Grade 1: Module 2: Cycle 7

Overview

Introduced in This Cycle

"y" as long /ī/

High-Frequency Words

"will," "my," "go," "not," "saw," "of"

Cycle Word List

In this cycle, students continue to practice encoding and decoding single-syllable short "e" words with three and four phonemes, allowing ample time for this potentially challenging vowel sound. Initial and final clusters for use in short "e" words are offered as extensions (e.g., "chest," "blend"). High-frequency, one syllable words ending with "y" as long "i" are introduced. The suffix "-ing" as a doing suffix ("thinking," "flying," "crying," "jumping," "going", etc.) is offered as an extension. Examples of words used in this cycle include:

stem	dent	shy
ten	chest	sky
bench	cry	spy
lend	fly	spying
spend	flying	thinking

Cycle 7: Overview

🗓 Cycle-at-a-Glance

Lesson 36

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: /w/, /sh/, /ī/, /f/, /l/, /ing/
   B. Writing the Letter to Match the Sound: "wh," "sh," "y," "f," "l," "i," "n," "g"

2. **Work Time (10–15 minutes)**

A. Chaining: Decoding /w/, /h/, /sh/, /y/, /i/, /n/, /g/, /k/, /m/, /e/, /d/, /c/, /r/, /f/, /p/

B. Chaining: Encoding /w/, /sh/, /e/, /n/, /d/, /s/, /l/, long /i/ ("y"), /m/, /b/, /e/, /p/, /g/, /r/, /ing/ ("my," "why," spy," "sky," "shy," "fly," "fry," "cry," "crying," "frying," "flying," "spying," "spend," "mend," "send," "lend," "bend," "bending," "mending")

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) /w/, /sh/, /ī/, /f/, /l/, /ing/. (RF.1.2)
- I can write the graphemes (letters) that match the phonemes (sounds) "wh," "sh," "y," "f," "l," "i," "n," "g." (RF.K.3, L.1.2a)
- I can read and spell VC and CVC words with the phonemes (sounds) /w/, /sh/, /e/, /n/, /d/, /s/, /l/, long /i/ ("y"), /m/, /b/, /e/, /p/, /g/, /r/, /ing/. (RF.1.3, L.1.2)

Ongoing Assessment

- Observe students during work with whiteboards.
  - Determine whether they can blend CVC and CCVC short-vowel words using the patterns for the cycle.
  - Determine whether they can spell CVC and CCVC 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: "Dad's Plan"

B. Comprehension Conversation (optional)

2. **Work Time (10–15 minutes)**

A. High-Frequency Words: "will," "my," "of," "go," "not," "saw"

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 "Dad's Plan."
- Using evidence from the text, I can answer questions about the story "Dad's Plan." (optional)
- I can read high-frequency words and words that "don't play fair." (RF.1.3)
- I can read the decodable text "Dad's Plan." (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 38

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: "will," "my," "go," "not," "of," "saw"
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 "will," "my," "go," "not," "of," "saw." (RF.1.3)
- I can segment, blend, and spell CVC, CCVC, CVCC, and words with the suffix "-ing," such as "zen," "pent," and "denting." (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 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 39

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. Introducing 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 endings sly "y" (/ī/) and "-ing."
- I can collaborate with my teacher to write a sentence with VC, CVC, CCVC, 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

Lesson 40

 Agenda

1. **Opening (10 minutes)**
    A. Reading Silly Words
    B. Spelling 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 VC and CVC words. (RF.1.3)
- I can spell VC, CVC, CCVC, CVCC, and high-frequency words. (L.1.2)

Ongoing Assessment

- Cycle 7 Assessment

Lesson 36 **Teaching Notes**

Purpose of lesson and alignment to standards:

- In Opening A, students blend and segment two phonemes (example: /w/, /ī/). In Opening B, they learn that the long "i" sound is represented by "y" in these words. Students familiar with the spelling of "why" may mention this phoneme-grapheme connection during Opening A. Acknowledge this connection and encourage students to find out more about the letters that match the long "i" sound in Opening B. Additionally, students learn the morpheme "-ing" to represent present continuous tense action.
- In Opening B, students collect words, including those in which "y" makes a long "i" sound on an ongoing anchor chart. Revisit the concept that a one-syllable word with "y" at the end

makes the long "i" sound. This lays important groundwork for future lessons about syllable types in Module 3. Add words that end in "y" (/ī/ sound) to the chart throughout the year.

How it builds on previous work:

■ During previous cycles, students learned the Vowel and Digraph Letter Mnemonics. In this cycle, students focus on the long "i" sound "y" makes at the end of words with the digraphs "wh" and "sh." Consider rereading or retelling a quick version of the story of each before-hand. Add at least one word to the anchor chart during the lesson; 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 matched sounds to letters to blend sounds together to make a word.")

Lesson 37   **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 will see in the Decodable Reader. Some words are decodable, including phonemes from this cycle ("my," "not"); others are regularly spelled but not easily decodable because they include spelling patterns that have not yet been taught ("will"). Because students cannot yet 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 ("of," "saw"). Add all of 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.

■ 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: 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 decode CV, CCV, CVC, and CVCC words in the Decodable Reader.

- Earlier in the cycle, students were introduced to the "y" grapheme acting as the long vowel sound /ī/ and the suffix "-ing." The Decodable Reader includes both concepts. Guide students to notice how these parts are pronounced.

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.")

Lesson 38   Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students are introduced to the suffixes "-ing" and "-s" at the end of short /e/ words. These words are verbs (action words). Adding a suffix determines the tense of these words (e.g., past or present).

How it builds on previous work:

- This lesson applies to phonemes taught so far.
- Building on previous work around plural nouns ("-s," "-es"), consider asking students to identify the nouns in the list of words. Ask if the word is a person, place, thing, or animal (e.g., "brick," "rock," "truck"). Explain that these words are called nouns, 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. (Examples: "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.")

Lesson 39   Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A, students are introduced to a new instructional practice: Sort It Out. Introduce it with a song and explicit modeling to support students as they familiarize themselves with it. This practice is used again in the next lesson.
- In Opening A, provide a hand signal to indicate the presence of the sly "y" that sounds like /ī/ and the suffix "-ing" sound in a given word. Consider using American Sign Language (see Appendix for ASL alphabet) for each sound or create your own hand signal (e.g., left hand makes a fist while right hand makes the stick for the lowercase "a," and one finger points up for the "i"). If it is an action word, consider acting out each action.

- 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."

- As with the phonemic blending and segmentation activity in Lesson 36, stretch out the sounds and hold them as you pronounce rather than pronouncing each separately with a pause between.

- 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).

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 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. (Examples: "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.")

Lesson 40 | Teaching Notes

Purpose of lesson and alignment to standards:

- Students review the letters and sounds from the Weekly Cycle 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 "fen" is like "den," 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," or "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 whiteboards.

- 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 7 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
- /ī/ (y) and double consonant 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: "Dad's Plan" (one to display)
- Decodable Reader: "Dad's Plan" (one per student)
- Engagement Text: "Dad's Plan" (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 7 Assessment (one per student)