

**Grade K:** Module 4: Cycle 19

# Overview

## Phonemes Introduced in This Cycle

Review of short vowels, with particular focus on words with digraphs /ch/, /sh/, and /th/

## High-Frequency Words

“of,” “have,” “from”

## Cycle Word List

In Modules three and four, Kindergartners work on phonemic segmentation and blending and are introduced to decoding and encoding VC and CVC words. This cycle continues to focus on patterns introduced in Cycles 13–18. The following list provides examples of words that contain the patterns from this cycle. Note that words from this cycle include consonant digraphs.

bath	lip	shop	pen
lap	fish	hush	wet
tan	path	pot	yes
ham	tub	led	



## Cycle-at-a-Glance

Lesson 96

**RF.K.1, RF.K.1a, RF.K.3, RF.K.3a, RF.K.3b, RF.K.3c**

### Agenda

1. **Opening (3–5 minutes)**
  - A. Engagement Text Read-aloud: “Chip Can’t Nap!”
2. **Work Time (10 minutes)**
  - A. Comprehension Conversation (optional)
  - B. Decodable Reader: Partner Search and Read
3. **Closing and Assessment (2 minutes)**
  - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40–45 minutes)**

**Daily Learning Targets**

- I can retell events from the story “Chip Can’t Nap!”
- Using evidence from the text, I can answer questions about the story “Chip Can’t Nap!” (optional)
- I can read the decodable text “Chip Can’t Nap!.” (RF.K.1, RF.K.3)

**Ongoing Assessment**

- Observe students during Work Time.
  - Determine whether they can independently find a given letter or word.
  - Also determine whether they can segment consonant and vowel sounds within words, and identify familiar sounds in or automatically read high-frequency words.
- Record students’ progress on the Snapshot Assessment.

**Lesson 97****RF.K.1, RF.K.1a, RF.K.1b, RF.K.1d, RF.K.3, RF.K.3a, RF.K.3b, RF.K.3c****Agenda****1. Opening (5 minutes)**

- A. Poem Launch: “Have You Ever?”

**2. Work Time (10–15 minutes)**

- A. Clues to the Mystery Words
- B. Mystery Words: “of,” “have,” “from”

**3. Closing and Assessment (2 minutes)**

- A. Reflecting on Learning

**4. Differentiated Small Group Instruction and Rotations (40–45 minutes)****Daily Learning Targets**

- I can follow along in a shared text (poem). (RF.K.1)
- I can read mystery words “of,” “have,” and “from” in text.

**Ongoing Assessment**

- Observe students during the Opening and Work Time. Determine whether they demonstrate one-to-one correspondence with words.
- Observe students during Work Time. Determine whether they can identify the sounds in the mystery words.
- Record students’ progress on the Snapshot Assessment.

**Lesson 98****RF.K.2, RF.K.2d, L.K.2, L.K.2c, L.K.2d****Agenda****1. Opening (5 minutes)**

- A. Introducing Writing the Letter to Match the Sound: “c,” “h,” “i,” “o,” “a,” “p”

**2. Work Time (10–15 minutes)**

- A. Introducing Interactive Writing

**3. Closing and Assessment (2 minutes)**

A. Reflecting on Learning

**4. Differentiated Small Group Instruction and Rotations (40–45 minutes)**

**Daily Learning Targets**

- I can say the beginning, middle, and end phonemes (sounds) in a CVC word. (RF.K.2)
- I can use what I know about letters and their sounds to spell simple words. (L.K.2)

**Ongoing Assessment**

- Observe students during the Opening and Work Time. Determine whether they can recall the correct letter based on its sound.
- Observe students during Work Time A. Determine whether they can spell words correctly using knowledge of high-frequency words or letter-sound correspondence.
- Record students' progress on the Snapshot Assessment.

**RF.K.2, RF.K.2d, RF.K.2e, RF.K.3, RF.K.3a, RF.K.3b, RF.K.3d**

**Agenda**

**1. Opening (5 minutes)**

A. Phonemic Blending and Segmentation: Phoneme Substitution

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

A. Chaining: “ship,” “shop,” “shot,” “got,” “gut,” “thut,” “thud,” “thid,” “thin”

**3. Closing and Assessment (2 minutes)**

A. Reflecting on Learning

**4. Differentiated Small Group Instruction and Rotations (40–45 minutes)**

**Daily Learning Targets**

- I can add or change a phoneme (sound) in a one-syllable spoken word to make a new word. (RF.K.2)
- I can read and spell CVC words with the phonemes (sounds) /i/, /o/, /u/, /sh/, /th/, /p/, /d/, and /n/. (L.K.2)

**Ongoing Assessment**

- Observe students during Opening A. Determine whether they can isolate sounds in words and substitute the initial and final sounds as directed and say a new word.
- Observe students during Work Time A. Determine whether they can read and spell CVC words with the vowels “i,” “o,” and “u.”
- Record students' progress on the Snapshot Assessment. Lesson 100

**RF.K.2, RF.K.2.d, RF.K.3, RF.K.3a, RF.K.3b, RF.K.3c, L.K.2, L.K.2c, L.K.2d****Agenda****1. Opening (10 minutes)**

A. Introducing Spelling to Complement Reading

**2. Work Time (45 minutes)**

A. Extended Differentiated Small Group Instruction: Cycle 19 Assessment

**3. Closing and Assessment (2–5 minutes)**

A. Reflecting on Learning

**Daily Learning Targets**

- I can write the letters for each sound I hear in CVC words. (RF.K.3)
- I can spell VC and CVC words from Cycle 19. (L.K.2) I can read VC, CVC, and high-frequency words.

**Ongoing Assessment**

- Cycle 19 Assessment

**Lesson 96 Teaching Notes****Purpose of lesson and alignment to standards:**

- In Opening A, the Engagement Text serves to pique students' interest about the Decodable Reader, introduced in Work Time B, by incorporating the topic and using words connected to the phonemes students are working with.
- In Work Time A, students answer suggested (or similar) text-based comprehension questions. Although the K–2 Skills Block focuses primarily on RF standards, comprehension is an integral part of reading development. Leading a brief discussion after the read-aloud connects students to key ideas, details, and vocabulary contained within it. If students are retelling a story for the first time, consider modeling the practice for them and practicing with volunteers before students are asked to do this with a partner.
- In Work Time B, students are introduced to the Decodable Reader: “Chip Can’t Nap!” This short text incorporates high-frequency words introduced in prior Mystery Word lessons. The decodable text provides an opportunity to practice concepts of print (examples: one-to-one match and return sweep). Students also apply knowledge of taught graphemes and phonemes as they decode simple one-syllable words.
- 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 concepts of print (and, in the future, decoding skills) while reading their Decodable Readers. Two options: anecdotal notes that identify strategies being used or miscues made (examples: “reread the sentence,” “read /i/ for /e/”), or asking students to mark words they find challenging.

### How it builds on previous work:

- Throughout Modules 1–3, students have learned high-frequency words during the Mystery Word instructional practice. The high-frequency words “has,” “a,” “by,” “the,” “to,” “is,” and “will” are used in the decodable text “Chip Can’t Nap!” Students also apply segmenting and blending skills (as learned in the Phoneme Building and Segmentation and Chaining instructional practices) to decode words in this text.

### Down the road:

- In the Closing, students debrief a specific new learning skill from the lesson and reflect on why it may be important to becoming proficient readers and writers. Throughout the module, guide students toward more specific responses (example: “I knew that the letters ‘a’ and ‘n’ say /an/ so when I read the word ‘can.’ I just said /k/ and then /an/. I didn’t have to tap out every letter”). Consider asking students to name how they are building habits of character (examples: persevering, listening to partner).

## Lesson 97 Teaching Notes

### Purpose of lesson and alignment to standards:

- Opening A, Poem Launch, introduces the poem used in this lesson. The poem includes words with different short vowel patterns, in following with the focus of this cycle. The verses incorporate new high-frequency words as well (RF.K.3). Students should each have a copy of the poem, either in a personal poetry notebook or a loose copy in a clear plastic sleeve. This not only allows students to follow along during whole group instruction but also carries over to small group instruction and independent activities. In addition, it serves as an ongoing collection of texts that they can “read,” even if students cannot yet decode. If materials management of is a concern at this point in the year, consider working toward this in future cycles. Note that this is a familiar practice from prior Modules. Starting with this Module, familiar practices that follow a consistent routine no longer have each step explicitly named. Refer to prior lessons as needed.
- During Work Time A and B, students use the poem to search for three “mystery” high-frequency words. Students are given clues about the number of letters in the word and then search for words with the same number of letters, encouraging student inquiry. They also listen for a word as the teacher reads the poem, clapping when they hear it (RF.K.1a, RF.K.1d).

### How it builds on previous work:

- Review of graphemes and phonemes taught in previous cycles are woven through the poem.
- Students are familiar with the Mystery Word practice from previous cycles.

### Down the road:

- In the Closing, students debrief a specific new learning skill from the lesson and reflect on why it may be important to becoming proficient readers and writers. Throughout the module, guide students toward more specific responses (example: “I looked for letters that matched the clues. That helped me look carefully at words”). Consider asking students to name how they are building habits of character (examples: persevering, listening to a partner).

## Lesson 98 Teaching Notes

### Purpose of lesson and alignment to standards:

- During Opening A, students are introduced to the new instructional practice Writing the Letter to Match the Sound. Students use their knowledge of phoneme segmentation to isolate and identify the initial, middle, and final sound in a word (RF.K.2). As students identify each sound, they must connect it to its written representation (grapheme) and practice proper letter formation. This supports continued development of strong graphophonemic connections.
- During Work Time A, students are introduced to the new instructional practice Interactive Writing. During this practice, students apply their growing knowledge of letter-sound connections to writing words by working on a shared sentence (L.K.2). Students apply their knowledge of high-frequency words and letter-sound knowledge to spell familiar words. This also provides another opportunity to practice correct letter formation as well as apply rules of punctuation. The relationship between decoding and spelling (encoding) regularly spelled words is complementary; the two processes support and strengthen each other.

### How it builds on previous work:

- Review of the graphemes and phonemes taught in the first three modules are woven through the words and sentences chosen in Cycle 19.

### Down the road:

- In the Closing, students debrief a specific new learning skill from the lesson and reflect on why it may be important to becoming proficient readers and writers. Throughout the module, guide students toward more specific responses (example: “To spell a word, I can think about each sound and write the letters to match the sounds”). Consider asking students to name how they are building habits of character (examples: persevering, listening to a partner).

## Lesson 99 Teaching Notes

### Purpose of lesson and alignment to standards:

- In Opening A, students segment, substitute, and blend individual phonemes (sounds) in a spoken word to produce a new word (RF.K.2e). This supports the decoding that takes place in the Work Time A Chaining practice.
- In Work Time A, students continue the important shift toward more complex graphophonemic (letter-sound) connections in kindergarten that began with the introduction of the Chaining instructional practice in Module 3. Students begin by identifying each phoneme they hear in a CVC word (RF.K.2d) and connect each of those sounds to the letter (grapheme) that matches it (RF.K.3a). Once they have encoded the word in this way, they then decode it by making each individual sound and blending them to pronounce the word. The relationship between encoding and decoding is reciprocal; each one supports and strengthens the other. Once the first word is built and decoded in this way, students are then guided



to replace one letter/sound with a new one (RF.K.2e) and decode that new word. In the earliest Chaining lessons, this begins with initial sounds and eventually moves to final and then medial vowel sounds.

- Phonemic awareness (the ability to hear and manipulate sounds in spoken words) is crucial in learning to decode and encode words. Both instructional practices in this lesson (Phonemic Blending and Segmentation and Chaining) support students in developing phonemic awareness.

### How it builds on previous work:

- During Modules 1 and 2, students learned letter identification (names, shapes, and sounds of the letters) and phonological awareness (including rhyme, alliteration, syllables, and onset and rime). In this lesson, they apply this knowledge together with their growing phonemic awareness (isolating, identifying, and segmenting sounds begun in Module 3) to begin to encode and decode CVC words with the vowels “i,” “o,” and “u.”

### Down the road:

- The knowledge that every syllable contains one vowel sound is a crucial part of the Grade 1 Foundational Skills standards. To lay the groundwork for that in kindergarten, consider drawing students’ attention to the vowel sounds in the words they work with during Work Time. In addition, draw students’ attention to the number of syllables in the words they work with. The words used in this lesson are all one-syllable words, and they all have one vowel sound.
- In the Closing, students debrief a specific new learning skill from the lesson and reflect on why it may be important to becoming proficient readers and writers. Throughout the module, guide students toward more specific responses (example: “If you tap out each sound in a word with your fingers, it can help you figure out what sounds are in the word so you know what letter to look for”). Consider asking students to name how habits of character (examples: persevering, listening to a partner) may contribute to becoming proficient readers and writers.

## Lesson 100 Teaching Notes

### Purpose of lesson and alignment to standards:

- This lesson introduces one new instructional practice: Spelling to Complement Reading. Introduce the new instructional practice with a song and explicitly model to support students as they familiarize themselves with it.
- During Opening A, students work through a series of scaffolded steps designed to successfully spell single-syllable CVC words. They first isolate and identify the individual phonemes (sounds) in the spoken word (RF.K.2d). Students then apply their growing knowledge of letter-sound connections to identify the grapheme (letter) that matches each individual phoneme (sound) (RF.K.3a, RF.K.3b). Finally, they use that information to encode (spell) the word (L.K.2c, L.K.2d). The relationship between encoding (spelling) and decoding (reading) is reciprocal; each supports the development of the other.
- During Work Time A, students are introduced to an end-of-cycle assessment. This assessment has them decode (read) and encode (spell) words using the graphemes and phonemes worked with in Cycle 19. The assessment of decoding and encoding occurs in differentiated small groups and provides data on student progress on targets from Cycle 19.



- The word “segment” is used in this lesson. When using the thumb-tapping technique, consider reminding students that each time they tap, they are segmenting each sound, introducing this term for “breaking” the word into each separate sound.

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

- In previous modules, students learned the Letter-Sound Chant and learned the thumb-tapping technique to segment and blend words. Students learned how to represent each individual sound (in order) that they hear in words. Review of these letter-sound connections continues within the Spelling to Complement Reading instructional practice.

#### **Down the road:**

- The knowledge that every syllable contains one vowel sound is a crucial part of the Grade 1 Foundational Skills standards. To lay the groundwork for that in kindergarten, consider drawing students’ attention to the vowel sounds in the words they work with during Opening A. In addition, draw students’ attention to the number of syllables in the words they work with. The words used in this lesson are all one-syllable words, and they all have one vowel sound.
- In the Closing, students debrief a specific new learning skill from the lesson and reflect on why it may be important to becoming proficient readers and writers. Throughout the module, guide students toward more specific responses (example: “If you tap out each sound in a word with your fingers, it can help you figure out what sounds are in the word so you know what letter to look for”). Consider asking students to name how habits of character (examples: persevering, listening to a partner) may contribute to becoming proficient readers and writers.

## **Preparation and Materials**

---

- Enlarged Decodable Reader: “Chip Can’t Nap!” (one to display)
- Engagement Text: “Chip Can’t Nap!” (one for teacher use)
- Highlighter, highlighting tape, or Wikki Stix (for teacher use)
- Decodable Reader: “Chip Can’t Nap!” (one per student)
- Enlarged poem: “Have You Ever?” (or handwritten on chart paper to display)
- Large pointer (optional; for teacher to point to words in poem as the class recites)
- Poetry notebooks: Each student needs a spiral or composition book with a copy of the poem glued or taped inside, or else a loose copy of the poem in a plastic sleeve
- Poem: “Have You Ever?” (one per student)
- Letter Formation chart
- White boards, white board markers, and white board erasers (optional; one per student)
- Enlarged picture of Chip napping in hat from Decodable Reader: “Chip Can’t Nap!” (one for teacher use)
- Articulatory Gestures chart
- Hand mirrors (optional; one per student or pair to see mouth movements)

## Reading Foundations Skills Block

---

- Sound board (drawn on the board, or enlarged and laminated for teacher use)
- Sound boards (laminated or in a clear plastic sleeve; one per student)
- Snapshot Assessments (optional; one per student)
- Comprehension Conversation questions (if different from suggested questions)
- Materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher in each lesson)
- Cycle 19 Assessment