

Grade K: Module 2: Cycle 10

Overview

Phonemes Introduced in This Cycle

/b/, /o/, /w/

High-Frequency Word

“you”

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 following lists provide examples of words that contain sounds taught in this cycle, found in the initial or final position of the word and can be used in spoken form or written form for more advanced readers.

The last five are words with two and three phonemes. Students who are able to segment individual sounds within written and spoken VC (vowel, consonant) and CVC (consonant, vowel, consonant) words can use words from this list (or similar). Note that this list may contain some sounds that have not yet been introduced.

bear	tub	water	on
bug	bow	wings	bat
back	web	octopus	rib
bird	watch	ostrich	sob
birthday	worm	olive	wig



Cycle-at-a-Glance

Lesson 51

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

Agenda

1. Opening (5 minutes)

A. Read-aloud: Letter Story: “o”

2. Work Time (10–15 minutes)

A. Getting to Know Letters (Part 1): “b,” “o,” and “w”

B. Letter-Sound Chant: “b,” “o,” and “w”

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 vowel “o.”
- I can act out the events from the Letter Story: “o.”
- I can identify the name and sound for the letters “b,” “o,” and “w.” (RF.K.3)

Ongoing Assessment

- Observe students during Work Time. Determine whether they can say the sounds for each letter correctly. Refer to the Articulatory Gestures chart as needed.
- 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, L.K.1, L.K.1a**Agenda****1. Opening (5 minutes)**

A. Poem Launch: “Would You Ever?”

B. Poem Letter Search: “b,” “o,” and “w”

2. Work Time (10–15 minutes)

A. Getting to Know Letters (Part 2): “b,” “o,” and “w”

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).
- I can search for letters in a familiar text (poem): “b,” “o,” and “w.” (RF.K.1)
- I can follow directions for writing letters “b,” “o,” and “w.” (L.K.1)

Ongoing Assessment

- Observe students during the Opening. Determine whether they can identify the letters “b,” “o,” and “w” in the shared text.
- Observe students during Work Time to notice preferred grip during letter formation and correct as necessary.
- Record students’ progress on the Snapshot Assessment.

RF.K.1, RF.K.1a, RF.K.1d, RF.K.3, RF.K.3a, RF.K.3c**Agenda****1. Opening (5 minutes)**

A. Poem: Articulatory Gestures

Lesson 52

Lesson 53

2. Work Time (10–15 minutes)

- A. Clues to the Mystery Word
- B. Mystery Word: “you”

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 the letters “b,” “o” and “w.”
- 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 Opening.
 - Determine whether they can say the sounds for each letter correctly. Refer to the Articulatory Gestures chart as needed.
 - Also determine whether they can demonstrate one-to-one correspondence with words.
- Record students’ progress on the Snapshot Assessment.

Lesson 54

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

Agenda

1. Opening (5 minutes)

- A. Introducing Make a Match

2. Work Time (10–15 minutes)

- A. Introducing 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. (RF.K.1)
- I can create a new rhyming word by changing the first sound. (RF.K.2)

Ongoing Assessment

- Observe students during 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.2a, RF.K.2b, RF.K.2c, RF.K.2d, RF.K.3, RF.K.3a**Agenda**

1. **Opening (5 minutes)**
 - A. Introducing Review Game: Question Cards
2. **Work Time (10 minutes)**
 - A. Feel the Beats
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 syllables, rhymes, and letters. (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 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 51 Teaching Notes**Purpose of lesson and alignment to standards:**

- Because this cycle introduces the vowel “o,” the Opening Poem Launch instructional practice is replaced in this first lesson with the read-aloud of its Letter Story. The poem is introduced in the next lesson instead. Consider beginning the Opening with an air of excitement, reverence, and drama; something important is about to be revealed!
- We know that primary learners use stories to construct meaning. During the introductory cycle, students were introduced to Letter Stories. During Opening A, students revisit the stories and get to know the letter “o.” While the stories accompanying each of the consonants are offered as extensions and/or suggestions for differentiated small group work, each time a vowel is introduced in a cycle, the first lesson begins with its story, serving to underscore the importance of vowels and providing another mnemonic through which students can commit them to memory. The actual stories can be found in the Learning Letters Book. The use of stories for the consonants could be particularly powerful for students with little to no alphabetic knowledge (Pre-Alphabetic group), providing a

meaningful association to the letter’s sound, name, and formation (see Reading Foundations Skills Block Overview for more information). Consider also reading the Letter Stories: “b” and “w” during another portion of the day (such as differentiated small group instruction or as a separate read-aloud) (RF.K.1d, RF.K.3a).

- During Work Time A, the Getting to Know Letters (Part 1) begins with a reveal of three letters from this cycle: “b,” “o,” and “w.” As students “meet” the letter, guide them to explore the following about each letter: its shape (formation), its name (grapheme), its sound(s) (phoneme), and a consistent keyword that represents the letter.
- Important notes about each letter: Distinguishing the sounds of the vowels can be particularly challenging for many students. Using articulatory gestures to feel the way the /o/ is produced in the mouth facilitates making the distinction. The letter “b” is a stop consonant, which means the vocal tract is blocked off when it is pronounced, stopping airflow. The letter “w” is a continuant, which means the /w/ sound that can be created for an extended period of time with air flowing continuously through the mouth.
- The Letter-Sound Chant is an ongoing routine that reinforces taught grapheme (letter) and phoneme (sound) connections and keywords. It connects the keyword and phoneme in students’ memory to support quick recall of phonemes for decoding and encoding (RF.K.1d, RF.K.3a). During Work Time B, the chant is continued with letters “b,” “o,” and “w.”

How it builds on previous work:

- During previous cycles, students learned the vowels “a,” “i,” and “u,” and were alerted to the fact that they are three of five letters that have a particularly important role in words. This cycle introduces the fourth of the five they will meet by the end of the second module: the vowel “o.”
- Review of the graphemes and phonemes taught in Cycles 1–9 is woven through the Cycle 10 poem and the Letter-Sound Chant.

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 making the sound for ‘o,’ which is /o/. When I see that letter in a word, I will know what sound it makes”). Consider asking students to name how they are building habits of character (examples: persevering, listening to a partner).

Lesson 52 Teaching Notes

Purpose of lesson and alignment to standards:

- Because this cycle includes a vowel (“o”), Lesson 51 began with a read-aloud focusing on that vowel. Opening A of today’s lesson includes an abbreviated version of the Poem Launch instructional practice. The poem: “Would You Ever?” is introduced. Like all other poems in the cycles, this poem is used throughout the remaining lessons in the cycle, each time for a different purpose. It uses keywords that represent each letter introduced in the cycle. The verses incorporate new high-frequency word(s) and words that feature the cycle’s new graphemes (letters) and phonemes (sounds) (RF.K.1b).

- Opening B includes an abbreviated version of the Letter Search instructional practice. Because of time constraints, distributing a copy of the poem to students, either in a personal poetry notebook or a loose copy in a clear plastic sleeve, to follow along is optional (RF.K.1d).
- During Work Time A, Getting to Know Letters (Part 2) builds on Part 1, in which students “met” the sounds and names of “b,” “o,” and “w” and keywords associated with each letter (“bear,” “octopus,” and “water,” respectively). Today, they continue working with the same three letters, now getting to know the shape and formation of each, practicing first with their bodies and then on paper (L.K.1a).

How it builds on previous work:

- Review of these graphemes and phonemes taught in Cycles 1–9 is woven through the Cycle 10 poem and Letter-Sound Chant. Students also search for these letters during the Poem Letter Search (along with the newly introduced graphemes). In Lesson 51, students learned the keywords “b,” “o,” and “w” in the Letter-Sound Chant.

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: “You start the letter ‘b’ just like the letter ‘h.’ I think that’s important because it helps me remember how to write it correctly”). Consider asking students to name how they are building habits of character (examples: persevering, listening to a partner).

Lesson 53 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 /b/, /o/, and /w/. This ongoing routine reinforces the taught grapheme (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 poem: “Would You Ever?” and use it for a new purpose: searching 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 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. If materials management is a concern at this point in the year, consider working up to using paper and writing utensils (RF.K.1a, RF.K.1d).

How it builds on previous work:

- Review of these graphemes and phonemes taught in Cycles 1–9 is woven through the Cycle 10 poem.

Down the road:

- In the Closing, students debrief a specific new learning or skill from the lesson and reflect on why it might be important to becoming a proficient reader and writer. Throughout the module, guide students toward more specific responses (example: “I practiced saying the sounds letters make. That will help me know what sound to make when I see them in a word”). Consider asking students to name how they are building habits of character (examples: persevering, listening to a partner).

Lesson 54 Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson introduces two new instructional practices: Make a Match and Interactive Sentence Building. Introduce each new instructional practice with a song, and explicitly model and support students as they become familiar with each one.
- During Opening A, students will 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 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 practices used in previous cycles. Those practices develop recognition of rhyme and alliteration and the ability to hear words in sentences as well as 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 onset 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 they 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 hand palm up and “breaking” fingers apart into parts with the other hand.

How it builds on previous work:

- Review of the graphemes and phonemes taught in Cycles 1–9 is woven through the Cycle 10 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 hear the beats

in each word, I know those are the syllables”). Consider asking students to name how habits of character (examples: persevering, listening to a partner) may contribute to becoming proficient readers and writers.

Lesson 55 Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson introduces a new instructional practice: Review Game: Question Cards. Introduce it with a song, and explicitly model and support students as they familiarize themselves with the practice.
- In Opening A, students play a game providing review of the RF.K.2 targets from the first two modules. This also gives them practice using white boards and white board markers, a material used progressively more regularly in Modules 3 and 4. If students are not familiar with using these materials, allow extra time for setting expectations and for students to practice using the materials 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). This practice sets the stage for two new instructional practices introduced in Module 3: Chaining and Phonemic Blending and Segmentation.

How it builds on previous work:

- Review of the graphemes and phonemes taught in Cycles 1–9 is woven through the Cycle 10 poem and in the Review Game.

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 them to name how habits of character (examples: persevering, listening to a partner) may contribute to becoming proficient readers and writers.

Preparation and Materials

- Letter Stories: “o,” “b,” and “w” (wrapped in colorful paper or placed in a decorative container; wrapping and container are optional)
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher)
- Keyword Picture Cards: “b,” “o,” and “w” (one of each for teacher to display)
- Articulatory Gestures chart (to post)
- Snapshot Assessments (optional)
- Enlarged poem: “Would You Ever?” (for teacher to display)

Reading Foundations Skills Block

- Poem: “Would You Ever?” (one per student)
- Interactive poem: “My Sister” (each line written on a sentence strip, with one word missing from some lines)
- Rhyming Picture Cards (from Lesson 54)
- Word Cards: “cot,” “rocks,” “feet” (one of each, to be placed on missing spaces in poem; from Lesson 54)
- Tape (to affix the Word Card to the poem; from Lesson 54)
- 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 in a plastic sleeve
- “b,” “o,” and “w” handwriting papers
- Question Cards (see Lesson 55)
- Large pointer (optional; for teacher to point to words in poem as the class recites)
- Highlighter, highlighter tape, or Wikki Stix (one for teacher to circle the letter in poem)
- Writing utensil (optional; for students to circle the letters in their poetry notebook or on their loose copy of the poem; one per student)
- White boards, white board markers, and white board erasers (one per student; see Lesson 55)
- Letter Demonstration Board (one for teacher)
- Letter Formation Guidance document (standalone document for teacher reference; see K-2 Skills Resource Manual)
- Hand mirrors (optional; one per student or pair to see mouth movements)
- Colorful paper on which to display Keyword Picture Card: “o”