

Grade K: Module 4: Cycle 23

Overview

Phonemes Introduced in This Cycle

Long vowel phonemes /ā/ and /ī/

High-Frequency Words

“what,” “when,” “then”

Cycle Word List

In Modules 3 and 4, Kindergartners work on phonemic segmentation and blending and are introduced to decoding and encoding VC and CVC words, as well as words with digraphs. This cycle continues to review patterns introduced in prior cycles (short vowels) and introduces the long sound of the letters ‘a’ and ‘i.’

The following list provides examples of words with patterns from this cycle. Note that the last five words include four phonemes (initial consonant blends). Students who are ready to segment individual sounds within spoken and written words with four phonemes can use words from this list (or similar).

dash	not	Kate	snake
set	chop	make	grape
pin	shut	bake	plane
yip	rub	like	smile
hit	thud	hike	glide



Cycle-at-a-Glance

Lesson 116

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: “Time to Bake”

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 “Time to Bake.”
- Using evidence from the text, I can answer questions about the story “Time to Bake.” (optional)
- I can read the decodable text “Time to Bake.” (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.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: “The Busy Sun”

2. Work Time (10–15 minutes)

- A. Clues to the Mystery Words
- B. Mystery Words: “what,” “when,” “then”

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 read mystery words “what,” “when,” and “then” in text. (RF.K.3)

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 118

RF.K.2, RF.K.2d, RF.K.3, RF.K.3b, L.K.2, L.K.2c, L.K.2d

Agenda

1. Opening (5 minutes)

A. Song: “The Vowels Have Something Important to Say”

2. Work Time (10–15 minutes)

A. Interactive Writing

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 long vowel sounds in words in the song “The Vowels Have Something Important to Say.” I can say the beginning, middle, and end phonemes (sounds) in a CVCe word. (RF.K.2)
- I can use what I know about letters and their sounds to spell simple words. (L.K.2) I can identify the long sounds /ā/ and /ī/ in words with common vowel graphemes.

Ongoing Assessment

- Observe students during Opening A. Determine whether they can isolate initial, middle, and final sounds in each CVC word.
- Observe students during Opening A and Work Time A. Determine whether they can recall the correct letter based on its sound.
- Observe students during Work Time A. Determine whether they can spell words correctly using knowledge of high-frequency words and/or letter-sound correspondence.
- Record students’ progress on the Snapshot Assessment.

Lesson 119

RF.K.2, RF.K.2d, RF.K.2e, RF.K.3, RF.K.3a, RF.K.3b, RF.K.3d

Agenda

1. Opening (5 minutes)

A. Phonemic Blending and Segmentation: Phoneme Substitution

2. Work Time (10 minutes)

A. Chaining: “lake,” “make,” “bake,” “bike,” “like,” “hike”

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 initial, final, and middle sounds in CVC words. (RF.K.2d)
- I can read and spell CVCe words with the phonemes (sounds) /ā/, /k/, /b/, /m/, /l/, /i/, and /h/.

Ongoing Assessment

- Observe students during Opening A. Determine whether they can hear and produce the initial, final, and middle phonemes in CVC and CVCe words.
- Observe students during Work Time A. Determine whether they can read and spell CVCe words.
- Record students' progress on the Snapshot Assessment.

RF.K.2, RF.K.2d, RF.K.3, RF.K.3a, RF.K.3b, RF.K.3c, L.K.2, L.K.2c, L.K.2d

Agenda**1. Opening (10 minutes)**

A. Spelling to Complement Reading

2. Work Time (10–15 minutes)

A. Extended Differentiated Small Group Instruction: Cycle 23 Assessment

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 write the letters for each sound I hear in CVC words. (L.K.2)
- I can spell VC and CVC words from Cycle 23. (L.K.2)
- I can read VC, CVC, and high-frequency words. (RF.K.3)

Ongoing Assessment

- Cycle 23 Assessment

Lesson 116 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: "Time to Bake." This short text incorporates high-frequency words introduced in previous Mystery Word lessons. The decodable text provides an opportunity to practice 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. "Time to Bake" is the first and

only example of a poem as an Engagement Text and Decodable Reader. The text includes similarly spelled words such as “jib” and “jab”; consider calling this out to students and encouraging them to notice what part of the word differs.

- 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 previous modules, students have learned high-frequency words during the Mystery Word instructional practice. Some of those words (“and,” “a,” “the,” “then,” “is”) are used in the decodable text “Time to Bake.” Students also apply segmenting and blending skills (as learned in the Phoneme Building and Segmentation and Chaining instructional practices) to decode words in this text.

Down the road:

- In the Closing, students reflect on their daily progress toward becoming more 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 117 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 for this cycle (“what,” “when,” and “then”) (RF.K.3). The poem also includes words with long vowel sounds, which are explored in the remaining lessons in this cycle. 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.
- 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 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 (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: “High-frequency words are words that readers and writers use a lot. When I look, I see them a lot and practice reading them so I can get them into my memory”). Consider asking students to name how they are building habits of character (examples: persevering, listening to a partner).

Lesson 118 Teaching Notes

Purpose of lesson and alignment to standards:

- Throughout the Kindergarten curriculum, students have worked with the short sound made by the vowels. This cycle formally introduces students to the knowledge that each vowel makes two sounds. During Opening A, students learn a song: “The Vowels Have Something Important to Say.” This song communicates, in a playful way, the fact that vowels produce sounds that match their names, and it provides examples of words that contain those sounds. Students then listen to a spoken word in the song and use their knowledge of phoneme segmentation to isolate and name the vowel sound it contains (RF.K.2). This song will be used again in Lesson 123. Consider using it during other parts of the day as well (example: when lining up or cleaning up). Singing the song helps reinforce the long vowel sounds.
- During Work Time A, students apply their growing knowledge of letter-sound connections to writing words by working on a shared sentence (L.K.2). Students apply their knowledge of high-frequency words and letter-sound knowledge to spell familiar words. This also provides another opportunity to practice correct letter formation, as well as apply rules of punctuation. The relationship between decoding and spelling (encoding) regularly spelled words is complementary; the two processes support and strengthen each other.
- During Work Time A, students discover long vowel spelling patterns for “a” and “i.” Specific attention is given to contrasting the long vowel sounds (/ā/ and /ī/) with the familiar short vowel sounds (/a/ and /i/). This is an introduction to long vowels within a familiar instructional practice and supports the continuing development of strong graphophonemic connections.

How it builds on previous work:

- Throughout the modules, students have been developing the knowledge that vowels play an important role in words. They have met and worked with the short vowel sounds. In Cycle 18, students were introduced to poems and a song (“When Vowels Come Marching Home”) that reiterated their importance. In this cycle, students learn a song that reveals a “secret” about the vowels; each one has another sound, different from the short sound, and this “new” sound is the sound made by its name.
- Review of the graphemes and phonemes taught in previous cycles are woven through the words and sentences chosen in Cycle 23.

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 learned that the letter a can make two different sounds: /a/ and /ā/. When I try to think of a rhyming word, I listen to the ending sound I hear”). Consider asking students to name how they are building habits of character (examples: persevering, listening to a partner).

Lesson 119 Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A, students segment, substitute, 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. While previous lessons have used spoken words with short vowel sounds, this lesson uses spoken words with long vowel sounds.
- 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).
- Work Time A continues a familiar instructional practice: Chaining, which focuses on more complex graphophonemic (sound-to-letter) connections in Kindergarten. Students begin by identifying each phoneme they hear in a spoken CVCe word (RF.K.2d) and connect each of those sounds to the letter (grapheme) that matches it, revisiting the idea that the addition of the letter “e” “magically” makes the vowel say its name as opposed to the sound they’ve been used to hearing it make throughout the cycles in Modules 3 and 4 (the short sound) (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.

How it builds on previous work:

- During previous modules, students learned letter identification (names, shapes, and sounds of the letters) and phonological awareness (including rhyme, alliteration, syllables, and onset and rime) while working with CVC words. In this lesson, they apply this knowledge together with their growing phonemic awareness (isolating, identifying, and segmenting sounds begun in Module 3) to discovery of CVCe words.

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: “To make the vowel say its name, you can put an ‘e’ at the end of a CVC word. I can change ‘can’ to ‘cane’ by adding the letter ‘e’”). Consider asking students to name how habits of character (examples: persevering, listening to a partner) may contribute to becoming proficient readers and writers.

Lesson 120 Teaching Notes

Purpose of lesson and alignment to standards:

- During Opening A, students work through a series of scaffolded steps designed to successfully spell single-syllable CVC words. They first isolate and identify the individual phonemes (sounds) in the spoken word (RF.K.2d). Students then apply their growing knowledge of letter-sound connections to identify the grapheme (letter) that matches each individual phoneme (sound) (RF.K.3a, RF.K.3b). Finally, they use that information to encode (spell) the word (L.K.2c, L.K.2d). The relationship between encoding (spelling) and decoding (reading) is reciprocal; each supports the development of the other.
- During Work Time A, students are introduced to an end-of-cycle assessment. This assessment has them decode (read) and encode (spell) words using the graphemes and phonemes worked with in Cycle 23. The assessment of decoding and encoding occurs in differentiated small groups and provides data on student progress on targets from Cycle 23.
- The word “segment” is used in this lesson. When using the thumb-tapping technique, consider reminding students that each time they tap, they are segmenting each sound, introducing this term for breaking the word into each separate sound.

How it builds on previous work:

- In previous modules, students learned the Letter-Sound Chant and learned the thumb-tapping technique to segment and blend words. Students learned how to represent each individual sound (in order) that they hear in words. Review of these letter-sound connections continues within the Spelling to Complement Reading instructional practice.

Preparation and Materials

- Enlarged Decodable Reader “Time to Bake” (or handwritten on chart paper to display)
- Engagement Text: “Time to Bake” (one for teacher use)
- Highlighter, highlighting tape, or Wikki Stix® (for teacher use)
- Decodable Reader: “Time to Bake” (one per student)
- Enlarged poem: “The Busy Sun” (or handwritten on chart paper to display)
- Large pointer (optional; for teacher to point to words in poem as the class recites)
- 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

Reading Foundations Skills Block

- Poem: “The Busy Sun” (one per student)
- Enlarged song: “The Vowels Have Something Important to Say” (or handwritten on chart paper to display)
- Whiteboards, whiteboard markers, and whiteboard erasers (optional; one per student)
- Articulatory Gestures chart
- Letter Formation chart
- Enlarged picture of sun over a lake from the poem: “A Busy Sun” (one for teacher use; from Lesson 117)
- Hand mirrors (optional; one per student or pair to see mouth movements)
- 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)
- Snapshot Assessments (optional; one per student)
- Cycle 23 Assessment
- Comprehension Conversation questions (if different from suggested questions)
- Materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher in each lesson)