

Grade 1: Module 4: Cycle 19

Overview

Phonemes Introduced in this Cycle

r-controlled sounds: /ar/ and /or/

High-Frequency Words

“again,” “just,” “bye,” “could,” “does,” “knew,” “or,” “would”

Cycle Word List

In this cycle, students are introduced to the r-controlled syllable type by examining how “-r” alters the sound of the vowels “a” and “o.” The cycle begins with one-syllable words and then moves to two-syllable words by pairing an r-controlled syllable with a closed (example: “garden”) or with an open (example: “mo-tor”) syllable type. Students continue to notice how suffixes can change the meaning of a word. Examples of words used in this cycle include:

dark	stars	porch
far	start	short
hard	yard	thorn
park	corn	storm
sharp	fork	forget



Cycle-at-a-Glance

Lesson 96

RF.1.2, RF.1.2b, 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. Bossy “r” Sounds: Familiar Short Vowel /a/ and /o/ Words vs. New Bossy “r” Sounds /or/ and /ar/

2. Work Time (10 minutes)

- A. Chaining: Decoding /ar/ and /or/ Words
- B. Chaining: Encoding /ar/ and /or/ Words

3. Closing and Assessment (2 minutes)

- A. Reflecting on Learning

4. Differentiated Small Groups Instruction and Rotations (40 minutes)

Daily Learning Targets

- I can identify how the Bossy “r” changes the vowel sound in a word. (RF.1.3)
- I can read and spell CVC, CCVC, and CVCC words with an r-controlled vowel. (RF.1.2, L.1.2)

Ongoing Assessment

- Observe students during Work Time. Determine if they can identify the relationship between vowel spellings and sounds (grapheme-phoneme connections) in words using the patterns learned in this cycle.

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)**

- Engagement Text Read-aloud: *Looking for Mars*
- Comprehension Conversation (optional)

2. Work Time (10 minutes)

- High-Frequency Words: “again,” “bye,” “could,” “would,” “does,” “knew,” “just,” “or”
- Decodable Reader: Partner Search and Read

3. Closing and Assessment (2 minutes)

- Reflecting on Learning

4. Differentiated Small Group Instruction and Rotations (40 minutes)**Daily Learning Targets**

- I can retell the events from the story *Looking for Mars*.
- Using evidence from the text, I can answer questions about the story *Looking for Mars*. (optional)
- I can read high-frequency words and words that “don’t play fair.” (RF.1.3)
- I can read the decodable text *Looking for Mars*. (RF.1.3)

Ongoing Assessment

- Observe students during Work Time.
 - Determine if they can independently find a given letter or word.
 - Also determine if they can decode words with vowel teams from this cycle and identify familiar sounds in or automatically read high-frequency words.

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)**

- Mid-Cycle Review: High-Frequency Word Fishing: “again,” “but,” “bye,” “could,” “does,” “knew,” “or,” “would”

2. Work Time (10 minutes)

- 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 high-frequency words: “again,” “but,” “bye,” “could,” “does,” “knew,” “or,” “would.” (RF.1.3)
- I can spell words with r-controlled vowels like “thorn.” (RF.1.3)

Ongoing Assessment

- Observe students during Opening.
 - Determine if they can read the high-frequency words for this cycle.
 - Determine if they can explain how letter-sound knowledge helped in identifying the high-frequency word.
- Observe students during Work Time. Determine if they can correctly spell words with r-controlled vowels.

Lesson 99

RF.1.1, RF.1.1a, RF.1.2, RF.1.2b, RF.1.2d, RF.1.3, RF.1.3b, RF.1.3c, RF.1.3g, L.1.2, L.1.2d

Agenda

1. Opening (3–5 minutes)

A. Reviewing Skills and Knowledge: Sort It Out

2. Work Time (10 minutes)

A. Introducing Interactive Editing: Editing Sentences with r-controlled Vowel Sounds 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 sort words with r-controlled /o/ sounds and r-controlled /a/ sounds. (RF.1.3)
- I can collaborate with my teacher to edit a sentence with CVC, CVCC, and high-frequency words. (RF.1.1, RF.1.2, RF.1.3)

Ongoing Assessment

- Observe students during Sort It Out. Determine if they can differentiate among the vowel team patterns and read each word correctly.
- Observe students sharing the pen (or following along). Determine if they can recognize spelling mistakes and identify the graphemes needed to correctly spell the word.



Cycle Assessment

Lesson 100

RF.1.3, RF.1.3a, RF.1.3b, RF.1.3c, RF.1.3g, RF.1.4, L.1.2, L.1.2d

Agenda

1. Opening (10 minutes)

- A. Unpacking the Lyrics to the Fluency Transition Song
- B. Introducing Fluency

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 a text fluently (smoothly, with expression and meaning, rereading and self-correcting when necessary) (RF.1.4)
- I can read at an appropriate rate based on the text type.
- I can reread when something doesn't make sense or sound right
- I can spell words with r-controlled vowels and high-frequency words. (L.1.2)

Ongoing Assessment

- Cycle 19 Assessment

Lesson 96 Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson introduces two new spelling patterns for r-controlled words: words where the letter “r” directly follows a vowel. This cycle concentrates on /or/ and /ar/ words (CVCC). When a vowel is followed by an “r,” the “r” changes the sound that the vowel makes. The vowel is called an r-controlled vowel.
- In Opening A, students practice listening for the /ar/ and /or/ sound in r-controlled words. They are introduced to the bossy “r,” which “bosses” the vowel to make a different sound. To discover the sound change, students compare short-vowel words with r-controlled vowels.
- In Work Time, students are introduced to the spelling patterns “or” and “ar.”

How it builds on previous work:

- In Module 3, students built knowledge of syllable types. This included open syllables (CV) and magic “e” (CVCe) syllables. This cycle builds on those previous cycles by introducing the r-controlled syllable type.

Down the road:

- In Cycle 20, students will be introduced to additional r-controlled vowels with the vowels “e,” “u,” and “i.”

- 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 97 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. Some are decodable, including phonemes from this cycle (“or”). Others are regularly spelled but not easily decodable because they include spelling patterns that have not yet been taught (“knew”). Because students cannot yet easily apply what they have learned about the phonemes from this cycle, these words will be treated, for now, as “words that don’t play fair.” The last group of words includes irregularly spelled words (“again,” “does,” “could,” “would”). All of these words should be added 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 high-frequency 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. 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 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/ or/ for /ar/”), or ask students to mark words they find challenging.

How it builds on previous work:

- In Module 3, students were introduced to long vowel sounds represented by open syllable and magic “e.” In this lesson, students are introduced to a new vowel spelling pattern (syllable type): the r-controlled syllable.

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 team captain, 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 98 Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students continue working with the r-controlled sounds introduced in Lesson 96 (/or/, /ar/).
- The familiar instructional practice, Spelling to Complement Reading, is expanded in this lesson 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 need to analyze the words they hear and draw from their accumulated knowledge to determine the spelling of each word. This expanded practice continues throughout Module 4.

How it builds on previous work:

- This lesson applies the r-controlled sounds taught so far in Cycle 19.
- The dictated sentence in this lesson includes high-frequency words taught so far in Cycle 19.

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 99 Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A, students use their knowledge of vowel team patterns to sort words based on the patterns for this cycle. This practice reinforces the skill of identifying vowel patterns used to represent long vowel sounds.
- Work Time A introduces students to the Interactive Editing instructional practice, a modification of Interactive Writing that will continue 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 it 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 sentence strips apart and

then reconstructing them for reteaching or additional practice. Or cut parts of words apart to provide further extension and to draw attention to specific features.

How it builds on previous work:

- This lesson addresses the r-controlled words that have been used throughout the current cycle (to decode in isolation, read in a text, and spell words). Students now apply these skills to edit a shared sentence that also reinforces words from the decodable text.

Down the road:

- Students build on their knowledge of r-controlled sounds in one-syllable words later in Module 4, when they are introduced to the /ər/ sound with “ir,” “er,” and “ur” spellings.
- 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 100 Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson introduces a new instructional practice: Fluency. Introduce each new instructional practice with a song and explicitly model and support students as they familiarize themselves with it. This instructional practice takes the place of review; if review time is still needed for students, consider using flex time or small group time on the previous day for this.
- As this is the first time students are using the Fluency instructional practice, in Work Time A they are introduced to and unpack the transition song that helps to define “fluency”: reading smoothly, with expression, not too fast or too slow, and reflecting the meaning of the piece. This will not be part of future Fluency lessons. In Opening B, students interact with an excerpt from the Decodable Reader: “Looking for Mars.” They think about how to apply the elements of fluency they identified via the song in Work Time A to this excerpt and work together to read this piece fluently. (RF.1.4) In this first time they are working with this instructional practice, students are briefly exploring all of the elements of fluency when working with this piece. In future Fluency lessons, they may focus on just one or two elements of fluency at a time. Over the course of Module 4, Fluency lessons build toward a feedback protocol. If time allows in this first lesson, consider having one or two student volunteers read the excerpt aloud and invite the group to give a star (one thing they did that showed fluency) and a step (one thing they can work on to improve their fluency)
- 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 19 Assessment, where they use the r-controlled sounds learned in the cycle to decode and spell words.

Preparation and Materials

- Work Time Sentence to Edit: “Cold you say by to the starz when yo are one the poch. James knew wher the Noth star waz on the chart hen he lookd again.” (from Lesson 99)
- Clipboards (if not working at a table)
- Whiteboards, whiteboard markers, and whiteboard erasers (one per student or pair)
- Bossy “r” anchor chart (from Lesson 96)
- High-Frequency Word Cards (one of each; for teacher to place on Interactive Word Wall)
- Interactive Word Wall (one to display)
- Highlighters (one per student and one for teacher)
- Highlighter tape (optional; for the teacher to use to highlight the Decodable Reader)
- Enlarged Decodable Reader: “Looking for Mars” (one to display)
- Decodable Reader: “Looking for Mars” (one per student)
- Engagement Text: “Looking for Mars” (one for teacher read-aloud)
- Movable letters (magnetic letters, Letter Cards in a pocket chart, or other letters that can be displayed and moved; one each for teacher modeling)
- Snapshot Assessment (optional; one per student)
- T-chart
- Sort It Out Word Cards (from Lesson 99)
- Letter Formation chart with visuals (for teacher reference)
- Materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher)
- Enlarged “The Fluency Song” (one to display)
- Enlarged selected excerpt from the Decodable Reader: “Looking for Mars” (one to display)
- Rules of Fluency index cards (see Teaching Notes, “In Advance” above)
- Copies of “The Fluency Song” (one per student; optional)
- Copies of excerpt from the Decodable Reader: “Looking for Mars” (one per student; optional)
- Cycle 19 Assessment