Overview

Introduced in This Cycle

Open syllables with long vowel sounds

High-Frequency Words

"do," "behind," "began," "thank"

Cycle Word List

In this cycle, students are introduced to long vowel sounds via the spelling pattern of an open syllable. The cycle begins with single-syllable words and then moves to two-syllable words by pairing an open syllable with a closed (example: "mo-ment") or with another open syllable (example: "he-ro"). Instructing students on how to use vowels in two-syllable words to identify the syllable type and decode is begun in earnest. This opens up a large number of words that students can access in reading and writing. Inflectional endings to show plural nouns and verb action are continued. Examples of words used in this cycle include:

me	go	hero
be	no	moment
he	so	robot
she	begin(s)	silent
we	donut(s)	zero

Cycle-at-a-Glance

Lesson 71

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. Introducing Vowel Sounds: Open vs. Closed Syllable: "me," "we," "go," "no," and "met," "wet," "got," "not"
2. **Work Time (10 minutes)**
   A. Introducing Decoding: Syllable Sleuth with Two-Syllable VCV Words: "begin," "donut," "hero," "open," "tuna," "zero," "habit"
   B. Decoding: Syllable Sleuth Practice
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 identify the long or short vowel sound in a one-syllable word. I can explain why the vowel makes a long or short sound. (RF.1.2)
- 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.
  - Also determine whether they can break each word into two syllables correctly.

Lesson 72

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 Donut"
   B. Comprehension Conversation (optional)
2. **Work Time (10 minutes)**
   A. High-Frequency Words: "do," "behind," "began," "thank"
   B. Decodable Reader: Partner Search and Read
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 retell the events from the story "Pat's Donut."
- Using evidence from the text, I can answer questions about the story "Pat's Donut." (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 Donut." (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 open two-syllable words and identify familiar sounds in or automatically read high-frequency words.

Lesson 73

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," "behind," "began," "thank"
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 Target

- I can read the high-frequency words "do," "behind," "began," "thank." (RF.1.3)
- I can segment, blend, and spell closed-syllable, two-syllable words like "dishrag" and "ribbon." (RF.1.2, 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 72.
- Observe students during Work Time A. Determine whether they can read each syllable separately and then blend syllables together to read the word accurately.

Lesson 74

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 Open 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 words with only closed syllables and words with both open and closed syllables. (RF.1.3)
- Work Time A: 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 syllable types 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: Cycle Assessment and Goal Setting
3. **Closing and Assessment (2 minutes)**
   A. Reflecting on Learning

Daily Learning Targets

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

Ongoing Assessment

- Cycle 14 Assessment

Lesson 71 | Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson introduces two new instructional practices: Vowel Sounds: Open vs. Closed Syllable and Decoding: Syllable Sleuth with Two-Syllable VCV Words. Introduce each with a song and explicit modeling to support students as they familiarize themselves with them.

- In Opening A, students use familiar high-frequency open one-syllable words (examples: "me," "we," "go," "no") to contrast long and short vowel sounds (example: "me"/"met"). This contrast is essential to moving into work with open two-syllable words in Work Time A as students learn how to divide two-syllable words with long vowel sounds.

- In Work Time A, students engage in the Syllable Sleuth practice with open syllables. In this practice, students 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 open syllables with long vowel sounds.

- In Work Time B, students practice dividing two-syllable words on their own.

How it builds on previous work:

- During Cycles 12 and 13, students mastered closed two-syllable words. In this cycle, they are introduced to two-syllable words containing open syllables with long vowel sounds. Students use their knowledge of syllable division to decode open 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 listened for the vowel sounds to help me count the number of syllables"). 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 Vowel Sounds 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 72 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 ("began" and "behind") include open syllables with long vowels, as is the focus of Cycle 14. The word "behind" includes a long "i" sound spelled "ind" (a regular pattern that has not yet been explicitly taught). The remaining word, "do," while an open syllable, is an exception to the rule—an irregular word. Add all of these words to the Interactive Word Wall once they have been introduced. Consider notation of the syllable division of these words to reinforce the skill being developed throughout the cycle.

- In Work Time B, students first search for open two-syllable words taught in this cycle. Although they 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, which 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:

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

- In the previous cycle, students were introduced to closed two-syllable words. Encourage them to examine the differences in syllable types throughout this cycle to help build decoding skills.

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 vowel sounds, and that is one of my goals for reading"). Consider asking students to name how they are building habits of character (examples: persevering, listening to partner).

Lesson 73 Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students transition from working with closed syllables in Cycles 12 and 13 in Spelling to Complement Reading to working with open syllables in this familiar instructional practice.

How it builds on previous work:

- This lesson continues work with open two-syllable words in Cycle 13.

- Two of the high-frequency words ("said," "want") were introduced in previous cycles. They are included in this lesson because they appear in the Decodable Reader: "Pat's Donut."

Down the road:

- In the Closing, students reflect on their daily progress toward becoming a more proficient reader. Throughout the module, guide students toward more specific responses (example: "I practiced listening for the vowel sounds to find out where the syllables split, 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 74 Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A, students use their knowledge of closed and open syllables to sort words based on syllable type. This practice reinforces the skill of identifying vowel sounds to determine the syllables in multisyllabic words.

- 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) and continue to practice high-frequency words to commit them to memory. Students continue working with the open two-syllable words from Cycle 13 in spelling these words. 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 the 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 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 draw attention to specific features of a word.

How it builds on previous work:

■ This lesson includes the open two-syllable words from Cycle 13. 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 directing students to name character traits/work habits (examples: persevering, listening to a partner).

Lesson 75 | **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 14 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)
- High-Frequency Word Cards (teacher-created; one for each word)
- Interactive Word Wall (one to display)
- Vowel House materials
- Syllable Sleuth Word List
- Word Cards
- Syllable Cards
- Sort It Out Word Cards
- T-chart (Closed Only column and Both Closed and Open column)
- Enlarged Decodable Reader: "Pat's Donut" (one to display)
- Decodable Reader: "Pat's Donut" (one per student)
- Engagement Text: "Pat's Donut" (one for teacher read-aloud)
- Teacher syllable board (one for teacher)
- Student syllable board (one per student)
- Whiteboards, whiteboard markers, and whiteboard erasers (one per student)
- Clipboards (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 14 Assessment (one per student)