

**Grade K:** Module 3: Cycle 17

# Overview

## Phonemes Introduced in This Cycle

CVC words with /e/

## High-Frequency Words

“be,” “by”

## 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 provides examples of words that contain the patterns from this cycle.

bed	leg	pen	net
led	den	get	pet
red	hen	let	wet
beg	men	met	



## Cycle-at-a-Glance

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

### Agenda

1. **Opening (3–5 minutes)**
  - A. Engagement Text Read-aloud: “The Mop Is a Dog!”
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 Mop Is a Dog!”
- Using evidence from the text, I can answer questions about the story “The Mop Is a Dog!”
- I can read the decodable text “The Mop Is a Dog!” (RF.K.1, 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: “I Can Be Anything”
2. **Work Time (10–15 minutes)**
  - A. Clues to the Mystery Words
  - B. Mystery Words: “be,” “by”

**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 89**

**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 Segmentation

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

- A. Chaining: “hen,” “ten,” “pen,” “pet,” “get,” “bet,” “beg”

**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) /e/, /t/, /p/, /n/, /g/, and /b/.

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

**Lesson 86 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 words from this cycle 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 Mop Is a Dog!” 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 /i/ for /e/”), 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 those words are used in the decodable text “The Mop Is a Dog!” Students also apply segmenting and blending skills (as learned in the Phoneme Building and Segmentation and Chaining instructional practices) to decoding 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 practiced making the sounds for letters that I know, and that will help me be a better reader”). Consider asking students to name how they are building habits of character (examples: persevering, listening to partner).

## **Lesson 87 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. 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 sequence) 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). The thumb-tapping technique allows students to make a kinesthetic connection to the letter sounds.
- This lesson focuses on CVC words with the /e/ sound while giving students the opportunity to contrast this vowel sound with other familiar vowels sounds (/a/, /i/, /o/, and /u/) in Work Time A.

#### **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. In later cycles, it moves to include phoneme blending.
- 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”). Consider asking students to name how they are building habits of character (examples: persevering, listening to a partner).

## **Lesson 88 Teaching Notes**

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

- Opening A, Poem Launch, introduces the poem used in this lesson. The poem includes words with the vowel phoneme /e/, in keeping with 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 to search 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 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 looked at the letters I know in a word, and that helped 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 89 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.

### How it builds on previous work:

- Review of the graphemes and phonemes taught in previous cycles are woven through the Cycle 17 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 90 Teaching Notes****Purpose of lesson and alignment to standards:**

- This lesson contains two familiar instructional practices, with a focus on the phoneme /e/: Chaining and Say a New Word. Continue to familiarize students with them with a song and support students as they continue to become proficient with the practice.
- 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.
- Work Time A continues the Chaining instructional practice, supporting students as they encode and decode single-syllable CVC words with short vowel sounds. 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.
- 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 encode and decode CVC words. This lesson focuses on CVC words with the phoneme /e/ and grapheme “e.”

**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: “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: “The Mop Is a Dog!” (one to display)
- Engagement Text: “The Mop Is a Dog!” (one for teacher use)
- Highlighter, highlighting tape, or Wikki Stix (for teacher use)
- Decodable Reader: “The Mop Is a Dog!” (one per student)
- Enlarged poem: “I Can Be Anything” (or handwritten on chart paper to display)
- Poem: “I Can Be Anything” (one per student in poetry notebooks or individual copy)
- 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
- Enlarged poem: “Jumping on the Bed!” (or handwritten on chart paper to display)
- Interactive poem: “Jumping on the Bed!” (each line written on a sentence strip or on chart paper, with one word missing from some lines)
- Rhyming Picture Cards
- Marker
- Articulatory Gestures Chart
- 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)
- Whiteboards, whiteboard markers, and whiteboard 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)