

**Grade K:** Module 3: Cycle 15

# Overview

## Phonemes Introduced in This Cycle

Short-vowel CVC words, focusing on “u” (/u/) and comparing with “a” (/a/) and “i” (/i/)

## High-Frequency Words

“was,” “his”

## Cycle Word List

In Modules 3 and 4, kindergarteners work on phonemic segmentation and blending and are introduced to decoding and encoding VC and CVC words.

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

rub	gum	nut	mat
mud	fun	up	sit
bug	sun	cup	hid
mug	but	nap	



## Cycle-at-a-Glance

### Lesson 76

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

### Agenda

1. **Opening (3–5 minutes)**
  - A. Engagement Text Read-aloud: “The Milkshake”
2. **Work Time (10 minutes)**
  - A. Comprehension Conversation (optional)
  - B. Decodable Reader: Partner Search and Read
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 retell events from the story “The Milkshake.”
- Using evidence from the text, I can answer questions about the story “The Milkshake.”
- I can read the decodable text “The Milkshake.” (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.

### RF.K.1, RF.K.1d, RF.K.2, RF.K.2d, RF.K.3, RF.K.3a, RF.K.3b

#### Agenda

1. **Opening (5 minutes)**
  - A. Letter-Sound Chant
2. **Work Time (10–15 minutes)**
  - A. 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 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.

### 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

1. **Opening (5 minutes)**
  - A. Poem Launch: “Fun in the Sun”
2. **Work Time (10–15 minutes)**
  - A. Clues to the Mystery Words
  - B. Mystery Words: “was,” “his”

**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 two 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 79**

**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. (RF.K.1)
- I can create a new rhyming word by changing the first sound. (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. Feel the Beats
- B. Say a New Word: Phoneme Substitution

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

- A. Chaining: “sun,” “run,” “fun,” “bun,” “bug,” “mug,” “mup,” “up,” “nup,” “nip,” “sip,” “rip”

**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/, /u/, /p/, /s/, /n/, /g/, /r/, /t/, /f/, and /i/.

**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 /u/ phoneme (sound).
- Record students’ progress on the Snapshot Assessment.

**Lesson 76 Teaching Notes****Purpose of lesson and alignment to standards:**

- In Opening A, students use the Engagement Text. This text serves to pique students’ interest about the Decodable Reader, introduced in Work Time B, by incorporating the topic and using words made up of taught graphemes and phonemes into an engaging read-aloud.
- In Work Time A, students answer 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 are introduced to the Decodable Reader: “The Milkshake.” 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 “The Milkshake.” 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 77 Teaching Notes

### Purpose of lesson and alignment to standards:

- This and the remaining lessons in Cycle 15 work with the vowel phoneme /u/ and its grapheme “u” while revisiting /a/ (“a”) and /i/ (“i”) from Cycles 13 and 14, respectively.
- 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 /u/ and then revisiting /i/. 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 “blending” by drawing both hands in and joining them in front of you.

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

- For the first few cycles (Cycles 12 and 13), 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 Module 3 and into Module 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 78 Teaching Notes**

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

- The Opening Poem Launch introduces the poem “Fun in the Sun.” It uses the vowel phoneme /u/, which is the focus of this cycle. In addition, it uses some words with/a/ and /i/ (the focus of Cycles 13 and 14, respectively). 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 to search for two “mystery” high-frequency words. Students are given clues about the number of letters and a common sound in the words and then search for words with the same number of letters and that common

sound, encouraging student inquiry. They also listen for the words as the teacher reads the poem, clapping when they hear them. 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 listening for the difference between the /u/ and /i/ sounds. That will help me know which sound to make when I’m reading a word”). Consider asking students to name how they are building habits of character (examples: persevering, listening to a partner).

## Lesson 79 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, Interactive Sentence Building, students use their understanding of rhyme to identify the missing words in a poem. In prior cycles, students were provided written words from which to choose. Now they take the level of analysis further by determining the appropriate word and working together to encode (spell it). This requires students to apply their growing knowledge of graphophonemic (letter-sound) connections. The relationship between decoding and encoding is reciprocal; they each support the development of the other.

### How it builds on previous work:

- Review of the graphemes and phonemes taught in Cycles 1–14 are woven through the Cycle 15 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 80 Teaching Notes

### Purpose of lesson and alignment to standards:

- This lesson continues two new instructional practices introduced in Cycle 13: Chaining and Say a New Word. Continue to begin 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 will no longer serve as a Work Time activity but now as an Opening, or warm-up. This practice continues to build familiarity with identifying, segmenting, and blending syllables in words (RF.K.2b). It also provides familiar words for Opening B, Say a New Word. In this practice, students manipulate individual phonemes (sounds) in a spoken word to produce a new word (RF.K.2e). This supports the decoding that takes place in the Work Time A Chaining practice.
- In Work Time A, students continue the important shift toward more complex graphophonemic (letter-sound) connections in kindergarten that began with the introduction of the Chaining instructional practice in Cycle 13. 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 a 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, syllables, and onset and rime). In the Chaining lessons in Cycles 13 and 14, 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 with “a” (/a/) and “i” (/i/) respectively. In this Chaining lesson, students encode and decode CVC words with “u” (/u/).

### 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, (/u/).

- 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 (example: persevering, listening to a partner) may contribute to becoming proficient readers and writers.

### Preparation and Materials

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- Enlarged Decodable Reader: "The Milkshake" (one to display)
- Engagement Text: "The Milkshake" (one for teacher use)
- Decodable Reader: "The Milkshake" (one per student)
- Highlighter, highlighting tape, or Wikki Stix (for teacher use)
- Highlighters (optional; one per student or pair)
- Enlarged poem: "Fun in the Sun" (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: "Fun in the Sun" (one per student in poetry notebooks or individual copy)
- Large pointer (optional; for teacher to point to words in poem as the class recites)
- Enlarged Interactive poem: "A Bug" (each line written on a sentence strip, with one word missing from some lines; see Lesson 79)
- Rhyming Picture Cards
- Marker
- Articulatory Gestures chart
- 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)
- Whiteboards, whiteboard markers, and whiteboard 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)