

**Grade K:** Module 3: Cycle 12

# Overview

## Phonemes Introduced in This Cycle

/sh/, /th/, /ch/

## High-Frequency Words

“to,” “do”

## 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 first cycle of Module 3 introduces the sounds /sh/, /th/, and /ch/ and their corresponding graphemes, the digraphs “sh,” “th,” and “ch.”. The following list provides examples of spoken words that contain these sounds in the initial or final position. The last five words represent spoken words that include three phonemes taught in this or prior cycles. Students who are ready to segment individual sounds within spoken and written words can use words from this list (or similar).

ship	thread	cheese	shop
shark	thumb	chin	thin
shelf	three	cheek	chat
fish	moth	rich	mash
bush	teeth	beach	math



## Cycle at a Glance

### Lesson 61

**RF.K.1, RF.K.1a, RF.K.1b, RF.K.1d, RF.K.3, RF.K.3a, RF.1.3, RF.1.3a**

### Agenda

#### 1. Opening (5–10 minutes)

A. Getting to Know Letters: Letter Story: “sh”

B. Introducing Poem/Tongue Twister and Letter Search: “ShaMiiiah, Sh!”

**2. Work Time (5–10 minutes)**

- A. Getting to Know Letters: Letter Story: “th”
- B. Poem/Tongue Twister and Letter Search: “Thank You, Theo!”

**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 consonant digraph “sh.” I can act out the events from the Letter Story: “sh.” (RF.1.3)
- I can follow along in a shared text (tongue twister/poem) (RF.K.1) and search for digraphs. (RF.K.3)
- I can identify a keyword for the consonant digraph “th.” I can act out the events from the Letter Story: “th.” (RF.1.3)
- I can follow along in a shared text (tongue twister/poem) (RF.K.1) and search for digraphs. (RF.1.3)

**Ongoing Assessment**

- Observe students during Opening A and Work Time A. Determine whether they can say the sounds for each letter correctly.
- Observe students during Opening B and Work Time B. Determine whether they demonstrate one-to-one correspondence with words.
- Record students’ progress on the Snapshot Assessment.

## Lesson 62

**RF.K.1, RF.K.1a, RF.K.1b, RF.K.1d, RF.K.2, RF.K.2d, RF.K.3, RF.K.3a, RF.K.1.3, RF.1.3a****Agenda****1. Opening (5 minutes)**

- A. Read-aloud: Letter Story: “ch”

**2. Work Time (10–15 minutes)**

- A. Poem/Tongue Twister and Letter Search: “Check It, Charles!”
- B. Introducing 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 a keyword for the consonant digraph “ch.” I can act out the events from the Letter Story: “ch.” (RF.1.3)
- I can follow along in a shared text (poem/tongue twister) (RF.K.1) and search for digraphs. (RF.1.3)
- I can break apart a CVC word into individual phonemes. (RF.K.2)

### Ongoing Assessment

- Observe students during Opening B. Determine whether they demonstrate one-to-one correspondence with words.
- Observe students during Work Time A. Determine whether they can segment and blend individual sounds in words.
- Record students' progress on the Snapshot Assessment.

#### Lesson 63

**RF.K.1, RF.K.1a, RF.K.1d, RF.K.3, RF.K.3a, RF.1.3, RF.K.1.3a**

### Agenda

- Opening (5 minutes)**
  - A. Poem: Articulatory Gestures
- Work Time (10–15 minutes)**
  - A. Clues to the Mystery Word
  - B. Mystery Words: “to,” “do”
- Closing and Assessment (2 minutes)**
  - A. Reflecting on Learning
- Differentiated Small Group Instruction and Rotations (40–45 minutes)**

### Daily Learning Targets

- I can identify the name and sound for the letters “sh,” “th,” and “ch.” (RF.1.3a)
- I can search in a text (poem) and find a word with two letters in it. (RF.K.1)
- I can use clues from the text (poem) to identify a mystery word. (RF.K.3)

### 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.
  - Determine whether they demonstrate one-to-one correspondence with words.
- Record students' progress on the Snapshot Assessment.

#### Lesson 64

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

### Agenda

- Opening (5 minutes)**
  - A. Make a Match
- Work Time (10–15 minutes)**
  - A. Interactive Sentence Building
- Closing and Assessment (2 minutes)**
  - A. Reflecting on Learning
- 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 65****RF.K.2, RF.K.2a, RF.K.2b, RF.K.2c, RF.K.2d, RF.K.3, RF.K.3a, RF.1.3, RF.1.3a****Agenda**

- Opening (5 minutes)**
  - A. Review Game: Question Cards
- Work Time (10 minutes)**
  - A. Feel the Beats
- Closing and Assessment (2 minutes)**
  - A. Reflecting on Learning
- Differentiated Small Group Instruction and Rotations (40-45 minutes)**

**Daily Learning Targets**

- I can review what I have learned about syllables and rhymes. (RF.K.2, RF.K.3)
- I can feel and count the syllables (beats) in the words of a poem.
- I can segment and blend the onset (beginning sound) and rime (ending chunk) of a one-syllable word. (RF.K.2)

**Ongoing Assessment**

- Observe students during Opening A. Determine whether they demonstrate phonemic awareness skills for RF.K.2 targets and letter/sound identification (RF.1.3) from the first two modules.
- 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.

## Lesson 61 Teaching Notes

### Purpose of lesson and alignment to standards:

- The lessons in this cycle introduce a new concept: Two letters can come together to make one sound. And the sound they make together is completely different from the sound that each individual letter makes alone! In this lesson, students meet the digraphs “sh” and “th,” and in the next lesson, they meet “ch.” Each digraph is introduced with a story in which the letters “s” (keyword: “snake”), “t” (keyword: “tern”), and “c” (keyword: “cat”), respectively, meet the letter “h” (keyword: “house”). Upon entering the “house,” the sounds of both letters are changed to become one new sound. Just like the vowels, the digraphs are introduced with an air of mystery and intrigue.
- To support the introduction of two digraphs in this lesson, the Opening is devoted to “sh” and Work Time to “th.” Both parts of the lesson are structured in the same way; the story is read and acted out, a short poetic “tongue twister” using the digraph is introduced, and students search for the digraph. There is a balance of active movement and engaging storytelling to keep the pacing of this lesson efficient and effective. Note: There is no Kindergarten standard related to digraphs, so a Grade 1 standard has been included with the Daily Learning Target instead.
- The digraph “th” can be pronounced both hard (example: “this”) and soft (example: “thin”). This is examined more in depth during the Articulatory Gestures opening in Lesson 63 in this cycle.
- It is recommended that students each have a copy of the tongue twisters, either in a personal poetry notebook or a loose copy in a clear plastic sleeve. Both of the tongue twisters used in this lesson are included in the supporting materials.
- During differentiated small group time, students identify the /sh/ and /th/ sounds in words represented by pictures and practice letter formation.

### How it builds on previous work:

- In Modules 1 and 2, students learned all of the consonants and short vowels, and one sound for each. This lesson puts the known letter “s” with the known letter “h” to produce a completely new sound: /sh/, and the known letter “t” with the known letter “h” to produce a completely new sound: /th/.

### 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 learned that when ‘s’ and ‘h’ come together, they make a whole new sound! They say ‘sh’”). Consider asking students to name how they are building habits of character (examples: persevering, listening to a partner).

## Lesson 62 Teaching Notes

### Purpose of lesson and alignment to standards:

- This lesson introduces a new instructional practice: Phonemic Blending and Segmentation. Introduce the new instructional practice with a song, and explicitly model and support students as they familiarize themselves with it.
- The lessons in this cycle introduce a new concept: that two letters can come together to make one sound. And the sound they make together is completely different from the sound that each individual letter makes alone! In the previous lesson, students met the digraphs “sh” and “th,” and in this lesson they meet “ch.” In Opening A, this digraph is introduced via its own story in which the letter “c” (keyword: “cat”) meets the letter “h” (keyword: “house”). Upon entering the “house,” the sounds of both letters are changed to become one new sound. The story is read and acted out, a short, poetic “tongue twister” using the digraph is introduced, and students search for the digraph. Note: There is no Kindergarten standard related to digraphs, so a Grade 1 standard has been included with the Daily Learning Target instead.
- 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. The phonemic blending and segmentation instructional practice introduced in this lesson focuses students’ attention on isolating and identifying the individual sounds in words. A “thumb-tapping” technique is introduced to support phonemic segmentation. In this technique, teachers show students how to represent each individual sound (in order) 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). For the next several cycles, this practice focuses on familiarizing students with segmenting phonemes. In later cycles, it moves to include phoneme blending. The words used in this lesson include the sounds of the digraphs introduced in this cycle: /sh/, /th/, and /ch/.
- The digraph “th” can be pronounced both hard (example: “this”) and soft (example: “thin”). This is examined more in depth during the Articulatory Gestures Opening in Lesson 63 in this cycle.
- It can be challenging for students to differentiate between the /sh/ and /ch/ sounds. The mnemonic “Sh!” with the finger to the lips and the mnemonic “ch!” with the image of a sneeze supports understanding that the /sh/ is a softer, more drawn-out sound, while the /ch/ is sharp and quick. Consider asking students to feel the difference in the position of the tongue when saying both sounds. This will be examined more in depth during the Articulatory Gestures Opening in Lesson 63 in this cycle.
- Students should each have a copy of the poems/tongue twisters, either in a personal poetry notebook or a loose copy in a clear plastic sleeve. The poem/tongue twister used in this lesson is included in the supporting materials.



**How it builds on previous work:**

- In Modules 1 and 2, students learned all of the consonants and short vowels, and one sound for each. This lesson puts the known letter “c” with the known letter “h” to produce a completely new sound: /ch/.
- During Lesson 61, students met the digraphs “sh” and “th.” In today’s lesson, they meet the digraph “ch.”
- With the Rhyme Time and Feel the Beats instructional practices in Modules 1 and 2, students learned to recognize rhyme and alliteration and to hear words in sentences and syllables in words. Once students have achieved word and syllable awareness, they can focus their attention on the smaller parts within the syllable. At first, this means dividing one-syllable words into onsets and rimes (added to the Feel the Beats lessons starting in Cycle 9). The new instructional practice introduced in this lesson (Phonemic Blending and Segmentation) moves to the next level of refinement in attending to smaller parts within the syllable: segmenting single-syllable words into each individual sound.

**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 learned that when ‘c’ and ‘h’ come together, they make a whole new sound! They say ‘ch’”). Consider asking students to name how they are building habits of character (examples: persevering, listening to a partner).

**Lesson 63 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 /sh/, /th/, and /ch/. This ongoing routine reinforces the taught graphemes (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 tongue twister: “ShaMiiah, Sh!” and are introduced to a new poem/tongue twister: “ShaMiiah, What Do You Want to Do?” that follows logically from the content of the tongue twister. These two pieces are used to search 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 they participate in a shared reading of the poem, clapping when they hear it. Students each need a copy of the poem/tongue twister: “ShaMiiah, What Do You Want to Do?” either in a personal poetry notebook or a loose copy in a sleeve, to follow along (RF.K.1a, RF.K.1d). Note: There is no Kindergarten standard related to digraphs, so a Grade 1 standard has been included with the Daily Learning Target instead.

**How it builds on previous work:**

- Review of the graphemes and phonemes taught in Cycles 1–11 are woven through the written pieces in Cycle 12.



**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”). Consider asking students to name how they are building habits of character (examples: persevering, listening to a partner).

## Lesson 64 Teaching Notes

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

- During Opening A, students match rhyming words together. Phonemic awareness, the ability to focus on 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 synthesize their ability to rhyme with their knowledge of letter identification by identifying a missing word in a poem and matching it to its representation in print. The Interactive Sentence Building instructional practice builds on the work done in the Rhyme Time and Feel the Beats instructional practices used in previous cycles. Those practices develop recognition of rhyme and alliteration, and the ability to hear words in sentences and syllables in words. Once students have achieved word and syllable awareness, they can focus their attention on the smaller parts within the syllable. At first, this means dividing one-syllable words into onsets and rime. The onset is the initial consonant or consonant cluster of the word, and the rime is the vowel and consonants that follow it. Example: In the word “bat,” “b-” is the onset, and “-at” is the rime. During Work Time A, students segment the two words into onset and rime to identify how the two words are similar and how they are different (i.e., they will be able to “prove” that the two words rhyme).
- The word “segment” is used in this lesson. Consider modeling the meaning of the word by holding one palm up and “breaking” fingers into parts with the other hand.

**How it builds on previous work:**

- Review of the graphemes and phonemes taught in Cycles 1–11 are woven through the Cycle 12 interactive poem and Make a Match.

**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 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 64 Teaching Notes.

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

- During Opening A, students match rhyming words together. Phonemic awareness, the ability to focus on 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 synthesize their ability to rhyme with their knowledge of letter identification by identifying a missing word in a poem and matching it to its representation in print. The Interactive Sentence Building instructional practice builds on the work done in the Rhyme Time and Feel the Beats instructional practices used in previous cycles. Those practices develop recognition of rhyme and alliteration, and the ability to hear words in sentences and syllables in words. Once students have achieved word and syllable awareness, they can focus their attention on the smaller parts within the syllable. At first, this means dividing one-syllable words into onsets and rime. The onset is the initial consonant or consonant cluster of the word, and the rime is the vowel and consonants that follow it. Example: In the word “bat,” “b-” is the onset, and “-at” is the rime. During Work Time A, students segment the two words into onset and rime to identify how the two words are similar and how they are different (i.e., they will be able to “prove” that the two words rhyme).
- The word “segment” is used in this lesson. Consider modeling the meaning of the word by holding one palm up and “breaking” fingers into parts with the other hand.

**How it builds on previous work:**

- Review of the graphemes and phonemes taught in Cycles 1–11 are woven through the Cycle 12 interactive poem and Make a Match.

**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 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 65 Teaching Notes**

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

- In Opening A, students play a game providing review of the RF.K.2 and RF.1.3 targets from the first two modules. This also gives them practice using white boards and white board markers, materials used progressively more regularly in Modules 3 and 4. If students are not familiar with using them, allow extra time for setting expectations and for students to practice using them appropriately.

- Work Time A continues the familiar practice of Feel the Beats but at a different point in the cycle of lessons. This familiar practice includes a new component: breaking a one-syllable word into its onset (beginning sound) and rime (ending chunk).

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

- Review of the graphemes and phonemes taught in Cycles 1–11 are woven through the Cycle 12 poem and in the Review Game 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: “I can count the beats that I hear in a word to find out how many syllables it has”). 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: “sh,” “th,” and “ch” (placed in an envelope or wrapped in colorful paper; one for teacher use; see Learning Letters Book)
- Keyword Picture Cards: “sh,” “th,” and “ch”
- Enlarged poem/tongue twisters: “ShaMiiah, Sh!”; “Thank You, Theo!”; and “Check It, Charles!” (or handwritten on chart paper to display)
- Enlarged interactive poem: “What Do You Want to Do?” (or handwritten on chart paper to display)
- 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/tongue twister: “ShaMiiah, Sh!”; “Thank You, Theo!”; and “Check It, Charles!” (one per student in poetry notebooks)
- Interactive poem: “What Do You Want to Do?” (each line written on a sentence strip, with one word missing from some lines)
- Hand mirrors (optional; one per student or pair to see mouth movements)
- Rhyming Picture Cards
- Word Cards: “fish,” “bike,” “dog” (one of each; to be placed on missing spaces in poem)
- Question Cards (see supporting materials)
- White boards, white board markers, and white board erasers (one per student)
- Large pointer (optional; for teacher to point to words in poem as the class recites)
- Articulatory Gestures chart (to post)
- Materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher in each lesson)
- Snapshot Assessments (optional; one per student)