

Grade K: Module 4: Cycle 22

Overview

Phonemes Introduced in This Cycle

Review of short vowels, with particular focus on words with double consonant endings “-ll,” “-zz,” “-ss,” and “-ff”

High-Frequency Words

“but,” “not,” “no”

Cycle Word List

In Modules 3 and 4, Kindergartners work on phonemic segmentation and blending and are introduced to decoding and encoding VC and CVC words, as well as words with digraphs. This cycle continues to focus on patterns introduced in prior cycles and introduces decoding words with double final consonants (example: moss).

The following list provides examples of words with patterns from this cycle. Note that the last five words include four phonemes (initial or final consonant blends). Students who are ready to segment individual sounds within spoken and written words with four phonemes can use words from this list (or similar).

dash	hit	fill	stop
set	not	chess	fluff
pin	shop	hiss	spot
win	jug	fizz	west
yip	rub	fuzz	tent



Cycle-at-a-Glance

Lesson 111

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

Agenda

- Opening (3–5 minutes)**
 - Engagement Text Read-aloud: “The Bowling Alley”
- Work Time (10 minutes)**
 - Comprehension Conversation (optional)
 - 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 “The Bowling Alley.”
- Using evidence from the text, I can answer questions about the story “The Bowling Alley.” (optional)
- I can read the decodable text “The Bowling Alley.” (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.

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: “Do You Ever?”

2. Work Time (10–15 minutes)

A. Clues to the Mystery Words

B. Mystery Words: “not,” “but,” “no”

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 “not,” “but,” and “no” 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 113

RF.K, RF.K.2d, L.K.2, L.K.2c, L.K.2d

Agenda

1. **Opening (5 minutes)**
 - A. Poem: Articulatory Gestures
2. **Work Time (10–15 minutes)**
 - A. 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 to determine if they can recall the correct letter based on its sound.
- Observe students during Work Time A to determine if they can spell words correctly using knowledge of high-frequency words or letter-sound correspondence.
- Record students' progress on the Snapshot Assessment.

Lesson 114

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: “buff,” “buzz,” “fuzz,” “fizz,” “fill,” “hill,” “hiss,” “miss,” “miff,” “mill,” “bill”
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) /z/, /s/, /f/, /l/, /i/, /u/, /h/, /m/, and /b/.

Ongoing Assessment

- Observe students during Opening A. Determine whether they can isolate sounds in words and substitute the initial sound as directed and say a new word.
- Observe students during Work Time A. Determine whether they can read and spell CVC word containing the /a/, /o/, and /u/ phonemes (sounds).
- Record students' progress on the Snapshot Assessment.

RF.K.2, RF.K.2d, 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. Spelling to Complement Reading

2. Work Time (10–15 minutes)

A. Extended Differentiated Small Group Instruction: Cycle 22 Assessment

3. Closing and Assessment (2 minutes)

A. Reflecting on Learning

Daily Learning Targets

- I can write the letters for each sound I hear in CVC words. (L.K.2)
- I can spell VC and CVC words from Cycle 22. (L.K.2) I can read VC, CVC, and high-frequency words. (RF.K.3)

Ongoing Assessment

- Cycle 22 Assessment

Lesson 111 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 re-telling 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: “The Bowling Alley.” This short text incorporates high-frequency words introduced in previous Mystery Word lessons (example: “all” and “one” from Cycle 21) and CVC words with the phonemes and graphemes they have been working on throughout Modules 3 and 4. The decodable text provides an opportunity to practice concepts of print (examples: one-to-one correspondence and return sweep). It also provides the opportunity for students to apply and practice their growing ability to map phonemes (sounds) to the graphemes (letters) by decoding simple one-syllable words using all of the short vowel sounds.
- 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 ask 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 “see,” “a,” “by,” “the,” “is,” “it,” “one,” “will,” “see,” “all,” and “he” are used in the decodable text “The Bowling Alley.” Students also apply segmenting and blending skills (as learned in the Phoneme Blending and Segmenting 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 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 112 Teaching Notes

Purpose of lesson and alignment to standards:

- Opening A, Poem Launch, introduces the poem used in this lesson. The verses incorporate new and familiar high-frequency words (RF.K.3). The poem also includes one-syllable words with a double consonant (“-ll,” “-ss”), which are explored in the remaining lessons in this cycle. 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.
- 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 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 (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 looking for letters I know in words”). Consider asking students to name how they are building habits of character (examples: persevering, listening to a partner).

Lesson 113 Teaching Notes

Purpose of lesson and alignment to standards:

- During Opening A, students revisit the poem “Do You Ever?” from Lesson 112. Their attention is drawn to the words “mess,” “chess,” “well,” and “shell.” Students use their knowledge of rhyme to segment the onset and rime in the words. Focusing on the rime, students identify the vowel sound and the sound made when it is combined with the double consonant endings “-ll” and “-ss.” Time is spent analyzing the way the mouth moves and the way the sounds feel in the mouth when each vowel is blended with the /s/ and /l/ sounds (RF.K.2). The Poem: Articulatory Gestures instructional practice provides opportunity for students to identify units of sounds (rime) and individual sounds within words. This supports continued development of progressively more sophisticated phonemic awareness.

- During Work Time A, Interactive Writing, 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 Modules 1 and 2 are woven through the words and sentences chosen in Cycle 22. Students must apply their ability to segment phonemes in words and identify the graphemes that represent each.

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 all of the short vowels are used.
- 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 they are building habits of character (examples: persevering, listening to a partner).

Lesson 114 Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A, students begin by segmenting, substituting, and blending the initial phoneme in words with the endings "-ss," "-ll," "-ff," and "-zz." Some of these endings were introduced in words in the poem used in Lesson 112 and again in the Poem: Articulatory Gestures Opening practice in Lesson 113. While mastery of the double consonant endings ("-ss," "-ll," "-ff," and "-zz") is not expected in Kindergarten, introducing it during this cycle later in the year provides opportunity for students to analyze more complex spoken and written words while continuing to practice segmenting and blending CVC words. 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 graphophonic (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 strength-

ens 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. Both of the instructional practices in this lesson require students to manipulate phonemes. The Chaining practice requires students to map graphemes (letters) to those phonemes (sounds).

How it builds on previous work:

- Lessons 112 and 113 in this cycle introduce students to “-ss,” “-ff,” and “-ll” endings in written (Lesson 112) and spoken (Lesson 113) words. Opening A in this lesson begins with phonemic substitution of the first sound in words with “-uff” endings.
- 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 encode and decode CVC words. In this Chaining lesson, students encode and decode CVC words with “u” (/u/) and “i” (/i/).

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.

Lesson 115 Teaching Notes

Purpose of lesson and alignment to standards:

- 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 22. The assessment of decoding and encoding occurs in differentiated small groups and provides data on student progress on targets from Cycle 22.
- 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.

Preparation and Materials

- Enlarged Decodable Reader: “Bowling Alley” (or handwritten on chart paper to display)
- Engagement text: “The Bowling Alley” (one for teacher use)
- Highlighter, highlighting tape, or Wikki Stix® (for teacher use)
- Decodable Reader: “The Bowling Alley” (one per student)
- Enlarged poem: “Do 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)
- Articulatory Gestures chart
- Letter Formation chart
- Whiteboards, whiteboard markers, and whiteboard erasers (optional; one per student)
- Enlarged picture of Chip rolling soccer ball into pins from Decodable Reader: “The Bowling Alley” (for teacher to display; from Lesson 111)
- Hand mirrors (optional; one per student or pair to see mouth movements)
- 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)
- Cycle 22 Assessment
- Comprehension Conversation questions (if different from suggested questions)
- Materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher in each lesson)