Grade 1: Module 3: Cycle 15

Overview

Introduced in This Cycle

Long vowels spelled CVCe: Decoding CVCe words with long /ā/

High-Frequency Words

"like," "they," "are," "make"

Cycle Word List

In this cycle, students are introduced to another spelling pattern for long vowel sounds: "silent e" (CVCe). Because this is the first of four cycles that work with this pattern, the focus in this cycle is on one-syllable words. The cycle begins with words without consonant blends, then moves to words with consonant blends. It is an "'a' heavy" cycle, in that most words are "a_e," although the pattern is applied to other vowels as well. One-syllable words with easy suffixes (example: "-s") that do not require dropping the "e" are used. The rule about adding a vowel suffix to a silent "-e" word (where the "e" must be dropped as in "bake" to "baking" or "baked") is offered as an extension, but is introduced explicitly later in the module. Examples of words used in this cycle include:

flame	safe	fire
lake(s)	shade	kite(s)
make	skate(s)	home
plane(s)	snake(s)	hope(s)
rake(s)	tape	

Cycle-at-a-Glance

RF.K.3, RF.K.3a, RF.1.2, RF.1.2a, RF.1.2b, RF.1.2d, RF.1.3, RF.1.3c, RF.1.3d

Agenda

1. **Opening (3–5 minutes)**
   A. Vowel Sounds: "pal," "tap," "rag," "hat," "pin," "not"
2. **Work Time (10 minutes)**
   A. Introducing Magnanimous Magician: CVCe Words with Long "a," "i," and "o": "pal"/"pale," "rag"/"rage," "tap"/"tape," "man"/"mane," "at"/"ate," "hop"/"hope," "kit"/"kite," "can"/"cane"

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 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 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 with clipboards. Determine whether they can blend CVCe words using the patterns for the week.

Lesson 77

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

Agenda

1. **Opening (3–5 minutes)**
   A. Engagement Text Read-aloud: "James and Sam Make a Flame"
   B. Comprehension Conversation (optional)
2. **Work Time (10 minutes)**
   A. High-Frequency Words: "like," "are," "they," "make"
   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 "James and Sam Make a Flame."

■ Using evidence from the text, I can answer questions about the story "James and Sam Make a Flame." (optional)

■ I can read high-frequency words and words that "don't play fair." (RF.1.3)

■ I can read the decodable text "James and Sam Make a Flame." (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 CVCe words and identify familiar sounds in or automatically read high-frequency words.

Cycle 15: Overview

Lesson 78

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: "they," "like," "are," "yes," "then," "will," "make"
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 "they," "like," "are," "yes," "will," "then," "make." (RF.1.3)
- I can segment, blend, and spell CVCe words like "dive" and "waste." (RF.1.3, L.K.2, L.1.2)

Ongoing Assessment

- Observe students during Opening. Determine whether they can explain how letter-sound knowledge helps identify the high-frequency word.
- Observe students during Work Time. Determine whether they can correctly spell the CVCe word from dictation.

Lesson 79

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 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 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 categorize and read familiar words using the CVCe pattern 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.

🗓 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 words. (RF.1.3)
- I can spell CVCe and high-frequency words. (L.1.2)

Ongoing Assessment

- Cycle 15 Assessment

Lesson 76 Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson introduces one new instructional practice: Magnanimous Magician. Introduce it with a song and explicit modeling to support students as they familiarize themselves with it.
- In Work Time A, students learn that the silent "e" changes the vowel sounds for "a" from /a/ to /ā/. This cycle focuses on the long /ā/ phoneme (sound); however, the Decodable Reader includes silent "e" words with long /ī/ and long /ō/ sounds as well. Therefore, students have the opportunity to practice these sounds. These sounds are not formally assessed until Cycle 16. Revisit vowel sound identification in words whenever possible; this supports skill with multisyllabic words. Continue to add /ā/ words to the CVCe anchor chart throughout the year.

- Exaggerate the articulation of the /ā/, /ī/, and /ō/ phonemes (sounds) and have students note how their mouths look and feel when they articulate /ā /, /ī/, and /ō/. This supports the move to decoding later in Work Time A, when students segment sounds in written words.

How it builds on previous work:

- In previous cycles, students made words with the short /a/ sound. In Cycle 14, they were introduced to the long /ā/ vowel sound with open syllables. In this cycle, they are introduced to CVCe words with the long /ā/ sound.

- In previous cycles, students built knowledge of short vowels with the Chaining instructional practice. This familiar practice has been revised slightly for the introduction of /ā/ vowel sounds with magic "e" in this lesson. To emphasize the importance of the magic "e," it is now called Magnanimous Magician.

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 77 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 the high-frequency words students see in the Decodable Reader. Some words are regularly spelled and decodable ("like"); others are irregularly spelled ("they," "are"). 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 papers or fonts.

- In Work Time B, students first search for familiar spellings of long vowels that represent the CVCe patterns taught so far. 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. 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 /i/ for /ī/"), or ask students to mark words they find challenging.

How it builds on previous work:

■ Students apply what they have learned about CVCe spelling patterns in this cycle to decoding CVCe words with "a," and some with "o" and "i," 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 looking for the magic 'e,' 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 78 Teaching Notes

Purpose of lesson and alignment to standards:

■ In this lesson, students continue working with CVCe pattern words using "a," "i," and "o" in this familiar instructional practice.

How it builds on previous work:

■ This lesson applies phonemes and their spelling patterns (CVCe) taught so far in Cycle 15.

■ Three of the high-frequency words ("yes," "will," "then") were introduced in previous cycles. They are included in this lesson because they appear in the Cycle 15 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 looking for the magic 'e,' 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 79 Teaching Notes

Purpose of lesson and alignment to standards:

■ In Opening A, students use their knowledge of CVC and CVCe words to sort words based on syllable type. This practice reinforces the skill of identifying vowel sounds to determine the syllable type in 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 CVCe spelling pattern in words with the vowels "a," "i," and "o." 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 continues work with the CVCe spelling pattern introduced in this cycle (to decode in isolation, read in a text, and spell words). 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 looking for the magic 'e,' 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 80 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 15 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
- Magic "e" anchor chart
- "The Story of Magic 'e'" (copy for teacher use)
- T-chart (Short Vowel Sound column and Long Vowel Sound column)
- High-Frequency Word Cards (teacher-created; one for each word)
- Interactive Word Wall (one to display)
- Sort It Out Word Cards
- Clipboards (or sheet protectors with white cardboard inside; one per student or for partners)
- Enlarged Decodable Reader: "James and Sam Make a Flame" (one to display)
- Decodable Reader: "James and Sam Make a Flame" (one per student)
- Engagement Text: "James and Sam Make a Flame" (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)
- Magnanimous Magician Word List (one per student)
- Whiteboards, whiteboard markers, 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 15 Assessment (one per student)