

**Grade 1:** Module 3: Cycle 12

# Overview

## Introduced in This Cycle

Closed syllables in two-syllable words

## High-Frequency Words

“was,” “you,” “they”

## Cycle Word List

In this cycle, students are introduced to the idea that every syllable has a vowel and identify the two, three and four phoneme words they have been working on as closed syllables. They learn how to break a word into two syllables (CV/VC) to decode efficiently (examples: “magnet,” “picnic”). Examples of words used in this cycle include:

basket	dentist	picnic
blanket	discuss	sandwich
cactus	insect	sunset
catnip	magnet	until
contest	napkin	upset



## Cycle-at-a-Glance

Lesson 61

**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: /p/, /a/, /t/, /i/, /e/, /u/, /o/, /n/, /b/
- B. Writing the Pattern to Match the Vowel Sound: “p,” “t,” “i,” “e,” “o,” “u,” “n,” “b”

**2. Work Time (10 minutes)**

- A. Decoding: Introducing Syllable Sleuth: Closed Syllables (“napkin,” “magnet,” “nutmeg,” “campus,” “tablet,” “dentist”)

**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) /p/, /a/, /t/, /i/, /e/, /u/, /o/, /n/, /b/. (RF.1.2)
- I can write the graphemes (letters) that match the phonemes (sounds) “p,” “t,” “i,” “e,” “o,” “u,” “n,” “b.” (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 identify the number of syllables by identifying the vowel sounds in the word.
  - Determine whether they can break each word into two syllables correctly.

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

#### Agenda

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

### Ongoing Assessment

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

Lesson 63

**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: “you,” “was,” “they,” “why,” “said”
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 “you,” “was,” “they,” “why,” “said.” (RF.1.3)
- I can segment, blend, and spell closed two-syllable words like “basket” and “catnip.” (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 62.
- Observe students during Work Time. Determine whether they can read each syllable separately and then blend syllables together to read the word accurately.

Lesson 64

**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 one- and two-syllable 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 nouns 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.



## Cycle Assessment

**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: Cycle Assessment and Goal Setting
3. **Closing and Assessment (2 minutes)**
4. **Reflecting on Learning (40 minutes)**

### Daily Learning Targets

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

### Ongoing Assessment

- Cycle 12 Assessment

Lesson 65

## Lesson 61 Teaching Notes

### Purpose of lesson and alignment to standards:

- This lesson introduces one instructional practice: Syllable Sleuth. Introduce it with a song and explicit modeling to support students as they familiarize themselves with it.
- 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 engage in the Syllable Sleuth instructional practice, which focuses on decoding multisyllabic words. In this practice, students discover how to identify the number of syllables in words and how to break words into two syllables. First, they learn to identify the vowel sounds (not just printed letters) in the word. (RF.1.2a) Notice that the standard pertaining to this skill only requires first graders to identify the vowel sounds in single-syllable words; in this case, students also identify the vowel sound within one syllable of a multisyllabic word. They then use this knowledge of the vowel sounds, matching them to the vowels in the printed word, to identify the number of syllables in the word. (RF.1.3d) This practice lays the foundation for decoding multisyllabic words.

### How it builds on previous work:

- During Module 2, students mastered short vowels in one-syllable words. In this cycle, students are introduced to 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 62 Teaching Notes

### Purpose of lesson and alignment to standards:

- In Opening B, consider asking students suggested (or similar) text-based comprehension questions. Because these 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. One of these words is regularly spelled but not easily decodable because it includes spelling patterns that have not yet been taught (“you”). Because students cannot yet easily apply what they have learned about the phonemes from this cycle, these words are treated for now as “words that don’t play fair.” The other two words are irregularly spelled words (“was,” “they”). 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 different colored papers or fonts.
- In Work Time B, students first search for closed two-syllable words taught in this cycle. Although students 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 practice 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:

- Students apply what they have learned about closed syllables in this cycle to decode two-syllable words in the Decodable Reader.

- In the previous cycle, students learned the “-ed” suffix. The Decodable Reader includes words with this suffix; guide students to notice how “-ed” at the end of the word sounds.

**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 63 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 students to notice the vowel sounds in order to break the word into two syllables (RF.1.3d), then segment the sounds in each syllable to spell it. The reciprocal relationship between spelling and reading supports student growth in both areas.

**How it builds on previous work:**

- This lesson continues work with closed two-syllable words from Cycle 11.
- Two of the high-frequency words (“why,” “said”) were introduced in previous cycles. They are included in this lesson because they appear in the Cycle 12 Decodable Reader: “A Sunset Picnic.”

**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 64 Teaching Notes

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

- In Opening A, students sort one- and two-syllable words. Students first identify the short vowel sound within one syllable of the word. (RF.1.2a) Notice that the standard only requires that students identify the vowel sound in a one-syllable word; in this case, they identify the vowel sound in one syllable within a multisyllabic word. Next, based on the short vowel sounds they hear in the word, students determine the number of syllables within the word and sort accordingly.
- 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 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 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 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 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 includes the closed two-syllable words from Cycle 11. Students now apply all of these skills to construct a shared sentence, which 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 (examples: persevering, listening to a partner).

## **Lesson 65 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 12 Assessment, where they use the letters and sounds learned in the cycle to decode and spell words.

## Preparation and Materials

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- 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
- Syllable Sleuth Word List
- T-chart (One-Syllable column and Two-Syllable column)
- High-Frequency Word Cards (teacher-created; one for each word)
- Interactive Word Wall (one to display)
- Sort It Out Word Cards
- Enlarged Decodable Reader: “A Sunset Picnic” (one to display)
- Decodable Reader: “A Sunset Picnic” (one per student)
- Engagement Text: “A Sunset Picnic” (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 12 Assessment (one per student)