Grade K: Module 3: Cycle 16

Overview

Phonemes Introduced in This Cycle

CVC words with /o/ focus

High-Frequency Words

"or," "for"

Cycle Word List

In Modules three and four, kindergarteners work on phonemic segmentation and blending are introduced to decoding and encoding VC and CVC words.

The following list provides examples of words that contain the patterns from this cycle.

got	pot	shop	job
hot	hop	chop	dog
lot	mop	Josh	log
not	top	cob	

Cycle at a Glance

Lesson 81

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: "Fun with Gum"
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 "Fun with Gum."
- Using evidence from the text, I can answer questions about the story "Fun with Gum."
- I can read the decodable text "Fun with Gum."

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 82

RF.K.1, RF.K.1d, RF.K.2, RF.K.2d, RF.K.3, RF.K.3a, RF.K.3b

Agenda

1. **Opening (5 minutes)**
   A. Letter-Sound Chant
2. **Work Time (10–15 minutes)**
   A. Phonemic Blending and Segmentation
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 consonants and vowels. (RF.K.3)
- I can identify the initial, final, and middle sounds in CVC words. (RF.K.2d)

Ongoing Assessment

- Observe students during the Opening. Determine whether they are making the letter-sound correspondences for each consonant and vowel.
- Observe students during Work Time. Determine whether they can hear and produce the initial, final, and middle phonemes in CVC words.
- Record students' progress on the Snapshot Assessment.

Lesson 83

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: "Today"
2. **Work Time (10–15 minutes)**
   A. Clues to the Mystery Words
   B. Mystery Words: "or," "for"

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 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 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 84

RF.K.1, RF.K.1a, RF.K.1c, RF.K.2, RF.K.2a, L.K.1, L.K.1a, L.K.2, L.K.2c

Agenda

1. **Opening (5 minutes)**
   A. Make a Match
2. **Work Time (10–15 minutes)**
   A. Interactive Sentence Building
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 match words that rhyme by the sounds I hear. (RF.K.2)
- I can point to each word in a poem as I read it.
- I can create a new rhyming word by changing the first sound. (RF.K.1, RF.K.2)

Ongoing Assessment

- Observe students during the Opening and Work Time. Determine whether they can hear and match the rimes.
- Observe students during Work Time A. Determine whether they can follow along with the poem using one-to-one correspondence.
- Record students' progress on the Snapshot Assessment.

Lesson 85

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

Agenda

1. **Opening (5 minutes)**
   A. Feel the Beats
   B. Say a New Word: Phoneme Substitution
2. **Work Time (10 minutes)**
   A. Chaining: "rod," "rot," "not," "sot," "sob," "mob," "mop," "bop," "bog," "bag," "tag," "dig," "fig"
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 feel and count the syllables (beats) in the words of a poem. (RF.K.2)
- 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) /m/, /o/, /a/, /i/, /p/, /b/, /t/, /g/, /r/, /h/, and /s/.

Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify the number of syllables in spoken words and segment those syllables.
- Observe students during Opening B. 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 word containing the /0/, /i/, and /a/ phonemes (sounds).
- Record students' progress on the Snapshot Assessment.

Lesson 81 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 words from this cycle into an engaging read-aloud.
- In Work Time A, students will answer suggested (or similar) text-based comprehension questions. Although the Reading Foundations 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: "Fun with Gum." This short text incorporates high-frequency words introduced in previous Mystery Word lessons. The Decodable Reader practices with 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 /e/ for /a/"), or asking students to mark words they find challenging.

How it builds on previous work:

- In earlier cycles, students were introduced to high-frequency words in the Mystery Word instructional practice. They were also introduced to the concept of segmenting sounds within words within the Chaining instructional practice. Students will apply this knowledge in the Decodable Reader.

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 tapped out the sound for each letter I saw and then I blended them to say the word!"). Consider asking students to name how they are building habits of character (examples: persevering, listening to partner).

Lesson 82 Teaching Notes

Purpose of lesson and alignment to standards:

- Phonemic Blending and Segmentation, introduced in Cycle 12, focuses students' attention on isolating and identifying the individual phonemes in words. In Cycle 14, blending phonemes was added to this practice. Continue explicitly modeling and supporting students as they become familiar with the practice.
- In Work Time A, students segment and blend single-syllable words with three phonemes. This practice continues to refine students' ability to focus on and analyze the sounds within words. 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.
- A thumb-tapping technique is used to support phonemic segmentation. In this technique, teachers show students how to represent each individual sound (in sequence) that they hear in a word. The technique begins by slowly saying the word and tapping the index finger to the thumb for the first sound. When the mouth changes position to move to the next sound, the next finger (middle finger) is tapped to the thumb. The process continues for the final

sound. This serves as a kinesthetic representation of phonemic segmentation (separating sounds in words). To demonstrate the blending of the phonemes, the thumb is run under the fingers while pronouncing the whole word.

- The terms "segment" and "blend" are used in this lesson. Consider modeling the definition of "segment" by opening the left hand, palm up, and gently "breaking" it into parts with the right hand (at a 90-degree angle). Consider modeling "blending" by drawing both hands in and joining them in front of you.

How it builds on previous work:

- For the first few cycles (Cycles 12 and 13), the Phonemic Blending and Segmentation instructional practice focused on familiarizing students with segmenting phonemes. In Cycle 14, it moved to include phoneme blending. This practice continues through Module 2 and into Module 3, providing the necessary foundation for decoding (via the Chaining instructional practice introduced in Cycle 13) and encoding (via the Spelling to Complement Reading instructional practice to be introduced in Module 4).
- During Modules 1 and 2, students learned and practiced the Letter-Sound Chant. Review of these letter-sound connections continues with this familiar practice in Opening A.

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 are working 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: "I practiced saying each sound in the word and then blending the sounds together. That will help me figure out what the word is"). Consider asking students to name how they are building habits of character (examples: persevering, listening to a partner).

Lesson 83 Teaching Notes

Purpose of lesson and alignment to standards:

- The Opening Poem Launch introduces the poem: "Today." It includes words with the vowel phoneme, /o/, in keeping 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 is a concern, consider working toward this in future cycles.
- During Work Time A and B, students use the poem to search for two "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. Students each need a copy of the poem, either in a personal poetry notebook or a loose copy in a sleeve, to follow along (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 practiced listening for the difference between the words 'or' and 'for.' That will help me know which letters in them are different"). Consider asking students to name how they are building habits of character (examples: persevering, listening to a partner).

Lesson 84 Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson continues two familiar instructional practices: Make a Match and Interactive Sentence Building.
- During Opening A, students match 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 notice similarities and differences in words, and group words together according to larger sound units.
- During Work Time A, students use their knowledge of rhyming words to find the missing words in a poem. This is a familiar practice but now with more student responsibility as they produce a word that rhymes and write it. In the previous cycles, students were given a selection of words from which to choose. This progression supports students' ability to make the graphophonemic connections necessary for development of reading and writing skills.

How it builds on previous work:

- Review of the graphemes and phonemes taught in previous cycles are woven through the Cycle 16 interactive poem and Make a Match.

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: "When I try to think of a rhyming word, I listen to the ending sound I hear"). Consider asking students to name how habits of character (examples: persevering, listening to a partner) may contribute to becoming proficient readers and writers.

Lesson 85 Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson continues two instructional practices introduced in Cycle 13: Chaining and Say a New Word. Begin them with a song, and explicitly model and support students as they familiarize themselves with the practices.
- In Opening A, students continue the familiar instructional practice Feel the Beats, which will no longer serve as a Work Time activity but now as an Opening, or warm-up. This practice continues to build familiarity with identifying, segmenting, and blending syllables in words (RF.K.2b). It also provides familiar words for Opening B, Say a New Word. In this practice, students manipulate 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 Cycle 13. 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; 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 word) is crucial in learning to decode and encode words. All three of the instructional practices in this lesson, (Feel the Beats, Say a New Word, 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. In this Chaining lesson, students encode and decode CVC words with “o” (/o/), “i” (/i/), and “a” (/a/).

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 are working 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: "Fun with Gum" (one to display)
- Engagement Text: "Fun with Gum" (one for teacher use)
- Highlighter, highlighting tape, or Wikki Stix (for teacher use)
- Decodable Reader: "Fun with Gum" (one per student)
- Enlarged poem: "Today" (or handwritten on chart paper to display)
- Poem: "Today" (one per student in poetry note books or individual copy)
- 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
- Enlarged poem: "Popcorn!" (or handwritten on chart paper to display)
- Interactive poem: "Popcorn!" (each line written on a sentence strip, with one word missing from some lines)
- Rhyming Picture Cards
- Marker
- Articulatory Gestures Chart
- Large pointer (optional; for teacher to point to words in poem as the class recites)
- 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)
- White boards, white board markers, and white board erasers (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)