

**Grade K:** Module 3: Cycle 13

# Overview

## Phonemes Introduced in This Cycle

CVC words with /a/

## High-Frequency Words

“at,” “has”

## Cycle Word List

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

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

at	had	ham	map
sat	lad	an	lap
mat	sad	ran	wag
rat	am	van	



## Cycle at a Glance

### Lesson 66

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

### Agenda

- Opening (3–5 minutes)**
  - Introducing Engagement Text Read-aloud: “A Book of Animals”
- Work Time (10 minutes)**
  - Introducing Comprehension Conversation (optional)
  - Introducing Decodable Reader: Partner Search and Read
- Closing and Assessment (2 minutes)**
  - Reflecting on Learning
- Differentiated Small Group Instruction and Rotations (40–45 minutes)**

### Daily Learning Targets

- I can retell events from the story “A Book of Animals.”
- Using evidence from the text, I can answer questions about the story “A Book of Animals.”
- I can read the text “A Book of Animals.” (RF.K.3)

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**Ongoing Assessment**

- Observe students during the Opening. Determine whether they can retell events from the story.
- Observe students during Work Time. Determine whether they can independently find a given letter or word.
- Record students' progress on the Snapshot Assessment.

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

- Opening (5 minutes)**
  - Letter-Sound Chant
- Work Time (10–15 minutes)**
  - Phonemic Blending and Segmentation
- Closing and Assessment (2 minutes)**
  - Reflecting on Learning
- 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 68

**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**

- Opening (5 minutes)**
  - Poem Launch: "My Silly Cat"
- Work Time (10–15 minutes)**
  - Clues to the Mystery Words
  - Mystery Words: "at," "has"
- Closing and Assessment (2 minutes)**
  - Reflecting on Learning
- Differentiated Small Group Instruction and Rotations (40–45 minutes)**

**Daily Learning Targets**

- I can follow along in a shared text (poem). (RF.K.1)

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- I can search in a text (poem) and find a word with two letters and 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.

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

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**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. Introducing Say a New Word: Phoneme Substitution
2. **Work Time (10 minutes)**
  - A. Introducing Chaining: “map,” “mat,” “rap,” “nap,” “tap,” “tag”
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/, /a/, /p/, /t/, /n/, /g/, /r/. (RF.K.3)

### 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 /a/ phoneme (sound).
- Record students' progress on the Snapshot Assessment.

## Lesson 66 Teaching Notes

### Purpose of lesson and alignment to standards:

- This lesson introduces three new instructional practices: Engagement Text Read-aloud, Comprehension Conversation, and Decodable Reader: Partner Search and Read. Introduce each new instructional practice with a song, and explicitly model and support students as they familiarize themselves with it.
- In Opening A, students use the Engagement Text for the first time. This 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, consider asking students 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 become familiar with the routines for the Decodable Reader instructional practice. Because this is the introductory lesson, the Cycle 13 Decodable Reader: "A Book of Animals," should be considered a "pre-decodable" text. It serves as a tool for practicing the Decodable Reader instructional practice and reinforcing initial sounds (with the keywords), high-frequency words, and concepts of print, but the words used in the text are not all necessarily decodable. In future cycles, these texts consist of decodable words (one-syllable, regularly spelled words that include only taught phonemes) and taught high-frequency words. Students reading the pre-decodable text rely more on the pattern and keyword illustrations to read the text rather than actual decoding. Students eventually are given highlighters or other writing utensils to mark a given word or grapheme(s) in the text. To prepare them for this, the teacher simply models, and students "circle" the words in the text with their fingers.

- 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:

- Earlier in the module, students were introduced to high-frequency words in the Mystery Word instructional practice. Students apply this knowledge in the Decodable Reader.

### 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 making the sounds for letters that I know, and that will help me figure out what a word is”). Consider asking students to name how they are building habits of character (examples: persevering, listening to partner).

## Lesson 67 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. 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, including the vowel phoneme /a/. 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 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).

### How it builds on previous work:

- 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:**

- For the next several cycles, the Phonemic Blending and Segmentation instructional practice focuses on familiarizing students with segmenting phonemes. Each cycle works explicitly with a specific vowel phoneme (in this cycle, the phoneme /a/). In later cycles, the practice moves to include phoneme blending.
- 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 tapping each sound in the word. That will help me know what sounds the word has"). Consider asking students to name how they are building habits of character (examples: persevering, listening to a partner).

## Lesson 68 Teaching Notes

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

- Opening A, Poem Launch, introduces the poem used in this lesson. The poem uses the vowel phoneme /a/, which is 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 at this point in the year, consider working toward this in future cycles.
- During Work Time A and B, students use the poem for searching 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 Words 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 saying the sounds letters make"). Consider asking students to name how they are building habits of character (examples: persevering, listening to a partner).



## Lesson 69 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 rhyming words together. 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 Cycles 1–12 are woven through the Cycle 13 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 70 Teaching Notes

### Purpose of lesson and alignment to standards:

- This lesson introduces two new instructional practices: Chaining and Say a New Word. Introduce 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 no longer serves as a Work Time activity but now as an Opening, or warmup. This practice continues to build familiarity with identifying, segmenting, and blending syllables in words (RF.K.2b). It also provides familiar words for a new practice introduced in Opening B, Say a New Word. In this new practice, students manipulate individual phonemes (sounds) in a spoken word to produce a new word (RF.K.2e). This supports the decoding that begins with the Chaining practice.



- Work Time A introduces a new instructional practice: Chaining. It signals an important shift toward more complex graphophonemic (sound-to-letter) connections in kindergarten. 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) have students 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 lesson, students encode and decode words with “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 (/a/).
- 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**

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- Enlarged Decodable Reader: “A Book of Animals” (one to display)
- Engagement Text: “A Book of Animals” (one for teacher use)
- Highlighter, highlighting tape, or Wikki Stix (for teacher)
- Decodable Reader: “A Book of Animals” (one per student)
- Keyword Letter Cards

## Reading Foundations Skills Block

- Enlarged poem: “My Silly Cat” (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: “My Silly Cat” (one per student in poetry notebooks)
- Rhyming Picture Cards (Lesson 69)
- Interactive poem: “Where Are We Going?” (each line written on a sentence strip, with one word missing from some lines)
- Enlarged interactive poem: “Where Are We Going?” (or write on chart paper/poster)
- Articulatory Gestures chart
- Sound board (drawn on the board, or enlarged and laminated for teacher use)
- Sound boards (either 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)
- Materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher in each lesson)