

Grade 1: Module 3: Cycle 18

Overview

Introduced in This Cycle

Long vowels spelled CVCe:

Decoding CVCe words with suffixes “-s,” “-ing,” and “-ed” (reading only)

Decoding/encoding two-syllable words using the CVCe syllable type combined with other known syllable types

High-Frequency Words

“time,” “watch,” “ago,” “long”

Cycle Word List

In this cycle, students are introduced to the “vowel suffix” rule about dropping the “e” when adding an inflectional ending (suffix) that starts with a vowel (“-ed,” “-ing”). Students see that adding “-s” does not require dropping the “e” (as that suffix does not start with a vowel). Instructing students on how to use vowels in two-syllable words to identify the syllable type and decode continues. Examples of words used in this cycle include:

bake	smiles	campsite
bakes	smiling	cupcakes
baking	smiled	female
baked	became	homemade
diving	baseline	inside



Cycle-at-a-Glance

Lesson 91

RF.1.2, RF.1.2a, RF.1.2b, RF.1.2d, RF.1.3, RF.1.3c, RF.1.3e

Agenda

1. Opening (5 minutes)

- A. Introducing Suffixes “-s,” “-ed,” and “-ing” to CVCe Base Words: “bake,” “bakes,” “baking,” “baked”

2. Work Time (15 minutes)

A. Decoding: Suffix Sleuth with CVCe Base 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 identify the suffix that has been added to a base word. (RF.1.3)
- I can read a CVC word that is changed into a CVCe word by using a magic “e.” (RF.1.2, RF.1.3)

Ongoing Assessment

- Observe students during Work Time A. Determine whether they can identify the suffix and the base word.

RF.1.3, RF.1.3a, RF.1.3b, RF.1.3c, RF.1.3d, RF.1.3f, RF.1.3g, RF.1.4, RF.1.4a

Agenda

1. Opening (3–5 minutes)

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

2. Work Time (10 minutes)

- A. High-Frequency Words: “watch,” “ago,” “time,” “long”
- 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 “Baseball.”
- Using evidence from the text, I can answer questions about the story “Baseball.” (optional)
- I can read high-frequency words and words that “don’t play fair.” (RF.1.3)
- I can read the decodable text “Baseball.” (RF.1.3)

Ongoing Assessment

- Observe students during Work Time.
 - Determine whether they can independently find a given word.
 - Determine whether they can decode CVCe words with and without suffixes “-s,” “-ing,” and “-ed,” and two-syllable VCCV and VCV words.
 - Determine whether they can identify familiar sounds in or automatically read high-frequency words.

Lesson 93

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

Agenda

1. **Opening (3–5 minutes)**
 - A. Mid-Cycle Review: High-Frequency Word Fishing: “watch,” “time,” “ago,” “are,” “play,” “from,” “all,” “some,” “long”
2. **Work Time (10 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 the high-frequency words “watch,” “time,” “ago,” “are,” “play,” “from,” “all,” “some,” “long.” (RF.1.3)
- I can segment, blend, and spell CVCe and two-syllable words like “alive” and “inside.” (RF.1.3, L.K.2, L.1.2)

Ongoing Assessment

- Observe students during Opening.
 - Determine whether they can recognize the high-frequency words introduced in Lesson 92.
 - Determine whether they can explain how letter-sound knowledge helps identify high-frequency words.
- Observe students during Work Time. Determine whether they can read each syllable separately and then blend syllables together to read the word accurately.

Lesson 94

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.1.3d, RF.1.3g, L.1.2, L.1.2d, L.K.2, L.K.2c

Agenda

1. **Opening (3–5 minutes)**
 - A. Reviewing Skills and Knowledge: Question and Switch
2. **Work Time (10 minutes)**
 - A. Interactive Writing: Writing Regular and Familiar One- and Two-Syllable CVCe 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 long and short vowel sounds in the middle. (RF.1.3)
- I can collaborate with my teacher to write a sentence with CVC, CVCC, CVCe, and high-frequency words. (RF.1.1, RF.1.2, RF.1.3, L.K.2)

Ongoing Assessment

- Observe students during Opening. Determine whether they can read one- and two-syllable CVCe words and CVCe words with suffixes.
- Observe students sharing the pen (or following along) during Work Time. Determine whether they can write the given sentence following basic concepts of print such as directionality and spacing.

**Cycle Assessment****RF.1.3, RF.1.3a, RF.1.3c, RF.1.3e, RF.1.3g, L.1.2, L.1.2d****Agenda**

- 1. Opening (10 minutes)**
 - A. Reading Silly Words
 - B. Spelling with Style
- 2. Work Time (45 minutes)**
 - A. Extended Differentiated Small Group Instruction: Cycle Assessment and Goal Setting
- 3. Closing and Assessment (2 minutes)**
 - A. Reflecting on Learning

Daily Learning Targets

- I can read silly CVCe and two-syllable words. (RF.1.3)
- I can spell CVCe, two-syllable, and high-frequency words. (L.1.2)

Ongoing Assessment

- Cycle 18 Assessment

Lesson 95

Lesson 91 Teaching Notes**Purpose of lesson and alignment to standards:**

- In this lesson, students examine the effect of a suffix (specifically inflectional endings) on a base word. (RF.1.3e) In Opening A, students examine the effect of the addition of “-s,” “-ed,” and “-ing” to CVCe base words (example: “bake”). They learn that when a suffix beginning with a vowel is added to a CVCe word, the silent “e” is dropped, but the base word continues to have the long vowel sound.
- In Work Time A, students become suffix sleuths (a variation of syllable sleuths), identifying and using information about the suffix and its base word to decode CVCe words with suffixes. They identify the suffix, determine whether it starts with a vowel, and understand that, if it does, the base word retains an “invisible, magical silent ‘e’” that causes the long vowel sound.

How it builds on previous work:

- In Cycles 15–17, students learned the silent “e” spelling pattern to represent a long vowel sound. (RF.1.3b and RF.1.3c) In this cycle, they examine how the addition of a suffix that begins with a vowel (e.g., “-ing,” “-ed”) results in the silent “e” being dropped, but the base word continues to keep its long vowel 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 made sure to see if the suffix started with a vowel. If it did, I knew that the magic “e” was invisible”). Consider asking students to name how they also are building habits of character (examples: persevering, listening to a partner).

Lesson 92 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. Some words are decodable, reflecting patterns taught in this or a previous cycle (“time,” “ago”); others are irregularly spelled words (“watch”). 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.
- In Work Time B, students first search for high-frequency words. Consider having them look for suffixes used in this cycle (“-s,” “-ed,” “-ing”) as well. Although they may naturally decode some words as they work with the Decodable Reader for the first time, avoid guiding them to do so during the “search” portion of the 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 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:

- The Decodable Reader: “Baseball” contains single-syllable CVCe words (Cycles 15–17); CVCe basewords with suffixes “-s,” “-ed,” and “-ing” (this cycle); and two-syllable decodable words (example: “baseball”) that require students to be syllable sleuths (Cycles 12–17). They must apply what they have learned about those graphophonemic patterns to decoding these types of words in the Decodable Reader.

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 connected to the knowledge and strategies they are acquiring (example: “I practiced being a syllable sleuth. I looked for the vowels to figure out how many syllables there are. Then I divided the words between the vowels”). Consider asking students to name how they are building habits of character (examples: persevering, listening to partner).

Lesson 93 Teaching Notes

Purpose of lesson and alignment to standards:

- In this Spelling to Complement Reading lesson, students work with two-syllable words using the syllable patterns they have learned to this point (RF.1.3e): open (example: “be”), closed (example: “in”), and CVCe (example: “line”). To spell these words, students identify the vowel sounds, (RF.1.3a) use that information to determine the number of syllables, (RF.1.3d) and identify the spelling pattern in each syllable that produces that vowel sound (L.1.2d). The reciprocal relationship between spelling and reading is solidified when students then become syllable sleuths to determine how to break the word into syllables to read it.
- A key understanding practiced during Work Time A is the relationship between syllables and vowels; every syllable contains one vowel sound. (RF.1.3d) Students will need lots of practice to see that the presence of a silent “e” does not indicate another syllable.

How it builds on previous work:

- This lesson applies the knowledge of long vowel sounds produced using the CVCe pattern taught in Cycles 15–17. In addition, it requires students to pair this knowledge with that of the closed syllable type (Cycles 12 and 13) and open syllable type (Cycle 14) to encode and decode two-syllable words.
- The high-frequency words “are,” “play,” “from,” “all,” and “some” were introduced in previous cycles and included in the Decodable Reader: “Baseball” in Lesson 92. They are added to the Opening activity.

Down the road:

- Continue to emphasize the knowledge that every syllable has a vowel sound. The presence of the silent “e” does not indicate another syllable.
- 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 vowel sound and thinking about the ways I know that sound is spelled”). Consider directing students to name character traits/work habits (examples: persevering, listening to a partner).

Lesson 94 Teaching Notes**Purpose of lesson and alignment to standards:**

- In Opening A, students use an activity from earlier modules, Question and Switch, to practice decoding one- and two-syllable CVCe words and CVCe words with suffixes.
- 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 Reader or content from the Integrated Literacy Block. Through interactive writing, students consider capitalization, spacing, and punctuation as they construct the sentence. (L.1.2) In addition, they listen for syllables in words and match those to the spelling patterns they've learned. (L.1.2d) 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 might 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 the word. The goal is for them 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 interactive writing 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 apart sentence strips and then reconstructing them for reteaching or additional practice. Or cut parts of words apart to provide further extension and/or to draw attention to specific features of a word.

How it builds on previous work:

- This lesson applies the knowledge of long vowel sounds produced using the CVCe pattern taught in Cycles 15–17. In addition, it requires students to pair this knowledge with that of the closed syllable type (Cycles 12 and 13) and open syllable type (Cycle 14) to encode and decode two-syllable words.
- A key understanding practiced during Work Time is the relationship between syllables and vowels; every syllable contains one vowel sound. (RF.1.3d) Students need lots of practice to see that the presence of a silent "e" does not indicate another syllable.

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 listened for the vowel sounds in the word so I could figure out how to spell it"). Consider asking students to name how they also are building habits of character (examples: persevering, listening to a partner).

Lesson 95 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 is the final lesson in the cycle. During Work Time A, students complete the Cycle 18 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)
- CVCe Long Vowels anchor chart (for teacher reference; refer to Cycle 14, Lesson 76)
- High-Frequency Word Cards (teacher-created; one for each word)
- Suffix Cards (“-s,” “-ed,” “-ing”) (see supporting materials)
- Interactive Word Wall (one to display)
- Question and Switch Cards
- Enlarged Decodable Reader: “Baseball” (one to display)
- Decodable Reader: “Baseball” (one per student)
- Engagement Text: “Baseball” (one for teacher read-aloud)
- Teacher syllable board (one to display)
- Student syllable boards (one per student; two lines separated for notation of syllable division; can be printed and laminated or put in a sheet protector sleeve; students can then write on them with whiteboard markers; see supporting materials for a template)
- Suffix Sleuth Word List (one per student)
- Work Time Word List
- Clipboards (one per student or for partners)
- Whiteboards, whiteboard markers, and whiteboard erasers (one per student)
- Highlighters (one per student and one for teacher)
- Highlighter tape (optional; for the teacher to use to highlight the Decodable Reader)
- Snapshot Assessment (optional; one per student)
- Cycle 18 Assessment