

**Grade K:** Module 3: Cycle 18

# Overview

## Phonemes Introduced in This Cycle

CVC words, review of all short vowels

## High-Frequency Words

“are,” “with,” “will”

## 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.

cab	jam	rub	bed
bash	dip	shut	get
nap	wish	hush	yet
van	thin	not	



## Cycle at a Glance

### Lesson 91

**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: “Josh’s New Home”
- Work Time (10 minutes)**
  - Comprehension Conversation (optional)
  - 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 “Josh’s New Home.”
- Using evidence from the text, I can answer questions about the story “Josh’s New Home.”
- I can read the decodable text “Josh’s New Home.” (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.

**Lesson 92****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)**
  - A. Letter-Sound Chant
- Work Time (10–15 minutes)**
  - A. Phonemic Blending and Segmentation
- 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 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 93****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)**
  - A. Poem Launch: “Where Are the Vowels?”
- Work Time (10–15 minutes)**
  - A. Clues to the Mystery Words
  - B. Mystery Words: “are,” “with,” “will”

### 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 94

**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.

**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. Review: “When the Vowels Come Marching Home”
- B. Review Game: Question Cards

**2. Work Time (10 minutes)**

- A. Chaining: “rat,” “ran,” “rin,” “rib,” “rob,” “nob,” “nub,” “nut,” “net,” “pet”

**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 review what I have learned about letters and sounds. (RF.K.2, RF.K.3)
- I can review what I have learned about syllables, rhyme, and vowels. (RF.K.2, RF.K.3)
- I can read and spell CVC words with the phonemes (sounds) /r/, /a/, /t/, /n/, /i/, /b/, /o/, /u/, /t/, /e/, and /p/.

**Ongoing Assessment**

- Observe students during Opening B. Determine whether they can identify the number of syllables in spoken words, hear and produce rhyming words, and identify the letter that matches a vowel sound.
- Observe students during Work Time A. Determine whether they can read and spell CVC word containing the short vowel phonemes (sound).
- Record students’ progress on the Snapshot Assessment.

**Lesson 91 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 Foundational 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: “Josh’s New Home.” 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:

- Throughout Modules 1–3, students have learned high-frequency words during the Mystery Word instructional practice. Some of the words are used in the decodable text “Josh’s New Home.” 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 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 92 Teaching Notes

### Purpose of lesson and alignment to standards:

- This and the remaining lessons in Cycle 18 work with all of the vowel phonemes /a/, /i/, /u/, /o/, and /e/ and their graphemes “a,” “i,” “u,” “o,” and “e” from Module 3.
- In the Work Time A, Phonemic Blending and Segmentation, students segment and blend single-syllable spoken words with three phonemes, working first with the vowel phoneme /e/ and then revisiting /a/, /i/, /u/, and /o/. 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). 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 “blend” by drawing both hands in and joining them in front of you.

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

- For the first few cycles in Module 3, 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 Modules 3 and 4, 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 93 Teaching Notes**

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

- Opening A, Poem Launch, introduces the poem used in this lesson. The verses incorporate the new high-frequency words introduced in this cycle (RF.K.3). In addition, the content of the poem sets the stage for conversation about the role of vowels in words. In this poem, a young boy finds that vowels are missing, and begins to look for them. In Lesson 94 (Interactive Sentence Building), another poem explores the impact that missing vowels have. In the Opening review in Lesson 95, a song is introduced that reveals the impact of their return, while reviewing the keywords, sounds, and CVC words with those vowel phonemes and graphemes.
- 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 will not only allow 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 and in the case of “with” and “will” a common vowel in the words. Students search for words that match the clues, encouraging student inquiry. They also listen for the words as the teacher reads the poem, clapping when they hear them (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 ‘will’ and ‘with.’ 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 94 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, Interactive Sentence Building, students use their understanding of rhyme to identify the missing words in a poem. In addition, they work together to match graphemes to the phonemes they hear to encode the missing words. The relationship between decoding and encoding is reciprocal; each supports the development of the other.
- The poem: “The Day the Vowels Went Away” provides opportunity to continue to build understanding of the role of vowels in words. The content of the poem addresses the reaction of readers, writers, books, and words when faced with the disappearance of vowels.

### How it builds on previous work:

- Review of the graphemes and phonemes taught in Cycles 1–17 are woven through the Cycle 18 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 spell a word, I tap out each sound and write the letter for each sound a 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 95 Teaching Notes

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

- This lesson continues to work with all of the short vowel phonemes /a/, /i/, /u/, /o/, and /e/ and their graphemes “a,” “i,” “u,” “o,” and “e” (the focus of Cycle 18). As this is the last cycle in Module 3, the Feel the Beats and Say a New Word Openings that usually accompany Chaining lessons are replaced in this lesson with two Openings that provide concrete opportunities for students to review the skills and knowledge learned in the module.
- Opening A introduces the song “When Vowels Come Marching Home,” which reinforces the role and importance of vowels in words, a conversation that began in Lesson 92 with the poem: “Where Are the Vowels?” and continued in Lesson 93 with the poem: “The Day the Vowels Went Away.” The song contains a verse for each vowel that uses the keyword mnemonic and single-syllable CVC words with that vowel sound. Consider posting this song in the classroom and using it during other parts of the day for transitions or sing-alongs. This song supports students’ review and understanding of each of the vowels and their sounds, along with the role and importance of vowels in words.
- Opening B, Review Game: Question Cards in this lesson (a familiar practice from Cycles 10 and 11) is suggested as an optional Opening practice to include in this lesson or to use in differentiated small group instruction. As this is the last cycle in Module 3, the Question Cards provide review of the short vowel sounds and other important RF.K.2 and RF.K.3 knowledge and skills acquired during this module. This is optional, as the song in Opening A also provides a review and may take extended time.
- Work Time A continues the Chaining instructional practice, supporting students as they encode and decode single-syllable CVC words with short vowel sounds.

**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, syllables, and onset and rime). In the Chaining lessons in Cycles 13–17, they applied 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 with progressively more short vowels. In this Chaining lesson, students encode and decode CVC words with all of the short vowels.

### 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: "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: "Josh's New Home" (one to display)
- Engagement Text: "Josh's New Home" (one for teacher use)
- Highlighter, highlighting tape, or Wikki Stix (for teacher use)
- Decodable Reader: "Josh's New Home" (one per student)
- Enlarged poem: "Where Are the Vowels?" (or handwritten on chart paper to display)
- Poem: "Where Are the Vowels?" (one per student in poetry notebooks)
- Interactive poem: "The Day the Vowels Went Away" (each line written on a sentence strip, with one word missing from some lines; see Lesson 94)
- Song: "When Vowels Come Marching Home" (optional; can be handwritten on chart paper to display)
- Vowel Keyword Cards (from previous lessons; "Alligator," "Elephant," "Iguana," "Octopus," "Umbrella")
- Review Game: Question Cards
- 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
- Rhyming Picture Cards
- Marker
- 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)