

**Grade K:** Module 2: Cycle 9

# Overview

## Phonemes Introduced in This Cycle

/u/, /kw/, /ks/

## High-Frequency Word

“a”

## 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.

quarter	quick	up	fox
quiet	quit	under	box
quill	quiz	uncle	mix
queen	umpire	underwear	six
quilt	umbrella	wax	fix



## Cycle at a Glance

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

### Agenda

- Opening (5 minutes)**
  - Read-aloud: Letter Story: “u”
- Work Time (10–15 minutes)**
  - Getting to Know Letters (Part 1): “u,” “q,” and “x”
  - Letter-Sound Chant: “u,” “q,” and “x”

**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 a keyword for the vowel “u.” I can act out the events from the Letter Story: “u.”
- I can identify the name and sound for the letters “q” and “x.” (RF.K.3)

**Ongoing Assessment**

- 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.

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

A. Poem Launch: “A Fox and a Quail in the Rain”

B. Poem Letter Search: “u,” “q,” and “x”

**2. Work Time (10–15 minutes)**

A. Getting to Know Letters (Part 2): “u,” “q,” and “x”

**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).
- I can search for letters in a familiar text (poem): “u,” “q,” and “x.” (RF.K.1)
- I can follow directions for writing letters “u,” “q,” and “x.” (L.K.1)

**Ongoing Assessment**

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

Lesson 48

**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: “a”
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 “u,” “q,” and “x.”
- I can search in a text (poem) and find a word with one letter 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 49

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

**Agenda**

1. **Opening (5 minutes)**
  - A. Letter-Sound Chant: All Accumulated Letters
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 “u,” “q,” and “x.” (RF.K.3)
- I can feel and count the syllables (beats) in the words of a poem and can segment and blend the onset (beginning sound) and rime (ending chunk) in single-syllable words. (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: All Accumulated Letters
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 “u,” “q,” and “x.” (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 46 Teaching Notes****Purpose of lesson and alignment to standards:**

- Because this cycle introduces the vowel “u,” the Opening Poem Launch instructional practice is replaced in this first lesson with the read-aloud of its Letter Story; the poem is introduced in the next lesson instead. Consider beginning the Opening with an air of excitement, reverence, and drama; something important is about to be revealed!
- We know that primary learners use stories to construct meaning. During the introductory cycle, students were introduced to Letter Stories. During Opening A, students will revisit the stories and get to know the letter “u.” While the stories accompanying each of the consonants are offered as extensions and/or suggestions for differentiated small group work, each time a vowel is introduced in a cycle, the first lesson begins with its story. This serves to underscore

the importance of vowels and provides another mnemonic through which students can commit them to memory. The actual stories can be found in the Learning Letters Book. The use of stories for the consonants could be particularly powerful for students with little to no alphabetic knowledge (Pre-Alphabetic group), providing a meaningful association to the letter's sound, name, and formation (see Reading Foundations Skills Block Overview for more information). Consider also reading the Letter Stories: “x and “q” during another portion of the day (such as differentiated small group instruction or as a separate read-aloud) (RF.K.1d, RF.K.3a).

- During Work Time A, Getting to Know Letters (Part 1) begins with a reveal of three letters from this cycle: “u,” “q,” and “x.” 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: Distinguishing the sounds of the vowels can be particularly challenging for many students. Using articulatory gestures to feel the way the /u/ is produced in the mouth facilitates making the distinction. The letter “q” is almost never present in written English without being paired with the letter “u,” resulting in what sounds like a consonant blend: /kw/. Consider writing the letters “qu” under the Keyword Picture Card: “q”. The letter “x” is most often found at the end of a syllable and makes what sounds like a consonant blend: /ks/. This letter also has its sound embedded at the end of its name (“ex”).
- The Letter-Sound Chant is an ongoing routine that reinforces taught grapheme (letter) and phoneme (sound) connections and keywords. This chant connects the keyword and phoneme in students’ memories to support quick recall of phonemes for decoding and encoding (RF.K.1d, RF.K.3a). During Work Time B, the chant is continued with letters “u,” “q,” and “x.”

## How it builds on previous work:

- During Cycle 1, students learned the vowel “a” and were alerted to the fact that it is one of five letters with a particularly important role in words. In Cycle 6, they met the second vowel: “i.” This cycle introduces the third of the five they will meet by the end of the second module: the vowel “u.”
- Review of the graphemes and phonemes taught in Cycles 1–8 is woven through the Cycle 9 poem and Letter-Sound Chant.

## Down the road:

- In the Closing, students reflect on their daily learning toward becoming proficient readers. Throughout the module, guide students toward more specific responses (example: “I practiced making the sound for ‘u,’ which is /u/. When I see it, I will know what to say”). Consider asking students to name how they are building habits of character (examples: persevering, listening to a partner).

## Lesson 47 Teaching Notes

### Purpose of lesson and alignment to standards:

- Because this cycle includes a vowel (“u”), Lesson 46 began with a read-aloud focusing on that vowel. Opening A of today’s lesson includes an abbreviated version of the Poem Launch instructional practice. The poem: “A Fox and a Quail in the Rain” is introduced. Like all other

poems in the cycles, this poem is used throughout the remaining lessons in the cycle, each time for a different purpose. It uses 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).

- Opening B includes an abbreviated version of the Letter Search instructional practice. Because of time constraints, distributing a copy of the poem to students, either in a personal poetry notebook or a loose copy in a clear plastic sleeve, to follow along is optional. The search can be done using the enlarged copy alone (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 “u,” “q,” and “x” and keywords associated with each letter (“umbrella,” “quail,” and “fox,” respectively). Today, they continue working with the same three letters, now getting to know the shape and formation of each letter, practicing first with their bodies and then on paper (L.K.1a). Of the three letters, “q” is the only one in which the uppercase and lowercase appear significantly different in shape.

#### How it builds on previous work:

- Review of the graphemes and phonemes taught in Cycles 1–8 are woven through the Cycle 9 poem and the Letter-Sound Chant. Students also search for these letters during the Poem Letter Search (along with the newly introduced graphemes). In Lesson 46, students learned the keywords for letters “u,” “q,” and “x” 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: “You start the letter ‘q’ just like the letter ‘a.’ I think that’s important because it helps me remember how to write it correctly”). Consider asking students to name how they are building habits of character (examples: persevering, listening to a partner).

## Lesson 48 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 /u/, /kw/, and /ks/. This ongoing routine reinforces the taught grapheme (letter) and phoneme (sound) connections. Consider providing students (or partners) 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: “A Fox and a Quail in the Rain” 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 the word as the teacher reads the poem, clapping when they hear it. The mystery word in this poem is “a.” Working with this word in the same cycle where the vowel “u” is introduced provides a natural opportunity to address the fact that “a” as a word can be pronounced either /ā/ or /u/. 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 Cycle 1, students learned how to follow along with a shared text. Students will continue this throughout the modules with each cycle poem.
- Review of the graphemes and phonemes taught in Cycles 1–8 are woven through the Cycle 9 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: “You can feel the /u/ sound way in the back of your throat. The /i/ sound feels higher up in my mouth”). Consider asking students to name how habits of character (examples: persevering, listening to a partner) might contribute to becoming proficient readers and writers.

## Lesson 49 Teaching Notes

### Purpose of lesson and alignment to standards:

- During Work Time A, students revisit the poem: “A Fox and a Quail in the Rain” 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. 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 (RF.K.2b).
- This cycle introduces an additional piece to the Feel the Beats instructional practice. Students identify one-syllable words and learn to segment and blend onset and rime. This move signifies a shift toward increasingly more refined phonemic awareness skills. In Feel the Beats, students hear and identify the largest auditory unit in a word: the syllable (RF.K.2b). Now they must identify and manipulate units within a syllable: the onset and rime (RF.K.2c). This continues in all Feel the Beats lessons in Modules 2–3.
- 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:

- Review of the graphemes and phonemes taught in Cycles 1–8 is woven through the Cycle 9 poem and 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: “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 50 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 continues to build understanding of rhyming by determining whether or not two words rhyme and why. They then revisit the poem, isolating one line at a time to determine whether the line contains words that rhyme. 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:**

- Review of the graphemes and phonemes taught in Cycles 1–8 are woven through Cycle 9 using the 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. I think that’s important because I will be able to make lots of new words that way”). 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

- Letter Story: “u” (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: “u,” “q,” and “x” (one of each for teacher to display)

- Articulatory Gestures chart (to post)
- Snapshot Assessments (optional)
- Enlarged poem: “A Fox and a Quail in the Rain” (to display)
- Poem: “A Fox and a Quail in the Rain” (one per student in their poetry notebooks)
- 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 in a plastic sleeve
- Letter Formation Guidance document (see K–2 Skills Resource Manual)
- Index cards with the words: “quiet,” “quail,” “quarter,” “quite,” “quick,” “queen”
- “u,” “q,” and “x” 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 the 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 Demonstration Board (one for teacher)
- 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)
- Work Time Picture Card: rose (in Lesson 50; one for display)
- Colorful paper on which to display Keyword Picture Card: “u”