

Grade 1: Module 3: Cycle 13

Overview

Introduced in This Cycle

Closed syllables in two-syllable words

High-Frequency Words

“do,” “yes,” “much”

Cycle Word List

In this cycle, students continue to work with two-syllable words (VC/CV), including compound words, to solidify students’ understanding of syllables. Examples of words used in this cycle include:

attic	dishrag	kitten
backpack	flattop	muffin
bathtub	granddad	ribbon
cannot	hangman	sunlit
catfish	kitchen	unless



Cycle-at-a-Glance

Lesson 66

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

Agenda

1. Opening (3–5 minutes)

- A. Phonemic Blending and Segmentation: /k/ (as “c”), /a/, /n/, /o/, /z/, /f/, /l/, /t/, /s/, /i/, /e/, /p/
- B. Writing the Letter to Match the Sound: “c,” “a,” “n,” “o,” “t,” “p,” “a,” “l,” “f,” “s,” “e,” “z,” “i”

2. Work Time (10 minutes)

- A. Decoding: Syllable Sleuth: Closed Two-Syllable Words: “cannot,” “granddad,” “backpack,” “zipper,” “muffin,” “flattop”

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 CVC words with the phonemes (sounds) /k/ (as “c”), /a/, /n/, /o/, /z/, /f/, /l/, /t/, /s/, /i/, /e/, /p/. (RF.1.2)
- I can write the following graphemes (letters) that match the phonemes (sounds): “c,” “a,” “n,” “o,” “t,” “p,” “a,” “l,” “f,” “s,” “e,” “z,” “i.” (RF.K.3, L.1.2a)
- I can identify the vowel sounds in a word to help me determine how many syllables are in the word. (RF.1.2a, RF.1.3d)

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

Agenda

1. **Opening (3–5 minutes)**
 - A. Engagement Text Read-aloud: “Pat’s Backpack”
 - B. Comprehension Conversation (optional)
2. **Work Time (10 minutes)**
 - A. High-Frequency Words: “do,” “yes,” “much”
 - 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 Backpack.”
- Using evidence from the text, I can answer questions about the story “Pat’s Backpack.” (optional)
- I can read high-frequency words and words that “don’t play fair.” (RF.1.3)
- I can read the decodable text “Pat’s Backpack.” (RF.1.3)

Ongoing Assessment

- Observe students during Work Time.
 - Determine whether they can independently find a given word.
 - Also determine whether they can decode closed two-syllable words and identify familiar sounds in or automatically read high-frequency words.

Lesson 68

RF.1.3, RF.1.3a, RF.1.3b, RF.1.3d, RF.1.3e, 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: “do,” “much,” “yes,”
2. **Work Time (10 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 “do,” “much,” “yes.” (RF.1.3)
- I can segment, blend, and spell closed-syllable, two-syllable words like “dishrag” and “ribbon.” (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 67.
- Observe students during Work Time. Determine whether they can read each syllable separately and then blend syllables together to read the word accurately.

Lesson 69

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: Sort It Out
2. **Work Time (10 minutes)**
 - A. Interactive Writing: Writing Regular and Familiar Two-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 “rabbit” and compound words.
- I can collaborate with my teacher to write a sentence with CVC, CVCC, two-syllable, 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 each two-syllable word and categorize the words correctly.
- 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.

RF.1.3, RF.1.3a, 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: Assessment and Goal Setting
3. **Closing and Assessment (2 minutes)**
 - A. Reflecting on Learning

Daily Learning Targets

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

Ongoing Assessment

- Cycle 13 Assessment

Lesson 66 Teaching Notes**Purpose of lesson and alignment to standards:**

- In Opening A, students reinforce their knowledge of short vowel sounds. This mastery is essential to moving into work with two-syllable words in Work Time A as students identify vowel sounds for counting the number of syllables in a word.
- In Work Time A, students continue working with the new instructional practice: Syllable Sleuth. In this practice, they discover how to identify the number of syllables in words and how to break words into two syllables. This knowledge supports students' ability to decode two-syllable words containing closed syllables with short vowel sounds.

How it builds on previous work:

- During Module 2, students mastered short vowels in one-syllable words. In Module 3, Cycles 12 and 13 focus on two-syllable words containing closed syllables with short vowel sounds. Students use their knowledge of short vowel sounds to decode two-syllable words by identifying the vowel sounds in each 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 also are building habits of character (examples: persevering, listening to a partner).

- Students will continue to use the Syllable Sleuth instructional practice throughout Modules 3 and 4 as they encounter different syllable types in multisyllabic words. Consider an appropriate pace for building familiarity with this new instructional practice that supports students as they discover different syllable types.

Lesson 67 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. Two of the words are decodable (“yes,” “much”). One word is irregularly spelled (“do”). 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. 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” portion of the activity.
- Pairing students during the Decodable Reader routine provides support for students 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:

- Students apply what they have learned about closed syllables in this cycle to decode two-syllable words in the Decodable Reader.
- In previous cycles, students learned the “-s” suffix. The Decodable Reader includes words with the “-s” suffix; guide students to notice this at the end of verbs 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 (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 (examples: persevering, listening to a partner).

Lesson 68 Teaching Notes

Purpose of lesson and alignment to standards:

- In the Spelling to Complement Reading instructional practice, students transition from working with single-syllable words to two-syllable words. Encourage them to notice the vowel sounds in order to break the word into two syllables (RF.1.3g), then segment the sounds in each syllable to spell it. The reciprocal relationship between spelling and reading continues to support student growth in both areas.

How it builds on previous work:

- This lesson applies strategies for syllabication taught in this cycle and Cycle 12.

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 (examples: persevering, listening to a partner).

Lesson 69 Teaching Notes

Purpose of lesson and alignment to standards:

- 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). 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 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 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 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 apart sentence strips and then reconstructing them for re-teaching or additional practice. Or cut parts of words apart to provide further extension and draw attention to a word’s specific features.

How it builds on previous work:

- This lesson addresses the same syllable knowledge and decoding strategies 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 directing students to name character traits/work habits (examples: persevering, listening to a partner).

Lesson 70 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 13 Assessment, where they use what they have learned about two-syllable VCCV words 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
- Closed Two-Syllable Words anchor chart
- Syllable Sleuth Word List
- T-chart: Rabbit Words vs. Compound Words
- Syllable Cards
- High-Frequency Word Cards (teacher-created; one for each word)
- Interactive Word Wall (one to display)
- Sort It Out Word Cards
- Enlarged Decodable Reader: “Pat’s Backpack” (one to display)
- Decodable Reader: “Pat’s Backpack” (one per student)

- Engagement Text: “Pat’s Backpack” (one for teacher read-aloud)
- Teacher syllable board (one for teacher)
- Student syllable boards (one per student)
- 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 13 Assessment (one per student)