbs in the list of words. Ask if the word is a person, place, thing, or animal or an action. Encourage students to use the terms “noun” and

“verb” when they are ready. As inflectional endings are used with such words, ask students to identify the base word and explain how the ending changes the word’s meaning.

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 matched sounds to letters to blend sounds together to make a word.) Consider asking students to name how they also are building habits of character (e.g., persevering, listening to their partner).
- In the first two cycles of Module 3, students will work with two-syllable words with short vowel sounds (VCCV words). During this lesson, ask students to identify the vowel and the sound it makes in the words being used. Also ask them to identify how many syllables are in the word.

Lesson 52 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 will see in the Decodable Reader. The word “by” is decodable and regularly spelled, as students have learned the long “i” sound of “y.” The word “there” is irregularly spelled and is noted as one that “doesn’t play fair.” Add these words 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 paper or font color. Because there are only two new high-frequency words introduced in this cycle, consider adding three or four high-frequency words from previous cycles.
- 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 use high-frequency word knowledge and decoding skills while reading their Decodable Readers. Two options: anecdotal notes that identify strategies being used or miscues made (e.g., “reread the sentence,” “read /e/ for /a/”), or 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 CVC, CVCC, and CCVC words in the Decodable Reader.
- The double consonant “-ss” from Cycle 9 is reviewed in the Decodable Reader.
- Cycles 8 and 9 worked with progressively more words with initial consonant clusters. In this lesson, the Decodable Reader contains initial consonant clusters with “l” and “r.”

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 moved my mouth carefully to make each sound in the consonant cluster at the beginning of the word, ‘glass.’”) Consider asking students to name how they also are building habits of character (e.g., persevering, listening to their partner).

Lesson 53 Teaching Notes

Purpose of lesson and alignment to standards:

- Students continue working with consonant blends (“bl,” “sl,” “pl,” “spl”). During Work Time A, students connect phonemes and graphemes by writing the consonant cluster sounds they hear in words.

How it builds on previous work:

- This lesson applies phonemes taught so far.
- Building on previous work around identifying nouns and verbs, consider asking students to identify the nouns and verbs in the list of words. Ask if the word is a person, place, thing, or animal (e.g., “plum,” “slug”) or an action word. Explain that these words are called “nouns” and “verbs,” and encourage students to use this label when they are ready.

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: “If we say each sound slowly and think about what sound is in the beginning, middle, or end, we will get them in the right order.” or “If we think about how the sounds feel in our mouth, it will help us know what letter to write.”) Consider asking students to name how they also are building habits of character (e.g., persevering, listening to their partner).
- In the first two cycles of Module 3, students will work with two-syllable words with short vowel sounds (VCCV words). During this lesson, ask students to identify the vowel and the sound it makes in the words being used. In addition, ask them to identify how many syllables are in the word.

Lesson 54 Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A, students provide a hand signal to indicate the presence of either the short /a/ sound or the short /i/ sound in a given 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 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, collecting it as part of a big book, or posting it somewhere in the classroom for students to “read the room.”

- 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 those phonemes in a word. The goal is for students to develop automaticity with the correct spelling and pronunciation of each word. If students write the incorrect grapheme, encourage them to listen again or ask a friend for help, then rewrite (use correction tape or masking tape to cover up the original letter).
- Consider recording the sentences produced each week during the Interactive Writing instructional practice 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 up sentence strips and reconstructing them for re-teaching or additional practice. Or cut parts of words apart to provide further extension or to draw attention to a word’s specific features.

How it builds on previous work:

- This lesson addresses the same letters, sounds, and blends 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 that 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: If we think about how the sounds feel in our mouths, it will help us know what letter to write.) Consider asking students to name how they also are building habits of character (e.g., persevering, listening to their partner).

Lesson 55 Teaching Notes**Purpose of lesson and alignment to standards:**

- Work Time A 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 10 Assessment, where they use 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
- Articulatory Gestures chart
- “l” Clusters anchor chart
- “r” Clusters anchor chart
- High-Frequency Word Cards (teacher-created; one per word)
- Sort It Out Word Cards (one set for teacher use)
- Interactive Word Wall (one to display)
- Enlarged Decodable Reader: “On the Pond” (one to display)
- Decodable Reader: “On the Pond” (one per student)
- Engagement Text: “On the Pond” (one for teacher read-aloud)
- Teacher sound board (one for teacher)
- Student sound boards (one per student)
- White boards, white board markers, and white board erasers (one 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)
- Cycle 10 Assessment (one per student)