

**Grade 1:** Module 4: Cycle 25

# Overview

## Introduced in This Cycle

Decoding two-syllable words using all known syllable types (closed, open, magic “e,” r-controlled, vowel teams)

## High-Frequency Words

“himself,” “together,” “come”

## Cycle Word List

In this cycle, students continue to practice decoding two-syllable words, using all of syllable types learned throughout the Grade 1 modules. These include closed (CVC), open (CV), magic “e” (CVCe), r-controlled, and vowel teams (examples: “ai,” “ea,” “oa,” “ay,” “ow,” “ee,” “-y,” “igh,” and “ie”). Examples of words used in this cycle include:

beanbag	garden	repeat
beaver	invite	replies
carpet	mistake	shadows
explain	nighttime	sister
finish	paper	



## Cycle-at-a-Glance

### Lesson 126

**RF.1.2, RF.1.2a, RF.1.2d, RF.1.3, RF.1.3b, RF.1.3c, L.1.2, L.1.2a, L.1.2d**

### Agenda

#### 1. Opening (3–5 minutes)

- A. Vowel Sounds: Identifying Vowel Sounds in Words to Determine Number of Syllables (“candy,” “beanbag,” “mistake”)
- B. Vowel Patterns: Identifying the Vowel Pattern (i.e., Syllable Type) in Two-Syllable Words: “candy,” “beanbag,” “mistake”

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

- A. Decoding: Syllable Sleuth (“carpet,” “invite”)
- B. Decoding: Syllable Sleuth Practice (“ticket,” “beside,” “beaver,” “story,” “replies,” “railroad,” “explain,” “nighttime,” “agree,” “paper,” “playdate”)

**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 different spelling patterns that represent the /ō/ and /ē/ vowel sounds. (RF.1.2)
- I can count the number of syllables in a printed word by identifying the vowel sounds in the word. (RF.1.3)
- I can break a word into two syllables, identify the type of syllables use, and use that information to read the word. (RF.1.3)

**Ongoing Assessment**

- Observe students during Work Time. Determine whether they can identify vowel patterns, divide the word into syllables, and decode each syllable to read the 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: “Reading Together”
- B. Comprehension Conversation (optional)

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

- A. High-Frequency Words: “come,” “himself,” “together” (Review)
- 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 “Reading Together.”
- (optional) Using evidence from the text, I can answer questions about the story “Reading Together.”
- I can read high-frequency words and words that “don’t play fair.” (RF.1.3)
- I can read the decodable text “Reading Together.” (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 two-syllable words and identify familiar sounds in or automatically read high-frequency words.

Lesson 128

**RF.1.3, RF.1.3a, RF.1.3b, RF.1.3c, RF.1.3e, RF.1.g, L.K.2, L.K.2c, L.1.2, L.1.2d, L.1.2e**

**Agenda**

1. **Opening (3–5 minutes)**
  - A. Mid-Cycle Review: High-Frequency Word Fishing: “himself,” “together,” “through,” “always,” “really,” “about,” “afraid,” “sometimes,” “only,” “come”
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 high-frequency words: “himself,” “together,” “through,” “always,” “really,” “about,” “afraid,” “sometimes,” “only,” “come.” (RF.1.3)
- I can spell two-syllable words like “himself” and “really.” (RF.1.3, L.K.2, L.1.2)

**Ongoing Assessment**

- Observe students during Opening.
  - Determine whether they can read the high-frequency words for this cycle.
  - Also determine whether they can explain how letter-sound knowledge helps identify the high-frequency word.
- Observe students during Work Time A.
  - Determine whether they can identify the vowel sounds in one and two-syllable words.
  - Also determine what spelling patterns students use to spell the vowel sounds in one- and two-syllable words.

Lesson 129

**RF.1.3, RF.1.3c, RF.1.3e, RF.1.3g, L.1.2, L.1.2d**

**Agenda**

1. **Opening (3–5 minutes)**
  - A. Reviewing Skills and Knowledge: Question and Switch
2. **Work Time (10 minutes)**
  - A. Interactive Editing: Editing a Sentence with Two-Syllable Words Using Known Syllable Types and High-Frequency 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 review decoding two-syllable words with vowel team. (RF.1.3)
- I can collaborate with my teacher to edit a sentence with two-syllable words and high-frequency words. (RF.1.3)

### Ongoing Assessment

- Observe students during Opening. Determine whether they can divide words into syllables and apply their understanding of syllable types (i.e., vowel spelling patterns) to decode two-syllable words.
- Observe students sharing the pen (or following along) during Work Time. Determine whether they can recognize spelling mistakes and identify the graphemes needed to correctly spell the word.



## Cycle Assessment

**RF.1.3, RF.1.3c, RF.1.3e, RF.1.3g, L.1.2, L.1.2d**

### Agenda

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

### Daily Learning Targets

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

### Ongoing Assessment

- Cycle 25 Assessment

**Lesson 130**

## Lesson 126

## Teaching Notes

### Purpose of lesson and alignment to standards:

- Lessons in Cycle 25 focus on decoding and encoding two-syllable words using all the syllable types (vowel spelling patterns) worked with over the course of the modules in the Grade 1 curriculum. This includes closed (CVC), open (CV), magic “e” (CVCe), r-controlled, and vowel teams (CVVC, CVV).

- In Opening A, students listen for the vowel sounds in spoken words, identify them, and use that information to determine how many syllables are in the word (RF.1.2a). In Opening B, students examine the written forms of those same words and identify the spelling patterns used to represent each vowel sound they hear (RF.1.3d).
- During Work Time, students once again become syllable sleuths, a practice introduced in Module 3, to decode two-syllable words. They identify the vowel patterns in words and use that information to break words into syllables to successfully decode them (RF.1.3e).
- An important note in decoding multisyllabic words: Every syllable has one vowel sound as opposed to one vowel letter. Continue to echo this throughout the lesson.

### How it builds on previous work:

- Over the course of the modules in the Grade 1 curriculum, students have worked with five syllable types (i.e., written patterns representing a vowel sound). These include closed (CVC), open (CV), magic “e” (CVCe), r-controlled, and vowel teams (CVVC, CVV). In Cycles 11–13 in Module 3, students worked on decoding two-syllable words with open and closed syllable types (examples: “in-sect,” “pic-nic,” “be-gin,” and “do-nut”). In this lesson, students learn to decode two-syllable words using those and the remaining syllable types (magic “e,” r-controlled, and vowel teams) (examples: “explain,” “beaver,” and “replies”).

### 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 vowels in words so I could figure out how many syllables are in the word”). Consider asking students to name how they also are building habits of character (examples: persevering, listening to a partner).

## Lesson 127 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 cause the Opening to take longer than 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. Both words are decodable as they include spelling patterns from previous cycles. The word “together,” introduced in Cycle 19, is reviewed here in this lesson and provides reinforcement of the Syllable Sleuth work from Lesson 126. It can be divided into syllables to be decoded. Be sure to draw students’ attention to the fact that these are multisyllabic words. “Himself” is a compound word, and “together” is a word with three syllables.
- In Work Time B, students first search for high-frequency words from this lesson. This time can also be used to reinforce Syllable Sleuth work to divide and decode two-syllable words. The search serves as a review to support students as they apply learned knowledge and skills 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 you want 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:**

- This Decodable Reader focuses on two-syllable words using all the syllable types (vowel spelling patterns) worked with over the course of the modules in the Grade 1 curriculum. This includes closed (CVC), open (CV), magic “e” (CVCe), r-controlled, and vowel teams (CVVC, CVV). Students apply what they have learned about these syllable types to decode the words in the story “Reading Together.”

#### **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 vowel patterns, 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 128**

## **Teaching Notes**

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

- In Opening A, the two high-frequency words from Lesson 127 are reviewed, as are high-frequency words from other cycles. All of the words, with the exception of “through” and “together” are two-syllable words. These words provide an opportunity to reinforce that every syllable has one vowel sound (as opposed to one vowel letter), as well as an opportunity to review the spelling pattern in each of these words that make the vowel sounds students hear.
- In this lesson, students will continue working with regularly spelled one- and two-syllable words using all of the syllable types (i.e., vowel spelling patterns) taught over the course of the first-grade modules. This includes closed (CVC), open (CV), magic “e” (CVCe), r-controlled, and vowel teams (CVVC).
- The familiar instructional practice, Spelling to Complement Reading, is again expanded to include a dictated sentence rather than writing individual words only. This move requires students to apply their accumulated knowledge of spelling patterns with increased flexibility; they will need to analyze the words they hear and draw from their accumulated knowledge to determine the spelling of each word.

#### **How it builds on previous work:**

- This lesson applies the vowel spelling patterns taught over the course of all four first-grade modules.
- The dictated sentence in this lesson includes high-frequency words taught in this and prior cycles.



**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 each vowel sound in the word. That helped me know how many syllables were in the word”). Consider asking students to name how they also are building habits of character (examples: persevering, listening to a partner).

## Lesson 129 Teaching Notes

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

- In Opening A, students revisit a familiar activity from Modules 1 and 2: Question and Switch. They use their knowledge of syllable types to practice decoding two-syllable words.
- Work Time A continues to use the Interactive Editing instructional practice, a modification of Interactive Writing, introduced in Cycle 19 and continued throughout Module 4. Students apply their growing knowledge of letter-sound connections to spell words by editing a shared sentence from the decodable text or content from the Integrated Literacy Block. They also consider capitalization, spacing, and punctuation as they edit the sentence. 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 somewhere in the classroom for students to “read the room.”
- Consider recording the sentences produced each week during Interactive Editing 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 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 uses one- and two-syllable words with syllable types over the course of the modules in Grade 1. These include closed (CVC), open (CV), magic “e” (CVCe), r-controlled, and vowel teams (VCCV). In Lesson 128, they used this knowledge to spell words in a sentence. In this lesson, students apply all of these skills to edit a 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 asking students to name how they also are building habits of character (examples: persevering, listening to a partner).



**Lesson 130****Teaching Notes****Purpose of lesson and alignment to standards:**

- Work Time 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 25 Assessment, where they use the grapheme-phoneme connections (spelling patterns) they have learned 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)
- Question and Switch Cards (one per student)
- Work Time Sentence to Edit inside sheet protector on top of cardboard (one per student or pair)
- High-Frequency Word Cards (teacher-created; one for each word)
- Interactive Word Wall (one to display)
- Clipboards (unless working at a table; one per student or pair)
- Whiteboards, whiteboard markers, and whiteboard erasers (one per student)
- Snapshot Assessment (optional; one per student)
- Syllable Division Guide (see Appendix)
- Words “carpet” and “invite” (written on index cards or sentence strips)
- Work Time Word List inside clear sheet protectors (one per student or pair; from Lesson 126)
- Highlighters (one per student and one for teacher)
- Highlighter tape (optional; for the teacher to use to highlight the Decodable Reader)
- Engagement Text: “Reading Together” (one for teacher read-aloud)
- Enlarged Decodable Reader: “Reading Together” (one to display)
- Decodable Reader: “Reading Together” (one per student)
- Syllable Division Guide (see Appendix; from Lesson 126)
- Materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher)
- Cycle 25 Assessment (one per student)