



## Daily and Supporting Learning Targets

- Opening A: I can write the letters for each sound I hear in CVC words. (L.K.2)
  - I can write the letter or letters for most of the consonants I hear.
  - I can write the letter or letters for most of the short vowel sounds I hear.
- Work Time A: I can spell VC and CVC words. (L.K.2) I can read VC, CVC, and high-frequency words. (RF.K.3)
  - I can map graphemes (letters) and phonemes (sounds) for vowels in words I see or read.
  - I can map graphemes (letters) and phonemes (sounds) for consonants in words I see or read.
  - I can recognize and read many high-frequency words by sight.
  - I can write the letter or letters for most of the consonant sounds I hear.
  - I can write the letter or letters for most of the short vowel sounds I hear.
  - I can use what I know about letters and their sounds to spell simple words.

## Ongoing Assessment

- Cycle 25 Assessment

### Agenda

1. **Opening (10 minutes)**
  - A. Spelling to Complement Reading
2. **Work Time (45 minutes)**
  - A. Extended Differentiated Small Group Instruction: Cycle 25 Assessment
3. **Closing and Assessment (2–5 minutes)**
  - A. Reflecting on Learning

## Teaching Notes

### In advance:

- Prepare the Cycle 25 Assessment.

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- decode, encode, segment (L)

## Materials

- ✓ 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)
- ✓ Whiteboard markers (one per student)

- ✓ Whiteboard erasers (or tissues, socks, etc.; one per student)
- ✓ Cycle 25 Assessment (one per student)
- ✓ Letter Formation chart

## Opening

### A. Spelling to Complement Reading

- Suggested transition song, sung to the tune of “The More We Get Together”:
 

*“Now it’s time to listen, to listen, to listen. Now it’s time to listen for each sound in some words. We hear sounds to spell words, and then we can read words. It’s time to say some words now and segment each sound.”*
- Words to use: **“bird,” “sort,” “harp,” “her,” “curb.”**
- Begin Spelling to Complement Reading instructional practice:
  1. Teacher pronounces the first word for students: “bird.”
  2. Students repeat: “bird.”
  3. Teacher models stretching out the word while counting each phoneme (sound), using the thumb-tapping technique (spread index, middle, and ring fingers, touching each with the thumb for each phoneme, beginning with the index finger; run the thumb under all three fingers to blend together).
  4. Students stretch out the word, counting each phoneme using the thumb-tapping technique.
  5. Using the **sound board**, teacher says the word again and pronounces each phoneme separately while writing the letters in the appropriate box for each phoneme.
  6. Teacher writes the r-controlled vowel in the middle box, emphasizing the idea that the vowel and the letter “r” are in the same box because they make a special sound together.
  7. Teacher runs his or her finger under each box and blends the sounds to pronounce the word.
  8. Teacher distributes **sound boards, whiteboard markers, and whiteboard erasers.**
  9. Teacher says the second word, using the thumb-tapping technique and pronouncing each phoneme separately: “sort.”
  10. Students say the word and pronounce each phoneme separately using the thumb-tapping technique.
  11. Students print a letter in each box of the sound board for each phoneme in the word.
  12. Teacher invites students to run a finger under the boxes to blend the sounds and pronounce the word.
  13. Teacher invites the students to identify the vowel and its sound in the word.
  14. Teacher invites students to turn to an elbow partner to discuss the role of the “r” after the “e.”
  15. Students erase the word.
  16. Repeat steps 9–15 with the remaining words.

### Meeting Students' Needs

- Remind students of the sounds for each letter and refer to the Articulatory Gestures chart as needed.
- The fine motor skills required for tapping finger to thumb might be challenging for some young children. If so, consider using the arm to tap: Extend the left arm and use the right hand to tap the first sound at the shoulder, the middle sound at the elbow, and the final sound at the wrist.
- Alternatively, students who need help with the dexterity needed for the thumb task may also tap the thumb on the opposite hand.
- Consider reminding students that r-controlled vowels only get one tap when tapping out words.
- Encourage proper letter formation by reminding students to begin letter formation at the top of the sound box. Consider referring to the Letter Formation chart or modeling by skywriting as needed.

## Work Time

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### A. Extended Differentiated Small Group Instruction: Cycle 25 Assessment

- Suggested cycle assessment and goal setting transition song, sung to the tune of “The More We Get Together”:  
*“It’s time to spell and decode to show what we’re learning. It’s time to spell and decode to show what we’ve learned.”*
- Teacher helps students transition to their differentiated small groups, letting them know they will complete the **Cycle 25 Assessment** during their rotations.

## Closing and Assessment

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### A. Reflecting on Learning

- Emphasize that successful learners think about what they’ve learned and why it’s important. Consider using a metaphor, such as a baseball player learning to keep his or her eye on the ball to know exactly when to hit it.
- Ask:  
*“What did we do today to spell words?” (We listened for each sound and then wrote the letter that matched the sound.)*  
*“How will that help us with writing?” (Responses will vary.)*

### Meeting Students' Needs

- Consider beginning a conversation about the relationship between reading and spelling by asking:  
*“How might figuring out how to spell a word help us learn to read words?”*

## Differentiated Small Groups: Work with Teacher

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*Suggested Plan: Teacher meets with each group to administer the cycle assessment. If time allows, teacher scores the assessment and meets with individuals to discuss the results, facilitating a goal-setting conversation. If time is a concern, teacher may only meet with one or two groups per cycle for goal setting.*

*Note: Groups not working with the teacher at a given time should be engaged in purposeful independent rotation work. Refer to the Independent and Small Group Work guidance document (see K–2 Skills Resource Manual) for more details.*

### **Pre-Alphabetic:**

- Assessment:
  - Use the Pre-Alphabetic phase blank Assessment Planning template (see supporting materials) to create an assessment focused on the letters and sounds appropriate for individuals or the group.

### **Partial Alphabetic:**

- Assessment:
  - Administer Cycle 25 Assessment.

### **Full and Consolidated Alphabetic:**

- Assessment:
  - Administer Cycle 25 Assessment.