

**Grade 1:** Module 2: Cycle 11

# Overview

## Introduced in This Cycle

“ou”

## High-Frequency Words

“some,” “think”

## Cycle Word List

In this cycle, students continue to work with consonant blends. Direct instruction of the final blends “-lt,” “-ft,” “-st,” “-nt,” and “-nd,” “-nk,” and “-ng” to produce words such as “ended,” “melted,” “lifted,” etc. allows for the introduction of the “-ed” suffix, pronounced /id/. Students are also introduced to an alternate spelling of the /ow/ sound: “ou.” Examples of words used in this cycle include:

melt(ed)	hunt(ed)	string
lift(ed)	end(ed)	strong
chest	sank	out
dust(ed)	drink	cloud
nest	bring	found



## Cycle-at-a-Glance

Lesson 56

**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: /k/ (as “c”), /r/, /l/, /av/, /d/, /t/, /s/, /p/, /n/, /f/
- B. Writing the Letter to Match the Sound: “c,” “l,” “o,” “u,” “d,” “s,” “p,” “t,” “f,” “n”

**2. Work Time (10–15 minutes)**

- A. Chaining: Decoding /t/, /av/, /a/, /s/, /p/, /r/, /i/, /g/, /b/, /n/, /ch/, /d/, /k/ (as “c”), /l/
- B. Chaining: Encoding “t,” “o,” “u,” “s,” “p,” “t,” “r,” “i,” “n,” “g,” “b,” “a,” “n,” “ch,” “d,” “c,” “l” (“cloud,” “cling,” “string,” “bring,” “branch,” “couch,” “pouch,” “pound,” “sound,” “found”)

**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 and CVCC words with the phonemes (sounds): /f/, /av/, /k/ (as “c”), /r/, /l/, /d/, /t/, /s/, /p/, /n/. (RF.1.2)
- I can write the graphemes (letters) that match the phonemes (sounds): /t/, /av/, /a/, /s/, /p/, /t/, /r/, /i/, /n/, /g/, /b/, /n/, /ch/, /d/, /c/, /l/. (RF.K.3, L.1.2a)
- I can read and spell CCVC and CVCC words with the phonemes (sounds): /t/, /av/, /a/, /s/, /p/, /t/, /r/, /i/, /n/, /g/, /b/, /n/, /ch/, /d/, /c/, /l/. (RF.1.3, L.1.2)

**Ongoing Assessment**

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

**RF.1.3, RF.1.3a, RF.1.3b, RF.1.3f, RF.1.3g****Agenda****1. Opening (3–5 minutes)**

- A. Engagement Text Read-aloud: “I Look Out”
- B. Comprehension Conversation (optional)

**2. Work Time (10–15 minutes)**

- A. High-Frequency Words: “some,” “think”
- 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 “I Look Out.”
- (optional) Using evidence from the text, I can answer questions about the story “I Look Out.”
- I can read high-frequency words and words that “don’t play fair.” (RF.1.3)
- I can read the decodable text “I Look Out.” (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 58

**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: “some,” “think”
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 the high-frequency words “some” and “think.” (RF.1.3)
- I can segment, blend, and spell CVC, CCVC, CVCC words and words with an “-ed” ending like “ended,” “slouched,” and “lifted.” (RF.1.2, RF.1.3, L.K.2, L.1.2)

**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 helps identify high-frequency words.
- 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 59

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

**Agenda**

1. **Opening (3–5 minutes)**
  - A. Reviewing Skills and Knowledge: Sort It Out
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 sort words with different vowel sounds: /ov/, /o/, /a/, /e/.
- I can collaborate with my teacher to write a sentence with VC, 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****1. Opening (10 minutes)**

- A. Reading Silly Words
- B. Spell with Style

**2. Work Time (45 minutes)**

- A. Extended Differentiated Small Group Instruction: Assessment and Goal Setting

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

- A. Reflecting on Learning

**Daily Learning Targets**

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

**Ongoing Assessment**

- Cycle 11 Assessment

Lesson 60

**Lesson 56 Teaching Notes****Purpose of lesson and alignment to standards:**

- In this cycle, students are introduced to the vowel diphthong “ou” (/au/). In Cycle 4, students were previously introduced to the “ow” spelling for the /au/ phoneme (sound). Both “ow” and “ou” make the same sound. In Opening B, students begin collecting words that include the vowel diphthong /au/ sound on an ongoing anchor chart. Consider contrasting the “ou” to “ow” diphthongs by contrasting “cow” words and “cloud” words. Highlight the fact that both “ow” and “ou” make the same 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 “ou,” which is a vowel diphthong. To pronounce the /au/ phoneme (sound), begin with the /a/ phoneme (sound) and glide into the /oo/ phoneme. This supports the move to decoding later in Work Time A, when students segment sounds in written words.

### How it builds on previous work:

- During Cycle 10, students reviewed the “fl,” “sl,” “gl,” “dr,” “gr,” and “tr” blends while working with short-vowel words. Students continue the mastery of short vowels with the addition of the blends “nd,” “ft,” “ng,” “nd,” “lt,” and “nk” in Cycle 11.

### 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 57 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 extend the Opening beyond 5 minutes, they are optional. Consider adjusting differentiated small group instruction time accordingly.
- In Work Time A, students are introduced to high-frequency words. This practice explicitly teaches all of the high-frequency words students see in the Decodable Reader. The word “some” is irregularly spelled and is noted as one that “doesn’t play fair.” Add “some” to the Interactive Word Wall once it is introduced. Consider reviewing already taught high-frequency words that are regularly and irregularly spelled.
- In Work Time B, students first search for familiar graphemes that represent phonemes taught in this cycle. Although students may naturally decode some of the words as they work with the Decodable Reader for the first time, avoid guiding them to do so during the search activity. The search serves as a review to support students as they apply learned letter-sound connections during the partner read portion.
- Pairing students during the Decodable Reader routine provides support for those who need it and engages more proficient students to apply their knowledge to support a peer. Have students work individually if you prefer that they receive more individual practice without peer guidance or support.
- Consider how you want to collect data on how well students use high-frequency word knowledge and decoding skills while reading their Decodable Readers. Two options: record anecdotal notes that identify strategies being used or miscues made (examples: “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.
- Earlier in the cycle, students were introduced to the difference between plural and singular words. The Decodable Reader includes the singular and plural of “clouds.” 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 partner).

## Lesson 58 Teaching Notes

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

- In this lesson, students continue working with consonant blends (“lt,” “ft,” “nd,” “nk,” “ng,” “nt”) as well as the “ou” diphthong. During Work Time A, students connect phonemes and graphemes by writing the blend sounds they hear in words. Because the “ou” makes one sound, similar to digraphs, ask students to draw a dotted line down the middle of the box that holds “ou” in any words.

**How it builds on previous work:**

- This lesson applies phonemes taught so far.
- Building on previous work around identifying action words (verbs), ask students to identify the action words in the list of words. Ask if they can come up with a movement for the word. Encourage students to add an “-ing” suffix when describing their movement.

**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 (e.g., “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 59 Teaching Notes

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

- In Opening A, students provide a hand signal to indicate the presence of a given sound in a 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, collecting as part of a big book, or posting 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 that 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 then reconstructing them for re-teaching or additional practice. Or cut parts of words apart to provide further extension and/or to draw attention to a word's specific features.

### 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 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: "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 60 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 11 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
- “ou” (/ʌv/) Vowel Diphthong anchor chart (Cloud Words!)
- 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: “I Look Out” (one to display)
- Decodable Reader: “I Look Out” (one per student)
- Engagement Text: “I Look Out” (one for teacher read-aloud)
- Teacher sound board (one for teacher)
- Student sound boards (one per student)
- Whiteboards, whiteboard markers, and whiteboard 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 11 Assessment (one per student)