

**Grade K:** Module 2: Cycle 7

# Overview

## Phonemes Introduced in This Cycle

/d/, /f/, /l/

## High-Frequency Word

“and”

## Cycle Word List

In Modules one and two, Kindergarteners work with spoken words and sounds as they learn the primary sound for each consonant and short vowel. The following lists provide examples of words that contain sounds taught in this cycle, found in the initial or final position of the word and can be used in spoken form or written form for more advanced readers.

The last five are words with two and three phonemes. Students who are able to segment individual sounds within written and spoken VC (vowel, consonant) and CVC (consonant, vowel, consonant) words can use words from this list (or similar). Note that this list may contain some sounds that have not yet been introduced.

dog	fish	lion	fan
duck	flamingo	ladder	Dan
dollar	fox	lime	map
mud	feather	smile	lit
bird	off	heel	lip



## Cycle at a Glance

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

### Agenda

#### 1. Opening (5 minutes)

A. Poem Launch: “An Afternoon Swim”

#### 2. Work Time (10–15 minutes)

A. Getting to Know Letters (Part 1): “d,” “f,” and “l”

B. Letter-Sound Chant: “d,” “f,” and “l”

**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 identify the name and sound for the letters “d,” “f,” and “l.” (RF.K.3)

**Ongoing Assessment**

- Observe students during the Opening. Determine whether they demonstrate one-to-one correspondence with words.
- Observe students during Work Time. Determine whether they can say the sounds for each letter correctly. Refer to the Articulatory Gestures chart as needed.
- Record students’ progress on the Snapshot Assessment.

**Lesson 37****RF.K.1, RF.K.1d, RF.K.3, RF.K.3a, L.K.1, L.K.1a****Agenda****1. Opening (5 minutes)**

- A. Poem Letter Search: “d,” “f,” and “l”
- B. Letter-Sound Chant: “d,” “f,” and “l”

**2. Work Time (10–15 minutes)**

- A. Getting to Know Letters (Part 2): “d,” “f,” and “l”

**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 search for letters in a familiar text (poem): “d,” “f,” and “l.” (RF.K.1)
- I can identify the name and sound for the letters “d,” “f,” and “l.” (RF.K.3)
- I can follow directions for writing letters “d,” “f,” and “l.” (L.K.1)

**Ongoing Assessment**

- Observe students during Opening. Determine whether they can identify the letters “d,” “f,” and “l” in the shared text.
- Observe students during Work Time to notice their preferred grip during letter formation and correct as necessary.
- Record students’ progress on the Snapshot Assessment.

Lesson 38

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

**Agenda**

1. **Opening (5 minutes)**
  - A. Poem: Articulatory Gestures
2. **Work Time (10–15 minutes)**
  - A. Clues to the Mystery Word
  - B. Mystery Word: “and”
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 identify the name and sound for the letters “d,” “f,” and “l.”
- I can search in a text (poem) and find a word with three letters in it.
- I can use clues from the text (poem) to identify a mystery word.

**Ongoing Assessment**

- Observe students during the Opening.
  - Determine whether they can say the sounds for each letter correctly. Refer to the Articulatory Gestures chart as needed.
  - Also determine whether they can demonstrate one-to-one correspondence with words.
- Record students’ progress on the Snapshot Assessment.

Lesson 39

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

**Agenda**

1. **Opening (5 minutes)**
  - A. Letter-Sound Chant: “a,” “t,” “h,” “p,” “n,” “c,” “m,” “r,” “v,” “s,” “g,” “i,” “d,” “f,” and “l”
2. **Work Time (10–15 minutes)**
  - A. Feel the Beats
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 identify the name and sound for the letters “a,” “t,” “h,” “p,” “n,” “c,” “m,” “r,” “v,” “s,” “g,” “i,” “d,” “f,” and “l.” (RF.K.3)
- I can feel and count the syllables (beats) in the words of a poem. (RF.K.2)

**Ongoing Assessment**

- Observe students during Work Time A.
  - Determine whether they can identify the number of syllables in spoken words.
  - Also determine whether they can pronounce each individual syllable, blend it, and segment it.
- Record students’ progress on the Snapshot Assessment.

**RF.K.2, RF.K.2a, RF.K.3, RF.K.3a, RF.K.3b****Agenda****1. Opening (5 minutes)**

A. Letter-Sound Chant: “a,” “t,” “h,” “p,” “n,” “c,” “m,” “r,” “v,” “s,” “g,” “i,” “d,” “f,” and “l”

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

A. Rhyme Time

**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 identify the name and sound for the letters “a,” “t,” “h,” “p,” “n,” “c,” “m,” “r,” “v,” “s,” “g,” “i,” “d,” “f,” and “l.” (RF.K.3)
- I can identify and produce words that rhyme. (RF.K.2)

**Ongoing Assessment**

- Observe students during Work Time A.
  - Determine whether they can identify the rhyming words in lines of the poem.
  - Also determine whether they can produce a new word that rhymes when provided with a new initial sound.
- Record students’ progress on the Snapshot Assessment.

**Lesson 36 Teaching Notes****Purpose of lesson and alignment to standards:**

- Opening A, Poem Launch, introduces the poem that is used in the first five lessons of this cycle, each time for a different purpose. The poem uses the keywords that represent each letter introduced in the cycle. The verses incorporate new high-frequency word(s) and words that feature the cycle’s new graphemes (letters) and phonemes (sounds) (RF.K.1b). 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 throughout the week 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 the student cannot yet decode. If materials management is a concern at this point in the year, consider working toward this in future cycles.
- During Work Time A, Getting to Know Letters (Part 1) begins with a reveal of the three letters in this cycle: “d,” “f,” and “l.” As students “meet” the letter, guide them to explore the following about each letter: its shape (formation), its name (grapheme), its sound(s) (phoneme), and a consistent keyword that represents the letter. Important notes about each letter: “f” and “l” are continuants, meaning the speech sound is produced with an incomplete closure of the vocal tract. The letter “d” is a stop consonant, meaning the vocal tract is blocked off when it is pronounced, stopping airflow.

- Every letter of the alphabet has an associated story (see Reading Foundations Skills Block Overview for details; the actual stories can be found in the Learning Letters Book.) Given time constraints, only the stories of the vowels and digraphs are addressed in relevant whole group lessons. If time allows, consider reading the actual Letter Stories: “d,” “f,” and “s.” Or consider reading them during another portion of the day (such as differentiated small group instruction or as a separate read-aloud). The use of story could be particularly powerful for students with little to no alphabetic knowledge, providing a meaningful association to a letter’s sound, name, and formation (see Reading Foundations Skills Block Overview for more information). Once the students have “gotten to know” each letter, they (with support) generate new words that represent the phoneme (sound) in the beginning or end of the word (RF.K.1d, RF.K.3a).
- The Letter-Sound Chant is an ongoing routine that reinforces taught grapheme (letter) and phoneme (sound) connections and keywords. It also connects the keyword and phoneme in students’ memories to support quick recall for decoding and encoding (RF.K.1d, RF.K.3a). During Work Time B, the chant is continued with “d,” “f,” and “l.”

### How it builds on previous work:

- During previous cycles, students practiced following along with a shared text. Students continue this throughout the module with each new cycle poem.
- During Cycles 1–6, students learned the letters “a,” “t,” “h,” “p,” “n,” “c,” “m,” “r,” “v,” “s,” “g,” and “i.” Review of these graphemes and phonemes are woven through the Cycle 7 poem and Letter-Sound Chant.

### Down the road:

- In the Closing, students debrief a specific new learning or 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 practiced making the sound for ‘d,’ which is /d/. When I see that letter in a word, I know I have to make that sound”). Consider asking students to name how they are building habits of character (examples: persevering, listening to a partner).

## Lesson 37 Teaching Notes

### Purpose of lesson and alignment to standards:

- In Opening A, students revisit the Cycle 7 poem: “An Afternoon Swim” for a different purpose: searching for letters. Students each need a copy of the poem, either in a personal poetry notebook or a loose copy in a sleeve, to follow along and circle the letters. If materials management is a concern at this point in the year, consider working up to using paper and a writing utensil. Or, for now, students could just circle the letters using their finger rather than an actual writing utensil (RF.K.1d).
- During Work Time A, Getting to Know Letters (Part 2) builds on Part 1, in which students “met” the sound and name of “d,” “f,” and “l” and keywords associated with each letter (“dog,” “fish,” and “lion,” respectively). Today, they continue working with the same two letters, now getting to know the shape and formation of each letter, practicing first with their bodies and then on paper. If materials management is a concern at this point in the year, consider

working up to the use of writing utensils and paper, possibly asking students to skywrite and write with their finger on their hand and/or on a partner's back (L.K.1a).

#### How it builds on previous work:

- During Cycles 1–6, students learned the letters “a,” “t,” “h,” “p,” “n,” “c,” “m,” “l,” “v,” “s,” “g,” and “i.” Review of these graphemes and phonemes are woven through the Cycle 7 poem and Letter-Sound Chant. Students also search for these letters during the Poem Letter Search (along with the newly introduced graphemes). In Lesson 36, students learned the keywords for letters “d,” “f,” and “l” in the Letter-Sound Chant.

#### Down the road:

- In the Closing, students debrief a specific new learning or 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 practiced thinking about how to pull down from the top when I write the letter ‘d.’ That will help me remember how to write it”). Consider asking students to name how they are building habits of character (examples: persevering, listening to a partner).

## Lesson 38 Teaching Notes

#### Purpose of lesson and alignment to standards:

- In Opening A, students continue to practice their letter-sound knowledge, using articulatory gestures to support their learning of /d/, /f/, and /l/. This ongoing routine reinforces the taught grapheme (letter) and phoneme (sound) connections. Consider providing students (or partners) with hand mirrors to see their mouth movements as they pronounce each phoneme (RF.K.1d, RF.K.3a).
- During Work Time A and B, students review the poem: “An Afternoon Swim” and use it for a new purpose: searching for a “mystery” high-frequency word. 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 words of the poem, clapping when they hear it. Students each need a copy of the poem, either in a personal poetry notebook or a loose copy in a sleeve, to follow along. If materials management is a concern at this point in the year, consider working up to using paper and writing utensils (RF.K.1a, RF.K.1d).

#### How it builds on previous work:

- During previous cycles, students practiced following along with a shared text. Students continue this throughout the module with each new cycle poem.
- During Cycles 1–6, students learned the letters “a,” “t,” “h,” “p,” “n,” “c,” “m,” “l,” “v,” “s,” “g,” and “i.” Review of these graphemes and phonemes are woven through the Cycle 7 poem.

#### Down the road:

- In the Closing, students debrief a specific new learning or 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 practiced saying the



sounds letters make. That will help me remember them”). Consider asking students to name how they are building habits of character (examples: persevering, listening to a partner).

### Lesson 39 Teaching Notes

#### Purpose of lesson and alignment to standards:

- During Work Time A, students revisit the poem: “An Afternoon Swim,” using it to listen for and identify each syllable (beat) in a spoken word. They count the number of syllables in the spoken word, pronounce each one, and manipulate them by segmenting and blending (RF.K.2b). Phonemic awareness, the ability to focus on the separate, individual sounds (phonemes), is crucial for reading and spelling development. When students have trouble separating phonemes (sounds) in words, it can be challenging to attach phonemes to graphemes (letters) and use that knowledge to decode (read) and encode (spell) words. Blending and segmenting syllables in words develops this phonemic awareness, teaching students to analyze vowel sound units in words. *Feel the Beats* guides students to analyze sounds in spoken words (RF.K.2a).
- The word “blend” is used in this lesson to describe how students blend multiple syllables of a word back together after segmenting it (breaking it apart). To support students’ understanding of this new vocabulary, consider using a hand motion (example: pull your left and right hands together, joining them in front of you).

#### How it builds on previous work:

- During Cycles 1–6, students learned the letters “a,” “t,” “h,” “p,” “n,” “c,” “m,” “r,” “v,” “s,” “g,” and “i.” Review of these graphemes and phonemes are woven through the Cycle 7 poem and the Letter-Sound Chant instructional practice.

#### Down the road:

- In the Closing, students debrief a specific new learning or 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: “When I hear the beats in each word, I know those are the syllables”). Consider asking students to name how habits of character (examples: persevering, listening to a partner) may contribute to becoming proficient readers and writers.

### Lesson 40 Teaching Notes

#### Purpose of lesson and alignment to standards:

- During Work Time A, students continue to use the poem, now focusing on identifying rhyming words. They begin with a game that provides an introduction to the concept of rhyming and then revisit the poem, listening for words that rhyme (have the same ending sound). Phonemic awareness, the ability to focus on the separate, individual sounds (phonemes), is crucial for reading and spelling development. When students have trouble separating



phonemes (sounds) in words, it can be challenging to attach phonemes to graphemes (letters) and use that knowledge to decode (read) and encode (spell) words. Rhyming develops this phonemic awareness, teaching students to group words together according to larger sound units. Rhyme Time guides students to analyze sounds in spoken words (RF.K.2a).

#### How it builds on previous work:

- During Cycles 1–6, students learned the letters “a,” “t,” “h,” “p,” “n,” “c,” “m,” “l,” “v,” “s,” “g,” “i,” “d,” “f,” and “l.” Review of these graphemes and phonemes are woven through the Cycle 7 poem and Letter-Sound Chant.

#### Down the road:

- In the Closing, students debrief a specific new learning or 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 can make new words by changing the first sound of the word”). 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

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- Letter Stories: “d,” “f,” and “l” (wrapped in colorful paper or placed in a decorative container; wrapping and container are optional)
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher)
- Keyword Picture Cards: “d,” “f,” and “l” (one of each for teacher to display)
- Articulatory Gestures chart (to post)
- Snapshot Assessments (optional)
- Enlarged poem: “An Afternoon Swim” (for teacher to display)
- Poem: “An Afternoon Swim” (one per student)
- 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
- “d,” “f,” and “l” handwriting papers
- Large pointer (optional; for teacher to point to words in poem as the class recites)
- Highlighter, highlighter tape, or Wikki Stix (one for teacher to circle the letter in poem)
- Writing utensil (optional; for students to circle the letters in their poetry notebook or on their loose copy of the poem; one per student)
- Letter Formation Guidance document (standalone document for teacher reference; see K–2 Skills Resource Manual)
- Hand mirrors (optional; one per student or set of partners to see mouth movements)