

Grade 1: Module 4: Cycle 22

Overview

Introduced in This Cycle

vowel teams: /ā/ spelled “ai,” /ō/ spelled “ow”

High-Frequency Words

“today,” “always,” “laugh,” “both”

Cycle Word List

In this cycle, students are introduced to two more vowel teams that can represent the long “a” (“ay”) and long “o” (“ow”). Days of the week words (example: “Sunday”) are introduced for decoding (not encoding yet), and other two-syllable words are offered as an extension. Examples of words used in this cycle include:

day	blow	throw
may	grow	birthday
say	show	Sunday
stay	slow	snowball
bow	snow	window



Cycle-at-a-Glance

Lesson 111

RF.1.2, RF.1.2a, 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: Known Patterns for /ā/ and /ō/ (Open Syllable, Silent “e,” and Vowel Teams “ai” and “oa”)
- B. Vowel Sounds: Introducing New Patterns for /ā/ and /ō/ (Vowel Teams “ay” and “ow”)

2. Work Time (10 minutes)

- A. Decoding: Words with Vowel Teams “ay” and “ow” (“may,” “stay,” “day,” “Sunday,” “row,” “bowl,” “snow,” “snowball,” “grow,” “throw”)

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 different spelling patterns that represent the /ō/ and /ā/ vowel sounds. (RF.1.2)
- I can read and spell CVC, CCVC, and CVCC words with vowel teams. (RF.1.2, L.1.2)

Ongoing Assessment

- Observe students during Work Time. Determine whether they can identify long vowel 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**

- Opening (3–5 minutes)**
 - Engagement Text Read-aloud: “Pat’s Birthday”
 - Comprehension Conversation (optional)
- Work Time (10 minutes)**
 - High-Frequency Words: “today,” “always,” “laugh,” “both”
 - 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 “Pat’s Birthday.”
- (optional): Using evidence from the text, I can answer questions about the story “Pat’s Birthday.”
- I can read high-frequency words and words that “don’t play fair.” (RF.1.3)
- I can read the decodable text “Pat’s Birthday.” (RF.1.3)

Ongoing Assessment

- Observe students during Work Time. Determine whether they can decode CVVC words 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.g, L.K.2, L.K.2c, L.1.2d**Agenda**

- Opening (3–5 minutes)**
 - Mid-Cycle Review: High-Frequency Word Fishing: “today,” “always,” “both,” “laugh,” “does,” “again,” “may”
- 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: “today,” “always,” “both,” “laugh,” “does,” “again,” “may.” (RF.1.3)
- I can spell words with long vowel sounds like “snow” and “gray.” (RF.1.3)

Ongoing Assessment

- Observe students during Opening.
 - Determine whether they can match grapheme to phoneme, phoneme to grapheme, and blend phonemes together to make a word.
 - Also determine whether they can explain how letter-sound knowledge helped in identifying the high-frequency word.
- Observe students during Work Time A. Determine whether they can segment a given word, isolate each sound in a given word, and write the vowel teams “ay” or “ow” for the /ā/ and /ō/ sounds respectively.

Lesson 114

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 a Sentence with One- and Two-Syllable Words (Vowel Teams “ay” and “ow”)

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 the /ō/ and /ā/ vowel sounds. (RF.1.3)
- I can collaborate with my teacher to edit a sentence with vowel team words and high-frequency words. (RF.1.1, RF.1.2, RF.1.3)

Ongoing Assessment

- Observe students during Opening. Determine whether they can decode words using the following patterns: magic “e,” and vowel teams (“ai,” “ea,” “oa,” “ee,” “ow,” “ay”).
- Observe students sharing the pen (or following along) during Work Time. Determine whether students can recognize spelling mistakes and identify the graphemes needed to correctly spell the word.



Cycle Assessment

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

Lesson 115

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)

Ongoing Assessment

- Cycle 22 Assessment

Lesson 111

Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson introduces two new spelling patterns for long vowel sounds: vowel teams “ay” and “ow” for the phonemes /ā/ and /ō/, respectively. In Opening A, students review the different spelling patterns they have learned to represent the vowel phonemes /ā/ and /ō/. This includes open syllable (CV), silent “e” (CVCe), and the vowel teams “ai” and “oa.”
- In Opening B, students are introduced to the vowel teams “ay” and “ow.”
- During Work Time, students once again become detectives to identify the vowel teams “ay” and “ow” in single-syllable words and use that information to decode (RF.1.3e).
- The “ay” spelling pattern for /ā/ is typically found at the end of a word (example: “play”), while the “ai” pattern usually appears in the middle of a word (example: “rain”).
- The letter “w” is a vowel only when it is with a vowel and forms a single sound such as “aw,” “ew,” and “ow.”
- The “ow” spelling pattern for /ō/ is usually found at the end of one- and two-syllable words (examples: “row,” “yellow”).

How it builds on previous work:

- Throughout Modules 3 and 4, students have been accumulating knowledge of graphemic representations (i.e., spelling patterns) for long vowel sounds. This includes open syllable (CV), magic “e” (CVCe), and vowel team syllables (two vowel letters used to spell one vowel sound). Cycle 21 worked with the vowel teams “ai,” “ea,” and “oa,” all of which have two

vowel letters next to each other, where the long sound of the first is heard and the second is silent. This cycle builds on Cycle 21 by introducing two new teams: “ay” and “ow.” Like the vowel teams in Cycle 21, the first vowel letter says its name and the second letter is silent. The “ay” and “ow” teams are introduced together in this cycle, because the second letter in each team (“y” and “w”), while consonants act as the second vowel in the vowel team.

- Students were previously introduced to “ow” as /ou/ in Cycle 11. There is no specific way for students to tell when to read “ow” as /ō/ as in “slow” or /ou/ “as in” “now.” They need to try both sounds, beginning with /ō/, the best choice, and then /ou/, as in “now.”

Down the road:

- In Cycle 25, students will decode two-syllable words using the syllable types worked on this year (closed, open, magic “e,” and vowel teams). Continue to develop the understanding that there is one vowel sound (as opposed to vowel letter) in every syllable.
- 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 looked for the vowels. If I saw two together, I thought about how I just hear the first one say its name”). Consider asking students to name how they also are building habits of character (examples: persevering, listening to a partner).

Lesson 112 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 words are decodable, including phonemes from this cycle (“today”). Others are irregularly spelled words (“both”). 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, and then look for patterns introduced during this cycle (“ay,” “ow”). 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 students 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:

- The Decodable Reader: “Pat’s Birthday” contains one- and two-syllable decodable words using the vowel teams from this cycle (examples: “play,” “snowman”) and some from prior cycles (open syllable paired with “-ay;” example: “Friday”). Students must apply what they have learned about those graphophonemic patterns to decode the words 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 vowel teams, 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 113**Teaching Notes****Purpose of lesson and alignment to standards:**

- The familiar Spelling to Complement Reading practice has been expanded in Module 4 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. This expanded practice continues throughout Module 4.
- In this Spelling to Complement Reading lesson, students work with one- and two-syllable words using the vowel teams “ay” and “ow” introduced in this cycle. In order to spell two-syllable words, they will identify the vowel sounds, use that information to determine the number of syllables (RF.1.3d), and identify the spelling pattern in each syllable that produces that vowel sound. The reciprocal relationship between spelling and reading is solidified when students then have to become “syllable sleuths” to determine how to break the word into syllables to read it.

How it builds on previous work:

- This lesson applies the knowledge of long vowel sounds produced using the vowel teams “ay” and “ow,” taught in the first two lessons of this cycle. In addition, it requires students to pair that knowledge with knowledge of open and closed syllable types to encode and decode two-syllable words.
- The high-frequency words “does” and “again” were introduced in prior cycles and were included in the Decodable Reader: “Pat’s Birthday” in Lesson 112. They are added to the Opening activity.

Down the road:

- Seeing that the vowel teams “ay” and “ow” are at the end of a syllable will support students in committing the pattern to memory in words. It will also help them with the complex task of teasing out when to use “ai” vs. “ay” and “oa” vs. “ow” when spelling that vowel sound in words. This will be reinforced in the Interactive Editing Work Time in Lesson 114, when students will need to correct words such as “snoa” and “dai” by recognizing that while those

vowel teams do represent the long “o” and long “a” sounds respectively, they don’t “look right” in those words. The “oa” and “ai” sounds are typically found in the middle of words, not at the end.

- 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 carefully for the sound the vowels were making in each syllable. That helped me know how to spell the word”). Consider asking students to name how they also are building habits of character (examples: persevering, listening to a partner).

Lesson 114

Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson begins in Opening A with a review/practice of three learned patterns for the sounds /ā/ and /ō/. These include silent “e” (CVCe) and the vowel teams “ai,” “ay,” “oa,” and “ow,” respectively. A variation of the familiar Sort It Out instructional practice is used for this review/practice.
- 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.”
- Seeing that the vowel teams “ay” and “ow” are at the end of a syllable supports students in committing the pattern to memory in words. It also helps them with the complex task of teasing out when to use “ai” vs. “ay” and “oa” vs. “ow” when spelling that vowel sound in words. This is reinforced in the Interactive Editing instructional practice in this lesson, when students need to correct words such as “snoa” and “dai” by recognizing that, while those vowel teams do represent the long “o” and long “a” sounds, respectively, they don’t “look right” in those words; “oa” and “ai” sounds are typically found in the middle of words, not at the end.
- 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 to draw attention to specific features of a word.

How it builds on previous work:

- This lesson addresses the same vowel teams (“ay” and “ow”) that have been used throughout the cycle (to decode in isolation, read in a text, and spell words) and reviews long vowel spelling patterns from prior cycles (silent “e” and vowel teams “ai” and “oa”). 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 noticed that ‘ay’ is used at the end of words to make the long /ā/ sound, so I will think about that when I am writing independently”). Consider asking students to name how they also are building habits of character (examples: persevering, listening to a partner)

Lesson 115**Teaching Notes****Purpose of lesson and alignment to standards:**

- In Work Time A, students interact with an excerpt from the Decodable Reader: “Pat’s Birthday.” 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.

How it builds on previous work:

- This lesson is the final lesson in the cycle. During Work Time A, students complete the Cycle 22 Assessment, where they use the vowel team patterns learned in the cycle to decode and spell words.

Preparation and Materials

- Sentence for Opening B: “We can play in the snow with Pat.” (on sentence strip for teacher to display; from Lesson 111)
- Work Time Sentence to Edit: “Mybe the snoa will bloa herd on Fridai and Sundai so we can stay hom all dai.” (from Lesson 114)
- Work Time Word List in sheet protectors (one per student or pair; from Lesson 111)
- Clipboards (if not working at a table)
- Whiteboards, whiteboard markers, and whiteboard erasers (one per student or pair)
- Vowel Team anchor chart (from Cycle 21, Lesson 106)
- Sort It Out Word Cards (one per student)
- 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)

Reading Foundations Skills Block

- Highlighter tape (optional; for the teacher to use to highlight the Decodable Reader)
- Enlarged Decodable Reader: “Pat’s Birthday” (one to display)
- Decodable Reader: “Pat’s Birthday” (one per student)
- Engagement Text: “Pat’s Birthday” (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
- 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 22 Assessment