

## Grade 1: Module 3: Cycle 16

**Cycle Focus:** Long vowels spelled CVCe: Decoding CVCe words with long *i* and long *o*.

Examples: *bike, hide, hike, slide, mile(s), pine, shine, time, wide, bone(s), hole, nose, note, stone(s), cave*

### High-Frequency Words:

*next, says, still, want, ways*

### Phoneme Manipulation Drills

During the Warm-Up, students hear a CVCC word dictated and repeat the word. Then, students remove the initial sound from the consonant blend and say a new word part.

### Independent Rotations Recommendations

|           |   |
|-----------|---|
| Word Work | <a href="#">Go Fish</a> (Page 173 in <i>Skills Block Resource Manual</i> )  |
| Fluency   | <a href="#">Roll and Write</a> (Page 164 of the <i>Skills Block Resource Manual</i> ), Buddy Reading, Reader's Theater, and/or Fluency Check-In |
| AIR       | Set Goals, Choose Book, Read, and/or Respond to Reading   |
| Writing   | Freewrite and/or Write to a Prompt  |

## Grade 1: Module 3: Cycle 16: Lesson 81

### Warm-Up: Phonemic Play

Say:

1. “Say *sled*.” Pause. “Now say it again, but don’t say /s/.” (/lěd/)
2. “Say *grab*.” Pause. “Now say it again, but don’t say /g/.” (/răb/)
3. “Say *slob*.” Pause. “Now say it again, but don’t say /s/.” (/lőb/)
4. “Say *blob*.” Pause. “A *blob* is a soft mass that does not have a fixed shape. Now say *blob* again, but don’t say /b/.” (/lőb/)
5. “Say *plan*.” Pause. “Now say it again, but don’t say /p/.” (/lăn/)
6. “Say *snug*.” Pause. “*Snug* can mean small and comfortable, or slightly tight. Now say it again, but don’t say /s/.” (/nűg/)

### Whole Group Lesson

- [Grade 1: Module 3: Cycle 16: Lesson 81](#)

### Differentiated Small Group Rotations

|                    | Work with Teacher   | Skills Flex Video                                       |
|--------------------|---|---|
| Late Partial       | Decodable Routine: <a href="#">Grade 1: Module 2: Cycle 7</a> Monday  | <a href="#">Grade 1: Module 2: Cycle 7: Lesson 36</a>   |
| Early Full         | Decodable Routine: <a href="#">Grade 1: Module 3: Cycle 14</a> Monday | <a href="#">Grade 1: Module 3: Cycle 14: Lesson 71</a>  |
| Middle Full        | Decodable Routine: <a href="#">Grade 1: Module 4: Cycle 21</a> Monday | <a href="#">Grade 1: Module 4: Cycle 21: Lesson 106</a> |
| Late Full          | Decodable Routine: <a href="#">Grade 2: Module 1: Cycle 3</a> Monday  | <a href="#">Grade 2: Module 1: Cycle 3: Lesson 11</a>   |
| Early Consolidated | Decodable Routine: <a href="#">Grade 2: Module 2: Cycle 9</a> Monday  | <a href="#">Grade 2: Module 2: Cycle 9: Lesson 41</a>   |

## Grade 1: Module 3: Cycle 16: Lesson 82

### Warm-Up: Phonemic Play

Say:

1. “Say *brag*.” Pause. “Now say it again, but don’t say /b/.” (/răg/)
2. “Say *snap*.” Pause. “Now say it again, but don’t say /s/.” (/năp/)
3. “Say *clap*.” Pause. “Now say it again, but don’t say /k/.” (/lăp/)
4. “Say *spin*.” Pause. “Now say it again, but don’t say /s/.” (/pīn/)
5. “Say *plum*.” Pause. “A *plum* is a type of fruit that has smooth red, purple, green, or yellow skin. Now say *plum* again, but don’t say /p/.” (/lŭm/)
6. “Say *star*.” Pause. “Now say it again, but don’t say /s/.” (/tar/)

### Whole Group Lesson

- [Grade 1: Module 3: Cycle 16: Lesson 82](#)

### Differentiated Small Group Rotations

|                           | Work with Teacher  | Skills Flex Video                                       |
|---------------------------|--|---|
| <b>Late Partial</b>       | Decodable Routine: <a href="#">Grade 1: Module 2: Cycle 7</a> Tuesday  | <a href="#">Grade 1: Module 2: Cycle 7: Lesson 37</a>   |
| <b>Early Full</b>         | Decodable Routine: <a href="#">Grade 1: Module 3: Cycle 14</a> Tuesday | <a href="#">Grade 1: Module 3: Cycle 14: Lesson 72</a>  |
| <b>Middle Full</b>        | Decodable Routine: <a href="#">Grade 1: Module 4: Cycle 21</a> Tuesday | <a href="#">Grade 1: Module 4: Cycle 21: Lesson 107</a> |
| <b>Late Full</b>          | Decodable Routine: <a href="#">Grade 2: Module 1: Cycle 3</a> Tuesday  | <a href="#">Grade 2: Module 1: Cycle 3: Lesson 12</a>   |
| <b>Early Consolidated</b> | Decodable Routine: <a href="#">Grade 2: Module 2: Cycle 9</a> Tuesday  | <a href="#">Grade 2: Module 2: Cycle 9: Lesson 42</a>   |

## Grade 1: Module 3: Cycle 16: Lesson 83

### Warm-Up: Phonemic Play

Say:

1. “Say *drip*.” Pause. “Now say it again, but don’t say /d/.” (/rĭp/)
2. “Say *scar*.” Pause. “Now say it again, but don’t say /s/.” (/kar/)
3. “Say *stop*.” Pause. “Now say it again, but don’t say /s/.” (/tŏp/)
4. “Say *swim*.” Pause. “Now say it again, but don’t say /s/.” (/wĭm/)
5. “Say *fled*.” Pause. “*Fled* means someone ran away. Now say *fled* again, but don’t say /f/.” (/lĕd/)
6. “Say *frog*.” Pause. “Now say it again, but don’t say /f/.” (/rŏg/)

### Whole Group Lesson

- [Grade 1: Module 3: Cycle 16: Lesson 83](#)

### Differentiated Small Group Rotations

|                           | Work with Teacher  | Skills Flex Video                                       |
|---------------------------|--|---|
| <b>Late Partial</b>       | Decodable Routine: <a href="#">Grade 1: Module 2: Cycle 7</a> Wednesday  | <a href="#">Grade 1: Module 2: Cycle 7: Lesson 38</a>   |
| <b>Early Full</b>         | Decodable Routine: <a href="#">Grade 1: Module 3: Cycle 14</a> Wednesday | <a href="#">Grade 1: Module 3: Cycle 14: Lesson 73</a>  |
| <b>Middle Full</b>        | Decodable Routine: <a href="#">Grade 1: Module 4: Cycle 21</a> Wednesday | <a href="#">Grade 1: Module 4: Cycle 21: Lesson 108</a> |
| <b>Late Full</b>          | Decodable Routine: <a href="#">Grade 2: Module 1: Cycle 3</a> Wednesday  | <a href="#">Grade 2: Module 1: Cycle 3: Lesson 13</a>   |
| <b>Early Consolidated</b> | Decodable Routine: <a href="#">Grade 2: Module 2: Cycle 9</a> Wednesday  | <a href="#">Grade 2: Module 2: Cycle 9: Lesson 43</a>   |

## Grade 1: Module 3: Cycle 16: Lesson 84

### Warm-Up: Phonemic Play

Say:

1. “Say *twin*.” Pause. “Now say it again, but don’t say /t/.” (/wɪn/)
2. “Say *twig*.” Pause. “A *twig* is a small branch of a tree. Now say *twig* again, but don’t say /t/.” (/wɪg/)
3. “Say *glad*.” Pause. “Now say it again, but don’t say /g/.” (/læd/)
4. “Say *skip*.” Pause. “Now say it again, but don’t say /s/.” (/kɪp/)
5. “Say *stir*.” Pause. “Now say it again, but don’t say /s/.” (/tɜr/)
6. “Say *crop*.” Pause. “Now say it again, but don’t say /k/.” (/rɒp/)

### Whole Group Lesson

- [Grade 1: Module 3: Cycle 16: Lesson 84](#)

### Differentiated Small Group Rotations

|                           | Work with Teacher   | Skills Flex Video                                       |
|---------------------------|---|---|
| <b>Late Partial</b>       | Decodable Routine: <a href="#">Grade 1: Module 2: Cycle 7</a> Thursday  | <a href="#">Grade 1: Module 2: Cycle 7: Lesson 39</a>   |
| <b>Early Full</b>         | Decodable Routine: <a href="#">Grade 1: Module 3: Cycle 14</a> Thursday | <a href="#">Grade 1: Module 3: Cycle 14: Lesson 74</a>  |
| <b>Middle Full</b>        | Decodable Routine: <a href="#">Grade 1: Module 4: Cycle 21</a> Thursday | <a href="#">Grade 1: Module 4: Cycle 21: Lesson 109</a> |
| <b>Late Full</b>          | Decodable Routine: <a href="#">Grade 2: Module 1: Cycle 3</a> Thursday  | <a href="#">Grade 2: Module 1: Cycle 3: Lesson 14</a>   |
| <b>Early Consolidated</b> | Decodable Routine: <a href="#">Grade 2: Module 2: Cycle 9</a> Thursday  | <a href="#">Grade 2: Module 2: Cycle 9: Lesson 44</a>   |

## Grade 1: Module 3: Cycle 16: Lesson 85

### Warm-Up: Phonemic Play

Say:

1. “Say *trap*.” Pause. “Now say it again, but don’t say /t/.” (/răp/)
2. “Say *flip*.” Pause. “Now say it again, but don’t say /f/.” (/lĭp/)
3. “Say *flat*.” Pause. “Now say it again, but don’t say /f/.” (/lăt/)
4. “Say *crib*.” Pause. “Now say it again, but don’t say /k/.” (/rĭb/)
5. “Say *clam*.” Pause. “A *clam* is a water animal with a soft body and a hard shell. Now say it again, but don’t say /k/.” (/lăm/)
6. “Say *club*.” Pause. “Now say it again, but don’t say /k/.” (/lŭb/)

### Whole Group Lesson

- [Grade 1: Module 3: Cycle 16: Lesson 85](#)

### Differentiated Small Group Rotations

|                    | Work with Teacher   | Skills Flex Video                                       |
|--------------------|---|---|
| Late Partial       | Decodable Routine: <a href="#">Grade 1: Module 2: Cycle 7</a> Friday  | <a href="#">Grade 1: Module 2: Cycle 7: Lesson 40</a>   |
| Early Full         | Decodable Routine: <a href="#">Grade 1: Module 3: Cycle 14</a> Friday | <a href="#">Grade 1: Module 3: Cycle 14: Lesson 75</a>  |
| Middle Full        | Decodable Routine: <a href="#">Grade 1: Module 4: Cycle 21</a> Friday | <a href="#">Grade 1: Module 4: Cycle 21: Lesson 110</a> |
| Late Full          | Decodable Routine: <a href="#">Grade 2: Module 1: Cycle 3</a> Friday  | <a href="#">Grade 2: Module 1: Cycle 3: Lesson 15</a>   |
| Early Consolidated | Decodable Routine: <a href="#">Grade 2: Module 2: Cycle 9</a> Friday  | <a href="#">Grade 2: Module 2: Cycle 9: Lesson 45</a>   |

## Materials/Directions

### Movement Transitions Recommendations

Invite students to do any of the following in between each rotation:

- Walk like an animal, e.g., bear, penguin, duck, snake, kangaroo, bunny, or elephant.
- Complete an exercise, e.g., squats, push-ups, jumping jacks, sit-ups, or lunges.
- Try a yoga pose, e.g., child's pose, tree pose, downward dog, or warrior pose.
- Sing and move to a favorite song, e.g., "If You're Happy and You Know It," "Head, Shoulders, Knees, and Toes," or "Wheels on the Bus."
- Additional phoneme manipulation drills with movement incorporated, e.g., "Jump and say 'bag!'" (Students jump and call out "bag!") "Jump again and change the /g/ to /t/." (Students jump and call out "bat!")

### Work with Teacher Rotation

#### MATERIALS

- ☐ [Decodable Reader Routines](#) by microphase (also linked individually in the Small Group tables above)
- ☐ Whiteboards and markers (one set per student)
- ☐ Decodable readers:

|                           |   |
|---------------------------|---|
| <b>Late Partial</b>       | Decodable Reader: <a href="#">Dad's Plan</a>          |
| <b>Early Full</b>         | Decodable Reader: <a href="#">Pat's Donut</a>         |
| <b>Middle Full</b>        | Decodable Reader: <a href="#">Sam's Throat Hurts!</a> |
| <b>Late Full</b>          | Decodable Reader: <a href="#">Do Fish Eat Cheese?</a> |
| <b>Early Consolidated</b> | Decodable Reader: <a href="#">The Spelling Bee</a>    |

**DIRECTIONS:** Complete the Decodable Reader Routine for the day with each microphase group.

## Fluency Rotation

[Roll and Write](#) (Page 164 in *Skills Block Resource Manual*)

### MATERIALS

- ☐ Dice (6-sides); one per student
- ☐ Blank Recording Sheet, numbered 1-6 (one per student) where students will record words.
- ☐ Word List, numbered 1-6 with chosen words for each microphase.

|                        |  |
|------------------------|--|
| <b>All Microphases</b> | Use high-frequency words that have been introduced up through, and including, the current cycle for each microphase. |
|------------------------|--|

### Fluency Practice: Buddy Reading

#### MATERIALS

- ☐ Familiar or decodable texts such as books, poems, magazines, etc.
- ☐ Optional: timers (to allow students to switch turns independently)

#### DIRECTIONS

Students work in pairs. Student A reads aloud to Student B while they follow along for half the rotation time. Then students switch roles. If a partner is not available, consider allowing students to read with a “Reading Buddy” stuffed animal or drawing.

### Fluency Check-In

#### MATERIALS

- ☐ [Fluency Check Bookmarks](#), differentiated by microphase as below:

|                                |                          |
|--------------------------------|--------------------------|
| <b>Early Partial</b>           | Fluency Check Bookmark A |
| <b>Middle and Late Partial</b> | Fluency Check Bookmark B |
| <b>Full and Consolidated</b>   | Fluency Check Bookmark C |



## DIRECTIONS

All students rate themselves on how well they think they are doing with aspects of fluency by filling in the stars (1 = Need to improve . . . 4 = Got it!) and circle the aspect of fluency they will focus on improving. Students completing **Fluency Bookmarks B and C** set a specific fluency goal, and students completing **Bookmark C** add a brief plan for reaching their goal.

## Readers Theater

## MATERIALS

- ☐ Readers Theater text, enough for each student in the group: [James and Sam Take a Hike](#)

## AIR

## MATERIALS

- ☐ Wide range of independent reading texts for each student
- ☐ [AIR Response Bookmarks](#), differentiated by microphase as below:

|  |  |
|--|--|
| <b>Partial Microphases</b>               | Students in these microphases complete the AIR Response (A) bookmark for <i>all</i> texts.   |
| <b>Full and Consolidated Microphases</b> | Students in these microphases complete the AIR Response (B) bookmark for <i>informational</i> texts and/or AIR Response (C) bookmark for <i>fictional</i> texts. |

## DIRECTIONS

Students independently read a text of their choice, based on interest and/or reading goals and set a goal for their reading, with teacher support. Consider using the bookmarks linked above to track these goals.

- Students completing **AIR Bookmark A** should circle whether their text was informational or fiction and fill in the stars based on how much they enjoyed the text (1 = Didn't like . . . 4 = Loved it!). Then, they draw or write why they rated the text as they did.
- Students completing **AIR Bookmark B** (informational texts) record the text's title and author, then state what they think the author was trying to teach the reader, write a fact or two they learned, rate the text, and explain why they rated the text as they did.
- Students completing **AIR Bookmark C** (fictional texts) record the text's title and characters, briefly describe what happened in the beginning, middle, and end of the story, rate the text, and explain why they rated the text as they did. On AIR Bookmarks B and C, students choose the next text they'll read, with the goal of reading a wide range of texts.

## Word Work Rotation

[Go Fish](#) (Page 173 in *Skills Block Resource Manual*)

### MATERIALS

- ☐ Card deck with cycle focus words (one deck per pair in each microphase)

|                           |   |
|---------------------------|---|
| <b>Late Partial</b>       | Create VCe word cards with all vowels (e.g. <i>bike, lake, tote</i> ) and words with <i>y</i> as /ī/ (e.g. <i>cry, spy</i> ).   |
| <b>Early Full</b>         | Create two-syllable word cards with open syllables (e.g. <i>hotel, donut</i> ).   |
| <b>Middle Full</b>        | Create word cards with long vowel patterns: <i>oa, ea, and ai</i> .   |
| <b>Late Full</b>          | Create word cards with long vowel patterns: <i>ee, ea, and y</i> (as /ē/).  |
| <b>Early Consolidated</b> | Create cards with words that have one short vowel and one consonant with a vowel suffix ( <i>-ing, ed, -er</i> ) added following the 1:1:1 doubling rule (e.g. <i>clapped, runner, hugging</i> ). |

## Writing Rotation

### MATERIALS

- ☐ Variety of paper (unlined, some lines and a box for an illustration, lined)
- ☐ For some in the Pre-Alphabetic and Early Partial microphases, consider providing paper with a sentence starter or fill-in-the-blanks

### DIRECTIONS

Students continue writing from the modules, freewrite, and/or write to one of the following suggested prompts:

- If you had the chance to go on a hike, what would you like to see?
- Pretend you are going on a hike. What would you pack in your backpack?

## Skills Flex Video Rotation

### MATERIALS

- ☐ Device for each student to watch online videos
- ☐ Paper and pencil

### DIRECTIONS

Students watch the Skills Flex video assigned to their group and complete all activities as instructed by the onscreen teacher.