

**Grade 1:** Module 4: Cycle 20

# Overview

## Introduced in This Cycle

r-controlled sounds: /ər/ for “ir,” “ur,” and “er”

## High-Frequency Words

“around,” “about,” “over,” “old”

## Cycle Word List

In this cycle, students continue to build knowledge of the r-controlled syllable type by introducing “r” to the vowels “e,” “i” and “u,” altering their sound (/ər/). Students also work with “-er” as a “doer” suffix (example: “fixer”—a person who fixes). The cycle begins with one-syllable words and then moves to two-syllable words by pairing an r-controlled syllable with a closed or open syllable type. Examples of words used in this cycle include:

fern	girl	chatter
stern	thirst	corner
perk	burn	whisper
bird	curb	perform
dirt	fur	farmer



## Cycle-at-a-Glance

Lesson 101

**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: /ər/ Sound with Spelling Pattern “ir,” “er,” and “ur”
2. **Work Time (10 minutes)**
  - A. Chaining: Decoding /ər/ Words Spelled with “ir,” “ur,” and “er”
  - B. Chaining: Encoding /ər/ Words Spelled with “ir,” “ur,” and “er”
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 whether they can identify 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****Agenda**

- Opening (3–5 minutes)**
  - Engagement Text Read-aloud: “Sam’s Hammer”
  - Comprehension Conversation (optional)
- Work Time (10 minutes)**
  - High-Frequency Words: “around,” “about,” “over,” “old”
  - Decodable Reader: Partner Search and Read
- Closing and Assessment (2 minutes)**
  - Reflecting on Learning
- Differentiated Small Group Instruction and Rotations (40 minutes)**

**Daily Learning Targets**

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

**Ongoing Assessment**

- Observe students during Work Time.
  - Determine whether they can independently find a given letter or word.
  - Also determine whether they can decode words with patterns 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**

- Opening (3–5 minutes)**
  - Mid-Cycle Review: High-Frequency Word Fishing: “about,” “around,” “again,” “does,” “knew,” “would,” “could,” “over,” “old”
- Work Time (10 minutes)**
  - 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: “about,” “around,” “again,” “does,” “knew,” “would,” “could,” “over,” “old.” (RF.1.3)
- I can spell words with r-controlled vowels like “curb” and “girl.” (RF.1.3, L.K.2, L.1.2)

**Ongoing Assessment**

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

**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. Interactive Editing: Editing Sentences with r-Controlled Vowel Sounds (/ər/ 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 /u/ sounds and words with r-controlled /a/ sounds. (RF.1.3)
- I can collaborate with my teacher to edit a sentence with r-controlled words and high-frequency words. (RF.1.1, RF.1.2, RF.1.3)

**Ongoing Assessment**

- Observe students during Opening. Determine whether they can differentiate among the vowel team patterns and read each word correctly.
- 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

### Lesson 105

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

### Agenda

**1. Opening (10 minutes)**

A. Fluency

**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 a text fluently (smoothly, with expression and meaning, rereading and self-correcting when necessary). (RF.1.4)
- I can spell words with r-controlled vowels and high-frequency words. (L.1.2)

### Ongoing Assessment

- Cycle 20 Assessment.

## Lesson 101 Teaching Notes

### Purpose of lesson and alignment to standards:

- This lesson introduces three new spelling patterns for r-controlled words: words where the letter “r” directly follows a vowel. This cycle concentrates on the /ər/ sound in words spelled with “ir,” “er,” or “ar.” 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 /ər/ sound in r-controlled words. They are introduced to the triplets (words spelled differently that sound the same).
- In Work Time, students practice decoding and encoding words that make the /ər/ sound spelled with “ir,” “er,” and “ur.”

### How it builds on previous work:

- In the previous cycle, students were introduced to r-controlled words spelled with “or” and “ar.” This cycle builds on those by further exploring the r-controlled syllable type with the “ir,” “er,” and “ur” spelling patterns.

### Down the road:

- In Cycles 21–25, students will be introduced to vowel team spelling patterns for the long vowel sounds.
- 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 102 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. The last group of words includes irregularly spelled words and words that “don’t play fair.”
- 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 a different-colored papers or fonts.
- In Work Time B, students first search for high-frequency words taught in this cycle. Although they may naturally begin to 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/ar/ for /ir/), or ask students to mark words they find challenging.

#### How it builds on previous work:

- Students apply what they have learned about in previous cycles and in previous lessons about r-controlled sounds (/er/, /or/, and /ar/) 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 saw that the vowel had an ‘r’ after it, so I knew how to pronounce it”). Consider asking students to name how they are building habits of character (examples: persevering, listening to partner).

## Lesson 103 Teaching Notes

### Purpose of lesson and alignment to standards:

- In this lesson, students continue working with the r-controlled sounds introduced in Lesson 101 (/ər/).
- 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 expanded practice continues throughout Module 4.

### How it builds on previous work:

- This lesson applies the r-controlled sounds taught so far in Cycle 20.
- The dictated sentence in this lesson includes high-frequency words taught so far in Cycle 20.

### 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 104 Teaching Notes

### Purpose of lesson and alignment to standards:

- In Opening A, students use their knowledge of vowel patterns to sort words based on the patterns for this cycle. This practice reinforces the skill of identifying vowel patterns used to represent r-controlled vowel sound.
- Work Time A continues to use the Interactive Editing 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 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 either by the group, in pairs, or individually. Also consider cutting apart sentence strips and then reconstructing them for reteaching or additional practice. Or cut apart parts of words to provide further extension and draw attention to specific features of a word.

### How it builds on previous work:

- This lesson addresses the r-controlled words used in Cycle 19 and Cycle 20 (to decode in isolation, read in a text, and spell words). Students now apply all of these skills to edit a shared sentence that also reinforces words from the decodable text.

### Down the road:

- Students will continue to build on their knowledge of r-controlled sounds in one-syllable and two-syllable words throughout the cycle.
- 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 105 Teaching Notes

### Purpose of lesson and alignment to standards:

- This lesson includes a new instructional practice: Fluency. Model and support students as necessary as they familiarize themselves with this routine.
- In Work Time A, students interact with an excerpt from the Decodable Reader: “Sam’s Hammer.” They think about how to apply the rules of fluency to this excerpt and work together to read this piece fluently. (RF.1.4)
- Consider collecting the sentences and excerpts of text used in Work Time on chart paper in such a way that they can be practiced either by the group, in pairs, or individually. This might involve collecting them into a class notebook, individual notebooks, or displaying them on chart paper.
- 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.
- There are no specific rules for determining when to use “ir,” “er,” or “ur” for these sounds in words. Learning which pattern to use develops over time through exposure to seeing the words in print. Because of this, note that the Spelling with Style in this lesson uses real words. In addition, words chosen for the spelling portion of the assessment are ones more frequently seen in print.

### How it builds on previous work:

- This lesson is the final lesson in the cycle. During Work Time A, students complete the Cycle 20 Assessment, where they use the r-controlled sounds learned in the cycle to decode and spell words.



## Preparation and Materials

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- Work Time Sentence to Edit: “I cen confirm that I sont a letter to the charch. She is aboun to gat a blisten on har hand from the turf.” (from Lesson 104)
- Clipboards (if not working at a table)
- Whiteboards, whiteboard markers, and whiteboard erasers (one per student or pair)
- Bossy “r” anchor chart (from Lesson 101)
- “Bossy ‘r’ Triplets” story (from Lesson 101)
- 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: “Sam’s Hammer” (one to display)
- Decodable Reader: “Sam’s Hammer” (one per student)
- Engagement Text: “Sam’s Hammer” (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 Assessments (optional; one per student)
- T-chart
- Sort It Out Word Cards (from Lesson 104)
- Letter Formation chart with visuals (for teacher reference)
- Materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher)
- Rules of Fluency index cards: “smoothly,” “with expression,” “with meaning,” “just the right speed”
- Cycle 20 Assessment