

**Grade K:** Module 2: Cycle 5

# Overview

## Phonemes Introduced in This Cycle

/v/, /s/

## High-Frequency Word

“he”

## 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 the short sound for each vowel. The following lists of words are representative of words that contain the sounds from this cycle in the initial or final position and can be used in spoken form or written form for more advanced readers. Note that words such “glass” and “love” have the final /s/ and /v/ sounds spelled ‘ss’ and ‘ve’ respectively. Because these are spoken, not written, such words can be used to support students in identifying the position of the /s/ or /v/ sound.

The last five words represent words with two and three phonemes. Words such as those final five can be used with students who are ready to segment individual sounds within spoken and written VC and CVC words. Note that there may be a few words in that final five that include letters and sounds that have not yet been introduced.

vulture	snake	cave	Sam
vase	sun	glass	sap
van	sock	love	sat
violin	star	save	vat
vest	swim	class	van



### Cycle-at-a-Glance

**Lesson 26**

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

**Agenda**

**1. Opening (5 minutes)**

A. Poem Launch: “Victor the Sleepy Vulture”

**2. Work Time (10–15 minutes)**

- A. Getting to Know Letters (Part 1): “v” and “s”
- B. Letter-Sound Chant: “v” and “s”

**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 show letter-sound correspondence for “v” and “s.”

**Ongoing Assessment**

- Observe students during the Opening. Determine whether they demonstrate one-to-one correspondence with words.
- Observe students during Work Time. Determine whether they can say the sounds for each letter correctly. Refer to Articulatory Gestures chart as needed.
- Record students’ progress on the Snapshot Assessment.

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

- A. Poem Letter Search: “v” and “s”
- B. Letter-Sound Chant: “v” and “s”

**2. Work Time (10–15 minutes)**

- A. Getting to Know Letters (Part 2): “v” and “s”

**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 search for letters in a familiar text (poem): “v,” “s,” and “t.” (RF.K.1)
- I can identify the name and sound for the letters “v” and “s.” (RF.K.3)
- I can follow directions for writing letters “v” and “s.” (L.K.1)

**Ongoing Assessment**

- Observe students during the Opening. Determine whether they can identify the letters “v” and “s” 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.

Lesson 28

**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
2. **Work Time (10–15 minutes)**
  - A. Clues to the Mystery Word
  - B. Mystery Word: “he”
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 “v” and “s.”
- I can search in a text (poem) and find a word with one letter in it.
- I can use clues from the text (poem) to identify a mystery word.

**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.
  - Also determine whether they demonstrate one-to-one correspondence with words.
- Record students’ progress on the Snapshot Assessment.

Lesson 29

**RF.K.2, RF.K.2b, RF.K.3, RF.K.3a, RF.K.3b**

**Agenda**

1. **Opening (5 minutes)**
  - A. Letter-Sound Chant: “a,” “t,” “h,” “p,” “c,” “n,” “m,” “r,” “s,” and “v”
2. **Work Time (10–15 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 identify the name and sound for the letters “a,” “t,” “h,” “p,” “c,” “n,” “m,” “r,” “s,” and “v.” (RF.K.3)
- I can feel and count the syllables (beats) in the words of a poem. (RF.K.2)

**Ongoing Assessment**

- 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 them, and segment them.
- Record students' progress on the Snapshot Assessment.

## RF.K.2, RF.K.2a, RF.K.3, RF.K.3a, RF.K.3b

### Agenda

1. **Opening (5 minutes)**
  - A. Letter-Sound Chant: “a,” “t,” “h,” “p,” “c,” “n,” “m,” “r,” “v,” and “s”
2. **Work Time (10 minutes)**
  - A. Rhyme Time
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 “a,” “t,” “h,” “p,” “c,” “n,” “m,” “r,” “v,” and “s.” (RF.K.3)
- I can identify and produce words that rhyme. (RF.K.2)

### Ongoing Assessment

- Observe students during Work Time A.
  - Determine whether they can identify the rhyming words in lines of the poem.
  - Also determine whether they can produce a new rhyming word when provided a new initial sound.
- Record students' progress on the Snapshot Assessment.

## Lesson 26 Teaching Notes

### Purpose of lesson and alignment to standards:

- Opening A, Poem Launch, introduces the poem used in the five lessons of this cycle, each time for a different purpose. The poem uses the 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). 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 throughout the week 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 the student 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, Getting to Know Letters (Part 1) begins with a reveal of two letters from this cycle: “v” and “s.” 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.

- The Letter-Sound Chant is continued with letters “v” and “s.” This ongoing routine reinforces taught grapheme (letter) and phoneme (sound) connections and keywords. It also connects the keyword and phoneme in students’ memories to support quick recall of phoneme for decoding and encoding (RF.K.1d, RF.K.3a).
- Every letter of the alphabet has an associated story (see Reading Foundations Skills Block Overview for details; the actual stories can be found in the Learning Letters Book). Given time constraints, only the stories of the vowels and digraphs are addressed in relevant whole group lessons. If time allows, consider reading the actual Letter Stories: “v” and “s.” Or consider reading them during another portion of the day (such as differentiated small group instruction or as a separate read-aloud). The use of story could be particularly powerful for students with little to no alphabetic knowledge, providing a meaningful association to a letter’s sound, name, and formation (see Reading Foundations Skills Block Overview for more information). Once the students have “gotten to know” each letter, they (with support) generate new words that represent the phoneme (sound) in the beginning or end of the word (RF.K.1d, RF.K.3a).

### How it builds on previous work:

- During Cycle 1, students learned how to follow along with a shared text. Students continue this throughout the module with each cycle poem.
- During Cycles 1, 2, 3, and 4, students learned the letters “a,” “t,” “h,” “p,” “c,” “n,” “m,” and “r.” Review of these graphemes and phonemes is woven through the Cycle 5 poem and Letter-Sound Chant.

### Down the road:

- In the Closing, students reflect on their daily progress toward becoming proficient readers. Throughout the module, guide students toward more specific responses (example: “I practiced making the sound for ‘s,’ which is /s/”). Consider asking students to name how they are building habits of character (examples: persevering, listening to a partner).

## Lesson 27 Teaching Notes

### Purpose of lesson and alignment to standards:

- In Opening A, students revisit the Cycle 4 poem: “Victor the Sleepy Vulture” for a different purpose: searching for letters. Students each need a copy of the poem, either in a personal poetry notebook or a loose copy in a sleeve, to follow along and circle the letters. If materials management is a concern at this point in the year, consider working up to using paper and writing utensils. Or, for now, students could possibly just circle the letters using their finger rather than using an actual writing utensil (RF.K.1d).
- During Work Time A, the Getting to Know Letters (Part 2) instructional practice builds on Part 1, in which students “met” the sound and name of “v” and “s” and keywords associated with each letter (“vulture” and “snake,” respectively). Today, they continue working with the same two letters, now getting to know the shape and formation of each, practicing first with their bodies and then on paper. If materials management is a concern at this point in the year, consider working up to using paper and writing utensils, possibly asking students to skywrite and write with their finger on their hand and/or on a partner’s back (L.K.1a).

- It can take some time for students to sort out when to use the lowercase version of a letter and when to use the uppercase version. When introducing letter formation for lowercase “a” explain that this is the “a” that is most often used in reading and writing. When introducing the formation of the uppercase “A,” put it into the context of a name. Example: “Now we will write uppercase ‘A,’ like at the beginning of the names ‘Anthony,’ ‘Ariel,’” etc. It is ideal to use the name of a familiar student or character whenever possible; this makes the function of uppercase letters to indicate proper names more direct and meaningful.

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

- During Cycles 1–4, students learned the letters “a,” “t,” “h,” “p,” “c,” “n,” “m,” and “r.” Review of these graphemes and phonemes is woven through the Cycle 5 poem and Letter-Sound Chant. Along with the newly introduced graphemes, students will also search for these letters during the Poem Letter Search.
- In Lesson 26, students learned the keywords for letters “v” and “s” in the Letter-Sound Chant.

#### **Down the road:**

- In the Closing, students reflect on their daily progress toward becoming proficient readers. Throughout the module, guide students toward more specific responses (example: “I practiced thinking about how to make two humps when I write the letter ‘m’”). Consider asking students to name how they are building habits of character (examples: persevering, listening to a partner).

## **Lesson 28 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 /v/ and /s/. 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: “Victor the Sleepy Vulture” 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:**

- During Cycle 1, students learned how to follow along with a shared text. Students continue this throughout the module with each cycle poem.
- During Cycles 1–4, students learned the letters “a,” “t,” “h,” “p,” “c,” “n,” “m,” and “r.” Review of these graphemes and phonemes is woven through the Cycle 5 poem.

### 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 that ‘v’ and ‘s’ make in words”). Consider asking students to name how they are building habits of character (examples: persevering, listening to a partner).

## Lesson 29 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 /v/ and /s/. 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: “Victor the Sleepy Vulture” 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:

- During Cycle 1, students learned how to follow along with a shared text. Students continue this throughout the module with each cycle poem.
- During Cycles 1–4, students learned the letters “a,” “t,” “h,” “p,” “c,” “n,” “m,” and “r.” Review of these graphemes and phonemes is woven through the Cycle 5 poem.

### 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 that ‘v’ and ‘s’ make in words”). Consider asking students to name how they are building habits of character (examples: persevering, listening to a partner).

## Lesson 30 Teaching Notes

### Purpose of lesson and alignment to standards:

- During Work Time A, students continue to use the poem, now focusing on identifying rhyming words. They begin with a game that provides an introduction to the concept of rhyming and then revisit the poem, listening for words that rhyme (have the same ending sound). 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 group words together according to larger sound units. Rhyme Time guides students to analyze sounds in spoken words (RF.K.2a).

#### How it builds on previous work:

- During Cycles 1, 2, 3, and 4, students learned the letters “a,” “t,” “h,” “p,” “c,” “n,” “m,” “r,” “v,” and “s.” Review of these graphemes and phonemes is woven through the Cycle 5 poem and 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 ‘h’ from the head line and go straight down. I think that’s important because it’s easier to pull the pencil down than it is to push it up”). 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: “v” and “s” (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: “v” and “s” (one of each for teacher to display)
- Articulatory Gestures chart (to post)
- Snapshot Assessments (optional; one per student)
- Enlarged poem: “Victor the Sleepy Vulture” (to display)
- Poem: “Victor the Sleepy Vulture” (one per student)
- 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
- “v” and “s” handwriting papers (one per student)
- 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)
- 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)