



**Kindergarten:** Part 1

Reading Foundational  
Skills Block  
Whole Group Teacher  
Guide and Supporting  
Materials

## **EL Education Language Arts Curriculum**

**Reading Foundational Skills Block: Kindergarten: Whole Group Teacher Guide and Supporting Materials, Part 1**

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# About EL Education

**"There is more in us than we know. If we can be made to see it, perhaps, for the rest of our lives, we will be unwilling to settle for less." — Kurt Hahn**

EL Education is a national nonprofit partnering with K–12 educators to transform public schools and districts into hubs of opportunity for all students to develop socially, emotionally, and academically, and become active contributors to a better world. EL Education is guided by a vision of education equity—embracing the genius in every child—and by a reimaged definition of student achievement. EL Education offers research-proven resources and practices, including the acclaimed EL Education K–8 Language Arts Curriculum, Core Practices, and aligned professional learning. EL Education was founded in 1991 and currently serves thousands of students in communities across the country.

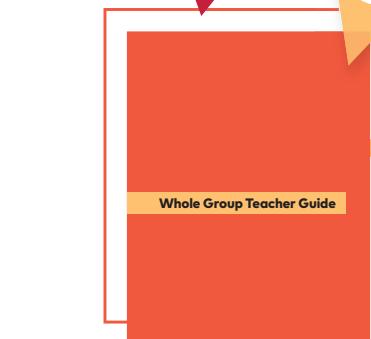
Created by teachers for teachers, the EL Education K–8 Language Arts Curriculum is a standards-aligned, research-based, comprehensive core language arts program that engages students through complex texts, real-world concepts, and culturally affirming content. It is validated by rigorous third-party research showing excellent equitable outcomes for students from diverse backgrounds.

Learn more at <http://www.eleducation.org/>.

# SKILLS BLOCK MATERIALS MAP

**GO HERE TO LEARN HOW TO USE SKILLS BLOCK.**

YOU ARE  
HERE



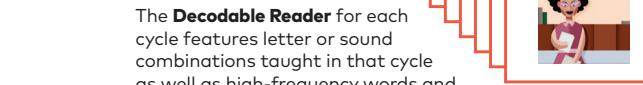
The **Whole Group Teacher Guide and Supporting Materials** books contain grade-level lessons along with guidance for classroom implementation and using other resources. Use the Whole Group books to guide you through Skills Block.

**2 Teacher Guides per grade:  
Part 1 and Part 2**



Differentiated small group instruction is supported by the **Small Group Guide**. This book offers Cycle Assessments, guidance for daily instruction, and Decodable Readers, which help students work on encoding and decoding and other skills they need to practice.

**1 Teacher Guide per microphase**



The **Decodable Reader** for each cycle features letter or sound combinations taught in that cycle as well as high-frequency words and comprehension questions. Decodable Readers are used during small group time to help students learn to decode words and become fluent readers.

**1 Decodable Reader per cycle**



**How to set up your classroom for Skills Block:** find tips for materials prep and classroom organization at <https://eled.org/skills-class-set-up>.

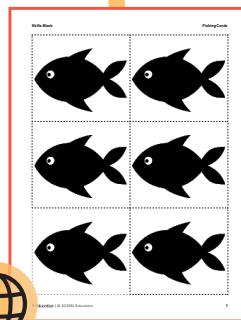


The **K-2 Skills Block Tool Kit** contains key resources used across all grades of Skills Block, including benchmark assessments, keyword letter cards, letter formation pages, anchor charts, and common lesson materials, such as T-charts, word stars, and sound and syllable boxes.

Online access:

- High-Frequency Word Cards <https://eled.org/hfw-cards>
- Phonogram Cards <https://eled.org/phonogram-cards>

**1 Tool Kit book**



When not with the teacher during small group time, students rotate through **Independent Student Activities** where they play games and practice skills. Guidance and differentiated materials for these rotations (Accountable Independent Reading, High-Frequency Words, and Word Work) can be found online at <https://eled.org/skills-independent-student-activities>.

# Implementing Skills Block: Introduction

EL Education believes in equity for all children. All children deserve schools that foster their unique abilities, give them the opportunity to achieve high academic standards, and prepare them to be active members of the community and the world. The Reading Foundational Skills Block provides students with the key foundational skills they need to decode and encode letters, sounds, and words so they can become proficient and engaged readers.

The 1 hour of Skills Block—whole group instruction and small group differentiated instruction along with independent student activities—complements the 1 hour of content-based literacy instruction in the Module Lessons and the play-based companion block Labs. These three blocks of K–2 language arts instruction work together to accelerate the achievement of primary learners. This introduction explains the why, what, and how of Skills Block.

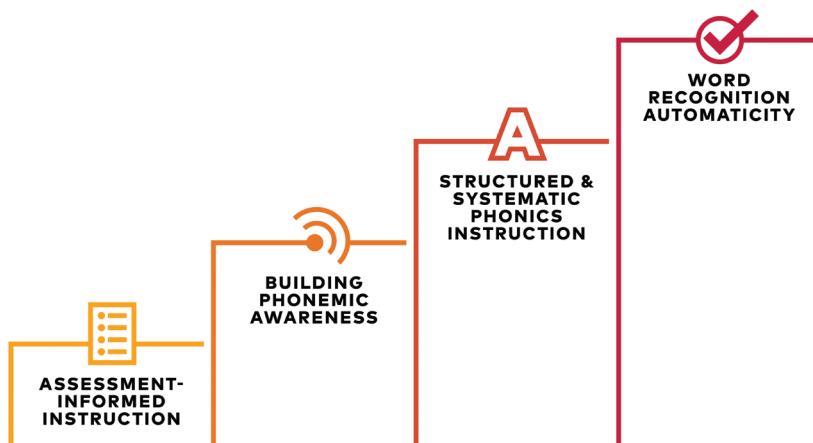
## The Research Behind Skills Block

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Reading and writing are ultimately about understanding. To gain and show their understanding independently, students need to be able to “crack the code” of the written language. The ability to crack the code is foundational to learning in all subject areas. It is also vital for positive life outcomes. Low literacy leads to academic and social problems early in life. Later, students who were not given the tools to become skilled readers continue to have difficulty with things such as applying for jobs, earning a living wage, understanding health information, participating in civic responsibilities, interpreting financial information, reading signs, and having a sense that they are contributing to society.

The ability to read is a critical skill for life success, and it starts with word recognition. For decades, researchers from an array of fields have been working to figure out how the human brain learns to read. The science is clear that reading is not a natural process for humans. In the primary years, students need systematic and explicit instruction in the basics of reading and writing. This helps them acquire strong and automatic alphabetic knowledge, or the ability to use knowledge of letters and sounds to decode and encode words.

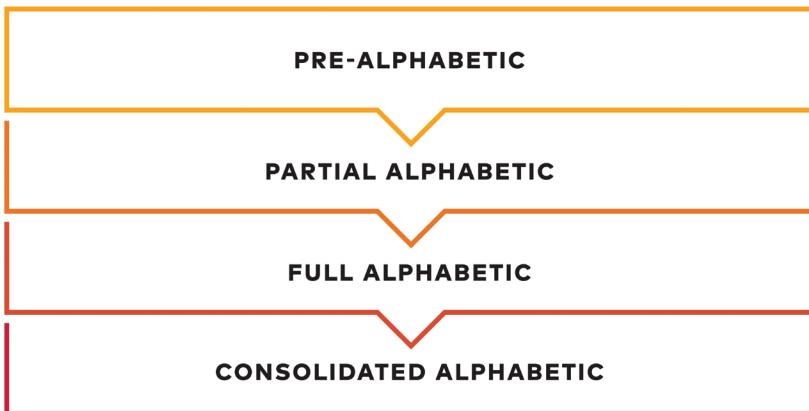
## Reading Foundational Skills Block



Skills Block is grounded primarily in Dr. Linnea Ehri's four phases of reading and spelling development, along with elements of a number of other key researchers' work:

- Dr. David Kilpatrick's *Equipped for Reading Success*, which lays out the research on phonological and phonemic awareness and details how to build these critical skills for proficient reading;
- Dr. Anita Archer's work around explicit instruction, which informs the instructional routines used throughout Skills Block and ensures that students actively engage in the learning and are never left to make guesses, but find success using taught skills;
- Dr. Timothy Shanahan's work and ideas around the purpose of phonics as a means to teach students some of the more common orthographic patterns, to enlighten them on the existence and usability of patterns in our language, and to help them become flexible decoders;
- Dr. Tim Rasinski's work around fluency, noting that accurate, automatic word recognition and interpretive and meaningful reading lead to comprehension, and that fluency is a skill that can be improved with practice;
- Dr. Selenid Gonzalez-Frey's work around connected phonation to support beginning decoding skills;
- Dr. Louisa Moats' *Speech to Print*, which informs us that knowledge of the alphabetic system can be strengthened by moving students from spoken to written words;
- Dr. Mark Seidenberg's *Language at the Speed of Sight*, which helps us understand the vast body of research that makes up the science of reading and sheds light on the fact that the phonological pathway is key to beginning reading; and
- Holly B. Lane and Linda Diamond's research on the appropriate use of nonsense words in assessment.

The primary research base of Skills Block is Dr. Linnea Ehri's theory of four phases of reading and spelling development, which describes behaviors related to the types of letter-sound connections students are able to make as they learn to read and write. Dr. Ehri divides these behaviors into four phases.



## **Pre-Alphabetic**



- Able to identify very few letters, if any
- Not yet able to identify letter sounds
- Able to identify some environmental print
- Tries to spell words; may use a random string of letters or shapes

## **Partial Alphabetic**



- Able to identify many upper- and lowercase letters
- Able to identify some letter sounds
- Has limited phonemic awareness
- Has limited decoding ability; predicts unknown words by identifying beginning sound
- Able to produce some invented spelling; weak memory for correct spelling

## **Full Alphabetic**



- Able to identify all upper- and lowercase letters and their associated sounds
- Able to blend and segment sounds in a word
- Has memorized a growing number of sight words (mostly shorter words)
- Growing ability to decode words and nonwords
- Able to use context to confirm reading of a word in a text
- Has a growing memory for correct spelling, some invented spelling

## **Consolidated Alphabetic**



- Able to identify all upper- and lowercase letters and their associated sounds
- Has built a large bank of sight words, including multisyllabic words; learns words more quickly
- Able to use context to confirm reading of a word in a text
- Has proficient memory for correct spelling; able to draw from alphabetic principles to spell new words

## From Dr. Ehri's Four Phases to Skills Block Microphases

Because each phase in Dr. Ehri's theory holds a broad range of reading and spelling behaviors, the Skills Block curriculum breaks them down further into microphases (with designations of early, middle, and late for each). This approach provides more detailed information about students' progress within each phase and facilitates targeting instruction to meet students' needs.

The first 2 weeks of the year in Skills Block are dedicated to administering the Skills Block benchmark assessments to accurately determine the starting microphase for each student. The tables that follow provide an overview of the instructional foci and some of the reading and spelling behaviors students may demonstrate within each microphase. (For more detail regarding how to determine a student's microphase and grouping students, see How to Get Started with Skills Block.)

### Pre-Alphabetic

Children in the Pre-Alphabetic Phase have limited or no knowledge of the alphabet and instead use visual cues to read environmental print (such as the word *STOP* on a stop sign). Skills Block instruction across this phase focuses on developing students' phonological awareness skills and knowledge of the letters and their sounds.

Skill	Early	Middle	Late
	During this microphase, students . . .		
Phonological Awareness	During small group instruction, students work together to identify rhyming words, count and blend syllables, and identify initial sounds with support.	Begin to identify words that rhyme. Begin to isolate, count, and blend syllables in a spoken word. Begin to isolate and pronounce the initial sounds in a spoken word.	
Letter Identification and Production	During small group instruction, students practice recognizing the letters in their name.	Learn 12 letters, their upper- and lowercase formation, and their consonant or short vowel sounds.	Learn the remaining 14 letters, their upper- and lowercase formation, and their consonant or short vowel sounds.
Decoding and Encoding (Spelling)	Small group instruction does not focus on decoding, encoding, or high-frequency words.	Decode and spell VC and CVC words containing previously learned letters with support.	
Automaticity of Words from Memory		Learn to recognize simple high-frequency words, such as <i>the</i> , <i>I</i> , and <i>am</i> .	

## Partial Alphabetic

Children in the Partial Alphabetic Phase are beginning to use their growing knowledge of letters and sounds to decode and spell simple words. Children entering this phase do not yet attend to all parts of a word when reading or spelling, and may instead rely on initial and final sounds with varying accuracy. Skills Block instruction across this phase focuses on strengthening students' phonological and phonemic awareness skills through daily opportunities to work with both individual sounds and whole words through blending, segmenting, isolating, encoding, and decoding.

Skill	Early	Middle	Late
<b>During this microphase, students . . .</b>			
Phonological Awareness	Identify and produce words that rhyme. Segment, count, and blend syllables and sounds in a spoken word. Isolate and pronounce the initial, final, and medial vowel sounds in a spoken word.		
Letter Identification and Production	Continue to identify and write all uppercase and lowercase letters.		
Decoding and Encoding (Spelling)	Begin to decode and spell CVC, CCVC, and CVCC words with consonant digraphs ( <i>sh, ch, th, wh</i> ) and welded sounds ( <i>am, an, all</i> ).	Begin to decode and spell CVC, CCVC, and CVCC words with welded sounds (-nk, -ng) and FSZL (fizzle) letters: <i>f, s, z, l</i> .	Begin to decode and spell CCVC, CVCC, and CCVCC words with consonant blends and inflectional endings, such as -s, -es, and -ing.
Automaticity of Words from Memory	Learn to recognize a growing number of high-frequency words, approaching 80 words by the end of this phase.		

## Full Alphabetic

Children in the Full Alphabetic Phase use their solid understanding of letters and sounds to decode and spell words with growing complexity. Although their accuracy is increasing, students are often inefficient with decoding and encoding during this phase as they tackle one sound at a time. Skills Block instruction across this phase focuses on further strengthening students' phonological awareness skills as well as their ability to recognize chunks, or patterns of letters in words, in the form of syllable types.

Skill	Early	Middle	Late
<b>During this microphase, students . . .</b>			
Phonological Awareness	Continue to blend and segment sounds in words. Delete, add, and substitute sounds in words.		
Decoding and Encoding (Spelling)	Decode and spell one- and two-syllable words with closed, open, and vowel-consonant-e syllables.	Decode and spell one- and two-syllable words with r-controlled syllables.	Decode and spell one- and two-syllable words with vowel teams.
Automaticity of Words from Memory	Learn to recognize a growing number of high-frequency words, approaching 150 words by the end of this phase.		

## Consolidated Alphabetic

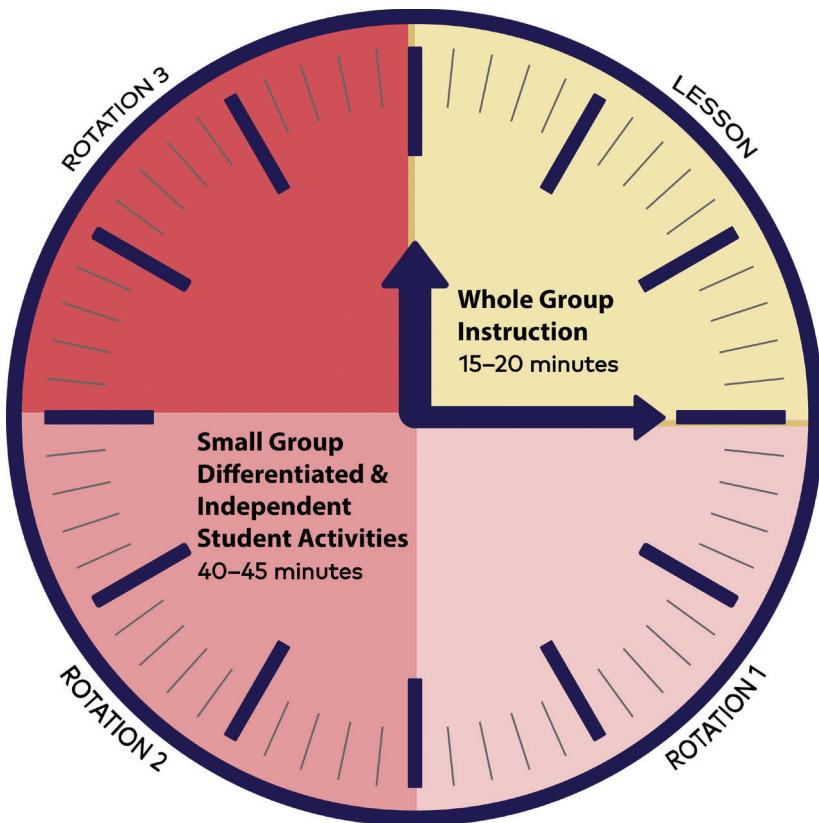
Children in the Consolidated Alphabetic Phase decode and encode with efficiency by dividing words into parts. They also recognize a high number of words on sight, which allows them to read with increasing fluency. Skills Block instruction across this phase focuses on cementing students' awareness of syllable types found in multisyllabic words, as well as introducing students to less common spelling patterns, such as schwa.

Skill	Early	Middle	Late
	During this microphase, students . . .		
Phonological Awareness	Demonstrate advanced phoneme manipulation by deleting, adding, and substituting sounds in words.		
Decoding and Encoding (Spelling)	Decode and spell multisyllabic words by chunking words into closed, open, r-controlled, and vowel team syllables.	Decode and spell multisyllabic words by chunking words into closed, open, r-controlled, vowel team, and consonant-le syllables.	Efficiently decode and spell multisyllabic words with all syllable types.
Automaticity of Words from Memory	Continue to develop a large sight vocabulary, with automatic recognition of approximately 240 words by the end of this phase.		

## Structure of Skills Block

Skills Block spans all four phases across K–2. In Kindergarten, whole group instruction begins with the Middle Pre-Alphabetic Microphase and continues through the Middle Partial Alphabetic Microphase. In Grade 1, whole group instruction begins with the Late Partial Alphabetic Microphase and continues through the Late Full Alphabetic Microphase. In Grade 2, instruction begins with the Early Consolidated Alphabetic Microphase and continues through the Late Consolidated Alphabetic Microphase. Each microphase is broken into 1-week cycles of instruction. These cycles include an intentional sequence of daily practice with phonological and phonemic awareness skills, fluency practice, and instructional routines that target specific phonics skills, each of which builds on the learning from the previous lesson and connects to the next lesson's learning.

The first 15–20 minutes of every day in Skills Block are used for grade-level whole group instruction, while the remaining 40–45 minutes are used for differentiated small group instruction and independent student activities, as this graphic shows:



Grouping	Instruction
Whole Group Instruction (15–20 minutes)	<p>Opening (5–7 minutes): Students engage in brief and familiar routines that build their phonological and phonemic awareness, automaticity with phonograms and high-frequency words, and oral reading fluency.</p> <p>Work Time (10–12 minutes): Students engage in a familiar instructional routine through which they practice newly introduced phonemes, graphemes, spelling patterns, syllable types, or skills.</p> <p>Closing (1 minute): Students engage in a quick check for understanding and connection to habits of character.</p>
Differentiated Small Group Instruction/ Independent Student Activities (40–45 minutes)	<p>Meet with differentiated small groups, based on the microphase and skills needing additional instructional time. Each group meets for 10–12 minutes while other students do purposeful, differentiated independent activities to give them extra practice with reading skills, including</p> <ul style="list-style-type: none"> <li>• Word Work,</li> <li>• Accountable Independent Reading,</li> <li>• Fluency, and</li> <li>• Writing Practice.</li> </ul>

## **Grade-Level Whole Group Instruction**

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In Skills Block, whole group instruction gives students explicit instruction on grade-level content for the first part of every Skills Block day. Slide decks for whole group instruction are provided for use. Students engage with the key sound and letter patterns, words, or phrases for that week and practice writing letters and words on whiteboards or practice pages. Grade-level whole group instruction covers three to four microphases per grade, with each microphase made up of four to ten weekly cycles.

The whole group part of Skills Block is broken into three parts: Opening, Work Time, and Closing. Building a set of familiar routines supports students as they apply those routines with increasingly complicated content. Primary learners thrive on a sense of rhythm and ritual. The instructional routines in Skills Block also help teachers internalize the steps of each routine so they can focus more on the specific skills being taught. They are designed with the characteristics of primary learners in mind, incorporating music, movement, rhythm, and joy. (For more on how Skills Block is designed for primary learners, see *Implementing the Reading Foundational Skills Block: Joy and Movement*.) During the Opening, students engage in familiar routines that build their phonological and phonemic awareness, automaticity with phonograms and high-frequency words, and oral reading fluency. These routines are consistent each day so that primary students know what to expect and can focus on the skills rather than on learning the routine.

Similar to the other components of the K–2 Language Arts Curriculum, there is a focus on students’ habits of character in Skills Block. The Closing of a lesson often emphasizes a growth mindset, helping students notice and reflect on “How did our work today help us become even more proficient readers?” It is important to keep students’ needs and identities in mind during the Closing and choose options that add joy to the end of whole group lessons.

For more information about whole group instruction, see *Implementing the Reading Foundational Skills Block: Grade-Level Whole Group Instruction*.

## **Differentiated Small Group Instruction**

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Differentiated small groups are determined after administering the Skills Block benchmark assessment, which helps determine each student’s microphase. Differentiated small group instruction involves working with a group of students to review any skills that they have not yet gained proficiency and automaticity with, teaching new material, or extending instruction based on their needs. Small group differentiated instruction lasts 40–45 minutes per day. When allocating time during the differentiated block, the recommendation is to spend more time in teacher-led small groups with students who need more support, as follows:

- Meet with approximately three groups per day.
- Meet with students reading significantly below grade level every day.
- Meet with students reading below grade level four times per week.
- Meet with students reading at or above grade level two to three times per week.

Like whole group lessons, small group lessons are based on explicit instruction using the provided Decodable Readers. After a short review of content from previously taught lessons, all the new content is based on the Decodable Reader for the cycle. Instruction guides are provided for each cycle to help determine how to use the time with each group.

For more information about small group instruction, see Implementing the Reading Foundational Skills Block: Differentiated Small Group Instruction.

## Independent Student Activities

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Each day, students who are not working with the teacher engage in rotations with purposeful independent activities. Students should engage in a combination of the following each week:

- **Accountable Independent Reading:** Students choose from a variety of texts based on interest and/or reading goals.
- **Word Work:** Students analyze words and word parts. Games are provided that align with the skills taught in each cycle. These games can be played in differentiated small groups, with a partner, or solo.
- **Writing Practice:** Students practice the skills and habits needed to generate ideas on paper—everything from letter formation to spacing to knowing how to begin a sentence and continue a thought.
- **Fluency:** Students practice reading and rereading to build fluency using a variety of familiar texts from Skills Block or from existing classroom libraries.

For information about independent student activities, see Implementing the Reading Foundational Skills Block: Independent Student Activities.

## Assessment in Skills Block

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The first 2 weeks of the year in Skills Block are dedicated to administering the benchmark assessments, which are tightly aligned with the phases and microphases to help pinpoint and track students' progression through the phases toward automaticity with taught skills. Benchmark assessments are then administered twice more over the course of the school year—at the midpoint and at the end of the year—to track students' progress on the Skills Block Reading Foundational and Language standards. This targeted information empowers teachers (and students, parents, and leaders) with common language to discuss, plan, and set goals around students' strengths and areas of need.

The whole group section of Skills Block includes summative assessments tied to grade-level standards at the end of each microphase, with periodic formative Cycle Checks to track students' progress toward the summative target. Small group instruction includes short weekly assessments to check students' proficiency in the new skills covered that week and inform ongoing differentiated instruction.

## **Assessment Types in the K–2 Reading Foundational Skills Block**

Purpose	Administration Frequency
<b>Assessment Type: Benchmark Assessments</b>	
<ul style="list-style-type: none"> <li>Provide diagnostic information to help determine gaps in student understanding of the skills covered in the Scope and Sequence</li> <li>Provide data to determine a student's current microphase</li> <li>Gauge whether the student is approximately on grade level (as defined by college- and career-ready standards) and provide information necessary to plan for accelerating progress</li> <li>Track students' progress and measure proficiency toward end of year goals (as determined by the K–2 Skills Block grade-level Scope and Sequence)</li> <li>Provide progress monitoring for phonological and phonemic awareness and fluency skills and standards</li> </ul>	<ul style="list-style-type: none"> <li>Beginning, middle, and end of year</li> <li>Administered whole group, small group, and 1:1</li> </ul>
<b>Assessment Type: Whole Group Cycle Checks</b>	
<ul style="list-style-type: none"> <li>Formative assessments; used to check students' understanding of the cycle focus leading up to the summative Microphase Assessment</li> <li>Consistent format so students' cognitive load is spent on content rather than format</li> <li>Formative Checklist provided to collect and analyze data</li> </ul>	<ul style="list-style-type: none"> <li>Two times per microphase (all other cycles in the microphase include a Cycle Practice)</li> <li>Last day of a cycle</li> <li>Administered whole group</li> </ul>
<b>Assessment Type: Whole Group Microphase Assessments</b>	
<ul style="list-style-type: none"> <li>Summative assessments; used to assess students' progress toward automaticity of grade-level skills taught up to a given point in the curriculum</li> <li>Assess progress on the standards assessed during Cycle Checks</li> <li>Consistent format so cognitive load is spent on content rather than format</li> <li>Scoring Guide provided for collection and analysis of data</li> </ul>	<ul style="list-style-type: none"> <li>Once per microphase</li> <li>Last cycle of the microphase</li> <li>Administered whole group</li> </ul>
<b>Assessment Type: Small Group Cycle Assessments</b>	
<ul style="list-style-type: none"> <li>Assess students' progress toward automaticity of differentiated skills, based on their current microphase</li> <li>Consistent format so cognitive load is spent on content rather than format</li> <li>Yield information to help students set personal goals around reading proficiency</li> <li>Identify skills and patterns that students need to practice in order to achieve full orthographic mapping (guidance is provided about what to do during the review portion of small group lessons)</li> <li>Yield data with which to adjust groupings and accelerate students' progress</li> </ul>	<ul style="list-style-type: none"> <li>Last day of each cycle</li> <li>Administered in differentiated small groups</li> </ul>

## **Alignment to Grade-Level Standards in Skills Block**

Skills Block is designed as a seamless K–2 continuum with 3 years' worth of lessons from the beginning of Kindergarten to the end of Grade 2. The sequence of instruction progresses at a pace that aligns to grade-level college- and career-ready standards (Reading Foundational and some Language standards) and the four phases of reading and spelling development.

Because this continuum is tightly connected to the phases and the standards, it gives a clear picture of what a student is able to do at a given microphase, how it aligns to grade-level expectations, and the instructional steps that can be taken for differentiated small group instruction and meeting students' needs during whole group instruction. For details about how Skills Block aligns with grade-level standards, see the Scope and Sequence.

## **Connections to the Module Lessons**

The reading foundational focus of Skills Block works with the content-based instruction in the Module Lessons to empower students to reach the ultimate goal of reading: comprehension. Comprehension allows students to enjoy reading, to engage with and learn from informational texts, and to dive into fictional narratives. For students to reach this goal and comprehend text with increasing independence, they need to be able to “crack the code”—to decode more and more complex words and to acquire automaticity with those words. As any parent or teacher of a primary-aged student can attest, there is nothing more exciting than seeing this really click; young readers feel more confident and empowered, and their reading takes off from there.

The Five Components of Reading, as defined by the National Reading Panel, are explicitly taught throughout Skills Block and the Module Lessons. This includes phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension. The Reading Rope (pictured below) was developed by Dr. Hollis Scarborough to show how these skills can be further broken down and grouped into word recognition and language comprehension skills. When students build automaticity with all these skills, they become skilled readers. The module lessons mainly focus on language comprehension skills, while Skills Block mainly focuses on word recognition skills.

## **LANGUAGE COMPREHENSION**

Background Knowledge

Vocabulary

Language Structures

Verbal Reasoning

Literacy Knowledge

## **WORD RECOGNITION**

Phonological Awareness

Decoding

Sight Recognition

## **FLUENCY**

## The Five Components of Reading

Comprehension is the end goal. Yet we know that readers cannot independently comprehend a text if they can't actually make sense of the letters and sounds. Primary readers need extra practice with these skills, specifically phonological awareness, phonemic awareness, phonics, and fluency. As readers become more secure in these skills, their reading can become more automatic and they can ultimately read independently and with meaning.

Instruction in Skills Block sharply focuses on these key foundational reading and decoding skills. Explicit instruction and repeated practice guide students to read with automaticity and fluency. This ultimately frees up their brains to focus on the end goal—comprehension—rather than laboring over every word and losing track of the meaning.

Skills Block focuses on three of the Five Components of Reading: fluency, phonics, and phonemic awareness. Comprehension and vocabulary are explicitly taught through work with rich, complex texts in the Module Lessons.

## Where the Five Components of Reading Live in EL Education's K–2 Language Arts Curriculum

Component of the Big Five	CCSS Standards	Explicitly Taught and Formally Assessed
Comprehension	Reading: Informational Text Reading: Literature	Module Lessons
Fluency	Reading: Foundational Skills	Skills Block
Phonemic Awareness	Reading: Foundational Skills	Skills Block
Phonics	Reading: Foundational Skills	Skills Block
Vocabulary	Language	Module Lessons

It's important to note that even though comprehension and vocabulary are taught and assessed in the Module Lessons, this does not mean that there is no comprehension and vocabulary work happening in Skills Block. The table below shows more concretely how different strands of the standards show up across the 3 hours of instruction.

## Addressing the Standards: The Interconnections between Skills Block and the Module Lessons

Standards	How They Are Addressed in Skills Block	How They Are Addressed in the Module Lessons
Comprehension (Reading: Informational Text; Reading: Literature)	<ul style="list-style-type: none"> <li>Basic comprehension check in the Fluency Benchmark Assessment</li> <li>Text-dependent questions at the back of every Decodable Reader</li> </ul>	<ul style="list-style-type: none"> <li>Read-aloud and independent reading paired with discussion and writing in response to text-dependent questions</li> <li>Assessment of deeper comprehension in unit assessments and using the Reading Literature and Reading Informational Text checklists (aligned to RL and RI standards)</li> </ul>
Fluency (Reading: Foundational Skills 4)	<ul style="list-style-type: none"> <li>Fluency routine in Opening of whole group lessons</li> <li>Repeated readings of Decodable Readers in small group lessons</li> <li>Fluency independent rotation</li> <li>Fluency assessment at the beginning, middle, and end of year benchmark assessments</li> </ul>	<ul style="list-style-type: none"> <li>Modeled fluency through read-aloud and fluency practice through shared reading</li> </ul>
Language	<ul style="list-style-type: none"> <li>Explicit teaching and practice of Language standards associated with spelling and letter formation (L.K.1a; L.K.2c; L.K.2d; L.1.1a)</li> <li>Interactive Writing and Interactive Editing routines and Writing Practice (suggested independent rotation) address Language standards associated with writing and composition (L.K.2c; L.K.2d; L.1.2, L.1.2c, L.1.2e, L.2.2d)</li> </ul>	<ul style="list-style-type: none"> <li>Read-aloud and analysis of songs, poems, and other texts, paired with practice and authentic application tasks, including shared writing and independent writing</li> <li>Assessment of L.3, L.4, L.5, and L.6 embedded in unit assessments and using the Language standards checklist</li> </ul>
Writing (Writing 8; Language 1)	<ul style="list-style-type: none"> <li>Conventions (letter formation and spelling) explicitly taught in both whole group and small group lessons</li> <li>Writing Practice independent rotation (L.1)</li> </ul>	<ul style="list-style-type: none"> <li>Composition of shared writing, individual scaffolded writing tasks, and individual on-demand writing tasks (Writing standards)</li> <li>Assessment of Writing standards in unit assessments using Writing rubrics and ongoing assessment with Writing checklists</li> </ul>
Vocabulary (Language 4, 5, and 6)	<ul style="list-style-type: none"> <li>Word structure/word parts—explicit instruction around how affixes change the meaning of words</li> <li>Use of images to help students make meaning and build vocabulary after they decode and encode words in whole group lessons</li> </ul>	<ul style="list-style-type: none"> <li>Direct vocabulary instruction before, during, and after reading with vocabulary selected from texts; instruction focuses on determining the meaning of words and using new vocabulary in speaking and writing tasks</li> <li>Assessment of vocabulary standards (RL/RI, W, and L) embedded in unit assessments and using Reading, Writing, and Speaking and Listening checklists</li> </ul>

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## **Additional Resources**

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Find additional tips and resources for setting up and implementing Skills Block—including videos of Skills Block lessons in action—online at [EEducation.org](https://EEducation.org).

For more on setting up Skills Block to start the school year, see *Implementing the Reading Foundational Skills Block: How to Get Started with Skills Block*.

# **Implementing Skills Block: How to Get Started with Skills Block**

The sections that follow explain the key elements you need to start the year with Skills Block: how to determine student groups, how to plan for small group instruction, how to set up independent student activity rotations, and how to plan for grade-level whole group instruction.

## **1. Benchmark Assessments**

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- Learn about administering the benchmark assessments to determine students' needs for differentiated instruction during the first weeks of the school year.

## **2. Teacher-Led Small Group Instruction and Decodable Readers**

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- Learn about how to plan for the differentiated small group instruction, how to make use of the Decodable Readers, and how to accelerate students' progress through the microphases for those who need added support reaching grade-level expectations.

## **3. Independent Student Activities**

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- Learn about the independent student activity rotations, how to set them up in your classroom, and where to find differentiated materials to match the skills each student or group of students is working on.

## **4. Grade-Level Whole Group Instruction**

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- Learn how to plan for the whole group lessons at the beginning of each day in Skills Block and where to access helpful resources like lesson slide decks.

## **5. Joy and Movement**

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- Students' learning in Skills Block comes with both rigor and joy, designed to match the needs of primary students. This section describes how to ensure that the elements of movement, repetition, and directed play that make Skills Block fun and effective for young learners are built into your classroom routines.

## **6. Scope and Sequence**

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- Access the K–2 Skills Block: Scope and Sequence and other key overviews that indicate where skills are introduced across the microphases.

## **7. High-Frequency Words**

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- Access the high-frequency words introduced across the full sequence of Skills Block from Kindergarten through Grade 2.

# **Implementing Skills Block: Benchmark Assessments**

The Skills Block school year begins with the benchmark assessments, which provide essential information about the needs and proficiencies of each student. The benchmark assessments determine how to group students for small group instruction and independent student activities, and provide the baseline for all differentiated instruction. For more details about administration, and to access the benchmark assessments, see the K–2 Reading Foundational Skills Block Tool Kit.

## **About the Benchmark Assessments**

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The benchmark assessments are five individual assessments: Letter Identification, Phonological and Phonemic Awareness, Encoding, Decoding, and Fluency. Each assessment is designed with a specific purpose and provides critical information about a student’s reading and spelling development. Each component of the benchmark assessments includes a description of the purpose, materials needed, time required to administer the assessment, administration guidance, and scoring information.

The overarching purpose of all the assessments is to yield targeted information to identify students’ instructional needs. A student’s benchmark assessment results indicate which initial small group instruction (microphase and cycle) will address their needs and help with planning how to accelerate their progress toward reading proficiency.

The benchmark assessments measure the skills outlined in the standards and the phases. The results of every assessment identify each student’s reading ability. The Encoding and Decoding Assessments provide the microphase a student is currently in. The interconnectedness of the phases, standards, and Skills Block Scope and Sequence means that assessment results are aligned to specific instruction in the curriculum. Thus, the intention is to focus on the specific strengths and needs of the learner (as described by their current microphase) rather than labeling a student based on a level or a number of a text.

## **Benchmark Assessment Administration**

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The benchmark assessments are administered at the beginning, middle, and end of the school year.

The beginning of year benchmark assessments are given during the first 2 weeks of the school year. While not participating in the 1:1 benchmark assessments, students can be practicing the Skills Block independent student activities. Materials for accountable independent reading, Fluency activities, Writing Practice, and Word Work are introduced and set up (see Implementing the Reading Foundational Skills Block: Independent Student Activities). No whole group instruction is provided during these 2 weeks.

The first whole group lesson begins on the first day of the third week of school. Whole group instruction is also paused for administering the middle of year benchmark assessments and wraps up 2 weeks before the end of the school year so that end of year benchmark assessments can be administered. The middle of year assessments are administered over 1 week, while the end of year assessments are administered over 2 weeks. These assessments facilitate monitoring students' growth over the course of the academic year. See the Benchmark Assessment section of the K–2 Reading Foundational Skills Block Tool Kit for a sample administration calendar and details about administering each assessment.

# **Implementing Skills Block: Teacher-Led Small Group Instruction and Decodable Readers**

This introduction explains the how, what, and why of the Skills Block differentiated small group instruction. For small group lessons, teacher versions of the Decodable Readers, and small group assessments, see the Small Group Guide for each microphase.

## **Teacher-Led Small Group: Structure and Components**

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Small group lessons are built to be fast-paced and have students doing as much skill building as possible in a short amount of time. Lessons are broken into two main parts: Review and New Content. Each cycle has an instruction guide that gives suggestions for what to teach in each of these parts. For more information and details about how these lesson components play out across the phases, see the cycle of sample lessons provided in the Small Group Guide for each phase. (Note: the Early Pre-Alphabetic Microphase has a slightly different structure, given the needs of learners in this stage, with full lessons instead of sample lessons provided.)

### **Review**

The first few minutes of small group lessons are set aside for the review of specific skills. Instruction guides offer recommendations about which skills to review with students, but the best use of review time is to focus on the skills students need more practice with. This is an automaticity-building time. It is meant to give students additional practice on previously taught sound-spelling patterns that they cannot yet read with automaticity. To determine which sound-spelling patterns to include in the Review portion of small group lessons, review data from previous Small Group Cycle Assessments. The column labeled Skill Review Focus on each cycle's Small Group Formative Checklist provides information to group students based on their needs. These checklists are provided to support the collection and analysis of this data. The following table describes the routines in the Review portion of small group lessons:

## Reading Foundational Skills Block

Sounds and Blending	<p>Using previously taught Phonogram Cards (or Keyword Letter Cards for students still learning letters), lead students in quick practice rounds of reading and saying sounds. Phonogram Cards can be found at <a href="https://eled.org/phonogram-cards">https://eled.org/phonogram-cards</a>. A specific list of recommended sounds is provided for each small group lesson, but use Cycle Assessment data to choose sounds that students need to work on.</p> <p>Hold up one Phonogram Card at a time as students recite the appropriate sound. While reviewing the deck of Phonogram Cards, place each card facedown in one of three piles, with all vowel cards in the middle pile. If there are suffixes in the phonogram deck, they should be placed in a separate pile at the end of the three piles. Prefixes should be placed in a separate pile at the beginning. After all cards have been recited, flip the top card of all the piles faceup, and invite students to blend the top three sounds together into a nonsense word. Continue to flip the top cards over, repeating the process of blending a nonsense word.</p>
Fluency	<p>One of the best ways for students to build their automaticity is through repeated reading. Repeated reading has also been found to have a positive impact on students' oral reading fluency. At the back of each Decodable Reader there are lists of words that use the focus sound-spelling pattern(s) of that Decodable Reader. Some of these words are also used in a list of phrases. These phrases are then used in sentences.</p> <p>Prompt students through reading these words, phrases, and sentences to help them become more proficient with the sound-spelling patterns and high-frequency words used in the Decodable Reader. Recommendations about which Decodable Reader to use for this fluency work are provided in the cycle's Small Group Instruction Guide. However, students should ideally be working on the sound-spelling patterns that their Small Group Cycle Assessment shows they need additional practice with. The Small Group Cycle Assessment checklist can be used to help keep track of this data.</p>
Sound Shuffle	<p>Sound Shuffle is a phonological and phonemic awareness-building routine that requires students to hear and say words and then manipulate the sounds within them. Research has shown that students with reading difficulties often have low phonemic awareness and that it is a skill that can be taught and practiced. Sound Shuffle exercises are provided in each cycle's Small Group Instruction Guide.</p>
Dictation	<p>The Dictation routine is meant for students to practice the sound-spelling patterns they have been taught but cannot yet read with automaticity. The routine allows them to hear, say, and then spell sounds and words that will help them build proficiency with these patterns.</p> <p>Say each sound or word, ask students to repeat it, and then ask them to write the sound or word. Students can write on whiteboards since this is a practice routine, or they can use letter formation paper to collect writing samples as formative data.</p>

## Teaching New Content

The second, longer part of small group lessons is for direct, explicit instruction of new sound-spelling patterns or syllable types. Instruction guides give snapshots of agendas that can be used across a cycle to teach this new content. The table below describes the routines in the New Content portion of small group lessons:

Skill Practice	<p>Skill Practice, the first routine, is dedicated to direct, explicit instruction of the new skill or pattern. This includes</p> <ul style="list-style-type: none"><li>• introducing new phonograms (Lesson 1),</li><li>• modeling and practicing decoding (Lessons 2 and 3), and</li><li>• modeling and practicing encoding, including the use of sound or syllable boxes (Lesson 4).</li></ul>
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## Implementing Skills Block: Teacher-Led Small Group Instruction and Decodable Readers

Decodable Reader	The bulk of the New Content portion of small group lessons is spent using the Decodable Reader routine. This includes <ul style="list-style-type: none"><li>• reading for enjoyment (Lesson 1);</li><li>• comprehension and vocabulary questions about the text, which can be found at the back of each Decodable Reader (Lesson 1);</li><li>• pattern search (Lesson 2);</li><li>• echo, partner, and/or choral reading (Lesson 3); and</li><li>• independent reading (Lesson 4).</li></ul>
High-Frequency Words	The introduction of the cycle's high-frequency words is spread across multiple lessons to ensure ample time for the other routines. High-frequency word work includes <ul style="list-style-type: none"><li>• hearing, saying, seeing, and spelling each word;</li><li>• pointing out parts of the words that follow patterns students have learned and parts of the words where a pattern they know may sound different than the way they learned it;</li><li>• skywriting or writing the word using a finger as a pencil on the arm or leg;</li><li>• searching for the high-frequency words in the Decodable Reader; and</li><li>• using the high-frequency words in sentences.</li></ul>

The Small Group Instruction Guides provide 5 days' worth of instruction for every cycle. Please note that not every group will work with the teacher every day, so not all of these lessons will be used for every group. Lessons for each group can be prioritized based on the consistent weekly structure followed in each cycle.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<ul style="list-style-type: none"><li>• Phonogram/pattern introduction</li><li>• Read-aloud of Decodable Reader</li><li>• Comprehension and vocabulary</li><li>• High-frequency word introduction</li></ul>	<ul style="list-style-type: none"><li>• Decoding</li><li>• Pattern search in the Decodable Reader</li><li>• High-frequency word practice</li></ul>	<ul style="list-style-type: none"><li>• Decoding</li><li>• Fluency work with Decodable Reader</li><li>• High-frequency word practice</li></ul>	<ul style="list-style-type: none"><li>• Encoding</li><li>• Independent reading of Decodable Reader</li><li>• High-frequency word practice</li></ul>	<ul style="list-style-type: none"><li>• Cycle Assessment (sound-spelling and encoding as a small group, decoding 1:1)</li></ul>

Lessons can be prioritized to reinforce or accelerate students' progress based on which skills a group most needs to practice, for example, prioritizing Lessons 2 and 3 for students needing more decoding practice, or Lesson 4 for students needing more encoding practice.

## Decodable Readers in Small Group

A body of research demonstrates the value of providing students with opportunities to practice sound-spelling patterns they have previously been taught, using controlled text. Small group instruction centers on the use of Decodable Readers. Each microphase has a set of Decodable Readers that follow unique, relatable characters across a story arc. Each Decodable Reader gives students multiple opportunities to practice reading the sound-spelling pattern(s) that are the cycle's focus. Each text also includes opportunities to practice reading that cycle's high-frequency words. The Review portion of the lesson incorporates using past Decodable Readers. The New Content portion of the lesson invites students to read the current Decodable Reader multiple times throughout the week.

## **Reading Foundational Skills Block**

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Students can also use current or past Decodable Readers during the Fluency rotation of their independent student activities or during their Writing rotation by using the writing prompts at the back of each text. Writing about something that is connected to a text they have been reading supports students' writing progress.

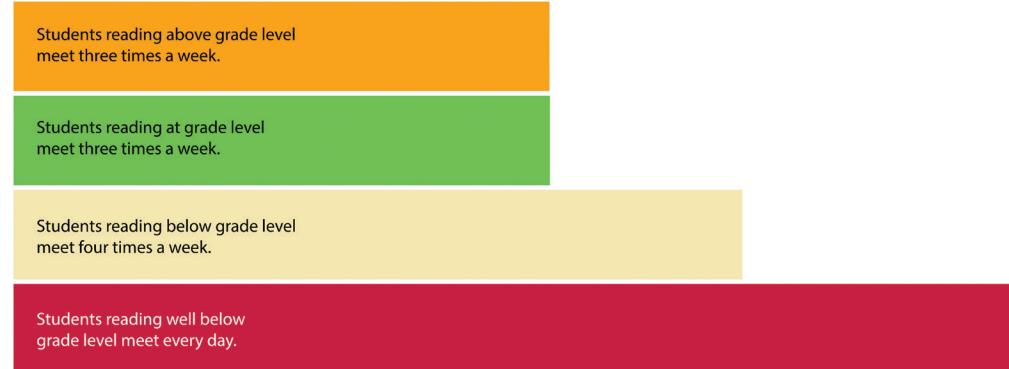
A list of Decodable Readers matched to each microphase and cycle can be found in the Scope and Sequence.

## **The Value of Differentiation**

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Primary teachers have the unique and vital role of supporting students as they learn to “crack the code” of the written language. While this can be accomplished by providing direct, explicit instruction in a whole group setting, research supports the need for differentiated instruction as well. Skills Block whole group lessons aligned to grade-level standards are the first 15–20 minutes of an hour-long block. The remainder of the hour is designated for small groups to accelerate their progress toward becoming proficient readers. Watching and listening to students read and spell during the small group lessons provides opportunities to notice reading habits and behaviors and to track how students are progressing through the microphases.

Students who enter a grade level below that grade-level's expectations will need more time receiving direct, explicit instruction. To give all students equitable access to differentiated small group instruction, the following amounts of small group time should be considered:



## Implementing Skills Block: Teacher-Led Small Group Instruction and Decodable Readers

The following sample calendar shows how differentiated small groups can be managed across a typical week, prioritizing more direct, explicit instruction for students who are further behind grade-level expectations:

Monday	Tuesday	Wednesday	Thursday	Friday*
Circulate to ensure understanding of the week's independent student activities.	Below grade level A			
At grade level	At grade level	Below grade level B	Above grade level	Above grade level
Below grade level A	Below grade level B	Above grade level	Below grade level B	Below grade level B

\* Whole group instruction is shortened on the last day of each cycle to make space for each group to have time for the Work with Teacher rotation and complete their differentiated Small Group Cycle Assessment.

## Small Group Cycle Assessments

A Small Group Cycle Assessment is provided for each cycle of differentiated small group instruction. This assessment offers students an opportunity to demonstrate what they know and to show what they can do as decoders and encoders based on their group's skill focus that week. The Cycle Assessment yields data that helps determine next instructional steps. This includes planning the skills and sound-spelling patterns to include in future Review portions of small group lessons, determining which cycles to consolidate or skip to accelerate progress, and planning for flexible grouping. Rather than placing students in a group at the beginning of the year and keeping that group together for the full school year as they work through the instruction, differentiated small group times provide flexibility and a plan for using the time to help students progress toward becoming “grade-level” readers by the end of the school year.

## **How to Group Students for Small Group Instruction**

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The beginning of year benchmark assessments will yield the necessary information to determine how to group students for small group instruction. Form groups based on students' microphase, cycle, and phonics skill needs. These groups are not fixed but rather flexible.

### **Flexible Grouping**

*Flexible grouping* means that instead of staying with the same group of peers over the course of the semester or academic year, students are grouped and regrouped according to specific goals and individual needs. A key element to flexible grouping is collecting, analyzing, and responding to students' data. Groups should be thought of as fluid, changing as students progress in their skill development.

At the beginning of the school year, form groups and plan instruction based on the reading skills or behaviors students are not yet proficient with. Use the data from the benchmark assessment to determine groups based on the need for support.

Small group time focuses on direct, explicit instruction of specific skills. Students who demonstrate similar gaps within a cycle skill should continue to practice that skill during the Review portions of ensuing small group lessons.

Small Group Cycle Assessments provide weekly progress monitoring that can support decisions about whether students should stay with the same group or change groups. These assessments should not be graded for an overall score. Instead, they should be used to record notes for each student. Analyze the results regularly, knowing that new groups can be formed at any time.

### **Small Group Pacing and Acceleration**

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Rather than placing students in a microphase or cycle based on the beginning of year benchmark assessments and teaching them one cycle per week for the rest of the year, this plan allows them to make more than a year's worth of growth during the school year.

### **General Accelerating Progress Guidance**

When deciding what content to consolidate or skip, refer to the Priority Skills by Microphase tables. These priority skills are imperative and are the building blocks on which the ensuing skills stand. When aiming to accelerate the progress of students who are below grade-level expectations at the beginning of the year, the following concepts can be applied:

- Skip microphase review weeks.
- Prioritize new content; deprioritize review cycles (e.g., Cycle 52: Open Syllable Review).
- Combine similar skills.
- Use Lessons 2 and 4 from each cycle when covering two cycles in a week (e.g., Monday = Cycle 14: Lesson 2; Tuesday = Cycle 14: Lesson 4; Wednesday = Cycle 15: Lesson 2; Thursday = Cycle 15: Lesson 4; Friday = Cycle 15 Assessment).

## Kindergarten Priority Skills by Microphase

Middle and Late Pre-Alphabetic	<ul style="list-style-type: none"> <li>Letter introductions</li> </ul>	List the letters the student does not yet have proficiency with.
Early Partial Alphabetic	<ul style="list-style-type: none"> <li>Digraphs</li> <li>Decoding two- and three-sound words with short vowels</li> </ul>	<ul style="list-style-type: none"> <li>Cycle 15</li> <li>Cycles 16–21</li> </ul>
Middle Partial Alphabetic	<ul style="list-style-type: none"> <li>Welded sounds</li> <li>FSZL letters (<i>f, s, z, l</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Cycles 22–23</li> <li>Cycle 24</li> </ul>

## Grade 1 Priority Skills by Microphase

Late Partial Alphabetic	<ul style="list-style-type: none"> <li>Initial and final blends</li> </ul>	<ul style="list-style-type: none"> <li>Cycles 28–29 (initial blends); Cycle 30 (ending blends)</li> </ul>
Early Full Alphabetic	<ul style="list-style-type: none"> <li>Open syllables</li> <li>VCe syllables</li> <li>Reading two-syllable words with closed, open, and VCe syllables</li> </ul>	<ul style="list-style-type: none"> <li>Cycle 33</li> <li>Cycles 34–36</li> <li>Cycle 37</li> </ul>
Middle Full Alphabetic	<ul style="list-style-type: none"> <li>R-controlled syllables</li> </ul>	<ul style="list-style-type: none"> <li>Cycles 40–41</li> </ul>
Late Full Alphabetic	<ul style="list-style-type: none"> <li>Vowel teams: <i>ay/ai, oa/ow, ee/ea/y, igh/ie, oi/oy</i></li> <li>Reading two-syllable words</li> </ul>	<ul style="list-style-type: none"> <li>Cycles 44–48</li> <li>Cycle 49</li> </ul>

## Grade 2 Priority Skills by Microphase

Early Consolidated Alphabetic	<ul style="list-style-type: none"> <li>/oo/ and /ow/ spelling patterns</li> <li>Doubling with vowel suffixes</li> <li>-tion/-sion</li> </ul>	<ul style="list-style-type: none"> <li>Cycles 55–56</li> <li>Cycle 57</li> <li>Cycle 59</li> </ul>
Middle Consolidated Alphabetic	<ul style="list-style-type: none"> <li>Consonant-le words</li> <li>/ʃ/ spelling patterns</li> <li>/ch/ spelling patterns</li> <li>/aw/ spelling patterns</li> </ul>	<ul style="list-style-type: none"> <li>Cycle 61</li> <li>Cycle 64</li> <li>Cycle 65</li> <li>Cycle 66</li> </ul>
Late Consolidated Alphabetic	<ul style="list-style-type: none"> <li>Schwa</li> <li>Plural endings</li> </ul>	<ul style="list-style-type: none"> <li>Cycles 69–71</li> <li>Cycle 72</li> </ul>

## How to Determine Acceleration Pacing

To determine how many cycles a student needs to complete to be on grade level by the end of the year, calculate the end of year grade-level expectation minus Cycle Score from the beginning of year benchmark assessment.

$$\boxed{\text{Target Grade-Level Cycle}} - \boxed{\text{Student Cycle Score}} = \boxed{\text{Cycles to Complete this School Year}}$$

Target Grade-Level Cycle                          Student Cycle Score                          Cycles to Complete this School Year

## **Grade-Level Cycle Expectations for Benchmark Assessments**

	<b>Beginning of Year</b>	<b>Middle of Year</b>	<b>End of Year</b>
<b>Kindergarten Expectations</b>	Cycle 1 (Middle Pre-Alphabetic)	Cycle 15 (Early Partial Alphabetic)	Cycle 25 (Middle Partial Alphabetic)
<b>Grade 1 Expectations</b>	Cycle 26 (Late Partial Alphabetic)	Cycle 39 (Middle Full Alphabetic)	Cycle 50 (Late Full Alphabetic)
<b>Grade 2 Expectations</b>	Cycle 51 (Early Consolidated Alphabetic)	Cycle 61 (Middle Consolidated Alphabetic)	Cycle 75 (Late Consolidated Alphabetic)

Set a mid-year goal by roughly dividing the total number of cycles a student needs to complete over the course of the year in half. Consider the following number of instructional weeks available for each grade level when determining mid-year goals for students:

	<b>Beginning of Year Cycle to Middle of Year Benchmark Pause</b>	<b>Instructional Weeks</b>	<b>Middle of Year Cycle to End of Year Benchmark</b>	<b>Instructional Weeks</b>
<b>Kindergarten</b>	Cycles 1–14	14	Cycles 15–25	11
<b>Grade 1</b>	Cycles 26–38	13	Cycles 39–50	12
<b>Grade 2</b>	Cycles 51–60	10	Cycles 61–75	15

## **Accelerating Progress: Grade 1 Pacing Examples**

Below you will find several Grade 1 examples of students who show various levels of need. The first example student, Kate, enters Grade 1 well below the beginning of year grade-level expectations. By consolidating some cycles and skipping others, Kate can progress to grade-level expectations by the end of the year.

### **Accelerating Progress Plan: Sample A**

**Sample A:** The student is 22 cycles below beginning of year expectations and will need to progress through 46 cycles to reach end of year grade-level expectations.

	<b>Beginning of Year Placement</b>	<b>Middle of Year Target</b>	<b>End of Year Target</b>
<b>Kate Jackson Score: Cycle 4</b>	Cycle 4 (Middle Pre-Alphabetic)	Cycle 25 (Middle Partial Alphabetic)	Cycle 50 (Late Full Alphabetic)

### **Beginning to Middle of Year Accelerating Progress Plan: Sample A**

There are 13 instructional weeks until the middle of year benchmark assessments. For the student, Kate, to reach her middle of year goal, she will need to complete 21 cycles during those 13 weeks (Middle of Year Goal - Current Cycle = 21).

## Implementing Skills Block: Teacher-Led Small Group Instruction and Decodable Readers

Priority skills for the first half of the year are letter introductions, digraphs, decoding two- and three-sound words with short vowels, welded sounds, and FSZL letters (see previous section: Grade 1 Priority Skills by Microphase). The following table shows the pacing plan for ensuring that Kate reaches her goal of completing 21 cycles before the middle of year benchmark assessments.

Week*	Skills/Cycles
<b>1–2</b>	<b>Beginning of Year Benchmark Assessments</b>
3	first two letters student has not shown automaticity with
4	second two letters student has not shown automaticity with
5	third two letters student has not shown automaticity with
6	fourth two letters student has not shown automaticity with
7	fifth two letters student has not shown automaticity with
8	sixth two letters student has not shown automaticity with
9	seventh two letters student has not shown automaticity with
10	eighth two letters student has not shown automaticity with
11	last two letters student has not shown automaticity with
12	15
13	16
14	21**
15	22, 23
<b>16</b>	<b>Mid-Year Benchmark</b>

\*Weeks 1–2 of Skills Block are for administration of beginning of year benchmark assessments. Week 16 is for administration of middle of year benchmark assessments.

\*\*In most cases, microphase review cycles can be skipped, but in this case, the Early Partial Alphabetic Microphase review includes an additional digraph introduction (*wh*), so it should be included in small group instruction. Additionally, it will allow the student a more efficient review of the short vowels than going through each of them one cycle at a time.

## Middle to End of Year Accelerating Progress Plan: Sample A

There are 12 instructional weeks between the middle of year benchmark assessments and the end of year benchmark assessments.

For the student, Kate, to reach her end of year goal, she will need to complete 25 cycles during those 12 weeks (End of Year Goal - Middle of Year Goal = 25).

Priority skills for the second half of the year are initial and final blends; open syllables; VCe syllables; reading two-syllable words with closed, open, and VCe syllables; vowel teams (*ay*, *ai*, *oa*, *ow*, *ee*, *ea*, *y*, *igh*, *ie*, *oi*, *oy*); and reading two-syllable words (see previous section: Grade 1 Priority Skills by Microphase). The following table shows the pacing plan for ensuring that Kate reaches her goal of completing 25 cycles before the end of year benchmark assessments.

## Reading Foundational Skills Block

Week*	Cycles
17	28, 29
18	30
19	35**
20	34, 36
21	37
22	40, 41
23	44
24	45
25	46
26	47
27	48
28	49
<b>29–30</b>	<b>End of Year Benchmark Assessments</b>

\*Weeks 29 and 30 are for administering the end of year benchmark assessments.

\*\*Teach VCe syllables with *a* and *o* alone because Cycle 35 also includes introduction of the digraph *ph*. Then combine VCe syllables with *e*, *i*, and *u*.

### Accelerating Progress Plan: Sample B

**Sample B:** The student, Chenita, is 15 cycles below beginning of year expectations and will need to progress through 39 cycles to reach end of year grade-level expectations.

	Beginning of Year Placement	Middle of Year Target	End of Year Target
<b>Chenita Smith Score: Cycle 11</b>	Cycle 11 (Late Pre-Alphabetic)	Cycle 30 (Late Partial Alphabetic)	Cycle 50 (Late Full Alphabetic)

#### Beginning to Middle of Year Accelerating Progress Plan: Sample B

There are 13 instructional weeks until the middle of year benchmark assessments.

For Chenita to reach her middle of year goal, she will need to complete 19 cycles during those 13 weeks (Middle of Year Goal - Current Cycle = 19).

Priority skills for the first half of the year are letter introductions, digraphs, decoding two- and three-sound words with short vowels, welded sounds, FSZL letters, *y* as /i/, and consonant blends (see previous section: Grade 1 Priority Skills by Microphase).

## Implementing Skills Block: Teacher-Led Small Group Instruction and Decodable Readers

Week*	Skills/Cycles
<b>1–2</b>	<b>Beginning of Year Benchmark Assessments</b>
3	first two letters student has not shown automaticity with
4	second two letters student has not shown automaticity with
5	last two letters student has not shown automaticity with
6	15
7	16
8	a cycle from 17–20 (Choose vowel that student needs most support with.)
9	a cycle from 17–20 (Choose vowel that student needs most support with.)
10	21
11	22, 23
12	24
13	26
14	29, 29
15	30
<b>16</b>	<b>Middle of Year Benchmark Assessments</b>

\*Weeks 1–2 of Skills Block are for administration of beginning of year benchmark assessments. Week 16 is for administration of middle of year benchmark assessments.

### **Middle to End of Year Accelerating Progress Plan: Sample B**

There are 12 instructional weeks between the middle of year benchmark assessments and the end of year benchmark assessments.

For Chenita to reach her end of year goal, she will need to complete 20 cycles during those 12 weeks (End of Year Goal - Middle of Year Goal = 20).

Priority skills for the second half of the year are open syllables; VCe syllables; reading two-syllable words with closed, open, and VCe syllables; r-controlled syllables; and vowel teams: *ay, ai, oa, ow, ee, ea, y, igh, ie, oi, and oy* (see previous section: Grade 1 Priority Skills by Microphase).

## Reading Foundational Skills Block

Week*	Cycles
17	33
18	35**
19	34, 36
20	37
21	39
22	40, 41
23	44
24	45
25	46
26	47
27	48
28	49
<b>29–30</b>	<b>End of Year Benchmark Assessments</b>

\*Weeks 29 and 30 are for administering the end of year benchmark assessment.

\*\*Teach VCe syllables with *a* and *o* alone because Cycle 35 also includes introduction of the digraph *ph*. Then combine VCe syllables with *e*, *i*, and *u*.

## Accelerating Progress Plan: Sample C

**Sample C:** The student, Corey, is 11 cycles below beginning of year expectations and will need to progress through 35 cycles to reach end of year grade-level expectations.

	Beginning of Year Placement	Middle of Year Target	End of Year Target
<b>Corey Tate SCORE: Cycle 15</b>	Cycle 15 (Early Partial Alphabetic)	Cycle 35 (Middle Full Alphabetic)	Cycle 50 (Late Full Alphabetic)

### Beginning to Middle of Year Accelerating Progress Plan: Sample C

There are 13 instructional weeks until the middle of year benchmark assessments.

For Corey to reach his middle of year goal, he will need to complete 20 cycles during those 13 weeks (Middle of Year Goal - Current Cycle = 20).

Priority skills for the first half of the year are digraphs, decoding two- and three-sound words with short vowels, welded sounds, initial and final blends, and FSZL letters (see previous section: Grade 1 Priority Skills by Microphase).

## Implementing Skills Block: Teacher-Led Small Group Instruction and Decodable Readers

Week*	Skills/Cycles
1–2	<b>Beginning of Year Benchmark Assessments</b>
3	15
4	16
5	17, 18
6	19, 20
7	22, 23
8	26
9	27**
10	28, 29
11	30
12	32
13	33
14	34
15	35
<b>16</b>	<b>Middle of Year Benchmark Assessments</b>

\*Weeks 1–2 of Skills Block are for administration of beginning of year benchmark assessments. Week 16 is for administration of middle of year benchmark assessments.

\*\*Skip the cycles in Early and Middle Partial that teach *wh* and FSZL because they are taught here, along with *ck*.

### **Middle to End of Year Accelerating Progress Plan: Sample C**

There are 12 instructional weeks between the middle of year benchmark assessments and the end of year benchmark assessments.

For Corey to reach his end of year goal, he will need to complete 15 cycles during those 12 weeks (End of Year Goal - Middle of Year Goal = 15).

Priority skills for the second half of the year are initial and final blends; open syllables; VCe syllables; reading two-syllable words with closed, open, and VCe syllables; r-controlled syllables; vowel teams: *ay*, *ai*, *oa*, *ow*, *ee*, *ea*, *y*, *igh*, *ie*, *oi*, and *oy*; and reading two-syllable words (see previous section: Grade 1 Priority Skills by Microphase).

## Reading Foundational Skills Block

Week*	Cycles
17	36
18	37
19	39
20	40
21	41
22	42
23	44
24	45
25	46
26	47
27	48
28	49
<b>29–30</b>	<b>End of Year Benchmark Assessments</b>

### Accelerating Progress Plan: Sample D

**Sample D:** The student, Kevin, is four cycles below beginning of year expectations and will need to progress through 28 cycles to reach end of year grade-level expectations.

	Beginning of Year Placement	Middle of Year Target	End of Year Target
<b>Kevin Brown Score: Cycle 22</b>	Cycle 22* (Middle Partial Alphabetic)	Cycle 39 (Middle Full Alphabetic)	Cycle 50 (Late Full Alphabetic)

\*No plan is required to accelerate this student's progress. Monitor Kevin's acquisition of skills through Small Group Cycle Assessments. Use review times during differentiated small group instruction for Middle Partial Alphabetic Microphase skills. Since Kevin is only one microphase below the grade-level expectation, and as long as his Small Group Cycle Assessment data shows proficiency, consider omitting microphase review weeks from small group instruction to accelerate his progress back to grade-level expectations by the end of the year.

# Implementing Skills Block: Independent Student Activities

Every day in Skills Block starts with 15–20 minutes of whole group instruction, then moves into differentiated instruction for the rest of the hour. During the 40–45 minutes of differentiated instruction, students work in small groups with the teacher for part of the time. When they are not in differentiated small groups, they participate in independent student activities. This introduction explains the why, what, and how of the independent student activities component of Skills Block.

## Independent Student Activities Are Differentiated

While teachers work with small groups, the most valuable use of time for the rest of the class is to be actively engaged in independent activities to practice learned skills and gain confidence toward becoming skilled readers. Games and activities are provided to ensure that students can use materials that align to the microphase and cycle skills they are currently working on during differentiated small group instruction. The rotations that students work through during Skills Block are as follows:



### Independent Student Activity Rotations

Students complete a variety of Independent Student Activity rotations each week during the times that they are not engaged in differentiated small group instruction. Depending on the management needs of the classroom, students can move through these rotations in differentiated small groups, with a partner, or solo. Students can physically move from one spot in the classroom to another, or materials can be prepared in a way that provides them with everything they need at their work space. There is flexibility in how these rotations are accomplished, but integrity to giving each student opportunities to engage with each rotation is key. The following table describes the rotations recommended and the purpose of each.

Word Work	<p><b>Purpose:</b> To build automaticity with taught sound-spelling patterns or syllable types, games are provided for each cycle that give students engaging ways to hear, say, see, and spell words from the cycle they are currently working on during differentiated small group instruction. Most games can be played solo, with a partner, or in small groups.</p> <p><b>Preparation:</b> Determine which cycles to assign each small group, and then find an appropriate game for each group. Word Work games vary across the microphases and cycles; consider using just one or two per week to cut down on the time it takes to explain the games to the class.</p> <p><b>Materials:</b> Access Word Work materials at <a href="https://eled.org/skills-independent-student-activities">https://eled.org/skills-independent-student-activities</a>. Every game has multiple cycles for which directions, student materials, and answer keys, where needed, are provided. Consider providing answer keys to students so they can check their own work to ensure that they are practicing skills accurately.</p>
Fluency	<p><b>Purpose:</b> The Fluency rotation is meant to build students' fluency with both oral reading and high-frequency word reading. It is recommended that students practice both oral reading and high-frequency word fluency each week.</p> <p><b>Preparation:</b> Split Fluency rotations between High-Frequency Word Activities and oral fluency practice (for example, 5 minutes on repeated readings from the back of their current Decodable Reader and 7 minutes to play a high-frequency word game from their current cycle). Students may practice reading the word lists, phrases, and sentences for the cycle they are working on during differentiated small group instruction. They may also practice reading the Decodable Reader text itself repeatedly, using such practices as whisper, echo, buddy, or choral reading, or reading in unique voices (such as presidential, singsong, robot, etc.).</p> <p><b>Materials:</b> Access High-Frequency Word Activities at <a href="https://eled.org/skills-independent-student-activities">https://eled.org/skills-independent-student-activities</a>. To build fluency with high-frequency words, games are provided for each cycle that give students engaging ways to hear, say, see, and spell the high-frequency words they are learning. For oral reading fluency practice, words or passages can be found in the back of each Decodable Reader. Consider providing copies of the poems used during whole group instruction for students to complete repeated readings.</p>

### Writing Practice

**Purpose:** The Writing Practice rotation gives students a chance to build writing endurance and write about topics outside of what they are writing about in the Module Lessons. It is important that students experience a balance of freewriting and writing to a prompt over the course of a school year. Encourage them to use their senses to write descriptively, to use their imaginations to develop stories, and to apply the concepts of the writing craft they are learning in the Module Lessons. Expectations for freewriting and writing to a prompt vary as students progress through the phases. It is typical for students to become proficient in reading various patterns before becoming proficient in spelling those patterns. For this reason, in a typical progression, students' spelling often lags behind their reading, especially when freewriting. Pay close attention to the patterns they use to spell different sounds in their writing samples to determine which spelling patterns they are proficient in and those with which they need more review or direct instruction.

**Preparation:** During this time, provide materials for students to practice communicating ideas in writing. When they are writing to a prompt, provide prompts or use those provided in the back of each Decodable Reader.

**Materials:** Support freewriting by providing items such as pencils or other writing utensils, letter formation paper or other paper, flat or inclined writing surfaces, previously read Decodable Readers, photographs or images, items from the natural world, book illustrations, or any other materials that support students in generating ideas for their writing. Writing prompts are provided in the back of each Decodable Reader. These prompts support students in connecting their writing to a decodable text they have recently read.

**Purpose:** Accountable independent reading engages students in a volume of reading.

**Preparation:** Access Accountable Independent Reading Shelf Talkers at <https://eled.org/skills-independent-student-activities> to track students' reading and support them in setting goals for their reading. Shelf Talkers with limited writing requirements are provided for Pre-Alphabetic students. For students ready to document more information about their reading, literary text and informational text options are also provided.

**Materials:** Ensure that students have access to a variety of reading materials such as literary and informational picture books, chapter books, graphic novels, poetry, magazines, Decodable Readers, etc.

## Creating a Schedule for Independent Student Activities

A set routine that students anticipate provides primary learners with welcome stability and predictability and can help ensure that the differentiated instruction time in Skills Block is successful. Every class is different. Consider students' management needs and identities as you create this routine. This can include the use of a bell or clap or other signal to let them know it's time to move on. During the first 2 weeks of Skills Block, it will be important to introduce students to this signal and have them practice using it. Provide explicit expectations about what they should do with the materials they use for each rotation, how they should move through the classroom, what their voices should sound like, how they should carry materials, etc.

Consider creating a visual aid to help students remember each step of a successful transition. Discuss with the class what transitions look like and sound like in your classroom, and consider using a timer to help students decrease the amount of time it takes to make a successful transition. Depending on students' needs and preferences, consider using songs or chants during transitions to encourage them not to talk. Additionally, think about how movement between transitions can help students remain on task and on focus during their next rotation. Consider giving them different movements to try as they go from one rotation to the next, such as various animal walks, tiptoeing, walking backward, shuffling, etc. To help students know which rotation they should participate in next, create a visual for them to reference. Here is a sample rotation schedule from Ms. Sanchez's first-grade class:

### Accountable Independent Reading

## Reading Foundational Skills Block

	Monday	Tuesday	Wednesday	Thursday	Friday
Work with Teacher	—	Below grade level A	Below grade level A	Below grade level A	Below grade level A Above grade level Below grade level B At grade level
	At grade level*	At grade level	Below grade level B	Above grade level	
	Below grade level A*	Below grade level B	Above grade level	Below grade level B	
Word Work	Below grade level B*	At grade level	—	Above grade level	Above grade level At grade level — Below grade level B
	Below grade level A	Below grade level B	—	At grade level	
	Above grade level*	Below grade level A	Below grade level B	Below grade level A	
Fluency	Below grade level A	—	Below grade level B	Below grade level B	Below grade level B Below grade level A At grade level —
	Above grade level	Above grade level	At grade level	—	
	Below grade level B	—	Below grade level A	At grade level	
Accountable Independent Reading	Above grade level	Below grade level B	At grade level	—	At grade level Below grade level B Below grade level A Above grade level
	—	—	Above grade level	Below grade level A	
	At grade level	Above grade level	—	—	
Writing Practice	At grade level	Above grade level	Above grade level	At grade level	— — Above grade level Below grade level A
	Below grade level B	Below grade level A	Below grade level A	Below grade level B	
	—	At grade level	At grade level	Above grade level	

\*Consider giving groups names that align to the topic students are learning about in the content-based Module Lessons.

## **Weekly Dosage**

	<b>Work with Teacher</b>	<b>Word Work</b>	<b>Fluency</b>	<b>Accountable Independent Reading</b>	<b>Writing Practice</b>
<b>Below Grade Level A</b>	5	3	3	2	3
<b>Below Grade Level B</b>	4	4	4	2	2
<b>At Grade Level</b>	3	3	3	3	4
<b>Above Grade Level</b>	3	3	2	4	4

## **Implementing Skills Block: Grade-Level Whole Group Instruction**

In Skills Block, whole group instruction gives students explicit instruction on grade-level content for the first part of every Skills Block day. Students engage with displayed key sound and letter patterns, words, or phrases for that week and practice writing letters and words on whiteboards or practice pages.

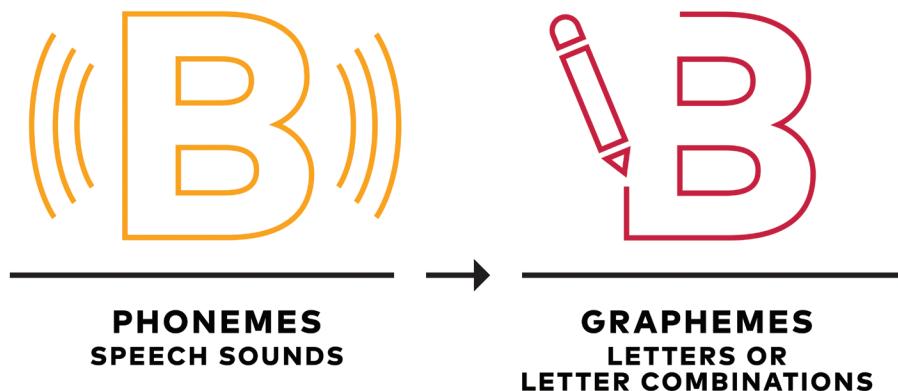
The whole group part of Skills Block is broken into three parts: Opening, Work Time, and Closing. During the Opening, students engage in familiar routines that build their phonological and phonemic awareness, their automaticity with phonograms and high-frequency words, and their oral reading fluency. These routines are consistent each day, so primary students know what to expect and can focus on the skills rather than on learning the routine.

Work Time is the heart of whole group instruction. This is where students use instructional routines to practice newly introduced graphemes (letters), phonemes (sounds), spelling patterns, syllable types, or skills. Routines are used consistently over many microphases to address grade-level standards, ensuring that all students have access to grade-level instruction as a whole group. For example, in Grades 1 and 2, there is an instructional routine called Syllable Sleuth. In this routine, students use syllable boxes to analyze multisyllabic words by considering how the syllable types help them know what the vowels will sound like. They learn this routine during Grade 1, practice it, and then apply it every time they learn new syllable types or need to decode multisyllabic words throughout the rest of Grade 1 and Grade 2.

Building a set of familiar routines supports students as they apply those routines with increasingly complicated content. Primary learners thrive on a sense of rhythm and ritual. And the instructional routines also help teachers internalize the steps to each routine so they can focus more on the specific skills being taught. The routines in Skills Block are designed with the characteristics of primary learners in mind, incorporating music, movement, flexibility, and joy. For example, instead of being asked to raise their hand when they hear a set of rhyming words in the Rhyme Time routine, students are encouraged to stand up and jump when they hear the rhyming words.

Similar to the other components of the K–2 Language Arts Curriculum, there is a focus on students’ habits of character in Skills Block. The lesson’s Closing often emphasizes a growth mindset, helping students notice and reflect on this question: “How did our work today help us become even more proficient readers?” Keep students’ needs and identities in mind during the Closing and choose options that add joy to the end of whole group lessons.

All the whole group routines ultimately support students’ orthographic mapping skills, leading to proficient reading. Orthographic mapping is the process of bonding spellings, pronunciations, and meanings of specific patterns and words in memory.



## Opening Routines

<b>Engage the Learner: Transition Song/ Learning Targets (K–2)</b>	Each lesson begins by engaging students in a song or chant. With repeated uses, students become familiar with these and can sing or chant along. See <a href="https://ed.org/songs-and-chants">https://ed.org/songs-and-chants</a> to access songs. Read the daily learning targets or key learning targets (Kindergarten only) aloud to frame the lesson in student-friendly language.
<b>Sound Shuffle (K–2)</b>	Sound Shuffle is a listening routine to build phonological and phonemic awareness, so only a title slide is used.
<b>Fluency Practice (K–2)</b>	The opening Fluency Practice routine provides an opportunity to review previously taught letters, sounds, words, phrases, and sentences with repeated readings that build across each cycle.
<b>Quick Review (K–2)</b>	The Quick Review is a short, 1-minute routine during which students read a selection of taught letters, phonograms, and high-frequency words. Students chorally recite the sound or word from each card as it is revealed.
<b>High-Frequency Word Routine (K–2)</b>	Students learn new high-frequency words for each cycle by listening for each sound or syllable in the word and then learning the spelling, using sound or syllable boxes. Students identify sounds that are spelled as they would expect, with a known letter or pattern. They learn the spelling of sounds that are spelled in a way that they may not expect, whether with a regular spelling pattern that has not yet been learned or with an irregular pattern. Skywriting and/or writing each new high-frequency word helps students commit the words to memory.

## **Work Time Routines**

<b>Poem Launch (K–2)</b>	<p>Students explore the new cycle poem by listening for enjoyment as it is read aloud to model fluency. Then, they build comprehension by answering questions and acting the poem out. Finally, they listen for new letters, sounds, spelling patterns, and high-frequency words being introduced in the cycle.</p>
<b>Pattern Power (K–2)</b>	<p>This routine begins in the Early Partial Alphabetic Microphase after students have completed the Getting to Know Letters routine for each letter. They discover each cycle's new sound or spelling pattern by using words from the cycle poem. Students view the pattern on Phonogram Cards, then look closely at words containing the new pattern that can be generalized in future reading.</p>
<b>Word Workout (2)</b>	<p>The Word Workout routine is part of Lesson 3 in each Consolidated lesson. Students apply their knowledge of cycle spelling patterns to analyze, sort, decode, and/or encode words with the cycle spelling pattern. The Word Workout activities include Identify and Match, Same Sounds, Sneaky Sounds, and Word Stars.</p>
<b>Chaining (K–1)</b>	<p>Kindergartners begin this routine in the Pre-Alphabetic microphases. With guidance, students look at each letter in a CVC word, say the sound the letter makes, and use connected phonation skills to blend the sounds together chorally. Students then use the Chaining Practice page to record missing letters of the word they decoded together, which provides additional practice with letter formation. Kindergarten and Grade 1 students in the Partial and Full Phases read one-syllable words, using connected phonation to blend and decode the word. Students read chains of words by analyzing the letter sounds that change from one word to the next. They use sound boxes to record the sounds of each word.</p>
<b>Spelling to Complement Reading (K–1)</b>	<p>Students work through a series of scaffolded steps to successfully spell words from the current or past cycles. They first isolate and identify the individual phonemes (sounds) in the spoken word, then apply their growing knowledge of letter-sound connections to identify the grapheme (letter) that matches each individual phoneme. Finally, students use that information to encode (spell) the word, using sound boxes for one-syllable words and syllable boxes for multisyllabic words.</p>
<b>Interactive Writing (K–2)</b>	<p>Interactive Writing begins in the Early Partial Alphabetic Microphase. At the beginning of the routine, students independently spell words with the cycle focus and check their work when the word is displayed. Then, the class works together to construct a shared sentence, using one or more words that match the cycle focus. Students in all grades apply grade-specific conventions and standards as well as their knowledge of learned high-frequency words. As they are ready, Grade 1 and 2 students are encouraged to compose their own sentences using cycle words.</p>
<b>Interactive Editing (K–2)</b>	<p>Students apply their growing knowledge of letter-sound connections and spelling patterns to edit a shared sentence. They apply the rules of spelling, capitalization, spacing, and punctuation to edit and write the sentence.</p>
<b>Getting to Know Letters (K)</b>	<p>Students “meet” a new lower- and uppercase letter, exploring the following: name (grapheme), sound(s) (phoneme), and a keyword that helps them remember the letter’s sound and formation. This practice includes a letter-sound chant and a focus on the articulatory gesture of the sound. Students also get to know the shape and formation of both the lower- and uppercase letters, practicing first with their bodies using skywriting and then using letter formation paper.</p>
<b>Rhyme Time (K)</b>	<p>Students explore the cycle poem for a new purpose: 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 and analyzing the sounds in spoken words.</p>

<b>Feel the Beats (K)</b>	Students explore the cycle poem for a new purpose: to listen for and identify each syllable (beat) in a spoken word. They count syllables in the spoken word and manipulate them by segmenting and blending.
<b>Call and Response (K)</b>	This routine begins in the Pre-Alphabetic microphases. Students apply knowledge of grapheme-phoneme connections to chant correlating graphemes to phonemes and skywrite the letters that match the sounds. The routine repeats in reverse as students chant correlating phonemes to graphemes. In the Partial Alphabetic microphases, the routine is extended to include blending and segmenting responses.
<b>What Says (1)</b>	The What Says routine begins during Lesson 3 for each cycle, introducing a new spelling of an r-controlled, VCe, or vowel team pattern. With guidance, students complete the What Says Anchor Chart to use as an ongoing resource. They review the Phonogram Card with the new vowel pattern introduced in Lesson 1, place it on the What Says Anchor Chart in the correct column, and briefly review other learned spelling patterns for the same new vowel sound.
<b>Syllable Sleuth (1–2)</b>	Students use their knowledge of the six syllable types (closed, open, VCe, r-controlled, vowel team, and consonant-le) to decode multisyllabic words by mapping the letters in the word from vowel to vowel before dividing the word into its syllables, using the Syllable Division Rules Anchor Chart as a reference. Students use the Six Types of Syllables Anchor Chart to identify each syllable type and use their knowledge of how syllable types impact vowel sounds to read the word.
<b>Fluency (K–2)</b>	The Fluency routine provides an opportunity for students to reread the cycle poem, which helps to build oral reading fluency. In Kindergarten, students learn that fluency means reading smoothly, not too fast, or not too slow, so they can pay closer attention to the meaning of the text. Begin the Fluency routine by modeling fluent reading and supporting awareness of one-to-one correspondence by pointing out each word as it's read so students hear and see each word. Then, invite students to participate in an echo, whisper, choral, or buddy read. In Grades 1 and 2, fluency is defined as "reading with expression and meaning, at just the right speed." In these phases, the Fluency routine takes place over two lessons. Begin by reading a portion of the poem aloud, modeling appropriate phrasing. Then, students read that portion chorally, whisper-read, or rehearse and perform the poem in a special way.

The whole group portion of Skills Block hour is based on the tenets of explicit instruction. That includes teaching only the most important content and leaving secondary information aside, keeping routines predictable to support students' learning, fast-paced lessons, and active participation from all students throughout the lesson.

To support this explicit instruction, EL Education provides a slide deck for each whole group lesson. The deck provides cues that help students stay engaged and motivated, such as graphics for each portion of the opening routine. The deck has everything needed to teach the lesson:

- the lesson's fluency words, phrases, or sentences for students to build oral reading fluency;
- the phonograms and high-frequency words for quick review to build automaticity with sound-spelling patterns and high-frequency words;
- clear use of sound or syllable boxes to help students map sounds to spellings of new high-frequency words; and
- all the words and materials needed for Work Time routines, such as poems, words, images, T-charts, tables, and sound or syllable boxes.

## **Reading Foundational Skills Block**

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In addition to the slide deck, it is helpful to prepare materials for students to use during whole group lessons. This is a matter of choice, depending on what is available. The important thing is that students are able to write during Skills Block whole group lessons. This could be on a whiteboard, on letter formation paper, or on “sound boards” (printed sound or syllable boxes inside erasable clear plastic, such as a binder or report cover). When deciding how to arrange seating for Skills Block whole group lessons, consider the importance of students easily seeing the slide deck and having the ability to write.

## **Transitioning from Whole Group Lessons to Small Groups and Independent Rotations**

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A set routine is highly recommended for transitioning students from whole group lessons into the small group and independent student activity portion of Skills Block hour. Every class is different, so consider students’ management needs and identities when creating this routine. This can include the use of a bell or clap or other signal to let them know it’s time to move on. During the first 2 weeks of Skills Block, it will be important to introduce students to this signal and have them practice using it. Provide explicit expectations about what they should do with the materials they use for each rotation, how they should move through the classroom, what their voices should sound like, how they should carry materials, etc. Consider creating a visual aid to help students remember each step of a successful transition. Discuss with the class what transitions look like and sound like, and consider using a timer to help students decrease the amount of time it takes to make a successful transition. Depending on students’ needs and preferences, consider using songs or chants during transitions to encourage them not to talk. Additionally, think about how movement between transitions can help students remain on task and focus during their next rotation. Consider giving them different movements to try as they go from one rotation to the next, such as various animal walks, tiptoeing, walking backward, shuffling, etc.

## **Family Communication**

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Families are key partners in the education of their students. Families care about their students’ education and add value to the community. Regular communication and multiple opportunities for participation encourage families to be strong partners in their students’ learning.

See the Letter for Families at <https://eleg.org/skills-wg-family-letters> to share information with families about what their students will be learning during this year, and to give suggestions about how to engage their students and extend learning at home. The letter can be adapted to the needs of the classroom and community.

# Implementing Skills Block: Joy and Movement

Young children have inherent capacities that can be harnessed in service of developing them into deep thinkers, lifelong learners, compassionate community members, and creative future leaders. All this starts with the ability to read. EL Education uses the Characteristics of Primary Learners [<https://eled.org/4224>] to infuse joy into the process of learning to read. In Skills Block, the following characteristics of primary learners are incorporated into each day:

- Young children find security in rhythm, ritual, and repetition.
- Young children “understand” the world first through their bodies.
- Young children seek patterns in the world around them.
- Young children seek independence and mastery.

## Songs and Chants

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The infusion of music is one of the most critical ways we incorporate the characteristics of primary learners into Skills Block. Music provides rhythm, ritual, and repetition; it helps students use their bodies to learn through movement; it points out patterns (in the songs and in our language); it can provide a sense of building mastery; and it encourages a growth mindset, which is needed to become a skilled reader. Familiar songs bring joy and learning, and are a cue to students that it’s time for Skills Block—which means it’s time to become a reader! Access a bank of songs and chants to use in Skills Block at <https://eled.org/songs-and-chants>.

## Movement Bank

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Primary students learn best when their bodies are fully engaged. The following ideas can be incorporated into Skills Block routines to infuse more multisensory learning, which has been proven to support students’ ability to remember sound-spelling patterns. Movement can help students regulate their emotions and bodies so they can focus on learning. To witness teaching through movement in action, see <https://eled.org/4218>.

## Reading Foundational Skills Block

### Opening Routines

<b>Engage the Learner: Transition Song and Learning Targets</b>	Add student-generated motions for the transition song (to build engagement, motivation, and focus on learning).  Add gestures, such as shooting an arrow at a target, to signal the introduction of learning targets.
<b>Sound Shuffle</b>	Add any movement timed with students' choral responses, such as jumping, touching opposite knees, reaching arms in the air or across the body, or "flapping wings."
<b>Fluency Practice</b>	Sway to the beat and rhythm of phrases and sentences.  Read while tapping the carpet, patting legs, or clapping to a set cadence.
<b>Quick Review</b>	Add any movement timed with students' choral responses, such as jumping up, marching, touching opposite knees, "marching" arms up or out, or using rhythm sticks (or pencils) to "drum" each response.
<b>High-Frequency Word Routine</b>	Trace the word on the carpet or body (leg, palm, forearm), or skywrite.  Write words on a sensory bag (heavy-duty zip-top bag filled with child-safe liquid, gel, flour, or rice).  Chant the letters in the word while jumping in a hopscotch pattern or bouncing a ball.  Trace the word on a buddy's back.

### Work Time Routines

<b>Poem Launch</b>	Sway to the rhythm of the poem or incorporate student-generated motions to go along with the poem, such as acting it out.  Get the beat in your feet; walk in a circle around the room while reciting.
<b>Pattern Power</b>	Add any motions that represent the pattern (e.g., having students stand back-to-back with a partner to represent the doubling rule).
<b>Word Workout</b>	Place category labels in different parts of the room, and invite students to move words on strips of paper or sticky notes to the correct category.
<b>Chaining</b>	Segment and blend on the arm; tap; quadrant hop (on a mat with four different-colored squares that students tap in a pattern with their foot before reading each word).  Use letter tiles to manipulate words (e.g., students move the letter tiles for <i>f</i> , <i>i</i> , and <i>n</i> to spell the word <i>fin</i> while saying the sounds aloud; then dictate the word <i>fish</i> , and students replace their <i>n</i> tile with an <i>sh</i> tile).
<b>Spelling to Complement Reading</b>	Invite students to jump, tap, or drum the number of sounds they hear in a word before mapping the letters to sounds in the sound box.  Create enlarged sound boxes that students can stand behind and have them tap their foot from one box to the next as they say the sounds in a word.  Use magnetic letter tiles to manipulate words.
<b>Interactive Writing</b>	Invite students to skywrite along or use their fingers to write on the carpet or desk.  Write each word of the sentence on a sheet of paper or paper plate, and affix it to the floor. Invite students to frog hop as they read each word.

<b>Interactive Editing</b>	During the editing process, invite students to stand up and raise their arms when they notice a need for a capital letter, wave a hand when they notice a spelling error, and stomp their feet when they see missing punctuation.  Once the sentence has been edited, write each word of the sentence on a sheet of paper or paper plate, and affix it to the floor. Invite students to frog hop as they read each word.
<b>Getting to Know Letters</b>	Demonstrate articulatory gestures to a partner.  Create motions to match the keyword image for each letter (e.g., arms straight out, open and close them to represent the keyword <i>alligator</i> ).
<b>Rhyme Time</b>	Replace jumping (included) with other motions, such as squatting, clapping, raising arms, hopping on one foot, or shifting weight from one foot to the other for the rhyme (e.g., students say the onset of the word with their weight on their left foot and the rime with their weight on their right foot).
<b>Feel the Beats</b>	Clap syllables, segment syllables on the arm, tap or stomp syllables with feet, or use student-created drums to demonstrate the number of syllables.
<b>Call and Response</b>	March, sidestep, bend knees, flap wings, etc.
<b>What Says</b>	Create motions to match each sound, sing the sound-spelling patterns, or write the spellings on sticky notes and place them under students' chairs so they have to bend all the way over to "collect" the spelling options for the sound.
<b>Syllable Sleuth</b>	Use motions/gestures to represent each syllable type.  Make the difference between a syllable and a sound clear in students' bodies by inviting them to stand to say the word, then stomp the syllables, and then put the sounds in their fingers by tapping each syllable separately.
<b>Fluency</b>	Sway to the rhythm of the poem, or incorporate student-generated motions to go along with the poem.  Have students stand on balance boards or on one foot while reading.

## Closing Routine

<b>Check for Understanding</b>	Create a closing chant, cheer, or song.  Use protocols such as Back-to-Back and Face-to-Face, Pinky Partners, and Musical Mingle. See Classroom Protocols at <a href="https://led.org/classroom-protocols">https://led.org/classroom-protocols</a> .
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# K–2 Skills Block: Scope and Sequence

## Early Pre-Alphabetic Micropphase

### Grade Level

Prekindergarten/Kindergarten Differentiated Small Group Instruction ONLY

Students in this micropphase work on concepts of print and prereading skills that develop their awareness of oral and written language.

Cycle	Focus	Decodable Reader
A	Opportunities for emergent reading behavior (pretend reading/storytelling); engaging in language play (alliteration, rhyming, sound patterns)	<i>Learning Letters: Rhyme Time</i>
B	Recognizing that spoken words are represented in written language by specific sequences of letters; name recognition	<i>Learning Letters: What's on Top?</i>
C	Syllables and phonemes; common signs/labels in environment	<i>Learning Letters: Listen for the Beats</i>
D	Understanding words are separated in print and letters are grouped to form these words; organization and basic features of print	<i>Learning Letters: What's the Word?</i>
E	Differentiating letters from numerals; isolating and pronouncing initial sounds in words	<i>Learning Letters: Same Sounds</i>
F	Following words left to right, top to bottom, page to page	<i>Learning Letters: What's for Lunch?</i>

## Middle Pre-Alphabetic Microphase

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### Grade Level

Beginning Kindergarten

Students in this microphase work on letter identification, formation, and sounds of 12 letters, as well as beginning to blend sounds into words.

Cycle	High-Frequency Words	Focus	Decodable Reader	Phonemic Awareness Skills
1	am, I	/ă/ spelled <i>a</i> ; /m/ spelled <i>m</i>	<i>Learning Letters: Aa and Mm</i>	Delete first part of compound words Rhyming Recognition
2	a, the	/t/ spelled <i>t</i> ; /s/ spelled <i>s</i>	<i>Learning Letters: Tt and Ss</i>	Delete first part of compound words Rhyming Recognition
3	an, and	/n/ spelled <i>n</i> ; /ĕ/ spelled <i>i</i>	<i>Learning Letters: Nn and Ii</i>	Delete last part of compound words Rhyming Recognition
4	is, of	/f/ spelled <i>f</i> ; /d/ spelled <i>d</i>	<i>Learning Letters: Ff and Dd</i>	Delete last part of compound words Rhyming Recognition
5	go, no, so	/ō/ spelled <i>o</i> ; /l/ spelled <i>l</i>	<i>Learning Letters: Oo and Ll</i>	Delete first part of two-syllable words Rhyming Identification
6	do, my, to	/r/ spelled <i>r</i> ; /h/ spelled <i>h</i>	<i>Learning Letters: Rr and Hh</i>	Delete first part of two-syllable words Rhyming Identification
7	into, said	Microphase review	<i>Review Letters: Aa, Mm, Tt, Ss, Nn, Ii, Ff, Dd, Oo, Ll, Rr, and Hh</i>	Delete part of two-syllable words Rhyming Identification

**Late Pre-Alphabetic Microphase****Grade Level**

Middle Kindergarten

Students in this microphase work on letter identification, formation, and sounds of the remaining 14 letters.

Cycle	High-Frequency Words	Focus	Decodable Reader	Phonemic Awareness Skills
8	not, that	/b/ spelled b; /w/ spelled w	<i>Learning Letters: Bb and Ww</i>	Delete onset of CVC words Rhyming Identification
9	he, me, she	/kw/ spelled qu; /ü/ spelled u	<i>Learning Letters: Qu, qu, and Uu</i>	Delete onset of CVC words Rhyme Production
10	are, as, you	/k/ spelled c; /g/ spelled g	<i>Learning Letters: Cc and Gg</i>	Delete onset of CVC words Rhyme Production
11	see, was	/p/ spelled p; /y/ spelled y; /ks/ spelled x	<i>Learning Letters: Pp, Yy, and Xx</i>	Delete rime of CVC words Rhyme Production
12	for, or	/ě/ spelled e; /v/ spelled v	<i>Learning Letters: Ee and Vv</i>	Delete rime of CVC words Rhyme Production
13	her, his	/k/ spelled k; /j/ spelled j; /z/ spelled z	<i>Learning Letters: Kk, Jj, and Zz</i>	Delete rime of CVC words Review of rhyme identification and production skills
14	this, with, your	Microphase review	<i>Review Letters: Bb, Ww, Qu, qu, Uu, Cc, Gg, Pp, Yy, Xx, Ee, Vv, Kk, Jj, and Zz</i>	Combination of deletion skills with onset and rime Review of rhyme identification and production skills

## Early Partial Alphabetic Microphase

### Grade Level

Middle/End Kindergarten

Students in this microphase work on solidifying the short vowel sounds in VC and CVC words and begin to decode and spell CVC, CCVC, and CVCC words with consonant digraphs (*sh, ch, th, wh*) and welded sounds (/am/, /an/, /all/).

Cycle	High-Frequency Words	Focus	Decodable Reader	Affix(es)	Phonemic Awareness Skills
15	good, look	/sh/ spelled <i>sh</i> ; /ch/ spelled <i>ch</i> ; /th/, /TH/ spelled <i>th</i>	<i>Chip Can't Nap</i>	N/A	Delete first part of two-syllable words Substitute initial sound in CVC words
16	all, says, they	/ă/ spelled <i>a</i> ; /all/ spelled <i>all</i>	<i>The Ham Sandwich</i>	-s	Delete last part of two-syllable words Substitute initial sound in CVC words
17	each, like, little	/i/ spelled <i>i</i>	<i>The Milkshake</i>	-s	Delete last part of two-syllable words Substitute initial sound in CVC words
18	from, have, more	/ō/ spelled <i>o</i>	<i>The Mop Is a Dog!</i>	-s	Delete first syllable in three-syllable compound words Substitute initial sound of CVC words
19	about, out, put	/ü/ spelled <i>u</i>	<i>Fun on the Bus</i>	-s	Delete first syllable in three-syllable compound words Substitute rime in CVC words
20	be, get, very	/ĕ/ spelled <i>e</i>	<i>Ben's New Home</i>	-s	Delete first syllable in three-syllable words Substitute rime in CVC words
21	what, when, who	/w/ spelled <i>wh</i> ; microphase review	<i>Josh Takes a Bath</i>	-s	Delete last syllable in three-syllable compound words Substitute rime in CVC words

**Middle Partial Alphabetic Micropase****Grade Level**

End Kindergarten

Students in this micropase work on reading and spelling welded sounds with *ng* and *nk*, as well as FSZL (fizzle) letters (*f*, *s*, *z*, *l*).

Cycle	High-Frequency Words	Focus	Decodable Reader	Phonemic Awareness Skills
22	does, goes	<i>nk</i> sounds: /ank/, /ink/, /onk/, /unk/	<i>My Pink Bank</i>	Delete last syllable in three-syllable compound words Substitute rime in three-sound words
23	only, other	<i>ng</i> sounds: /ang/, /ing/, /ong/, /ung/	<i>Sing Hank a Song</i>	Delete last syllable in two-syllable words Substitute initial sound in CVC words
24	off, which	FSZL (fizzle) letters: <i>ff</i> , <i>ss</i> , <i>zz</i> , <i>ll</i>	<i>Toys to Sell</i>	Review of deletion skills with multisyllabic words Review of substitution skills in CVC words (onset and rime)
25	again, day, say	Microphase review	<i>Cash for My Bank</i>	Review of deletion skills with multisyllabic words Substitute rime in CVC words

## Late Partial Alphabetic Microphase

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### Grade Level

Beginning Grade 1

Students in this microphase work on reading and spelling words with consonant blends (words with more than three sounds) as well as *y* as the long *i* sound.

Cycle	High-Frequency Words	Focus	Decodable Reader	Affix(es)	Phonemic Awareness Skills
26	by, my, try, why	/i/ spelled <i>y</i>	<i>A Hot Day</i>	N/A	Delete first part of compound words
27	first, friend, half	/k/ spelled <i>ck</i> ; /w/ spelled <i>wh</i> review; fizzle letters ( <i>f, s, z, l</i> ) review	<i>Going to the Dock</i>	-s vs. -es	Delete first part of compound words
28	any, many, pretty	Initial consonant blends with <i>l</i> and <i>r</i> ( <i>sl, bl, cl, fl, gl, pl, br, cr, dr, fr, gr, pr, tr</i> )	<i>Going to See Pops</i>	-s vs. -es	Delete last part of compound words
29	front, know, two	Initial consonant blends with <i>s</i> ( <i>sc, sk, sm, sn, sp, st, sw, str, spr, scr, spl</i> ); /n/ spelled <i>kn</i>	<i>Fun with Pops!</i>	-s vs. -es	Delete first part of three-syllable compound words
30	draw, saw, talk, walk	Final consonant blends: -nd, -lp, -lt, -lf, -st, -sk	<i>Back with Beck</i>	-s vs. -es	Delete first part of three-syllable words
31	come, love, some	Microphase review	<i>Friends Club!</i>	-s vs. -es	Combination of deletion skills with multisyllabic words

## **Early Full Alphabetic Microphase**

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### **Grade Level**

Beginning/Middle Grade 1

Students in this microphase work on reading and spelling two-syllable words with closed syllables. They are also introduced to open and vowel-consonant-e syllable types.

Cycle	High-Frequency Words	Focus	Decodable Reader	Affix(es)	Phonemic Awareness Skills
32	happen, listen, often, problem	Two-syllable closed syllables: CVCCVC	<i>The Family Visit</i>	<i>un-, -s, -es</i>	Delete onset of CVC words
33	funny, myself, open	Open syllables: CV, CCV	<i>Do You Have a Pet?</i>	N/A	Delete onset of CVC words
34	here, there, where, write	Vowel-consonant-e (V = /i/or /e/)	<i>A Note to Mom and Dad</i>	<i>-est</i>	Delete rime of CVC words
35	their, these, those	Vowel-consonant-e (V = /ā/ and /ō/); /f/ spelled <i>ph</i>	<i>Getting Facts about Rats</i>	<i>un-, -s</i>	Add initial sound to beginning of CVC words
36	blue, true, use	Vowel-consonant-e (V = /ū/, /OO/)	<i>A Huge Plan</i>	<i>-s</i>	Add initial sound to beginning of CVC words
37	done, gone, once, one	Vowel-consonant-e two-syllable words with suffixes <i>-ing</i> , <i>-s</i> , and <i>-ed</i>	<i>A Home for Duke</i>	<i>-s, -ed, -ing</i>	Combination of deletion and addition skills with CVC words
38	could, should, would	Microphase review	<i>Duke Is So Cute!</i>	<i>un-, -est, -s, -ing, -ed</i>	Substitute onset of CVC words

## Middle Full Alphabetic Microphase

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### Grade Level

Middle/End Grade 1

Students in this microphase work on reading and spelling closed-syllable exception sounds and are introduced to r-controlled syllables and contractions.

Cycle	High-Frequency Words	Focus	Decodable Reader	Affix(es)	Phonemic Awareness Skills
39	almost, both, children, wind	/ōl/ spelled <i>olt</i> ; /ōld/ spelled <i>old</i> ; /ōlt/ spelled <i>olt</i> ; /ōst/ spelled <i>ost</i> ; /īnd/ spelled <i>ind</i> ; /īld/ spelled <i>ild</i>	<i>A Little Seed</i>	<i>un-</i>	Substitute onset of three-sound words
40	before, course, four, heart, yours	/ar/ spelled <i>ar</i> , /or/ spelled <i>or</i>	<i>Looking for Mars</i>	<i>re-, -est, -ed, -s</i>	Substitute rime of CVC words
41	color, earth, word, work, world	/er/ spelled <i>er</i> , <i>ir</i> , <i>ur</i>	<i>Sam's Hammer</i>	<i>re-, -ly</i>	Substitute rime of CVC words
42	another, brother, father, mother	Contractions	<i>Reading Together</i>	<i>re-, -ly</i>	Combination of substitution skills with CVC words
43	during, learn, sure	Microphase review	<i>Fall Festival at the Park</i>	<i>re-, -ly</i>	Delete initial sound from CCVC words

## **Late Full Alphabetic Microphase**

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### **Grade Level**

End Grade 1

Students in this microphase are introduced to vowel team syllables and work on reading and spelling words with long vowel sounds.

Cycle	High-Frequency Words	Focus	Decodable Reader	Affix(es)	Phonemic Awareness Skills
44	against, break, eight, great	/ā/ spelled <i>ai, ay</i>	<i>Meet Aiden the Arctic Tern</i>	- <i>y, -ful</i>	Substitute initial sound in CCVC words
45	above, nothing, people	/ō/ spelled <i>oa, ow</i>	<i>On the Road South with Aiden</i>	- <i>ful</i>	Substitute initial sound in CCVC words
46	been, carry, please	/ē/ spelled <i>ee, ea, y</i>	<i>Seeing Africa with Aiden!</i>	- <i>y</i>	Substitute second sound in CCVC words
47	buy, bye, type	/ī/ spelled <i>igh, ie</i>	<i>Bright Days in Antarctica with Aiden</i>	- <i>y, -ful, -ed</i>	Substitute second sound in CCVC words
48	because, busy, family	/oy/ spelled <i>oi, oy</i>	<i>A Busy Journey North with Aiden</i>	<i>pre-, -y, -ful</i>	Delete final sound in three- or four-sound words
49	ahead, around, away	Two-syllable words with long vowel patterns	<i>Following Aiden to South America</i>	<i>pre-, -ful</i>	Delete final sound in three- or four-sound words
50	early, heavy, instead, ready	Microphase review	<i>Back to the Top of the World with Aiden</i>	<i>pre-, -y, -ful</i>	Combination of deletion and substitution skills with three- and four-sound words

## Early Consolidated Alphabetic Microphase

### Grade Level

Beginning Grade 2

Students in this microphase review the five known syllable types (closed, open, vowel-consonant-e, r-controlled, and vowel team) and work on reading and spelling new long vowel sounds and common suffixes.

Cycle	High-Frequency Words	Focus	Decodable Reader	Affix(es)	Phonemic Awareness Skills
51	control, island, second	Closed syllable review (including closed syllable exception sounds), contractions	<i>Where's Astrid?</i>	N/A	Delete first part of three-syllable compound words
52	also, notice, ocean, science, usually	Open syllable review	<i>Pat's Donut</i>	N/A	Delete last part of three-syllable compound words
53	measure, minutes, picture, police	VCe syllable review	<i>James and Sam Take a Hike</i>	<i>mis-</i>	Delete first part of three-syllable words
54	certain, door, hours	R-controlled syllable review	<i>Pat's Birthday</i>	<i>in-</i>	Delete last part of three-syllable words
55	knew, new, too	/OO/ spelled <i>ew, ue, oo, ui, eu, ou</i>	<i>Baby Cougars at the Zoo</i>	N/A	Delete initial sound in CCVC words
56	down, found, how, now, our	/ow/ spelled <i>ou, ow</i>	<i>A New Playground!</i>	<i>in-, mis-, -ed</i>	Substitute initial sound in CCVC words
57	book, stood, took	Doubling with vowel suffixes: CVCCing, CVCCed, CVCCer	<i>The Spelling Bee</i>	<i>in-, mis-, -ed, -er</i>	Substitute initial sound in CCVC words
58	built, lost, thought, won	/ɪd/, /d/, /t/ spelled <i>-ed</i>	<i>The Football Game</i>	<i>in-, -ed</i>	Delete final consonant sound in ending blends
59	patience, special, were	/shən/, /zhən/ spelled <i>-tion, -sion</i>	<i>Soup Station</i>	<i>in-, mis-, -ed</i>	Delete final sound in three- and four-sound words
60	answer, every, though	Microphase review	<i>Grandma's Magic Attic</i>	<i>in-, mis-, -ed, -ing</i>	Review of deletion skills with multisyllabic words Combination of deletion and substitution skills with three- and four-sound words

## Middle Consolidated Alphabetic Microphase

### Grade Level

Middle Grade 2

Students in this microphase are introduced to the final syllable type (consonant-le) and work on reading and spelling specific sound-spelling patterns.

Cycle	High-Frequency Words	Focus	Decodable Reader	Affix(es)	Phonemic Awareness Skills
61	beautiful, general, several	Consonant-le words	<i>Mable Wants to Play Basketball</i>	N/A	Substitute medial sound in CVC words
62	area, business, sign	/əbəl/ spelled -able, -ible	<i>Mable and Sheila Make a Plan</i>	-less	Substitute medial sound in CVC words
63	guess, laugh, through	/kəl/ spelled -cal, -cle	<i>The Silver Lake Barnacles</i>	im-, -less	Delete second sound in CCVC words
64	change, language, large, orange	/j/ spelled -ge, -dge; /ē/ spelled ei	<i>Mable's First Practice</i>	im-, -less	Delete second sound in CCVC words
65	country, natural, touch, watch	/ch/ spelled -ch, -tch; /cher/ spelled -ture	<i>Practice with Mommy</i>	-al, -ness	Substitute second sound in CCVC words
66	bought, caught, wash, water	/aw/ spelled au, aw	<i>Mable Gets in the Game</i>	im-, -less, -ness	Substitute second sound in CCVC words
67	toward, want, warm	Microphase review	<i>Going to the All-State Game</i>	im-, -less, -ness, -ible, -able	Combination of deletion and substitution skills with three- and four-sound words

## Late Consolidated Alphabetic Microphase

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### Grade Level

End Grade 2

Students in this microphase review syllable types, are introduced to schwa, and work on reading and spelling common word endings.

Cycle	High-Frequency Words	Focus	Decodable Reader	Affix(es)	Phonemic Awareness Skills
68	eyes, rhyme, separate, since	Syllable types review	<i>Science Reports</i>	N/A	Substitute final sound in CVC words
69	anything, breakfast, important	Schwa, /ə/, with a	<i>Pedro's Problem</i>	<i>em-, en-, ex-</i>	Substitute final sound in three-sound words
70	carefully, experiment, paragraph, square, wear	Schwa, /ə/, with -ate, /air/	<i>Pedro and Nicolas</i>	<i>em-, en-, dis-, ex-, -ic, -tion, -sion</i>	Substitute final sound in single syllable words
71	different, seven, symbol, system	Schwa, /ə/, with e and o	<i>A Trip to the Library</i>	<i>en-, dis-, re-, -less, -ly, -ful</i>	Delete first sound in a blend in CVCC words
72	choose, city, money, whose	Plural ending /ēz/ spelled -es, -eys	<i>Pedro's Weekend</i>	<i>em-, -ness, -ic</i>	Delete first sound in a blend in CVCC words
73	animal, enough, favorite	/üs/ spelled -ous, -us	<i>Time to Focus, Pedro!</i>	<i>-ic, em-, -ness, -ies, un-, -less, -est</i>	Substitute first sound in a blend in CVCC words
74	column, cover, rhythm	Microphase review	<i>Time to Present</i>	<i>-s, -ies, em-, en-, ex-, -ic, dis-</i>	Substitute first sound in a blend in CVCC words
75	N/A	Skills celebration	N/A	N/A	Combination of deletion and substitution skills with single syllable words

## **Additional Phonograms Taught During High-Frequency Word Routine**

Cycle	Sound/Spelling Pattern	High-Frequency Word	Other Words with This Phonogram (number in parentheses indicates the cycle in which the listed word is taught)
4	/z/ spelled <i>s</i>	<u>is</u>	as (10), was (11), his (13), has, busy (48)
	/ü/ spelled <i>o</i>	<u>of</u>	from (18), other (23), front (29), another (42), brother (42), mother (42), nothing (45), control (51), second (51), won (58), money (72), cover (74)
6	/OO/ spelled <i>o</i>	<u>do, to</u>	into (7), who (21), two (29)
7	/ě/ spelled <i>ai</i>	<u>said</u>	again (25), against (44), certain (54), bargain, curtain
14	/or/ spelled <i>our</i>	<u>your</u>	four (40), yours (40), course (40), pour, court
15	/oo/ spelled <i>oo</i>	<u>good, look</u>	stood (57), book (57), took (57), wood, foot
16	/ă/ spelled <i>ey</i>	<u>they</u>	hey, whey, prey
18	/or/ spelled <i>ore</i>	<u>more</u>	core, sore, store, score, chore, before (40), ignore, explore, etc.
19	/ə/ spelled <i>a</i>	<u>about</u>	again (25), another (42), against (44), above (45), around (49), away (49), ahead (49)
	/oo/ spelled <i>u</i>	<u>put</u>	push, pull, bush, mushy, smush
20	/air/ spelled <i>er</i>	<u>very</u>	era, peril, berry, cherry, merry
21	/h/ spelled <i>wh</i>	<u>who</u>	whole, whom, whoever
22	/ō/ spelled <i>oe</i>	<u>goes</u>	toe, doe, foe, oboe, aloe
24	/aw/ spelled <i>o</i>	<u>off</u>	often (32), dog, frog, soft, cost, cloth
28	/ě/ spelled <i>a</i>	<u>any, many</u>	anything (69)
	/i/ spelled <i>e</i>	<u>pretty</u>	happen (32), listen (32), often (32), problem (32), seven (71)
30	/aw/ spelled <i>al</i>	<u>talk, walk</u>	chalk, stalk, bald, calm, salt
31	/ü/ spelled <i>o_e, oCe</i>	<u>come, love, some</u>	done (37), above (45), none, glove, shove
34	/ear/ spelled <i>ere</i>	<u>here</u>	sphere, revere, severe, sincere
	/r/ spelled <i>wr</i>	<u>write</u>	wrong, wrap, wrist, wrestle, wrinkle
38	/ə/ spelled <i>oul</i>	<u>could, should, would</u>	N/A
39	/all/ spelled <i>al</i>	<u>almost</u>	also (52), already, alright, altogether, always

Cycle	Sound/Spelling Pattern	High-Frequency Word	Other Words with This Phonogram (number in parentheses indicates the cycle in which the listed word is taught)
41	/er/ spelled <i>or</i>	color, <u>word</u> , work, <u>world</u>	worm, worse, arbor, tutor, mayor, error
	/er/ spelled <i>ear</i>	<u>earth</u>	learn (43), early (50), earn, pearl, search
43	/er/ spelled <i>ure</i>	<u>sure</u>	measure (53), cure, secure
44	/ā/ spelled <i>eigh</i>	<u>eight</u>	neighbor, sleigh, weigh, weight
	/ā/ spelled <i>ea</i>	<u>break</u> , <u>great</u>	steak
46	/air/ spelled <i>ar</i>	<u>carry</u>	area (62), paragraph (70), arrow, barrel, parrot
47	/ī/ spelled <i>yCe</i>	<u>type</u>	rhyme (68), hype, thyme, enzyme
	/ī/ spelled <i>ye</i>	<u>bye</u>	dye, tye, rye
49	/ē/ spelled <i>ea</i>	<u>ahead</u>	ready (50), heavy (50), instead (50), measure (53), breakfast (69), bread, deaf, head, leapt, dread, tread, realm, dealt, meant
53	/s/ spelled <i>ce</i>	<u>police</u>	once (37), price, race, voice, juice, office, since (68), fence, ounce, chance, fierce, patience (59)
	/cher/ spelled <i>ture</i>	<u>picture</u>	culture, future, furniture, nature, vulture
54	Initial silent <i>h</i>	<u>hours</u>	heir, herb, honest, honor
	/or/ spelled <i>oor</i>	<u>door</u>	floor, moor, poor
58	/i/ spelled <i>ui</i>	<u>built</u>	build, guild, guilt
	/aw/ spelled <i>ough</i>	<u>thought</u>	bought (66), ought, fought, sought, brought
59	/shēl/ spelled <i>cial</i>	<u>special</u>	social, crucial, official, spacial, glacial
60	/ō/ spelled <i>ough</i>	<u>though</u>	dough, doughnut, although, thorough
62	/n/ spelled <i>gn</i>	<u>sign</u>	align, assign, design
65	/aw/ spelled <i>w + a</i>	<u>watch</u>	wash (66), wasp, wander, swallow, want (67), water (66)
	/ū/ spelled <i>ou</i>	<u>country</u>	couple, cousin, double, touch (65), trouble, young
66	/aw/ spelled <i>augh</i>	<u>caught</u>	daughter, fraught, taught
67	/or/ spelled <i>ar</i>	<u>toward</u> , <u>warm</u>	warn, ward, quart
69	/ēnt/ spelled with the suffix <i>-ant</i>	<u>important</u>	distant, elegant, infant, instant, vacant
70	/air/ spelled <i>are</i>	<u>carefully</u> , <u>square</u>	bare, dare, glare, rare, scare, spare, stare
	/air/ spelled <i>ear</i>	<u>wear</u>	bear, pear, swear, tear

## Reading Foundational Skills Block

Cycle	Sound/Spelling Pattern	High-Frequency Word	Other Words with This Phonogram (number in parentheses indicates the cycle in which the listed word is taught)
71	/i/ spelled <i>y</i>	symbol, system	rhythm (74), oxygen, physics, crystal, typical
73	/üf/ spelled <i>ough</i>	enough	rough, tough
74	/m/ spelled <i>mn</i>	column	autumn, hymn, solemn

## K–2 Skills Block: High-Frequency Words

Kindergarten			
Middle Pre-Alphabetic Microphase	Late Pre-Alphabetic Microphase	Early Partial Alphabetic Microphase	Middle Partial Alphabetic Microphase
a	are	about	again
am	as	all	day
an	for	be	does
and	he	each	goes
do	her	from	off
go	his	get	only
I	me	good	other
into	not	have	say
is	or	like	which
my	see	little	
no	she	look	
of	that	more	
said	this	out	
so	was	put	
the	with	says	
to	you	they	
	your	very	
		what	
		when	
		who	

## Reading Foundational Skills Block

Grade 1			
Late Partial Alphabetic Micropause	Early Full Alphabetic Micropause	Middle Full Alphabetic Micropause	Late Full Alphabetic Micropause
any	blue	almost	above
by	could	another	against
come	done	before	ahead
draw	funny	both	around
first	gone	brother	away
friend	happen	children	because
front	here	color	been
half	listen	course	break
know	myself	during	busy
love	often	earth	buy
many	once	father	bye
my	one	four	carry
pretty	open	heart	early
saw	problem	learn	eight
some	should	mother	family
talk	their	sure	great
try	there	wind	heavy
two	these	word	instead
walk	those	work	nothing
why	true	world	people
	use	yours	please
	where		ready
	would		type
	write		

Grade 2		
Early Consolidated Alphabetic Microphase	Middle Consolidated Alphabetic Microphase	Late Consolidated Alphabetic Microphase
also	area	animal
answer	beautiful	anything
book	bought	breakfast
built	business	carefully
certain	caught	choose
control	change	city
door	country	column
down	general	cover
every	guess	different
found	language	enough
hours	large	experiment
how	laugh	eyes
island	natural	favorite
knew	orange	important
lost	several	money
measure	sign	paragraph
minutes	through	rhyme
new	touch	rhythm
notice	toward	separate
now	want	seven
ocean	warm	since
our	wash	square
patience	watch	symbol
picture	water	system
police		wear
science		whose
second		
special		
stood		
though		
thought		
too		
took		
usually		
were		
won		



**Kindergarten:** Middle Pre-Alphabetic Microphase

# Overview

## Middle Pre-Alphabetic Microphase Overview

### Focus

Students in this microphase work on letter identification, formation, and sounds of fourteen letters, as well as beginning to blend sounds into words.

### Middle Pre-Alphabetic Microphase Foundational Literacy Skills

- Begin to orally manipulate sounds by deleting syllables in two-syllable words.
- Begin to identify words that rhyme.
- Begin to isolate, count, and blend syllables in a spoken word.
- Begin to isolate and pronounce the initial and final sounds in a spoken word.
- Identify and form some uppercase and lowercase letters.
- Begin to recognize how letters represent initial and final sounds in words.
- Begin to match letters to the consonant and vowel sounds they spell.
- Demonstrate print awareness skills, including one-to-one matching of words on a page and proper directionality from top to bottom, left to right, and page to page.
- Demonstrate automatic recognition of approximately 15 high-frequency words by the end of this microphase.

### Targets

- RF.K.1b, RF.K.1c, RF.K.1d, RF.K.2b, RF.K.3a, L.K.1a

In addition to these standards, the following standards are taught throughout this microphase:  
RF.K.1a, RF.K.2, RF.K.2a, RF.K.2e, RF.K.3b, RF.K.3c, RF.K.3d, L.K.2c, L.K.2d

### Assessments

During this microphase, Cycles 3 and 5 are formative assessments. Formative assessments measure progress on priority standards that repeat throughout the microphase as students progress toward the summative Microphase Assessment in Cycle 7. The summative assessment measures student learning at the end of the microphase.

### Materials

The following materials are used across all cycles in this microphase.

#### K–2 Skills Block Materials (see Skills Block Tool Kit)

- High-Frequency Word Cards (<https://eled.org/hfw-cards>)
- Keyword Letter Cards
- Articulatory Gestures Chart
- Sound boxes
- Letter formation paper
- Syllable Boxes

## Classroom Materials

- Whiteboards and markers

For materials specific to each cycle, see the Cycle-at-a-Glance below.

## Cycle-at-a-Glance

This microphase is approximately 7 weeks or 35 sessions of instruction.

Cycle Focus and High-Frequency Words	Materials and Assessment
<b>Cycle 1</b> <p><b>Focus</b> /ă/ spelled <i>a</i>; /m/ spelled <i>m</i></p> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• am, I</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Keyword Letter Cards: <i>m, M, a, A</i></li> <li><input checked="" type="checkbox"/> High-Frequency Word Cards: <i>am, I</i></li> <li><input checked="" type="checkbox"/> Image Cards: <i>moose, mushroom, alligator, chain</i></li> <li><input checked="" type="checkbox"/> “The Moose”</li> <li><input checked="" type="checkbox"/> “The Alligator”</li> <li><input checked="" type="checkbox"/> <i>Mm</i> Letter Formation Page</li> <li><input checked="" type="checkbox"/> <i>Aa</i> Letter Formation Page</li> <li><input checked="" type="checkbox"/> Cycle 1 Chaining Practice: <i>a, m</i></li> <li><input checked="" type="checkbox"/> Whole Group Cycle 1 Practice materials</li> <li><input checked="" type="checkbox"/> Cycle 1: Lessons 1–5 Slides (optional)</li> </ul> <p><b>Formative Assessment</b></p> <p>N/A</p>
<b>Cycle 2</b> <p><b>Focus</b> /t/ spelled <i>t</i>; /s/ spelled <i>s</i></p> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• the, a</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Keyword Letter Cards: <i>t, T, s, S, a, m</i></li> <li><input checked="" type="checkbox"/> High-Frequency Word Cards: <i>am, I, the, a</i></li> <li><input checked="" type="checkbox"/> Image Cards: <i>tern, fish, snake, spider, sat, mat</i></li> <li><input checked="" type="checkbox"/> “Tiny Tern”</li> <li><input checked="" type="checkbox"/> “Sandy Snake”</li> <li><input checked="" type="checkbox"/> <i>Tt</i> Letter Formation Page</li> <li><input checked="" type="checkbox"/> <i>Ss</i> Letter Formation Page</li> <li><input checked="" type="checkbox"/> Blank Letter Formation Page</li> <li><input checked="" type="checkbox"/> Cycle 2 Chaining Practice: <i>s, t</i></li> <li><input checked="" type="checkbox"/> Whole Group Cycle 2 Practice materials</li> <li><input checked="" type="checkbox"/> Cycle 2: Lessons 1–5 Slides (optional)</li> </ul> <p><b>Formative Assessment</b></p> <p>N/A</p>

**Reading Foundational Skills Block**

Cycle 3	
<b>Focus</b> <i>/n/ spelled n; /i/ spelled i</i>	<b>Materials</b> <input checked="" type="checkbox"/> Keyword Letter Cards: <i>i, I, n, N, a, m, t, s</i> <input checked="" type="checkbox"/> High-Frequency Word Cards: <i>am, the, a, an, and</i> <input checked="" type="checkbox"/> Image Cards: <i>iguana, igloo, newt, insect</i> <input checked="" type="checkbox"/> “Itchy Iguana” <input checked="" type="checkbox"/> “Nibbling Newt” <input checked="" type="checkbox"/> <i>Ii</i> Letter Formation Page <input checked="" type="checkbox"/> <i>Nn</i> Letter Formation Page <input checked="" type="checkbox"/> Blank Letter Formation Page <input checked="" type="checkbox"/> Cycle 3 Chaining Practice: <i>i, m</i> <input checked="" type="checkbox"/> Whole Group Cycle 3 Check materials <input checked="" type="checkbox"/> Cycle 3: Lessons 1–5 Slides (optional)
<b>High-Frequency Words</b> • <i>an, and</i>	<b>Formative Assessment</b> • Cycle 3 Check • Microphase Formative Checklist
Cycle 4	
<b>Focus</b> <i>/f/ spelled f; /d/ spelled d</i>	<b>Materials</b> <input checked="" type="checkbox"/> Keyword Letter Cards: <i>f, F, d, D, t, m, a, i, s, n</i> <input checked="" type="checkbox"/> High-Frequency Word Cards: <i>the, an, and, is, am, of</i> <input checked="" type="checkbox"/> Image Cards: <i>flamingo, dog, fin, dim, ad</i> <input checked="" type="checkbox"/> “Flying Flamingo” <input checked="" type="checkbox"/> “Digging Dog” <input checked="" type="checkbox"/> <i>Ff</i> Letter Formation Page <input checked="" type="checkbox"/> <i>Dd</i> Letter Formation Page <input checked="" type="checkbox"/> Blank Letter Formation Page <input checked="" type="checkbox"/> Cycle 4 Chaining Practice: <i>d, f</i> <input checked="" type="checkbox"/> Whole Group Cycle 4 Practice materials <input checked="" type="checkbox"/> Cycle 4: Lessons 1–5 Slides (optional)
<b>High-Frequency Words</b> • <i>is, of</i>	<b>Formative Assessment</b> N/A

## Kindergarten: Middle Pre-Alphabetic Microphase: Overview

Cycle 5	
<b>Focus</b> <i>/õ/ spelled o; /l/ spelled l</i>	<b>Materials</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Keyword Letter Cards: <i>o, O, l, L, d, f, t, s, n, i, a, m</i></li> <li><input checked="" type="checkbox"/> High-Frequency Word Cards: <i>am, is, of, go, a, so, no, I, the</i></li> <li><input checked="" type="checkbox"/> Image Cards: <i>octopus, otter, lion, library, nod</i></li> <li><input checked="" type="checkbox"/> “Odd Octopus”</li> <li><input checked="" type="checkbox"/> “Little Lion”</li> <li><input checked="" type="checkbox"/> <i>Oo</i> Letter Formation Page</li> <li><input checked="" type="checkbox"/> <i>Ll</i> Letter Formation Page</li> <li><input checked="" type="checkbox"/> Blank Letter Formation Page</li> <li><input checked="" type="checkbox"/> Cycle 5 Chaining Practice: <i>o, l</i></li> <li><input checked="" type="checkbox"/> Whole Group Cycle 5 Check materials</li> <li><input checked="" type="checkbox"/> Cycle 5: Lessons 1–5 Slides (optional)</li> </ul>
<b>High-Frequency Words</b> <ul style="list-style-type: none"> <li>• go, no, so</li> </ul>	<b>Formative Assessment</b> <ul style="list-style-type: none"> <li>• Cycle 5 Check</li> <li>• Microphase Formative Checklist</li> </ul>
Cycle 6	
<b>Focus</b> <i>/r/ spelled r; /h/ spelled h</i>	<b>Materials</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Keyword Letter Cards: <i>r, R, h, H, l, f, o, n, d, i, a, t, m, s</i></li> <li><input checked="" type="checkbox"/> High-Frequency Word Cards: <i>is, the, a, to, of, do, my, and</i></li> <li><input checked="" type="checkbox"/> Image Cards: <i>rabbit, raven, horse, bun, rot, rat</i></li> <li><input checked="" type="checkbox"/> “Relaxing Rabbits”</li> <li><input checked="" type="checkbox"/> “Hungry Horse”</li> <li><input checked="" type="checkbox"/> <i>Rr</i> Letter Formation Page</li> <li><input checked="" type="checkbox"/> <i>Hh</i> Letter Formation Page</li> <li><input checked="" type="checkbox"/> Blank Letter Formation Page</li> <li><input checked="" type="checkbox"/> Cycle 6 Chaining Practice: <i>r, h</i></li> <li><input checked="" type="checkbox"/> Whole Group Cycle 6 Practice materials</li> <li><input checked="" type="checkbox"/> Cycle 6: Lessons 1–5 Slides (optional)</li> </ul>
<b>High-Frequency Words</b> <ul style="list-style-type: none"> <li>• do, my, to</li> </ul>	<b>Formative Assessment</b> N/A

## Reading Foundational Skills Block

Cycle 7	
<b>Focus</b>	<b>Materials</b>
Microphase Review	<input checked="" type="checkbox"/> Keyword Letter Cards: <i>r, R, h, H, l, o, d, f, n, i, a, m, t, s</i>
<b>High-Frequency Words</b>	<input checked="" type="checkbox"/> High-Frequency Word Cards: <i>am, a, the, and, said, is, of, go, into, so, my, do, I, to</i>
• <i>into, said</i>	<input checked="" type="checkbox"/> Image Cards: <i>sad, glad, lad</i>
	<input checked="" type="checkbox"/> “How I Am Feeling”
	<input checked="" type="checkbox"/> Blank Letter Formation Page
	<input checked="" type="checkbox"/> Cycle 7 Chaining Practice: Review
	<input checked="" type="checkbox"/> Cycle 7: Lessons 1–5 Slides (optional)
	<b>Summative Assessment</b>
	• Middle Pre-Alphabetic Microphase Assessment materials
	• Middle Pre-Alphabetic Microphase Assessment Scoring Sheet

## Routines

Transition Song, Learning Targets, Sound Shuffle, Quick Review, High-Frequency Word Routine, Poem Launch, Getting to Know Letters, Fluency, Spelling to Complement Reading, Chaining, Call and Response, Feel the Beats

# Middle Pre-Alphabetic Microphase Formative Checklist

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

**(For Teacher Reference)**

This checklist is designed to score the whole group microphase cycle check and to track students' progress toward proficiency of standards during this microphase. Score one point for each correct answer. Cycle practices provide ongoing opportunities to further monitor student learning.

## Reading Standards: Foundational Skills

### Cycle 3

- **RF.K.1d:** Recognize and name all upper- and lowercase letters of the alphabet.
- **RF.K.3a:** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- **RF.K.3b:** Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- **RF.K.3c:** Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- **L.K.1a:** Print many upper- and lowercase letters.

## **Reading Foundational Skills Block**

Cycle 3				
Student Names	Sound Spelling Numbers 1–4	High-Frequency Words Numbers 5–6	Letter Identification Numbers 7–8	Total Score
<b>Standards</b>	<b>L.K.1a, RF.K.3a, RF.K.3b</b>	<b>RF.K.3c</b>	<b>RF.K.1d</b>	
	—/4	—/2	—/2	—/8
	—/4	—/2	—/2	—/8

## Reading Standards: Foundational Skills

### Cycle 5

- RF.K.1d:** Recognize and name all upper- and lowercase letters of the alphabet.
- RF.K.3a:** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- RF.K.3b:** Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- RF.K.3c:** Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- L.K.1a:** Print many upper- and lowercase letters.

Cycle 5				
Student Names	Sound Spelling Numbers 1–4	High-Frequency Words Numbers 5–7	Letter Identification Numbers 8–9	Total Score
<b>Standards</b>	<b>L.K.1a, RF.K.3a, RF.K.3b</b>	<b>RF.K.3c</b>	<b>RF.K.1d</b>	
Example Student	3/4	1/3	1/2	5/9
	—/4	—/3	—/2	—/9
	—/4	—/3	—/2	—/9

## **Reading Foundational Skills Block**

**Kindergarten:** Middle Pre-Alphabetic Microphase

Cycle 1

## Lesson 1: Introducing Poem Launch and Getting to Know Letters: Mm

### Lesson Overview

#### Lesson Summary

Students are introduced to the Sound Shuffle, Poem Launch, and Getting to Know Letters routines. During Work Time, students listen to the poem “The Moose” and are introduced to the letter *m*.

#### Daily Learning Targets

 Daily Learning Targets are goals for lessons. They are derived from the standards, based on the content of the cycle focus, and written in student-friendly language.

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Introducing Sound Shuffle (4 minutes)

##### 2. Work Time

- A. Introducing Poem Launch (3 minutes)
- B. Introducing Getting to Know Letters (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Image Cards: *moose, mushroom*
- “The Moose” (one for display)
- Keyword Letter Cards: New: *m, M* (see Skills Block Tool Kit)
- Articulatory Gestures Chart (see Skills Block Tool Kit)
- Mm* Letter Formation Page (one per student and one for display; see Skills Block Tool Kit)
- Cycle 1: Lesson 1 Slides (<https://eled.org/4054>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

 Use a song or chant repeatedly so that students become familiar with it and can sing or chant along. Songs and chants can also be used during transitions between Independent Rotations.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:

- I can find and name all uppercase and lowercase letters, including *M* and *m*.
- I can print the uppercase and lowercase letter *m*.

### B. Introducing Sound Shuffle (4 minutes)

- “We will start every Skills Block lesson this year with a special warmup for our brains and ears called Sound Shuffle. During this routine, we’ll play with sounds together by listening for words that rhyme and by changing, adding, or removing certain sounds based on the clues we hear. Listening carefully to the sounds in words is just one way we’ll become stronger readers! Today, we will practice our Sound Shuffle together.”
- “When we hear a clue during Sound Shuffle, we will have a special signal to know when it’s time to respond. Our special signal looks like this.”
- Demonstrate the signal or motion that will cue students to respond. If time allows, practice using the signal with prompts such as, “Say your favorite animal” or “Say what you had for breakfast this morning.”
- “Let’s practice using this signal as we play with sounds in words. This week we will be hearing words with two parts, like the word *sunshine*. Then we’ll say the word again without saying the first part. Let’s say the word *sunshine* together: *sunshine*. Now, let’s say *sunshine* again, but this time we won’t say *sun*. What part is left, everyone?” Respond with students: *shine*. “Let’s try a few more together.”
- “Say *downtown*.” Respond with students. “Now say it again, but don’t say *down*.” (*town*)

Respond with students, and provide feedback on their use of the signal as a cue to respond together.

- “Let’s try another one together. Say *backpack*.” Respond with students. “Now say it again, but don’t say *back*.” (*pack*)

Respond with students, and provide feedback on their use of the signal as a cue to respond together.

 In the Pre-Alphabetic phase, *all* Learning Targets are listed in the slide decks. Teachers are encouraged to read only a few targets aloud, which are listed under Opening A and bolded in the slides. For subsequent phases, teachers may read all learning targets aloud.

 Sound Shuffle is a listening routine to build phonological and phonemic awareness, so only a title slide is used. Choose a signal to add movement so that students know when it’s time to respond. Ideas for a signal include flipping hands over or bringing hands together, lifting arms, or raising fingers.

## Reading Foundational Skills Block

- “Let’s try a few more, but this time you will respond on your own. Say *lampshade*.” Pause, allowing students to respond. “Now say it again, but don’t say *lamp*.” (*shade*)
  - “Say *placemat*.” Pause. “Say it again, but don’t say *place*.” (*mat*)
  - “Say *football*.” Pause. “Say it again, but don’t say *foot*.” (*ball*)
  - “Say *pancake*.” Pause. “Say it again, but don’t say *pan*.” (*cake*)
  - “Say *airport*.” Pause. “Say it again, but don’t say *air*.” (*port*)
  - “Say *armpit*.” Pause. “Say it again, but don’t say *arm*.” (*pit*)
- “Great job! Listening for the sounds in words will help us become stronger readers this year. We’ll practice our Sound Shuffle warmup again tomorrow!”

## Work Time

### A. Introducing Poem Launch (3 minutes)

- “At the beginning of each cycle, we will read a short poem together. A poem is a piece of writing that has a rhythm and often rhymes. Each poem we read will be full of words that follow a special pattern. When we read each poem, we will work as detectives to find words that have something in common.”

 If not using the slide deck for Poem Launch, consider using a whiteboard or chart paper to display the image cards, poem, and Keyword Letter Cards (Pre-Alphabetic only). Consider how to mark letters and words in the poem as they are discussed.

Display **Image Cards** for the poem **“The Moose.”**

- “Today we are going to read a poem together called ‘The Moose.’ In the poem, we’ll hear about an animal called a moose, which is a very large kind of deer.”
- Point out the image for *moose*, and say: “*Moose* can run really fast, but they also like to walk slowly as they look for food to eat. Another word for *walk slowly* is *mosey*. We’ll hear the word *moseys* used in our poem to describe how the moose is walking.”
- Point out the image for *mushroom*, and say: “We’ll also hear about the *mushrooms* the moose finds to eat. Moose are herbivores, meaning they only eat plants.”

Display the poem. Read the poem aloud, modeling fluent phrasing.

- “Turn and Talk to a partner: What is this poem about?” (a moose looking for something to eat)
- Check for comprehension by giving students an opportunity to act out the poem.

- “Let’s read the poem once more. This time, while we read, listen for words that have a similar sound at the beginning. Follow along as I model how we will find words that share a special pattern.”

Reread the poem, pointing to each word as it’s read.

- “Hmm . . . While I was reading, I noticed a lot of words in this poem start with the sound /m/. That must be our first pattern!”

Display the **Keyword Letter Card: m**.

- “This is the letter *m*. Say *m* with me: *m*. *m* is its name. /m/ is its sound. Say /m/ with me: /m/.”

- “We hear the sound *m* makes at the end of its name: /ĕ/ /m/. We can remember the sound that the letter *m* makes by thinking of a mountain, like we see here. The word *mountain* starts with the /m/ sound. When we see this card, we’ll say, ‘*m, mountain, /m/*.’ Let’s try saying that together. Ready?” Respond with students: *m, mountain, /m/*.
- Point out words from the poem that start with *m*, and say: “I hear the /m/ sound at the beginning of many words in our poem, including *moose, moseys, mountain, meat, muffins, me*, and *mushrooms*. I also hear the /m/ sound in the last word: *mmmm*.”
- “That’s a great poem! Let’s read it one more time. This time, read along with me as I point to each word. While we read, let’s focus on noticing each word. Here we go!”

Read the poem chorally with students.

- “Next, let’s take a closer look at the letter *m* and its sound, /m/.”

## B. Introducing Getting to Know Letters (6 minutes)

- “Now that we’ve found our letter for the day, it’s time to learn more about how to say its sound clearly and write the letter *m*.”

Display the Keyword Letter Card: *m* again.

- “Let’s say our letter-sound chant for the letter *m* again together: *m, mountain, /m/*.”

Display the **Articulatory Gestures Chart**.

- “When I say /m/, I notice I seal my lips together and keep my mouth closed. I turn my voice on to make the /m/ sound, and sound and air will escape through my nose. Practice that articulatory gesture with me: /m/. Pay attention to the feeling of your lips, tongue, jaw, and voice box as you say /m/.”

Pause for students to independently practice saying /m/. Support students as needed, such as by providing a mirror for them to check their articulatory gesture.

- “Nice job making the /m/ sound for the letter *m*. Now let’s learn how to write the letter *m*. We’ll start with the lowercase *m*, like we see on our *mountain* letter card. Watch as I trace this *m*.”
- Follow the path of the lowercase *m* on the *mountain* letter card, saying: “I start in the middle. I pull down to the bottom and up, curve over, pull down to the bottom and up, curve over, and pull down to the bottom.” Model a few times.

Display **Mm Letter Formation Page**.

- “Now it’s time to skywrite together. When we skywrite, we straighten our arm out long and point two fingers in front of our bodies. We use our whole arm to make the motions we need to form the letter we are writing. Today we will skywrite lowercase *m*. Ready? Start in the middle. Pull down to the bottom and up, curve over, pull down to the bottom and up, curve over, and pull down to the bottom.”

Invite students to practice skywriting lowercase *m* a few times.

Display the Keyword Letter Card: *M*.

 The Getting to Know Letters routine provides students the opportunity to practice forming the sound, skywriting, and writing lower- and uppercase letters on letter formation paper.

 If not using the slide deck, consider using a whiteboard or chart paper to display the Articulatory Gestures Chart so that students can clearly see the new sound. Consider providing mirrors so that students can see their mouths form the articulatory gesture.

 If not using the slide deck, consider using a whiteboard or chart paper to display lower- and uppercase Keyword Letter Cards and display-sized letter formation paper for writing the new lower- and uppercase letters.

 Consider putting your back to students so that they see the correct direction for letter formation.

## Reading Foundational Skills Block

- “Here is the uppercase letter *M*. Say the chant with me: *M, mountain, /m/*. Now let’s learn how to write uppercase *M*. Watch as I trace this *M*.”
- Follow the path of the uppercase *M* on the uppercase *Mountain* letter card, saying: “I start at the top. Pull down to the bottom. Start at the top. Slant down to the middle. Slant up to top. Pull down to the bottom.” Model a few times.

Display *Mm* Letter Formation Page.

- “Time to skywrite again. Ready? Start at the top. Pull down to the bottom. Start at the top. Slant down to the middle. Slant up to the top. Pull down to the bottom.”

Invite students to practice skywriting uppercase *M* a few times.

 Prepare student copies of the letter formation paper and develop a routine for efficiently distributing writing materials.

Distribute *Mm* Letter Formation Page.

- “Time to practice writing the lowercase letter *m*. Check to make sure you are sitting in proper writing posture, using your helper hand to hold your paper in place, and gripping your pencil correctly. Write the best lowercase *m* that you can. If you finish before I stop you, keep practicing lowercase letter *m*’s. Check our letter card if you need a reminder.”

Pause for students to write.

- “Point to the best lowercase *m* that you wrote and let’s all say its sound together: */m/*.”

Repeat this writing process with the uppercase letter *M*.

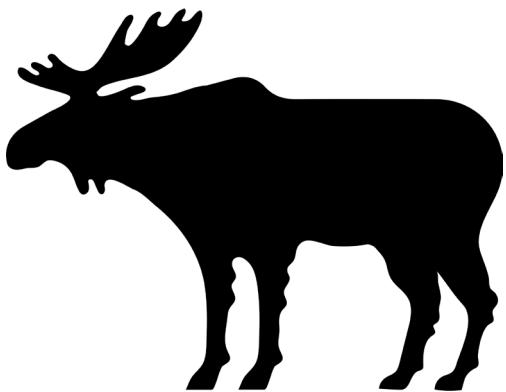
## Closing

### A. Check for Understanding (1 minute)

 Determine in advance which Check for Understanding protocol to use from the suggestions found at <https://eled.org/check-understanding>. Consider the identities, needs, and preferences of your students when choosing protocols, so that each student can fully participate.

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards



moose, mushroom

## The Moose

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

Moose moseys up the mountain  
to see what he can eat.  
"Meat? Muffins? Not for me.  
Though mushrooms are a treat."  
Mmmm!

Source: Created by EL Education for instructional purposes.

## Lesson 2: Poem Launch and Getting to Know Letters: Aa

### Lesson Overview

#### Lesson Summary

Students are introduced to the High-Frequency Word opening routine. During Work Time, students listen to the poem “The Alligator” and are introduced to the letter *a*.

#### Daily Learning Targets

- I can match the words I hear to the words I see. (RF.K.1b)
- I can find each word on a page by noticing the spaces between them. (RF.K.1c)
- I can find and name all uppercase and lowercase letters, including *A* and *a*. (RF.K.1d)
- I can say the sound for each vowel, including the short sound for the vowel *a*. (RF.K.3b)
- I can print the lowercase and uppercase letter *a*. (L.K.1a)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Introducing High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Poem Launch (3 minutes)
- B. Getting to Know Letters (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- High-Frequency Word Cards: New: *I* (see Skills Block Tool Kit)
- Sound boxes (see Skills Block Tool Kit)
- Image Cards: *alligator*
- “The Alligator” (one for display)
- Keyword Letter Cards: New: *a, A* (see Skills Block Tool Kit)
- Articulatory Gestures Chart (see Skills Block Tool Kit)

## Reading Foundational Skills Block

- Aa Letter Formation Page (one per student and one for display; see Skills Block Tool Kit)
- Cycle 1: Lesson 2 Slides (<https://eled.org/4055>; optional)

### Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

## Lesson Plan

### Opening

#### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:
  - I can find and name all uppercase and lowercase letters, including *A* and *a*.
  - I can print the lowercase and uppercase letter *a*.

#### B. Sound Shuffle (4 minutes)

- “It’s time to get our brains warmed up and ready to learn with the Sound Shuffle routine we learned yesterday. Remember, we have a special signal to know when it’s time to respond to the clues we hear. Our special signal looks like this.”

Demonstrate the signal or motion that will cue students to respond.

- “Let’s practice using this signal as we play with sounds in words. Just like yesterday, we will be hearing words with two parts. Then we’ll say the word again without saying the first part. Let’s try a few together.”

- “Say *railroad*.” Respond with students. “Now say it again, but don’t say *rail*.” (*road*)

Respond with students, and provide feedback on their use of the signal as a cue to respond together.

- “Say *football*.” Respond with students. “Now say it again, but don’t say *foot*.” (*ball*)

Respond with students, and provide feedback on their use of the signal as a cue to respond together.

- “Let’s try a few more, but this time you will respond on your own. Say *haircut*.” Pause, allowing students to respond. Say: “Now say it again, but don’t say *hair*.” (*cut*)
  - “Say *driveway*.” Pause. “Now say it again, but don’t say *drive*.” (*way*)
  - “Say *sunset*.” Pause. “Now say it again, but don’t say *sun*.” (*set*)
  - “Say *noontime*.” Pause. “Now say it again, but don’t say *noon*.” (*time*)
  - “Say *paintbrush*.” Pause. “Now say it again, but don’t say *paint*.” (*brush*)
  - “Say *catnap*.” Pause. “Now say it again, but don’t say *cat*.” (*nap*)
  - “Say *rainbow*.” Pause. “Now say it again, but don’t say *rain*.” (*bow*)
- “Great job! Listening for the sounds in words will help us become stronger readers this year.”

### C. Introducing High-Frequency Word Routine (4 minutes)

- “Another way we will grow as readers this year is by learning high-frequency words. The word *frequency* means how often something happens. If the frequency of something is high, that means it happens a lot! High-frequency words are words that you find a lot, so it is helpful for us as readers to be able to recognize these words quickly.”
- “When we learn new high-frequency words this year, we will hear, say, see, and write each word together. We will look closely at each word to find how each sound in the word is spelled, and we’ll find some sounds that we will need to learn and remember because we may not be able to use what we know to sound them out.”
- “Let’s practice our High-Frequency Word routine today with the word *I*. You will find the word *I* in many books and stories. Say *I*.” Pause.
- “Now listen to the sound in the word *I*: /i/. Tap that sound with me: /i/. How many sounds did we tap?” (one)

Display the **High-Frequency Word Card: I**. Display the **sound boxes** with one box.

- “What is the first sound in *I*?” (/i/)
- “This sound is spelled with the letter *I*.”

Display *I* in the sound box.

- “This is an uppercase *I*. We always use an uppercase letter when we spell the word *I*, like in the sentence, ‘*I am in kindergarten*.’”
- “This word is *I*. Say it.” Pause.
- “Now it’s time to skywrite *I*. To write an *I*, we start at the top. Pull down to the bottom. Start at the top again and pull across. Start at the bottom and pull across. Say the word with me as we skywrite: *I*.”

Incorporate movement while students recite the letter *I*. For example, have them do jumping jacks or hop, trace the letter with their fingers on their arms or legs, or reach up or across their bodies.



If not using slides, determine how to display new high-frequency words. Prepare sound boxes or syllable boxes in advance. Build in movement opportunities to support students in mapping new words to memory.

## Work Time

### A. Poem Launch (3 minutes)

Display **Image Cards** for the poem “**The Alligator**. ”

- “Today we are going to read another poem together called ‘The Alligator.’ In the poem, we’ll hear about an imaginary alligator and some of the things it enjoys doing. An *alligator* is a large reptile with short legs, a long body and tail, and a long, wide snout.” Point out the image for *alligator*.

Display the poem. Read the poem aloud, modeling fluent phrasing.

- “Turn and Talk to a partner: What does the alligator like to do?” (It likes napping, snacking on apples, and eating alphabet soup with its dad.)

Check for comprehension by giving students an opportunity to act out the poem.

- “Let’s read the poem once more. This time, while we read, listen for words that have a similar sound at the beginning. Follow along as I model finding words that share a special sound.”

Reread the poem, pointing to each word as it’s read.

- “Hmm . . . While I was reading, I noticed a lot of words in this poem start with or have the sound /ă/. That must be our pattern!”

Display the **Keyword Letter Card: a**.

- “This is the letter *a*. Say *a* with me: *a*. *a* is its name. /ă/ is its short sound. Say /ă/ with me: /ă/. The letter *a* is a vowel, which is a letter whose sound we make with a free flow of air through an open mouth. Vowels have a short sound and a long sound. We hear the letter *a*’s long sound in its name: /ă/, but we do not hear its short sound in its name. We can remember the short sound that the letter *a* makes by thinking of an alligator, like we see here. The word *alligator* starts with the /ă/ sound. When we see this card, we’ll say, ‘*a*, *alligator*, /ă/?’”
- Point out words from the poem with the /ă/ sound, and say: “I hear the /ă/ sound at the beginning of the words *an*, *alligator*, *apples*, *and*, and *alphabet*. I also hear the /ă/ sound in the middle of the words *napping*, *glad*, *snacking*, and *dad*.”

Mark the high-frequency words *I* and *am*.

- “These are the high-frequency words for this cycle, *I* and *am*.”
- “That’s a great poem! Let’s read it one more time. This time, read along with me as I point to each word. While we read, let’s focus on noticing each word. Here we go!”

Read the poem chorally with students.

- “Next, let’s take a closer look at the letter *a* and its sound, /ă/.”

## B. Getting to Know Letters (6 minutes)

Display the Keyword Letter Card: *a* again.

- “Let’s say our letter-sound chant for the letter *a* again together: *a, alligator, /ă/*.”

Display the **Articulatory Gestures Chart**.

- “When I say /ă/, I notice my jaw and tongue are down with my lips pulled back slightly. Practice that articulatory gesture with me: /ă/. Pay attention to the feeling of your lips, tongue, jaw, and voice box as you say /ă/.”

Pause for students to independently practice saying /ă/. Support students as needed, such as by providing a mirror for them to check their articulatory gesture.

- “Nice job making the /ă/ sound for the letter *a*. Now let’s learn how to write the letter *a*. We’ll start with the lowercase *a*, like we see on our *alligator* letter card. Watch as I trace this *a*.”
- Follow the path of the lowercase *a* on the *alligator* letter card, saying: “I start in the middle. Pull back, circle around, pull up to the middle, then straight down to the bottom.” Model a few times.

Display **Aa Letter Formation Page**.

- “Now it’s time to skywrite. Remember, when we skywrite, we straighten our arm out long and point two fingers in front of our bodies. We use our whole arm to make the motions we need to form the lowercase *a*. Ready? Start in the middle. Pull back, circle around, pull up to the middle, then straight down to the bottom.”

Invite students to practice skywriting lowercase *a* a few times.

Display the Keyword Letter Card: *A*.

- “Here is the uppercase letter *A*. Say the chant with me: *A, alligator, /ă/*. Now let’s learn how to write uppercase *A*. Watch as I trace this *A*.”
- Follow the path of the uppercase *A* on the uppercase *Alligator* letter card, saying: “I start at the top. Slant in and down to the bottom. Start at the top. Slant out and down to the bottom. Cross.” Model a few times.

Display **Aa Letter Formation Page**.

- “Time to skywrite again. Ready? Start at the top. Slant in and down to the bottom. Start at the top. Slant out and down to the bottom. Cross.”

Invite students to practice skywriting uppercase *A* a few times.

Distribute **Aa Letter Formation Page**.

- “Time to practice writing the lowercase letter *a*. Check to make sure you are sitting in proper writing posture, using your helper hand to hold your paper in place, and gripping your pencil correctly. Write the best lowercase *a* that you can. If you finish before I stop you, keep practicing lowercase letter *a*’s. Check our letter card if you need a reminder.”

Pause for students to write.

- “Point to the best lowercase *a* that you wrote and let’s all say its sound together: /ă/.”

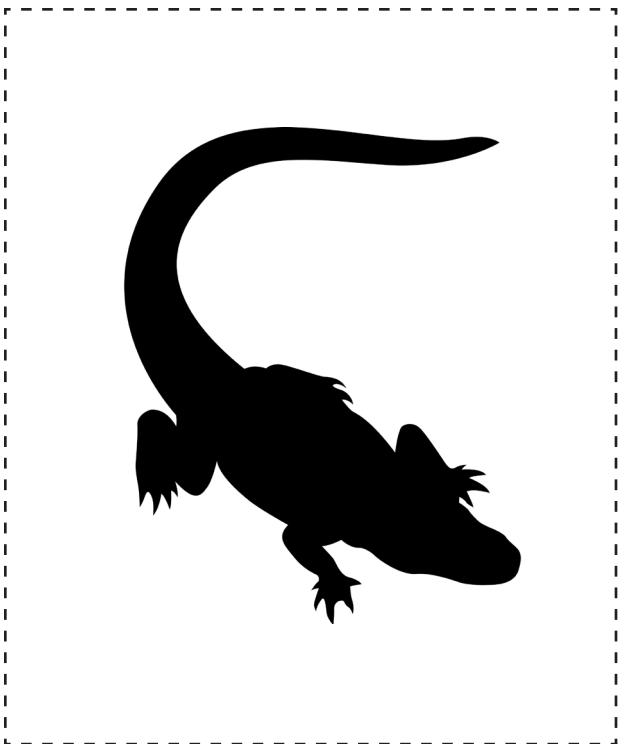
Repeat this writing process with the uppercase letter *A*.

## **Closing**

### **A. Check for Understanding (1 minute)**

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards



alligator

## The Alligator

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

I am an alligator.  
Napping makes me glad.  
I love snacking on apples  
and alphabet soup with my dad.

Source: Created by EL Education for instructional purposes.

## Lesson 3: Introducing Fluency and Call and Response

### Lesson Overview

#### Lesson Summary

Students are introduced to the Quick Review, Fluency, and Call and Response routines. During Work Time, students continue building fluency with the poems “The Moose” and “The Alligator” and listen for and say sounds in words with the letters *a* and *m*.

#### Daily Learning Targets

- I can follow words left to right, top to bottom, and page to page. (RF.K.1a)
- I can say the sounds for the letters I see, including the consonant *m* and the vowel *a*. (RF.K.3a, RF.K.3b)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Introducing Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Introducing Fluency (5 minutes)
- B. Introducing Call and Response (2 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: *m, a* (see Skills Block Tool Kit)
- High-Frequency Word Cards: New: *am*; Review: *I* (see Skills Block Tool Kit)
- Sound boxes (see Skills Block Tool Kit)
- “The Moose” (one for display)
- “The Alligator” (one for display)
- Cycle 1: Lesson 3 Slides (<https://eled.org/4056>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning target aloud to students:

- I can say the sounds for the letters I see, including the consonant *m* and the vowel *a*.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

 From this lesson on, Kindergarten Sound Shuffle includes two different phonological or phonemic awareness skills. The exception is Lesson 5, or Lesson 4 in Microphase Review weeks, since those Whole Group lessons are abridged.

- “It’s time to get our brains warmed up and ready to learn. Listen carefully as we begin.”
  - “Say *sailboat*.” Pause. “Say it again, but don’t say *sail*.” (*boat*)
  - “Say *lipstick*.” Pause. “Say it again, but don’t say *lip*.” (*stick*)
  - “Say *playground*.” Pause. “Say it again, but don’t say *play*.” (*ground*)
  - “Say *workshop*.” Pause. “Say it again, but don’t say *work*.” (*shop*)
  - “Say *moonlight*.” Pause. “Say it again, but don’t say *moon*.” (*light*)
  - “Say *baseball*.” Pause. “Say it again, but don’t say *base*.” (*ball*)
  - “Say *whiteboard*.” Pause. “Say it again, but don’t say *white*.” (*board*)
- “Now, let’s listen for rhyming words. I will say two words, and you will tell me if they rhyme. You’ll know the words rhyme if they have the same ending chunk. For example, *pat* and *pug* do not rhyme because they have different ending chunks: /æt/ and /üg/. The words *pat* and *bat* do rhyme because they have the same ending chunk: /æt/. Listen to my two words, and give a thumbs-up if they rhyme and a thumbs-down if they do not rhyme. Ready?”
  - “*get, got*.” (thumbs-down)
  - “*pin, fin*.” (thumbs-up)
  - “*cat, hot*.” (thumbs-down)
  - “*hug, jug*.” (thumbs-up)

- “not, pot.” (thumbs-up)
- “can, cut.” (thumbs-down)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

## C. Introducing Quick Review (1 minute)

- “There is one final part of our warm-up that we will learn today called the Quick Review. During our Quick Review, we will read some of the letter sounds and high-frequency words we’ve learned. This part of our Skills Block lesson will go quickly and will only include sounds and words we’ve already learned, so we call it a ‘Quick Review.’”
- “During our review, we’ll see our Keyword Letter Cards, which look like this.”

Display the **Keyword Letter Card: m**.

- “I see the letter *m*, so I will say our letter-sound chant, ‘*m, mountain, /m/*.’ Let’s say this chant together: *m, mountain, /m/*.”
- “Now, let’s read another Keyword Letter Card together that we know. Ready?”

Display the Keyword Letter Card: *a*, and chorally read with students: *a, alligator, /ă/*.

- “Great job! During our Quick Review, we’ll also see some of the high-frequency words we have learned. Let’s read our first high-frequency word together.”

Display the **High-Frequency Word Card: I**, and chorally read with students: *I*.

- “Great job! Tomorrow we will practice reading our letter cards and high-frequency words a little more quickly!”



If not using the slide decks, consider using a whiteboard or chart paper to display Keyword Letter Cards, Phonogram Cards, and High-Frequency Word Cards. In the Pre-Alphabetic phase, use Keyword Letter Cards as visual support for students. In the Partial Alphabetic phase, determine whether to display the Keyword Letter Cards or letter-only Phonogram Cards, based on students' needs for keyword pictures.

## D. High-Frequency Word Routine (4 minutes)

- “It’s time to learn another of this week’s high-frequency words. Remember, these are words that are used often, and it would be helpful for us to recognize them quickly.”
- “The word *am* is a word you will find in many books and stories. Say *am*.” Pause.
- “Now listen to each of the sounds in the word *am*: /ă/ /m/. Tap those sounds with me: /ă/ /m/. How many sounds did we tap?” (two)

Display the high-frequency word *am*. Display **sound boxes** with two boxes.

- “Everyone, what is the first sound in *am*?” (/ă/)
- “This sound is spelled with the letter *a*.”

Display *a* in the first sound box.

- “When the letter *a* is next to *m*, its sound changes a little bit to help us say the word more quickly. We’ll learn more about how letter sounds adjust to help us pronounce words later this year.”
- “Everyone, what is the last sound in *am*? Tap it with me again and listen for the last sound: /ă/ /m/.” (/m/)
- “This sound is spelled with the letter *m*.”

## Reading Foundational Skills Block

Display *m* in the last sound box.

- “This word is *am*. Say it.” Pause.
- “Now it’s time to skywrite *am*. Say each letter with me as we skywrite: *a-m*.”

Incorporate movement while students recite the letters in *am*. For example, have them do jumping jacks or hop, trace the letters with their fingers on their arms or legs, or reach up or across their bodies.

## Work Time

 If not using the slide deck for Fluency, consider using a whiteboard or chart paper to display poems. Ensure that poems are large enough for students to see each word as it's read aloud to promote 1:1 correspondence.

### A. Introducing Fluency (5 minutes)

Display the poem “**The Moose**.”

- “Today we will practice reading our poems aloud to help us notice and read each word. Listen and follow along as I begin reading our first poem.”

Read the first poem. Support awareness of one-to-one correspondence by pointing out each word as it's read so students hear and see each word.

- “Now, I want you to try to read this poem after me. Point to each word as we read.”

Reread the poem, pausing after each line for students to echo and point to each word. Continue to support awareness of one-to-one correspondence by pointing out each word as it's read so students hear and see each word.

Repeat with the poem “**The Alligator**.”

- “Reading a text more than one time helps us read it smoothly. It helps us read not too fast and not slow. When we read fluently, we can pay closer attention to the meaning of the text.”

### B. Introducing Call and Response (2 minutes)

- “Today we will review our letters and sounds with a chant. Let’s move our bodies while we chant.”

Begin marching in place, or choose another movement.

- “Watch and listen to what I do. When I point to myself, it is my turn to say something. When I point to you, it is your turn to say something.”

Continue marching in place and invite students to follow along.

### Phoneme Response

- “When I say a letter, you say the sound: *m*.” Point to students to respond. (/m/) Invite students to skywrite the /m/ sound, then start marching again. Repeat the Phoneme Response chant with *a*. (/á/)

 Determine a cadence-building movement for Call and Response, such as marching, skiing, skating, swimming, tiptoeing, etc. According to students’ needs, allow for practicing the routine *without* the movement until students are ready to move and respond.

## **Grapheme Response**

- “When I say a sound, you name the letter that makes the sound: /ā/.” Point to students to respond. (a) Repeat the Grapheme Response chant with /m/. (m)

## **Closing**

### **A. Check for Understanding (1 minute)**

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Lesson 4: Introducing Feel the Beats and Chaining

### Lesson Overview

#### Lesson Summary

Students practice the opening routines they were introduced to earlier in the cycle and continue learning about the letters *m* and *a*. During Work Time, students are introduced to the Feel the Beats and Chaining routines, listening for and saying the sounds in words to help them read and spell.

#### Daily Learning Targets

- I can count, say, put together, and separate each beat in a word. (RF.K.2b)
- I can say the sounds for the letters I see, including the consonant *m* and the vowel *a*. (RF.K.3a, RF.K.3b)
- I can print the lowercase letters *m* and *a*. (L.K.1a)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (3 minutes)

##### 2. Work Time

- A. Introducing Feel the Beats (4 minutes)
- B. Introducing Chaining (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: *a, m* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *I, am* (see Skills Block Tool Kit)
- “The Alligator” (one for display)
- Chaining Practice: *a, m* (one per student)
- Image Cards: *chain*

- Word: *am*
- Cycle 1: Lesson 4 Slides (<https://eled.org/4057>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:
  - I can count, say, put together, and separate each beat in a word.
  - I can print the lowercase letters *m* and *a*.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Listen carefully as we begin.”
  - “Say *playground*.” Pause. “Say it again, but don’t say *play*.” (*ground*)
  - “Say *rainbow*.” Pause. “Say it again, but don’t say *rain*.” (*bow*)
  - “Say *notebook*.” Pause. “Say it again, but don’t say *note*.” (*book*)
  - “Say *cupcake*.” Pause. “Say it again, but don’t say *cup*.” (*cake*)
  - “Say *starfish*.” Pause. “Say it again, but don’t say *star*.” (*fish*)
  - “Say *sandbox*.” Pause. “Say it again, but don’t say *sand*.” (*box*)
  - “Say *flashlight*.” Pause. “Say it again, but don’t say *flash*.” (*light*)
- “Now, let’s listen for rhyming words. I will say two words, and you will tell me if they rhyme. Remember, give a thumbs-up if they rhyme and a thumbs-down if they do not rhyme. Ready?”
  - “*fell, sell*.” (thumbs-up)
  - “*ship, shop*.” (thumbs-down)
  - “*pit, lit*.” (thumbs-up)
  - “*mop, mall*.” (thumbs-down)

## Reading Foundational Skills Block

- “*pan, pour.*” (thumbs-down)
- “*shed, fed.*” (thumbs-up)
- “*pan, can.*” (thumbs-up)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Display the previously taught **Keyword Letter Cards: *a, m*** and **High-Frequency Word Cards: *I, am*** one at a time. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (3 minutes)

- “This week we learned two new high-frequency words *I* and *am*. Today we will use each of these words in a sentence and practice spelling them.”

Display the word *I*.

- “Everyone, what is this word?” (*I*)
- “How can we use *I* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *I*, saying the letter out loud as we write.” (*I*)

Display the word *am*.

- “Everyone, what is this word?” (*am*)
- “How can we use *am* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *am*, saying each letter out loud as we write.” (*a-m*)

## Work Time

### A. Introducing Feel the Beats (4 minutes)

Display the poem “**The Alligator**.”

- “There’s a wonderful rhythm and beat in this poem! Let’s see if we can feel it in our bodies and mouths.”

Read the entire poem aloud in tune with the cadence of the poem. Draw students’ attention to the rhythm and syllables (beats) within the poem.

Invite students to chorally read the entire poem while clapping each beat.

 The new high-frequency words for each cycle are introduced within Lessons 1–3. For review in Lesson 4 in the Partial Alphabetic phase, prepare writing materials as needed (letter formation paper and pencils or whiteboards and markers).

 If not using the slide deck, consider using a whiteboard or chart paper to display the poem. In advance, choose which multisyllabic words from the poem to feature.

Recite the first two lines of the poem again slowly while clapping each beat.

- “I love snacking on apples and alphabet soup with my dad.”
- “Say the word *alphabet* with me as we clap out each beat: *al-pha-bet*. There is a special name for the beats we hear in words. We call these beats ‘syllables.’”

Use a total participation technique to elicit responses to the following questions.

- “How many syllables are in the word *alphabet*?” (three)
- “What is the first syllable in the word *alphabet*?” (*al*)
- “What is the second syllable we hear in the word *alphabet*?” (*pha*)
- “What is the third syllable we hear in the word *alphabet*?” (*bet*)

Repeat this process with the words *snacking* (two), *dad* (one), and *apples* (two).

- “We noticed that some words have one syllable, like the word *dad*, and some words have more than one. The word *alphabet* has three syllables: *al*, *pha*, and *bet*. Each syllable is one beat. Now let’s play a game: I’ll say each syllable in a word, and you blend them together to say the word they make.”
  - “*nap-ping*. Everyone, what’s the word?” (*napping*)

Repeat with two or three more multisyllabic words from the poem.

## B. Introducing Chaining (6 minutes)

Distribute **Chaining Practice: a, m.**

- “Now it’s time to grow as readers and writers in a different way—by looking closely at the letters in words. The routine we will start today is called ‘Chaining.’”

Display the **image** for *chain*.

- “A *chain* is a series of things that are connected to each other or joined together. When we do our Chaining routine together, we will be creating a list of words that go together, just like the links that go together to make a chain.”

Display *am*.

- “Let’s use what we know about the sounds these letters make to read this word.”
- Point out each sound, and say: “The first letter is *a*. Say the sound with me: /ă/. The next letter is *m*. Say the sound with me: /m/.”
- Point to each letter and blend each sound, keeping the sounds connected: “Repeat after me: /ă/ /m/. Now let’s speed it up a bit: /ă/ /m/. What’s our word, everyone?” (*am*)
- “Remember, when an *a* is followed by an *m*, the sound of *a* changes a little bit to help us say the word more smoothly.”
- “We can use the word *am* in sentences like, ‘I *am* a big brother’ or ‘I *am* at school today.’”



If not using the slide deck for Chaining, consider using a whiteboard or chart paper to display images, word cards, and sound boxes. Pre-Alphabetic phase: prepare copies of the Chaining Practice page and a writing utensil for each student. Display Keyword Letter Cards for student reference while writing the missing letters.

## Reading Foundational Skills Block

- “Now we’re going to write the word *am*. Find the number 1 on your paper. I see the sound /ă/, but the /m/ is missing! Finish writing the word *am* by filling in the missing letter *m*. Remember, to form an *m*, start in the middle. Pull down to the bottom and up, curve over, pull down to the bottom and up, curve over, and pull down to the bottom.”

Model, then pause for students to write.

- “Let’s read this word again.”

Display *am* again.

- “Slowly blend these sounds with me, keeping the sounds connected: /ă/ /m/. Now speed it up a bit: /ă/ /m/.”
- “What’s the word, everyone?” (*am*)
- “Find the number 2 on your paper. I see the ending /m/ sound but the /ă/ is missing! This time, finish writing the word *am* by filling in the missing letter *a*. Remember, to form an *a*, start in the middle. Pull back, circle around, pull up to the middle, and pull straight down to the bottom.”

Model, then pause for students to write.

- “Let’s read this word one last time.”

Display *am*.

- “Slowly blend these sounds with me: /ă/ /m/. Now speed it up a bit: /ă/ /m/. Everyone, what’s the word?” (*am*)
- “Find the number 3 on your paper. This time both sounds are missing! Let’s write the word *am* by filling in the missing letters *a* and *m*. Remember, to form an *a*, start in the middle. Pull back, circle around, then pull up to the middle and straight down to the bottom.”
- “Next, to form an *m*, start in the middle. Pull down to the bottom and up, curve over, pull down to the bottom and up, curve over, and pull down to the bottom.”

Model, then pause for students to write. Invite students to chorally read the words they wrote today.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Cycle 1 Chaining Practice: a, m

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Add the missing letter to each word.

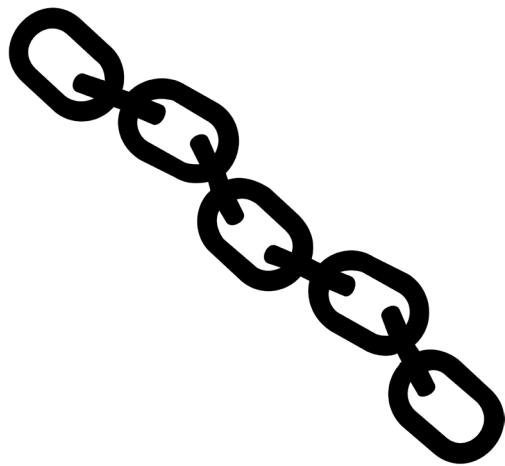
1. am a \_\_\_\_\_

2. am \_\_\_\_\_ m

3. am \_\_\_\_\_

## Image Cards

Cycle 1



chain

## Lesson 5: Cycle Practice

# Lesson Overview

### Lesson Summary

Students use what they have learned about the letters *m* and *a* to complete the Whole Group Cycle 1 Practice.

### Daily Learning Targets

- I can read common high-frequency words. (RF.K.3c)
- I can print the uppercase and lowercase letters *m* and *a*. (L.K.1a)
- I can find and name all uppercase and lowercase letters, including *M*, *m*, *A*, and *a*. (RF.K.1d)
- I can say the sounds for the letters I see, including the consonant *m* and the vowel *a*. (RF.K.3a, RF.K.3b)

### Agenda

#### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (1 minute)
- C. Quick Review (1 minute)

#### 2. Work Time

- A. Cycle Practice (7 minutes)

#### 3. Closing

- A. Check for Understanding (1 minute)

# Materials and Preparation

### Materials

- Keyword Letter Cards: Review: *m*, *a* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *am*, *I* (see Skills Block Tool Kit)
- Whole Group Cycle 1 Practice (one per student)
- Whole Group Cycle 1 Practice Directions (for teacher reference)
- Cycle 1: Lesson 5 Slides (<https://eled.org/4058>; optional)

## Prepare in Advance

- Today's lesson is intentionally abbreviated to provide additional time in small group rotations. The additional time makes space for each differentiated group to complete their differentiated Cycle Assessment.
- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.
- For Work Time A, prepare one Whole Group Cycle 1 Practice for each student.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- "Let's sing to get our brains ready to learn."

Sing or chant the chosen song.

Display and read the learning targets.

### B. Sound Shuffle (1 minute)

Remind students to listen closely and call out their responses to each prompt.

- "It's time to get our brains warmed up and ready to learn. Listen carefully as we begin."
  - "Say *classmate*." Pause. "Say it again, but don't say *class*." (*mate*)
  - "Say *baseball*." Pause. "Say it again, but don't say *base*." (*ball*)
  - "Say *pathway*." Pause. "A *pathway* can be a trail or sidewalk that people can walk or bike on. Now say *pathway* again, but don't say *path*." (*way*)
  - "Say *nighttime*." Pause. "Say it again, but don't say *night*." (*time*)
  - "Say *bedroom*." Pause. "Say it again, but don't say *bed*." (*room*)
  - "Say *bookcase*." Pause. "Say it again, but don't say *book*." (*case*)
  - "Say *sidewalk*." Pause. "Say it again, but don't say *side*." (*walk*)
- "Great job! Listening for the sounds in words helps us become stronger readers."

### C. Quick Review (1 minute)

Display the previously taught **Keyword Letter Cards: m, a** and **High-Frequency Word Cards: am, I** one at a time. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

 The Sound Shuffle is intentionally abridged in Lesson 5 to provide more time for independent rotations and small group instruction following the Cycle Practice or Cycle Check.

## **Work Time**

### **A. Cycle Practice (7 minutes)**

Guide students through the **Whole Group Cycle 1 Practice** using the **Whole Group Cycle 1 Practice Directions (for teacher reference)**.



Prepare in advance copies of the Cycle Practice or Cycle Check. Consider how to support students who may need more support with directions, handwriting, attention, anxiety, etc.

## **Closing**

### **A. Check for Understanding (1 minute)**

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

# Whole Group Cycle 1 Practice Directions

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

**(For Teacher Reference)**

**Teacher Directions:** Dictate the items in each of the following sections. Allow ample time for students to chorally repeat, individually tap or clap (as needed), and write their answers.

## Sound Spelling

- “Number 1. On line 1, write the lowercase letter *m*.” Pause. “Now, next to the lowercase *m*, write uppercase *M*.” Pause.
- “Number 2. On line 2, write the lowercase letter *a*.” Pause. “Now, next to the lowercase *a*, write uppercase *A*.” Pause.
- “Number 3. Say /m/.” Pause. “Now write the lowercase letter that makes the /m/ sound.” Pause.
- “Number 4. Say /ă/.” Pause. “Now write the lowercase letter that makes the /ă/ sound.” Pause.

## High-Frequency Words

- “Number 5. Select the correct spelling of the word *am*, as in the sentence, ‘I *am* in kindergarten.’” Pause.
- “Number 6. Select the correct spelling of the word *I*, as in the sentence, ‘I am ready to go.’” Pause.

## Letter Identification

- “Number 7. Select the letter *a*’s you see in this row.” Pause.
- “Number 8. Select the letter *m*’s you see in this row.” Pause.

## Whole Group Cycle 1 Practice

RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, L.K.1a

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sound Spelling

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

### High-Frequency Words

5. aym am

6. I ie

## Letter Identification

7. a n g A B

8. p M h d m

**Kindergarten:** Middle Pre-Alphabetic Microphase

Cycle 2

## Lesson 1: Poem Launch and Getting to Know Letters: Tt

### Lesson Overview

#### Lesson Summary

Students listen to and discuss the poem “Tiny Tern” and are introduced to the letter *t*.

#### Daily Learning Targets

- I can match the words I hear to the words I see. (RF.K.1b)
- I can find each word on a page by noticing the spaces between them. (RF.K.1c)
- I can find and name all uppercase and lowercase letters, including *T* and *t*. (RF.K.1d)
- I can say the sound for the consonant *t*. (RF.K.3a)
- I can print the uppercase and lowercase letter *t*. (L.K.1a)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Poem Launch (3 minutes)
- B. Getting to Know Letters (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: New: *t, T*; Review: *a, m* (see Skills Block Tool Kit)
- High-Frequency Word Cards: New: *the*; Review: *am, I* (see Skills Block Tool Kit)
- Sound boxes (see Skills Block Tool Kit)
- Image Cards: *tern, fish*
- “Tiny Tern” (one for display)

- Articulatory Gestures Chart (see Skills Block Tool Kit)
- Tt* Letter Formation Page (one per student and one for display; see Skills Block Tool Kit)
- Cycle 2: Lesson 1 Slides (<https://eled.org/4059>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:

- I can find and name all uppercase and lowercase letters, including *T* and *t*.
  - I can print the uppercase and lowercase letter *t*.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. This week we’re going to hear a word with two parts. Then we will not say the beginning part of the word to make a shorter word, like changing the word *sunlight* to *light*. Let’s say the word *sunlight* together. Now, we’ll say it again but we won’t say *sun*. What’s our new word?” Respond with students: *light*.
- “Listen carefully as we begin.”
  - “Say *haircut*.” Pause. “Now say it again, but don’t say *hair*.” (*cut*)
  - “Say *driveway*.” Pause. “Now say it again, but don’t say *drive*.” (*way*)
  - “Say *everything*.” Pause. “Now say it again, but don’t say *every*.” (*thing*)
  - “Say *noontime*.” Pause. “Now say it again, but don’t say *noon*.” (*time*)
  - “Say *paintbrush*.” Pause. “Now say it again, but don’t say *paint*.” (*brush*)
  - “Say *blueberry*.” Pause. “Now say it again, but don’t say *blue*.” (*berry*)
  - “Say *rainbow*.” Pause. “Now say it again, but don’t say *rain*.” (*bow*)

## Reading Foundational Skills Block

- “This week we’re also going to listen for rhyming words. I will say two words. You’ll know they rhyme if they have the same vowel and ending sounds. For example, *let* and *leg* do not rhyme because they have different ending sounds: /ēt/ and /ēg/. A word that does rhyme with *let* is *bet*, because they both end with the /ēt/ sound. Listen to my two words, and give a thumbs-up if they rhyme and a thumbs-down if they do not rhyme.”
  - “*pet, net.*” (thumbs-up)
  - “*hat, rat.*” (thumbs-up)
  - “*bug, big.*” (thumbs-down)
  - “*pin, win.*” (thumbs-up)
  - “*hop, ship.*” (thumbs-down)
  - “*pat, pot.*” (thumbs-down)
  - “*check, deck.*” (thumbs-up)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Display the previously taught **Keyword Letter Cards: a, m** and **High-Frequency Word Cards: am, I** one at a time. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to learn one of this week’s high-frequency words. Remember, these are words that are used often, and it would be helpful for us to recognize them quickly. The word *the* is a word you will find in many books and stories. Say *the.*” Pause.
- “Now listen to each of the sounds in the word *the*: /TH/ /ə/. Tap those sounds with me: /TH/ /ə/. Everyone, how many sounds did we tap?” (two)

Display the high-frequency word *the*. Display **sound boxes** with two boxes.

- “Everyone, what is the first sound in *the?*” (/TH/)
- “This sound is spelled with two letters: *t* and *h*.”

Display *th* in the first sound box, and highlight this sound as one that needs to be learned.

- “We’ll learn more about the letters *t-h* later this year. For now, this is a part of the word you will have to learn and remember.”
- “What is the last sound in *the*? Tap it with me, and listen for the last sound: /TH/ /ə/.” (/ə/)
- “This sound is spelled with the letter *e*.”

Display *e* in the next box, and highlight this sound as one that needs to be learned.

- “Later this year, we will learn that the letter *e* makes the sounds /ē/ and /ĕ/. In the word *the*, *e* makes a different sound: /ə/. This is another part of the word you will have to remember.”
- “This word is *the*. Say it.” Pause.

- “Now it’s time to skywrite *the*. To write *t*, we pull down to the bottom then cross the line we just made. To write *h*, we pull down to the bottom, go back up to the middle, curve over, and pull down to the bottom. To write *e*, we pull across, then curve back, down, and around. Now say each letter with me as we skywrite: *t-h-e*.”

Incorporate movement while students recite the letters in *the*. For example, have them do jumping jacks or hop, trace the letters with their fingers on their arms or legs, or reach up or across their bodies.

## **Work Time**

### **A. Poem Launch (3 minutes)**

Display **Image Cards** for the poem “**Tiny Tern**.”

- “Today we are going to read a poem together. It is called ‘Tiny Tern.’ In the poem, we’ll hear about an animal called a *tern*. Terns are seabirds that are similar to seagulls. They live near water. Terns are special because they migrate farther than any other animal, from the top of the world, in the arctic, to the bottom of the world, to Antarctica.” Point out the image for *tern*.

- Point out the image for *fish*, and say: “We’ll also hear about what terns eat.”

Display the poem. Read the poem aloud, modeling fluent phrasing.

- “Turn and Talk to a partner: What are terns talented, or good, at?” (catching fish to eat)

Check for comprehension by giving students an opportunity to act out the poem.

- “Let’s read the poem once more. This time, while we read, listen for words that have a similar sound at the beginning. Follow along as I read.”

Reread the poem, pointing to each word as it’s read.

- “Everyone, what sound did you notice at the beginning of many of these words?” (/t/)

Display the Keyword Letter Card: *t*.

- “This is the letter *t*. Say *t* with me: *t*. *t* is its name. /t/ is its sound. Say /t/ with me: /t/. We hear the sound *t* makes at the beginning of its name: /t/ /ē/. We can remember the sound that the letter *t* makes by thinking of a *tern*, like we see here. The word *tern* starts with the /t/ sound. When we see this card, we’ll say, ‘*t, tern, /t/*’”

- Point out words from the poem with the /t/ sound, and say: “I hear the /t/ sound in many words, including *tiny, tern, talented, taking, twists, two, tasty, and to*.”

Mark the high-frequency word *the*.

- “This is one of the high-frequency words for this cycle.”

- “That’s a great poem! Let’s read it one more time. This time, read along with me as I point to each word. While we read, let’s focus on noticing each word. Here we go!”

Read the poem chorally with students.

- “Next, let’s take a closer look at the letter *t* and its /t/ sound.”

**Reading Foundational Skills Block****B. Getting to Know Letters (6 minutes)**

Display the Keyword Letter Card: *t* again.

- “Let’s say our letter-sound chant for the letter *t* again together: *t, tern, /t/*.”

Display the **Articulatory Gestures Chart**.

- “When I say /t/, I notice I place the tip of my tongue just behind my upper front teeth, stopping the flow of air. I keep my lips apart as my tongue quickly touches the roof of my mouth and then is released with a burst of air. Practice that articulatory gesture with me: /t/. Pay attention to the feeling of your lips, tongue, jaw, and voice box as you say /t/.”

Pause for students to independently practice saying /t/. Support students as needed, such as by providing a mirror for them to check their articulatory gesture.

- “Nice job making the /t/ sound for the letter *t*. Now let’s learn how to write the letter *t*. We’ll start with the lowercase *t*, like we see on our Keyword Letter Card: *t*. Watch as I trace this *t*.”
- Follow the path of the lowercase *t* on the letter card, saying: “I start between the middle and top lines. I pull down to the bottom and cross.” Model a few times.

Display **Tt Letter Formation Page**.

- “Now it’s time to skywrite. Remember to straighten your arm out long and point two fingers in front of your body. We use our whole arm to make the motions we need to form the lowercase *t*. Ready? Start between the middle and top lines. Pull down to the bottom and cross.”

Invite students to practice skywriting lowercase *t* a few times.

Display the Keyword Letter Card: *T*.

- “Here is the uppercase letter *T*. Say the chant with me: *T, tern, /t/*. Now let’s learn how to write uppercase *T*. Watch as I trace this *T*.”
- Follow the path of the uppercase *T* on the uppercase *Tern* letter card, saying: “I start at the top. I pull down to the bottom. Start at the top and pull across.” Model a few times.

Display **Tt Letter Formation Page**.

- “Time to skywrite again. Start at the top. Pull down to the bottom. Start at the top and pull across.”

Invite students to practice skywriting uppercase *T* a few times.

Distribute **Tt Letter Formation Page**.

- “Time to practice writing the lowercase letter *t*. Check to make sure you are sitting in proper writing posture, using your helper hand to hold your paper in place, and gripping your pencil correctly. Write the best lowercase *t* that you can. If you finish before I stop you, keep practicing lowercase letter *t*’s. Check the Keyword Letter Card if you need a reminder.”

Pause for students to write.

- “Point to the best lowercase *t* that you wrote, and let’s all say its sound together: /t/.”

Repeat this writing process with the uppercase letter *T*.

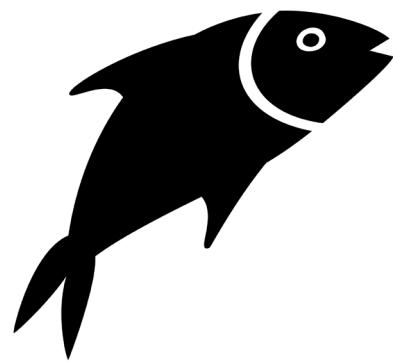
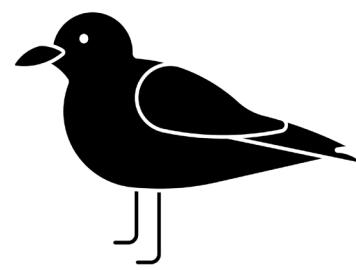
## **Closing**

### **A. Check for Understanding (1 minute)**

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards

Cycle 2



tern, fish

## Tiny Tern

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

The tiny tern is talented  
at taking food from the sea.  
It twists and dives. What did it catch?  
Two tasty fish to eat!

Source: Created by EL Education for instructional purposes.

## Lesson 2: Poem Launch and Getting to Know Letters: Ss

### Lesson Overview

#### Lesson Summary

Students listen to and discuss the poem “Sandy Snake” and are introduced to the letter *s*.

#### Daily Learning Targets

- I can match the words I hear to the words I see. (RF.K.1b)
- I can find each word on a page by noticing the spaces between them. (RF.K.1c)
- I can find and name all uppercase and lowercase letters, including *S* and *s*. (RF.K.1d)
- I can say the sound for the consonant *s*. (RF.K.3a)
- I can print the uppercase and lowercase letter *s*. (L.K.1a)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Poem Launch (3 minutes)
- B. Getting to Know Letters (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: New: *s, S*; Review: *t, a, m* (see Skills Block Tool Kit)
- High-Frequency Word Cards: New: *a*; Review: *the, I, am* (see Skills Block Tool Kit)
- Sound boxes (see Skills Block Tool Kit)
- Image Cards: *snake, spider*
- “Sandy Snake” (one for display)

- Articulatory Gestures Chart (see Skills Block Tool Kit)
- Ss Letter Formation Page (one per student and one for display; see Skills Block Tool Kit)
- Cycle 2: Lesson 2 Slides (<https://eled.org/4060>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:

- I can find and name all uppercase and lowercase letters, including S and s.
  - I can print the uppercase and lowercase letter s.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Listen carefully as we begin.”
  - “Say *doorstop*.” Pause. “A *doorstop* is something used to hold a door open. It’s usually something heavy or shaped like a triangle that can be wedged under the door. Now say *doorstop* again, but don’t say *door*.” (*stop*)
  - “Say *notebook*.” Pause. “Now say it again, but don’t say *note*.” (*book*)
  - “Say *fireman*.” Pause. “Now say it again, but don’t say *fire*.” (*man*)
  - “Say *crosswalk*.” Pause. “Now say it again, but don’t say *cross*.” (*walk*)
  - “Say *jellyfish*.” Pause. “Now say it again, but don’t say *jelly*.” (*fish*)
  - “Say *snowman*.” Pause. “Now say it again, but don’t say *snow*.” (*man*)
  - “Say *strawberry*.” Pause. “Now say it again, but don’t say *straw*.” (*berry*)
- “Now let’s listen for rhyming words. Remember, listen to my two words, and give a thumbs-up if they rhyme and a thumbs-down if they do not rhyme.”
  - “hat, run.” (thumbs-down)
  - “bug, jug.” (thumbs-up)

## Reading Foundational Skills Block

- “hop, shop.” (thumbs-up)
  - “leg, big.” (thumbs-down)
  - “net, not.” (thumbs-down)
  - “pat, sat.” (thumbs-up)
  - “car, cat.” (thumbs-down)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Display the previously taught **Keyword Letter Cards: t, a, m** and **High-Frequency Word Cards: the, I, am** one at a time. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to learn another one of this week’s high-frequency words. Remember, these are words that are used often, and it would be helpful for us to recognize them quickly.”
- “The word *a* is used by authors a lot. Say *a*.” Pause.
- “This is a short word that can be said two different ways. Some people pronounce this word /ā/, as in the sentence ‘I have /ā/ sister.’ This same word can also be pronounced /ə/, as in the sentence ‘I have /ə/ sister.’”
- “Now listen to the sound in the word *a*: /ə/. Tap it with me: /ə/. Everyone, how many sounds did we tap?” (one)

Display the high-frequency word *a*. Display **sound boxes** with one box.

- “The word *a* is spelled with the letter *a*.”

Display *a* in the sound box, and highlight this sound as one that needs to be learned.

- “When the letter *a* is part of a word, we read the vowel sound /ā/, like in the word *map*, or /ā/, like in the word *bake*. When the letter *a* is by itself as a word, we say the word /ə/.”

Display the high-frequency word *a*.

- “This word is *a*. Say it.” Pause.
- “Now it’s time to skywrite *a*. Say the letter with me as we skywrite: *a*.”

Incorporate movement while students recite the letter *a*. For example, have them do jumping jacks or hop, trace the letter with their fingers on their arms or legs, or reach up or across their bodies.

## Work Time

### A. Poem Launch (3 minutes)

Display **Image Cards** for the poem “**Sandy Snake**.”

- “Today we are going to read a poem together. It is called ‘Sandy Snake.’ In the poem, we’ll hear about a snake that is slithering. To slither means to move by twisting and sliding along a surface.” Point out the image for *snake*.
- Point out the image for *spider*, and say: “We’ll also hear about what the snake finds on the ground.”

Display the poem. Read the poem aloud, modeling fluent phrasing.

- “Turn and Talk to a partner: Why does the spider need to run at the end of the poem?” (so the snake doesn’t catch it)

Check for comprehension by giving students an opportunity to act out the poem.

- “Let’s read the poem once more. This time, while we read, listen for words that have a similar sound at the beginning. To begin, you will follow along as I read.”

Reread the poem, pointing to each word as it’s read.

- “Everyone, what sound did you notice at the beginning of many of these words?” (/s/)

Display the Keyword Letter Card: *s*.

- “This is the letter *s*. Say *s* with me: *s*. *s* is its name. /s/ is its sound. Say /s/ with me: /s/.”
- “We hear the sound *s* makes at the end of its name: /ĕ/ /s/. We can remember the sound that the letter *s* makes by thinking of a snake, like we see here. The word *snake* starts with the /s/ sound. When we see this card, we’ll say, ‘*s, snake, /s/*.’”
- Point out words from the poem with the /s/ sound, and say: “I hear the /s/ sound in many words, including *sandy, snake, slithering, September, sun, sees, silver, and spider*.”

Mark the high-frequency words *the* and *a*.

- “These are the high-frequency words for this cycle, *the* and *a*.”
- “That’s a great poem! Let’s read it one more time. This time, read along with me as I point to each word. While we read, let’s focus on noticing each word. Here we go!”

Read the poem chorally with students.

- “Next, let’s take a closer look at the letter *s* and its /s/ sound.”

### B. Getting to Know Letters (6 minutes)

Display the Keyword Letter Card: *s* again.

- “Let’s say our letter-sound chant for the letter *s* again together: *s, snake, /s/*.”

Display the **Articulatory Gestures Chart**.

- “When I say /s/, I notice I place my tongue lightly behind my upper teeth (but do not touch the teeth). As I push air out of my mouth, I squeeze the air between my tongue and the top of my mouth. Practice that articulatory gesture with me: /s/. Pay attention to the feeling of your lips, tongue, jaw, and voice box as you say /s/.”

## Reading Foundational Skills Block

Pause for students to independently practice saying /s/. Support students as needed, such as by providing a mirror for them to check their articulatory gesture.

- “Nice job making the /s/ sound for the letter *s*. Now let’s learn how to write the letter *s*. We’ll start with the lowercase *s*, like we see on our *snake* letter card. Watch as I trace this *s*.”
- Follow the path of the lowercase *s* on the *snake* letter card, saying: “I start in the middle. I curve back, in, around, and back around.” Model a few times.

Display **Ss Letter Formation Page**.

- “Now it’s time to get ready to skywrite. Remember, when we skywrite, we straighten our arm out long and point two fingers in front of our body. We use our whole arm to make the motions we need to form the lowercase *s*. Ready? Start in the middle. Curve back, in, around, and back around.”

Invite students to practice skywriting lowercase *s* a few times.

Display the Keyword Letter Card: *S*.

- “Here is the uppercase letter *S*. Say the chant with me: *S, snake, /s/*. Now let’s learn how to write uppercase *S*. Watch as I trace this *S*.”
- Follow the path of the uppercase *S* on the uppercase *Snake* letter card, saying: “I start at the top. I curve back, in, around, and back around.” Model a few times.

Display **Ss Letter Formation Page**.

- “Now it’s time to skywrite. Straighten your arm and point two fingers. Use your whole arm to make the motions we need to form the uppercase *S*. Ready? Start at the top. Curve back, in, around, and back around.”

Invite students to practice skywriting uppercase *S* a few times.

Distribute **Ss Letter Formation Page**.

- “Time to practice writing the lowercase letter *s*. Check to make sure you are sitting in proper writing posture, using your helper hand to hold your paper in place, and gripping your pencil correctly. Write the best lowercase *s* you can. If you finish before I stop you, keep practicing lowercase letter *s*’s. Check our letter card if you need a reminder.”

Pause for students to write.

- “Point to the best lowercase *s* that you wrote, and let’s all say its sound together: /s/.”

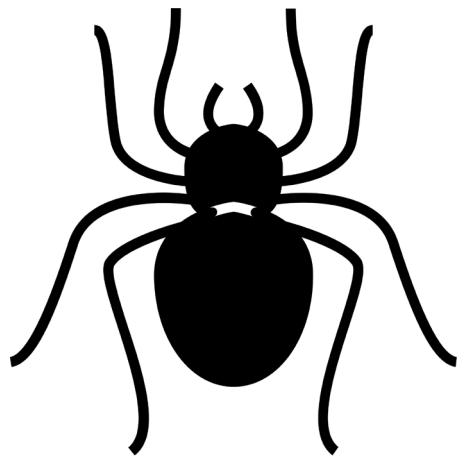
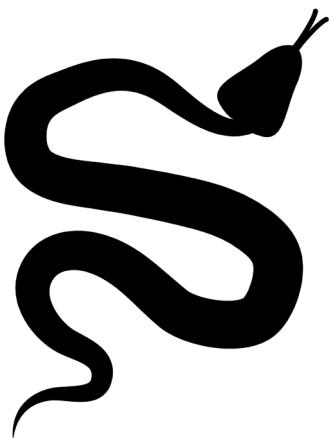
Repeat this writing process with the uppercase letter *S*.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards



snake, spider

## Sandy Snake

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

The sandy snake is slithering  
in the September sun.  
It sees a silver spider . . .  
Run, spider, run!

Source: Created by EL Education for instructional purposes.

## Lesson 3: Call and Response and Chaining

### Lesson Overview

#### Lesson Summary

Students continue building fluency with the poems “Tiny Tern” and “Sandy Snake,” listening for and saying sounds in words to help them read words with the letters *t* and *s*.

#### Daily Learning Targets

- I can follow words left to right, top to bottom, and page to page. (RF.K.1a)
- I can say the sound for the consonants *t* and *s*. (RF.K.3a)
- I can print the lowercase letters *t* and *s*. (L.K.1a)
- I can change individual sounds in one-syllable words to make new words. (RF.K.2e)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Fluency (2 minutes)
- B. Call and Response (2 minutes)
- C. Chaining (5 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: *s, t, a, m* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *a, the, I* (see Skills Block Tool Kit)
- “Tiny Tern” (one for display)
- “Sandy Snake” (one for display)
- Chaining Practice: *s, t* (one per student)

## Reading Foundational Skills Block

- Image Cards: *sat, mat*
- Cycle 2: Lesson 3 Slides (<https://eled.org/4061>; optional)

### Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

## Lesson Plan

### Opening

#### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:
  - I can say the sound for the consonants *t* and *s*.
  - I can change individual sounds in one-syllable words to make new words.

#### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Listen carefully as we begin.”
  - “Say *cupcake*.” Pause. “Now say it again, but don’t say *cup*.” (*cake*)
  - “Say *sunflower*.” Pause. “Now say it again, but don’t say *sun*.” (*flower*)
  - “Say *starfish*.” Pause. “Now say it again, but don’t say *star*.” (*fish*)
  - “Say *lighthouse*.” Pause. “A *lighthouse* is a structure built at the edge of land, near large lakes or oceans. It has a big light on the top that boats can see from far away to know they are getting too close to the land. Now say *lighthouse* again, but don’t say *light*.” (*house*)
  - “Say *basketball*.” Pause. “Now say it again, but don’t say *basket*.” (*ball*)
  - “Say *sandcastle*.” Pause. “Now say it again, but don’t say *sand*.” (*castle*)
  - “Say *toothbrush*.” Pause. “Now say it again, but don’t say *tooth*.” (*brush*)
- “Now let’s listen for rhyming words. Remember, listen to my two words, and give a thumbs-up if they rhyme and a thumbs-down if they do not rhyme.”
  - “*bag, big*.” (thumbs-down)
  - “*sell, ball*.” (thumbs-down)

- “rip, chip.” (thumbs-up)
  - “lock, tack.” (thumbs-down)
  - “bun, sun.” (thumbs-up)
  - “wall, tall.” (thumbs-up)
  - “more, mop.” (thumbs-down)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Display the previously taught **Keyword Letter Cards: s, t, a, m** and **High-Frequency Word Cards: a, the, I** one at a time. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to review this week’s high-frequency words.”

Display the high-frequency words *the* and *a*. Invite students to chorally read each word aloud. Build in chants or songs to practice saying the letters in each word or display each word all around the room and invite students to walk around the room reading them aloud.

Incorporate movement while students review the high-frequency words. For example, have students skywrite, bounce balls as they recite the letters in each word, or hop from letter to letter on paper plates. See the Skills Block Tool Kit for more ideas for reviewing high-frequency words with movement.

## Work Time

### A. Fluency (2 minutes)

Display the poem “**Tiny Tern**.”

- “Today we will practice reading our poems aloud to help us notice and read each word. Listen and follow along as I begin reading our first poem.”

Read the first poem. Support awareness of one-to-one correspondence by pointing out each word as it’s read so students hear and see each word.

- “Now, I want you to try to read this poem after me. Point to each word as we read.”

Reread the poem, pausing after each line for students to echo and point to each word. Continue to support awareness of one-to-one correspondence by pointing out each word as it’s read so students hear and see each word.

Repeat with the poem “**Sandy Snake**.”

- “Reading a text more than one time helps us read it smoothly. It helps us read not too fast and not slow. When we read fluently, we can pay closer attention to the meaning of the text.”

## Reading Foundational Skills Block

### B. Call and Response (2 minutes)

- “Today we will review our letters and sounds with a chant. Let’s move our bodies while we chant.”

Begin marching in place, or choose another movement.

- “Watch and listen to what I do. When I point to myself, it is my turn to say something. When I point to you, it is your turn to say something.”

Continue marching in place and invite students to follow along.

### Phoneme Response

- “When I say a letter, you say the sound: *t*.” Point to students to respond. (/t/) Invite students to skywrite the /t/ sound, then start marching again. Repeat the Phoneme Response chant with *s*, *m*, and *a*. (/s/; /m/; /ă/)

### Grapheme Response

- “When I say a sound, you name the letter that makes the sound: /s/.” Point to students to respond. (*s*) Repeat the Grapheme Response chant with /t/, /ă/, and /m/. (*t*; *a*; *m*)

### C. Chaining (5 minutes)

Distribute **Chaining Practice: *s*, *t***.

Display *at*.

- “Let’s use what we know about the sounds these letters make to read this word.”
- Point out each sound, and say: “The first letter is *a*. Say the sound with me: /ă/. The next letter is *t*. Say the sound with me: /t/.”
- Point to each letter and blend each sound, keeping the sounds connected: “Repeat after me: /ă/ /t/. Now let’s speed it up a bit: /ă/ /t/.”
- “What’s our word, everyone?” (*at*)
- “We can use the word *at* in sentences like ‘Look *at* the moon!’ or ‘We played volleyball *at* the beach.’”
- “Now we’re going to write the word *at*. Find the number 1 on your paper. Finish writing the word *at* by filling in the missing letter *t*. Remember, to form a *t*, start between the middle and top lines. Pull down to the bottom and cross.”

Model, then pause for students to write.

- “Let’s read another word. Try to read the new word.”

Display *sat*.

- “Slowly blend these sounds with me: /s/ /ă/ /t/. Now speed it up a bit: /s/ /ă/ /t/. What’s the new word?” (*sat*)
- Display the **image** for *sat*, and say: “*Sat* is the past tense of *sit*, like in the sentence, ‘I *sat* on the chair.’”
- “Find the number 2 on your paper. Finish writing the word *sat* by filling in the missing letter *s*. Remember, to form an *s*, start in the middle. Curve back, in, around, and back around.”

Model, then pause for students to write. Display *sat* below *at*.

- “Read these words to yourself.”
- Pause for students to read, then say: “Let’s read one last word. One sound will change.”

Display *mat*.

- “Slowly blend these sounds with me: /m/ /ă/ /t/. Now speed it up a bit: /m/ /ă/ /t/.”
- “How does changing the *s* in *sat* to *m* change the word? Everyone, what’s the new word?” (*mat*)
- Display the image for *mat*, and say: “A *mat* is a piece of material that is used as a covering to protect a floor or other surface, like in the sentence, ‘Wipe your shoes on the *mat* before you enter.’”
- “Find the number 3 on your paper. Finish writing the word *mat* by filling in the missing letter *t*. Remember, to form a *t*, start between the middle and top lines. Pull down to the bottom and cross.”

Model, then pause for students to write.

Display *mat* below *sat*. Invite students to chorally read the list of words discussed.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

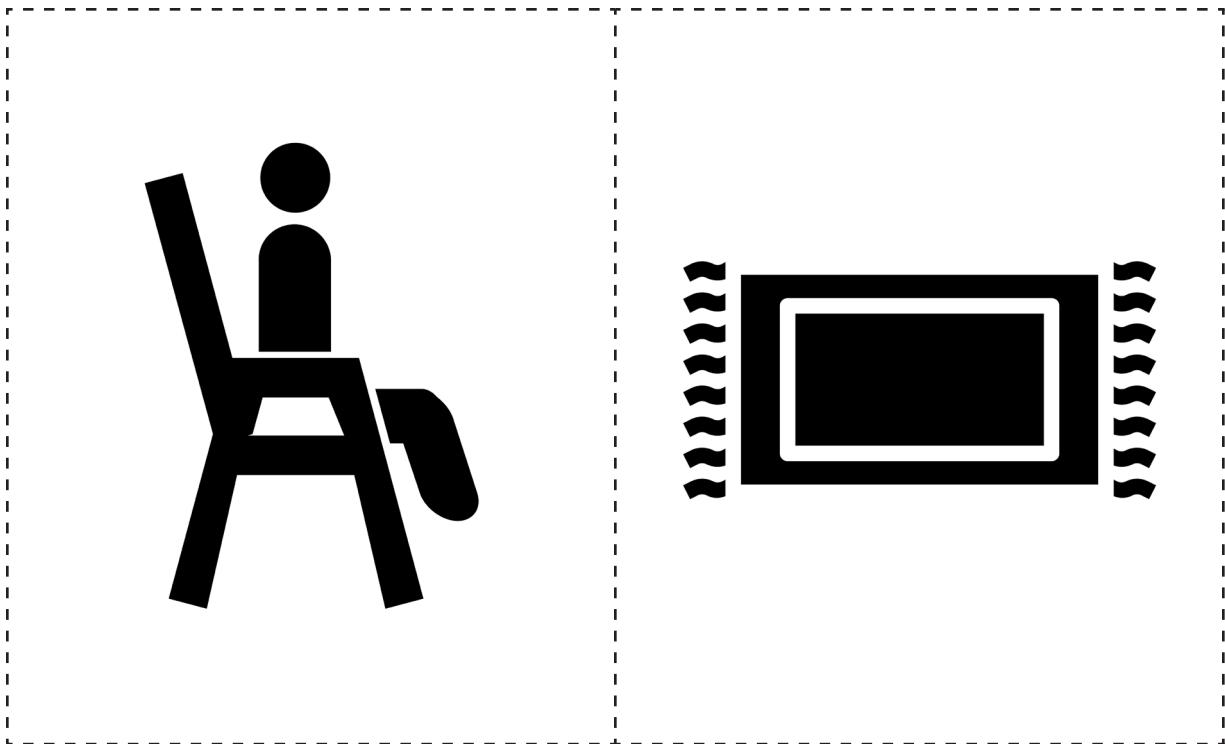
## Cycle 2 Chaining Practice: s, t

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Add the missing letter to each word.

1. at a \_\_\_\_\_
2. sat \_\_\_\_\_ at
3. mat ma \_\_\_\_\_

## Image Cards



sat, mat

## Lesson 4: Feel the Beats and Spelling to Complement Reading

### Lesson Overview

#### Lesson Summary

Students continue learning about the letters *t* and *s*, listening for and saying the sounds in words to help them read and spell.

#### Daily Learning Targets

- I can count, say, put together, and separate each beat in a word. (RF.K.2b)
- I can print the lowercase letters *t* and *s*. (L.K.1a)
- I can spell simple words by writing the letters for each sound I hear. (L.K.2c, L.K.2d)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (3 minutes)

##### 2. Work Time

- A. Feel the Beats (4 minutes)
- B. Spelling to Complement Reading (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: *t, s, m, a* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *the, I, a* (see Skills Block Tool Kit)
- “Sandy Snake” (one for display)
- Blank Letter Formation Page (one per student; see Skills Block Tool Kit) OR whiteboards and markers
- Cycle 2: Lesson 4 Slides (<https://eled.org/4062>; optional)

## **Prepare in Advance**

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# **Lesson Plan**

## **Opening**

### **A. Engage the Learner: Transition Song and Learning Targets (1 minute)**

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:

- I can count, say, put together, and separate each beat in a word.
  - I can print the lowercase letters *t* and *s*.

### **B. Sound Shuffle (4 minutes)**

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Listen carefully as we begin.”
  - “Say *motorcycle*.” Pause. “Now say it again, but don’t say *motor*.” (*cycle*)
  - “Say *snowflake*.” Pause. “Now say it again, but don’t say *snow*.” (*flake*)
  - “Say *grandmother*.” Pause. “Now say it again, but don’t say *grand*.” (*mother*)
  - “Say *popcorn*.” Pause. “Now say it again, but don’t say *pop*.” (*corn*)
  - “Say *upstairs*.” Pause. “Now say it again, but don’t say *up*.” (*stairs*)
  - “Say *birthday*.” Pause. “Now say it again, but don’t say *birth*.” (*day*)
  - “Say *sailboat*.” Pause. “Now say it again, but don’t say *sail*.” (*boat*)
- “Now let’s listen for rhyming words. Remember, listen to my two words, and give a thumbs-up if they rhyme and a thumbs-down if they do not rhyme.”
  - “*rip, rock*.” (thumbs-down)
  - “*sell, bell*.” (thumbs-up)
  - “*bag, tag*.” (thumbs-up)
  - “*sun, snow*.” (thumbs-down)
  - “*lock, rock*.” (thumbs-up)
  - “*wall, west*.” (thumbs-down)
  - “*west, best*.” (thumbs-up)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

## Reading Foundational Skills Block

### C. Quick Review (1 minute)

Display the previously taught **Keyword Letter Cards: t, s, m, a** and **High-Frequency Word Cards: the, I, a** one at a time. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (3 minutes)

- “This week we learned two new high-frequency words: *the* and *a*. Today we will use each of these words in a sentence and practice spelling them.”

Display the high-frequency word *the*.

- “Everyone, what is this word?” (*the*)
- “How can we use *the* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *the*, saying each letter out loud as we write.” (*t-h-e*)

Display the high-frequency word *a*.

- “Everyone, what is this word?” (*a*)
- “How can we use *a* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *a*, saying the letter out loud as we write.” (*a*)

## Work Time

### A. Feel the Beats (4 minutes)

Display the poem “**Sandy Snake**.”

- “There’s a wonderful rhythm and beat in this poem! Let’s see if we can feel it with our bodies and mouths.”

Read the entire poem aloud in tune with the cadence of the poem. Draw students’ attention to the rhythm and syllables (beats) within the poem.

Invite students to chorally read the entire poem while clapping each beat.

Recite the first two lines of the poem again slowly while clapping each beat.

- “The sandy snake is slithering in the September sun.”
- “Say the word *September* with me as we clap each beat: *Sep-tem-ber*. Remember, there is a special name for the beats we hear in words. We call these beats ‘syllables.’”

Use a total participation technique to elicit responses to the following questions.

- “How many syllables are in the word *September*?” (three)
- “What is the first syllable in the word *September*?” (*Sep*)
- “What is the second syllable we hear in the word *September*?” (*tem*)
- “What is the third syllable we hear in the word *September*?” (*ber*)

Repeat this process with the words *sandy* (two), *sun* (one), and *spider* (two).

- “We noticed that some words have one syllable, like the word *sun*, and some words have more than one. The word *sandy* has two syllables: *san* and *dy*. Each syllable is one beat. Now let’s play a game: I’ll say each syllable in a word, and you blend them together to say the word they make.”

- “*sli-ther-ing*. What’s the word, everyone?” (*slithering*)

Repeat with two or three more multisyllabic words from the poem.

## B. Spelling to Complement Reading (6 minutes)

Distribute **Blank Letter Formation Page**.

- “Today we will say all the sounds in words to help us map their sounds to the letters that make them. Our first word is *at*. Say it with me: *at*. Now let’s slow it down. Keep each sound connected as we tap: /ă/ /t/; *at!*”
- “Everyone, how many sounds did we say?” (two)

Display the number 2.

- “We tapped two times. The word *at* has two sounds, so we’ll need to spell two sounds to write this word.”
- “Let’s write the sounds /ă/ /t/. What letter makes the /ă/ sound, everyone?” (*a*)
- “Remember, to write a lowercase *a*, start in the middle, pull back, circle around, and pull up to the middle, then straight down to the bottom.”

Model, then pause for students to write.

- “What letter makes the /t/ sound, everyone?” (*t*)
- “Remember, to write a lowercase *t*, start between the middle and top lines. Pull down to the bottom and cross.”

Model, then pause for students to write.

- “What word did you spell, everyone?” (*at*)
- Point to each letter, pronouncing each sound: “/ă/ /t/; *at!*”

Display *at*.

- “Our next word is *mat*. Say it with me: *mat*. Now let’s slow it down. Keep each sound connected as we tap: /m/ /ă/ /t/; *mat!*”
- “Everyone, how many sounds did we say?” (three)

Display the number 3.

- “We tapped three times. The word *mat* has three sounds, so we’ll need to spell three sounds to write this word.”
- “The end of *mat* sounds just like *at*, so the last two sounds should be the same as our first word! Let’s write the sounds /m/ /ă/ /t/. What letter makes the /m/ sound, everyone?” (*m*)
- “Remember, to write a lowercase *m*, start in the middle. Pull down to the bottom and up, curve over, pull down to the bottom and up, then curve over and down to the bottom.”

Model, then pause for students to write.

 If not using the slide deck, consider using a whiteboard or chart paper to display numerals, sound boxes, images, and words. Throughout the routine, words are built sound by sound. Prepare writing materials for students, such as erasable sound boxes, letter formation paper, or whiteboards and markers.

## Reading Foundational Skills Block

- “Our word is *mat*. So far we have spelled the /m/ sound. The end of *mat* sounds just like our first word, *at*. We know how to spell that: *a-t*. Go ahead and write *a-t* after your *m* to finish the word *mat*.”

Pause for students to write.

- “What word did you spell, everyone?” (*mat*)
- Point to each letter, pronouncing each sound: “/m/ /ă/ /t/; *mat*!”

Display *mat*.

- “Our last word is *sat*. Say it with me: *sat*. Now let’s slow it down. Keep each sound connected as we tap: /s/ /ă/ /t/; *sat*.”

Display the number 3.

- “The end of *sat* sounds just like *at* and *mat*, so the last two sounds should be the same! Let’s write the sounds /s/ /ă/ /t/. What letter makes the /s/ sound, everyone?” (*s*)
- “Remember, to write a lowercase *s*, start in the middle. Curve back, in, around, and back around.”

Model, then pause for students to write.

- “Our word is *sat*. So far we have spelled the /s/ sound. The end of *sat* sounds just like *at* and *mat*. We know how to spell that: *a-t*. Go ahead and write *a-t* after your *s* to finish the word *sat*.”

Pause for students to write. Display *a* and *t*.

- “What word did you spell, everyone?” (*sat*)
- Point to each letter, pronouncing each sound: “/s/ /ă/ /t/; *sat*!”

Display *sat*.

If time allows, continue the Spelling to Complement Reading routine with the following words: *am* and *Sam*.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Lesson 5: Cycle Practice

# Lesson Overview

### Lesson Summary

Students use what they have learned about the letters *t* and *s* to complete the Whole Group Cycle 2 Practice.

### Daily Learning Targets

- I can read common high-frequency words. (RF.K.3c)
- I can print the uppercase and lowercase letters *t* and *s*. (L.K.1a)
- I can find and name all uppercase and lowercase letters, including *T*, *t*, *S*, and *s*. (RF.K.1d)
- I can say the sound for the consonants *t* and *s*. (RF.K.3a)

### Agenda

#### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (1 minute)
- C. Quick Review (1 minute)

#### 2. Work Time

- A. Cycle Practice (7 minutes)

#### 3. Closing

- A. Check for Understanding (1 minute)

# Materials and Preparation

### Materials

- Keyword Letter Cards: Review: *s*, *a*, *m*, *t* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *a*, *I*, *am*, *the* (see Skills Block Tool Kit)
- Whole Group Cycle 2 Practice (one per student)
- Whole Group Cycle 2 Practice Directions (for teacher reference)
- Cycle 2: Lesson 5 Slides (<https://eled.org/4063>; optional)

**Reading Foundational Skills Block****Prepare in Advance**

- Today's lesson is intentionally abbreviated to provide additional time in small group rotations. The additional time makes space for each differentiated group to complete their differentiated Cycle Assessment.
- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.
- For Work Time A, prepare one Whole Group Cycle 2 Practice for each student.

**Lesson Plan****Opening****A. Engage the Learner: Transition Song and Learning Targets (1 minute)**

- "Let's sing to get our brains ready to learn."

Sing or chant the chosen song.

Display and read the learning targets.

**B. Sound Shuffle (1 minute)**

Remind students to listen closely and call out their responses to each prompt.

- "It's time to get our brains warmed up and ready to learn. Listen carefully as we begin."
  - "Say *carpool*." Pause. "Now say it again, but don't say *car*." (*pool*)
  - "Say *driveway*." Pause. "Now say it again, but don't say *drive*." (*way*)
  - "Say *earring*." Pause. "Now say it again, but don't say *ear*." (*ring*)
  - "Say *afternoon*." Pause. "Now say it again, but don't say *after*." (*noon*)
  - "Say *bluebird*." Pause. "Now say it again, but don't say *blue*." (*bird*)
  - "Say *airport*." Pause. "Now say it again, but don't say *air*." (*port*)
  - "Say *rowboat*." Pause. "Now say it again, but don't say *row*." (*boat*)
- "Great job! Listening for the sounds in words helps us become stronger readers."

**C. Quick Review (1 minute)**

Based on students' needs, display the previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** one at a time. Or use these specific recommendations: *s, a, m, t, a* (word), *I, am, the*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

## **Work Time**

### **A. Cycle Practice (7 minutes)**

Guide students through the **Whole Group Cycle 2 Practice** using the **Whole Group Cycle 2 Practice Directions (for teacher reference)**.

## **Closing**

### **A. Check for Understanding (1 minute)**

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

# Whole Group Cycle 2 Practice Directions

**RF.K.1d, RF.K.3a, RF.K.3c, L.K.1a**

**(For Teacher Reference)**

**Teacher Directions:** Dictate the items in each of the following sections. Allow ample time for students to chorally repeat, individually tap or clap (as needed), and write their answers.

## Sound Spelling

- “Number 1. On line 1, write the lowercase letter *t*.” Pause. “Now, next to the lowercase *t*, write uppercase *T*.” Pause.
- “Number 2. On line 2, write the lowercase letter *s*.” Pause. “Now, next to the lowercase *s*, write uppercase *S*.” Pause.
- “Number 3. Say /s/.” Pause. “Now write the lowercase letter that makes the /s/ sound.” Pause.
- “Number 4. Say /t/.” Pause. “Now write the lowercase letter that makes the /t/ sound.” Pause.

## High-Frequency Words

- “Number 5. Select the correct spelling of the word *the*, as in the sentence, ‘*The* grass is green.’” Pause.
- “Number 6. Select the correct spelling of the word *a*, as in the sentence, ‘I see *a* bird.’” Pause.

## Letter Identification

- “Number 7. Select the letter *t*’s you see in this row.” Pause.
- “Number 8. Select the letter *s*’s you see in this row.” Pause.

## Whole Group Cycle 2 Practice

RF.K.1d, RF.K.3a, RF.K.3c, L.K.1a

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sound Spelling

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

### High-Frequency Words

5. the              thu

6. u              a

## Letter Identification

7. P T r h t

8. S c s o x

**Kindergarten:** Middle Pre-Alphabetic Microphase

Cycle 3

## Lesson 1: Poem Launch and Getting to Know Letters: *i/i*

### Lesson Overview

#### Lesson Summary

Students listen to and discuss the poem “Itchy Iguana” and are introduced to the letter *i*.

#### Daily Learning Targets

- I can match the words I hear to the words I see. (RF.K.1b)
- I can notice each word on a page by keeping spaces between them. (RF.K.1c)
- I can find and name all uppercase and lowercase letters, including *I* and *i*. (RF.K.1d)
- I can say the sound for each vowel, including the short sound for the vowel *i*. (RF.K.3b)
- I can print the uppercase and lowercase letter *i*. (L.K.1a)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Poem Launch (3 minutes)
- B. Getting to Know Letters (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: New: *i, I*; Review: *a, m, t, s* (see Skills Block Tool Kit)
- High-Frequency Word Cards: New: *an*; Review: *am, the, a* (see Skills Block Tool Kit)
- Sound boxes (see Skills Block Tool Kit)
- Image Cards: *iguana, igloo*
- “Itchy Iguana” (one for display)

- Articulatory Gestures Chart (see Skills Block Tool Kit)
- Ii* Letter Formation Page (one per student and one for display; see Skills Block Tool Kit)
- Cycle 3: Lesson 1 Slides (<https://eled.org/4064>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:

- I can find and name all uppercase and lowercase letters, including *I* and *i*.
  - I can print the uppercase and lowercase letter *i*.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. This week we’re going to listen for rhyming words. I will say two words. You’ll know they rhyme if they have the same vowel and ending sounds. For example, *pig* and *pin* do not rhyme because they have different ending sounds: /ɪg/ and /ɪn/. A word that does rhyme with *pig* is *wig*, because they both end with the /ɪg/ sound. Listen to my two words, and give a thumbs-up if they rhyme and a thumbs-down if they do not rhyme.”

- “*when, well.*” (thumbs-down)
  - “*ram, Sam.*” (thumbs-up)
  - “*miss, this.*” (thumbs-up)
  - “*log, lost.*” (thumbs-down)
  - “*fuss, mess.*” (thumbs-down)
  - “*full, pull.*” (thumbs-up)
  - “*fuss, bus.*” (thumbs-up)

## Reading Foundational Skills Block

- “This week we’re also going to not say the ending part of a word to make a new, shorter word, like changing the word *toothbrush* to *tooth*. Let’s say the word *toothbrush* together. Now we’ll say it again, but we won’t say *brush*. What’s our new word?” Respond with students: *tooth*.
- “Listen carefully as we begin.”
  - “Say *haircut*.” Pause. “Now say it again, but don’t say *cut*.” (*hair*)
  - “Say *driveway*.” Pause. “Now say it again, but don’t say *way*.” (*drive*)
  - “Say *everything*.” Pause. “Now say it again, but don’t say *thing*.” (*every*)
  - “Say *noontime*.” Pause. “Now say it again, but don’t say *time*.” (*noon*)
  - “Say *paintbrush*.” Pause. “Now say it again, but don’t say *brush*.” (*paint*)
  - “Say *blueberry*.” Pause. “Now say it again, but don’t say *berry*.” (*blue*)
  - “Say *rainbow*.” Pause. “Now say it again, but don’t say *bow*.” (*rain*)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, display the previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** one at a time. Or use these specific recommendations: *a* (letter), *m*, *t*, *s*, *the*, *am*, *a* (word). Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to learn one of this week’s high-frequency words. Remember, these are words that are used often, and it would be helpful for us to recognize them quickly. The word *an* is used by authors a lot. Say *an*.” Pause.
- “Now listen to each of the sounds in the word *an*: /ă/ /n/. Tap those sounds with me: /ă/ /n/. How many sounds did we tap?” (two)

Display the high-frequency word *an*. Display **sound boxes** with two boxes.

- “Everyone, what is the first sound in *an*?” (/ă/)
- “This sound is spelled with the letter *a*.”

Display *a* in the first sound box.

- “What is the last sound in *an*? Tap it with me, and listen for the ending sound: /ă/ /n/.” (/n/)
- “This sound is spelled with the letter *n*.”

Display *n* in the last sound box.

- “This word is *an*. Say it.” Pause.
- “Now it’s time to skywrite *an*. Say each letter with me as we skywrite: *a-n*. To make an *n*, start in the middle. Pull down to the bottom and up, curve over, and pull down to the bottom.”

Incorporate movement while students recite the letters in *an*. For example, have them do jumping jacks or hop, trace the letters with their fingers on their arms or legs, or reach up or across their bodies.

## Work Time

### A. Poem Launch (3 minutes)

Display **Image Cards** for the poem “**Itchy Iguana**.”

- “Today we are going to read a poem together. It is called ‘Itchy Iguana.’ In the poem, we’ll hear about an iguana. Iguanas are large lizards found mostly in Central and South America.”

Point out the image for *iguana*.

- Point out the image for *igloo*, and say: “We’ll also hear about where the iguana is: inside an *igloo*. An *igloo* is a hut, shaped like a dome and made of blocks of ice or hard snow.”

Display the poem. Read the poem aloud, modeling fluent phrasing.

- “Turn and Talk to a partner: What do you think the iguana sees at the end of the poem?” (a sunrise, a shooting star, or a rainbow)

Check for comprehension by giving students an opportunity to act out the poem.

- “Let’s read the poem again. This time, listen for words that have a similar sound at the beginning. Follow along as I read.”

Reread the poem, pointing to each word as it’s read.

- “Everyone, what sound did you notice at the beginning of many of these words?” (/i/)

Display the Keyword Letter Card: *i*.

- “This is the letter *i*. Say *i* with me: *i*. *i* is its name. /i/ is its short sound. Say /i/ with me: /i/. The letter *i* is a vowel, which is a letter whose sound we hold out with an open mouth. Vowels have a short sound and a long sound. We hear the letter *i*’s long sound in its name: /i/, but we do not hear its short sound. We can remember the short sound that the letter *i* makes by thinking of an iguana, like we see here. The word *iguana* starts with the /i/ sound. When we see this card, we’ll say, ‘*i*, *iguana*, /i/.’”

- Point out words from the poem with the /i/ sound, and say: “I hear the /i/ sound in many words, including *itchy*, *iguana*, *interest*, *in*, *his*, *insects*, *inch*, *imagine*, and *igloo*.”

Mark the high-frequency word *an*.

- “This is one of the high-frequency words for this cycle: *an*. We’ll learn another high-frequency word tomorrow.”
- “That’s a great poem! Let’s read it one more time. This time, read along with me as I point to each word. While we read, let’s focus on noticing each word. Here we go!”

Read the poem chorally with students.

**Reading Foundational Skills Block****B. Getting to Know Letters (6 minutes)**

Display the Keyword Letter Card: *i* again.

- “Let’s say our letter-sound chant for the letter *i* again together: *i, iguana, /i/*.”

Display the **Articulatory Gestures Chart**.

- “When I say /i/, I notice I put my tongue close to the top of my mouth and slightly pull back my lips, then make a short voiced sound with my mouth slightly open. Practice that articulatory gesture with me: /i/. Pay attention to the feeling of your lips, tongue, jaw, and voice box as you say /i/.”

Pause for students to independently practice saying /i/. Support students as needed, such as by providing mirrors for them to use to check their articulatory gesture.

- “Nice job making the /i/ sound for the letter *i*. Now let’s learn how to write the letter *i*. We’ll start with the lowercase *i*, like we see on our *iguana* letter card. Watch as I trace this *i*.”
- Follow the path of the lowercase *i* on the *iguana* letter card, saying: “I start in the middle, pull down to the bottom, and dot.” Model a few times.

Display ***Ii* Letter Formation Page**.

- “Now it’s time to get ready to skywrite. Remember, straighten your arm out long and point two fingers in front of your body. We use our whole arm to make the motions we need to form the lowercase *i*. Ready? Start in the middle. Pull down to the bottom, and dot.”

Invite students to practice skywriting lowercase *i* a few times.

Display the Keyword Letter Card: *I*.

- “Here is the uppercase letter *I*. Say the chant with me: *I, iguana, /i/*. Now let’s learn how to write uppercase *I*. Watch as I trace this *I*.”
- Follow the path of the uppercase *I* on the uppercase *iguana* letter card, saying: “Start at the top. Pull down to the bottom. Start at the top, and pull across. Start at the bottom, and pull across.” Model a few times.

Display ***Ii* Letter Formation Page**.

- “Now it’s time to get ready to skywrite. Straighten your arm and point two fingers. Use your whole arm to make the motions we need to form the uppercase *I*. Ready? Start at the top. Pull down to the bottom. Start at the top, and pull across. Start at the bottom, and pull across.” Invite students to practice skywriting uppercase *I* a few times.

Distribute ***Ii* Letter Formation Page**.

- “Time to practice writing the lowercase letter *i*. Check to make sure you are sitting in proper writing posture, using your helper hand to hold your paper in place, and gripping your pencil correctly. Write the best lowercase *i* that you can. If you finish before I stop you, keep practicing lowercase letter *i*’s. Check our letter card if you need a reminder.”

Pause for students to write.

- “Point to the best lowercase *i* that you wrote and let’s all say its sound together: /i/”

Repeat this writing process with the uppercase letter *I*.

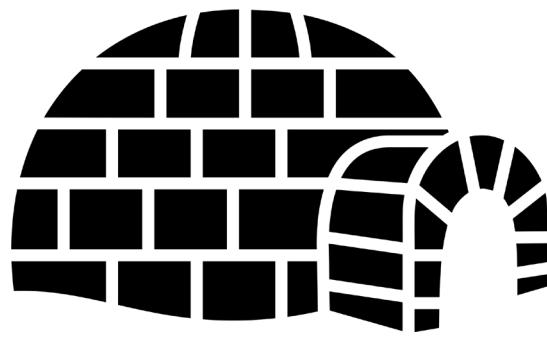
## **Closing**

### **A. Check for Understanding (1 minute)**

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards

Cycle 3



iguana, igloo

## Itchy Iguana

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

An itchy iguana  
sits in a big igloo.  
An insect crawls by and he moves an inch.  
Then he sees an incredible view!

Source: Created by EL Education for instructional purposes.

## Lesson 2: Poem Launch and Getting to Know Letters: Nn

### Lesson Overview

#### Lesson Summary

Students listen to and discuss the poem “Nibbling Newt” and are introduced to the letter *n*.

#### Daily Learning Targets

- I can match the words I hear to the words I see. (RF.K.1b)
- I can notice each word on a page by keeping spaces between them. (RF.K.1c)
- I can find and name all uppercase and lowercase letters, including *N* and *n*. (RF.K.1d)
- I can say the sound for the consonant *n*. (RF.K.3a)
- I can print the uppercase and lowercase letter *n*. (L.K.1a)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Poem Launch (3 minutes)
- B. Getting to Know Letters (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: New: *n, N*; Review: *i, s, t, m, a* (see Skills Block Tool Kit)
- High-Frequency Word Cards: New: *and*; Review: *an, the, a* (see Skills Block Tool Kit)
- Sound boxes (see Skills Block Tool Kit)
- Image Cards: *newt, insect*
- “Nibbling Newt” (one for display)

- Articulatory Gestures Chart (see Skills Block Tool Kit)
- Nn* Letter Formation Page (one per student and one for display; see Skills Block Tool Kit)
- Cycle 3: Lesson 2 Slides (<https://eled.org/4065>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:

- I can find and name all uppercase and lowercase letters, including *N* and *n*.
  - I can print the uppercase and lowercase letter *n*.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Let’s listen for whether or not words rhyme. Remember, give a thumbs-up if they rhyme and a thumbs-down if they do not rhyme. Listen carefully as we begin.”
  - “*this, that.*” (thumbs-down)
  - “*ram, rap.*” (thumbs-down)
  - “*when, pen.*” (thumbs-up)
  - “*pull, put.*” (thumbs-down)
  - “*log, dog.*” (thumbs-up)
  - “*mess, press.*” (thumbs-up)
- “Now, let’s not say the ending part in a word to make a new word. Listen carefully as we begin.”
  - “Say *everything.*” Pause. “Now say it again, but don’t say *thing.*” (*every*)
  - “Say *sidewalk.*” Pause. “Now say it again, but don’t say *walk.*” (*side*)
  - “Say *afternoon.*” Pause. “Now say it again, but don’t say *noon.*” (*after*)

## Reading Foundational Skills Block

- “Say *brainstorm*.” Pause. “*Brainstorm* means to come up with lots of ideas. Now say *brainstorm* again, but don’t say *storm*.” (*brain*)
  - “Say *snowman*.” Pause. “Now say it again, but don’t say *man*.” (*snow*)
  - “Say *butterfly*.” Pause. “Now say it again, but don’t say *fly*.” (*butter*)
  - “Say *raincoat*.” Pause. “Now say it again, but don’t say *coat*.” (*rain*)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose the previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *i, s, t, m, a* (letter), *an, the, a* (word). Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to learn another one of this week’s high-frequency words. Remember, these are words that are used often, and it would be helpful for us to recognize them quickly. The word *and* is used by authors a lot. Say *and*.” Pause.
- “Now listen to each of the sounds in the word *and*: /ă/ /n/ /d/. Tap those sounds with me: /ă/ /n/ /d/. How many sounds did we tap?” (three)

Display the high-frequency word *and*. Display **sound boxes** with three boxes.

- “Everyone, what is the first sound in *and*?” (/ă/)
- “This sound is spelled with the letter *a*.”

Display *a* in the first sound box.

- “Everyone, what is the next sound in *and*? Tap it with me again, and listen for the middle sound: /ă/ /n/ /d/.” (/n/)
- “This sound is spelled with the letter *n*.”

Display *n* in the next box.

- “Everyone, what is the last sound in *and*? Tap it with me once more, and listen for the ending sound: /ă/ /n/ /d/.” (/d/)
- “This sound is spelled with the letter *d*.”

Display *d* in the last box.

- “This word is *and*. Say it.” Pause.
- “Now it’s time to skywrite *and*. To make an *n*, start in the middle. Pull down to the bottom then up, curve over, and pull down to the bottom. To make a *d*, start in the middle. Pull back, circle around, pull up to the top, and pull straight down to the bottom. Say each letter with me as we skywrite: *a-n-d*.”

Incorporate movement while students recite the letters in *and*. For example, have them do jumping jacks or hop, trace the letters with their fingers on their arms or legs, or reach up or across their bodies.

## Work Time

### A. Poem Launch (3 minutes)

Display **Image Cards** for the poem “**Nibbling Newt**.”

- “Today we are going to read a poem together. It is called ‘Nibbling Newt.’ In the poem, we’ll hear about an animal called a *newt*. A *newt* is a small animal with a long, slender body and tail, and four legs. Newts spend part of their lives in water and part on land.” Point out the image for *newt*.
- Point out the image for *insect*, and say: “We’ll also hear about what newts like to eat.”

Display the poem. Read the poem aloud, modeling fluent phrasing.

- “Turn and Talk to a partner: What kind of noises do newts make?” (Newts don’t make many noises. They are quiet!)

Check for comprehension by giving students an opportunity to act out the poem.

- “Let’s read the poem once more. This time, while we read, listen for words that have a similar sound at the beginning. Follow along as I read.”

Reread the poem, pointing to each word as it’s read.

- “Everyone, what sound did you notice at the beginning of many of these words?” (/n/)

Display the Keyword Letter Card: *n*.

- “This is the letter *n*. Say *n* with me: *n*. *n* is its name. /n/ is its sound. Say /n/ with me: /n/.”
- “We hear the sound *n* makes at the end of its name: /ĕ/ /n/. We can remember the sound that the letter *n* makes by thinking of a newt, like we see here. The word *newt* starts with the /n/ sound. When we see this card, we’ll say, ‘*n, newt, /n/*.’”
- Point out words from the poem with the /n/ sound, and say: “I hear the /n/ sound in many words, including *newt, never, noisy, no, neighbors, nibbling, and nature*.”

Mark the high-frequency word *and*.

- “This is one of the high-frequency words for this cycle: *and*.”
- “That’s a great poem! Let’s read it one more time. This time, read along with me as I point to each word. While we read, let’s focus on noticing each word. Here we go!”

Read the poem chorally with students.

- “Next, let’s take a closer look at the letter *n* and its /n/ sound.”

### B. Getting to Know Letters (6 minutes)

Display the Keyword Letter Card: *n* again.

- “Let’s say our letter-sound chant for the letter *n* again together: *n, newt, /n/*.”

Display the **Articulatory Gestures Chart**.

- “When I say /n/, I notice I place the front of my tongue against the roof of my mouth, behind my teeth. I turn my voice on, but I don’t let any air leave my mouth; it should all leave through my nose. Practice that articulatory gesture with me: /n/. Pay attention to the feeling of your lips, tongue, jaw, and voice box as you say /n/.”

## Reading Foundational Skills Block

Pause for students to independently practice saying /n/. Support students as needed, such as by providing a mirror for them to check their articulatory gesture.

- “Nice job making the /n/ sound for the letter *n*. Now let’s learn how to write the letter *n*. We’ll start with the lowercase *n*, like we see on our *newt* letter card. Watch as I trace this *n*.”
- Follow the path of the lowercase *n* on the *newt* letter card, saying: “I start in the middle. I pull down to the bottom, go up, curve over, and pull down to the bottom.” Model a few times.

Display **Nn Letter Formation Page**.

- “Now it’s time to skywrite. Remember, when we skywrite, we straighten our arm out long and point two fingers in front of our body. We use our whole arm to make the motions we need to form the lowercase *n*. Ready? Start in the middle. Pull down to the bottom, go up, curve over, and pull down to the bottom.”

Invite students to practice skywriting lowercase *n* a few times.

Display the Keyword Letter Card: *N*.

- “Here is the uppercase letter *N*. Say the chant with me: *N, newt, /n/*. Now let’s learn how to write uppercase *N*. Watch as I trace this *N*.”
- Follow the path of the uppercase *N* on the uppercase *Newt* letter card, saying: “I start at the top. Pull down to the bottom. Start at the top. Slant down to the bottom. Pull up to the top.” Model a few times.

Display **Nn Letter Formation Page**.

- “Now it’s time to get ready to skywrite. Straighten your arm and point two fingers. Use your whole arm to make the motions we need to form the uppercase *N*. Ready? Start at the top. Pull down to the bottom. Start at the top. Slant down to the bottom. Pull up to the top.”

Invite students to practice skywriting uppercase *N* a few times.

Distribute **Nn Letter Formation Page**.

- “Time to practice writing the lowercase letter *n*. Check to make sure you are sitting in proper writing posture, using your helper hand to hold your paper in place, and gripping your pencil correctly. Write the best lowercase *n* that you can. If you finish before I stop you, keep practicing lowercase letter *n*’s. Check our letter card if you need a reminder.”

Pause for students to write.

- “Point to the best lowercase *n* that you wrote and let’s all say its sound together: /n/.”

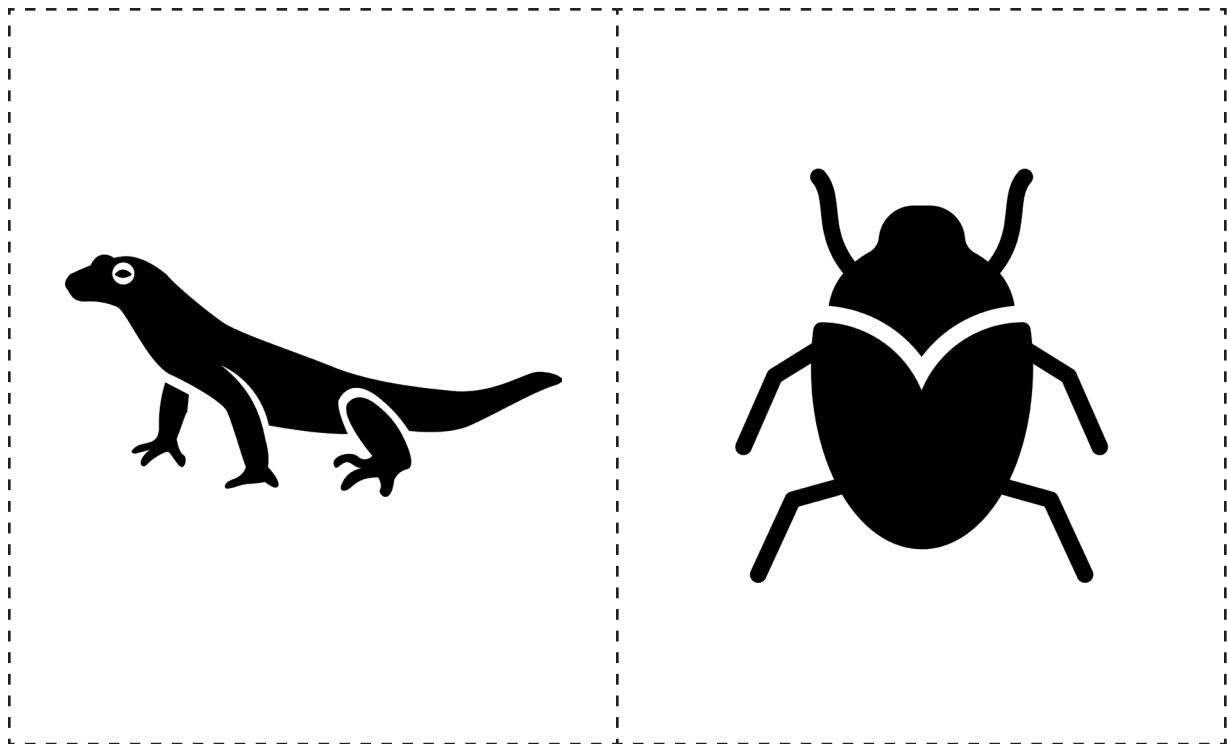
Repeat this writing process with the uppercase letter *N*.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards



newt, insect

## Nibbling Newt

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

This newt is never noisy.  
He gets no complaints from neighbors.  
Except for fish and insects.  
Nibbling on them is his nature.

Source: Created by EL Education for instructional purposes.

## Lesson 3: Call and Response and Chaining

### Lesson Overview

#### Lesson Summary

Students continue building fluency with the poems “Itchy Iguana” and “Nibbling Newt” and listen for and say sounds in words to help them read words with the letters *i* and *n*.

#### Daily Learning Targets

- I can follow words left to right, top to bottom, and page to page. (RF.K.1a)
- I can say the sounds for the letters I see, including the consonant *n* and the vowel *i*. (RF.K.3a, RF.K.3b)
- I can print the lowercase letters *n* and *i*. (L.K.1a)
- I can change individual sounds in one-syllable words to make new words. (RF.K.2e)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Fluency (2 minutes)
- B. Call and Response (2 minutes)
- C. Chaining (5 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: *i, n, s, t, m, a* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *an, and, the* (see Skills Block Tool Kit)
- “Itchy Iguana” (one for display)
- “Nibbling Newt” (one for display)
- Chaining Practice: *i, n* (one per student)

## Reading Foundational Skills Block

- Words: *in, it, sit, an, man*
- Cycle 3: Lesson 3 Slides (<https://eled.org/4066>; optional)

### Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

## Lesson Plan

### Opening

#### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:
  - I can say the sounds for the letters I see, including the consonant *n* and the vowel *i*.
  - I can change individual sounds in one-syllable words to make new words.

#### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Let’s listen for whether or not words rhyme. Remember, give a thumbs-up if they rhyme and a thumbs-down if they do not rhyme. Listen carefully as we begin.”
  - “*dab, crab.*” (thumbs-up)
  - “*wish, dish.*” (thumbs-up)
  - “*fell, pill.*” (thumbs-down)
  - “*job, rob.*” (thumbs-up)
  - “*turn, bun.*” (thumbs-down)
  - “*bug, just.*” (thumbs-down)
- “Now, let’s not say the second part in a word to make a new word. Listen carefully as we begin.”
  - “Say *jellyfish.*” Pause. “A *jellyfish* is a sea creature with flowing tentacles that can sometimes sting. Now say *jellyfish* again, but don’t say *fish.*” (*jelly*)
  - “Say *cupcake.*” Pause. “Now say it again, but don’t say *cake.*” (*cup*)
  - “Say *sunshine.*” Pause. “Now say it again, but don’t say *shine.*” (*sun*)

- “Say *basketball*.” Pause. “Now say it again, but don’t say *ball*.” (*basket*)
  - “Say *eyelash*.” Pause. “Now say it again, but don’t say *lash*.” (*eye*)
  - “Say *lighthouse*.” Pause. “Now say it again, but don’t say *house*.” (*light*)
  - “Say *beanbag*.” Pause. “Now say it again, but don’t say *bag*.” (*bean*)
  - “Say *whiteboard*.” Pause. “Now say it again, but don’t say *board*.” (*white*)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose the previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *i, n, s, t, m, a* (letter), *an, and, the*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to review this week’s high-frequency words.”

Display the high-frequency words *an* and *and*. Invite students to chorally read each word aloud. Build in chants or songs to practice saying the letters in each word, or display each word all around the room and invite students to walk around the room reading them aloud.

Incorporate movement while students review the high-frequency words. For example, have them skywrite, bounce balls as they recite the letters in each word, or hop from letter to letter on paper plates. See the Skills Block Tool Kit for more ideas for reviewing high-frequency words with movement.

## Work Time

### A. Fluency (2 minutes)

Display the poem “**Itchy Iguana**.”

- “Today we will practice reading our poems aloud to help us notice and read each word. Listen and follow along as I begin reading our first poem.”

Read the first poem. Support awareness of one-to-one correspondence by pointing out each word as it’s read so students hear and see each word.

- “Now, I want you to try to read this poem after me. Point to each word as we read.”

Reread the poem, pausing after each line for students to echo and point to each word. Continue to support awareness of one-to-one correspondence by pointing out each word as it’s read so students hear and see each word.

Repeat with the poem “**Nibbling Newt**.”

- “Reading a text more than one time helps us read it smoothly. It helps us read not too fast and not slow. When we read fluently, we can pay closer attention to the meaning of the text.”

## Reading Foundational Skills Block

### B. Call and Response (2 minutes)

- “Today we will review our letters and sounds with a chant. Let’s move our bodies while we chant.”

Begin marching in place, or choose another movement.

- “Watch and listen to what I do. When I point to myself, it is my turn to say something. When I point to you, it is your turn to say something.”

Continue marching in place and invite students to follow along.

### Phoneme Response

- “When I say a letter, you say the sound: *i*.” Point to students to respond. (/i/) Invite students to skywrite the /i/ sound, then start marching again. Repeat the Phoneme Response chant with *n*, *t*, and *s*. (/n/; /t/; /s/)

### Grapheme Response

- “When I say a sound, you name the letter that makes the sound: /n/.” Point to students to respond. (*n*) Repeat the Grapheme Response chant with /i/, /t/, and /s/. (*i*; *t*; *s*)

### C. Chaining (5 minutes)

Distribute **Chaining Practice: *i*, *n***.

Display *in*.

- “Let’s use what we know about the sounds these letters make to read this word.”
- Point out each sound, and say: “The first letter is *i*. Say the sound with me: /i/. The next letter is *n*. Say the sound with me: /n/.”
- Point to each letter and blend each sound, keeping the sounds connected: “Repeat after me: /i/ /n/. Now let’s speed it up a bit: /i/ /n/.”
- “What’s our word everyone?” (*in*)
- “We can use the word *in* in sentences like, ‘The milk is *in* the refrigerator’ or ‘I finished my ice cream *in* just five bites!’”
- “Now we’re going to write the word *in*. Find the number 1 on your paper. Finish writing the word *in* by filling in the missing letter *n*. Remember, to form an *n*, start in the middle, pull down to the bottom and up, curve over, and pull down to the bottom.”

Model, then pause for students to write.

- “Let’s read another word. Try to read the new word.”

Display *it*.

- “Slowly blend these sounds with me: /i/ /t/. Now speed it up a bit: /i/ /t/.”
- “Everyone, what’s the new word?” (*it*)
- “We can use the word *it* in sentences like, ‘*It* is cold!’ or ‘I tried broccoli, but I didn’t like *it*.’”
- “Find the number 2 on your paper. Finish writing the word *it* by filling in the missing letter *i*. Remember, to form an *i*, start in the middle, pull down to the bottom, and dot.”

Model, then pause for students to write. Display *it* below *in*.

- “Read these words to yourself.”
- Pause for students to read, then say: “Let’s read one last word.”

Display *sit*.

- “Slowly blend these sounds with me: /s/ /i/ /t/. Now speed it up a bit: /s/ /i/ /t/.”
- “Everyone, what’s the new word?” (*sit*)
- “Find the number 3 on your paper. Finish writing the word *sit* by filling in the missing letter *i*. Remember, to form an *i*, start in the middle, pull down to the bottom, and dot.”

Model, then pause for students to write.

List *sit* below *it*. As time allows, continue the chaining activity with the words *an* and *man*.

Invite students to chorally read the list of words discussed.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Cycle 3 Chaining Practice: i, n

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Add the missing letter to each word.

1. in

i \_\_\_\_\_

2. it

\_\_\_\_\_ t

3. sit

s \_\_\_\_\_ t

4. an

a \_\_\_\_\_

5. man

ma \_\_\_\_\_

## Lesson 4: Feel the Beats and Spelling to Complement Reading

### Lesson Overview

#### Lesson Summary

Students continue learning about the letters *i* and *n*, listening for and saying the sounds in words to help them read and spell.

#### Daily Learning Targets

- I can count, say, put together, and separate each beat in a word. (RF.K.2b)
- I can print the lowercase letters *n* and *i*. (L.K.1a)
- I can spell simple words by writing the letters for each sound I hear. (L.K.2c, L.K.2d)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (3 minutes)

##### 2. Work Time

- A. Feel the Beats (4 minutes)
- B. Spelling to Complement Reading (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: *n, i, s, a, t, m* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *the, an, and* (see Skills Block Tool Kit)
- “Nibbling Newt” (one for display)
- Blank Letter Formation Page (one per student; see Skills Block Tool Kit) OR whiteboards and markers
- Cycle 3: Lesson 4 Slides (<https://eled.org/4067>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:

- I can count, say, put together, and separate each beat in a word.
- I can print the lowercase letters *n* and *i*.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Let’s listen for whether or not words rhyme. Remember, give a thumbs-up if they rhyme and a thumbs-down if they do not rhyme. Listen carefully as we begin.”
  - “*dish, dash.*” (thumbs-down)
  - “*fell, well.*” (thumbs-up)
  - “*turn, burn.*” (thumbs-up)
  - “*job, jot.*” (thumbs-down)
  - “*crab, crust.*” (thumbs-down)
  - “*rust, just.*” (thumbs-up)
- “Now, let’s not say the second part in a word to make a new word. Listen carefully as we begin.”
  - “Say *popcorn.*” Pause. “Now say it again, but don’t say *corn.*” (*pop*)
  - “Say *airplane.*” Pause. “Now say it again, but don’t say *plane.*” (*air*)
  - “Say *flashlight.*” Pause. “Now say it again, but don’t say *light.*” (*flash*)
  - “Say *grandma.*” Pause. “Now say it again, but don’t say *ma.*” (*grand*)
  - “Say *snowflake.*” Pause. “Now say it again, but don’t say *flake.*” (*snow*)
  - “Say *motorcycle.*” Pause. “Now say it again, but don’t say *cycle.*” (*motor*)
  - “Say *daydream.*” Pause. “Now say it again, but don’t say *dream.*” (*day*)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students' needs, choose the previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *n, i, s, a* (letter), *t, m, the, an, and*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (3 minutes)

- “This week we learned two new high-frequency words: *an* and *and*. Today we will use each of these words in a sentence and practice spelling them.”

Display the word *an*.

- “Everyone, what is this word?” (*an*)
- “How can we use *an* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *an*, saying each letter out loud as we write.” (*a-n*)

Display the word *and*.

- “Everyone, what is this word?” (*and*)
- “How can we use *and* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *and*, saying the letters out loud as we write.” (*a-n-d*)

## Work Time

### A. Feel the Beats (4 minutes)

Display the poem “**Nibbling Newt**.”

- “There’s a wonderful rhythm and beat in this poem! Let’s see if we can feel it in our bodies and mouths.”

Read the entire poem aloud in tune with the cadence of the poem. Draw students’ attention to the rhythm and syllables (beats) within the poem.

Invite students to chorally read the entire poem while clapping each beat.

Recite the first two lines of the poem again slowly while clapping each beat.

- “This newt is never noisy. He gets no complaints from neighbors.”
- “Say the word *neighbors* with me as we clap out each beat: *neigh-bors*. There is a special name for the beats we hear in words. We call these beats ‘syllables.’”

## Reading Foundational Skills Block

Use a total participation technique to elicit responses to the following questions.

- “How many syllables are in the word *neighbors*?” (two)
- “What is the first syllable in the word *neighbors*?” (*neigh*)
- “What is the second syllable we hear in the word *neighbors*?” (*bors*)

Repeat this process with the words *nature* (two), *newt* (one), and *nibble* (two).

- “We noticed that some words have one syllable, like the word *newt*, and some words have more than one. The word *neighbors* has two syllables: *neigh* and *bors*. Each syllable is one beat. Now let’s play a game: I’ll say each syllable in a word, and you blend them together to say the word they make.”
  - “*noth-ing*. What’s the word, everyone?” (*nothing*)

Repeat with two or three multisyllabic words from the poem.

### B. Spelling to Complement Reading (6 minutes)

Distribute **Blank Letter Formation Page**.

- “Today we will say all the sounds in words to help us map their sounds to the letters that make them. Our first word is *in*. Say it with me: *in*. Now let’s slow it down. Keep each sound connected as we tap: /i/ /n/; *in!*”
- “Everyone, how many sounds did we say?” (two)

Display the number 2.

- “We tapped two times. The word *in* has two sounds, so we’ll need to spell two sounds to write this word.”
- “Let’s write the sounds /i/ /n/. What letter makes the /i/ sound, everyone?” (*i*)
- “Remember, to write a lowercase *i*, start in the middle. Pull down to the bottom, and dot.”

Model, then pause for students to write.

- “What letter makes the /n/ sound, everyone?” (*n*)
- “Remember, to write a lowercase *n*, start in the middle. Pull down to the bottom and up, curve over, and pull down to the bottom.”

Model, then pause for students to write.

- “What word did you spell, everyone?” (*in*)
- Point to each letter, pronouncing each sound: “/i/ /n/; *in!*”

Display *in*.

- “Our next word is *it*. Say it with me: *it*. Now let’s slow it down. Keep each sound connected as we tap: /i/ /t/; *it!*”
- “Everyone, how many sounds did we say?” (two)

Display the number 2.

- “We tapped two times. The word *it* has two sounds, so we’ll need to spell two sounds to write this word. The beginning of *it* sounds just like *in*, so the first sound should be the same as our first word!”

- “Let’s write the sounds /ɪ/ /t/. What letter makes the /ɪ/ sound, everyone?” (i)
- “Remember, to write a lowercase *i*, start in the middle. Pull down to the bottom, and dot.”

Model, then pause for students to write.

- “What letter makes the /t/ sound, everyone?” (t)
- “Remember, to write a lowercase *t*, start between the middle and top lines. Pull down to the bottom, and cross.”

Model, then pause for students to write.

- “What word did you spell, everyone?” (*it*)
- Point to each letter, pronouncing each sound: “/ɪ/ /t/; *it!*”

Display *it*.

- “Our last word is *sit*. Say it with me: *sit*. Now let’s slow it down. Keep each sound connected as we tap: /s/ /ɪ/ /t/; *sit*.”

Display the number 3.

- “The end of *sit* sounds just like *it*, so the last sounds should be the same as *it!*”
- “Let’s write the sounds /s/ /ɪ/ /t/. What letter makes the /s/ sound, everyone?” (s)
- “Remember, to write a lowercase *s*, start in the middle. Curve back, in, around, and back around.”

Model, then pause for students to write.

- “Our word is *sit*. So far we have spelled the /s/ sound. The end of *sit* sounds just like *it*. We know how to spell that: *i-t*. Go ahead and write *i-t* after your *s* to finish the word *sit*.”

Pause for students to write. Display *i* and *t*.

- “What word did you spell, everyone?” (*sit*)
- Point to each letter, pronouncing each sound: “/s/ /ɪ/ /t/; *sit!*”

Display *sit*.

If time allows, continue the Spelling to Complement Reading routine with the following words: *an*, *tan*, and *man*.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Lesson 5: Cycle Check

# Lesson Overview

### Lesson Summary

Students use what they have learned about the letters *i* and *n* to complete the Whole Group Cycle 3 Check.

### Daily Learning Targets

- I can read common high-frequency words. (RF.K.3c)
- I can print the uppercase and lowercase letters *i* and *n*. (L.K.1a)
- I can find and name all uppercase and lowercase letters, including *I*, *i*, *N*, and *n*. (RF.K.1d)
- I can say the sounds for the letters I see, including the consonant *n* and the vowel *i*. (RF.K.3a, RF.K.3b)

### Agenda

#### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (1 minute)
- C. Quick Review (1 minute)

#### 2. Work Time

- A. Cycle Check (7 minutes)

#### 3. Closing

- A. Check for Understanding (1 minute)

# Materials and Preparation

### Materials

- Keyword Letter Cards: Review: *a*, *m*, *t*, *s*, *i*, *n* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *an*, *and*, *the*, *a* (see Skills Block Tool Kit)
- Whole Group Cycle 3 Check (one per student)
- Whole Group Cycle 3 Check Directions (for teacher reference)
- Whole Group Cycle 3 Check (answers for teacher reference)
- Middle Pre-Alphabetic Microphase Formative Checklist (for teacher reference)
- Cycle 3: Lesson 5 Slides (<https://eled.org/4068>; optional)

## **Prepare in Advance**

- Today's lesson is intentionally abbreviated to provide additional time in small group rotations. The additional time makes space for each differentiated group to complete their differentiated Cycle Assessment.
- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.
- For Work Time A, prepare the Whole Group Cycle 3 Check.

# **Lesson Plan**

## **Opening**

### **A. Engage the Learner: Transition Song and Learning Targets (1 minute)**

- "Let's sing to get our brains ready to learn."

Sing or chant the chosen song.

Display and read the learning targets.

### **B. Sound Shuffle (1 minute)**

Remind students to listen closely and call out their responses to each prompt.

- "It's time to get our brains warmed up and ready to learn. Listen carefully as we say a word, then don't say the ending."
  - "Say *bedroom*." Pause. "Now say it again, but don't say *room*." (*bed*)
  - "Say *moonlight*." Pause. "Now say it again, but don't say *light*." (*moon*)
  - "Say *password*." Pause. "Now say it again, but don't say *word*." (*pass*)
  - "Say *schoolbus*." Pause. "Now say it again, but don't say *bus*." (*school*)
  - "Say *haircut*." Pause. "Now say it again, but don't say *cut*." (*hair*)
  - "Say *earring*." Pause. "Now say it again, but don't say *ring*." (*ear*)
  - "Say *catfish*." Pause. "Now say it again, but don't say *fish*." (*cat*)
  - "Say *runway*." Pause. "Now say it again, but don't say *way*." (*run*)
- "Great job! Listening for the sounds in words helps us become stronger readers."

## Reading Foundational Skills Block

### C. Quick Review (1 minute)

Based on students' needs, choose the previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *a, m, t, s, i, n, an, and, the, a* (word). Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

## Work Time

### A. Cycle Check (7 minutes)

Distribute the **Whole Group Cycle 3 Check** and guide students through it using the **Whole Group Cycle 3 Check Directions (for teacher reference)**.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

After the lesson, review the students' completed Whole Group Cycle 3 Checks by referring to the **Whole Group Cycle 3 Check (answers for teacher reference)**. Use the **Middle Pre-Alphabetic Microphase Formative Checklist (for teacher reference)** to keep track of student data and assist in monitoring students' progress on previously taught standards.

# Whole Group Cycle 3 Check Directions

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

**(For Teacher Reference)**

**Teacher Directions:** Dictate the items in each of the following sections. Allow ample time for students to chorally repeat, individually tap or clap (as needed), and write their answers.

## Sound Spelling

- “Number 1. On line 1, write the lowercase letter *n*.” Pause. “Now, next to the lowercase *n*, write uppercase *N*.” Pause.
- “Number 2. On line 2, write the lowercase letter *i*.” Pause. “Now, next to the lowercase *i*, write uppercase *I*.” Pause.
- “Number 3. Say /n/.” Pause. “Now write the lowercase letter that makes the /n/ sound.” Pause.
- “Number 4. Say /ɪ/.” Pause. “Now write the lowercase letter that makes the /ɪ/ sound.” Pause.

## High-Frequency Words

- “Number 5. Select the correct spelling of the word *an*, as in the sentence, ‘I need *an* umbrella.’” Pause.
- “Number 6. Select the correct spelling of the word *and*, as in the sentence, ‘I have a sister *and* a brother.’” Pause.

## Letter Identification

- “Number 7. Select the letter *i*’s you see in this row.” Pause.
- “Number 8. Select the letter *n*’s you see in this row.” Pause.

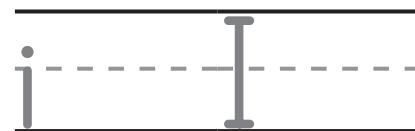
## Whole Group Cycle 3 Check

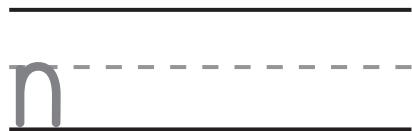
RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, L.K.1a

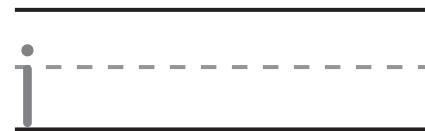
(Answers for Teacher Reference)

### Sound Spelling

1. 

2. 

3. 

4. 

### High-Frequency Words

5. en an

6. ond and

## Letter Identification

7. L i I e i

8. n r N m h

## Whole Group Cycle 3 Check

RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, L.K.1a

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sound Spelling

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

### High-Frequency Words

5. en an

6. ond and

## Letter Identification

7. L i I e i

8. n r N m h



**Kindergarten:** Middle Pre-Alphabetic Microphase

Cycle 4

## Lesson 1: Poem Launch and Getting to Know Letters: *Ff*

### Lesson Overview

#### Lesson Summary

Students listen to and discuss the poem “Flying Flamingo” and are introduced to the letter *f*.

#### Daily Learning Targets

- I can match the words I hear to the words I see. (RF.K.1b)
- I can notice each word on a page by keeping spaces between them. (RF.K.1c)
- I can find and name all uppercase and lowercase letters, including *F* and *f*. (RF.K.1d)
- I can print the uppercase and lowercase letter *f*. (L.K.1a)
- I can say the sound for the consonant *f*. (RF.K.3a)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Poem Launch (3 minutes)
- B. Getting to Know Letters (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: New: *f, F*; Review: *t, m, a, i, s, n* (see Skills Block Tool Kit)
- High-Frequency Word Cards: New: *is*; Review: *the, an, and* (see Skills Block Tool Kit)
- Sound boxes (see Skills Block Tool Kit)
- Image Cards: *flamingo*
- “Flying Flamingo” (one for display)
- Articulatory Gestures Chart (see Skills Block Tool Kit)

- Ff* Letter Formation Page (one per student and one for display; see Skills Block Tool Kit)
- Cycle 4: Lesson 1 Slides (<https://eled.org/4069>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:
  - I can find and name all uppercase and lowercase letters, including *F* and *f*.
  - I can print the uppercase and lowercase letter *f*.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. This week we’re going to listen for rhyming words. I will say two words. You’ll know they rhyme if they have the same vowel and ending sounds. For example, *dig* and *dog* do not rhyme because they have different ending sounds: /ig/ and /ög/. A word that does rhyme with *dog* is *log*, because they both end with the /ög/ sound. Listen to my two words, and give a thumbs-up if they rhyme and a thumbs-down if they do not rhyme.”
  - “*bird, heard.*” (thumbs-up)
  - “*farm, charm.*” (thumbs-up)
  - “*smell, small.*” (thumbs-down)
  - “*hill, chill.*” (thumbs-up)
  - “*lot, tug.*” (thumbs-down)
  - “*fun, fin.*” (thumbs-down)
  - “*fun, done.*” (thumbs-up)
- “This week we’re also going to not say the ending part of a word to make a new, shorter word, like changing the word *Sunday* to *sun*. Let’s say the word *Sunday* together. Now we’ll say it again, but we won’t say *day*. What’s our new word?” Respond with students: *sun*.

## Reading Foundational Skills Block

- “Listen carefully as we begin.”
  - “Say *doorstop*.” Pause. “Now say it again, but don’t say *stop*.” (*door*)
  - “Say *notebook*.” Pause. “Now say it again, but don’t say *book*.” (*note*)
  - “Say *fireman*.” Pause. “Now say it again, but don’t say *man*.” (*fire*)
  - “Say *crosswalk*.” Pause. “Now say it again, but don’t say *walk*.” (*cross*)
  - “Say *starfish*.” Pause. “Now say it again, but don’t say *fish*.” (*star*)
  - “Say *snowman*.” Pause. “Now say it again, but don’t say *man*.” (*snow*)
  - “Say *strawberry*.” Pause. “Now say it again, but don’t say *berry*.” (*straw*)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *t, m, a, i, s, n, the, an, and*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to learn one of this week’s high-frequency words. Remember, these are words that are used often, and it would be helpful for us to recognize them quickly. The word *is* is a word you will find in many books and stories. Say *is*.” Pause.
- “Now listen to each of the sounds in the word *is*: /ɪ/ /z/. Tap those sounds with me: /ɪ/ /z/. How many sounds did we tap?” (two)

Display the high-frequency word *is*. Display **sound boxes** with two boxes.

- “Everyone, what is the first sound in *is*?” (/ɪ/)
- “This sound is spelled with the letter *i*.”

Display *i* in the first sound box.

- “Everyone, what is the last sound in *is*? Tap it, and listen for the ending sound: /ɪ/ /z/?” (/z/)
- “This sound is spelled with the letter *s*.”

Display *s* in the last box, and highlight this sound as one that needs to be learned.

- “We’ve learned that the letter *s* makes the /s/ sound, as in *snake*. Sometimes, the letter *s* makes the /z/ sound, like in the words *is, was*, and *has*. This is the part of the word you will have to learn and remember.”
- “This word is *is*. Say it.” Pause.
- “Now it’s time to skywrite *is*. Say each letter with me as we skywrite: *i-s*.”

Incorporate movement while students recite the letters in *is*. For example, have them do jumping jacks or hop, trace the letters with their fingers on their arms or legs, or reach up or across their bodies.

## Work Time

### A. Poem Launch (3 minutes)

Display **Image Cards** for the poem “**Flying Flamingo**.”

- “Today we are going to read a poem together. It is called ‘Flying Flamingo.’ In the poem, we’ll hear about a bird called a *flamingo*.” Point out the image for *flamingo*, and say: “*Flamingos* are large birds with very long legs, long necks, and bright pink or red feathers.”

Display the poem. Read the poem aloud, modeling fluent phrasing.

- “Turn and Talk to a partner: How does the flamingo say goodbye to his family?” (He waves goodbye.)

Check for comprehension by giving students an opportunity to act out the poem.

- “Let’s read the poem once more. This time, while we read, listen for words that have a similar sound at the beginning. Follow along as I read.”

Reread the poem, pointing to each word as it’s read.

- “Everyone, what sound did you notice at the beginning of many of these words?” (/f/)

Display the Keyword Letter Card: *f*.

- “This is the letter *f*. Say *f* with me: *f*. *f* is its name. /f/ is its sound. Say /f/ with me: /f/.”
- “We hear the sound *f* makes at the end of its name: /ĕ/ /f/. We can remember the sound that the letter *f* makes by thinking of a flamingo, like we see here. The word *flamingo* starts with the /f/ sound. When we see this card, we’ll say ‘*f*, *flamingo*, /f/’.”
- Point out words from the poem with the /f/ sound, and say: “I hear the /f/ sound in many words, including *flying*, *flamingo*, *fluffs*, *feathers*, *fly*, *first*, *finds*, *family*, *for*, and *friendly*.”
- Mark the high-frequency word *is*, and say: “This is one of the high-frequency words for this cycle: *is*. We’ll learn another high-frequency word tomorrow.”
- “That’s a great poem! Let’s read it one more time. This time, read along with me as I point to each word. While we read, let’s focus on noticing each word. Here we go!”

Read the poem chorally with students.

- “Next, let’s take a closer look at the letter *f* and its /f/ sound.”

### B. Getting to Know Letters (6 minutes)

Display the Keyword Letter Card: *f* again.

- “Let’s say our letter-sound chant for the letter *f* again together: *f*, *flamingo*, /f/.”

Display the **Articulatory Gestures Chart**.

- “When I say /f/, I notice my top front teeth lightly touch my bottom lip as I blow air out between these teeth. Practice that articulatory gesture with me: /f/. Pay attention to the feeling of your lips, tongue, jaw, and voice box as you say /f/.”

Pause for students to independently practice saying /f/. Support students as needed, such as by providing a mirror for them to check their articulatory gesture.

## Reading Foundational Skills Block

- “Now let’s learn how to write the letter *f*. We’ll start with the lowercase *f*, like we see on our *flamingo* letter card. Watch as I trace this *f*.”
- Follow the path of the lowercase *f* on the *flamingo* letter card, saying: “I start at the top. Pull back and down to the bottom, and cross.” Model a few times.

Display **Ff Letter Formation Page**.

- “Now it’s time to get ready to skywrite. Remember to straighten your arm out long and point two fingers in front of your body. We use our whole arm to make the motions we need to form the lowercase *f*. Ready? Start at the top. Pull back and down to the bottom, and cross.”

Invite students to practice skywriting lowercase *f* a few times.

Display the Keyword Letter Card: *F*.

- “Here is the uppercase letter *F*. Say the chant with me: *F, flamingo, /f/*. Now let’s learn how to write uppercase *F*. Watch as I trace this *F*.”
- Follow the path of the uppercase *F* on the uppercase *Flamingo* letter card, saying: “I start at the top. Pull down to the bottom. Start at the top and pull across. Start at the middle and pull across.” Model a few times.

Display **Ff Letter Formation Page**.

- “Now it’s time to skywrite. Straighten your arm and point two fingers. Use your whole arm to make the motions we need to form the uppercase *F*. Ready? Start at the top. Pull down to the bottom. Start at the top and pull across. Start at the middle and pull across.”

Invite students to practice skywriting uppercase *F* a few times.

Distribute **Ff Letter Formation Page**.

- “Time to practice writing the lowercase letter *f*. Check to make sure you are sitting in proper writing posture, using your helper hand to hold your paper in place, and gripping your pencil correctly. Write the best lowercase *f* that you can. If you finish before I stop you, keep practicing lowercase letter *f*’s. Check our letter card if you need a reminder.”

Pause for students to write.

- “Point to the best lowercase *f* that you wrote and let’s all say its sound together: */f/*.”

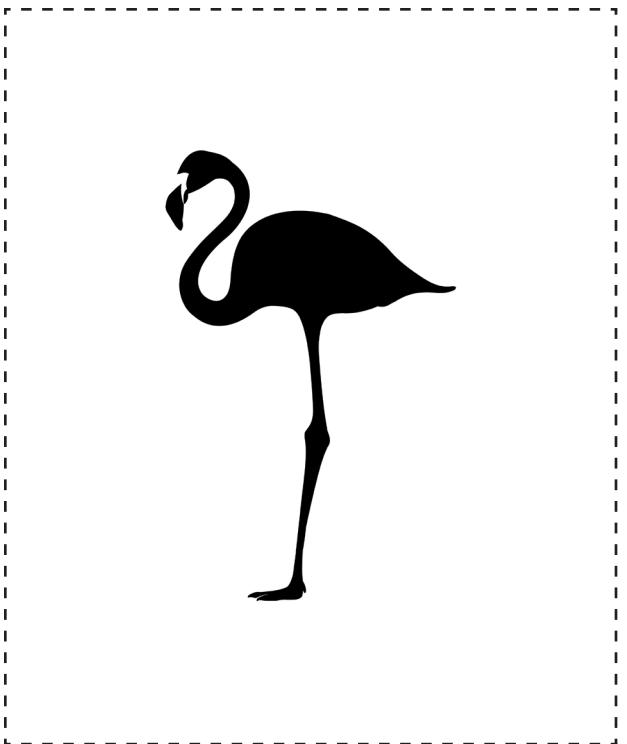
Repeat this writing process with the uppercase letter *F*.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards



flamingo

## Flying Flamingo

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

After he fluffs his feathers,  
Flamingo is ready to fly.  
But first he finds his family  
for a friendly wave goodbye.

Source: Created by EL Education for instructional purposes.

## Lesson 2: Poem Launch and Getting to Know Letters: *Dd*

### Lesson Overview

#### Lesson Summary

Students listen to and discuss the poem “Digging Dog” and are introduced to the letter *d*.

#### Daily Learning Targets

- I can match the words I hear to the words I see. (RF.K.1b)
- I can notice each word on a page by keeping spaces between them. (RF.K.1c)
- I can find and name all uppercase and lowercase letters, including *D* and *d*. (RF.K.1d)
- I can say the sound for the consonant *d*. (RF.K.3a)
- I can print the uppercase and lowercase letter *d*. (L.K.1a)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Poem Launch (3 minutes)
- B. Getting to Know Letters (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: New: *d, D*; Review: *f, m, t, s, n, i* (see Skills Block Tool Kit)
- High-Frequency Word Cards: New: *of*; Review: *is, an, and* (see Skills Block Tool Kit)
- Sound boxes (see Skills Block Tool Kit)
- Image Cards: *dog*
- “Digging Dog” (one for display)

## Reading Foundational Skills Block

- Articulatory Gestures Chart (see Skills Block Tool Kit)
- Dd* Letter Formation Page (one per student and one for display; see Skills Block Tool Kit)
- Cycle 4: Lesson 2 Slides (<https://eled.org/4070>; optional)

### Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

## Lesson Plan

### Opening

#### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:

- I can find and name all uppercase and lowercase letters, including *D* and *d*.
  - I can print the uppercase and lowercase letter *d*.

#### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Let’s listen for whether or not words rhyme. Remember, give a thumbs-up if they rhyme and a thumbs-down if they do not rhyme. Listen carefully as we begin.”
  - “*chill, chalk.*” (thumbs-down)
  - “*shell, smell.*” (thumbs-up)
  - “*farm, fast.*” (thumbs-down)
  - “*lot, pot.*” (thumbs-up)
  - “*bird, hard.*” (thumbs-down)
  - “*fun, sun.*” (thumbs-up)
  - “*fun, fan.*” (thumbs-down)
- “Now, let’s not say the ending part in a word to make a new word. Listen carefully as we begin.”
  - “Say *downtown.*” Pause. “Now say it again, but don’t say *town.*” (*down*)
  - “Say *backpack.*” Pause. “Now say it again, but don’t say *pack.*” (*back*)

- “Say *sunlight*.” Pause. “Now say it again, but don’t say *light*.” (*sun*)
  - “Say *lampshade*.” Pause. “Now say it again, but don’t say *shade*.” (*lamp*)
  - “Say *toothbrush*.” Pause. “Now say it again, but don’t say *brush*.” (*tooth*)
  - “Say *football*.” Pause. “Now say it again, but don’t say *ball*.” (*foot*)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *f, m, t, s, n, i, is, an, and*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to learn another of this week’s high-frequency words. The word *of* is used by authors a lot. Say *of*.” Pause.
- “Now listen to each of the sounds in the word *of*: /ʊ/ /v/. Tap those sounds with me: /ʊ/ /v/. How many sounds did we tap?” (two)

Display the high-frequency word *of*. Display **sound boxes** with two boxes.

- “Everyone, what is the first sound in *of*?” (/ʊ/)
- “This sound is spelled with the letter *o*.”

Display *o* in the first sound box, and highlight this sound as one that needs to be learned.

- “The sound /ʊ/ is usually spelled with the letter *u*, but in this word the /ʊ/ sound is spelled with an *o*. This is the part of the word you will have to learn and remember.”
- “Everyone, what is the last sound in *of*? Tap it with me again, and listen for the ending sound: /ʊ/ /v/.” (/v/)
- “This sound is spelled with the letter *f*.”

Display *f* in the last box, and highlight this sound as one that needs to be learned.

- “Yesterday we learned the letter *f* spells the sound /f/. In the word *of*, the letter *f* spells the sound /v/, which is different from what we would expect! This is another part of the word you will have to learn and remember.”
- “This word is *of*. Say it.” Pause.
- “Now it’s time to skywrite *of*. Say each letter with me as we skywrite: *o-f*”

Incorporate movement while students recite the letters in *of*. For example, have them do jumping jacks or hop, trace the letters with their fingers on their arms or legs, or reach up or across their bodies.

**Reading Foundational Skills Block****Work Time****A. Poem Launch (3 minutes)**

Display **Image Cards** for the poem “**Digging Dog**.”

- “Today we are going to read a poem together. It is called ‘Digging Dog.’ In the poem, we’ll hear about a *dog*.” Point out the image for *dog*.

Display the poem. Read the poem aloud, modeling fluent phrasing.

- “Turn and Talk to a partner: What did the dog find while digging?” (a bone)

Check for comprehension by giving students an opportunity to act out the poem.

- “Let’s read the poem once more. This time, while we read, listen for words that have a similar sound at the beginning. To begin, you will follow along as I read.”

Reread the poem, pointing to each word as it’s read.

- “Everyone, what sound did you notice at the beginning of many of these words?” (/d/)

Display the Keyword Letter Card: *d*.

- “This is the letter *d*. Say *d* with me: *d*. *d* is its name. /d/ is its sound. Say /d/ with me: /d/.”

- “We hear the sound *d* makes at the beginning of its name: /d/ ē/. We can remember the sound that the letter *d* makes by thinking of a dog, like we see here. The word *dog* starts with the /d/ sound. When we see this card, we’ll say, ‘*d*, *dog*, /d/’.”

- Point out words from the poem with the /d/ sound, and say: “I hear the /d/ sound in many words, including *dog*, *discovers*, *delights*, *digging*, *dirt*, *cloud*, *dust*, *delicious*, and *dessert*.”

- Mark the high-frequency word *of*, and say: “This is one of the high-frequency words for this cycle: *of*.”

- “That’s a great poem! Let’s read it one more time. This time, read along with me as I point to each word. While we read, let’s focus on noticing each word. Here we go!”

Read the poem chorally with students.

- “Next, let’s take a closer look at the letter *d* and its /d/ sound.”

**B. Getting to Know Letters (6 minutes)**

Display the Keyword Letter Card: *d* again.

- “Let’s say our letter-sound chant for the letter *d* again together: *d*, *dog*, /d/.”

Display the **Articulatory Gestures Chart**.

- “When I say /d/, I notice my tongue tip is touching the roof of my mouth just behind my top teeth to start. I turn my voice box on to say /d/ as I push air out of my mouth. Practice that articulatory gesture with me: /d/. Pay attention to the feeling of your lips, tongue, jaw, and voice box as you say /d/.”

Pause for students to independently practice saying /d/. Support students as needed, such as by providing a mirror for them to check their articulatory gesture.

- “Now let’s learn how to write the letter *d*. We’ll start with the lowercase *d*, like we see on our *dog* letter card. Watch as I trace this *d*.”
- Follow the path of the lowercase *d* on the *dog* letter card, saying: “I start in the middle. Pull back, circle around, pull up to the top, and pull straight down to the bottom.” Model a few times.

Display **Dd Letter Formation Page**.

- “Now it’s time to get ready to skywrite. Remember, when we skywrite, we straighten our arm out long and point two fingers in front of our body. We use our whole arm to make the motions we need to form the lowercase *d*. Ready? Start in the middle. Pull back, circle around, pull up to the top, and pull straight down to the bottom.”

Invite students to practice skywriting lowercase *d* a few times.

Display the Keyword Letter Card: *D*.

- “Here is the uppercase letter *D*. Say the chant with me: *D, dog, /d/*. Now let’s learn how to write uppercase *D*. Watch as I trace this *D*.”
- Follow the path of the uppercase *D* on the uppercase *Dog* letter card, saying: “I start at the top. Pull down to the bottom. Start at the top. Curve around to connect at the bottom.” Model a few times.

Display **Dd Letter Formation Page**.

- “Now it’s time to get ready to skywrite. Straighten your arm and point two fingers. Use your whole arm to make the motions we need to form the uppercase *D*. Ready? Start at the top. Pull down to the bottom. Start at the top. Curve around to connect at the bottom.”

Invite students to practice skywriting uppercase *D* a few times.

Distribute **Dd Letter Formation Page**.

- “Time to practice writing the lowercase letter *d*. Check to make sure you are sitting in proper writing posture, using your helper hand to hold your paper in place, and gripping your pencil correctly. Write the best lowercase *d* that you can. If you finish before I stop you, keep practicing lowercase letter *d*’s. Check our letter card if you need a reminder.”

Pause for students to write.

- “Point to the best lowercase *d* that you wrote and let’s all say its sound together: */d/*”

Repeat this writing process with the uppercase letter *D*.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards

Cycle 4



dog

## Digging Dog

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

My dog discovers such delights  
when digging in the dirt.  
A cloud of dust and a delicious  
bone for dessert!

Source: Created by EL Education for instructional purposes.

## Lesson 3: Call and Response and Chaining

### Lesson Overview

#### Lesson Summary

Students continue building fluency with the poems “Flying Flamingo” and “Digging Dog,” listening for and saying sounds in words to help them read words with the letters *f* and *d*.

#### Daily Learning Targets

- I can follow words left to right, top to bottom, and page to page. (RF.K.1a)
- I can say the sounds for the consonants *f* and *d*. (RF.K.3a)
- I can print the lowercase letters *f* and *d*. (L.K.1a)
- I can change individual sounds in one-syllable words to make new words. (RF.K.2e)
- I can tell the difference between similar words by identifying the sounds of letters that are different. (RF.K.3d)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Fluency (2 minutes)
- B. Call and Response (2 minutes)
- C. Chaining (5 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: *d, f, i, n, s, t* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *is, of, and* (see Skills Block Tool Kit)
- “Flying Flamingo” (one for display)
- “Digging Dog” (one for display)

- Chaining Practice: *d, f* (one per student)
- Image Cards: *fin, dim*
- Words: *fin, fit, dim, did, dad*
- Cycle 4: Lesson 3 Slides (<https://eled.org/4071>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:

- I can say the sounds for the consonants *f* and *d*.
  - I can tell the difference between similar words by identifying the sounds of letters that are different.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Let’s listen for whether or not words rhyme. Remember, give a thumbs-up if they rhyme and a thumbs-down if they do not rhyme. Listen carefully as we begin.”

- “*coin, can.*” (thumbs-down)
  - “*book, bake.*” (thumbs-down)
  - “*paw, jaw.*” (thumbs-up)
  - “*tail, tall.*” (thumbs-down)
  - “*snow, show.*” (thumbs-up)
  - “*light, night.*” (thumbs-up)
  - “*cane, cake.*” (thumbs-down)

## Reading Foundational Skills Block

- “Now, let’s not say the ending part in a word to make a new word. Listen carefully as we begin.”
  - “Say *pancake*.” Pause. “Now say it again, but don’t say *cake*.” (*pan*)
  - “Say *armpit*.” Pause. “Now say it again, but don’t say *pit*.” (*arm*)
  - “Say *airport*.” Pause. “Now say it again, but don’t say *port*.” (*air*)
  - “Say *classmate*.” Pause. “Now say it again, but don’t say *mate*.” (*class*)
  - “Say *baseball*.” Pause. “Now say it again, but don’t say *ball*.” (*base*)
  - “Say *butterfly*.” Pause. “Now say it again, but don’t say *fly*.” (*butter*)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *d, f, i, n, s, t, of, is, and*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to review this week’s high-frequency words.”

Display the high-frequency words *is* and *of*. Invite students to chorally read each word aloud. Build in chants or songs to practice saying the letters in each word, or display each word all around the room and invite students to walk around the room reading them aloud.

Incorporate movement while students review the high-frequency words. For example, have them skywrite, bounce balls as they recite the letters in each word, or hop from letter to letter on paper plates. See the Skills Block Tool Kit for more ideas for reviewing high-frequency words with movement.

## Work Time

### A. Fluency (2 minutes)

Display the poem “**Flying Flamingo**.”

- “Today we will practice reading our poems aloud to help us notice and read each word. Listen and follow along as I begin reading our first poem.”

Read the first poem. Support awareness of one-to-one correspondence by pointing out each word as it’s read so students hear and see each word.

- “Now, I want you to try to read this poem after me. Point to each word as we read.”

Reread the poem, pausing after each line for students to echo and point to each word. Continue to support awareness of one-to-one correspondence by pointing out each word as it's read so students hear and see each word.

Repeat with the poem “**Digging Dog**.”

- “Reading a text more than one time helps us read it smoothly. It helps us read not too fast and not slow. When we read fluently, we can pay closer attention to the meaning of the text.”

## B. Call and Response (2 minutes)

- “Today we will review our letters and sounds with a chant. Let’s move our bodies while we chant.”

Begin marching in place, or choose another movement.

- “Watch and listen to what I do. When I point to myself, it is my turn to say something. When I point to you, it is your turn to say something.”

Continue marching in place and invite students to follow along.

## Phoneme Response

- “When I say a letter, you say the sound: *f*.” Point to students to respond. (/f/) Invite students to skywrite the /f/ sound, then start marching again. Repeat the Phoneme Response chant with *d*, *n*, and *i*. (/d/; /n/; /i/)

## Grapheme Response

- “When I say a sound, you name the letter that makes the sound: /d/.” Point to students to respond. (*d*) Repeat the Grapheme Response chant with /f/, /n/, and /i/. (*f*; *n*; *i*)

## C. Chaining (5 minutes)

Distribute **Chaining Practice: *d, f***.

Display *fin*.

- “Let’s use what we know about the sounds these letters make to read this word.”
- Point out each sound, and say: “The first letter is *f*. Say the sound with me: /f/. The next letter is *i*. Say the sound with me: /i/. Last, we have the letter *n*. Say the sound with me: /n/.”
- Point to each letter and blend each sound, keeping the sounds connected, and say: “Repeat after me: /f//i//n/. Now let’s speed it up a bit: /f//i//n/. What’s our word, everyone?” (*fin*)
- Display the **image** for *fin*, and say: “A *fin* is a thin, flat body part of a fish and certain other water animals, which is used for swimming or balance.”
- “Now we’re going to write the word *fin*. Find the number 1 on your paper. Finish writing the word *fin* by filling in the missing letter *f*. Remember, to form an *f*, start at the top. Pull back and down to the bottom, and cross.”

## Reading Foundational Skills Block

Model, then pause for students to write.

- “Let’s read another word. One sound will change. Try to read the new word.”

Display *fit*.

- “Slowly blend these sounds with me, keeping the sounds connected: /f/ /i/ /t/. Now speed it up a bit: /f/ /i/ /t/.”
- “Everyone, what’s the new word?” (*fit*)
- “We can use *fit* in sentences like, ‘This shirt does not *fit* me anymore.’”
- “Find the number 2 on your paper. Finish writing the word *fit* by filling in the missing letter *f*.”

Model, then pause for students to write. Display *fit* below *fin*.

- “Read these words to yourself.”
- Pause for students to read, then say: “Let’s read one last word.”

Display *dim*.

- “Slowly blend these sounds with me: /d/ /i/ /m/. Now speed it up a bit: /d/ /i/ /m/.”
- “Everyone, what’s the new word?” (*dim*)
- Display the image for *dim*, and say: “*Dim* means dark, faint, or dull, as in the sentence, ‘The light was so *dim* that I almost tripped over the dog!’”
- “Find the number 3 on your paper. Finish writing the word *dim* by filling in the missing letter *d*. Remember, to form a *d*, start in the middle. Pull back, circle around, then pull up to the top and straight down to the bottom.”

Model, then pause for students to write.

Display *dim* below *fit*. As time allows, continue this chaining pattern with the words *did* and *dad*.

Invite students to chorally read the list of words discussed.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Cycle 4 Chaining Practice: d, f

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Add the missing letter to each word.

1. fin \_\_\_\_\_ in

2. fit \_\_\_\_\_ it

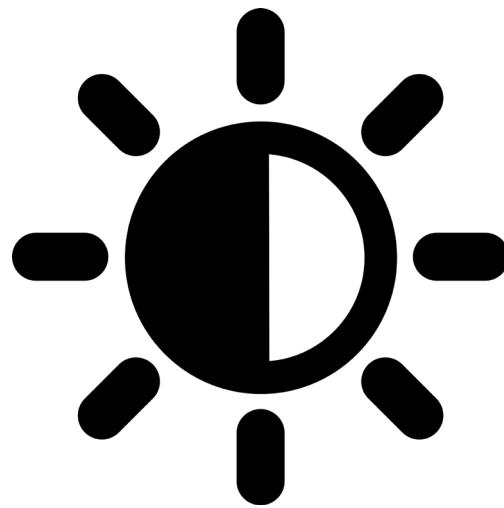
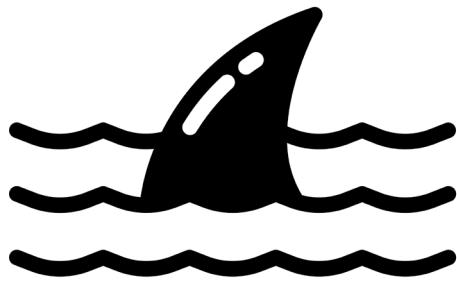
3. dim \_\_\_\_\_ im

4. did \_\_\_\_\_ id

5. dad da \_\_\_\_\_

## Image Cards

Cycle 4



fin, dim

## Lesson 4: Feel the Beats and Spelling to Complement Reading

### Lesson Overview

#### Lesson Summary

Students continue learning about the letters *f* and *d*, listening for and saying the sounds in words to help them read and spell.

#### Daily Learning Targets

- I can count, say, put together, and separate each beat in a word. (RF.K.2b)
- I can print the lowercase letters *f* and *d*. (L.K.1a)
- I can spell simple words by writing the letters for each sound I hear. (L.K.2c, L.K.2d)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (3 minutes)

##### 2. Work Time

- A. Feel the Beats (4 minutes)
- B. Spelling to Complement Reading (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: *f, d, a, m, t, s* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *of, is, am* (see Skills Block Tool Kit)
- “Flying Flamingo” (one for display)
- Blank Letter Formation Page (one per student; see Skills Block Tool Kit) OR whiteboards and markers
- Image Cards: *ad*
- Cycle 4: Lesson 4 Slides (<https://eled.org/4072>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:

- I can count, say, put together, and separate each beat in a word.
  - I can print the lowercase letters *f* and *d*.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Let’s listen for whether or not words rhyme. Remember, give a thumbs-up if they rhyme and a thumbs-down if they do not rhyme. Listen carefully as we begin.”
  - “*tail, sail.*” (thumbs-up)
  - “*paw, pass.*” (thumbs-down)
  - “*coin, join.*” (thumbs-up)
  - “*show, shine.*” (thumbs-down)
  - “*book, took.*” (thumbs-up)
  - “*fry, fin.*” (thumbs-down)
  - “*fry, try.*” (thumbs-up)
- “Now, let’s not say the ending part in a word to make a new word. Listen carefully as we begin.”
  - “Say *whiteboard.*” Pause. “Now say it again, but don’t say *board.*” (*white*)
  - “Say *bedroom.*” Pause. “Now say it again, but don’t say *room.*” (*bed*)
  - “Say *bookcase.*” Pause. “Now say it again, but don’t say *case.*” (*book*)
  - “Say *sidewalk.*” Pause. “Now say it again, but don’t say *walk.*” (*side*)
  - “Say *without.*” Pause. “Now say it again, but don’t say *out.*” (*with*)
  - “Say *haircut.*” Pause. “Now say it again, but don’t say *cut.*” (*hair*)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students' needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *f, d, a, m, t, s, is, of, am*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (3 minutes)

- “This week we learned two new high-frequency words: *of* and *is*. Today we will use each of these words in a sentence and practice spelling them.”

Display the high-frequency word *of*.

- “Everyone, what is this word?” (*of*)
- “How can we use *of* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *of*, saying each letter out loud as we write.” (*o-f*)

Display the high-frequency word *is*.

- “Everyone, what is this word?” (*is*)
- “How can we use *is* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *is*, saying the letters out loud as we write.” (*i-s*)

## Work Time

### A. Feel the Beats (4 minutes)

Display the poem “**Flying Flamingo**.”

- “There’s a wonderful rhythm and beat in this poem! Let’s see if we can feel it in our bodies and mouths.”

Read the entire poem aloud in tune with the cadence of the poem. Draw students’ attention to the rhythm and syllables (beats) within the poem.

Invite students to chorally read the entire poem while clapping each beat.

Recite the first two lines of the poem again slowly while clapping each beat.

- “After he fluffs his feathers, Flamingo is ready to fly.”
- “Say the word *feathers* with me as we clap out each beat: *feath-ers*. Remember, there is a special name for the beats we hear in words. We call these beats ‘syllables.’”

Use a total participation technique to elicit responses to the following questions.

- “How many syllables are in the word *feathers*? ” (two)
- “What is the first syllable in the word *feathers*? ” (*feath*)
- “What is the second syllable we hear in the word *feathers*? ” (*ers*)

## Reading Foundational Skills Block

Repeat this process with the words *flamingo* (three), *fluffs* (one), and *fly* (one).

- “We noticed that some words have one syllable, like the word *fly*, and some words have more than one. The word *feathers* has two syllables: *feath* and *ers*. Each syllable is one beat. Now let’s play a game: I’ll say each syllable in a word, and you blend them together to say the word they make.”

- “*friend-ly*. What’s the word?” (*friendly*)

Repeat with two or three more multisyllabic words from the poem.

### B. Spelling to Complement Reading (6 minutes)

Distribute **Blank Letter Formation Page**.

- “Today we will say all the sounds in words to help us map their sounds to the letters that make them. Our first word is *ad*. Say it with me: *ad*. Now let’s slow it down. Keep each sound connected as we tap: /ă/ /d/; *ad*!”
- “Everyone, how many sounds did we say?” (two)

Display the number 2.

- “We tapped two times. The word *ad* has two sounds, so we’ll need to spell two sounds to write this word.”
- “Let’s write the sounds /ă/ /d/. What letter makes the /ă/ sound, everyone?” (*a*)
- “Remember, to write a lowercase *a*, start in the middle, pull back, circle around, and pull up to the middle, then straight down to the bottom.”

Model, then pause for students to write.

- “What letter makes the /d/ sound, everyone?” (*d*)
- “Remember, to write a lowercase *d*, start in the middle, pull back, circle around, and pull up to the top, then straight down to the bottom.”

Model, then pause for students to write.

- “What word did you spell, everyone?” (*ad*)
- Point to each letter, pronouncing each sound: “/ă/ /d/; *ad*!”

Display *ad*.

- Display the **image** for *ad*, and say: “*Ad* is a shorter way to say *advertisement*, which is a public notice that tells people about things, like in the sentence ‘I just saw an *ad* that made me really want that new toy.’”
- “Our next word is *fad*. Say it with me: *fad*. Now let’s slow it down. Keep each sound connected as we tap: /f/ /ă/ /d/; *fad*!”
- “Everyone, how many sounds did we say?” (three)

Display the number 3.

- “We tapped three times. The word *fad* has three sounds, so we’ll need to spell three sounds to write this word. The end of *fad* sounds just like *ad*, so the last two sounds should be the same as our first word! Let’s write the sounds /f/ /ă/ /d/. What letter makes the /f/ sound, everyone?” (*f*)

- “Remember, to write a lowercase *f*, start at the top. Pull back and down to the bottom, and cross.”

Model, then pause for students to write.

- “Our word is *fad*. So far we have spelled the /f/ sound. The end of *fad* sounds just like our first word, *ad*. We know how to spell that: *a-d*. Go ahead and write *a-d* after your *f* to finish the word *fad*.”

Pause for students to write. Display *a* and *d*.

- “What word did you spell, everyone?” (*fad*)
- Point to each letter, pronouncing each sound: “/f/ /ă/ /d/; *fad!*”

Display *fad*.

- “A *fad* is something that is liked by many people for a short amount of time, like in the sentence ‘That style of clothing was a *fad* that didn’t last long.’”
- “Our last word is *sad*. Say it with me: *sad*. Now let’s slow it down. Keep each sound connected as we tap: /s/ /ă/ /d/; *sad*.”

Display the number 3.

- “The end of *sad* sounds just like *ad* and *fad*, so the last two sounds should be the same! Let’s write the sounds /s/ /ă/ /d/. What letter makes the /s/ sound, everyone?” (*s*)
- “Remember, to write a lowercase *s*, start in the middle. Curve back, in, around, and back around.”

Model, then pause for students to write.

- “Our word is *sad*. So far we have spelled the /s/ sound. The end of *ad* sounds just like *ad* and *fad*. We know how to spell that: *a-d*. Go ahead and write *a-d* after your *s* to finish the word *sad*.”

Pause for students to write. Display *a* and *d*.

- “What word did you spell, everyone?” (*sad*)
- Point to each letter, pronouncing each sound: “/s/ /ă/ /d/; *sad!*”

Display *sad*.

If time allows, continue the Spelling to Complement Reading routine with the following words: *in*, *fin*, and *fit*.

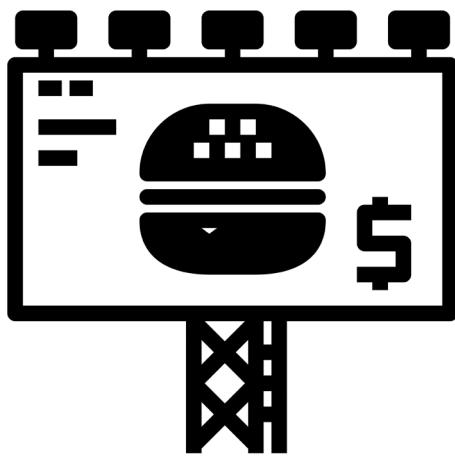
## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards

Cycle 4



ad

## Lesson 5: Cycle Practice

# Lesson Overview

### Lesson Summary

Students use what they have learned about the letters *f* and *d* to complete the Whole Group Cycle 4 Practice.

### Daily Learning Targets

- I can read common high-frequency words. (RF.K.3c)
- I can print the lowercase and uppercase letters *f* and *d*. (L.K.1a)
- I can find and name all uppercase and lowercase letters, including *F*, *f*, *D*, and *d*. (RF.K.1d)
- I can say the sounds for the consonants *f* and *d*. (RF.K.3a)

### Agenda

#### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (1 minute)
- C. Quick Review (1 minute)

#### 2. Work Time

- A. Cycle Practice (7 minutes)

#### 3. Closing

- A. Check for Understanding (1 minute)

# Materials and Preparation

### Materials

- Keyword Letter Cards: Review: *f*, *d*, *i*, *n*, *s*, *t*, *a*, *m* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *is*, *of*, *and*, *the* (see Skills Block Tool Kit)
- Whole Group Cycle 4 Practice (one per student)
- Whole Group Cycle 4 Practice Directions (for teacher reference)
- Cycle 4: Lesson 5 Slides (<https://eled.org/4073>; optional)

## Reading Foundational Skills Block

### Prepare in Advance

- Today's lesson is intentionally abbreviated to provide additional time in small group rotations. The additional time makes space for each differentiated group to complete their differentiated Cycle Assessment.
- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.
- For Work Time A, prepare one Whole Group Cycle 4 Practice for each student.

## Lesson Plan

### Opening

#### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display and read the learning targets.

#### B. Sound Shuffle (1 minute)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Listen carefully as we say a word, then repeat the word without the ending.”
  - “Say *blackbird*.” Pause. “Now say it again, but don’t say *bird*.” (*black*)
  - “Say *motorcycle*.” Pause. “Now say it again, but don’t say *cycle*.” (*motor*)
  - “Say *grandfather*.” Pause. “Now say it again, but don’t say *father*.” (*grand*)
  - “Say *popcorn*.” Pause. “Now say it again, but don’t say *corn*.” (*pop*)
  - “Say *eyelash*.” Pause. “Now say it again, but don’t say *lash*.” (*eye*)
  - “Say *rainbow*.” Pause. “Now say it again, but don’t say *bow*.” (*rain*)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

#### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *f, d, i, n, s, t, a, m, is, of, and, the*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

## **Work Time**

### **A. Cycle Practice (7 minutes)**

Guide students through the **Whole Group Cycle 4 Practice** using the **Whole Group Cycle 4 Practice Directions (for teacher reference)**.

## **Closing**

### **A. Check for Understanding (1 minute)**

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

# Whole Group Cycle 4 Practice Directions

**RF.K.1d, RF.K.3a, RF.K.3c, L.K.1a**

**(For Teacher Reference)**

**Teacher Directions:** Dictate the items in each of the following sections. Allow ample time for students to chorally repeat, individually tap or clap (as needed), and write their answers.

## Sound Spelling

- “Number 1. On line 1, write the lowercase letter *d*.” Pause. “Now, next to the lowercase *d*, write uppercase *D*.” Pause.
- “Number 2. On line 2, write the lowercase letter *f*.” Pause. “Now, next to the lowercase *f*, write uppercase *F*.” Pause.
- “Number 3. Say /f/.” Pause. “Now write the lowercase letter that makes the /f/ sound.” Pause.
- “Number 4. Say /d/.” Pause. “Now write the lowercase letter that makes the /d/ sound.” Pause.

## High-Frequency Words

- “Number 5. Select the correct spelling of the word *of*, as in the sentence, ‘This jam is made *of* raspberries.’” Pause.
- “Number 6. Select the correct spelling of the word *is*, as in the sentence, ‘My dad *is* tall.’” Pause.

## Letter Identification

- “Number 7. Select the letter *f*’s you see in this row.” Pause.
- “Number 8. Select the letter *d*’s you see in this row.” Pause.

## Whole Group Cycle 4 Practice

RF.K.1d, RF.K.3a, RF.K.3c, L.K.1a

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sound Spelling

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

### High-Frequency Words

5. of uv

6. iz is

## Letter Identification

7. t f H F I

8. D a d g f

**Kindergarten:** Middle Pre-Alphabetic Micophase

# Cycle 5

## Lesson 1: Poem Launch and Getting to Know Letters: Oo

### Lesson Overview

#### Lesson Summary

Students listen to the poem “Odd Octopus” and are introduced to the letter *o*.

#### Daily Learning Targets

- I can match the words I hear to the words I see. (RF.K.1b)
- I can notice each word on a page by keeping spaces between them. (RF.K.1c)
- I can find and name all uppercase and lowercase letters, including *O* and *o*. (RF.K.1d)
- I can say the sound for each vowel, including the short sound for the vowel *o*. (RF.K.3b)
- I can print the uppercase and lowercase letter *o*. (L.K.1a)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Poem Launch (3 minutes)
- B. Getting to Know Letters (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: New: *o, O*; Review: *d, f, t, s, n, i* (see Skills Block Tool Kit)
- High-Frequency Word Cards: New: *go*; Review: *am, is, of* (see Skills Block Tool Kit)
- Sound boxes (see Skills Block Tool Kit)
- Image Cards: *octopus, otter*
- “Odd Octopus” (one for display)

- Articulatory Gestures Chart (see Skills Block Tool Kit)
- Oo Letter Formation Page (one per student and one for display; see Skills Block Tool Kit)
- Cycle 5: Lesson 1 Slides (<https://eled.org/4074>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:

- I can find and name all uppercase and lowercase letters, including *O* and *o*.
  - I can print the uppercase and lowercase letter *o*.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. This week we’re going to hear a word with two syllables, or beats. Then we will repeat the word without saying the first syllable, like changing the word *bea-ver* to *ver*. Let’s say the word *beaver* together. Now, we’ll say *beaver* again, but we won’t say *bea*. What’s left?” Respond with students: *ver*.
- “Listen carefully as we begin.”
  - “Say *napkin*.” Pause. “Now say it again, but don’t say *nap*.” (*kin*)
  - “Say *cactus*.” Pause. “Now say it again, but don’t say *cac*.” (*tus*)
  - “Say *picnic*.” Pause. “Now say it again, but don’t say *pic*.” (*nic*)
  - “Say *basket*.” Pause. “Now say it again, but don’t say *bas*.” (*ket*)
  - “Say *panda*.” Pause. “Now say it again, but don’t say *pan*.” (*da*)
  - “Say *robin*.” Pause. “A *robin* is a type of bird. Now say *robin* again, but don’t say *rob*.” (*in*)

## Reading Foundational Skills Block

- “This week we’re also going to listen for rhyming words in a new way. I will say three words, like *can, hat, sat*. Two of the words will rhyme, and one will not. You will repeat the rhyming words back to me. Let’s say the words *can, hat, sat* together: *can, hat, sat*. Now, let’s say the two words that rhyme.” Respond with students: *hat, sat*.
- “Listen carefully as we begin.”
  - “*fan, pat, rat.*” (*pat, rat*)
  - “*can, ran, mat.*” (*can, ran*)
  - “*fun, top, sun.*” (*fun, sun*)
  - “*pin, log, fin.*” (*pin, fin*)
  - “*get, set, got.*” (*get, set*)
  - “*wig, hug, jug.*” (*hug, jug*)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *d, f, t, s, n, i, am, is, of*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to learn one of this week’s high-frequency words. Remember, these are words that are used often, and it would be helpful for us to recognize them quickly. The word *go* is a word you will find in many books and stories. Say *go*.” Pause.
- “Now listen to each of the sounds in the word *go*: /g/ /ō/. Tap those sounds with me: /g/ /ō/. How many sounds did we tap?” (two)

Display the high-frequency word *go*. Display **sound boxes** with two boxes.

- “Everyone, what is the first sound in *go*?” (/g/)
- “This sound is spelled with the letter *g*.”

Display *g* in the first sound box.

- “Everyone, what is the last sound in *go*? Tap it with me again, and listen for the ending sound: /g/ /ō/.” (/ō/)
- “This sound is spelled with the letter *o*.”

Display *o* in the last box.

- “This word is *go*. Say it.” Pause.
- “Now it’s time to skywrite *go*. Say each letter with me as we skywrite: *g-o*. To write *g*, we start in the middle. Pull back; circle around; pull up to the middle, down, and under; and curve. To write *o*, we start in the middle. Pull back and circle around.”

Incorporate movement while students recite the letters in *go*. For example, have them do jumping jacks or hop, trace the letters with their fingers on their arms or legs, or reach up or across their bodies.

## Work Time

### A. Poem Launch (3 minutes)

Display **Image Cards** for the poem “**Odd Octopus**.“

- “Today we are going to read a poem called ‘Odd Octopus.’ In the poem, we’ll hear about an *octopus*, which is a sea animal with a soft, rounded body and eight long tentacles.” Point out the image for *octopus*.
- Point out the image for *otter*, and say: “We’ll also hear about an *otter*, which is a mammal with brown fur, a long body, short legs, and webbed feet.”

Display the poem. Read the poem aloud, modeling fluent phrasing.

- “Turn and Talk to a partner: How might an octopus look like a mop?” (Octopuses have several tentacles, and a mop has several strands on the end.)

Check for comprehension by giving students an opportunity to act out the poem.

- “Let’s read the poem once more. This time, while we read, listen for words that have a similar sound at the beginning. Follow along as I read.”

Reread the poem, pointing to each word as it’s read.

- “Everyone, what sound did you notice at the beginning of many of these words?” (/ō/)

Display the Keyword Letter Card: *o*.

- “This is the letter *o*. Say *o* with me: *o*. *o* is its name. /ō/ is its short sound. Say /ō/ with me: /ō/.”
- “The letter *o* is a vowel, which is a letter whose sound we make with an open mouth. Vowels have a short sound and a long sound. We hear the letter *o*’s long sound in its name: /ō/, but we do not hear its short sound. We can remember the short sound the letter *o* makes by thinking of an octopus, like we see here. The word *octopus* starts with the /ō/ sound. When we see this card, we’ll say, ‘*o, octopus, /ō/*.’”

- Point out words from the poem with the /ō/ sound, and say: “I hear the /ō/ sound at the beginning of the words *octopus*, *often*, *otter*, and *odd*. I also hear the /ō/ sound in the middle of the words *plops*, *floppy*, *mop*, and *lot*.”

- Point out the high-frequency word *so*, and say: “I see the letter *o* in this high-frequency word, *so*. It is making its long *o* sound, /ō/. We’ll talk more about this word later.”

- “That’s a great poem! Let’s read it one more time. This time, read along with me as I point to each word. While we read, let’s focus on noticing each word. Here we go!”

Read the poem chorally with students.

- “Next, let’s take a closer look at the letter *o* and its /ō/ sound.”

### B. Getting to Know Letters (6 minutes)

Display the Keyword Letter Card: *o* again.

- “Let’s say our letter-sound chant for the letter *o* again together: *o, octopus, /ō/*.“

Display the **Articulatory Gestures Chart**.

## Reading Foundational Skills Block

- “When I say /ō/, I notice I shift my tongue slightly toward the back of my mouth. I turn my voice on and round my lips into an *o* shape as I make the /ō/ sound. Practice that articulatory gesture with me: /ō/. Pay attention to the feeling of your lips, tongue, jaw, and voice box as you say /ō/.”

Pause for students to independently practice saying /ō/. Support students as needed, such as by providing a mirror they can use to check their articulatory gesture.

- “Now let’s learn how to write the letter *o*. We’ll start with the lowercase *o*, like we see on our *octopus* letter card. Watch as I trace this *o*.”
- Follow the path of the lowercase *o* on the *octopus* letter card, saying: “I start in the middle. I pull back and circle around.” Model a few times.

Display **Oo Letter Formation Page**.

- “Now it’s time to skywrite. Remember, when we skywrite, we straighten our arm out long and point two fingers in front of our body. We use our whole arm to make the motions we need to form the lowercase *o*. Ready? Start in the middle. Pull back and circle around.”

Invite students to practice skywriting lowercase *o* a few times.

Display the Keyword Letter Card: *O*.

- “Here is the uppercase letter *O*. Say the chant with me: *O, octopus, /ō/*. Now let’s learn how to write uppercase *O*. Watch as I trace this *O*.”
- Follow the path of the uppercase *O* on the uppercase *Octopus* letter card, saying: “I start at the top. Pull back and circle around to connect.” Model a few times.

Display **Oo Letter Formation Page**.

- “Now it’s time to get ready to skywrite. Straighten your arm and point two fingers. Use your whole arm to make the motions we need to form the uppercase *O*. Ready? Start at the top. Pull back and circle around to connect.”

Invite students to practice skywriting uppercase *O* a few times.

Distribute **Oo Letter Formation Page**.

- “Time to practice writing the lowercase letter *o*. Check to make sure you are sitting in proper writing posture, using your helper hand to hold your paper in place, and gripping your pencil correctly. Write the best lowercase *o* that you can. If you finish before I stop you, keep practicing lowercase letter *o*’s. Check our letter card if you need a reminder.”

Pause for students to write.

- “Point to the best lowercase *o* that you wrote, and let’s all say its sound together: /ō/”

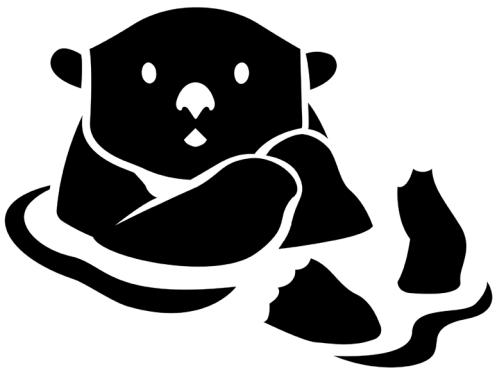
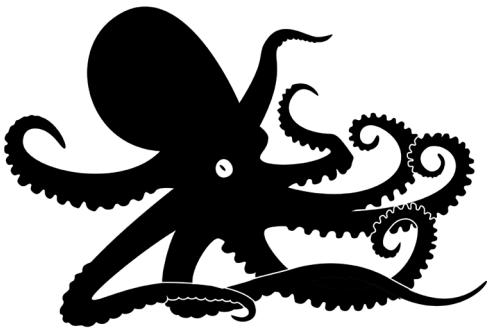
Repeat this writing process with the uppercase letter *O*.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards



octopus, otter

## Odd Octopus

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

The octopus, she swirls and plops.  
So often, like an otter.  
Odd and floppy, like a mop.  
But in a lot of water.

Source: Created by EL Education for instructional purposes.

## Lesson 2: Poem Launch and Getting to Know Letters: *L/l*

### Lesson Overview

#### Lesson Summary

Students listen to the poem “Little Lion” and are introduced to the letter *l*.

#### Daily Learning Targets

- I can match the words I hear to the words I see. (RF.K.1b)
- I can notice each word on a page by keeping spaces between them. (RF.K.1c)
- I can find and name all uppercase and lowercase letters, including *L* and *l*. (RF.K.1d)
- I can say the sound for the consonant *l*. (RF.K.3a)
- I can print the uppercase and lowercase letter *l*. (L.K.1a)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Poem Launch (3 minutes)
- B. Getting to Know Letters (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: New: *l, L*; Review: *o, s, n, i, f, d* (see Skills Block Tool Kit)
- High-Frequency Word Cards: New: *so, no*; Review: *go, a, of* (see Skills Block Tool Kit)
- Sound boxes (see Skills Block Tool Kit)
- Image Cards: *lion, library*
- “Little Lion” (one for display)

## Reading Foundational Skills Block

- Articulatory Gestures Chart (see Skills Block Tool Kit)
- Ll* Letter Formation Page (one per student and one for display; see Skills Block Tool Kit)
- Cycle 5: Lesson 2 Slides (<https://eled.org/4075>; optional)

### Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

## Lesson Plan

### Opening

#### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:

- I can find and name all uppercase and lowercase letters, including *L* and *l*.
  - I can print the uppercase and lowercase letter *l*.

#### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Listen carefully as we begin.”
  - “Say *motel*.” Pause. “Now say it again, but don’t say *mo*.” (*tel*)
  - “Say *mistake*.” Pause. “Now say it again, but don’t say *mis*.” (*take*)
  - “Say *comic*.” Pause. “*Comic* refers to someone or something that is funny. Now say *comic* again, but don’t say *com*.” (*ic*)
  - “Say *magnet*.” Pause. “Now say it again, but don’t say *mag*.” (*net*)
  - “Say *habit*.” Pause. “Now say it again, but don’t say *hab*.” (*it*)
  - “Say *cabin*.” Pause. “Now say it again, but don’t say *cab*.” (*in*)
- “Now, let’s listen for words that rhyme. Remember, I will say three words. Two of the words rhyme, and one does not. Repeat the rhyming words back to me.”
  - “*not, lob, pot*.” (*not, pot*)
  - “*fell, sell, will*.” (*fell, sell*)
  - “*ship, shop, lip*.” (*ship, lip*)

- “pot, pit, lit.” (*pit, lit*)
  - “mop, mall, fall.” (*mall, fall*)
  - “pan, ran, pour.” (*pan, ran*)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *o, s, n, i, f, d, go, a* (word), *of*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to learn another one of this week’s high-frequency words. Remember, these are words that are used often, and it would be helpful for us to recognize them quickly. The word *so* is a word you will find in many books and stories. Say *so*.” Pause.
- “Now listen to each of the sounds in the word *so*: /s/ /ō/. Tap those sounds with me: /s/ /ō/. How many sounds did we tap?” (two)

Display the high-frequency word *so*. Display **sound boxes** with two boxes.

- “Everyone, what is the first sound in *so*?” (/s/)
- “This sound is spelled with the letter *s*.”

Display *s* in the first sound box.

- “Everyone, what is the last sound in *so*? Tap and listen for the last sound: /s/ /ō/.” (/ō/)
- “This sound is spelled with the letter *o*.”

Display *o* in the last box.

- Display *so*, and say: “This word is *so*. Say it.” Pause.
- “Now it’s time to skywrite *so*. Say each letter with me as we skywrite: *s-o*.”
- “Let’s learn one more high-frequency word today. The word *no* is a word you will find in many books and stories. Say *no*.” Pause.
- “Now listen to each of the sounds in the word *no*: /n/ /ō/. Tap those sounds with me: /n/ /ō/. How many sounds did we tap?” (two)

Display the high-frequency word *no*. Display sound boxes with two boxes.

- “Everyone, what is the first sound in *no*?” (/n/)
- “This sound is spelled with the letter *n*.”

Display *n* in the first sound box.

- “What is the last sound in *no*? Tap and listen for the last sound: /n/ /ō/.” (/ō/)
- “This sound is spelled with the letter *o*, just like in the words *go* and *so*.”

## Reading Foundational Skills Block

Display *o* in the last box.

- “This word is *no*. Say it.” Pause.
- “Now it’s time to skywrite *no*. Say each letter with me as we skywrite: *n-o*.”

Incorporate movement while students recite the letters in *so* and *no*. For example, have them do jumping jacks or hop, trace the letters with their fingers on their arms or legs, or reach up or across their bodies.

### Work Time

#### A. Poem Launch (3 minutes)

Display **Image Cards** for the poem “**Little Lion**.”

- “Today we will read a poem together. It is called ‘Little Lion.’ In the poem, we’ll hear about a lion who is being asked to do something he doesn’t want to do.” Point out the image for *lion*.
- Point out the image for *library*, and say: “The lion is at a *library*, which is a place where books and other materials are kept and from which they may be borrowed.”

Display the poem. Read the poem aloud, modeling fluent phrasing.

- “Turn and Talk to a partner: Why doesn’t the lion want to leave?” (It loves being at the library.)

Check for comprehension by giving students an opportunity to act out the poem.

- “Let’s read the poem once more. This time, while we read, listen for words that have a similar sound at the beginning. Follow along as I read.”

Reread the poem, pointing to each word as it’s read.

- “Everyone, what sound did you notice at the beginning of many of these words?” (/l/)

Display the Keyword Letter Card: *l*.

- “This is the letter *l*. Say *l* with me: *l*. *l* is its name. /l/ is its sound. Say /l/ with me: /l/.”
- “We hear the sound *l* makes at the end of its name: /ĕ/ /l/. We can remember the sound that the letter *l* makes by thinking of a lion, like we see here. The word *lion* starts with the /l/ sound. When we see this card, we’ll say, ‘*l, lion, /l/*’.”
- Point out words from the poem with the /l/ sound, and say: “I hear the /l/ sound in many words, including *little, lion, lunch, late, let’s, love, library, and leaving*.”
- Mark the high-frequency words *so, go*, and *no*, and say: “These are the high-frequency words for this cycle: *so, go*, and *no*.”
- “That’s a great poem! Let’s read it one more time. This time, read along with me as I point to each word. While we read, let’s focus on noticing each word. Here we go!”

Read the poem chorally with students.

- “Next, let’s take a closer look at the letter *l* and its /l/ sound.”

## B. Getting to Know Letters (6 minutes)

Display the Keyword Letter Card: *l* again.

- “Let’s say our letter-sound chant for the letter *l* again together: *l, lion, /l/*.”

Display the **Articulatory Gestures Chart**.

- “When I say /l/, I notice I place the tip of my tongue just behind my front teeth. The sides of the tongue do not touch other parts of my mouth. Air goes around my tongue as I turn my voice box on to make the /l/ sound. Practice that articulatory gesture with me: /l/. Pay attention to the feeling of your lips, tongue, jaw, and voice box as you say /l/.”

Pause for students to independently practice saying /l/. Support students as needed, such as by providing mirrors for them to check their articulatory gesture.

- “Now let’s learn how to write the letter *l*. We’ll start with the lowercase *l*, like we see on our *lion* letter card. Watch as I trace this *l*.”
- Follow the path of the lowercase *l* on the *lion* letter card, saying: “I start at the top. I pull down to the bottom.” Model a few times.

Display ***Ll* Letter Formation Page**.

- “Now it’s time to get ready to skywrite. Remember to straighten your arm out long and point two fingers in front of your body. Use your whole arm to make the motions. Start at the top. Pull down to the bottom.”

Invite students to practice skywriting lowercase *l* a few times.

Display the Keyword Letter Card: *L*.

- “Here is the uppercase letter *L*. Say the chant with me: *L, lion, /l/*. Now let’s learn how to write uppercase *L*. Watch as I trace this *L*.”
- Follow the path of the uppercase *L* on the uppercase *Lion* letter card, saying: “I start at the top. Pull down to the bottom and across.” Model a few times.

Display ***Ll* Letter Formation Page**.

- “Now it’s time to get ready to skywrite. Straighten your arm and point two fingers. Use your whole arm to make the motions we need to form the uppercase *L*. Ready? Start at the top. Pull down to the bottom and across.”

Invite students to practice skywriting uppercase *L* a few times.

Distribute ***Ll* Letter Formation Page**.

- “Time to practice writing the lowercase letter *l*. Check to make sure you are sitting in proper writing posture, using your helper hand to hold your paper in place, and gripping your pencil correctly. Write the best lowercase *l* that you can. If you finish before I stop you, keep practicing lowercase letter *l*’s. Check our letter card if you need a reminder.”

Pause for students to write.

- “Point to the best lowercase *l* that you wrote, and let’s all say its sound together: /l/.”

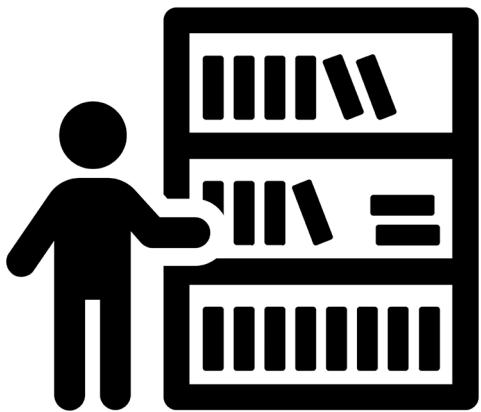
Repeat this writing process with the uppercase letter *L*.

## **Closing**

### **A. Check for Understanding (1 minute)**

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards



lion, library

## Little Lion

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

"Little lion, we missed lunch.  
It's so late now—let's go!"  
"But I love the library!  
I'm not leaving—no!"

Source: Created by EL Education for instructional purposes.

## Lesson 3: Call and Response and Chaining

### Lesson Overview

#### Lesson Summary

Students continue building fluency with the poems “Odd Octopus” and “Little Lion,” listening for and saying sounds in words to help them read words with the letters *o* and *l*.

#### Daily Learning Targets

- I can follow words left to right, top to bottom, and page to page. (RF.K.1a)
- I can say the sounds for the letters I see, including the consonant *l* and the vowel *o*. (RF.K.3a, RF.K.3b)
- I can print the lowercase letters *l* and *o*. (L.K.1a)
- I can change individual sounds in one-syllable words to make new words. (RF.K.2e)
- I can tell the difference between similar words by identifying the sounds of letters that are different. (RF.K.3d)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Fluency (2 minutes)
- B. Call and Response (2 minutes)
- C. Chaining (5 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: *o, l, n, i, f, d* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *go, no, so, I* (see Skills Block Tool Kit)
- “Odd Octopus” (one for display)

## Reading Foundational Skills Block

- “Little Lion” (one for display)
- Chaining Practice: *o, l* (one per student)
- Image Cards: *nod*
- Words: *lot, not, nod, lad, sad*
- Cycle 5: Lesson 3 Slides (<https://eled.org/4076>; optional)

### Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

## Lesson Plan

### Opening

#### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:
  - I can say the sounds for the letters I see, including the consonant *l* and the vowel *o*.
  - I can tell the difference between similar words by identifying the sounds of letters that are different.

#### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Listen carefully as we begin.”
  - “Say *until*.” Pause. “Now say it again, but don’t say *un*.” (*til*)
  - “Say *tennis*.” Pause. “*Tennis* is a sport played by passing a small ball back and forth over a net, using rackets to hit the ball. Now say *tennis* again, but don’t say *ten*.” (*nis*)
  - “Say *flower*.” Pause. “Now say it again, but don’t say *flow*.” (*er*)
  - “Say *student*.” Pause. “Now say it again, but don’t say *stu*.” (*dent*)
  - “Say *plastic*.” Pause. “Now say it again, but don’t say *plas*.” (*tic*)
  - “Say *purple*.” Pause. “Now say it again, but don’t say *pur*.” (*ple*)

- “Now it’s time to listen for rhyming words. Repeat the rhyming words back to me.”
  - “go, so, not.” (*go, so*)
  - “duck, sun, luck.” (*duck, luck*)
  - “chain, cheese, please.” (*cheese, please*)
  - “dress, press, drum.” (*dress, press*)
  - “note, flop, float.” (*note, float*)
  - “chop, hop, hope.” (*chop, hop*)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *o, l, n, i, f, d, so, no, I* (word). Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to review this week’s high-frequency words.”

Display the high-frequency words *go, no*, and *so*. Invite students to chorally read each word aloud. Build in chants or songs to practice saying the letters in each word, or display each word all around the room and invite students to walk around the room reading them aloud.

Incorporate movement while students review the high-frequency words. For example, have them skywrite, bounce balls as they recite the letters in each word, or hop from letter to letter on paper plates. See the Skills Block Tool Kit for more ideas for reviewing high-frequency words with movement.

## Work Time

### A. Fluency (2 minutes)

Display the poem “**Odd Octopus**.”

- “Today we will practice reading our poems aloud to help us notice and read each word. Listen and follow along as I begin reading our first poem.”

Read the first poem. Support awareness of one-to-one correspondence by pointing out each word as it’s read so students hear and see each word.

- “Now, I want you to try to read this poem after me. Point to each word as we read.”

Reread the first poem, pausing after each line for students to echo and point to each word. Continue to support awareness of one-to-one correspondence by pointing out each word as it’s read so students hear and see each word.

## Reading Foundational Skills Block

Repeat with the poem “**Little Lion**.”

- “Reading a text more than one time helps us read it smoothly. It helps us read not too fast and not slow. When we read fluently, we can pay closer attention to the meaning of the text.”

### B. Call and Response (2 minutes)

- “Today we will review our letters and sounds with a chant. Let’s move our bodies while we chant.”

Begin marching in place, or choose another movement.

- “Watch and listen to what I do. When I point to myself, it is my turn to say something. When I point to you, it is your turn to say something.”

Continue marching in place and invite students to follow along.

### Phoneme Response

- “When I say a letter, you say the sound: *l*.” Point to students to respond. (/l/) Invite students to skywrite the /l/ sound, then start marching again. Repeat the Phoneme Response chant with *d*, *o*, and *f*. (/d/; /ō/; /f/)

### Grapheme Response

- “When I say a sound, you name the letter that makes the sound: /ō/.” Point to students to respond. (ō) Repeat the Grapheme Response chant with /l/, /f/, and /d/ (*l*; *f*; *d*)

### C. Chaining (5 minutes)

Distribute **Chaining Practice: o, l**.

Display *lot*.

- “Let’s use what we know about the sounds these letters make to read this word.”
- Point out each sound, and say: “The first letter is *l*. Say the sound with me: /l/. The next letter is *o*. Say the sound with me: /ō/. Last, we have the letter *t*. Say the sound with me: /t/.”
- Point to each letter and blend each sound, keeping the sounds connected: “Repeat after me: /l/ /ō/ /t/. Now let’s speed it up a bit: /l/ /ō/ /t/. What’s our word, everyone?” (*lot*)
- “*Lot* is a large amount of something, like in the sentence, ‘We had a *lot* of fun at the party.’”
- “Now we’re going to write the word *lot*. Find the number 1 on your paper. Finish writing the word *lot* by filling in the missing letter *l*. Remember, to form an *l*, start at the top and pull down to the bottom.”

Model, then pause for students to write.

- “Let’s read another word. One sound will change. Try to read the new word.”

Display *not*.

- “Slowly blend these sounds with me, keeping the sounds connected: /n/ /ō/ /t/. Now speed it up a bit: /n/ /ō/ /t/.”
- “What’s the new word, everyone?” (*not*)
- “*Not* means in no way, like in the sentence, ‘You must *not* open that door.’”
- “Find the number 2 on your paper. Finish writing the word *not* by filling in the missing letter *o*. Remember, to form an *o*, start in the middle, pull back, and circle around.”

Model, then pause for students to write. Display *not* below *lot*.

- “Read these words to yourself.”
- Pause for students to read, then say: “Let’s read one last word. Again, one sound will change.”

Display *nod*.

- “Slowly blend these sounds with me: /n/ /ō/ /d/. Now speed it up a bit: /n/ /ō/ /d/.”
- “How does changing the *t* in *not* to *d* change the word? Everyone, what’s the new word?” (*nod*)
- Display the **image** for *nod*, and say: “*Nod* means to move the head up and down to show greeting or approval, like in the sentence, ‘*Nod* if you like spaghetti.’”
- “Find the number 3 on your paper. Finish writing the word *nod* by filling in the missing letter *o*. Remember, to form an *o*, start in the middle, pull back, and circle around.”

Model, then pause for students to write.

Display *nod* below *not*. As time allows, continue the chaining routine with the words *lad* and *sad*.

Invite students to chorally read the list of words discussed.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Cycle 5 Chaining Practice: o, l

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Add the missing letter to each word.

1. lot \_\_\_\_\_ ot

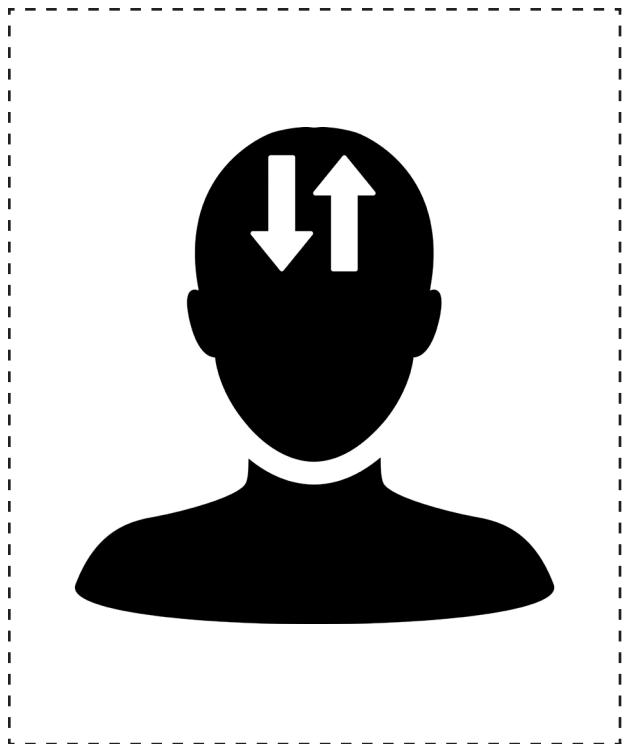
2. not n \_\_\_\_\_ t

3. nod n \_\_\_\_\_ d

4. lad \_\_\_\_\_ ad

5. sad s \_\_\_\_\_ d

## Image Cards



nod

## Lesson 4: Feel the Beats and Spelling to Complement Reading

### Lesson Overview

#### Lesson Summary

Students continue learning about the letters *o* and *l*, listening for and saying the sounds in words to help them read and spell.

#### Daily Learning Targets

- I can count, say, put together, and separate each beat in a word. (RF.K.2b)
- I can print the lowercase letters *o* and *l*. (L.K.1a)
- I can spell simple words by writing the letters for each sound I hear. (L.K.2c, L.K.2d)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (3 minutes)

##### 2. Work Time

- A. Feel the Beats (4 minutes)
- B. Spelling to Complement Reading (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: *o, l, a, m, t, s* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *of, go, no* (see Skills Block Tool Kit)
- “Little Lion” (one for display)
- Blank Letter Formation Page (one per student; see Skills Block Tool Kit) OR whiteboards and markers
- Cycle 5: Lesson 4 Slides (<https://eled.org/4077>; optional)

## **Prepare in Advance**

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# **Lesson Plan**

## **Opening**

### **A. Engage the Learner: Transition Song and Learning Targets (1 minute)**

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:

- I can count, say, put together, and separate each beat in a word.
  - I can print the lowercase letters *o* and *l*.

### **B. Sound Shuffle (4 minutes)**

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Listen carefully as we begin.”
  - “Say *circle*.” Pause. “Now say it again, but don’t say *cir*.” (*cle*)
  - “Say *recess*.” Pause. “Now say it again, but don’t say *re*.” (*cess*)
  - “Say *reading*.” Pause. “Now say it again, but don’t say *read*.” (*ing*)
  - “Say *music*.” Pause. “Now say it again, but don’t say *mu*.” (*sic*)
  - “Say *zebra*.” Pause. “Now say it again, but don’t say *ze*.” (*bra*)
  - “Say *number*.” Pause. “Now say it again, but don’t say *num*.” (*ber*)
- “Now it’s time to listen for rhyming words. Repeat the rhyming words back to me.”
  - “*pet, net, not*.” (*pet, net*)
  - “*hat, hot, rat*.” (*hat, rat*)
  - “*when, well, fell*.” (*well, fell*)
  - “*park, bark, pin*.” (*park, bark*)
  - “*that, this, miss*.” (*this, miss*)
  - “*dog, dark, log*.” (*dog, log*)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

## Reading Foundational Skills Block

### C. Quick Review (1 minute)

Based on students' needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *o, l, a, m, t, s, of, go, no*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (3 minutes)

- “This week we learned three new high-frequency words: *go, so*, and *no*. Today we will use each of these words in a sentence and practice spelling them.”

Display the word *go*.

- “What is this word, everyone?” (*go*)
- “How can we use *go* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *go*, saying each letter out loud as we write.” (*g-o*)

Display the word *so*.

- “What is this word, everyone?” (*so*)
- “How can we use *so* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *so*, saying each letter out loud as we write.” (*s-o*)

Display the word *no*.

- “What is this word, everyone?” (*no*)
- “How can we use *no* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *no*, saying each letter out loud as we write.” (*n-o*)

## Work Time

### A. Feel the Beats (4 minutes)

Display the poem “**Little Lion**.”

- “There’s a wonderful rhythm and beat in this poem! Let’s see if we can feel it in our bodies and mouths.”

Read the entire poem aloud in tune with the cadence of the poem. Draw students’ attention to the rhythm and syllables (beats) within the poem.

Invite students to chorally read the entire poem while clapping each beat.

Recite the last two lines of the poem again slowly while clapping each beat.

- “But I love the library! I’m not leaving—no!”

- “Say the word *leaving* with me as we clap out each beat: *leav-ing*. There is a special name for the beats we hear in words. We call these beats ‘syllables.’”

Use a total participation technique to elicit responses to the following questions.

- “How many syllables are in the word *leaving*?” (two)
- “What is the first syllable in the word *leaving*?” (*leav*)
- “What is the second syllable we hear in the word *leaving*?” (*ing*)

Repeat this process with the words *library* (three), *love* (one), and *no* (one).

- “We noticed that some words have one syllable, like the word *love*, and some words have more than one. The word *library* has three syllables: *li*, *brar*, and *y*. Each syllable is one beat. Now let’s play a game: I’ll say each syllable in a word, and you blend them together to say the word they make.”
  - “*li-on*. What’s the word, everyone?” (*lion*)

Repeat with two or three more multisyllabic words from the poem.

## B. Spelling to Complement Reading (6 minutes)

Distribute **Blank Letter Formation Page**.

- “Today we will say all the sounds in words to help us map their sounds to the letters that make them. Our first word is *lot*. Say it with me: *lot*. Now let’s slow it down. Keep each sound connected as we tap: /l/ /ō/ /t/; *lot!*”
- “Everyone, how many sounds did we say?” (three)

Display the number 3.

- “We tapped three times. The word *lot* has three sounds, so we’ll need to spell three sounds to write this word.”
- “Let’s write the sounds /l/ /ō/ /t/. What letter makes the /l/ sound, everyone?” (*l*)
- “Remember, to write a lowercase *l*, start at the top. Pull down to the bottom.”

Model, then pause for students to write.

- “What letter makes the /ō/ sound, everyone?” (*o*)
- “Remember, to write a lowercase *o*, start in the middle. Pull back and circle around.”

Model, then pause for students to write.

- “What letter makes the /t/ sound, everyone?” (*t*)
- “Remember, to write a lowercase *t*, start between the middle and top lines. Pull down to the bottom, and cross.”

Model, then pause for students to write.

- “What word did you spell, everyone?” (*lot*) Point to each letter, pronouncing each sound: “/l/ /ō/ /t/; *lot!*”

Display *lot*.

- “Our next word is *not*. Say it with me: *not*. Now let’s slow it down. Keep each sound connected as we tap: /n/ /ō/ /t/; *not!*”
- “Everyone, how many sounds did we say?” (three)

## Reading Foundational Skills Block

Display the number 3.

- “We tapped three times. The word *not* has three sounds, so we’ll need to spell three sounds to write this word. The end of *not* sounds just like *lot*, so the last two sounds should be the same as our first word! Let’s write the sounds /n/ /ō/ /t/.”
- “What letter makes the /n/ sound, everyone?” (*n*)
- “Remember, to write a lowercase *n*, start in the middle. Pull down to the bottom, pull up, curve over, and pull down to the bottom.”

Model, then pause for students to write.

- “Our word is *not*. So far we have spelled the /n/ sound. The end of *not* sounds just like the end of our first word, *lot*. We know how to spell the /ōt/ sound: *o-t*. Go ahead and write *o-t* after your *n* to finish the word *not*.”

Pause for students to write.

- “What word did you spell, everyone?” (*not*)
- Point to each letter, pronouncing each sound: “/n/ /ō/ /t/; *not*!”

Display *not*.

- “Our last word is *dot*. Say it with me: *dot*. Now let’s slow it down. Keep each sound connected as we tap: /d/ /ō/ /t/; *dot*.”

Display the number 3.

- “The end of *dot* sounds just like *lot* and *not*, so the last two sounds should be the same! Let’s write the sounds /d/ /ō/ /t/. What letter makes the /d/ sound, everyone?” (*d*)
- “Remember, to write a lowercase *d*, start in the middle. Pull back, circle around, pull up to the top, and pull straight down to the bottom.”

Model, then pause for students to write.

- “Our word is *dot*. So far we have spelled the /d/ sound. The end of *dot* sounds just like *lot* and *not*. We know how to spell that: *o-t*. Go ahead and write *o-t* after your *d* to finish the word *dot*.”

Pause for students to write.

- “What word did you spell, everyone?” (*dot*)
- Point to each letter, pronouncing each sound: “/d/ /ō/ /t/; *dot*!”

Display *dot*.

If time allows, continue the Spelling to Complement Reading routine with the following words: *lit*, *sit*, and *fit*.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Lesson 5: Cycle Check

# Lesson Overview

### Lesson Summary

Students use what they have learned about the letters *l* and *o* to complete the Whole Group Cycle 5 Check.

### Daily Learning Targets

- I can read common high-frequency words. (RF.K.3c)
- I can print the uppercase and lowercase letters *o* and *l*. (L.K.1a)
- I can find and name all uppercase and lowercase letters, including *O*, *o*, *L*, and *l*. (RF.K.1d)
- I can say the sounds for the letters I see, including the consonant *l* and the vowel *o*. (RF.K.3a, RF.K.3b)

### Agenda

#### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (1 minute)
- C. Quick Review (1 minute)

#### 2. Work Time

- A. Cycle Check (7 minutes)

#### 3. Closing

- A. Check for Understanding (1 minute)

# Materials and Preparation

### Materials

- Keyword Letter Cards: Review: *m, a, d, f, n, i, l, o* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *no, go, so, the* (see Skills Block Tool Kit)
- Whole Group Cycle 5 Check (one per student)
- Whole Group Cycle 5 Check Directions (for teacher reference)
- Whole Group Cycle 5 Check (answers for teacher reference)
- Middle Pre-Alphabetic Microphase Formative Checklist (for teacher reference)
- Cycle 5: Lesson 5 Slides (<https://eled.org/4078>; optional)

## Reading Foundational Skills Block

### Prepare in Advance

- Today's lesson is intentionally abbreviated to provide additional time in small group rotations. The additional time makes space for each differentiated group to complete their differentiated Cycle Assessment.
- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.
- For Work Time A, prepare the Whole Group Cycle 5 Check.

## Lesson Plan

### Opening

#### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- "Let's sing to get our brains ready to learn."

Sing or chant the chosen song.

Display and read the learning targets.

#### B. Sound Shuffle (1 minute)

Remind students to listen closely and call out their responses to each prompt.

- "It's time to get our brains warmed up and ready to learn. Listen carefully as we begin."
  - "Say *pencil*." Pause. "Now say it again, but don't say *pen*." (*cil*)
  - "Say *publish*." Pause. "Now say it again, but don't say *pub*." (*lish*)
  - "Say *muffin*." Pause. "Now say it again, but don't say *muf*." (*fin OR in*)
  - "Say *happy*." Pause. "Now say it again, but don't say *hap*." (*py OR y*)
  - "Say *begin*." Pause. "Now say it again, but don't say *be*." (*gin*)
  - "Say *pumpkin*." Pause. "Now say it again, but don't say *pump*." (*kin*)
- "Great job! Listening for the sounds in words helps us become stronger readers."

#### C. Quick Review (1 minute)

Based on students' needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *m, a, d, f, n, i, l, o, no, go, so, the*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

## **Work Time**

### **A. Cycle Check (7 minutes)**

Distribute the **Whole Group Cycle 5 Check** and guide students through it using the **Whole Group Cycle 5 Check Directions (for teacher reference)**.

## **Closing**

### **A. Check for Understanding (1 minute)**

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

After the lesson, review the students' completed Whole Group Cycle 5 Checks by referring to the **Whole Group Cycle 5 Check (answers for teacher reference)**. Use the **Middle Pre-Alphabetic Microphase Formative Checklist (for teacher reference)** to keep track of student data and assist in monitoring students' progress on previously taught standards.

# Whole Group Cycle 5 Check Directions

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

**(For Teacher Reference)**

**Teacher Directions:** Dictate the items in each of the following sections. Allow ample time for students to chorally repeat, individually tap or clap (as needed), and write their answers.

## Sound Spelling

- “Number 1. On line 1, write the lowercase letter *l*.” Pause. “Now, next to the lowercase *l*, write uppercase *L*.” Pause.
- “Number 2. On line 2, write the lowercase letter *o*.” Pause. “Now, next to the lowercase *o*, write uppercase *O*.” Pause.
- “Number 3. Say /ō/.” Pause. “Now write the lowercase letter that makes the /ō/ sound.” Pause.
- “Number 4. Say /l/.” Pause. “Now write the lowercase letter that makes the /l/ sound.” Pause.

## High-Frequency Words

- “Number 5. Select the correct spelling of the word *no*, as in the sentence, ‘No, it is not time to leave yet.’” Pause.
- “Number 6. Select the correct spelling of the word *go*, as in the sentence, ‘Let’s go to the park!’” Pause.
- “Number 7. Select the correct spelling of the word *so*, as in the sentence, ‘I saw *so* many animals at the zoo.’” Pause.

## Letter Identification

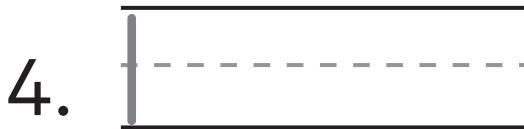
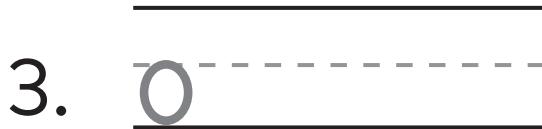
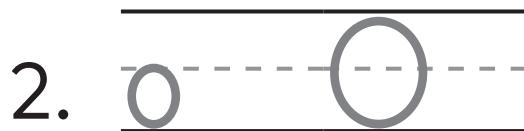
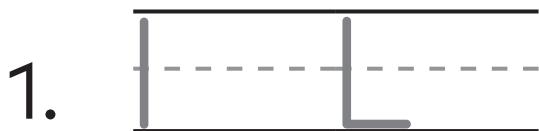
- “Number 8. Select the letter *o*’s you see in this row.” Pause.
- “Number 9. Select the letter *l*’s you see in this row.” Pause.

## Whole Group Cycle 5 Check

RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, L.K.1a

(Answers for Teacher Reference)

### Sound Spelling



### High-Frequency Words

5. no now

6. gu go

7. so sow

## Letter Identification

8. O a o c r
9. t l f L s

## Whole Group Cycle 5 Check

RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, L.K.1a

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sound Spelling

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

### High-Frequency Words

5. no now
6. gu go
7. so sow

## Letter Identification

8. O a o c r

9. t l f L s

**Kindergarten:** Middle Pre-Alphabetic Micophase

Cycle 6

## Lesson 1: Poem Launch and Getting to Know Letters: *Rr*

### Lesson Overview

#### Lesson Summary

Students listen to the poem “Relaxing Rabbits” and are introduced to the letter *r*.

#### Daily Learning Targets

- I can match the words I hear to the words I see. (RF.K.1b)
- I can notice each word on a page by keeping spaces between them. (RF.K.1c)
- I can find and name all uppercase and lowercase letters, including *R* and *r*. (RF.K.1d)
- I can say the sound for the consonant *r*. (RF.K.3a)
- I can print the uppercase and lowercase letter *r*. (L.K.1a)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Poem Launch (3 minutes)
- B. Getting to Know Letters (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: New: *r, R*; Review: *l, f, o, n, d, i* (see Skills Block Tool Kit)
- High-Frequency Word Cards: New: *to, do*; Review: *is, the, a* (see Skills Block Tool Kit)
- Sound boxes (see Skills Block Tool Kit)
- Image Cards: *rabbit, raven*
- “Relaxing Rabbits” (one for display)

- Articulatory Gestures Chart (see Skills Block Tool Kit)
- Rr* Letter Formation Page (one per student and one for display; see Skills Block Tool Kit)
- Cycle 6: Lesson 1 Slides (<https://eled.org/4079>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:

- I can find and name all uppercase and lowercase letters, including *R* and *r*.
  - I can print the uppercase and lowercase letter *r*.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. This week we’re going to hear a word with two syllables, or beats. Then we will repeat the word without saying the first syllable, like changing the word *farm-er* to *er*. Let’s say the word *farmer* together. Now we’ll say *farmer* again, but we won’t say *farm*. What’s left?” Respond with students: *er*.
- “Listen carefully as we begin.”
  - “Say *pencil*.” Pause. “Now say it again, but don’t say *pen*.” (*cil*)
  - “Say *paper*.” Pause. “Now say it again, but don’t say *pa*.” (*per*)
  - “Say *basket*.” Pause. “Now say it again, but don’t say *bas*.” (*ket*)
  - “Say *cabbage*.” Pause. “Now say it again, but don’t say *cab*.” (*bage* OR *age*)
  - “Say *candle*.” Pause. “Now say it again, but don’t say *can*.” (*dle*)
  - “Say *circle*.” Pause. “Now say it again, but don’t say *cir*.” (*cle*)

## Reading Foundational Skills Block

- “This week we’re also going to listen for rhyming words. I will say three words, like *frog*, *log*, *less*. Two of the words will rhyme, and one will not. You will repeat the rhyming words back to me. Let’s say the words *frog*, *log*, *less* together: *frog*, *log*, *less*. Now, let’s say the two words that rhyme.” Respond with students: *frog*, *log*.
- “Listen carefully as we begin.”
  - “*you, two, yum.*” (*you, two*)
  - “*my, pan, man.*” (*pan, man*)
  - “*hand, honk, land.*” (*hand, land*)
  - “*run, fun, fan.*” (*run, fun*)
  - “*pull, park, bark.*” (*park, bark*)
  - “*jam, lamb, pin.*” (*jam, lamb*)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *l, f, o, n, d, i, is, the, a* (word). Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to learn one of this week’s high-frequency words. Remember, these are words that are used often, and it would be helpful for us to recognize them quickly. The word *to* is a word you will find in many books and stories. Say *to*.” Pause.
- “Now listen to each of the sounds in the word *to*: /t/ /OO/. Tap those sounds with me: /t/ /OO/. How many sounds did we tap, everyone?” (two)

Display the high-frequency word *to*. Display **sound boxes** with two boxes.

- “What is the first sound in *to*?” (/t/)
- “This sound is spelled with the letter *t*.”

Display *t* in the first sound box.

- “Everyone, what is the last sound in *to*? Tap and listen for the ending sound: /t/ /OO/.” (/OO/)
- “In the word *to*, the /OO/ sound is spelled with the letter *o*!”

Display *o* in the last box, and highlight this sound as one that needs to be learned.

- “We learned the vowel *o* makes the /ō/ sound, as in *octopus*. In the word *to*, the letter *o* makes a different sound: /OO/. This is the part of the word you’ll need to learn and remember.”
- “This word is *to*. Say it.” Pause.
- “Let’s learn one more high-frequency word today. The word *do* is a word you will find in many books, and it is very similar to the word *to*. Say *do*.” Pause.

- “Now listen to each of the sounds in the word *do*: /d/ /OO/. Tap those sounds with me: /d/ /OO/. How many sounds did we tap?” (two)

Display the high-frequency word *do*. Display sound boxes with two boxes.

- “Everyone, what is the first sound in *do*?” (/d/)
- “This sound is spelled with the letter *d*.”

Display *d* in the first sound box.

- “What is the last sound in *do*, everyone? Tap and listen for the last sound: /d/ /OO/.” (/OO/)
- “This sound is spelled with the letter *o*, just like in the word *to*. This is the part of the word you will need to learn and remember.”

Display *o* in the last box, and highlight this sound as one that needs to be learned.

- “This word is *do*. Say it.” Pause.
- “Now it’s time to skywrite our new high-frequency words: *to* and *do*. Let’s start with *to*. Say each letter with me as we skywrite: *t-o*. Now, let’s skywrite *do*. Say each letter with me: *d-o*.”

Incorporate movement while students recite the letters in *do*. For example, have them do jumping jacks or hop, trace the letters with their fingers on their arms or legs, or reach up or across their bodies.

## **Work Time**

### **A. Poem Launch (3 minutes)**

Display **Image Cards** for the poem “**Relaxing Rabbits**.”

- “Today we are going to read a poem called ‘Relaxing Rabbits.’ In the poem, we’ll hear about a group of rabbits that are tired from running around all day.” Point out the image for *rabbit*.
- Point out the image for *raven*, and say: “We’ll also hear about a *raven*, which is a large, shiny black bird that looks like a crow.”

Display the poem. Read the poem aloud, modeling fluent phrasing.

- “Turn and Talk: Where did the rabbits stop to rest?” (by a rounded rock near a river, under a raven’s nest)

Check for comprehension by giving students an opportunity to act out the poem.

- “Let’s read the poem again. This time, listen for words that have a similar sound at the beginning. Follow along as I read.”

Reread the poem, pointing to each word as it’s read.

- “What sound did you notice at the beginning of many of these words?” (/r/)

Display the Keyword Letter Card: *r*.

- “This is the letter *r*. Say *r* with me: *r*. *r* is its name. /r/ is its sound. Say /r/ with me: /r/.”

## Reading Foundational Skills Block

- “We hear the sound *r* makes at the end of its name: /ar/. We can remember the sound that the letter *r* makes by thinking of a rabbit, like we see here. The word *rabbit* starts with the /r/ sound. When we see this card, we’ll say, ‘*r, rabbit, /r/*.’”
- Point out words from the poem with the /r/ sound, and say: “I hear the /r/ sound at the beginning of the words *relaxing, rabbits, run, river, rest, rounded, rock, right*, and *raven’s*.”
- Mark the high-frequency words *do* and *to*, and say: “These are the new high-frequency words we learned today: *do* and *to*.”
- “That’s a great poem! Let’s read it one more time. This time, read along with me as I point to each word. While we read, let’s notice each word. Here we go!”

Read the poem chorally with students.

- “Next, let’s take a closer look at the letter *r* and its /r/ sound.”

### B. Getting to Know Letters (6 minutes)

Display the Keyword Letter Card: *r* again.

- “Let’s say our letter-sound chant for the letter *r* again together: *r, rabbit, /r/*. ”

Display the **Articulatory Gestures Chart**.

- “There are two ways to make the sound /r/. You can make the sound with your lips slightly apart and your tongue bunched toward the back of your mouth. The tip of your tongue points down slightly as you turn your voice on to make the /r/ sound. Or you might make the sound by curling the tongue backwards with the tip below the roof of your mouth. Turn on your voice box as you make the sound. Practice that articulatory gesture with me: /r/. Pay attention to the feeling of your lips, tongue, jaw, and voice box as you say /r/.”

Pause for students to independently practice saying /r/. Support students as needed, such as by providing mirrors for them to check their articulatory gesture.

- “Now let’s learn how to write the letter *r*. We’ll start with the lowercase *r*, like we see on our *rabbit* letter card. Watch as I trace this *r*. ”
- Follow the path of the lowercase *r* on the *rabbit* letter card, saying: “I start in the middle. Pull down to the bottom, pull up to the middle, and curve over.” Model a few times.

Display **Rr Letter Formation Page**.

- “Now it’s time to skywrite. Straighten your arm out long and point two fingers in front of your body. Use your whole arm to make the motions we need to form the lowercase *r*. Ready? Start in the middle. Pull down to the bottom, pull up to the middle, and curve over.”

Invite students to practice skywriting lowercase *r* a few times.

Display the Keyword Letter Card: *R*.

- “Here is the uppercase letter *R*. Say the chant with me: *R, rabbit, /r/*. Now let’s learn how to write uppercase *R*. Watch as I trace this *R*. ”
- Follow the path of the uppercase *R* on the uppercase *Rabbit* letter card, saying: “I start at the top. Pull down to the bottom. Start at the top. Curve around to connect in the middle. Slant down to the bottom.” Model a few times.

Display *Rr* Letter Formation Page.

- “Now it’s time to skywrite. Straighten your arm and point two fingers. Use your whole arm to make the motions we need to form the uppercase *R*. Ready? Start at the top. Pull down to the bottom. Start at the top. Curve around to connect in the middle. Slant down to the bottom.”

Invite students to practice skywriting uppercase *R* a few times.

Distribute *Rr* Letter Formation Page.

- “Time to practice writing the lowercase letter *r*. Check to make sure you are sitting in proper writing posture, using your helper hand to hold your paper in place, and gripping your pencil correctly. Write the best lowercase *r* that you can. If you finish before I stop you, keep practicing lowercase letter *r*’s. Check our letter card if you need a reminder.”

Pause for students to write.

- “Point to the best lowercase *r* that you wrote, and let’s all say its sound together: /r/.”

Repeat this writing process with the uppercase letter *R*.

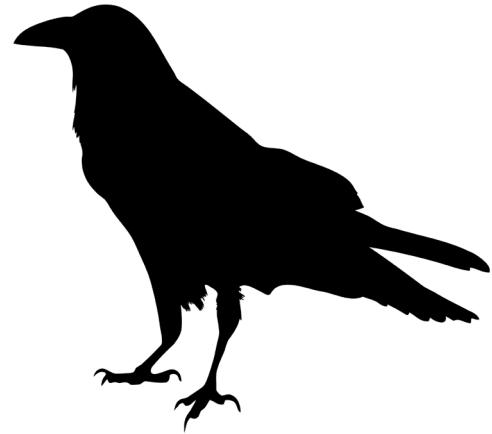
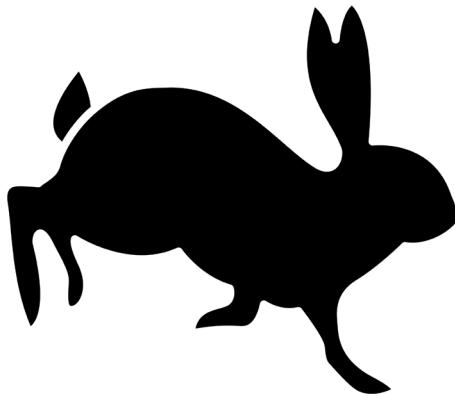
## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards

Cycle 6



rabbit, raven

## Relaxing Rabbits

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

The rabbits run to the river.  
Do they have time to rest? Yes!  
They're relaxing by a rounded rock  
right under a raven's nest.

Source: Created by EL Education for instructional purposes.

## Lesson 2: Poem Launch and Getting to Know Letters: *Hh*

### Lesson Overview

#### Lesson Summary

Students listen to the poem “Hungry Horse” and are introduced to the letter *h*.

#### Daily Learning Targets

- I can match the words I hear to the words I see. (RF.K.1b)
- I can notice each word on a page by keeping spaces between them. (RF.K.1c)
- I can find and name all uppercase and lowercase letters, including *H* and *h*. (RF.K.1d)
- I can say the sound for the consonant *h*. (RF.K.3a)
- I can print the uppercase and lowercase letter *h*. (L.K.1a)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Poem Launch (3 minutes)
- B. Getting to Know Letters (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: New: *h, H*; Review: *r, l, a, t, o, m* (see Skills Block Tool Kit)
- High-Frequency Word Cards: New: *my*; Review: *to, of, do* (see Skills Block Tool Kit)
- Sound boxes (see Skills Block Tool Kit)
- Image Cards: *horse, bun*
- “Hungry Horse” (one for display)

- Articulatory Gestures Chart (see Skills Block Tool Kit)
- Hh* Letter Formation Page (one per student and one for display; see Skills Block Tool Kit)
- Cycle 6: Lesson 2 Slides (<https://eled.org/4080>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:

- I can find and name all uppercase and lowercase letters, including *H* and *h*.
  - I can print the uppercase and lowercase letter *h*.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Listen carefully as we begin.”
  - “Say *baby*.” Pause. “Now say it again, but don’t say *ba*.” (*by*)
  - “Say *flavor*.” Pause. “Now say it again, but don’t say *fla*.” (*vor*)
  - “Say *siren*.” Pause. “Now say it again, but don’t say *si*.” (*ren*)
  - “Say *wagon*.” Pause. “Now say it again, but don’t say *wag*.” (*on*)
  - “Say *zero*.” Pause. “Now say it again, but don’t say *ze*.” (*ro*)
  - “Say *lemon*.” Pause. “Now say it again, but don’t say *lem*.” (*on*)
- “Now, let’s listen for words that rhyme. Remember, I will say three words. Two of the words rhyme, and one does not. Repeat the rhyming words back to me.”
  - “*pan, mat, rat*.” (*mat, rat*)
  - “*done, stop, run*.” (*done, run*)
  - “*bin, bog, tin*.” (*bin, tin*)
  - “*jet, wet, jot*.” (*jet, wet*)

## Reading Foundational Skills Block

- “big, tug, rug.” (*tug, rug*)
- “beg, bird, peg.” (*beg, peg*)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *r, l, a, t, o, m, to, of, do*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to learn another one of this week’s high-frequency words. Remember, these are words that are used often, and it would be helpful for us to recognize them quickly. The word *my* is a word you will find in many books and stories. Say *my*.” Pause.
- “Now listen to each of the sounds in the word *my*: /m/ /i/. Tap those sounds with me: /m/ /i/. How many sounds did we tap, everyone?” (two)

Display the high-frequency word *my*. Display **sound boxes** with two boxes.

- “Everyone, what is the first sound in *my*?” (/m/)
- “This sound is spelled with the letter *m*.”

Display *m* in the first sound box.

- “Everyone, what is the last sound in *my*? Tap it with me again, and listen for the last sound: /m/ /i/.” (/i/)
- “This sound is spelled with the letter *y*, which is different than you might expect.”

Display *y* in the last box, and highlight this letter.

- “This is the part of the word you will need to learn and remember.”
- “This word is *my*. Say it.” Pause.
- “Now it’s time to skywrite *my*. Say each letter with me as we skywrite: *m-y*. To make the letter *y*, we start in the middle. Slant in to the bottom. Start in the middle. Slant out to the bottom and under.”

Incorporate movement while students recite the letters in *my*. For example, have them do jumping jacks or hop, trace the letters with their fingers on their arms or legs, or reach up or across their bodies.

## Work Time

### A. Poem Launch (3 minutes)

Display **Image Cards** for the poem “**Hungry Horse**.”

- “Today we are going to read a poem together. It is called ‘Hungry Horse.’ In the poem, we’ll hear about a horse who is very hungry.” Point out the image for *horse*.
- Point out the image for *bun*, and say: “The horse really wants to eat the narrator’s honey bun, which is a sweet, round pastry made with honey and cinnamon.”

Display the poem. Read the poem aloud, modeling fluent phrasing.

- “Turn and Talk: What does the horse eat?” (not the honey bun, but he does get hay)

Check for comprehension by giving students an opportunity to act out the poem.

- “Let’s read the poem once more. This time, while we read, listen for words that have a similar sound at the beginning. To begin, you will follow along as I read.”

Reread the poem, pointing to each word as it’s read.

- “Everyone, what sound did you notice at the beginning of many of these words?” (/h/)

Display the Keyword Letter Card: *h*.

- “This is the letter *h*. Say *h* with me: *h*. *h* is its name. /*h*/ is its sound. Say /*h*/ with me: /*h*/.”
- “We do not hear the sound *h* makes in its name. We can remember the sound that the letter *h* makes by thinking of a horse, like we see here. The word *horse* starts with the /*h*/ sound. When we see this card, we’ll say, ‘*h*, *horse*, /*h*/.’”
- Point out words from the poem with the /*h*/ sound, and say: “I hear the /*h*/ sound in many words, including *hungry*, *horse*, *he*, *hand*, *head*, *homemade*, *honey*, *here’s*, and *hay*.”
- Mark the high-frequency word *my*, and say: “This is one of our high-frequency words for this cycle: *my*.”
- “That’s a great poem! Let’s read it one more time. This time, read along with me as I point to each word. While we read, let’s notice each word. Here we go!”

Read the poem chorally with students.

- “Next, let’s take a closer look at the letter *h* and its /*h*/ sound.”

### B. Getting to Know Letters (6 minutes)

Display the Keyword Letter Card: *h* again.

- “Let’s say our letter-sound chant for the letter *h* again together: *h*, *horse*, /*h*/.”

Display the **Articulatory Gestures Chart**.

- “When I say /*h*/, I notice I open my mouth slightly and breathe out sharply. Practice that articulatory gesture with me: /*h*/ . Pay attention to the feeling of your lips, tongue, jaw, and voice box as you say /*h*/.”

Pause for students to independently practice saying /*h*/ . Support students as needed, such as by providing mirrors for them to check their articulatory gesture.

## Reading Foundational Skills Block

- “Now let’s learn how to write the letter *h*. We’ll start with the lowercase *h*, like we see on our *horse* letter card. Watch as I trace this *h*.”
- Follow the path of lowercase *h* on the *horse* letter card, saying: “Start at the top. Pull down to the bottom, then up to the middle, curve over, and pull down to the bottom.” Model a few times.

Display **Hh Letter Formation Page**.

- “Now it’s time to get ready to skywrite. Remember to straighten your arm out long and point two fingers in front of your body. We use our whole arm to make the motions we need to form the lowercase *h*. Ready? Start at the top. Pull down to the bottom, then up to the middle, curve over, and pull down to the bottom.”

Invite students to practice skywriting lowercase *h* a few times.

Display the Keyword Letter Card: *H*.

- “Here is the uppercase letter *H*. Say the chant with me: *H, horse, /h/*. Now let’s learn how to write uppercase *H*. Watch as I trace this *H*.”
- Follow the path of the *H* on the uppercase *Horse* letter card, saying: “I start at the top. Pull down to the bottom. Start at the top. Pull down to the bottom. Pull across.” Model a few times.

Display *Hh Letter Formation Page*.

- “Now it’s time to get ready to skywrite. Straighten your arm and point two fingers. Use your whole arm to make the motions we need to form the uppercase *H*. Ready? Start at the top. Pull down to the bottom. Start at the top. Pull down to the bottom. Pull across.”

Invite students to practice skywriting uppercase *H* a few times.

Distribute *Hh Letter Formation Page*.

- “Time to practice writing the lowercase letter *h*. Check to make sure you are sitting in proper writing posture, using your helper hand to hold your paper in place, and gripping your pencil correctly. Write the best lowercase *h* that you can. If you finish before I stop you, practice more lowercase *h*’s. Check our letter card if you need a reminder.”

Pause for students to write.

- “Point to the best lowercase *h* that you wrote, and let’s all say its sound together: */h/*.”

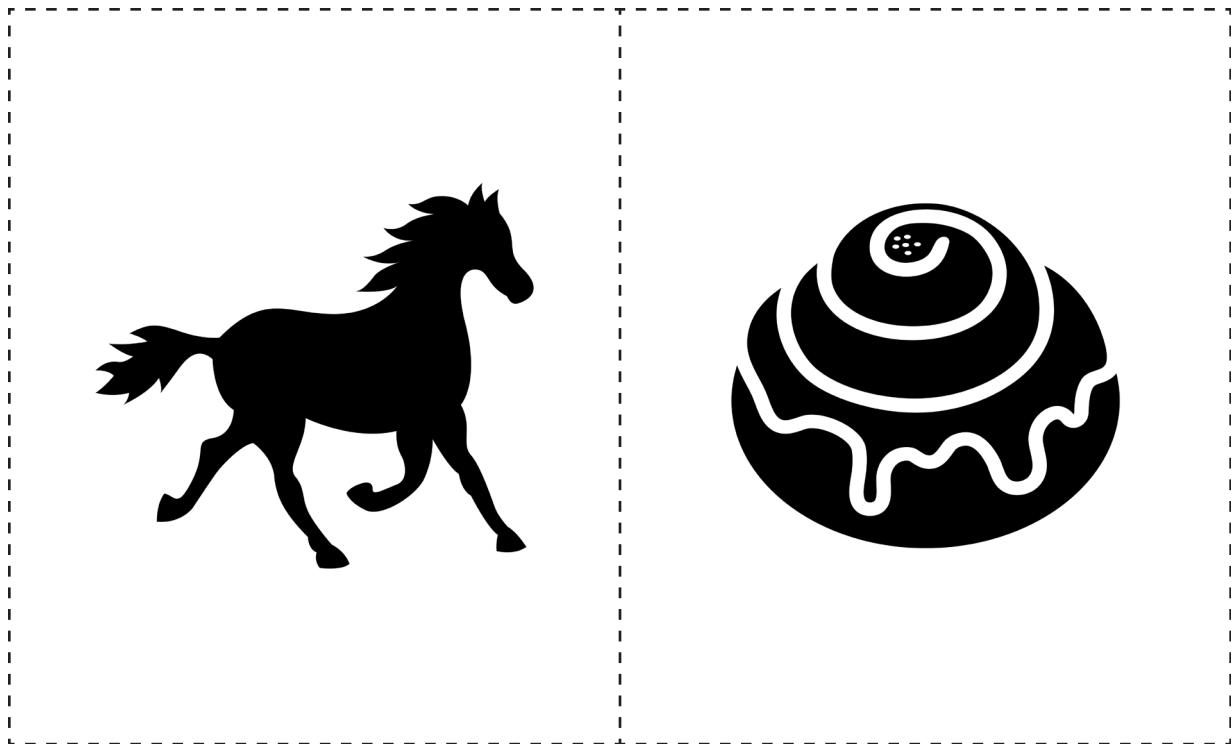
Repeat this writing process with the uppercase letter *H*.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards



horse, bun

## Hungry Horse

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

My horse is so hungry!  
He nipped my hand and head.  
He wants my homemade honey bun.  
Here's some hay instead!

Source: Created by EL Education for instructional purposes.

## Lesson 3: Call and Response and Chaining

### Lesson Overview

#### Lesson Summary

Students continue building fluency with the poems “Relaxing Rabbits” and “Hungry Horse,” listening for and saying sounds in words to help them read words with the letters *r* and *h*.

#### Daily Learning Targets

- I can follow words left to right, top to bottom, and page to page. (RF.K.1a)
- I can say the sounds for the consonants *r* and *h*. (RF.K.3a)
- I can print the lowercase letters *r* and *h*. (L.K.1a)
- I can change individual sounds in one-syllable words to make new words. (RF.K.2e)
- I can tell the difference between similar words by identifying the sounds of letters that are different. (RF.K.3d)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Fluency (2 minutes)
- B. Call and Response (2 minutes)
- C. Chaining (5 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: *r, h, i, d, s, f* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *do, my, to* (see Skills Block Tool Kit)
- “Relaxing Rabbits” (one for display)
- “Hungry Horse” (one for display)

## Reading Foundational Skills Block

- Chaining Practice: *r, h* (one per student)
- Image Cards: *rot, rat*
- Words: *hot, rot, rat, had, hat*
- Cycle 6: Lesson 3 Slides (<https://eled.org/4081>; optional)

### Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

## Lesson Plan

### Opening

#### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:
  - I can say the sounds for the consonants *r* and *h*.
  - I can tell the difference between similar words by identifying the sounds of letters that are different.

#### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Listen carefully as we begin.”
  - “Say *tuna*.” Pause. “Now say it again, but don’t say *tu*.” (*na*)
  - “Say *rabbit*.” Pause. “Now say it again, but don’t say *rab*.” (*bit OR it*)
  - “Say *plenty*.” Pause. “Now say it again, but don’t say *plen*.” (*ty*)
  - “Say *science*.” Pause. “Now say it again, but don’t say *sci*.” (*ence*)
  - “Say *forget*.” Pause. “Now say it again, but don’t say *for*.” (*get*)
  - “Say *gentle*.” Pause. “Now say it again, but don’t say *gen*.” (*tle*)

- “Now it’s time to listen for rhyming words. Repeat the rhyming words back to me.”
  - “cot, cob, not.” (*cot, not*)
  - “fall, stall, will.” (*fall, stall*)
  - “chip, pop, clip.” (*chip, clip*)
  - “pet, fit, hit.” (*fit, hit*)
  - “map, call, ball.” (*call, ball*)
  - “man, tan, top.” (*man, tan*)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *r, h, i, d, s, f, my, to, do*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to review this week’s high-frequency words.”

Display the high-frequency words *do, my*, and *to*. Invite students to chorally read each word aloud. Build in chants or songs to practice saying the letters in each word, or display each word all around the room and invite students to walk around the room reading them aloud.

Incorporate movement while students review the high-frequency words. For example, have them skywrite, bounce balls as they recite the letters in each word, or hop from letter to letter on paper plates. See the Skills Block Tool Kit for more ideas for reviewing high-frequency words with movement.

## Work Time

### A. Fluency (2 minutes)

Display the poem “**Relaxing Rabbits**.”

- “Today we will practice reading our poems aloud to help us notice and read each word. Listen and follow along as I begin reading our first poem.”

Read the first poem. Support awareness of one-to-one correspondence by pointing out each word as it’s read so students hear and see each word.

- “Now, I want you to try to read the poem after me. Point to each word as we read.”

Reread the poem, pausing after each line for students to echo and point to each word. Continue to support awareness of one-to-one correspondence by pointing out each word as it’s read.

## Reading Foundational Skills Block

Repeat with the poem “**Hungry Horse.**”

- “Reading a text more than one time helps us read it smoothly. It helps us read not too fast and not slow. When we read fluently, we can pay closer attention to the meaning of the text.”

### B. Call and Response (2 minutes)

- “Today we will review our letters and sounds with a chant. Let’s move our bodies while we chant.”

Begin marching in place, or choose another movement.

- “Watch and listen to what I do. When I point to myself, it is my turn to say something. When I point to you, it is your turn to say something.”

### Phoneme Response

Continue marching in place, inviting students to follow along.

- “When I say a letter, you say the sound: *r*.” Point to students to respond. (/r/) Invite students to skywrite the /r/ sound, then start marching again. Repeat the Phoneme Response chant with *h*, *o*, and *l*. (/h/; /ö/; /l/)

### Grapheme Response

- “When I say a sound, you name the letter that makes the sound: /h/.” Point to students to respond. (/h/) Repeat the Grapheme Response chant with /r/, /l/, and /ö/. (*r*; *l*; *o*)

### C. Chaining (5 minutes)

Distribute **Chaining Practice: r, h**.

Display *hot*.

- “Let’s use what we know about the sounds these letters make to read this word.”
- Point out each sound, and say: “The first letter is *h*. Say the sound with me: /h/. The next letter is *o*. Say the sound with me: /ö/. Last, we have the letter *t*. Say the sound with me: /t/.”
- Point to each letter and blend each sound, keeping the sounds connected: “Repeat after me: /h/ /ö/ /t/. Now let’s speed it up a bit: /h/ /ö/ /t/. What’s our word, everyone?” (*hot*)
- “Now we’re going to write the word *hot*. Find the number 1 on your paper. Finish writing the word *hot* by filling in the missing letter *h*. Remember, to form an *h*, start at the top. Pull down to the bottom, then up to the middle, curve over, and pull down to the bottom.”

Model, then pause for students to write.

- “Let’s read another word. One sound will change. Try to read the new word.”

Display *rot*.

- “Slowly blend these sounds with me, keeping the sounds connected: /r/ /ō/ /t/. Now speed it up a bit: /r/ /ō/ /t/.”
- “What’s the new word, everyone?” (*rot*)
- Display the **image** for *rot*, and say: “*Rot* means to decompose, spoil, or decay, like in the sentence, ‘The fruit won’t *rot* if we keep it in the refrigerator.’”
- “Find the number 2 on your paper. Finish writing the word *rot* by filling in the missing letter *r*. Remember, to form an *r*, start in the middle. Pull down to the bottom, then up to the middle, and curve over.”

Model, then pause for students to write. Display *rot* below *hot*.

- “Read these words to yourself.”
- Pause for students to read, then say: “Let’s read one last word. Again, one sound will change.”

Display *rat*.

- “Slowly blend these sounds with me: /r/ /ă/ /t/. Now speed it up a bit: /r/ /ă/ /t/.”
- “How does changing the *o* to *a* change the word? Everyone, what’s the new word?” (*rat*)
- Display the image for *rat*, and say: “A *rat* is a small mammal with a pointed face and a very long tail. Rats are rodents that look like mice but are larger.”
- “Find the number 3 on your paper. Finish writing the word *rat* by filling in the missing letter *r*. Remember, to form an *r*, start in the middle. Pull down to the bottom, then up to the middle, and curve over.”

Model, then pause for students to write.

List *rat* below *rot*. As time allows, continue the chaining routine with the words *had* and *hat*.

Invite students to chorally read the list of words discussed.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Cycle 6 Chaining Practice: r, h

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Add the missing letter to each word.

1. hot \_\_\_\_\_ ot

2. rot \_\_\_\_\_ ot

3. rat \_\_\_\_\_ at

4. had \_\_\_\_\_ ad

5. hat \_\_\_\_\_ at

## Image Cards



rot, rat

## Lesson 4: Feel the Beats and Spelling to Complement Reading

### Lesson Overview

#### Lesson Summary

Students continue learning about the letters *r* and *h*, listening for and saying the sounds in words to help them read and spell.

#### Daily Learning Targets

- I can count, say, put together, and separate each beat in a word. (RF.K.2b)
- I can print the lowercase letters *r* and *h*. (L.K.1a)
- I can spell simple words by writing the letters for each sound I hear. (L.K.2c, L.K.2d)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (3 minutes)

##### 2. Work Time

- A. Feel the Beats (4 minutes)
- B. Spelling to Complement Reading (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: *h, a, t, m, s, r* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *to, do, my, is* (see Skills Block Tool Kit)
- “Relaxing Rabbits” (one for display)
- Blank Letter Formation Page (one per student; see Skills Block Tool Kit) OR whiteboards and markers
- Cycle 6: Lesson 4 Slides (<https://eled.org/4082>; optional)

## **Prepare in Advance**

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# **Lesson Plan**

## **Opening**

### **A. Engage the Learner: Transition Song and Learning Targets (1 minute)**

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:

- I can count, say, put together, and separate each beat in a word.
  - I can print the lowercase letters *r* and *h*.

### **B. Sound Shuffle (4 minutes)**

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Listen carefully as we begin.”
  - “Say *hamster*.” Pause. “Now say it again, but don’t say *ham*.” (*ster*)
  - “Say *ladder*.” Pause. “Now say it again, but don’t say *lad*.” (*der OR er*)
  - “Say *athlete*.” Pause. “Now say it again, but don’t say *ath*.” (*lete*)
  - “Say *dentist*.” Pause. “Now say it again, but don’t say *den*.” (*tist*)
  - “Say *visit*.” Pause. “Now say it again, but don’t say *vis*.” (*it*)
  - “Say *friendly*.” Pause. “Now say it again, but don’t say *friend*.” (*ly*)
- “Now it’s time to listen for rhyming words. Repeat the rhyming words back to me.”
  - “*to, do, my*.” (*to, do*)
  - “*back, son, pack*.” (*back, pack*)
  - “*chain, chase, plane*.” (*chain, plane*)
  - “*train, grain, tree*.” (*train, grain*)
  - “*boot, flop, flute*.” (*boot, flute*)
  - “*went, tent, won*.” (*went, tent*)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

## Reading Foundational Skills Block

### C. Quick Review (1 minute)

Based on students' needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *h, a, t, m, s, r, do, my, is*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (3 minutes)

- “This week we learned three new high-frequency words: *to, my*, and *do*. Today we will use each of these words in a sentence and practice spelling them.”

Display the word *to*.

- “What is this word, everyone?” (*to*)
- “How can we use *to* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *to*, saying each letter out loud as we write.” (*t-o*)

Display the word *my*.

- “What is this word, everyone?” (*my*)
- “How can we use *my* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *my*, saying each letter out loud as we write.” (*m-y*)

Display the word *do*.

- “What is this word, everyone?” (*do*)
- “How can we use *do* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *do*, saying each letter out loud as we write.” (*d-o*)

## Work Time

### A. Feel the Beats (4 minutes)

Display the poem “**Relaxing Rabbits**.”

- “There’s a wonderful rhythm and beat in this poem! Let’s see if we can feel it in our bodies and mouths.”

Read the entire poem aloud in tune with the cadence of the poem. Draw students’ attention to the rhythm and syllables (beats) within the poem.

Invite students to chorally read the entire poem while clapping each beat.

Recite the last two lines of the poem again slowly while clapping each beat.

- “They’re relaxing by a rounded rock, right under a raven’s nest.”
- “Say the word *relaxing* with me as we clap out each beat: *re-lax-ing*. Remember, there is a special name for the beats we hear in words. We call these beats ‘syllables.’”

Use a total participation technique to elicit responses to the following questions.

- “How many syllables are in the word *relaxing*?” (three)
- “What is the first syllable in the word *relaxing*?” (*re*)
- “What is the second syllable we hear in the word *relaxing*?” (*lax*)
- “What is the third syllable we hear in the word *relaxing*?” (*ing*)

Repeat this process with the words *rabbits* (two), *rock* (one), and *raven* (two).

- “We noticed that some words have one syllable, like the word *rock*, and some words have more than one. The word *relaxing* has three syllables: *re*, *lax*, and *ing*. Each syllable is one beat. Now let’s play a game: I’ll say each syllable in a word, and you blend them together to say the word they make.”
  - “*riv-er*. What’s the word, everyone?” (*river*)

Repeat with two or three more multisyllabic words from the poem.

## B. Spelling to Complement Reading (6 minutes)

Distribute **Blank Letter Formation Page**.

- “Today we will say all the sounds in words to help us map their sounds to the letters that make them. Our first word is *at*. Say it with me: *at*. Now let’s slow it down. Keep each sound connected as we tap: /ă/ /t/; *at!*”
- “Everyone, how many sounds did we say?” (two)

Display the number 2.

- “We tapped two times. The word *at* has two sounds, so we’ll need to spell two sounds to write this word.”
- “Let’s write the sounds /ă/ /t/. What letter makes the /ă/ sound, everyone?” (*a*)
- “Remember, to write a lowercase *a*, start in the middle. Pull back, circle around, then pull up to the middle and straight down to the bottom.”

Model, then pause for students to write.

- “What letter makes the /t/ sound, everyone?” (*t*)
- “Remember, to write a lowercase *t*, start between the middle and top lines. Pull down to the bottom and cross.”

Model, then pause for students to write.

- “What word did you spell, everyone?” (*at*)
- Point to each letter, pronouncing each sound: “/ă/ /t/; *at!*”

## Reading Foundational Skills Block

Display *at*.

- “Our next word is *rat*. Say it with me: *rat*. Now let’s slow it down. Keep each sound connected as we tap: /r/ /ă/ /t/; *rat*!”
- “Everyone, how many sounds did we say?” (three)

Display the number 3.

- “We tapped three times. The word *rat* has three sounds, so we’ll need to spell three sounds to write this word. The end of *rat* sounds just like *at*, so the last two sounds should be the same as our first word! Let’s write the sounds /r/ /ă/ /t/. What letter makes the /r/ sound, everyone?” (*r*)
- “Remember, to write a lowercase *r*, start in the middle. Pull down to the bottom, then up to the middle, and curve over.”

Model, then pause for students to write.

- “Our word is *rat*. So far we have spelled the /r/ sound. The end of *rat* sounds just like the end of our first word, *at*. We know how to spell the /ă/ sound: *a-t*. Go ahead and write *a-t* after your *r* to finish the word *rat*.”

Pause for students to write. Display *a* and *t*.

- “What word did you spell, everyone?” (*rat*)
- Point to each letter, pronouncing each sound: “/r/ /ă/ /t/; *rat*!”

Display *rat*.

- “Our last word is *hat*. Say it with me: *hat*. Now let’s slow it down. Keep each sound connected as we tap: /h/ /ă/ /t/; *hat*.”
- “Everyone, how many sounds did we say?” (three)

Display the number 3.

- “We tapped three times. The word *hat* has three sounds, so we’ll need to spell three sounds to write this word.”
- “The end of *hat* sounds just like *rat* and *at*, so the last two sounds should be the same! Let’s write the sounds /h/ /ă/ /t/. What letter makes the /h/ sound, everyone?” (*h*)
- “Remember, to write a lowercase *h*, start at the top. Pull down to the bottom, then up to the middle, curve over, and pull down to the bottom.”

Model, then pause for students to write.

- “Our word is *hat*. So far we have spelled the /h/ sound. The end of *hat* sounds just like *rat* and *at*. We know how to spell that: *a-t*. Go ahead and write *a-t* after your *h* to finish the word *hat*.”

Pause for students to write. Display *a* and *t*.

- “What word did you spell, everyone?” (*hat*)
- Point to each letter, pronouncing each sound: “/h/ /ă/ /t/; *hat*!”

Display *hat*.

If time allows, continue the Spelling to Complement Reading routine with the following words: *am*, *ham*, and *ram*.

## **Closing**

### **A. Check for Understanding (1 minute)**

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Lesson 5: Cycle Practice

# Lesson Overview

### Lesson Summary

Students use what they have learned about the letters *r* and *h* to complete the Whole Group Cycle 6 Practice.

### Daily Learning Targets

- I can read common high-frequency words. (RF.K.3c)
- I can print the uppercase and lowercase letters *r* and *h*. (L.K.1a)
- I can find and name all uppercase and lowercase letters, including *R*, *r*, *H*, and *h*. (RF.K.1d)
- I can say the sound for the consonants *r* and *h*. (RF.K.3a)

### Agenda

#### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (1 minute)
- C. Quick Review (1 minute)

#### 2. Work Time

- A. Cycle Practice (7 minutes)

#### 3. Closing

- A. Check for Understanding (1 minute)

# Materials and Preparation

### Materials

- Keyword Letter Cards: Review: *h*, *l*, *d*, *n*, *r*, *o*, *f*, *i* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *my*, *to*, *and*, *do* (see Skills Block Tool Kit)
- Whole Group Cycle 6 Practice (one per student)
- Whole Group Cycle 6 Practice Directions (for teacher reference)
- Cycle 6: Lesson 5 Slides (<https://eled.org/4083>; optional)

## **Prepare in Advance**

- Today's lesson is intentionally abbreviated to provide additional time in small group rotations. The additional time makes space for each differentiated group to complete their differentiated Cycle Assessment.
- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.
- For Work Time A, prepare one Whole Group Cycle 6 Practice for each student.

# **Lesson Plan**

## **Opening**

### **A. Engage the Learner: Transition Song and Learning Targets (1 minute)**

- "Let's sing to get our brains ready to learn."

Sing or chant the chosen song.

Display and read the learning targets.

### **B. Sound Shuffle (1 minute)**

Remind students to listen closely and call out their responses to each prompt.

- "It's time to get our brains warmed up and ready to learn. Listen carefully as we begin."
  - "Say *river*." Pause. "Now say it again, but don't say *riv*." (*er*)
  - "Say *relax*." Pause. "Now say it again, but don't say *re*." (*lax*)
  - "Say *raven*." Pause. "Now say it again, but don't say *ra*." (*ven*)
  - "Say *creamy*." Pause. "Now say it again, but don't say *cream*." (*y*)
  - "Say *slowest*." Pause. "Now say it again, but don't say *slow*." (*est*)
  - "Say *reason*." Pause. "Now say it again, but don't say *rea*." (*son*)
- "Great job! Listening for the sounds in words helps us become stronger readers."

### **C. Quick Review (1 minute)**

Based on students' needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *h, l, d, n, r, o, f, i, my, to, and, do*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

## **Work Time**

### **A. Cycle Practice (7 minutes)**

Guide students through the **Whole Group Cycle 6 Practice** using the **Whole Group Cycle 6 Practice Directions** (for teacher reference).

## **Closing**

### **A. Check for Understanding (1 minute)**

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

# Whole Group Cycle 6 Practice Directions

**RF.K.1d, RF.K.3a, RF.K.3c, L.K.1a**

**(For Teacher Reference)**

**Teacher Directions:** Dictate the items in each of the following sections. Allow ample time for students to chorally repeat, individually tap or clap (as needed), and write their answers.

## Sound Spelling

- “Number 1. On line 1, write the lowercase letter *h*.” Pause. “Now, next to the lowercase *h*, write uppercase *H*.” Pause.
- “Number 2. On line 2, write the lowercase letter *r*.” Pause. “Now, next to the lowercase *r*, write uppercase *R*.” Pause.
- “Number 3. Say /r/.” Pause. “Now write the lowercase letter that makes the /r/ sound.” Pause.
- “Number 4. Say /h/.” Pause. “Now write the lowercase letter that makes the /h/ sound.” Pause.

## High-Frequency Words

- “Number 5. Select the correct spelling of the word *to*, as in the sentence, ‘I am going *to* the beach.’” Pause.
- “Number 6. Select the correct spelling of the word *my*, as in the sentence, ‘I love *my* new kitten!’” Pause.
- “Number 7. Select the correct spelling of the word *do*, as in the sentence, ‘*Do* you like pizza?’” Pause.

## Letter Identification

- “Number 8. Select the letter *r*’s you see in this row.” Pause.
- “Number 9. Select the letter *h*’s you see in this row.” Pause.

## Whole Group Cycle 6 Practice

RF.K.1d, RF.K.3a, RF.K.3c, L.K.1a

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sound Spelling

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### High-Frequency Words

5. to tu

6. mi my

7. du do

## Letter Identification

8. n r P t R

9. H r h I m



**Kindergarten:** Middle Pre-Alphabetic Microphase

Cycle 7

## Lesson 1: Poem Launch and Getting to Know Letters: Review

### Lesson Overview

#### Lesson Summary

Students listen to and discuss the poem “How I Am Feeling” and notice letters and high-frequency words from the Middle Pre-Alphabetic Microphase within the poem.

#### Daily Learning Targets

- I can match the words I hear to the words I see. (RF.K.1b)
- I can find each word on a page by noticing the spaces between them. (RF.K.1c)
- I can find and name uppercase and lowercase letters. (RF.K.1d)
- I can say the sounds for the consonants and vowels I see. (RF.K.3a, RF.K.3b)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Poem Launch (3 minutes)
- B. Getting to Know Letters: Review (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: *r, i, l, o, d, f, n, h* (see Skills Block Tool Kit)
- High-Frequency Word Cards: New: *said*; Review: *am, the, and, a* (see Skills Block Tool Kit)
- Sound boxes (see Skills Block Tool Kit)
- Image Cards: *sad, glad*

- “How I Am Feeling” (one per student and one for display)
- Cycle 7: Lesson 1 Slides (<https://eled.org/4084>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:
  - I can find and name uppercase and lowercase letters.
  - I can say the sounds for the consonants and vowels I see.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. This week we’re going to practice all the skills we’ve learned over the past 6 weeks together. Let’s start by hearing and saying a word with two parts, and then repeating the word without saying the first part. Listen carefully as we begin.”

- “Say *motorcycle*.” Pause. “Now say it again, but don’t say *motor*.” (*cycle*)
- “Say *popcorn*.” Pause. “Now say it again, but don’t say *pop*.” (*corn*)
- “Say *snowflake*.” Pause. “Now say it again, but don’t say *snow*.” (*flake*)
- “Say *sailboat*.” Pause. “Now say it again, but don’t say *sail*.” (*boat*)
- “Say *grandmother*.” Pause. “Now say it again, but don’t say *grand*.” (*mother*)
- “Say *upstairs*.” Pause. “Now say it again, but don’t say *up*.” (*stairs*)
- “Say *birthday*.” Pause. “Now say it again, but don’t say *birth*.” (*day*)

## Reading Foundational Skills Block

- “Now, let’s listen for rhyming words. I will say two words. Give a thumbs-up if they rhyme and a thumbs-down if they do not rhyme.”
  - “pet, net.” (thumbs-up)
  - “hat, rat.” (thumbs-up)
  - “wall, west.” (thumbs-down)
  - “lock, rock.” (thumbs-up)
  - “hop, ship.” (thumbs-down)
  - “pat, pot.” (thumbs-down)
  - “turn, burn.” (thumbs-up)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 8–10 previously taught **Keyword Letter Cards** and 2–4 **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *r, i, am, l, o, the, d, and, f, n, h, a* (word). Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to learn one of this week’s high-frequency words. Remember, these are words that are used often, and it would be helpful for us to recognize them quickly. The word *said* is a word you will find in many books and stories. Say *said*.” Pause.
- “Now listen to each of the sounds in the word *said*: /s/ /ĕ/ /d/. Tap those sounds with me: /s/ /ĕ/ /d/. How many sounds did we tap?” (three)

Display the high-frequency word *said*. Display **sound boxes** with three boxes.

- “Everyone, what is the first sound in *said*?” (/s/)
- “This sound is spelled with the letter *s*.”

Display *s* in the first sound box.

- “Everyone, what is the next sound in *said*? Tap it with me again and listen for the next sound: /s/ /ĕ/ /d/.” (/ĕ/)
- “This sound is spelled with the letters *a-i*, which is different than we would expect!”

Display *a-i* in the next box, and highlight this sound as one that needs to be learned.

- “We see the letters *a-i*, but we don’t hear their vowel sounds. This is the part of the word you will need to learn and remember, because you may not be able to use what you’ve learned to sound it out.”
- “Everyone, what is the last sound in *said*? Tap it with me again and listen for the last sound: /s/ /ĕ/ /d/.” (/d/)
- “This sound is spelled with the letter *d*.”

Display *d* in the last box.

- “This word is *said*. Say it.” Pause.
- “Now it’s time to skywrite *said*. Say each letter with me as we skywrite: *s-a-i-d*.”

Incorporate movement while students recite the letters in *said*. For example, have them do jumping jacks or hop, trace the letters with their fingers on their arms or legs, or reach up or across their bodies.

## **Work Time**

### **A. Poem Launch (3 minutes)**

Display **Image Cards** for the poem “**How I Am Feeling**.”

- “Today we are going to read a poem together. It is called ‘How I Am Feeling.’ In the poem, we’ll hear about two ways a person is feeling: sad and glad, which means happy.” Point out the images for *sad* and *glad*.

Display the poem. Read the poem aloud, modeling fluent phrasing.

- “Turn and Talk to a partner: Why was the narrator glad at the end of the poem?” (Their dad gave them a hug.)

Check for comprehension by giving students an opportunity to act out the poem.

- “This poem includes many of the letters and high-frequency words we’ve learned during this microphase, including two new high-frequency words we will learn about this week.”
- Mark the high-frequency words *said* and *into*, and say: “These are the new high-frequency words: *said* and *into*.”
- “That’s a great poem! Let’s read it one more time. This time, read along with me as I point to each word. While we read, let’s focus on noticing each word. Here we go!”

Read the poem chorally with students.

- “Next, let’s take a closer look at some of the letters and words in our poem.”

### **B. Getting to Know Letters: Review (6 minutes)**

Distribute copies of “How I Am Feeling” to students.

- “During this microphase, we have learned a lot about high-frequency words and the sounds and shapes of several letters in the alphabet. Many of the letters and words we’ve learned about so far this year can be found in our poem! Let’s read the first line of our poem together. Point to each word as you read along with me from left to right. Ready?”

Chorally read the first line of the poem.

- “Let’s count how many words are in this first line of our poem.”

Touch each word while counting with students.

- “How many words did we count, everyone?” (five)
- “Looking at the first line of our poem, find and put your finger on the high-frequency word *to*.” Pause.
- “Let’s skywrite the letter that spells the /t/ sound in the word *to*. Ready?”

## Reading Foundational Skills Block

Skywrite the letter *t* together.

- “Looking at the first line of our poem, find and put your finger on the last word.” Pause.
- “Let’s say the sounds we see in this word together: /d/ /ă/ /d/. What’s the word, everyone?” (*dad*)
- “What letter spells the sound /d/ at the beginning and end of *dad*?” (*d*)
- “Where in our classroom can you find the letter *d*?”

Invite students to search around the room, individually or in small groups, for examples of the lowercase or uppercase letter *d*. Use a total participation technique to invite students to share the examples they find.

- “Let’s read the second line of our poem together. Point to each word as you read along with me from left to right. Ready?”

Chorally read the second line of the poem.

- “Let’s count how many words are in the second line of our poem.”

Touch each word while counting with students.

- “How many words did we count, everyone?” (four)
- “Looking at the second line of our poem, find and put your finger on the high-frequency word *am*.” Pause.
- “Let’s skywrite the letter that spells the /m/ sound in the word *am*. Ready?”

Skywrite the letter *m* together.

- “Looking at the second line of our poem, find and put your finger on the last word.” Pause.
- “Let’s say the sounds we see in this word together: /s/ /ă/ /d/. What’s the word?” (*sad*)
- “What letter spells the sound /s/?” (*s*)
- “Where in our classroom can you find the letter *s*?”

Invite students to search around the room, individually or in small groups, for examples of the lowercase or uppercase letter *s*. Use a total participation technique to invite students to share the examples they find.

Continue reading each line of the poem, identifying high-frequency words (*my, said, I, am*) and letters students have learned in this microphase, and looking for those letters around the room. Consider searching for the letters *m* (*my*), *h* (*he*), *n* (*now*), and *f* (*feeling*).

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards



sad, glad

## How I Am Feeling

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

I said to my dad,  
“I am feeling sad.”  
“Jump into my arms,” he said.  
Now I am feeling glad!

Source: Created by EL Education for instructional purposes.

## Lesson 2: Call and Response and Chaining

### Lesson Overview

#### Lesson Summary

Students continue building fluency with the poem “How I Am Feeling,” listening for and saying sounds in words to help them read words with letters from the Middle Pre-Alphabetic Microphase.

#### Daily Learning Targets

- I can follow words left to right, top to bottom, and page to page. (RF.K.1a)
- I can say the sounds for the consonants and vowels I see. (RF.K.3a, RF.K.3b)
- I can print lowercase letters. (L.K.1a)
- I can change individual sounds in one-syllable words to make new words. (RF.K.2e)
- I can tell the difference between similar words by identifying the sounds of letters that are different. (RF.K.3d)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Fluency (2 minutes)
- B. Call and Response (2 minutes)
- C. Chaining (5 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: *h, a, r, m, t, n, s, i* (see Skills Block Tool Kit)
- High-Frequency Word Cards: New: *into*; Review: *said, of, is, go* (see Skills Block Tool Kit)
- Syllable boxes (see Skills Block Tool Kit)
- “How I Am Feeling” (one for display)

## Reading Foundational Skills Block

- Chaining Practice: Review (one per student)
- Image Cards: *lad*
- Words: *lid, lad, sad, sod, rod*
- Cycle 7: Lesson 2 Slides (<https://eled.org/4085>; optional)

### Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

## Lesson Plan

### Opening

#### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:
  - I can say the sounds for the consonants and vowels I see.
  - I can tell the difference between similar words by identifying the sounds of letters that are different.

#### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Let’s start by listening for rhyming words. Give a thumbs-up if the words you hear rhyme and a thumbs-down if they do not rhyme. Listen carefully as we begin.”
  - “*bag, big.*” (thumbs-down)
  - “*sell, ball.*” (thumbs-down)
  - “*pin, chin.*” (thumbs-up)
  - “*lock, pack.*” (thumbs-down)
  - “*bun, sun.*” (thumbs-up)
  - “*wall, ball.*” (thumbs-up)
  - “*hop, ship.*” (thumbs-down)

- “Now we will hear and say a word with two parts, then repeat without saying the second part.”
  - “Say *cupcake*.” Pause. “Now say it again, but don’t say *cake*.” (*cup*)
  - “Say *sunflower*.” Pause. “Now say it again, but don’t say *flower*.” (*sun*)
  - “Say *starfish*.” Pause. “Now say it again, but don’t say *fish*.” (*star*)
  - “Say *lighthouse*.” Pause. “Now say it again, but don’t say *house*.” (*light*)
  - “Say *basketball*.” Pause. “Now say it again, but don’t say *ball*.” (*basket*)
  - “Say *sandcastle*.” Pause. “Now say it again, but don’t say *castle*.” (*sand*)
  - “Say *toothbrush*.” Pause. “Now say it again, but don’t say *brush*.” (*tooth*)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 8–10 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *said, h, a, r, of, m, t, is, n, s, i, go*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to learn another one of this week’s high-frequency words. Remember, these are words that are used often, and it would be helpful for us to recognize them quickly. The word *into* is a word you will find in many books and stories. Say *into*.” Pause.
- “*Into* is a word that is made of two smaller words put together: *in* and *to*.”
- “Listen to each syllable in the word *into*: *in-to*. How many syllables did you hear?” (two)

Display the high-frequency word *into*. Display **syllable boxes** with two boxes.

- “Let’s spell the word *into* one syllable at a time. What is the first syllable, everyone?” (*in*)
- “Now listen to each of the sounds in the syllable *in*: /ɪ/ /n/. Tap those sounds with me: /ɪ/ /n/. Everyone, what is the first sound in *in*?” (/ɪ/)
- “This sound is spelled with the letter *i*.”

Display *i* in the first syllable box.

- “Everyone, what is the last sound in *in*? Tap and listen for the last sound: /ɪ/ /n/.” (/n/)
- “This sound is spelled with the letter *n*.”

Display *n* in the first syllable box.

- “This is the syllable *in*. Now let’s spell the syllable *to*. What is the first sound in *to*?” (/t/)
- “This sound is spelled with the letter *t*.”

Display *t* in the second syllable box.

- “Everyone, what is the last sound in *to*? Tap and listen for the last sound: /t/ /OO/.” (/OO/)
- “This sound is spelled with *o*, just like in the high-frequency words *to* and *do*.”

## Reading Foundational Skills Block

Display *o* in the last box and highlight this sound as one that needs to be learned.

- “This word is *into*. Say it.” Pause.
- “Now it’s time to skywrite *into*. Say each letter with me as we skywrite: *i-n-t-o*.”

Incorporate movement while students recite the letters in *into*. For example, have them do jumping jacks or hop, trace the letters with their fingers on their arms or legs, or reach up or across their bodies.

### Work Time

#### A. Fluency (2 minutes)

Display the poem “**How I Am Feeling**.”

- “Today we will practice reading our poem aloud to help us notice and read each word. Listen and follow along as I begin reading our poem.”

Read the poem. Support awareness of one-to-one correspondence by pointing out each word as it’s read so students hear and see each word.

- “Now, I want you to try to read this poem after me. Point to each word as we read.”

Reread the poem, pausing after each line for students to echo and point to each word. Continue to support awareness of one-to-one correspondence by pointing out each word as it’s read so students hear and see each word.

- “Reading a text more than one time helps us read it smoothly. It helps us read not too fast and not slow. When we read fluently, we can pay closer attention to the meaning of the text.”

#### B. Call and Response (2 minutes)

- “Today we will review our letters and sounds with a chant. Let’s move our bodies while we chant.”

Begin marching in place, or choose another movement.

- “Watch and listen to what I do. When I point to myself, it is my turn to say something. When I point to you, it’s your turn to say something.”

Continue marching in place and invite students to follow along.

### Phoneme Response

- “When I say a letter, you say the sound: *r*.” Point to students to respond. (/r/) Invite students to skywrite the /r/ sound, then start marching again. Repeat the Phoneme Response chant with *d, i*, and *n*. (/d/; /i/; /n/)

### Grapheme Response

- “When I say a sound, you name the letter that makes the sound: /s/.” Point to students to respond. (s) Repeat the Grapheme Response chant with /t/, /ð/, and /f/. (t; o; f)

## C. Chaining (5 minutes)

Distribute **Chaining Practice: Review**.

Display *lid*.

- “Let’s use what we know about the sounds of these letters to read the word.”
- Point out each sound, and say: “The first letter is *l*. Say the sound with me: /l/. The next letter is *i*. Say the sound with me: /i/. The last letter is *d*. Say the sound with me: /d/.”
- Point to each letter and blend each sound, keeping the sounds connected: “Repeat after me: /l/ /i/ /d/. Now let’s speed it up a bit: /l/ /i/ /d/. What’s our word everyone?” (*lid*)
- “Find the number 1 on your paper. Finish writing the word *lid* by filling in the missing letters *i* and *d*. Remember, to form an *i*, start in the middle. Pull down to the bottom, then dot.”

Model, then pause for students to write.

- “To form a *d*, start in the middle. Pull back, circle around, then pull up to the top and straight down to the bottom.”

Model, then pause for students to write.

- “Let’s read another word. One sound will change. Try to read the new word.”

Display *lad*.

- “Slowly blend these sounds with me, keeping the sounds connected: /l/ /ă/ /d/. Now speed it up a bit: /l/ /ă/ /d/. What’s the new word, everyone?” (*lad*)
- Display the **image** for *lad*, and say: “A *lad* is a boy or young man, like in the sentence, ‘My grandfather loved to climb trees when he was a *lad*.’”
- “Find the number 2 on your paper. Finish writing the word *lad* by filling in the missing letters *l* and *a*. Remember, to form an *l*, start at the top. Pull down to the bottom.”

Model, then pause for students to write.

- “To form an *a*, start in the middle. Pull back, circle around, then pull up to the middle and straight down to the bottom.”

Model, then pause for students to write.

- List *lad* below *lid*, and say: “Read these words to yourself.”

Pause for students to read.

- “Let’s read one last word. Again, one sound will change.”

Display *sad*.

- “Slowly blend these sounds with me: /s/ /ă/ /d/. Now speed it up a bit: /s/ /ă/ /d/.”
- “How does changing the *l* to *s* change the word? Everyone, what’s the new word?” (*sad*)
- “Find the number 3 on your paper. Finish writing the word *sad* by filling in the missing letter *s*. Remember, to form an *s*, start in the middle. Curve back, in, around, and back around.”

Model, then pause for students to write.

List *sad* below *lad*. As time allows, continue the chaining routine with the words *sod* and *rod*.

Invite students to chorally read the list of words discussed.

## **Closing**

### **A. Check for Understanding (1 minute)**

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Chaining Practice: Review

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Add the missing letter to each word.

1. lid I \_\_\_\_\_

2. lad \_\_\_\_\_ d

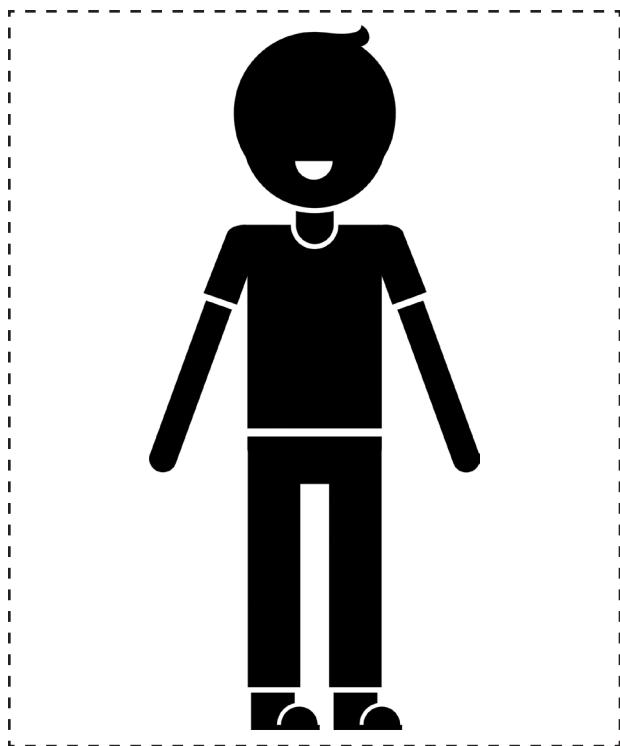
3. sad \_\_\_\_\_ ad

4. sod s \_\_\_\_\_ d

5. rod \_\_\_\_\_ od

## Image Cards

Cycle 7



lad

## Lesson 3: Feel the Beats and Spelling to Complement Reading

### Lesson Overview

#### Lesson Summary

Students continue reviewing letters learned during the Middle Pre-Alphabetic microphase, listening for and saying the sounds in words to help them read and spell.

#### Daily Learning Targets

- I can count, say, put together, and separate each beat in a word. (RF.K.2b)
- I can print lowercase letters. (L.K.1a)
- I can say the sounds for the consonants and vowels I see. (RF.K.3a, RF.K.3b)
- I can spell simple words by using what I know about letters and their sounds. (L.K.2d)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (3 minutes)

##### 2. Work Time

- A. Feel the Beats (4 minutes)
- B. Spelling to Complement Reading (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: *t, i, d, s, o, l, n, f*(see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *into, so, my, said* (see Skills Block Tool Kit)
- “How I Am Feeling” (one for display)
- Blank Letter Formation Page (one per student; see Skills Block Tool Kit) OR whiteboard and markers

## Reading Foundational Skills Block

- Words: *fit, mom, had, not, sit, ran*
- Cycle 7: Lesson 3 Slides (<https://eled.org/4086>; optional)

### Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

## Lesson Plan

### Opening

#### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:
  - I can count, say, put together, and separate each beat in a word.
  - I can print lowercase letters.

#### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Let’s start by hearing and saying a word with two syllables, or beats. Then, repeat the word without saying the first syllable. Listen carefully as we begin.”
  - “Say *motel*.” Pause. “Now say it again, but don’t say *mo*.” (*tel*)
  - “Say *mistake*.” Pause. “Now say it again, but don’t say *mis*.” (*take*)
  - “Say *plastic*.” Pause. “Now say it again, but don’t say *plas*.” (*tic*)
  - “Say *purple*.” Pause. “Now say it again, but don’t say *pur*.” (*ple*)
  - “Say *music*.” Pause. “Now say it again, but don’t say *mu*.” (*sic*)
  - “Say *zebra*.” Pause. “Now say it again, but don’t say *ze*.” (*bra*)
  - “Say *number*.” Pause. “Now say it again, but don’t say *num*.” (*ber*)

- “Now let’s listen for rhyming words. I will say three words. Two of the words rhyme, and one does not. Repeat the rhyming words back to me.”
  - “man, cat, sat.” (*cat, sat*)
  - “fan, pan, mat.” (*fan, pan*)
  - “fun, chop, run.” (*fun, run*)
  - “pin, log, chin.” (*pin, chin*)
  - “get, bet, got.” (*get, bet*)
  - “wig, jog, dog.” (*jog, dog*)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 8–10 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *into, t, i, d, so, my, s, o, l, n, f, said*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (3 minutes)

- “This week we learned two new high-frequency words: *into* and *said*. Today we will use each of these words in a sentence and practice spelling them.”

Display the word *into*.

- “What is this word, everyone?” (*into*)
- “How can we use *into* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *into*, saying each letter out loud as we write.” (*i-n-t-o*)

Display the word *said*.

- “What is this word, everyone?” (*said*)
- “How can we use *said* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *said*, saying the letters out loud as we write.” (*s-a-i-d*)

## Work Time

### A. Feel the Beats (4 minutes)

Display the poem “**How I Am Feeling**.”

- “There’s a wonderful rhythm and beat in this poem! Let’s see if we can feel it in our bodies and mouths.”

Read the poem aloud, pointing to each word. Draw students’ attention to the rhythm and syllables (beats) by clapping each beat in each word.

## Reading Foundational Skills Block

Invite students to chorally read the poem while clapping each beat.

- Recite the last two lines of the poem again slowly while clapping: “Jump into my arms,’ he said. Now I am feeling glad!”
- “Say the word *feeling* with me as we clap out each beat: *feel-ing*. Remember, there is a special name for the beats we hear in words. We call these beats ‘syllables.’”

Use a total participation technique to elicit responses to the following questions.

- “How many syllables are in the word *feeling*?” (two)
- “What is the first syllable in the word *feeling*?” (*feel*)
- “What is the second syllable we hear in the word *feeling*?” (*ing*)

Repeat this process with the words *glad* (one), *into* (two), and *jump* (one).

- “We noticed that some words have one syllable, like *jump*, and some have more than one. The word *feeling* has two syllables: *feel* and *ing*. Each syllable is one beat. Let’s play a game: I’ll say each syllable in a word, and you blend them together to say the word they make.”
  - “*in-to*. What’s the word, everyone?” (*into*)

Repeat with two or three more multisyllabic words from previous poems, such as *octopus*, *flamingo*, or *tasty*.

### B. Spelling to Complement Reading (6 minutes)

Distribute **Blank Letter Formation Page**.

- “Today we will say all the sounds in words to help us map their sounds to the letters that make them. Our first word is *fit*. Say it with me: *fit*. Now let’s slow it down. Keep each sound connected as we tap: /f/ /i/ /t/; *fit!*”
- “Everyone, how many sounds did we say?” (three)

Display the number 3.

- “We tapped three times. The word *fit* has three sounds, so we’ll need to spell three sounds to write this word.”
- “Let’s write the sounds /f/ /i/ /t/. What letter makes the /f/ sound, everyone?” (*f*)
- “Remember, to write a lowercase *f*, start at the top. Pull back, then down to the bottom, and cross.”

Model, then pause for students to write.

- “What letter makes the /i/ sound, everyone?” (*i*)
- “Remember, to write a lowercase *i*, start in the middle. Pull down to the bottom, and dot.”

Model, then pause for students to write.

- “What letter makes the /t/ sound, everyone?” (*t*)
- “Remember, to write a lowercase *t*, start between the middle and top lines. Pull down to the bottom and cross.”

Model, then pause for students to write.

- “What word did you spell, everyone?” (*fit*)
- Point to each letter, pronouncing each sound: “/f/ /i/ /t/; *fit!*”

Display *fit*.

- “Our next word is *mom*. Say it with me: *mom*. Now let’s slow it down. Keep each sound connected as we tap: /m/ /ō/ /m/; *mom!*”
- “Everyone, how many sounds did we say?” (three)

Display the number 3.

- “We tapped three times. The word *mom* has three sounds, so we’ll need to spell three sounds to write this word. Let’s write the sounds /m/ /ō/ /m/.”
- “What letter makes the /m/ sound, everyone?” (*m*)
- “Remember, to write a lowercase *m*, start in the middle. Pull down to the bottom and up, curve over, pull down to the bottom and up, curve over, and pull down to the bottom.”

Model, then pause for students to write.

- “What letter makes the /ō/ sound, everyone?” (*o*)
- “Remember, to write a lowercase *o*, start in the middle. Pull back and circle around.”

Model, then pause for students to write.

- “Our word is *mom*. So far we have spelled /mō/. The end of *mom* sounds just like the beginning, /m/. We know how to spell that sound: *m*. Go ahead and write another *m* after your *o* to finish the word *mom*.”

Pause for students to write. Display *m*.

- “What word did you spell, everyone?” (*mom*)
- Point to each letter, pronouncing each sound: “/m/ /ō/ /m/; *mom!*”

Display *mom*.

- “Our last word is *had*. Say it with me: *had*. Now let’s slow it down and tap each sound: /h/ /ă/ /d/; *had*.”

Display the number 3.

- “Let’s write the sounds /h/ /ă/ /d/.”
- “What letter makes the /h/ sound, everyone?” (*h*)
- “Remember, to write a lowercase *h*, start at the top. Pull down to the bottom, then up to the middle, curve over, and pull down to the bottom.”

Model, then pause for students to write.

- “What letter makes the /ă/ sound, everyone?” (*a*)
- “Remember, to write a lowercase *a*, start in the middle. Pull back, circle around, then pull up to the middle and straight down to the bottom.”

Model, then pause for students to write.

- “What letter makes the /d/ sound, everyone?” (*d*)
- “Remember, to write a lowercase *d*, start in the middle. Pull back, circle around, then pull up to the top and straight down to the bottom.”

Model, then pause for students to write.

- “What word did you spell, everyone?” (*had*)
- Point to each letter, pronouncing each sound: “/h/ /ă/ /d/; *had!*”

## Reading Foundational Skills Block

Display *had*.

If time allows, continue the Spelling to Complement Reading routine with the following words: *nod*, *sit*, and *ran*.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Lesson 4: Microphase Assessment

### Lesson Overview

#### Lesson Summary

Students use what they have learned about the letters and high-frequency words taught during the Middle Pre-Alphabetic Microphase to complete the Middle Pre-Alphabetic Microphase Assessment.

#### Daily Learning Targets

- I can print uppercase and lowercase letters. (L.K.1a)
- I can spell simple words by writing the letters for each sound I hear. (L.K.2c, L.K.2d)
- I can read common high-frequency words. (RF.K.3c)
- I can find and name uppercase and lowercase letters. (RF.K.1d)
- I can say the sounds for the consonants and vowels I see. (RF.K.3a, RF.K.3b)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Quick Review (1 minute)

##### 2. Work Time

- A. Microphase Assessment (17 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: *a, t, m, s, i, d, n, f* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *into, said, do, I* (see Skills Block Tool Kit)
- Middle Pre-Alphabetic Microphase Assessment (one per student)
- Middle Pre-Alphabetic Microphase Assessment Directions (for teacher reference)
- Middle Pre-Alphabetic Microphase Assessment (answers for teacher reference)
- Middle Pre-Alphabetic Microphase Assessment Scoring Sheet (for teacher reference)
- Cycle 7: Lesson 4 Slides (<https://eled.org/4087>; optional)

## Reading Foundational Skills Block

### Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.
- For Work Time A, prepare one copy of the Middle Pre-Alphabetic Microphase Assessment for each student.

## Lesson Plan

### Opening

#### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display and read the learning targets.

#### B. Quick Review (1 minute)

Based on students’ needs, choose 8–10 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *a, t, into, said, m, s, i, d, n, f, do, I*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### Work Time

#### A. Microphase Assessment (17 minutes)

- “Over the last several weeks, we have been learning about letters and the sounds they spell. Today, you will have a chance to show what you know about these letters on our Middle Pre-Alphabetic Microphase Assessment. I will dictate some sounds and words for you. Use what you’ve learned and do your best.”

Distribute the **Middle Pre-Alphabetic Microphase Assessment**, and administer it using the **Middle Pre-Alphabetic Microphase Assessment Directions (for teacher reference)**.

## **Closing**

### **A. Check for Understanding (1 minute)**

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

After the lesson, review students' completed Middle Pre-Alphabetic Microphase Assessments by referring to the **Middle Pre-Alphabetic Microphase Assessment (answers for teacher reference)**. Use the **Middle Pre-Alphabetic Microphase Assessment Scoring Sheet (for teacher reference)** to record data on RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, L.K.1a, L.K.2c, and L.K.2d.

## Lesson 5: Microphase Wrap-Up

### Lesson Overview

#### Lesson Summary

Students complete the Sound Shuffle, Quick Review, and High-Frequency Word routines before moving into a longer set of independent and small group rotations.

#### Daily Learning Targets

- I can read common high-frequency words. (RF.K.3c)
- I can listen for and say each sound and syllable in a spoken word. (RF.K.2)
- I can recognize and say rhyming words. (RF.K.2a)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (2 minutes)

##### 2. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: *h, i, d, f, n, o, l, r* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *the, to, said, into* (see Skills Block Tool Kit)
- Cycle 7: Lesson 5 Slides (<https://eled.org/4088>; optional)

## **Prepare in Advance**

- Today's lesson is intentionally abbreviated to provide additional time in small group rotations. The additional time makes space for each differentiated group to complete their differentiated Cycle Assessment.
- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# **Lesson Plan**

## **Opening**

### **A. Engage the Learner: Transition Song and Learning Targets (1 minute)**

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display and read the learning targets.

### **B. Sound Shuffle (4 minutes)**

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Let’s start by listening for rhyming words. I will say three words. Two of the words rhyme, and one does not. Repeat the rhyming words back to me.”
  - “cot, cab, not.” (cot, not)
  - “fill, still, wall.” (fill, still)
  - “chip, pop, lip.” (chip, lip)
  - “pet, mitt, fit.” (mitt, fit)
  - “map, call, ball.” (call, ball)
  - “man, fan, top.” (man, fan)
- “Now, you will hear and say a word with two syllables, or beats. Then, repeat the word without saying the first syllable. Listen carefully as we begin.”
  - “Say science.” Pause. “Now say it again, but don’t say sci.” (ence)
  - “Say forget.” Pause. “Now say it again, but don’t say for.” (get)
  - “Say gentle.” Pause. “Now say it again, but don’t say gen.” (tle)
  - “Say paper.” Pause. “Now say it again, but don’t say pa.” (per)

## Reading Foundational Skills Block

- “Say *basket*.” Pause. “Now say it again, but don’t say *bas*.” (*ket*)
- “Say *visit*.” Pause. “Now say it again, but don’t say *vis*.” (*it*)
- “Say *friendly*.” Pause. “Now say it again, but don’t say *friend*.” (*ly*)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 8–10 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *the, h, i, d, f, to, n, o, l, r, said, into*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (2 minutes)

- “It’s time to practice this week’s high-frequency words.”

Incorporate writing and movement while students review the cycle’s high-frequency words: *said* and *into*. Examples include: jumping jacks or hops while reciting letters in each word, tracing the letters in each word with their fingers on their arms or legs, reaching up or across their bodies while reciting the letters, or creating games such as passing balls, hopping on the words on paper plates around the room, etc.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

**Kindergarten:** Middle Pre-Alphabetic Microphase

# Microphase Assessment

## Middle Pre-Alphabetic Microphase Assessment Directions

**RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, L.K.1a, L.K.2c, L.K.2d**

### **(For Teacher Reference)**

**Teacher Directions:** Dictate the items in each of the following sections. Allow ample time for students to chorally repeat, individually tap or clap (as needed), and write their answers.

#### **Sounds**

- “Number 1. Say /m/.” Pause. “Now write the lowercase letter that makes the /m/ sound.” Pause.
- “Number 2. Say /f/.” Pause. “Now write the lowercase letter that makes the /f/ sound.” Pause.
- “Number 3. Say /r/.” Pause. “Now write the lowercase letter that makes the /r/ sound.” Pause.
- “Number 4. Say /s/.” Pause. “Now write the lowercase letter that makes the /s/ sound.” Pause.
- “Number 5. Say /ă/.” Pause. “Now write the lowercase letter that makes the /ă/ sound.” Pause.
- “Number 6. Say *top*.” Pause. “Now say *pop*.” Pause. “Mark the picture that starts with the letter *t*.”
- “Number 7. Say *sad*.” Pause. “Now say *dog*.” Pause. “Mark the picture that starts with the letter *d*.”

#### **High-Frequency Words**

- “Number 8. Look at the first row of high-frequency words, and read them to yourself.” Pause. “Say *to*.” Pause. “Mark the word *to*.” Pause.
- “Number 9. Now look at the next row of high-frequency words, and read them to yourself.” Pause. “Say *of*.” Pause. “Mark the word *of*.” Pause.
- “Number 10. Look at the third row of high-frequency words, and read them to yourself.” Pause. “Say *said*.” Pause. “Mark the word *said*.” Pause.

## **Letter Identification**

- “Number 11. Look at the letter, and think about its name.” Pause. “Write the lowercase letter that makes the /h/ sound on the line.” Pause.
- “Number 12. Look at the letter, and think about its name.” Pause. “Write the uppercase letter that makes the /i/ sound on the line.” Pause.
- “Number 13. Look at the letter, and think about its name.” Pause. “Write the uppercase letter that makes the /n/ sound on the line.” Pause.

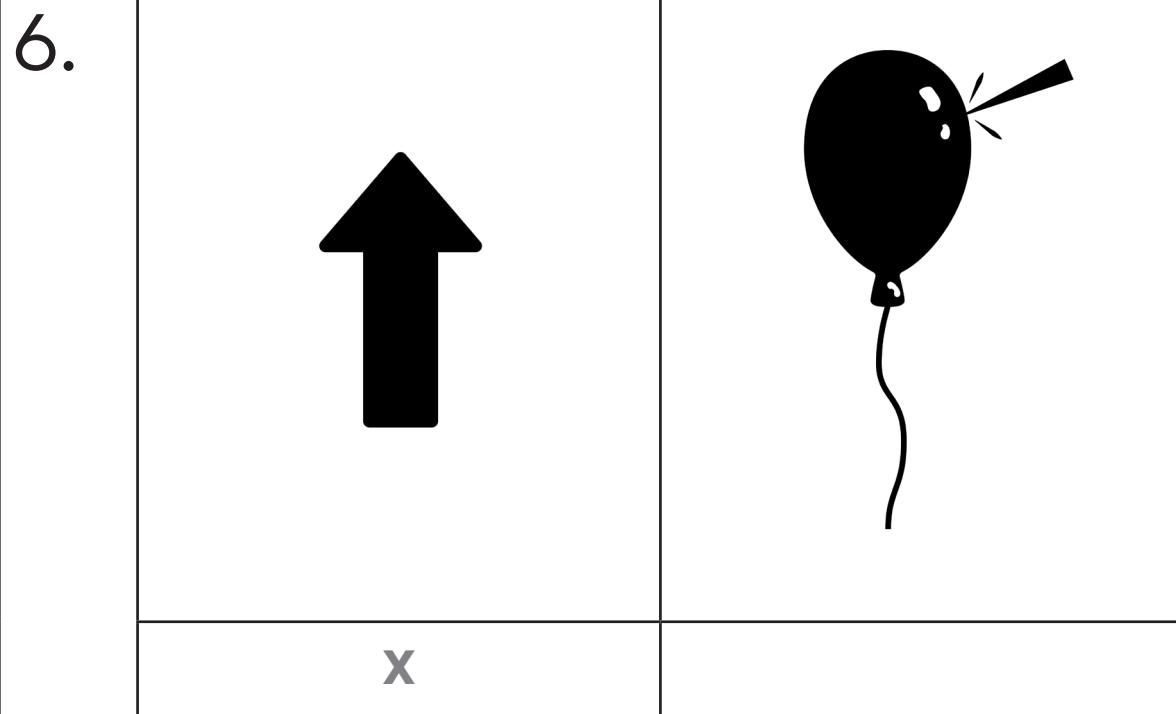
## Middle Pre-Alphabetic Microphase Assessment

RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, L.K.1a, L.K.2c, L.K.2d

(Answers for Teacher Reference)

### Sounds

1. m
2. f
3. r
  
4. s
5. a



7.



X

## High-Frequency Words

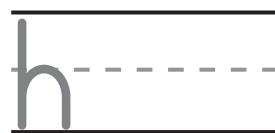
8. go      to      do

9. am      is      of

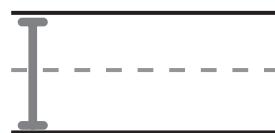
10. said      the      my

## Letter Identification

11. H



12. i



13. n



## Middle Pre-Alphabetic Microphase Assessment

RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, L.K.1a, L.K.2c, L.K.2d

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sounds

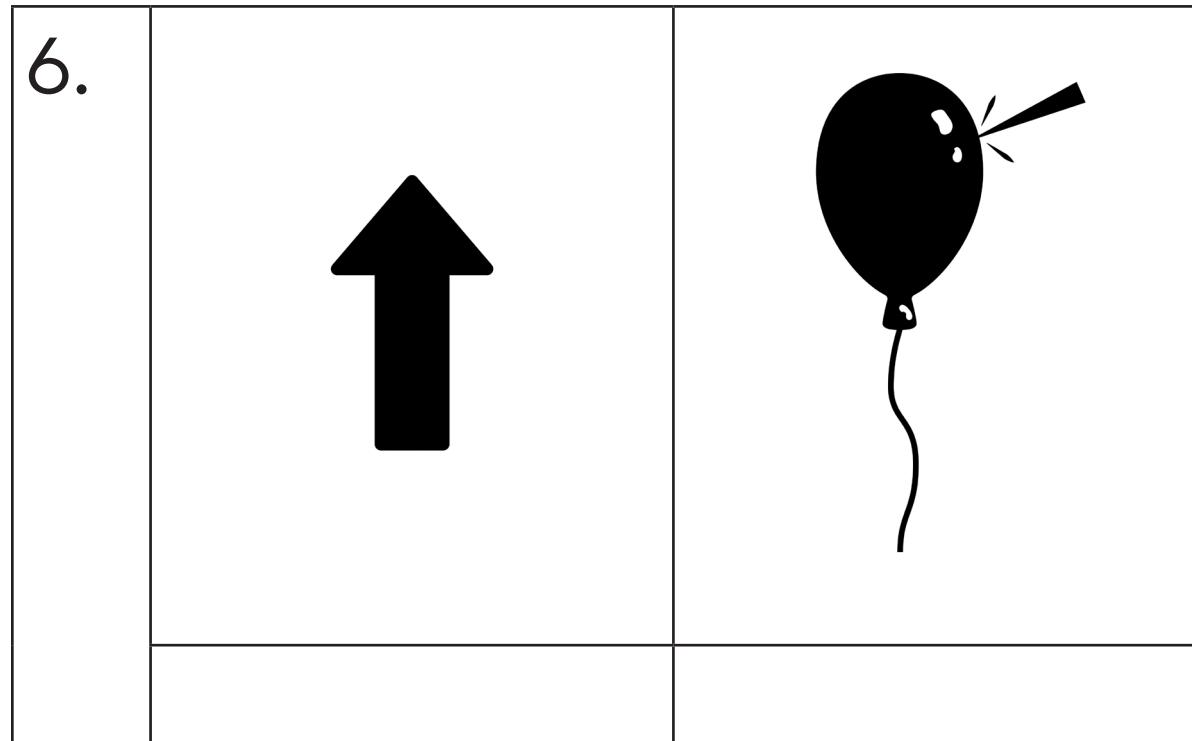
1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_



7.



## High-Frequency Words

8. go to do

9. am is of

10. said the my

## Letter Identification

11. H

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12. i

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13. n

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# Middle Pre-Alphabetic Microphase Assessment Scoring Sheet

**RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, L.K.1a, L.K.2c, L.K.2d**

**(For Teacher Reference)**

Student Names	Sounds Numbers 1–7	High- Frequency Words Numbers 8–10	Letter Identification Numbers 11–13	Total Score
Standards	RF.K.3a, RF.K.3b, L.K.1a, L.K.2c, L.K.2d	RF.K.3c	RF.K.1d, RF.K.3a, RF.K.3b, L.K.1a	
Example Student	4/7	3/3	2/3	9/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13

**Kindergarten: Middle Pre-Alphabetic Microphase: Microphase Assessment**

<b>Student Names</b>	<b>Sounds Numbers 1–7</b>	<b>High- Frequency Words Numbers 8–10</b>	<b>Letter Identification Numbers 11–13</b>	<b>Total Score</b>
<b>Standards</b>	<b>RF.K.3a, RF.K.3b, L.K.1a, L.K.2c, L.K.2d</b>	<b>RF.K.3c</b>	<b>RF.K.1d, RF.K.3a, RF.K.3b, L.K.1a</b>	
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13



**Kindergarten:** Late Pre-Alphabetic Micophase

# Overview

## Late Pre-Alphabetic Micropage Overview

### Focus

Students in this micropage work on letter identification, formation, and sounds of the remaining fourteen letters, as well as digraphs.

### Late Pre-Alphabetic Micropage Foundational Literacy Skills

- Begin to orally manipulate sounds by deleting the onset or rime in CVC words.
- Identify and begin to produce words that rhyme.
- Isolate, count, and blend syllables in a word.
- Isolate and pronounce the initial and final sounds in a spoken word.
- Begin to blend two or three sounds together to make a word.
- Identify and form most uppercase and lowercase letters.
- Recognize how letters represent initial and final sounds in words.
- Match most letters to the consonant and vowel sounds they spell.
- Demonstrate automatic recognition of approximately 30 high-frequency words by the end of this micropage.

### Targets

- RF.K.1a, RF.K.1b, RF.K.1c, RF.K.1d, RF.K.3a, L.K.1a

In addition to these standards, the following standards are taught throughout this micropage:  
RF.K.2a, RF.K.2b, RF.K.2c, RF.K.2d, RF.K.2e, RF.K.3, RF.K.3b, RF.K.3c, RF.K.3d, L.K.2c, L.K.2d

### Assessments

During this micropage, Cycles 9 and 12 are formative assessments. Formative assessments measure progress on priority standards that repeat throughout the micropage as students progress toward the summative Microphase Assessment in Cycle 14. The summative assessment measures student learning at the end of the micropage.

### Materials

The following materials are used across all cycles in this micropage.

#### K–2 Skills Block Materials (see Skills Block Tool Kit)

- High-Frequency Word Cards (<https://eleg.org/hfw-cards>)
- Keyword Letter Cards
- Articulatory Gestures Chart
- Sound boxes
- Letter formation paper

## Classroom Materials

N/A

For materials specific to each cycle, see the Cycle-at-a-Glance below.

## Cycle-at-a-Glance

This microphase is approximately 7 weeks or 35 sessions of instruction.

Cycle Focus and High-Frequency Words	Materials and Assessment
<b>Cycle 8</b> <p><b>Focus</b> /b/ spelled <i>b</i>; /w/ spelled <i>w</i></p> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• not, that</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Keyword Letter Cards: <i>b, B, w, W, a, t, i, f, o, r, m, s, n, d, l, h</i></li> <li><input checked="" type="checkbox"/> High-Frequency Word Cards: <i>am, the, an, is, not, go, to, into, that, I, a, of, and, so, do</i></li> <li><input checked="" type="checkbox"/> Image Cards: <i>binoculars, bright, bush, walrus, cave, wave, wit, bit, bat, in, win, bin, bib, rib, bad</i></li> <li><input checked="" type="checkbox"/> “Baby Bear”</li> <li><input checked="" type="checkbox"/> “Wonderful Wave”</li> <li><input checked="" type="checkbox"/> <i>Bb</i> Letter Formation Page</li> <li><input checked="" type="checkbox"/> <i>Ww</i> Letter Formation Page</li> <li><input checked="" type="checkbox"/> Blank Letter Formation Page</li> <li><input checked="" type="checkbox"/> Cycle 8 Chaining Practice: <i>b, w</i></li> <li><input checked="" type="checkbox"/> Whole Group Cycle 8 Practice materials</li> <li><input checked="" type="checkbox"/> Cycle 8: Lessons 1–5 Slides</li> </ul> <p><b>Formative Assessment</b></p> <p>N/A</p>

## Reading Foundational Skills Block

Cycle Focus and High-Frequency Words	Materials and Assessment
<p><b>Cycle 9</b></p> <p><b>Focus</b> /kw/ spelled <i>qu</i>; /ü/ spelled <i>u</i></p> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• he, me, she</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Keyword Letter Cards: <i>u, U, qu, Qu, w, b, d, l, h, t, a, m, s, i, n, f, o, r</i></li> <li><input checked="" type="checkbox"/> High-Frequency Word Cards: <i>not, that, into, go, said, she, he, me</i></li> <li><input checked="" type="checkbox"/> Image Cards: <i>umbrella bird, trunk, slug, queen, quilt, quail, quit, hit, hut, run, bun, bus, sun, mud, nut</i></li> <li><input checked="" type="checkbox"/> “Umbrella Bird”</li> <li><input checked="" type="checkbox"/> “Quail Question”</li> <li><input checked="" type="checkbox"/> <i>Uu</i> Letter Formation Page</li> <li><input checked="" type="checkbox"/> <i>Qu, qu</i> Letter Formation Page</li> <li><input checked="" type="checkbox"/> Blank Letter Formation Page</li> <li><input checked="" type="checkbox"/> Cycle 9 Chaining Practice: <i>u, qu</i></li> <li><input checked="" type="checkbox"/> Whole Group Cycle 9 Check materials</li> <li><input checked="" type="checkbox"/> Cycle 9: Lessons 1–5 Slides</li> </ul> <p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Cycle 9 Check</li> <li>• Microphase Formative Checklist</li> </ul>
<p><b>Cycle 10</b></p> <p><b>Focus</b> /k/ spelled <i>c</i>; /g/ spelled <i>g</i></p> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• are, as, you</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Keyword Letter Cards: <i>c, C, g, G, qu, u, b, w, a, m, t, s, i, n, r, h, l, o, f, d</i></li> <li><input checked="" type="checkbox"/> High-Frequency Word Cards: <i>she, me, he, my, not, you, that, into, are, as</i></li> <li><input checked="" type="checkbox"/> Image Cards: <i>calico cat, curled, covers, gosling, grazing, glance, gut, cut, cot, cat, wag, bag, cut, bug</i></li> <li><input checked="" type="checkbox"/> “Calico Cat”</li> <li><input checked="" type="checkbox"/> “Grazing Goose”</li> <li><input checked="" type="checkbox"/> <i>Cc</i> Letter Formation Page</li> <li><input checked="" type="checkbox"/> <i>Gg</i> Letter Formation Page</li> <li><input checked="" type="checkbox"/> Blank Letter Formation Page</li> <li><input checked="" type="checkbox"/> Cycle 10 Chaining Practice: <i>c, g</i></li> <li><input checked="" type="checkbox"/> Whole Group Cycle 10 Practice materials</li> <li><input checked="" type="checkbox"/> Cycle 10: Lessons 1–5 Slides</li> </ul> <p><b>Formative Assessment</b></p> <p>N/A</p>

## Kindergarten: Late Pre-Alphabetic Microphase: Overview

Cycle Focus and High-Frequency Words	Materials and Assessment
<p><b>Cycle 11</b></p> <p><b>Focus</b> /p/ spelled <i>p</i>; /y/ spelled <i>y</i>; /ks/ spelled <i>x</i></p> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• see, was</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Keyword Letter Cards: <i>p, P, x, X, y, Y, c, g, b, w, qu, u, a, h, p, m, t, l, o, r, f, d, n, i</i></li> <li><input checked="" type="checkbox"/> High-Frequency Word Cards: <i>was, not, she, that, see, he, of, go, are, you, as, me</i></li> <li><input checked="" type="checkbox"/> Image Cards: <i>parrot, palm tree, pasta, yak, yawn, yuck, six, fix, fox, sip, yip, yep</i></li> <li><input checked="" type="checkbox"/> “Playing Parrot”</li> <li><input checked="" type="checkbox"/> “Yawning Yak”</li> <li><input checked="" type="checkbox"/> “Fox Lunchbox”</li> <li><input checked="" type="checkbox"/> <i>Pp</i> Letter Formation Page</li> <li><input checked="" type="checkbox"/> <i>Xx</i> Letter Formation Page</li> <li><input checked="" type="checkbox"/> <i>Yy</i> Letter Formation Page</li> <li><input checked="" type="checkbox"/> Cycle 11 Chaining Practice: <i>p, y, x</i></li> <li><input checked="" type="checkbox"/> Whole Group Cycle 11 Practice materials</li> <li><input checked="" type="checkbox"/> Cycle 11: Lessons 1–5 Slides</li> </ul> <p><b>Formative Assessment</b></p> <p>N/A</p>
<p><b>Cycle 12</b></p> <p><b>Focus</b> /ě/ spelled <i>e</i>; /v/ spelled <i>v</i></p> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>• for, or</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Keyword Letter Cards: <i>e, E, v, V, p, y, x, c, g, u, qu, w, b, o, m, t, n, l, i, s, f, a, d, r, h</i></li> <li><input checked="" type="checkbox"/> High-Frequency Word Cards: <i>was, see, so, not, or, that, she, he, for, me, are, as</i></li> <li><input checked="" type="checkbox"/> Image Cards: <i>echo, cliff, vulture, valley, vision, vat, vet, pet, bet, Ed, bed, set, hen, ten</i></li> <li><input checked="" type="checkbox"/> “The Echo”</li> <li><input checked="" type="checkbox"/> “The Vulture”</li> <li><input checked="" type="checkbox"/> <i>Ee</i> Letter Formation Page</li> <li><input checked="" type="checkbox"/> <i>Vv</i> Letter Formation Page</li> <li><input checked="" type="checkbox"/> Blank Letter Formation Page</li> <li><input checked="" type="checkbox"/> Cycle 12 Chaining Practice: <i>e, v</i></li> <li><input checked="" type="checkbox"/> Whole Group Cycle 12 Check materials</li> <li><input checked="" type="checkbox"/> Cycle 12: Lessons 1–5 Slides</li> </ul> <p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Cycle 12 Check</li> <li>• Microphase Formative Checklist</li> </ul>

## Reading Foundational Skills Block

### Microphase Overview

Cycle Focus and High-Frequency Words	Materials and Assessment
<p><b>Cycle 13</b></p> <p><b>Focus</b> /k/ spelled <i>k</i>; /j/ spelled <i>j</i>; /z/ spelled <i>z</i></p> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>her, his</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Keyword Letter Cards: <i>k, K, j, J, z, Z, p, y, x, c, g, u, qu, e, w, v, i, s, b, m, d, f</i></li> <li>High-Frequency Word Cards: <i>for, or, was, see, her, you, my, his, are, that, as</i></li> <li>Image Cards: <i>kangaroo, kind, jellyfish, jiggle, spin, zebra, zigzag, zoom, zit, pit, jet</i></li> <li>“Kicking Kangaroo”</li> <li>“Jolly Jellyfish”</li> <li>“Zooming Zebra”</li> <li>Kk Letter Formation Page</li> <li>Jj Letter Formation Page</li> <li>Zz Letter Formation Page</li> <li>Cycle 13 Chaining Practice: <i>k, j, z</i></li> <li>Whole Group Cycle 13 Practice materials</li> <li>Cycle 13: Lessons 1–5 Slides</li> </ul> <p><b>Formative Assessment</b></p> <p>N/A</p>
<p><b>Cycle 14</b></p> <p><b>Focus</b> Microphase Review</p> <p><b>High-Frequency Words</b></p> <ul style="list-style-type: none"> <li>this, with, your</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Keyword Letter Cards: <i>k, j, z, y, e, v, o, c, x, p, u, g, b, qu, w, d, t, n, m, f, l, a, h</i></li> <li>High-Frequency Word Cards: <i>his, her, or, for, this, was, into, said, with, see, your, are</i></li> <li>Image Cards: <i>kids running, jogging, yep, jet, vet, web, yes, jug, cut</i></li> <li>“Pet Bug”</li> <li>Blank Letter Formation Page</li> <li>Cycle 14 Chaining Practice: <i>e, p, v, x, y</i></li> <li>Cycle 14: Lessons 1–5 Slides</li> </ul> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>Late Pre-Alphabetic Microphase Assessment materials</li> <li>Late Pre-Alphabetic Microphase Assessment Scoring Sheet</li> </ul>

## Routines

Transition Song, Learning Targets, Sound Shuffle, Quick Review, High-Frequency Word Routine, Poem Launch, Getting to Know Letters, Spelling to Complement Reading, Fluency, Call and Response, Chaining, Feel the Beats, Check for Understanding

## Late Pre-Alphabetic Microphase Formative Checklist

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

**(For Teacher Reference)**

This checklist is designed to score the whole group microphase cycle check and to track students' progress toward proficiency of standards during this microphase. Score one point for each correct answer. Cycle practices provide ongoing opportunities to further monitor student learning.

### Reading Standards: Foundational Skills

#### Cycle 9

- **RF.K.1d:** Recognize and name all upper- and lowercase letters of the alphabet.
- **RF.K.3b:** Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- **RF.K.3c:** Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- **L.K.1a:** Print many upper- and lowercase letters.

## **Reading Foundational Skills Block**

# Cycle 9

Cycle 9				
Student Names	Sound Spelling Numbers 1–4	High-Frequency Words Numbers 5–7	Letter Identification Numbers 8–9	Total Score
Standards	L.K.1a, RF.K.3b	RF.K.3c	RF.K.1d	
	—/4	—/3	—/2	—/9
	—/4	—/3	—/2	—/9

## Reading Standards: Foundational Skills

### Cycle 12

- RF.K.1d:** Recognize and name all upper- and lowercase letters of the alphabet.
- RF.K.3a:** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- RF.K.3b:** Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- RF.K.3c:** Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- RF.K.3d:** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- L.K.1a:** Print many upper- and lowercase letters.

Cycle 12				
Student Names	Sound Spelling Numbers 1–4	High-Frequency Words Numbers 5–6	Letter Identification Numbers 7–8	Total Score
Standards	L.K.1a, RF.K.3a, RF.K.3b	RF.K.3c, RF.K.3d	RF.K.1d	
Example Student	3/4	1/2	1/2	5/8
	—/4	—/2	—/2	—/8

<b>Cycle 12</b>				
<b>Student Names</b>	<b>Sound Spelling Numbers 1–4</b>	<b>High-Frequency Words Numbers 5–6</b>	<b>Letter Identification Numbers 7–8</b>	<b>Total Score</b>
<b>Standards</b>	<b>L.K.1a, RF.K.3a, RF.K.3b</b>	<b>RF.K.3c, RF.K.3d</b>	<b>RF.K.1d</b>	
	—/4	—/2	—/2	—/8
	—/4	—/2	—/2	—/8
	—/4	—/2	—/2	—/8
	—/4	—/2	—/2	—/8
	—/4	—/2	—/2	—/8
	—/4	—/2	—/2	—/8
	—/4	—/2	—/2	—/8
	—/4	—/2	—/2	—/8
	—/4	—/2	—/2	—/8
	—/4	—/2	—/2	—/8
	—/4	—/2	—/2	—/8
	—/4	—/2	—/2	—/8
	—/4	—/2	—/2	—/8
	—/4	—/2	—/2	—/8
	—/4	—/2	—/2	—/8
	—/4	—/2	—/2	—/8
	—/4	—/2	—/2	—/8

**Kindergarten:** Late Pre-Alphabetic Microphase

Cycle 8

## Lesson 1: Poem Launch and Getting to Know Letters: *Bb*

### Lesson Overview

#### Lesson Summary

Students listen to the poem “Baby Bear” and are introduced to the letter *b*.

#### Daily Learning Targets

- I can match the words I hear to the words I see. (RF.K.1b)
- I can notice each word on a page by keeping spaces between them. (RF.K.1c)
- I can say the sound for the consonant *b*. (RF.K.3a)
- I can find and name all uppercase and lowercase letters, including *B* and *b*. (RF.K.1d)
- I can print the lowercase and uppercase letter *b*. (L.K.1a)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Poem Launch (3 minutes)
- B. Getting to Know Letters (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: New: *b, B*, Review: *a, t, i, f, o, r, m, s* (see Skills Block Tool Kit)
- High-Frequency Word Cards: New: *not*; Review: *am, the, an, is* (see Skills Block Tool Kit)
- Sound boxes (see Skills Block Tool Kit)
- Image Cards: *binoculars, bright, bush*
- “Baby Bear” (one for display)

- Articulatory Gestures Chart (see Skills Block Tool Kit)
- Bb* Letter Formation Page (one per student and one for display; see Skills Block Tool Kit)
- Cycle 8: Lesson 1 Slides (<https://eled.org/4089>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:

- I can find and name all uppercase and lowercase letters, including *B* and *b*.
  - I can print the lowercase and uppercase letter *b*.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. This week we’re going to listen for rhyming words. I will say three words, like *clap, lap, let*. Two of the words will rhyme, and one will not. You will repeat the rhyming words back to me. Let’s say the words *clap, lap, let* together: *clap, lap, let*. Now, let’s say the two words that rhyme.” Respond with students: *clap, lap*.
- “Listen carefully as we begin.”
  - “*glue, tap, blue.*” (*glue, blue*)
  - “*said, bed, nip.*” (*said, bed*)
  - “*fan, jump, bump.*” (*jump, bump*)
  - “*cut, fun, mutt.*” (*cut, mutt*)
  - “*park, pull, bull.*” (*pull, bull*)
  - “*can, hug, van.*” (*can, van*)

## Reading Foundational Skills Block

- “This week we’re also going to delete the first sound in a word and say only the ending chunk that remains, for example, eliminating /b/ in the word *bat*. Let’s say the word *bat* together. Now, don’t say /b/ at the beginning. What’s the ending chunk?” Respond with students: *at*.
  - “Say *cab*.” Pause. “Say it again, but don’t say /k/.” (/ăb/)
  - “Say *pup*.” Pause. “Say it again, but don’t say /p/.” (/ūp/)
  - “Say *kit*.” Pause. “Say it again, but don’t say /k/.” (/īt/)
  - “Say *lap*.” Pause. “Say it again, but don’t say /l/.” (/ăp/)
  - “Say *red*.” Pause. “Say it again, but don’t say /r/.” (/ěd/)
  - “Say *mop*.” Pause. “Say it again, but don’t say /m/.” (/ōp/)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *a, t, am, i, f, the, o, r, an, m, s, is*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to learn one of this week’s high-frequency words. Remember, these are words that are used often, and it would be helpful for us to recognize them quickly. The word *not* is a word you will find in many books and stories. Say *not*.” Pause.
- “Now listen to each of the sounds in the word *not*: /n/ /ō/ /t/. Tap those sounds with me: /n/ /ō/ /t/. How many sounds did we tap, everyone?” (three)

Display the high-frequency word *not*. Display the **sound boxes** with three boxes.

- “Everyone, what is the first sound in *not*?” (/n/)
- “This sound is spelled exactly like we’d expect, with the letter *n*.”

Display *n* in the first sound box.

- “Everyone, what is the next sound in *not*? Tap it with me again, and listen for the middle sound: /n/ /ō/ /t/.” (/ō/)
- “This sound is spelled exactly how you’d expect, with the letter *o*!”

Display *o* in the next box.

- “Everyone, what is the last sound in *not*? Tap it with me once more and listen for the ending sound: /n/ /ō/ /t/.” (/t/)
- “This sound is spelled with the letter *t*!”

Display *t* in the last box.

- “This word is *not*. Say it.” Pause.
- “Now it’s time to skywrite *not*. Say each letter with me as we skywrite: *n-o-t*.”

Incorporate movement while students recite the letters in *not*. For example, have them do jumping jacks or hop, trace the letters with their fingers on their arms or legs, or reach up or across their bodies.

## Work Time

### A. Poem Launch (3 minutes)

Display **Image Cards** for the poem “**Baby Bear**.”

- “Today we are going to read a poem together. It is called ‘Baby Bear.’ In the poem, we’ll hear about a tool called *binoculars* that uses mirrors and lenses to make things look larger.” Point out the image for *binoculars*.
  - Point out the image for *bright* and say: “We’ll also hear about how shiny or *bright* the berries look.”
  - Point out the image for *bush* and say: “We’ll also hear about where bears find their food.”
- Display the poem. Read the poem aloud, modeling fluent phrasing.
- “Turn and Talk to a partner: What is this poem about?” (a baby bear eating berries off a bush)
- Check for comprehension by giving students an opportunity to act out the poem.
- “Let’s read the poem once more. This time, while we read, listen for words that have a similar sound at the beginning. Follow along as I read.”

Reread the poem, pointing to each word as it’s read.

- “Everyone, what sound did you notice at the beginning of many of these words?” (/b/)
- Display the Keyword Letter Card: *b*.
- “This is the letter *b*. Say *b* with me: *b*. *b* is its name. /b/ is its sound. Say /b/ with me: /b/”
  - “We hear the sound *b* makes at the beginning of its name: /b/ /ē/. We can remember the sound that the letter *b* makes by thinking of a bear, like we see here. The word *bear* starts with the /b/ sound. When we see this card, we’ll say, ‘*b, bear, /b/*’”
  - Point out words from the poem with the /b/ sound, and say: “I hear the /b/ sound at the beginning of the words *big, binoculars, behold, baby, bear, bites, berries, and bush*. I also hear the /b/ sound in the middle of the word *nibbles*.”
  - Mark the high-frequency word *that*, and say: “This is one of the high-frequency words for this cycle, *that*. We’ll talk more about it later.”
  - “That’s a great poem! Let’s read it one more time. This time, read along with me as I point to each word. While we read, let’s focus on noticing each word. Here we go!”

Read the poem chorally with students.

- “Next, let’s take a closer look at the letter *b* and its /b/ sound.”

## B. Getting to Know Letters (6 minutes)

Display the Keyword Letter Card: *b* again.

- “Let’s say our letter-sound chant for the letter *b* again together: *b, bear, /b/*.”

Display the **Articulatory Gestures Chart**.

- “When I say /b/, I notice my lips start curled a bit and touching, allowing air to build behind them. They roll open as my voice turns on to say /b/. Practice that articulatory gesture with me: /b/. Pay attention to the feeling of your lips, tongue, jaw, and voice box as you say /b/.”

Pause for students to independently practice saying /b/. Support students as needed, such as by providing a mirror for them to check their articulatory gesture.

- “Now let’s learn how to write the letter *b*. We’ll start with the lowercase *b*, like we see on our *bear* letter card. Watch as I trace this *b*.”
- Follow the path of the lowercase *b* on the *bear* letter card, saying: “I start at the top. Then, I pull down to the bottom, pull up to the middle, and circle around to connect.” Model a few times.

Display **Bb Letter Formation Page**.

- “Now it’s time to skywrite. Remember, when we skywrite, we straighten our arm out long and point two fingers in front of our body. We use our whole arm to make the motions we need to form the lowercase *b*. Ready? Start at the top and draw a straight line down. Bring your arm to the middle. Curve up and to the right, making a half circle back down and around to connect to the bottom of the letter *b*.”

Invite students to practice skywriting lowercase *b* a few times.

Display the Keyword Letter Card: *B*.

- “Here is the uppercase letter *B*. Say the chant with me: *B, bear, /b/*. Now let’s learn how to write uppercase *B*. Watch as I trace this *B*.”
- Follow the path of the uppercase *B* on the uppercase *Bear* letter card, saying: “I start at the top. Pull down to the bottom. Start at the top. Curve around and in to connect at the middle. Curve around and in to connect at the bottom.” Model a few times.

Display **Bb Letter Formation Page**.

- “Now it’s time to skywrite. Straighten your arm and point two fingers. Use your whole arm to make the motions we need to form the uppercase *B*. Ready? Start at the top and draw a straight line down. Bring your arm back to the top. Curve up and to the right, making a half circle back down to the middle, then do that again to connect to the bottom of the uppercase *B*.”

Invite students to practice skywriting uppercase *B* a few times.

Distribute *Bb* Letter Formation Page.

- “Time to practice writing the lowercase letter *b*. Check to make sure you are sitting in proper writing posture, using your helper hand to hold your paper in place, and gripping your pencil correctly. Write the best lowercase *b* that you can. If you finish before I stop you, keep practicing lowercase letter *b*’s. Check our letter card if you need a reminder.”

Pause for students to write.

- “Point to the best lowercase *b* that you wrote and let’s all say its sound together: /b/.”

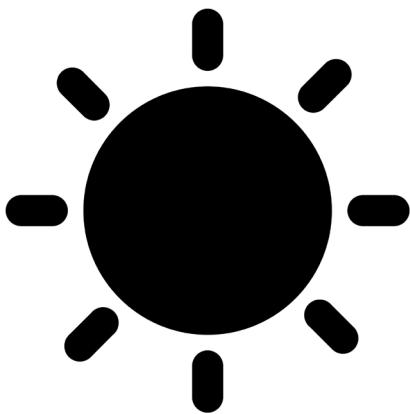
Repeat this writing process with the uppercase letter *B*.

## **Closing**

### **A. Check for Understanding (1 minute)**

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards



binoculars, bright, bush

## Baby Bear

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

Look through my big binoculars.  
Behold that baby bear!  
She bites berries off that bush  
and nibbles them with care.

Source: Created by EL Education for instructional purposes.

## Lesson 2: Poem Launch and Getting to Know Letters: Ww

### Lesson Overview

#### Lesson Summary

Students listen to the poem “Wonderful Wave” and are introduced to the letter *w*.

#### Daily Learning Targets

- I can match the words I hear to the words I see. (RF.K.1b)
- I can notice each word on a page by keeping spaces between them. (RF.K.1c)
- I can say the sound for the consonant *w*. (RF.K.3a)
- I can find and name all uppercase and lowercase letters, including *W* and *w*. (RF.K.1d)
- I can print the lowercase and uppercase letter *w*. (L.K.1a)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Poem Launch (3 minutes)
- B. Getting to Know Letters (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: New: *w, W*; Review: *b, s, n, d, l, h, a, t* (see Skills Block Tool Kit)
- High-Frequency Word Cards: New: *that*; Review: *not, go, to, into* (see Skills Block Tool Kit)
- Sound boxes (see Skills Block Tool Kit)
- Image Cards: *walrus, cave, wave*
- “Wonderful Wave” (one for display)

- Articulatory Gestures Chart (see Skills Block Tool Kit)
- Ww Letter Formation Page (one per student and one for display; see Skills Block Tool Kit)
- Cycle 8: Lesson 2 Slides (<https://eled.org/4090>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:

- I can find and name all uppercase and lowercase letters, including W and w.
  - I can print the lowercase and uppercase letter w.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Today we’re going to listen for rhyming words. I will say three words. Two of the words will rhyme, and one will not. You will repeat the rhyming words back to me.”
- “Listen carefully as we begin.”
  - “flat, get, pet.” (get, pet)
  - “peel, feel, pat.” (peel, feel)
  - “not, hat, bot.” (not, bot)
  - “map, fit, hit.” (fit, hit)
  - “face, pace, pit.” (face, pace)
  - “gap, let, net.” (let, net)
- “Now it’s time to delete the first sound in a word and say only the ending chunk.”
  - “Say tap.” Pause. “Say it again, but don’t say /t/.” (/ăp/)
  - “Say map.” Pause. “Say it again, but don’t say /m/.” (/ăp/)

## Reading Foundational Skills Block

- “Say *bin*.” Pause. “Say it again, but don’t say /b/.” (/ɪn/)
- “Say *ham*.” Pause. “Say it again, but don’t say /h/.” (/ăm/)
- “Say *nut*.” Pause. “Say it again, but don’t say /n/.” (/ňt/)
- “Say *ban*.” Pause. “Say it again, but don’t say /b/.” (/ăn/)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *b, s, not, n, d, go, l, h, to, a, t, into*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to learn another one of this week’s high-frequency words. Remember, these are words that are used often, and it would be helpful for us to recognize them quickly. The word *that* is a word you will find in many books and stories. Say *that*.” Pause.
- “Now listen to each of the sounds in the word *that*: /TH/ /ă/ /t/. Tap those sounds with me: /TH/ /ă/ /t/. How many sounds did we tap, everyone?” (three)

Display the high-frequency word *that*. Display the **sound boxes** with three boxes.

- “What is the first sound in *that*, everyone?” (/TH/)
- “This sound is spelled differently than we’d expect, with two letters, *t-h*. *t-h* works together to make one sound, /TH/.”

Display *th* in the first sound box, and highlight this sound as one that needs to be learned.

- “Everyone, what is the next sound in *that*? Tap it with me again, and listen for the middle sound: /TH/ /ă/ /t/.” (/ă/)
- “This sound is spelled exactly how you’d expect, with the letter *a*!”

Display *a* in the next box.

- “Everyone, what is the last sound in *that*? Tap it with me once more and listen for the ending sound: /TH/ /ă/ /t/.” (/t/)
- “This sound is spelled with the letter *t*!”

Display *t* in the last box.

- “This word is *that*. Say it.” Pause.
- “Now it’s time to skywrite *that*. Say each letter with me as we skywrite: *t-h-a-t*.”

Incorporate movement while students recite the letters in *that*. For example, have them do jumping jacks or hop, trace the letters with their fingers on their arms or legs, or reach up or across their bodies.

## Work Time

### A. Poem Launch (3 minutes)

Display **Image Cards** for the poem “**Wonderful Wave**.”

- “Today we are going to read a poem together. It is called ‘Wonderful Wave.’ In the poem, we’ll hear about the main character, a *walrus*.” Point out the image for *walrus*.
- Point out the image for *cave*, and say: “We’ll also hear about a place that the walrus visits.”
- Point out the image for *wave*, and say: “We’ll also hear about something our main character had to watch out for.”

Display the poem. Read the poem aloud, modeling fluent phrasing.

- “Turn and Talk to a partner: What is this poem about?” (a walrus who is caught by a wave)
- Check for comprehension by giving students an opportunity to act out the poem.
- “Let’s read the poem once more. This time, while we read, listen for words that have a similar sound at the beginning. Follow along as I read.”

Reread the poem, pointing to each word.

- “Everyone, what sound did you notice at the beginning of many of these words?” (/w/)
- Display the Keyword Letter Card: *w*.
- “This is the letter *w*. Say *w* with me: *w*. *w* is its name. /w/ is its sound. Say /w/ with me: /w/.”
  - “We don’t hear the sound *w* makes in its name, but we can remember the sound that the letter *w* makes by thinking of waves, like we see here. The word *waves* starts with the /w/ sound. When we see this card, we’ll say ‘*w*, *waves*, /w/’.”
  - Point out words from the poem with the /w/ sound, and say: “I hear the /w/ sound at the beginning of the words *when*, *walrus*, *was*, *wet*, *went*, *water*, *wait*, and *wave*.”
  - Mark the high-frequency word *not*. “This is one of the high-frequency words for this cycle, *not*. We learned it in the previous lesson! I also see our high-frequency word *that*. It has a mark called an apostrophe and an *s* added to it. This is called a contraction, and it means the words *that* and *is* are put together to make the word *that’s*.”
  - “That’s a great poem! Let’s read this last part together so we can practice reading with fluency again. While we read, let’s focus on reading smoothly. Here we go!”

Read the poem chorally with students.

- “Next, let’s take a closer look at the letter *w* and its /w/ sound.”

### B. Getting to Know Letters (6 minutes)

Display the Keyword Letter Card: *w*.

- “Let’s say our letter-sound chant for the letter *w* again together: *w*, *waves*, /w/.”

Display the **Articulatory Gestures Chart**.

- “When I say /w/, I notice that my lips move into a tight circle with puckered lips. Then I turn my voice box on while bringing the back of my tongue near the back of my mouth, then release my lips to say /w/. Practice that articulatory gesture with me: /w/. Pay attention to the feeling of your lips, tongue, jaw, and voice box as you say /w/.”

## Reading Foundational Skills Block

Pause for students to independently practice saying /w/. Support students as needed, such as by providing a mirror for them to check their articulatory gesture.

- “Now let’s learn how to write the letter *w*. We’ll start with the lowercase *w*, like we see on our *waves* letter card. Watch as I trace this *w*.”
- Follow the path of the lowercase *w* on the *waves* letter card, saying: “I start in the middle. Then, I slant down to the bottom, slant up to the middle, slant down to the bottom again, and slant up to the middle.” Model a few times.

Display ***Ww* Letter Formation Page**.

- “Now it’s time to skywrite. Remember, when we skywrite, we straighten our arm out long and point two fingers in front of our body. We use our whole arm to make the motions we need to form the lowercase *w*. Ready? Start in the middle. Slant down to the bottom, slant up to the middle, slant down to the bottom again, and slant up to the middle of the letter.”

Invite students to practice skywriting lowercase *w* a few times.

Display the Keyword Letter Card: *W*.

- “Here is the uppercase letter *W*. Say the chant with me: *W, waves, /w/*. Now let’s learn how to write uppercase *W*. Watch as I trace this *W*.”
- Follow the path of the uppercase *W* on the uppercase *Waves* letter card, saying: “I start at the top. Slant down to the bottom, slant up to the top, slant down to the bottom again, and slant up to the top.” Model a few times.

Display ***Ww* Letter Formation Page**.

- “Now it’s time to skywrite the uppercase *W*. Straighten your arm and point two fingers. Use your whole arm to make the motions we need to form the uppercase *W*. Ready? Start at the top, slant down to the bottom, slant up to the top, slant down to the bottom again, and slant up to the top of the letter.”

Invite students to practice skywriting uppercase *W* a few times.

Distribute ***Ww* Letter Formation Page**.

- “Time to practice writing the lowercase letter *w*. Check to make sure you are sitting in proper writing posture, using your helper hand to hold your paper in place, and gripping your pencil correctly. Write the best lowercase *w* that you can. If you finish before I stop you, keep practicing lowercase letter *w*’s. Check our letter card if you need a reminder.”

Pause for students to write.

- “Point to the best lowercase *w* that you wrote and let’s all say its sound together: /w/.”

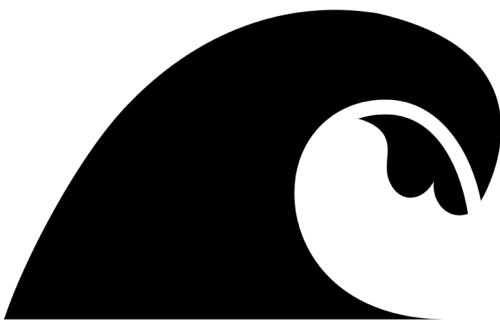
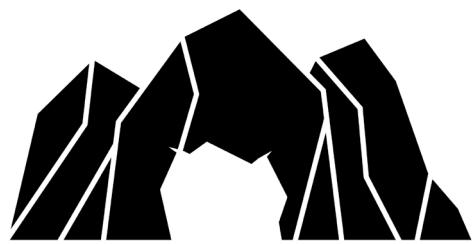
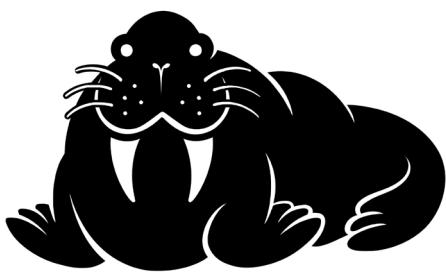
Repeat this writing process with the uppercase letter *W*.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards



walrus, cave, wave

## Wonderful Wave

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

When walrus was done being wet  
he went into a cave.  
“Not a drop of water here.  
Oh wait—that’s a wave!”

Source: Created by EL Education for instructional purposes.

## Lesson 3: Call and Response and Chaining

### Lesson Overview

#### Lesson Summary

Students continue building fluency with the poems “Baby Bear” and “Wonderful Wave,” listening for and saying sounds in words to help them read words with the letters *b* and *w*.

#### Daily Learning Targets

- I can follow words left to right, top to bottom, and page to page. (RF.K.1a)
- I can say the sounds for the letters I see, including the consonants *b* and *w*. (RF.K.3a, RF.K.3b)
- I can print the lowercase letters *b* and *w*. (L.K.1a)
- I can change individual sounds in one-syllable words to make new words. (RF.K.2e)
- I can tell the difference between similar words by identifying the sounds of letters that are different. (RF.K.3d)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Fluency (2 minutes)
- B. Call and Response (2 minutes)
- C. Chaining (5 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: *i, f, o, b, w, m, s, n* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *that, not, I, a* (see Skills Block Tool Kit)
- “Baby Bear” (one for display)
- “Wonderful Wave” (one for display)

## Reading Foundational Skills Block

- Chaining Practice: *b, w* (one per student)
- Image Cards: *wit, bit, bat*
- Words: *wit, bit, bat, mat, mad*
- Cycle 8: Lesson 3 Slides (<https://eled.org/4091>; optional)

### Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

## Lesson Plan

### Opening

#### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:
  - I can say the sounds for the letters I see, including the consonants *b* and *w*.
  - I can tell the difference between similar words by identifying the sounds of letters that are different.

#### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. To begin, I will say three words, and you will repeat the two rhyming words back to me.”
- “Listen carefully as we begin.”
  - “bank, sank, beg.” (*bank, sank*)
  - “hog, but, nut.” (*but, nut*)
  - “tape, map, grape.” (*tape, grape*)
  - “dress, mess, make.” (*dress, mess*)
  - “pack, pest, back.” (*pack, back*)
  - “like, beak, bike.” (*like, bike*)

- “Now it’s time to delete the first sound in a word and say only the ending chunk.”
  - “Say *rat*.” Pause. “Say it again, but don’t say /r/.” (/ät/)
  - “Say *pan*.” Pause. “Say it again, but don’t say /p/.” (/än/)
  - “Say *wit*.” Pause. “Say it again, but don’t say /w/.” (/ít/)
  - “Say *cap*.” Pause. “Say it again, but don’t say /k/.” (/äp/)
  - “Say *beg*.” Pause. “Say it again, but don’t say /b/.” (/ěg/)
  - “Say *fox*.” Pause. “Say it again, but don’t say /f/.” (/öks/)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *i, f, that, o, b, not, w, m, I* (word), *s, n, a* (word). Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to review this week’s high-frequency words.”

Display the high-frequency words: *not, that*. Invite students to chorally read each word aloud. Build in chants or songs to practice saying the letters in each word or display each word all around the room and invite students to walk around the room reading them aloud.

Incorporate movement while students review the high-frequency words. For example, have students skywrite, bounce balls as they recite the letters in each word, or hop from letter to letter on paper plates. See the Skills Block Tool Kit for more ideas for reviewing high-frequency words with movement.

## Work Time

### A. Fluency (2 minutes)

Display the poem “**Baby Bear**.”

- “Today we will practice reading our poems aloud to help us read with purpose and understanding. Listen and follow along as I begin reading our first poem.”

Read “Baby Bear.” Support awareness of one-to-one correspondence by pointing out each word as it’s read so students hear and see each word.

- “Now, I want you to try to read this poem after me. Point to each word as we read.”

Reread the poem, pausing after each line for students to echo. Continue to support awareness of one-to-one correspondence by pointing out each word as it’s read so students hear and see each word.

Repeat with the poem “**Wonderful Wave**.”

## Reading Foundational Skills Block

- “Reading a text more than one time helps us read it smoothly. It helps us read not too fast and not slow. When we read fluently, we can pay closer attention to the meaning of the text.”

### B. Call and Response (2 minutes)

- “Today we will review our letters and sounds with a chant. Let’s move our bodies while we chant.”

Begin marching in place or choose another movement.

- “Watch and listen to what I do. When I point to myself, it is my turn to say something. When I point to you, it is your turn to say something.”

Continue marching in place and invite students to follow along.

### Phoneme Response

- “When I say a letter, you say the sound: *b*.” Point to students to respond. (/b/) Invite students to skywrite the /b/ sound, then start marching again. Repeat the Phoneme Response chant with *i*, *w*, and *a*. (/i/; /w/; /ä/)

### Grapheme Response

- “When I say a sound, you name the letter that makes the sound: /n/.” Point to students to respond. (/n/) Repeat the Grapheme Response chant with /b/, /w/, and /f/. (*b*; *w*; *f*)

### C. Chaining (5 minutes)

Distribute **Chaining Practice: *b*, *w***.

Display *wit*.

- “Let’s use what we know about the sounds these letters make to read this word.”
- Point out each sound, and say: “The first letter is *w*. Say the sound with me: /w/. The next letter is *i*. Say the sound with me: /i/. Last, we have the letter *t*. Say the sound with me: /t/.”
- Point to each letter and blend each sound, keeping the sounds connected: “Repeat after me: /w/ /i/ /t/. Now let’s speed it up a bit: /w/ /i/ /t/. What’s our word, everyone?” (*wit*)
- Display the **image** for *wit* and say: “*Wit* is a word that is used to describe someone’s ability to understand, think, or know information, like in the sentence, ‘Keenan used his *wit* to solve the puzzle.’”
- “Now we’re going to write the word *wit*. Find the number 1 on your paper. Finish writing the word *wit* by filling in the missing letter *w*. Remember, to form a *w*, start in the middle. Slant down to the bottom, slant up to the middle, slant down to the bottom, and slant up to the middle.”

Model, then pause for students to write.

- “Let’s read another word. One sound will change. Try to read the new word.”

Display *bit*.

- “Slowly blend these sounds with me: /b/ /i/ /t/. Now speed it up a bit: /b/ /i/ /t/.” Ask: “What’s the new word, everyone?” (*bit*)
- Display the image for *bit* and say: “*Bit* is the past tense of *bite*, like in the sentence, ‘I *bit* the tasty apple.’”
- “Find the number 2 on your paper. Finish writing the word *bit* by filling in the missing letter *b*. Remember, to form a *b*, start at the top. Pull down to the bottom, pull up to the middle, and circle around. Connect.”

Model, then pause for students to write.

- “Let’s read one last word. Again, one sound will change.”

Display *bat*.

- “Slowly blend these sounds with me: /b/ /ă/ /t/. Now speed it up a bit: /b/ /ă/ /t/.”
- “How does changing the *i* in *bit* to *a* change the word? Everyone, what’s the new word?” (*bat*)
- Display the image for *bat* and say: “*Bat* can be two things—a small mammal that flies, like in this picture, or a wooden club that is used in baseball.”
- “Find the number 3 on your paper. Finish writing the word *bat* by filling in the missing letter *b*. Remember, to form a *b*, start at the top. Pull down to the bottom, pull up to the middle, and circle around. Connect.”

Model, then pause for students to write.

Display *bat* below *bit*. As time allows, continue this chaining pattern with the words *mat* and *mad*.

Invite students to chorally read the list of words discussed.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Chaining Practice: b, w

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Add the missing letter to each word.

1. wit \_\_\_\_\_ it

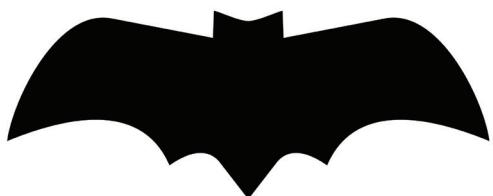
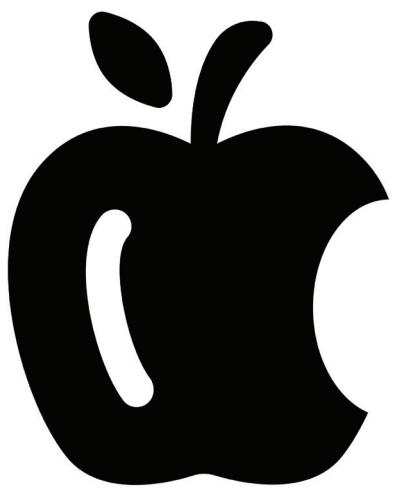
2. bit \_\_\_\_\_ it

3. bat \_\_\_\_\_ at

4. mat \_\_\_\_\_ at

5. mad \_\_\_\_\_ ad

## Image Cards



wit, bit, bat

## Lesson 4: Feel the Beats and Spelling to Complement Reading

### Lesson Overview

#### Lesson Summary

Students continue learning about the letters *b* and *w*, listening for and saying the sounds in words to help them read and spell.

#### Daily Learning Targets

- I can count, say, put together, and separate each beat in a word. (RF.K.2b)
- I can print the lowercase letters *b* and *w*. (L.K.1a)
- I can spell simple words by writing the letters for each sound I hear. (L.K.2c, L.K.2d)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (3 minutes)

##### 2. Work Time

- A. Feel the Beats (4 minutes)
- B. Spelling to Complement Reading (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: *b, d, l, h, w, a, t, i* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *not, that, of, and* (see Skills Block Tool Kit)
- “Baby Bear” (one for display)
- Blank Letter Formation Page (one per student; see Skills Block Tool Kit)
- Words: *in, win, bin, bib, rib, bad*
- Image Cards: *in, win, bin, bib, rib, bad*
- Cycle 8: Lesson 4 Slides (<https://eled.org/4092>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.” Sing or chant the chosen song.
- Display the learning targets.
- Read the following key learning targets aloud to students:
    - I can count, say, put together, and separate each beat in a word.
    - I can spell simple words by writing the letters for each sound I hear.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. To begin I will say three words, and you will repeat the two rhyming words back to me.”
- “Listen carefully as we begin.”
  - “*cat, cell, that.*” (*cat, that*)
  - “*fit, sit, nut.*” (*fit, sit*)
  - “*lot, lamp, camp.*” (*lamp, camp*)
  - “*slot, plot, map.*” (*slot, plot*)
  - “*vet, bet, back.*” (*vet, bet*)
  - “*lake, beak, bake.*” (*lake, bake*)
- “Now it’s time to delete the first sound in a word and say only the ending chunk.”
  - “Say *pen.*” Pause. “Say it again, but don’t say /p/.” (/ĕn/)
  - “Say *hug.*” Pause. “Say it again, but don’t say /h/.” (/ūg/)
  - “Say *sit.*” Pause. “Say it again, but don’t say /s/.” (/īt/)
  - “Say *fan.*” Pause. “Say it again, but don’t say /f/.” (/ăn/)
  - “Say *ten.*” Pause. “Say it again, but don’t say /t/.” (/ĕn/)
  - “Say *rot.*” Pause. “Say it again, but don’t say /r/.” (/ōt/)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students' needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *not*, *b*, *d*, *that*, *l*, *h*, *of*, *w*, *a*, *and*, *t*, *i*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (3 minutes)

- “This week we learned two new high-frequency words: *not* and *that*. Today we will use each of these words in a sentence and practice spelling them.”

Display the high-frequency word *not*.

- “Everyone, what is this word?” (*not*)
- “How can we use *not* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *not*, saying each letter out loud as we write.” (*n-o-t*)

Display the high-frequency word *that*.

- “Everyone, what is this word?” (*that*)
- “How can we use *that* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *that*, saying the letters out loud as we write.” (*t-h-a-t*)

## Work Time

### A. Feel the Beats (4 minutes)

Display the poem “**Baby Bear**.”

- “There’s a wonderful rhythm and beat in this poem! Let’s see if we can feel it in our bodies and mouths.”

Read the entire poem aloud in tune with the cadence of the poem. Draw students’ attention to the rhythm and syllables (beats) within the poem.

Invite students to chorally read the entire poem while clapping each beat.

Recite the first two lines of the poem again slowly while clapping each beat.

- “Look through my big binoculars. Behold that baby bear!”
- “Say the word *binoculars* with me as we clap out each beat: *bin-oc-u-lars*. Remember, there is a special name for the beats we hear in words. We call these beats *syllables*.”

Use a total participation technique to elicit responses to the following questions.

- “How many syllables are in the word *binoculars*?” (four)
- “What is the first syllable in the word *binoculars*?” (*bin*)
- “What is the second syllable we hear in the word *binoculars*?” (*oc*)

- “What is the third syllable we hear in the word *binoculars*?” (*u*)
- “What is the fourth syllable we hear in the word *binoculars*?” (*lars*)

Repeat this process with the words *berries* (two), *bush* (one), and *walrus* (two).

- “We noticed that some words have one syllable, like the word *bush*, and some words have more than one. The word *berries* has two syllables: *ber* and *ries*. Each syllable is one beat. Now let’s play a game: I’ll say each syllable in a word, and you blend them together to say the word they make.”

“*nib-a-ling*. What’s the word, everyone?” (*nibbling*)

Repeat with two or three more multisyllabic words from the poem.

## B. Spelling to Complement Reading (6 minutes)

Distribute **Blank Letter Formation Page**.

- “Today we will say all the sounds in words to help us map their sounds to the letters that make them. Our first word is *in*. Say it with me: *in*. Now let’s slow it down. Keep each sound connected as we tap: /i/ /n/; *in!*”
- “Everyone, how many sounds did we say?” (two)

Display the number 2.

- “We tapped two times. The word *in* has two sounds, so we’ll need to spell two sounds to write this word.”
- “Let’s write the sounds /i/ /n/. What letter makes the /i/ sound, everyone?” (*i*)
- “Remember, to write a lowercase *i*, start in the middle. Pull down to the bottom, and dot.”

Model, then pause for students to write.

- “What letter makes the /n/ sound, everyone?” (*n*)
- “Remember, to write a lowercase *n*, start in the middle. Pull down to the bottom, pull up, curve over, and pull down to the bottom.”

Model, then pause for students to write.

- “What word did you spell, everyone?” (*in*)
- Point to each letter, pronouncing each sound: “/i/ /n/; *in!*”

Display *in*.

- Display the **image** for *in* and say: “*In* means located or living at, as in the sentence, ‘Is Kayla *in* her room?’”
- “Our next word is *win*. Say it with me: *win*. Now let’s slow it down. Keep each sound connected as we tap: /w/ /i/ /n/; *win!*”
- “Everyone, how many sounds did we say?” (three)

Display the number 3.

- “We tapped three times. The word *win* has three sounds, so we’ll need to spell three sounds to write this word. The end of *win* sounds just like *in*, so the last two sounds should be the same as our first word!”

## Reading Foundational Skills Block

- “Let’s write the sounds /w/ /i/ /n/. What letter makes the /w/ sound, everyone?” (w)  
“Remember, to write a lowercase w, start in the middle. Slant down to the bottom, slant up to the middle, slant down to the bottom, and slant up to the middle.”

Model, then pause for students to write.

- “Our word is *win*. So far we have spelled the /w/ sound. The end of *win* sounds just like our first word, *in*. We know how to spell the /in/ sound: *i-n*. Go ahead and write *i-n* after your *w* to finish the word *win*.”

Pause for students to write.

- “What word did you spell, everyone?” (*win*)
- Point to each letter, pronouncing each sound: “/w/ /i/ /n/; *win!*”

Display *win*.

- Display the image for *win*, and say: “To *win* means to do the best or come first in a contest or game.”
- “Our last word is *bin*. Say it with me: *bin*. Now let’s slow it down. Keep each sound connected as we tap: /b/ /i/ /n/; *bin*.”
- “The ending chunk of *bin* sounds just like *in* and *win*, so the last two sounds should be the same as our first word! Let’s write the sounds /b/ /i/ /n/. What letter makes the /b/ sound, everyone?” (b)
- “Remember, to write a lowercase *b*, start at the top, pull down to the bottom, pull up to the middle, circle around, and connect.”

Model, then pause for students to write.

- “Our word is *bin*. So far we have spelled the /b/ sound. The end of *bin* sounds just like our first two words, *in* and *win*. We know how to spell the /in/ sound: *i-n*. Go ahead and write *i-n* after your *b* to finish the word *bin*.”

Pause for students to write.

- “What word did you spell, everyone?” (*bin*)
- Point to each letter, pronouncing each sound: “/b/ /i/ /n/; *bin!*”

Display *bin*.

- Display the image for *bin*, and say: “A *bin* is a container used for storing things, as in the sentence, ‘Make sure you put things back in the *bin* after recess!’”

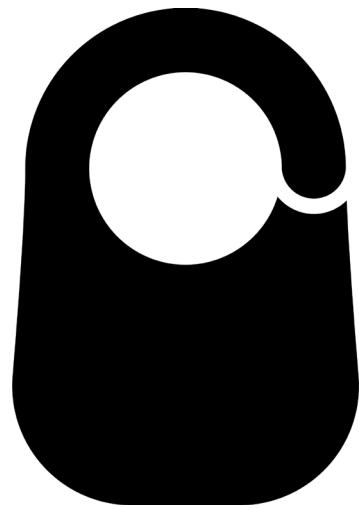
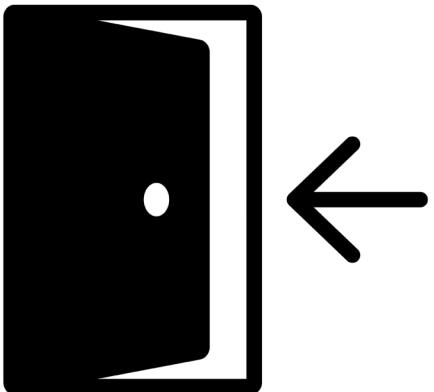
If time allows, continue the Spelling to Complement Reading routine with the following words: *bib*, *rib*, and *bad*.

## Closing

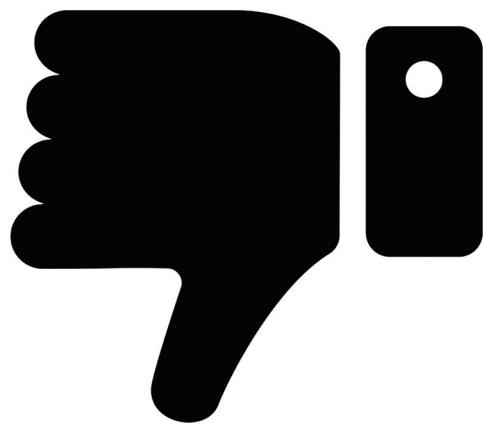
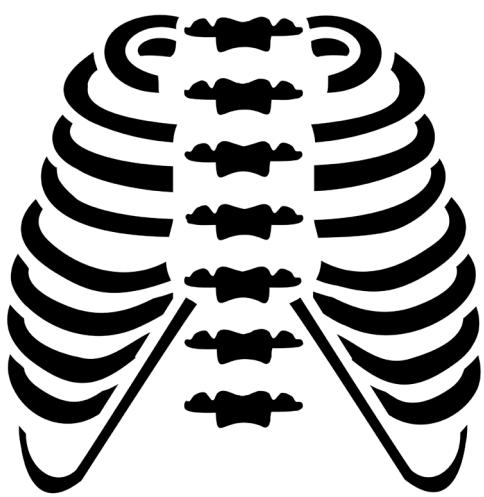
### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards



**Reading Foundational Skills Block**



in, win, bin, bib, rib, bad

## Lesson 5: Cycle Practice

# Lesson Overview

### Lesson Summary

Students use what they have learned about the letters *b* and *w* to complete the Whole Group Cycle 8 Practice.

### Daily Learning Targets

- I can read common high-frequency words. (RF.K.3c)
- I can print the lowercase and uppercase letters *b* and *w*. (L.K.1a)
- I can find and name all uppercase and lowercase letters, including *b* and *w*. (RF.K.1d)
- I can say the sound for the consonants *b* and *w*. (RF.K.3a)

### Agenda

#### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (1 minute)
- C. Quick Review (1 minute)

#### 2. Work Time

- A. Cycle Practice (7 minutes)

#### 3. Closing

- A. Check for Understanding (1 minute)

# Materials and Preparation

### Materials

- Keyword Letter Cards: Review: *b, w, f, r, o, m, s, n* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *not, that, so, do* (see Skills Block Tool Kit)
- Whole Group Cycle 8 Practice (one per student)
- Whole Group Cycle 8 Practice Directions (for teacher reference)
- Cycle 8: Lesson 5 Slides (<https://eled.org/4093>; optional)

## Prepare in Advance

- Today's lesson is intentionally abbreviated to provide additional time in small group rotations. The additional time makes space for each differentiated group to complete their differentiated Cycle Assessment.
- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.
- For Work Time A, prepare one Whole Group Cycle 8 Practice for each student.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display and read the learning targets.

### B. Sound Shuffle (1 minute)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Listen carefully as we delete the first sound in a word and say only the ending chunk.”
  - “Say *fed*.” Pause. “Say it again, but don’t say /f/.” (/ēd/)
  - “Say *gum*.” Pause. “Say it again, but don’t say /g/.” (/ūm/)
  - “Say *lit*.” Pause. “Say it again, but don’t say /l/.” (/īt/)
  - “Say *man*.” Pause. “Say it again, but don’t say /m/.” (/ān/)
  - “Say *hen*.” Pause. “Say it again, but don’t say /h/.” (/ēn/)
  - “Say *pot*.” Pause. “Say it again, but don’t say /p/.” (/ōt/)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *b, w, not, f, r, that, o, m, so, s, n, do*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

## **Work Time**

### **A. Cycle Practice (7 minutes)**

Guide students through the **Whole Group Cycle 8 Practice** using the **Whole Group Cycle 8 Practice Directions (for teacher reference)**.

## **Closing**

### **A. Check for Understanding (1 minute)**

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Whole Group Cycle 8 Practice Directions

**RF.K.1d, RF.K.3a, RF.K.3c, L.K.1a**

**(For Teacher Reference)**

**Teacher Directions:** Dictate the items in each of the following sections. Allow ample time for students to chorally repeat, individually tap or clap (as needed), and write their answers.

### Sound Spelling

- “Number 1. On line 1, write the lowercase letter *b*.” Pause. “Now, next to the lowercase *b*, write uppercase *B*.” Pause.
- “Number 2. On line 2, write the lowercase letter *w*.” Pause for students to write. “Now, next to the lowercase *w*, write uppercase *W*.” Pause.
- “Number 3. Say /w/.” Pause. “Now write the lowercase letter that makes the /w/ sound.”
- “Number 4. Say /b/.” Pause. “Now write the lowercase letter that makes the /b/ sound.” Pause.

### High-Frequency Words

- “Number 5. Select the correct spelling of the word *that*, as in the sentence, ‘*That* is my pencil.’” Pause.
- “Number 6. Select the correct spelling of the word *not*, as in the sentence, ‘I do *not* have a jacket.’” Pause.

### Letter Identification

- “Number 7. Select the letter *b*’s you see in this row.” Pause.
- “Number 8. Select the letter *w*’s you see in this row.” Pause.

## Whole Group Cycle 8 Practice

RF.K.1d, RF.K.3a, RF.K.3c, L.K.1a

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sound Spelling

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

### High-Frequency Words

5. tat                    that
6. not                    nott

## Letter Identification

7. b      r      W      t      B

8. a      W      h      w      m

**Kindergarten:** Late Pre-Alphabetic Micophase

Cycle 9

## Lesson 1: Poem Launch and Getting to Know Letters: Uu

### Lesson Overview

#### Lesson Summary

Students listen to the poem “Umbrella Bird” and are introduced to the letter *u*.

#### Daily Learning Targets

- I can match the words I hear to the words I see. (RF.K.1b)
- I can notice each word on a page by keeping spaces between them. (RF.K.1c)
- I can find and name all uppercase and lowercase letters, including *U* and *u*. (RF.K.1d)
- I can say the sound for each vowel, including the short sound for the vowel *u*. (RF.K.3b)
- I can print the lowercase and uppercase letter *u*. (L.K.1a)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Poem Launch (3 minutes)
- B. Getting to Know Letters (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: New: *u, U*; Review: *w, b, d, l, h, t, a, m* (see Skills Block Tool Kit)
- High-Frequency Word Cards: New: *she*; Review: *not, that, into, said* (see Skills Block Tool Kit)
- Sound boxes (see Skills Block Tool Kit)
- Image Cards: *umbrella bird, trunk, slug*

- “Umbrella Bird” (one for display)
- Articulatory Gestures Chart (see Skills Block Tool Kit)
- Uu* Letter Formation Page (one per student and one for display; see Skills Block Tool Kit)
- Cycle 9: Lesson 1 Slides (<https://eled.org/4094>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:

- I can find and name all uppercase and lowercase letters, including *U* and *u*.
  - I can print the lowercase and uppercase letter *u*.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. This week we’re going to listen for rhyming words. I will say three words, like *drip, shed, ship*. Two of the words will rhyme, and one will not. You will repeat the rhyming words back to me. Let’s say the words *drip, shed, ship* together: *drip, shed, ship*. Now, let’s say the two words that rhyme.” Respond with students: *drip, ship*.
- “Listen carefully as we begin.”
  - “*made, mode, fade*.” (*made, fade*)
  - “*red, bed, nip*.” (*red, bed*)
  - “*fan, flew, crew*.” (*flew, crew*)
  - “*can, tan, ton*.” (*can, tan*)
  - “*plum, pull, bull*.” (*pull, bull*)
  - “*mug, mule, fuel*.” (*mule, fuel*)

## Reading Foundational Skills Block

- “This week we’ll also continue to delete the beginning sound in a word and say only the ending chunk that remains, for example, eliminating /t/ in the word *tack*. Let’s say the word *tack* together. Now, don’t say /t/ at the beginning. What’s the ending chunk?” Respond with students: /äck/.
  - “Say *tab*.” Pause. “Say it again, but don’t say /t/.” (/äb/)
  - “Say *pat*.” Pause. “Say it again, but don’t say /p/.” (/ăt/)
  - “Say *sit*.” Pause. “Say it again, but don’t say /s/.” (/ĭt/)
  - “Say *nap*.” Pause. “Say it again, but don’t say /n/.” (/ăp/)
  - “Say *fed*.” Pause. “Say it again, but don’t say /f/.” (/ĕd/)
  - “Say *pop*.” Pause. “Say it again, but don’t say /p/.” (/ŏp/)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *w, b, not, d, l, that, h, t, into, a, m, said*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to learn one of this week’s high-frequency words. Remember, these are words that are used often, and it would be helpful for us to recognize them quickly. The word *she* is a word you will find in many books and stories. Say *she*.” Pause.
- “Now listen to each of the sounds in the word *she*: /sh/ /ĕ/. Tap those sounds with me: /sh/ /ĕ/. How many sounds did we tap, everyone?” (two)

Display the high-frequency word *she*. Display the **sound boxes** with two boxes.

- “What is the first sound in *she*, everyone?” (/sh/)
- “In the word *she*, the /sh/ sound is spelled with the letters *s-h*!”

Display *sh* in the first box, and highlight this sound as one that needs to be learned.

- “You will learn more about this special sound, /sh/ spelled *s-h*, later this year, but for now this is a part that you will have to remember.”
- “Everyone, what is the last sound in *she*? Tap it with me again, and listen for the last sound: /sh/ /ĕ/.” (/ĕ/)
- “This sound is spelled with the letter *e*! The vowel is making its long sound.”

Display *e* in the last box.

- “This word is *she*. Say it.” Pause.
- “Now it’s time to skywrite *she*. Say each letter with me as we skywrite: *s-h-e*.”

Incorporate movement while students recite the letters in *she*. For example, have them do jumping jacks or hop, trace the letters with their fingers on their arms or legs, or reach up or across their bodies.

## Work Time

### A. Poem Launch (3 minutes)

Display **Image Cards** for the poem “**Umbrella Bird**.”

- “Today we are going to read a poem together. It is called ‘Umbrella Bird.’ In the poem, we’ll hear about something that the narrator wants us to see.” Point out the image for *umbrella bird*.
- Point out the image for *trunk*, and say: “The *trunk* is the part of a tree that reaches up from its roots and grows branches.”
- Point out the image for *slug*, and say: “We’ll also hear about a certain type of land animal that is related to snails—a *slug*. Unlike a snail, a *slug* has a soft body.”

Display the poem. Read the poem aloud, modeling fluent phrasing.

- “Turn and Talk to a partner: What is this poem about?” (seeing an umbrella bird in a tree)

Check for comprehension by giving students an opportunity to act out the poem.

- “Let’s read the poem once more. This time, while we read, listen for words that have a similar sound at the beginning. Follow along as I read.”

Reread the poem, pointing to each word as it’s read.

- “Everyone, what sound did you notice at the beginning of many of these words?” (/ü/)

Display the Keyword Letter Card: *u*.

- “This is the letter *u*. Say *u* with me: *u*. *u* is its name. /ü/ is its sound. Say /ü/ with me: /ü/.”
- “We hear the long sound for *u* when we say its name: /ü/. We can remember the short sound that the letter *u* makes by thinking of the word *up*, like we see here. The word *up* starts with the /ü/ sound. When we see this card, we’ll say, ‘*u, up, /ü/*.’”
- Point out words from the poem with the /ü/ sound, and say: “I hear the /ü/ sound at the beginning of many words, including *up*, *under*, and *umbrella*. I also hear this short *u* sound in the middle of the words *trunk*, *bump*, *bugs*, and *slugs*.”
- Mark the high-frequency word *he*, and say: “This is one of the high-frequency words for this cycle, *he*. We’ll talk more about it later.”
- “That’s a great poem! Let’s read it one more time. This time, read along with me as I point to each word. While we read, let’s focus on noticing each word. Here we go!”

Read the poem chorally with students.

- “Next, let’s take a closer look at the letter *u* and its /ü/ sound.”

### B. Getting to Know Letters (6 minutes)

Display the Keyword Letter Card: *u* again.

- “Let’s say our letter-sound chant for the letter *u* again together: *u, up, /ü/*.”

Display the **Articulatory Gestures Chart**.

- “When I say /ü/, my tongue is relaxed in the center of my mouth. Then, I turn my voice on as I push air out of my mouth to say /ü/. Practice that articulatory gesture with me: /ü/. Pay attention to the feeling of your lips, tongue, jaw, and voice box as you say /ü/.”

## Reading Foundational Skills Block

Pause for students to independently practice saying /ü/. Support students as needed, such as by providing a mirror for them to check their articulatory gesture.

- “Now let’s learn how to write the letter *u*. We’ll start with the lowercase *u*, like we see on our *up* letter card. Watch as I trace this *u*.”
- Follow the path of the lowercase *u* along the *up* letter card, saying: “I start at the middle. Then, I pull down to the bottom, then curve around, up, and down to the bottom.” Model a few times.

Display ***Uu* Letter Formation Page**.

- “Now it’s time to skywrite. Remember, when we skywrite, we straighten our arm out long and point two fingers in front of our body. We use our whole arm to make the motions we need to form the lowercase *u*. Ready? Start in the middle and pull down to the bottom, then curve around, up, and down to the bottom.”

Invite students to practice skywriting lowercase *u* a few times.

Display the Keyword Letter Card: *U*.

- “Here is the uppercase letter *U*. Say the chant with me: *U, up, /ü/*. Now let’s learn how to write uppercase *U*. Watch as I trace this *U*.”
- Follow the path of the uppercase *U* on the uppercase *Up* letter card, saying: “I start at the top. Then, I pull down to the bottom, then curve around and up to the top.” Model a few times.

Display ***Uu* Letter Formation Page**.

- “Now it’s time to skywrite the uppercase *U*. Straighten your arm and point two fingers. Use your whole arm to make the motions we need to form the uppercase *U*. Ready? Pull down to the bottom, then curve around and up to the top of the uppercase *U*.”

Invite students to practice skywriting uppercase *U* a few times.

Distribute ***Uu* Letter Formation Page**.

- “Time to practice writing the lowercase letter *u*. Check to make sure you are sitting in proper writing posture, using your helper hand to hold your paper in place, and gripping your pencil correctly. Write the best lowercase *u* that you can. If you finish before I stop you, keep practicing lowercase letter *u*’s. Check our letter card if you need a reminder.”

Pause for students to write.

- “Point to the best lowercase *u* that you wrote and let’s all say its sound together: /ü/.”

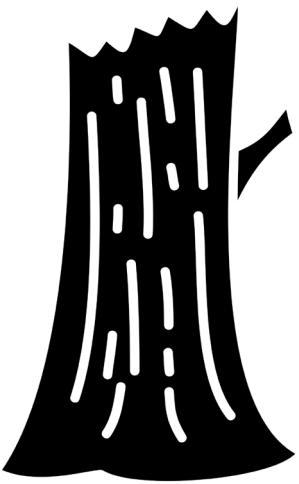
Repeat this writing process with the uppercase letter *U*.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards



umbrella bird, trunk, slug

## Umbrella Bird

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

"Look up, up, up the trunk," he said.  
"Under the bump on the tree."  
"I just see bugs and slugs . . . oh wait!  
An umbrella bird! Now I see!"

Source: Created by EL Education for instructional purposes.

## Lesson 2: Poem Launch and Getting to Know Letters: Qu, qu

### Lesson Overview

#### Lesson Summary

Students listen to the poem “Quail Question” and are introduced to the letter *q* and the *qu* sound.

#### Daily Learning Targets

- I can match the words I hear to the words I see. (RF.K.1b)
- I can notice each word on a page by keeping spaces between them. (RF.K.1c)
- I can find and name all uppercase and lowercase letters, including *Qu* and *qu*. (RF.K.1d)
- I can print the lowercase and uppercase letters *qu*. (L.K.1a)
- I can use what I have learned to read new words with the *qu* spelling. (RF.K.3)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Poem Launch (3 minutes)
- B. Getting to Know Letters (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: New: *Qu, qu*; Review: *u, s, i, n, f, d, o, l* (see Skills Block Tool Kit)
- High-Frequency Word Cards: New: *he, me*; Review: *she, not, that, into* (see Skills Block Tool Kit)
- Sound boxes (see Skills Block Tool Kit)
- Image Cards: *queen, quilt, quail*
- “Quail Question” (one for display)

## Reading Foundational Skills Block

- Articulatory Gestures Chart (see Skills Block Tool Kit)
- Qu, qu Letter Formation Page (one per student and one for display; see Skills Block Tool Kit)
- Cycle 9: Lesson 2 Slides (<https://eled.org/4095>; optional)

### Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

## Lesson Plan

### Opening

#### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:

- I can find and name all uppercase and lowercase letters, including Qu and qu.
  - I can print the lowercase and uppercase letters qu.

#### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Today we’re going to listen for rhyming words. I will say three words. Two of the words will rhyme, and one will not. You will repeat the rhyming words back to me.”
- “Listen carefully as we begin.”
  - “take, tap, bake.” (take, bake)
  - “bat, hat, hip.” (bat, hat)
  - “cap, cut, nap.” (cap, nap)
  - “gut, gem, hut.” (gut, hut)
  - “pan, ban, ball.” (pan, ban)
  - “fame, fall, ball.” (fall, ball)

- “Now it’s time to delete the beginning sound in a word and say only the ending chunk.”
  - “Say *cub*.” Pause. “Say it again, but don’t say /k/.” (/üb/)
  - “Say *bin*.” Pause. “Say it again, but don’t say /b/.” (/ɪn/)
  - “Say *yet*.” Pause. “Say it again, but don’t say /y/.” (/ět/)
  - “Say *sap*.” Pause. “Say it again, but don’t say /s/.” (/ăp/)
  - “Say *run*.” Pause. “Say it again, but don’t say /r/.” (/ün/)
  - “Say *big*.” Pause. “Say it again, but don’t say /b/.” (/ɪg/)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *u, s, she, i, n, not, f, d, that, o, l, into*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to learn another one of this week’s high-frequency words. Remember, these are words that are used often, and it would be helpful for us to recognize them quickly. The word *he* is a word you will find in many books and stories. Say *he*.” Pause.
- “Now listen to each of the sounds in the word *he*: /h/ /ĕ/. Tap those sounds with me: /h/ /ĕ/. How many sounds did we tap?” (two)

Display the high-frequency word *he*. Display **sound boxes** with two boxes.

- “What is the first sound in *he*?” (/h/)
- “This sound is spelled exactly how you’d expect, with the letter *h*.”

Display *h* in the first sound box.

- “What is the next sound in *he*, everyone? Tap it with me again, and listen for the last sound: /h/ /ĕ/.” (/ĕ/)
- “This sound is spelled with the letter *e*, just like in the word *she*, which we learned yesterday!”

Display *e* in the last box.

- “This word is *he*. Say it.” Pause.
- “Let’s learn one more high-frequency word today. The word is *me*. Say *me*.” Pause.
- “Now listen to each of the sounds in the word *me*: /m/ /ĕ/. Tap those sounds with me: /m/ /ĕ/. How many sounds did we tap?” (two)

Display the high-frequency word *me*. Display sound boxes with two boxes.

- “What is the first sound in *me*?” (/m/)
- “This sound is spelled with the letter *m*.”

## Reading Foundational Skills Block

Display *m* in the first sound box.

- “What is the next sound in *me*? Tap it with me again, and listen for the ending sound: /m/ /ē/.” (/ē/)
- “This sound is spelled with the letter *e*, just like in the words *she* and *he*!”

Display *e* in the last box.

- “This word is *me*. Say it.” Pause.
- “Now it’s time to skywrite our new high-frequency words, *he* and *me*. Let’s begin with *he*. Say each letter with me as we skywrite: *h-e*.”

Incorporate movement while students recite the letters in *he*. For example, have them do jumping jacks or hop, trace the letters with their fingers on their arms or legs, or reach up or across their bodies.

Repeat this process with the word *me*.

## Work Time

### A. Poem Launch (3 minutes)

Display **Image Cards** for the poem “**Quail Question**.”

- “Today we are going to read a poem together. It is called ‘Quail Question.’ In the poem, we’ll hear about a *queen*.” Point out the image for *queen*.
- Point out the image for *quilt*, and say: “We’ll also hear about a question the queen has about a *quilt*. A *quilt* is a type of blanket made of two layers stitched together.”
- Point out the image for *quail*, and say: “We’ll also hear about a *quail*, which is a type of bird that is related to a chicken.”

Display the poem. Read the poem aloud, modeling fluent phrasing.

- “Turn and Talk to a partner: What is this poem about?” (a queen who has a question about a quail quilt)

Check for comprehension by giving students an opportunity to act out the poem.

- “Let’s read the poem once more. This time, while we read, listen for words that have a similar sound at the beginning. Follow along as I read.”

Reread the poem, pointing to each word as it’s read.

- “What sound did you notice at the beginning of many of these words?” (/kw/)

Display the Keyword Letter Card: *qu*.

- “These are the letters *q* and *u*. *Q* is always followed by the letter *u*. We can say that *q* and *u* stick like glue! So when you see the letter *q*, you’ll see a *u* after it. They work together. Say *q-u* with me: *q-u*. *q-u* is its name. /kw/ is its sound. Say /kw/ with me: /kw/.”
- “We hear the sound *q-u* makes at the beginning of the word *quail*: /kw/ /āl/. We can remember the sound that the letters *q-u* make by thinking of a quail, which is a bird, like we see here. The word *quail* starts with the /kw/ sound. When we see this card, we’ll say ‘*q-u, quail, /kw/*’.”

- Point out words with the /kw/ sound from the poem, and say: “I hear the /kw/ sound in many words, including *quail*, *queen*, *question*, *quick*, *quilt*, and *quite*.”
- Mark the high-frequency words *me* and *she*. “Here are two high-frequency words for this cycle that we’ve learned: *me* and *she*.”
- “That’s a great poem! Let’s read it one more time. This time, read along with me as I point to each word. While we read, let’s focus on noticing each word. Here we go!”

Read the poem chorally with students.

- “Next, let’s take a closer look at the letters *q-u* and their /kw/ sound.”

## B. Getting to Know Letters (6 minutes)

Display the Keyword Letter Card: *qu* again.

- “Let’s say our letter-sound chant for the letters *q-u* again together: *q-u*, *quail*, /kw/. Remember, *Q* is always followed by the letter *u*. We can say that *q* and *u* stick like glue! So when you see the letter *q*, you’ll see a *u* after it.”

Display the **Articulatory Gestures Chart**.

- “When I say /kw/, I am making the /k/ and /w/ sounds together. The back of my tongue is humped in the back of my mouth and touching the roof of my mouth. Then, I quickly push air out of my mouth as I make the /k/ sound. Next, I immediately bring my lips into a tight circle with puckered lips. I turn my voice box on while bringing the back of my tongue near the back of my mouth, then release my lips to say /kw/. Practice that articulatory gesture with me: /kw/. Pay attention to the feeling of your lips, tongue, jaw, and voice box as you say /kw/.”

Pause for students to independently practice saying /kw/. Support students as needed, such as by providing a mirror for them to check their articulatory gesture.

- “Now let’s learn how to write the letter *q*. We’ll start with the lowercase *q*, like we see on our *quail* letter card. Watch as I trace this *q*.”
- Follow the path of the lowercase *q* on the *quail* letter card, saying: “For the lowercase *q*, I start in the middle. Then, I pull back, circle around, and pull up to the middle. Last, I pull down and under, and make a slight curve at the end.” Model a few times.

Display ***Qu, qu* Letter Formation Page**.

- “Now it’s time to skywrite. Remember, when we skywrite, we straighten our arm out long and point two fingers in front of our body. We use our whole arm to make the motions we need to form the lowercase *q* along with its buddy, *u*. Ready? For the lowercase *q*, start in the middle. Pull back, circle around, and pull up to the middle. Then pull down and under, and make a slight curve at the end. For the lowercase *u*, start in the middle. Pull down to bottom, curve around, up, and down to bottom.”

Invite students to practice skywriting the lowercase letters *qu* a few times.

## Reading Foundational Skills Block

Display the Keyword Letter Card: *Qu*.

- “Here is the uppercase letter *Q* along with its buddy the lowercase *u*. Say the chant with me: *Q-u, quail, /kw/*. Now let’s learn how to write uppercase *Q*. Watch as I trace this *Q*.”
- Follow the path of the uppercase *Q* on the uppercase *Quail* letter card, saying: “I start at the top. I then pull back and circle around to connect. Lastly, I cross at the bottom.” Model a few times.

Display *Qu, qu* Letter Formation Page.

- “Now it’s time to skywrite the uppercase *Q* along with its buddy *u*. Ready? For the uppercase *Q*, start at the top. Pull back and circle around to connect. Cross at the bottom of the uppercase *Q*. For the lowercase *u*, start in the middle. Pull down to bottom, curve around, up and down to bottom.”

Invite students to practice skywriting uppercase *Q* with the lowercase *u* a few times.

Distribute *Qu, qu* Letter Formation Page.

- “Time to practice writing the lowercase letters *q-u*. Check to make sure you are sitting in proper writing posture, using your helper hand to hold your paper in place, and gripping your pencil correctly. Write the best lowercase *q* and *u* that you can. If you finish before I stop you, keep practicing the lowercase letters *q* and *u*. Check our letter card if you need a reminder.”

Pause for students to write.

- “Point to the best lowercase letters *q-u* that you wrote and let’s all say the sound that the *q* and *u* make together: */kw/*.”

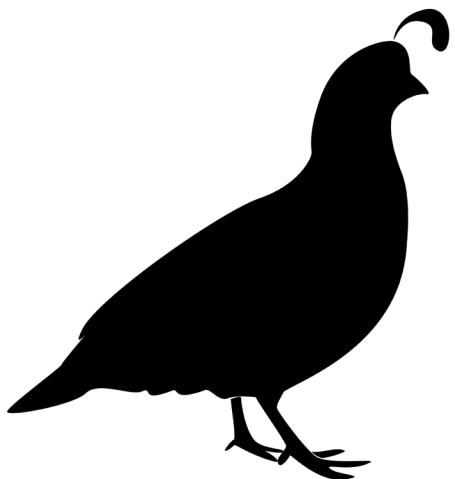
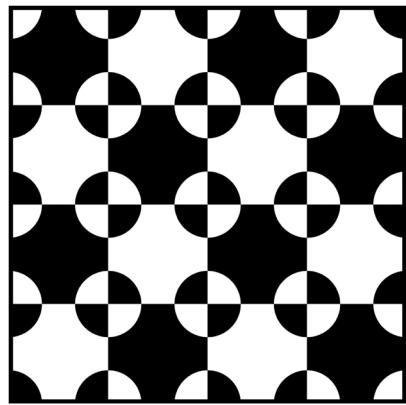
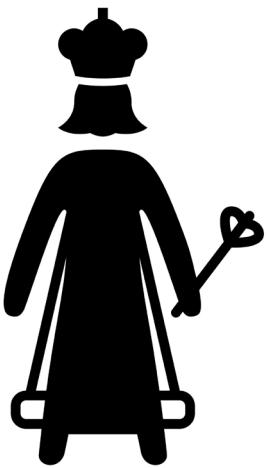
Repeat this writing process with the uppercase letter *Q* and lowercase letter *u*.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards



queen, quilt, quail

## Quail Question

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

The queen had a question for me.  
She said, "It will be quick.  
What's this design on my quilt?"  
I said, "I'm quite sure it's a quail chick."

Source: Created by EL Education for instructional purposes.

## Lesson 3: Call and Response and Chaining

### Lesson Overview

#### Lesson Summary

Students continue building fluency with the poems “Umbrella Bird” and “Quail Question,” listening for and saying sounds in words to help them read words with the letters *u* and *qu*.

#### Daily Learning Targets

- I can follow words left to right, top to bottom, and page to page. (RF.K.1a)
- I can say the sounds for the letters I see, including the vowel *u* and the letters *qu*. (RF.K.3a, RF.K.3b)
- I can print the lowercase letters *u* and *qu*. (L.K.1a)
- I can change individual sounds in one-syllable words to make new words. (RF.K.2e)
- I can tell the difference between similar words by identifying the sounds of letters that are different. (RF.K.3d)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Fluency (2 minutes)
- B. Call and Response (2 minutes)
- C. Chaining (5 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: *qu, u, r, h, b, w, m, a* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *he, me, said, go, she* (see Skills Block Tool Kit)
- “Umbrella Bird” (one for display)

- “Quail Question” (one for display)
- Chaining Practice: *u, qu* (one per student)
- Words: *it, quit, hit, hut, but*
- Image Cards: *quit, hit, hut*
- Cycle 9: Lesson 3 Slides (<https://eled.org/4096>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:
  - I can say the sounds for the letters I see, including the vowel *u* and the letters *qu*.
  - I can tell the difference between similar words by identifying the sounds of letters that are different.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. I will say three words, and you will repeat the two rhyming words back to me.”
- “Listen carefully as we begin.”
  - “*turn, top, burn.*” (*turn, burn*)
  - “*yarn, barn, back.*” (*yarn, barn*)
  - “*fall, braid, trade.*” (*braid, trade*)
  - “*cuff, fun, tough.*” (*cuff, tough*)
  - “*chin, pest, vest.*” (*pest, vest*)
  - “*hip, hug, sip.*” (*hip, sip*)

- “Now it’s time to delete the first sound in a word and say only the ending chunk.”
  - “Say *cap*.” Pause. “Say it again, but don’t say /k/.” (/ăp/)
  - “Say *bag*.” Pause. “Say it again, but don’t say /b/.” (/ăg/)
  - “Say *lip*.” Pause. “Say it again, but don’t say /l/.” (/ĭp/)
  - “Say *tub*.” Pause. “Say it again, but don’t say /t/.” (/ŭb/)
  - “Say *fed*.” Pause. “Say it again, but don’t say /f/.” (/ĕd/)
  - “Say *hip*.” Pause. “Say it again, but don’t say /h/.” (/ĭp/)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *qu, u, he, r, h, me, b, w, said, m, a, go*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to review this week’s high-frequency words.”

Display the high-frequency words: *she, he, me*. Invite students to chorally read each word aloud. Build in chants or songs to practice saying the letters in each word, or display each word all around the room and invite students to walk around the room reading them aloud.

Incorporate movement while students review the high-frequency words. For example, have them skywrite, bounce balls as they recite the letters in each word, or hop from letter to letter on paper plates. See the Skills Block Tool Kit for more ideas for reviewing high-frequency words with movement.

## Work Time

### A. Fluency (2 minutes)

Display the poem “**Umbrella Bird**.”

- “Today we will practice reading our poems aloud to help us notice and read each word. Listen and follow along as I begin reading our first poem.”

Read the first poem. Support awareness of one-to-one correspondence by pointing out each word as it’s read so students hear and see each word.

- “Now, I want you to try to read this poem after me. Point to each word as we read.”

Reread the poem, pausing after each line for students to echo and point to each word. Continue to support awareness of one-to-one correspondence by pointing out each word as it’s read so students hear and see each word.

## Reading Foundational Skills Block

Repeat with the poem “**Quail Question.**”

- “Reading a text more than one time helps us read it smoothly. It helps us read not too fast and not slow. When we read fluently, we can pay closer attention to the meaning of the text.”

### B. Call and Response (2 minutes)

- “Today we will review our letters and sounds with a chant. Let’s move our bodies while we chant.”

Begin marching in place or choose another movement.

- “Watch and listen to what I do. When I point to myself, it is my turn to say something. When I point to you, it is your turn to say something.”

Continue marching in place and invite students to follow along.

### Phoneme Response

- “When I say a letter, you say the sound: *u*.” Point to students to respond. (/ʊ/) Invite students to skywrite the /ʊ/ sound, then start marching again. Repeat the Phoneme Response chant with *h*, *qu*, and *o*. (/h/; /kw/; /ɔ/)

### Grapheme Response

- “When I say a sound, you name the letter that makes the sound: /b/.” Point to students to respond. (*b*) Repeat the Grapheme Response chant with /l/, /kw/, and /r/. (*l*; *qu*; *r*)

### C. Chaining (5 minutes)

Distribute **Chaining Practice: u, qu.**

Display *it*.

- “Let’s use what we know about the sounds these letters make to read this word.”
- Point out each sound, and say: “The first letter is *i*. Say the sound with me: /ɪ/. The next letter is *t*. Say the sound with me: /t/.”
- Point to each letter and blend each sound, keeping the sounds connected: “Repeat after me: /ɪ/ /t/. Now let’s speed it up a bit: /ɪ/ /t/. What’s our word, everyone?” (*it*)
- “*It* is a word that is used to describe a thing, animal, person, or object, like in the sentence, ‘I gave it to my teacher.’”
- “Now we’re going to write the word *it*. Find the number 1 on your paper. Finish writing the word *it* by filling in the missing letter *i*. Remember, to form an *i*, start in the middle and pull down to the bottom. Add a dot above the *i*.”

Model, then pause for students to write.

- “Let’s read another word. One sound will change. Try to read the new word.”

Display *quit*.

- “Slowly blend these sounds with me: /kw/ /i/ /t/. Now speed it up a bit: /kw/ /i/ /t/.”
- “What’s the new word, everyone?” (*quit*)
- Display the **image** for *quit* and say: “*Quit* means to stop or give up, like in the sentence, ‘He *quit* playing baseball to play the drums.’”
- “Find the number 2 on your paper. Finish writing the word *quit* by filling in the missing letters *q* and *u*. Remember, to form a lowercase *q*, start in the middle. Then, pull back, circle around, and pull up to the middle. Last, pull down and under, and make a slight curve at the end. Now, to write the lowercase *u*, we start in the middle. Pull down to the bottom, curve around, and pull up and down to the bottom.”

Model, then pause for students to write.

- Display *quit* below *it* and say: “Read these words to yourself.”
- Pause for students to read, then say: “Let’s read one last word. Again, one sound will change.”

Display *hit*.

- “Slowly blend these sounds with me, keeping the sounds connected: /h/ /i/ /t/. Now speed it up a bit: /h/ /i/ /t/.”
- Point to each letter and blend each sound, keeping the sounds connected: “Repeat after me: /h/ /i/ /t/. Now let’s speed it up a bit: /h/ /i/ /t/. What’s our word, everyone?” (*hit*)
- “How does changing the *q-u* in *quit* to *h* change the word? Everyone, what’s the new word?” (*hit*)
- Display the image for *hit*, and say: “*Hit* means to strike, like in the sentence, ‘She *hit* the ball with a bat.’”
- “Find the number 3 on your paper. Finish writing the word *hit* by filling in the missing letter *h*. Remember, to form an *h*, start at the top. Pull down to the bottom, pull up to the middle, curve over, and pull down to the bottom.”

Model, then pause for students to write.

Display *hit* below *quit*. As time allows, continue this chaining pattern with the words *hut* and *but*.

Invite students to chorally read the list of words discussed.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Chaining Practice: u, qu

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Add the missing letter to each word.

1. it \_\_\_\_\_ t

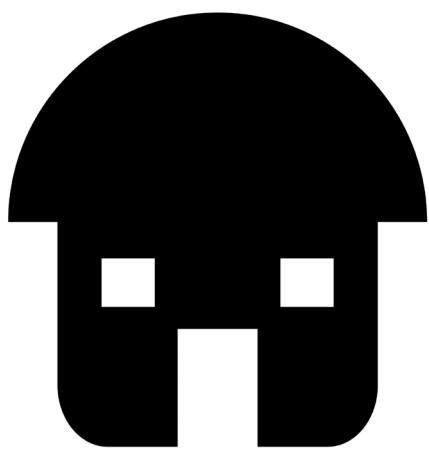
2. quit \_\_\_\_\_ it

3. hit \_\_\_\_\_ it

4. hut \_\_\_\_\_ ut

5. but \_\_\_\_\_ ut

## Image Cards



quit, hit, hut

## Lesson 4: Feel the Beats and Spelling to Complement Reading

### Lesson Overview

#### Lesson Summary

Students continue learning about the letters *u* and *qu*, listening for and saying the sounds in words to help them read and spell.

#### Daily Learning Targets

- I can count, say, put together, and separate each beat in a word. (RF.K.2b)
- I can print the lowercase letters *u* and *qu*. (L.K.1a)
- I can spell simple words by writing the letters for each sound I hear. (L.K.2c, L.K.2d)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (3 minutes)

##### 2. Work Time

- A. Feel the Beats (4 minutes)
- B. Spelling to Complement Reading (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: *u, qu, m, i, t, s* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *she, he, me, not* (see Skills Block Tool Kit)
- “Umbrella Bird” (one for display)
- Blank Letter Formation Page (one per student; see Skills Block Tool Kit)
- Words: *run, bun, bus, sun, mud, nut*
- Image Cards: *run, bun, bus, sun, mud, nut*
- Cycle 9: Lesson 4 Slides (<https://eled.org/4097>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:

- I can count, say, put together, and separate each beat in a word.
  - I can spell simple words by writing the letters for each sound I hear.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. I will say three words, and you will repeat the two rhyming words back to me.”
- “Listen carefully as we begin.”
  - “*stay, say, bid.*” (*stay, say*)
  - “*chore, for, nip.*” (*chore, for*)
  - “*gym, tape, him.*” (*gym, him*)
  - “*cape, loop, coop.*” (*loop, coop*)
  - “*me, mat, he.*” (*me, he*)
  - “*sheep, beep, shape.*” (*sheep, beep*)
- “Now it’s time to delete the first sound in a word and say only the ending chunk.”
  - “Say *gap.*” Pause. “Say it again, but don’t say /g/.” (/äp/)
  - “Say *tax.*” Pause. “Say it again, but don’t say /t/.” (/äks/)
  - “Say *jam.*” Pause. “Say it again, but don’t say /j/.” (/äm/)
  - “Say *log.*” Pause. “Say it again, but don’t say /l/.” (/awg/)
  - “Say *men.*” Pause. “Say it again, but don’t say /m/.” (/én/)
  - “Say *tip.*” Pause. “Say it again, but don’t say /t/.” (/ip/)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students' needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *me, u, qu, he, m, i, she, t, s, not*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (3 minutes)

- “This week we learned three new high-frequency words: *she, he*, and *me*. Today we will use each of these words in a sentence and practice spelling them.”

Display the high-frequency word *she*.

- “Everyone, what is this word?” (*she*)
- “How can we use *she* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *she*, saying each letter out loud as we write.” (*s-h-e*)

Display the high-frequency word *he*.

- “Everyone, what is this word?” (*he*)
- “How can we use *he* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *he*, saying the letters out loud as we write.” (*h-e*)

Display the high-frequency word *me*.

- “Everyone, what is this word?” (*me*)
- “How can we use *me* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *me*, saying the letters out loud as we write.” (*m-e*)

## Work Time

### A. Feel the Beats (4 minutes)

Display the poem “**Umbrella Bird**.”

- “There’s a wonderful rhythm and beat in this poem! Let’s see if we can feel it in our bodies and mouths.”

Read the entire poem aloud in tune with the cadence of the poem. Draw students’ attention to the rhythm and syllables (beats) within the poem.

Invite students to chorally read the entire poem while clapping each beat.

Recite the last two lines of the poem again slowly while clapping each beat.

- “I just see bugs and slugs . . . oh wait! An umbrella bird! Now I see!”
- “Say the word *umbrella* with me as we clap out each beat: *um-brel-la*. Remember, there is a special name for the beats we hear in words. We call these beats *syllables*.”

Use a total participation technique to elicit responses to the following questions. Ask:

- “How many syllables are in the word *umbrella*?” (three)
- “What is the first syllable in the word *umbrella*?” (*um*)
- “What is the second syllable we hear in the word *umbrella*?” (*brel*)
- “What is the third syllable we hear in the word *umbrella*?” (*la*)

Repeat this process with the words *under* (two), *tree* (one), and *slugs* (one).

## B. Spelling to Complement Reading (6 minutes)

Distribute **Blank Letter Formation Page**.

- “Today we will say all the sounds in words to help us map their sounds to the letters that make them. Our first word is *run*. Say it with me: *run*. Now let’s slow it down. Keep each sound connected as we tap: /r/ /ū/ /n/; *run!*”
- “Everyone, how many sounds did we say?” (three)

Display the number 3.

- “We tapped three times. The word *run* has three sounds, so we’ll need to spell three sounds to write this word.”
- “Let’s write the sounds /r/ /ū/ /n/. What letter makes the /r/ sound, everyone?” (*r*)
- “Remember, to write a lowercase *r*, start in the middle. Pull down to the bottom, pull up to the middle, and curve over.”

Model, then pause for students to write.

- “What letter makes the /ū/ sound, everyone?” (*u*)
- “Remember, to write a lowercase *u*, start in the middle. Pull down to the bottom, pull up, curve over, and pull down to the bottom.”

Model, then pause for students to write.

- “The last sound in *run* is /n/. What letter makes the /n/ sound, everyone?” (*n*)
- “Remember, to write a lowercase *n*, start in the middle. Pull down to the bottom, pull up, curve over, and pull down to the bottom.”

Model, then pause for students to write.

- “What word did you spell, everyone?” (*run*)
- Point to each letter, pronouncing each sound: “/r/ /ū/ /n/; *run!*”

## Reading Foundational Skills Block

Display *run*.

- Display the **image** for *run*, and say: “To *run* means to move the your legs very quickly, as in the sentence, ‘I had to *run* to catch up with my friend.’”
- “Our next word is *bun*. Say it with me: *bun*. Now let’s slow it down. Keep each sound connected as we tap: /b/ /ʊ/ /n/; *bun*!”
- “Everyone, how many sounds did we say?” (three)

Display the number 3.

- “We tapped three times. The word *bun* has three sounds, so we’ll need to spell three sounds to write this word. The end of *bun* sounds just like the ending chunk of *run*, so the last two sounds should be the same as our first word!”
- “Let’s write the sounds /b/ /ʊ/ /n/. What letter makes the /b/ sound, everyone?” (*b*)
- “Remember, to write a lowercase *b*, start at the top. Pull down to the bottom, pull up to the middle, and circle around. Connect.”

Model, then pause for students to write.

- “Our word is *bun*. So far we have spelled the /b/ sound. The end of *bun* sounds just like our first word, *run*. We know how to spell that: *u-n*. Go ahead and write *u-n* after your *b* to finish the word *bun*.”

Pause for students to write. Display *u-n*.

- “What word did you spell, everyone?” (*bun*)
- Point to each letter, pronouncing each sound: “/b/ /ʊ/ /n/; *bun*!”

Display *bun*.

- Display the image for *bun*, and say: “A *bun* is a loaf of bread small enough for one person. A *bun* can also be called a roll.”
- “Our last word is *bus*. Say it with me: *bus*. Now let’s slow it down. Keep each sound connected as we tap: /b/ /ʊ/ /s/; *bus*.”

Display the number 3.

- “The beginning of *bus* sounds just like *bun*, so the first two sounds should be the same! Let’s write the sounds /b/ /ʊ/ /s/. What letter makes the /b/ sound, everyone?” (*b*) “What makes the /ʊ/ sound?” (*u*) “Go ahead and write *b-u* as the first two letters in the word *bus*.”

Pause for students to write. Display *b-u*.

- “The last sound in *bus* is /s/. What letter makes the /s/ sound, everyone?” (*s*)
- “Remember, to write a lowercase *s*, start in the middle. Curve back, in, around, and back around.”

Model, then pause for students to write.

- “What word did you spell, everyone?” (*bus*)
- Point to each letter, pronouncing each sound: “/b/ /ʊ/ /s/; *bus*!”

Display *bus*.

- Display the image for *bus*, and say: “A *bus* is a long motor vehicle with many rows of seats that can carry large numbers of people.”

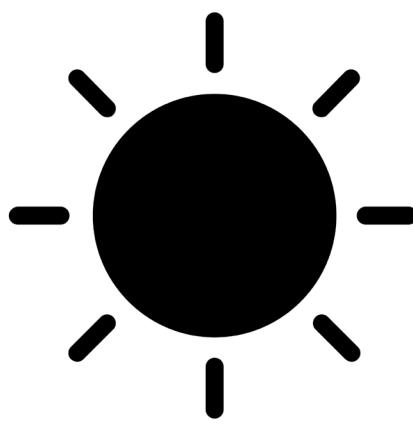
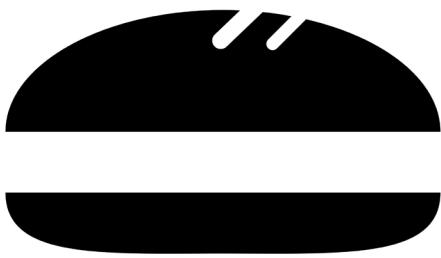
If time allows, continue the Spelling to Complement Reading routine with the following words: *sun*, *mud*, and *nut*.

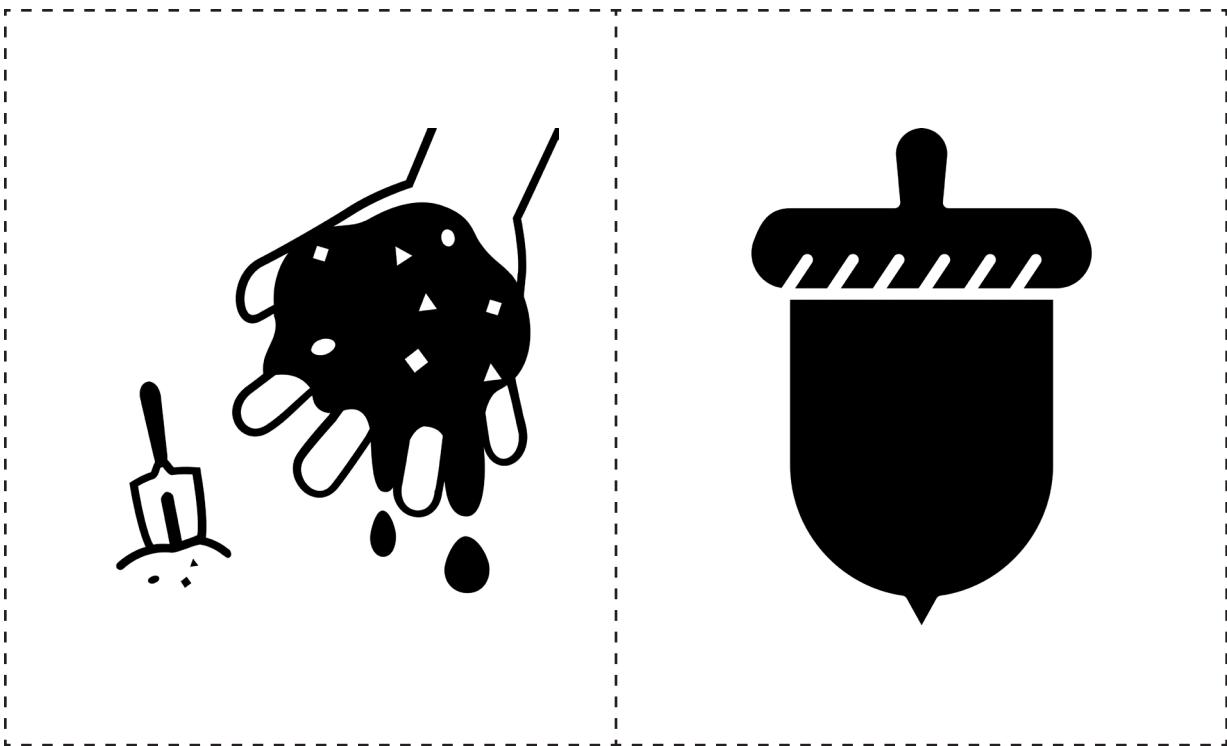
## **Closing**

### **A. Check for Understanding (1 minute)**

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards





run, bun, bus, sun, mud, nut

## Lesson 5: Cycle Check

# Lesson Overview

### Lesson Summary

Students use what they have learned about the letters *u* and *qu* to complete the Whole Group Cycle 9 Check.

### Daily Learning Targets

- I can read common high-frequency words. (RF.K.3c)
- I can print the lowercase and uppercase letters *u* and *qu*. (L.K.1a)
- I can find and name all uppercase and lowercase letters, including *u* and *qu*. (RF.K.1d)
- I can match the short vowel sounds with their common spelling. (RF.K.3b)

### Agenda

#### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (1 minute)
- C. Quick Review (1 minute)

#### 2. Work Time

- A. Cycle Check (7 minutes)

#### 3. Closing

- A. Check for Understanding (1 minute)

# Materials and Preparation

### Materials

- Keyword Letter Cards: Review: *qu, d, a, f, o, u, l, b* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *me, she, that, he* (see Skills Block Tool Kit)
- Whole Group Cycle 9 Check (one per student)
- Whole Group Cycle 9 Check Directions (for teacher reference)
- Whole Group Cycle 9 Check (answers for teacher reference)
- Late Pre-Alphabetic Microphase Formative Checklist (for teacher reference)
- Cycle 9: Lesson 5 Slides (<https://eled.org/4098>; optional)

## **Prepare in Advance**

- Today's lesson is intentionally abbreviated to provide additional time in small group rotations. The additional time makes space for each differentiated group to complete their differentiated Cycle Assessment.
- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.
- For Work Time A, prepare the Whole Group Cycle 9 Check.

# **Lesson Plan**

## **Opening**

### **A. Engage the Learner: Transition Song and Learning Targets (1 minute)**

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display and read the learning targets.

### **B. Sound Shuffle (1 minute)**

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Listen carefully as we delete the first sound in a word and say only the ending chunk.”
  - “Say *lad*.” Pause. “Say it again, but don’t say /l/.” (/äd/)
  - “Say *hum*.” Pause. “Say it again, but don’t say /h/.” (/üm/)
  - “Say *six*.” Pause. “Say it again, but don’t say /s/.” (/iks/)
  - “Say *mad*.” Pause. “Say it again, but don’t say /m/.” (/äd/)
  - “Say *fell*.” Pause. “Say it again, but don’t say /f/.” (/él/)
  - “Say *knob*.” Pause. “Say it again, but don’t say /n/.” (/öb/)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students' needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *qu, d, me, a, f, she, o, u, that, l, b, he*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

## Work Time

### A. Cycle Check (7 minutes)

Distribute the **Whole Group Cycle 9 Check** and guide students through it using the **Whole Group Cycle 9 Check Directions (for teacher reference)**.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

After the lesson, review the students' completed Whole Group Cycle 9 Checks by referring to the **Whole Group Cycle 9 Check (answers for teacher reference)**. Use the **Late Pre-Alphabetic Microphase Formative Checklist (for teacher reference)** to keep track of student data and assist in monitoring students' progress on previously taught standards.

# Whole Group Cycle 9 Check Directions

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

**(For Teacher Reference)**

**Teacher Directions:** Dictate the items in each of the following sections. Allow ample time for students to chorally repeat, individually tap or clap (as needed), and write their answers.

## Sound Spelling

- “Number 1. On line 1, write the lowercase letter *u*.” Pause. “Now, next to the lowercase *u*, write uppercase *U*.” Pause.
- “Number 2. On line 2, write the lowercase letter *q*.” Pause. “Now, next to the lowercase *q*, write uppercase *Q*.” Pause.
- “Number 3. Say *sub*.” Pause. “Now write the lowercase letter that makes the /ü/ sound in *sub*.” Pause.
- “Number 4. Say *unicorn*.” Pause. “Now write the lowercase letter that makes the /ü/ sound in *unicorn*.” Pause.

## High-Frequency Words

- “Number 5. Select the correct spelling of the word *me*, as in the sentence, ‘Will you sit by *me*?’” Pause.
- “Number 6. Select the correct spelling of the word *he*, as in the sentence, ‘*He* is my best friend.’” Pause.
- “Number 7. Select the correct spelling of the word *she*, as in the sentence, ‘Does *she* have my pencil?’” Pause.

## Letter Identification

- “Number 8. Select the letter *u*’s you see in this row.” Pause.
- “Number 9. Select the *qu*’s you see in this row.” Pause.

## Whole Group Cycle 9 Check

RF.K.1d, RF.K.3b, RF.K.3c, L.K.1a

(Answers for Teacher Reference)

### Sound Spelling

1. u U

2. q Q

3. U

4. u

### High-Frequency Words

5. me mie

6. hee he

7. she shee

## Letter Identification

8. b      u      W      U      Qu

9. qu      u      Qu      w      b

## Whole Group Cycle 9 Check

RF.K.1d, RF.K.3b, RF.K.3c, L.K.1a

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sound Spelling

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

### High-Frequency Words

5. me mie

6. hee he

7. shee shee

## Letter Identification

8. b      u      W      U      Qu

9. qu      u      Qu      w      b



**Kindergarten:** Late Pre-Alphabetic Micophase

Cycle 10

## Lesson 1: Poem Launch and Getting to Know Letters: Cc

### Lesson Overview

#### Lesson Summary

Students listen to the poem “Calico Cat” and are introduced to the letter *c*.

#### Daily Learning Targets

- I can match the words I hear to the words I see. (RF.K.1b)
- I can notice each word on a page by keeping spaces between them. (RF.K.1c)
- I can find and name all uppercase and lowercase letters, including C and *c*. (RF.K.1d)
- I can say the sound for the consonant *c*. (RF.K.3a)
- I can print the lowercase and uppercase letter *c*. (L.K.1a)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Poem Launch (3 minutes)
- B. Getting to Know Letters (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: New: *c, C*; Review: *qu, u, b, w, a, m, t, s* (see Skills Block Tool Kit)
- High-Frequency Word Cards: New: *you*; Review: *she, me, he, my* (see Skills Block Tool Kit)
- Sound boxes (see Skills Block Tool Kit)
- Image Cards: *calico cat, curled, covers*
- “Calico Cat” (one for display)

- Articulatory Gestures Chart (see Skills Block Tool Kit)
- Cc Letter Formation Page (one per student and one for display; see Skills Block Tool Kit)
- Cycle 10: Lesson 1 Slides (<https://eled.org/4099>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:

- I can find and name all uppercase and lowercase letters, including *C* and *c*.
  - I can print the lowercase and uppercase letter *c*.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Listen closely as I say a clue and a word. Then, use the clue to help you think of the correct rhyming word. Here’s an example: ‘I’m thinking of a word that means a long and thin piece of wood, and it rhymes with *pick*. The word is . . .’” Respond with students: *stick*.
- “Listen carefully as we begin.”
  - “I’m thinking of a word that means chilly, and it rhymes with *bold*. The word is . . .” (*cold*)
  - “I’m thinking of a word that’s another word for a cooking pot, and it rhymes with *ran*. The word is . . .” (*pan*)
  - “I’m thinking of a word that’s another word for *child*, and it rhymes with *lid*. The word is . . .” (*kid*)
  - “I’m thinking of a word that is something to sleep on, and it rhymes with *fed*. The word is . . .” (*bed*)

## Reading Foundational Skills Block

- “I’m thinking of a word that means baby sheep, and it rhymes with *ham*. The word is . . .” (*lamb*)
- “I’m thinking of the part on a door that you turn to open it, and it rhymes with *sob*. The word is . . .” (*knob*)
- “This week we’ll continue to delete the beginning sound in a word and say only the ending chunk that remains, like eliminating /k/ in the word *cub*. Let’s say the word *cub* together. Now, don’t say /k/ at the beginning. What’s the ending chunk?” Respond with students: /*üb*/.
  - “Say *jab*.” Pause. “Say it again, but don’t say /j/.” (/äb/)
  - “Say *gal*.” Pause. “Say it again, but don’t say /g/.” (/äl/)
  - “Say *jig*.” Pause. “Say it again, but don’t say /j/.” (/íg/)
  - “Say *zag*.” Pause. “Say it again, but don’t say /z/.” (/äg/)
  - “Say *leg*.” Pause. “Say it again, but don’t say /l/.” (/ëg/)
  - “Say *log*.” Pause. “Say it again, but don’t say /l/.” (/ög/)
- Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *qu, u, she, b, w, me, a, m, he, t, s, my*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to learn one of this week’s high-frequency words. Remember, these are words that are used often, and it would be helpful for us to recognize them quickly. The word *you* is a word you will find in many books and stories. Say *you*.” Pause.
- “Now listen to each of the sounds in the word *you*: /y/ /OO/. Tap those sounds with me: /y/ /OO/. How many sounds did we tap?” (two)

Display the high-frequency word *you*. Display **sound boxes** with two boxes.

- “What is the first sound in *you*?” (/y/)
- “This sound is spelled exactly like we’d expect, with the letter *y*.”

Display *y* in the first sound box.

- “Everyone, what is the last sound in *you*? Tap it with me again, and listen for the last sound: /y/ /OO/.” (/OO/)
- “This sound may not be spelled how you’d expect. In the word *you*, the /OO/ sound is spelled with the letters *o-u*!”

Display *ou* in the last box, and highlight this sound as one that needs to be learned.

- “This word is *you*. Say it.” Pause.
- “Now it’s time to skywrite *you*. Say each letter with me as we skywrite: *y-o-u*.”

Incorporate movement while students recite the letters in *you*. For example, have them do jumping jacks or hop, trace the letters with their fingers on their arms or legs, or reach up or across their bodies.

## Work Time

### A. Poem Launch (3 minutes)

Display **Image Cards** for the poem “**Calico Cat**.”

- “Today we are going to read a poem together. It is called ‘Calico Cat.’ In the poem, we’ll hear about Coco the calico cat.” Point out the image for *calico cat*, and say: “A *calico cat* has three colors of hair—orange, white, and black.”
- Point out the image for *curled*, and say: “We’ll also hear about how the cat lies in a *curled* position.”
- Point out the image for *covers*, and say: “We’ll also hear about *covers*, or the blanket on top of the narrator’s bed.”

Display the poem. Read the poem aloud, modeling fluent phrasing.

- “Turn and Talk to a partner: What is this poem about?” (Coco is lying on the narrator’s blanket.)

Check for comprehension by giving students an opportunity to act out the poem.

- “Let’s read the poem once more. This time, while we read, listen for words that have a similar sound at the beginning. Follow along as I read.”

Reread the poem, pointing to each word as it’s read.

- “Everyone, what sound did you notice at the beginning of many of these words?” (/k/)

Display the Keyword Letter Card: *c*.

- “This is the letter *c*. Say *c* with me: *c*. *c* is its name. /k/ is its sound. Say /k/ with me: /k/.”
- “We hear the soft sound *c* makes at the beginning of its name: /s/ /ĕ/. *c* makes the /s/ sound when it comes after the letters *e*, *i*, or *y*. For now, though, we will work on remembering that *c* sounds like /k/. We can remember the sound that the letter *c* makes by thinking of a cat, like we see here. The word *cat* starts with the /k/ sound. When we see this card, we’ll say, ‘*c, cat, /k/*.’”
- Point out words from the poem with the /k/ sound, and say: “I hear the /k/ sound in many words, including *cozy*, *Coco*, *calico*, *cat*, *curled*, *covers*, *cute*, *called*, and *could*.”
- Mark the high-frequency words *you* and *are*, and say: “These are two of the high-frequency words for this cycle. We’ll talk more about them later.”
- “That’s a great poem! Let’s read it one more time. This time, read along with me as I point to each word. While we read, let’s focus on noticing each word. Here we go!”

Read the poem chorally with students.

- “Next, let’s take a closer look at the letter *c* and its /k/ sound.”

## B. Getting to Know Letters (6 minutes)

Display the Keyword Letter Card: *c* again.

- “Let’s say our letter-sound chant for the letter *c* again together: *c, cat, /k/*.”

Display the **Articulatory Gestures Chart**.

- “When I say /k/, the back of my tongue is humped in the back of my mouth and touches the roof to stop the air behind my tongue. Then, I quickly push air out of my mouth to make the /k/ sound. Practice that articulatory gesture with me: /k/. Pay attention to the feeling of your lips, tongue, jaw, and voice box as you say /k/.” Pause for students to independently practice saying /k/. Support students as needed.
- “Now let’s learn how to write the letter *c*. We’ll start with the lowercase *c*, like we see on our *cat* letter card. Watch as I trace this *c*.” Follow the path of the lowercase *c* on the *cat* letter card, saying: “I start at the middle. Then, I curve back and around down to the bottom.” Model a few times.

Display **Cc Letter Formation Page**.

- “Now it’s time to skywrite. Remember to skywrite, straighten your arm out long and point two fingers in front of your body. We use our whole arm to make the motions we need to form the lowercase *c*. Ready? Start in the middle. Then, curve back and around down to the bottom.”

Invite students to practice skywriting lowercase *c* a few times.

Display the Keyword Letter Card: *C*.

- “Here is the uppercase letter *C*. Say the chant with me: *C, cat, /k/*. Now let’s learn how to write uppercase *C*. Watch as I trace this *C*.” Follow the path of the uppercase *C* on the uppercase *Cat* letter card, saying: “I start at the top. Then, I curve back and around and down to the bottom.” Model a few times.

Display **Cc Letter Formation Page**.

- “Now it’s time to skywrite the uppercase *C*. Straighten your arm and point two fingers. Use your whole arm to make the motions you need to form the uppercase *C*. Ready? Start at the top. Curve back and around down to the bottom.”

Invite students to practice skywriting uppercase *C* a few times.

Distribute **Cc Letter Formation Page**.

- “Time to practice writing the lowercase letter *c*. Check to make sure you are sitting in proper writing posture, using your helper hand to hold your paper in place, and gripping your pencil correctly. Write the best lowercase *c* that you can. If you finish before I stop you, keep practicing lowercase letter *c*’s. Check our letter card if you need a reminder.”

Pause for students to write.

- “Point to the best lowercase *c* that you wrote and let’s all say its sound together: /k/.”

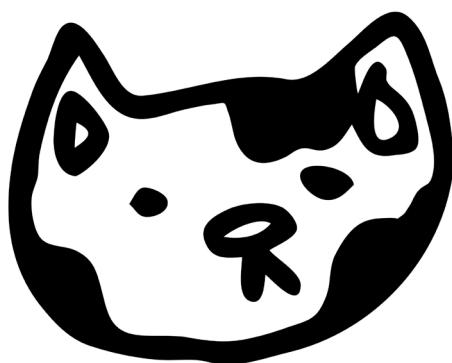
Repeat this writing process with the uppercase letter *C*.

## **Closing**

### **A. Check for Understanding (1 minute)**

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards



calico cat, curled, covers

## Calico Cat

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

Cozy Coco, my calico cat,  
curled up on my covers.  
"You are so cute!" I called to her.  
Wish I could have another!

Source: Created by EL Education for instructional purposes.

## Lesson 2: Poem Launch and Getting to Know Letters: Gg

### Lesson Overview

#### Lesson Summary

Students listen to the poem “Grazing Goose” and are introduced to the letter g.

#### Daily Learning Targets

- I can match the words I hear to the words I see. (RF.K.1b)
- I can notice each word on a page by keeping spaces between them. (RF.K.1c)
- I can find and name all uppercase and lowercase letters, including G and g. (RF.K.1d)
- I can say the sound for the consonant g. (RF.K.3a)
- I can print the lowercase and uppercase letter g. (L.K.1a)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Poem Launch (3 minutes)
- B. Getting to Know Letters (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: New: g, G; Review: c, i, n, b, u, r, h, l (see Skills Block Tool Kit)
- High-Frequency Word Cards: New: *are, as*; Review: *not, you, she, that* (see Skills Block Tool Kit)
- Sound boxes (see Skills Block Tool Kit)
- Image Cards: *gosling, grazing, glance*
- “Grazing Goose” (one for display)

- Articulatory Gestures Chart (see Skills Block Tool Kit)
- Gg Letter Formation Page (one per student and one for display; see Skills Block Tool Kit)
- Cycle 10: Lesson 2 Slides (<https://eled.org/4100>; optional)

## **Prepare in Advance**

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# **Lesson Plan**

## **Opening**

### **A. Engage the Learner: Transition Song and Learning Targets (1 minute)**

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:

- I can find and name all uppercase and lowercase letters, including *G* and *g*.
  - I can print the lowercase and uppercase letter *g*.

### **B. Sound Shuffle (4 minutes)**

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Listen closely as I say a clue and a word. Then, use the clue to help you think of the correct rhyming word.”
  - “I’m thinking of a word that means very warm, and it rhymes with *not*. The word is . . .” (*hot*)
  - “I’m thinking of a word that means baby cat, and it rhymes with *mitten*. The word is . . .” (*kitten*)
  - “I’m thinking of a word that is something you wear on your feet, and it rhymes with *locks*. The word is . . .” (*socks*)
  - “I’m thinking of a word that is something you eat cereal with, and it rhymes with *moon*. The word is . . .” (*spoon*)
  - “I’m thinking of a word that means a large body of water, and it rhymes with *take*. The word is . . .” (*lake*)
  - “I’m thinking of a word that is something you use to unlock a door, and it rhymes with *knee*. The word is . . .” (*key*)

## Reading Foundational Skills Block

- “Now it’s time to delete the beginning sound in a word and say only the ending chunk.”
  - “Say *sun*.” Pause. “Say it again, but don’t say /s/.” (/ʌn/)
  - “Say *ran*.” Pause. “Say it again, but don’t say /r/.” (/æn/)
  - “Say *yap*.” Pause. “Say it again, but don’t say /y/.” (/əp/)
  - “Say *tab*.” Pause. “Say it again, but don’t say /t/.” (/əb/)
  - “Say *led*.” Pause. “Say it again, but don’t say /l/.” (/ɛd/)
  - “Say *mob*.” Pause. “Say it again, but don’t say /m/.” (/əb/)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *c, i, not, n, b, you, u, r, she, h, l, that*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to learn another one of this week’s high-frequency words. Remember, these are words that are used often, and it would be helpful for us to recognize them quickly. The word *are* is a word you will find in many books and stories. Say *are*.” Pause.
- “Now listen to each of the sounds in the word *are*: /ar/. Tap that sound with me: /ar/. How many sounds did we tap?” (one)

Display the high-frequency word *are*. Display **sound boxes** with one box.

- “What is the sound in *are*?” (/ar/)
- “This sound is spelled differently than you’d expect, with the letters *a-r-e*. The *e* doesn’t have a job in this word; it is there to make the word just a little longer.”

Display *are* in the sound box, and highlight this sound as one that needs to be learned.

- “This word is *are*. Say it.” Pause.
- “Let’s learn another one of this week’s high-frequency words. The word *as* means at the moment or when, like in the sentence, ‘We jumped as we counted.’ Say *as*.” Pause.
- “Now listen to each of the sounds in the word *as*: /ă/ /z/. Tap those sounds with me: /ă/ /z/. How many sounds did we tap?” (two)

Display the high-frequency word *as*. Display sound boxes with two boxes.

- “What is the first sound in *as*?” (/ă/)
- “This sound is spelled exactly how you’d expect, with the letter *a*!”

Display *a* in the first box.

- “What is the last sound in *as*, everyone?” (/z/)
- “This sound may not be spelled how you’d expect. In the word *as*, the /z/ sound is spelled with the letter *s*!”

Display *s* in the last box, and highlight this sound as one that needs to be learned.

- “This word is *as*. Say it.” Pause.
- “Now it’s time to skywrite *are* and *as*. Let’s start with *are*. Say each letter with me as we skywrite: *a-r-e*.”

Incorporate movement while students recite the letters in *are*. For example, have them do jumping jacks or hop, trace the letters with their fingers on their arms or legs, or reach up or across their bodies.

Repeat this skywriting process with *as*.

## Work Time

### A. Poem Launch (3 minutes)

Display **Image Cards** for the poem “**Grazing Goose**.”

- “Today we are going to read a poem together. It is called ‘Grazing Goose.’ In the poem, we’ll hear about a goose and her babies, called *goslings*.” Point to the image for *gosling*.
- Point to the image for *grazing*, and say: “We’ll also hear about *grazing*, which is when they eat grass.”
- Point to the image for *glance*, and say: “We’ll also hear about how the goslings *glance*, or take quick looks while they’re eating.”

Display the poem. Read the poem aloud, modeling fluent phrasing.

- “Turn and Talk to a partner: What is this poem about?” (a goose and her goslings)

Check for comprehension by giving students an opportunity to act out the poem.

- “Let’s read the poem once more. This time, while we read, listen for words that have a similar sound at the beginning. Follow along as I read.”

Reread the poem, pointing to each word as it’s read.

- “Everyone, what sound did you notice at the beginning of many of these words?” (/g/)

Display the Keyword Letter Card: *g*.

- “This is the letter *g*. Say *g* with me: *g*. *g* is its name. /*g*/ is its sound. Say /*g*/ with me: /*g*/.”
- “We hear the soft sound that *g* makes at the beginning of its name: /j/ /ĕ/. The *g* sounds like /j/ before the letters *e*, *i*, and *y*. For now, we will work on remembering that *g* usually says /*g*. We can remember the sound that the letter *g* makes by thinking of a *goose*, like we see here. The word *goose* starts with the /*g*/ sound. When we see this card, we’ll say, ‘*g, goose, /g/!*’”
- Point out words from the poem with the /*g*/ sound, and say: “I hear the /*g*/ sound in many words, including *goose*, *gray*, *goslings*, *grazing*, *green*, *grass*, *glance*, *growls*, *go*, and *grr*!”
- Mark the high-frequency words *are* and *as*. “These are two of the high-frequency words for this cycle, *are* and *as*. We just learned about them!”
- “That’s a great poem! Let’s read it one more time. This time, read along with me as I point to each word. While we read, let’s focus on noticing each word. Here we go!”

Read the poem chorally with students.

- “Next, let’s take a closer look at the letter *g* and its /*g*/ sound.”

## B. Getting to Know Letters (6 minutes)

Display the Keyword Letter Card: *g* again.

- “Let’s say our letter-sound chant for the letter *g* again together: *g, goose, /g/*.”

Display the **Articulatory Gestures Chart**.

- “When I say /g/, the back of my tongue is humped in the back of my mouth and touches the roof, stopping the air behind my tongue. I then turn my voice box on as I push the air out of my mouth. Pay attention to the feeling of your lips, tongue, jaw, and voice box as you say /g/.”

Pause for students to independently practice saying /g/. Support students as needed, such as by providing a mirror for them to check their articulatory gesture.

- “Nice job making the /g/ sound for the letter *g*. Now let’s learn how to write the letter *g*. We’ll start with the lowercase *g*, like we see on our *goose* letter card. Watch as I trace this *g*.” Follow the path of the lowercase *g* on the *goose* letter card, saying: “I start in the middle. Then, I pull back, circle around, pull up to the middle, down, and under, and curve.” Model a few times.

Display **Gg Letter Formation Page**.

- “Now it’s time to skywrite. Remember, when we skywrite, we straighten our arm out long and point two fingers in front of our body. We use our whole arm to make the motions we need to form the lowercase *g*. Ready? I start in the middle. Then, I pull back, circle around, pull up to the middle, down, and under, and curve.”

Invite students to practice skywriting lowercase *g* a few times.

Display the Keyword Letter Card: *G*.

- “Here is the uppercase letter *G*. Say the chant with me: *G, goose, /g/*. Now let’s learn how to write uppercase *G*. Watch as I trace this *G*.” Follow the path of the uppercase *G* on the uppercase *Goose* letter card, saying: “I start at the top. Then, I curve back to the bottom and around to the middle. Lastly, I pull across.” Model a few times.

Display **Gg Letter Formation Page**.

- “Now it’s time to skywrite the uppercase *G*. Straighten your arm and point two fingers. Use your whole arm to make the motions you need to form the uppercase *G*. Ready? Start at the top. Curve back to the bottom, then around to the middle. Pull across.”

Invite students to practice skywriting uppercase *G* a few times.

Distribute **Gg Letter Formation Page**.

- “Time to practice writing the lowercase letter *g*. Check to make sure you are sitting in proper writing posture, using your helper hand to hold your paper in place, and gripping your pencil correctly. Write the best lowercase *g* that you can. If you finish before I stop you, keep practicing lowercase letter *g*’s. Check our letter card if you need a reminder.”

Pause for students to write.

- “Point to the best lowercase *g* that you wrote and let’s all say its sound together: /g/.”

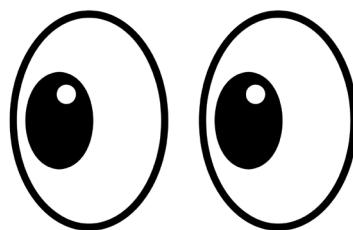
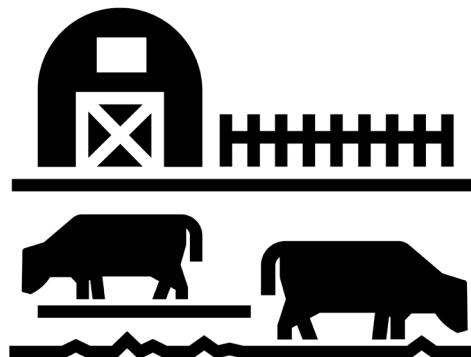
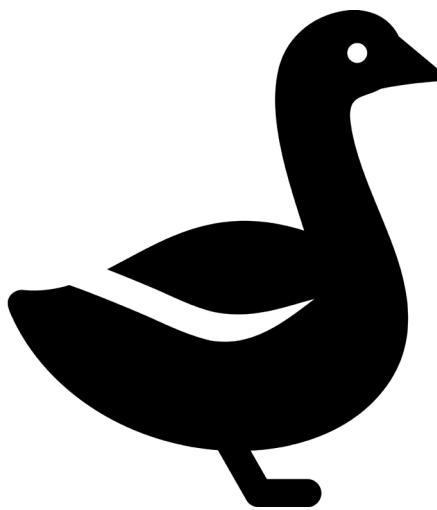
Repeat this writing process with the uppercase letter *G*.

## **Closing**

### **A. Check for Understanding (1 minute)**

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards



gosling, grazing, glance

## Grazing Goose

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

A big goose and her gray goslings  
are grazing on green grass.  
They glance up while they eat  
and my dog growls as we go past. Grr!

Source: Created by EL Education for instructional purposes.

## Lesson 3: Call and Response and Chaining

### Lesson Overview

#### Lesson Summary

Students continue building fluency with the poems “Calico Cat” and “Grazing Goose,” listening for and saying sounds in words to help them read words with the letters c and g.

#### Daily Learning Targets

- I can follow words left to right, top to bottom, and page to page. (RF.K.1a)
- I can say the sounds for the letters I see, including the consonants c and g. (RF.K.3a, RF.K.3b)
- I can print the lowercase letters c and g. (L.K.1a)
- I can change individual sounds in one-syllable words to make new words. (RF.K.2e)
- I can tell the difference between similar words by identifying the sounds of letters that are different. (RF.K.3d)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Fluency (2 minutes)
- B. Call and Response (2 minutes)
- C. Chaining (5 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: g, w, c, qu, o, f, i, u (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: you, are, as, into, me (see Skills Block Tool Kit)
- “Calico Cat” (one for display)
- “Grazing Goose” (one for display)

- Chaining Practice: *c, g* (one per student)
- Words: *gut, cut, cot, got, lot*
- Image Cards: *gut, cut, cot*
- Cycle 10: Lesson 3 Slides (<https://eled.org/4101>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:
  - I can say the sounds for the letters I see, including the consonants *c* and *g*.
  - I can tell the difference between similar words by identifying the sounds of letters that are different.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Listen closely as I say a clue and a word. Then, use the clue to help you think of the correct rhyming word.”
  - “I’m thinking of a word that means a baby dog, and it rhymes with *guppy*. The word is . . .” (*puppy*)
  - “I’m thinking of a word that is something you wear on your head, and it rhymes with *sat*. The word is . . .” (*hat*)
  - “I’m thinking of a word that means the opposite of *open*, and it rhymes with *nut*. The word is . . .” (*shut*)
  - “I’m thinking of a word that is something you can write with, and it rhymes with *ten*. The word is . . .” (*pen*)

## Reading Foundational Skills Block

- “I’m thinking of a word that means the opposite of *up*, and it rhymes with *frown*. The word is . . .” (*down*)
- “I’m thinking of a word that means a small area of water you can swim in, and it rhymes with *cool*. The word is . . .” (*pool*)
- Now it’s time to delete the beginning sound in a word and say only the ending chunk.”
  - “Say *hog*.” Pause. “Say it again, but don’t say /h/.” (/ög/ or /awg/)
  - “Say *pan*.” Pause. “Say it again, but don’t say /p/.” (/än/)
  - “Say *cat*.” Pause. “Say it again, but don’t say /k/.” (/ät/)
  - “Say *rub*.” Pause. “Say it again, but don’t say /r/.” (/üb/)
  - “Say *vet*.” Pause. “Say it again, but don’t say /v/.” (/ět/)
  - “Say *job*.” Pause. “Say it again, but don’t say /j/.” (/öb/)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *g, w, into, c, qu, are, o, f, me, i, u, you*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to review this week’s high-frequency words.” Display the high-frequency words: *you, are, as*. Invite students to chorally read each word aloud. Build in chants or songs to practice saying the letters in each word or display each word all around the room and invite students to walk around the room reading them aloud.

Incorporate movement while students review the high-frequency words. For example, have them skywrite, bounce balls as they recite the letters in each word, or hop from letter to letter on paper plates. See the Skills Block Tool Kit for more ideas for reviewing high-frequency words with movement.

## Work Time

### A. Fluency (2 minutes)

Display the poem “**Calico Cat**.”

- “Today we will practice reading our poems aloud to help us notice and read each word. Listen and follow along as I begin reading our first poem.”

Read the first poem. Support awareness of one-to-one correspondence by pointing out each word as it’s read so students hear and see each word.

- “Now, I want you to try to read this poem after me. Point to each word as we read.”

Reread the poem, pausing after each line for students to echo and point to each word. Continue to support awareness of one-to-one correspondence by pointing out each word as it's read so students hear and see each word.

Repeat with the poem “**Grazing Goose**.”

- “Reading a text more than one time helps us read it smoothly. It helps us read not too fast and not slow. When we read fluently, we can pay closer attention to the meaning of the text.”

## B. Call and Response (2 minutes)

- “Today we will review our letters and sounds with a chant. Let’s move our bodies while we chant.”

Begin marching in place, or choose another movement.

- “Watch and listen to what I do. When I point to myself, it is my turn to say something. When I point to you, it is your turn to say something.”

Continue marching in place and invite students to follow along.

## Phoneme Response

- “When I say a letter, you say the sound: *c*.” Point to students to respond. (/k/) Invite students to skywrite the /k/ sound, then start marching again. Repeat the Phoneme Response chant with *g*, *u*, and *qu*. (/g/; /ü/; /kw/)

## Grapheme Response

- “When I say a sound, you name the letter that makes the sound: /g/.” Point to students to respond. (*g*) Repeat the Grapheme Response chant with /ü/, /w/, and /k/. (*u*; *w*; *c*)

## C. Chaining (5 minutes)

Distribute **Chaining Practice: c, g**. Display *gut*.

- “Let’s use what we know about the sounds these letters make to read this word.”
- “The first letter is *g*. Say the sound with me: /g/. The next letter is *u*. Say the sound with me: /ü/. Last, we have the letter *t*. Say the sound with me: /t/.”
- Point to each letter and blend each sound, keeping the sounds connected: “Repeat after me: /g/ /ü/ /t/. Now let’s speed it up a bit: /g/ /ü/ /t/. What’s our word, everyone?” (*gut*)
- Display the **image** for *gut*, and say: “*Gut* is a word that describes the stomach or the intestines, like in the sentence, ‘Brandy had a bad feeling in her *gut*.’”
- “Now we’re going to write the word *gut*. Find the number 1 on your paper. Finish writing the word *gut* by filling in the missing letter *g*. Remember, to form a *g*, start in the middle. Pull back, circle around, then pull up to the middle, down, and under, and curve.”

## Reading Foundational Skills Block

Model, then pause for students to write.

- “Let’s read another word. One sound will change. Try to read the new word.”

Display *cut*.

- Slowly blend these sounds with me, keeping the sounds connected: /k/ /ü/ /t/. Now let’s speed it up a bit: /k/ /ü/ /t/.”
- “What’s our word, everyone?” (*cut*)
- Display the image for *cut*, and say: “*Cut* means to slice or open with a knife or scissors, like in the sentence, ‘We need to *cut* our dog’s hair.’”
- “Find the number 2 on your paper. Finish writing the word *cut* by filling in the missing letter *c*. Remember, to form a *c*, start in the middle. Curve back and around down to the bottom.”

Model, then pause for students to write. Display *cut* below *gut*.

- “Read these words to yourself.”
- Pause for students to read, then say: “Let’s read one last word. Again, one sound will change.”

Display *cot*.

- Slowly blend these sounds with me, keeping the sounds connected: /k/ /ö/ /t/. Now speed it up a bit: /k/ /ö/ /t/.”
- “How does changing the *u* in *cut* to *o* change the word? Everyone, what’s the new word?” (*cot*)
- Display the image for *cot* and say: “A *cot* is a small bed that folds, like in the sentence, ‘Mom went to take a nap on the *cot*.’”
- “Find the number 3 on your paper. Finish writing the word *cot* by filling in the missing letter *c*. Remember, to form a *c*, start in the middle. Curve back and around down to the bottom.”

Model, then pause for students to write.

As time allows, continue this chaining pattern with the words *got* and *lot*.

Invite students to chorally read the list of words discussed.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Chaining Practice: c, g

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Add the missing letter to each word.

1. gut \_\_\_\_\_ ut

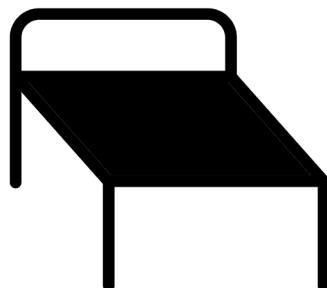
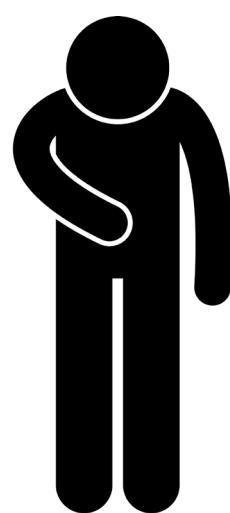
2. cut \_\_\_\_\_ ut

3. cot \_\_\_\_\_ ot

4. got \_\_\_\_\_ ot

5. lot \_\_\_\_\_ ot

## Image Cards



gut, cut, cot

## Lesson 4: Feel the Beats and Spelling to Complement Reading

### Lesson Overview

#### Lesson Summary

Students continue learning about the letters c and g, listening for and saying the sounds in words to help them read and spell.

#### Daily Learning Targets

- I can count, say, put together, and separate each beat in a word. (RF.K.2b)
- I can print the lowercase letters c and g. (L.K.1a)
- I can spell simple words by writing the letters for each sound I hear. (L.K.2c, L.K.2d)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (3 minutes)

##### 2. Work Time

- A. Feel the Beats (4 minutes)
- B. Spelling to Complement Reading (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: c, a, b, u, g, o, d, l (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: you, are, as, he (see Skills Block Tool Kit)
- “Calico Cat” (one for display)
- Blank Letter Formation Page (one per student; see Skills Block Tool Kit)
- Words: at, cat, wag, bag, cut, bug

- Image Cards: *cat, wag, bag, cut, bug*
- Cycle 10: Lesson 4 Slides (<https://eled.org/4102>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:
  - I can count, say, put together, and separate each beat in a word.
  - I can spell simple words by writing the letters for each sound I hear.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Listen closely as I say a clue and a word. Then, use the clue to help you think of the correct rhyming word.”
  - “I’m thinking of a word that means a tune you sing, and it rhymes with *long*. The word is . . .” (*song*)
  - “I’m thinking of a word that means the opposite of *slow*, and it rhymes with *last*. The word is . . .” (*fast*)
  - “I’m thinking of a word that is something you drive, and it rhymes with *far*. The word is . . .” (*car*)
  - “I’m thinking of a word that is something to sit on, and it rhymes with *hair*. The word is . . .” (*chair*)
  - “I’m thinking of a word that means the opposite of *short*, and it rhymes with *ball*. The word is . . .” (*tall*)
  - “I’m thinking of a word that means a meal you eat in the middle of the day, and it rhymes with *munch*. The word is . . .” (*lunch*)

- “Now it’s time to delete the beginning sound in a word and say only the ending chunk.”
  - “Say *him*.” Pause. “Say it again, but don’t say /h/.” (/im/)
  - “Say *fib*.” Pause. “Say it again, but don’t say /f/.” (/ib/)
  - “Say *lab*.” Pause. “Say it again, but don’t say /l/.” (/ab/)
  - “Say *pug*.” Pause. “Say it again, but don’t say /p/.” (/ug/)
  - “Say *Ted*.” Pause. “Say it again, but don’t say /t/.” (/ed/)
  - “Say *hot*.” Pause. “Say it again, but don’t say /h/.” (/ot/)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *as, c, a, he, b, u, you, g, o, are, d, l*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (3 minutes)

- “This week we learned three new high-frequency words: *you*, *are*, and *as*. Today we will use each of these words in a sentence and practice spelling them.”

Display the high-frequency word *you*.

- “Everyone, what is this word?” (*you*)
- “How can we use *you* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *you*, saying each letter out loud as we write.” (*y-o-u*)

Display the high-frequency word *are*.

- “Everyone, what is this word?” (*are*)
- “How can we use *are* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *are*, saying the letters out loud as we write.” (*a-r-e*)

Display the high-frequency word *as*.

- “Everyone, what is this word?” (*as*)
- “How can we use *as* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *as*, saying the letters out loud as we write.” (*a-s*)

## Work Time

### A. Feel the Beats (4 minutes)

Display the poem “**Calico Cat**.”

- “There’s a wonderful rhythm and beat in this poem! Let’s see if we can feel it in our bodies and mouths.”

Read the entire poem aloud in tune with the cadence of the poem. Draw students’ attention to the rhythm and syllables (beats) within the poem.

Invite students to chorally read the entire poem while clapping each beat.

Recite the first two lines of the poem again slowly while clapping each beat.

- “Cozy Coco, my calico cat, curled up on my covers.”
- “Say the word *calico* with me as we clap out each beat: *cal-i-co*. Remember, there is a special name for the beats we hear in words. We call these beats *syllables*.”

Use a total participation technique to elicit responses to the following questions.

- “How many syllables are in the word *calico*?” (*three*)
- “What is the first syllable in the word *calico*?” (*cal*)
- “What is the second syllable we hear in the word *calico*?” (*i*)
- “What is the third syllable we hear in the word *calico*?” (*co*)

Repeat this process with the words *covers* (two), *cat* (one), and *another* (three).

- “We noticed that some words have one syllable, like the word *cat*, and some words have more than one. The word *covers* has two syllables: *cov-ers*. Each syllable is one beat. Now let’s play a game: I’ll say each syllable in a word, and you blend them together to say the word they make.”
  - “*a-noth-er*. What’s the word, everyone?” (*another*)

Repeat with two or three more multisyllabic words from the poem.

### B. Spelling to Complement Reading (6 minutes)

Distribute **Blank Letter Formation Page**.

- “Today we will say all the sounds in words to help us map their sounds to the letters that make them. Our first word is *at*. Say it with me: *at*. Now let’s slow it down. Keep each sound connected as we tap: /ă/ /t/; *at!*”
- “Everyone, how many sounds did we say?” (two)

Display the number 2.

- “We tapped two times. The word *at* has two sounds, so we’ll need to spell two sounds to write this word.”
- “Let’s write the sounds /ă/ /t/. What letter makes the /ă/ sound, everyone?” (*a*)
- “Remember, to write a lowercase *a*, start in the middle, pull back, circle around, pull up to the middle, then pull straight down to the bottom.”

Model, then pause for students to write.

- “What letter makes the /t/ sound, everyone?” (*t*)
- “Remember, to write a lowercase *t*, start between the middle and top lines. Pull down to the bottom and cross.”

Model, then pause for students to write.

- “What word did you spell, everyone?” (*at*)
- Point to each letter, pronouncing each sound: “/ă/ /t/; *at*!”

Display *at*.

- “*At* means on or in a location, as in the sentence, ‘Can we play *at* the park?’”
- “Our next word is *cat*. Say it with me: *cat*. Now let’s slow it down. Keep each sound connected as we tap: /k/ /ă/ /t/; *cat*!”
- “Everyone, how many sounds did we say?” (three)

Display the number 3.

- “We tapped three times. The word *cat* has three sounds, so we’ll need to spell three sounds to write this word. The end of *cat* sounds just like *at*, so the last two sounds should be the same as our first word! Let’s write the sounds /k/ /ă/ /t/.”
- “What letter makes the /k/ sound, everyone?” (*c*) “The word *cat* begins with the letter *c*.”
- “Remember, to write a lowercase *c*, start in the middle. Curve back and around down to the bottom.”

Model, then pause for students to write.

- “Our word is *cat*. So far we have spelled the /k/ sound. The end of *cat* sounds just like our first word, *at*. We know how to spell that: *a-t*. Go ahead and write *a-t* after your *c* to finish the word *cat*.”
- “What word did you spell, everyone?” (*cat*)
- Point to each letter, pronouncing each sound: “/k/ /ă/ /t/; *cat*!”

Display *cat*.

- Display the **image** for *cat*, and say: “A *cat* is a small furry mammal that can be kept as a pet, as in the sentence, ‘Hazel wants a *cat* for her birthday.’”
- “Our last word is *wag*. Say it with me: *wag*. Now let’s slow it down. Keep each sound connected as we tap: /w/ /ă/ /g/; *wag*.”

Display the number 3.

- “What letter makes the /w/ sound, everyone?” (*w*)
- “Remember, to write a lowercase *w*, start in the middle. Slant down to the bottom, slant up to the middle, slant down to bottom, and slant up to the middle.”

Model, then pause for students to write.

- “Our word is *wag*. So far we have spelled the /w/ sound. The middle sound of *wag* sounds just like *cat*. We know how to spell that /ă/ sound: *a*. Go ahead and write *a* after your *w*.”

## Reading Foundational Skills Block

Pause for students to write. Display *a*.

- “The last sound in *wag* is /g/. What letter makes the /g/ sound, everyone?” (*g*)
- “Remember, to write a lowercase *g*, start in the middle. Pull back, circle around, pull up to the middle, down, and under, and curve.”

Model, then pause for students to write.

- “What word did you spell, everyone?” (*wag*)
- Point to each letter, pronouncing each sound: “/w/ /ă/ /g/; *wag*!”

Display *wag*.

- Display the image for *wag* and say: “To *wag* means to move quickly up and down or from side to side. For example, ‘My dog will *wag* her tail when I come home from school.’”

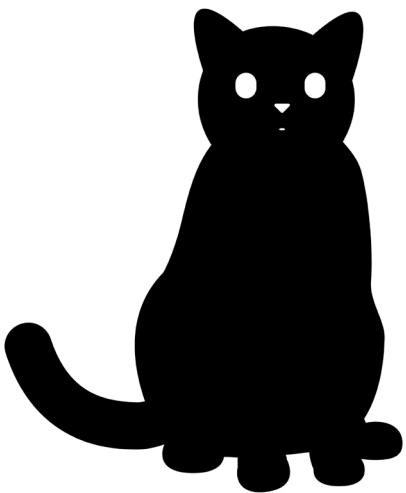
If time allows, continue the Spelling to Complement Reading routine with the following words: *bag*, *cut*, and *bug*.

## Closing

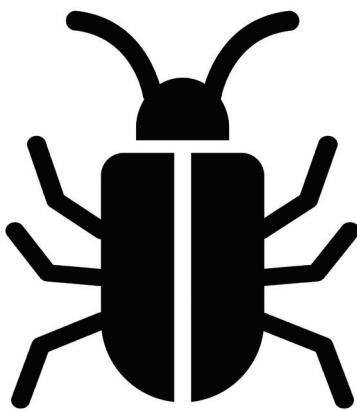
### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards



**Reading Foundational Skills Block**



cat, wag, bag, cut, bug

## Lesson 5: Cycle Practice

# Lesson Overview

### Lesson Summary

Students use what they have learned about the letters *c* and *g* to complete the Cycle 10 Practice.

### Daily Learning Targets

- I can read common high-frequency words. (RF.K.3c)
- I can print the lowercase and uppercase letters *c* and *g*. (L.K.1a)
- I can find and name all uppercase and lowercase letters, including *c* and *g*. (RF.K.1d)
- I can use what I have learned to read new words with the *c* and *g* spelling. (RF.K.3a)

### Agenda

#### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (1 minute)
- C. Quick Review (1 minute)

#### 2. Work Time

- A. Cycle Practice (7 minutes)

#### 3. Closing

- A. Check for Understanding (1 minute)

# Materials and Preparation

### Materials

- Keyword Letter Cards: Review: *g, d, qu, f, o, s, c, b* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *are, you, as, not* (see Skills Block Tool Kit)
- Whole Group Cycle 10 Practice (one per student)
- Whole Group Cycle 10 Practice Directions (for teacher reference)
- Cycle 10: Lesson 5 Slides (<https://eled.org/4103>; optional)

## **Prepare in Advance**

- Today’s lesson is intentionally abbreviated to provide additional time in small group rotations. The additional time makes space for each differentiated group to complete their differentiated Cycle Assessment.
- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.
- For Work Time A, prepare one Whole Group Cycle 10 Practice for each student.

# **Lesson Plan**

## **Opening**

### **A. Engage the Learner: Transition Song and Learning Targets (1 minute)**

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display and read the learning targets.

### **B. Sound Shuffle (1 minute)**

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Listen carefully as we delete the beginning sound in a word and say only the ending chunk.”
  - “Say *hip*.” Pause. “Say it again, but don’t say /h/.” (/ɪp/)
  - “Say *mug*.” Pause. “Say it again, but don’t say /m/.” (/ʊg/)
  - “Say *kid*.” Pause. “Say it again, but don’t say /k/.” (/ɪd/)
  - “Say *lad*.” Pause. “Say it again, but don’t say /l/.” (/æd/)
  - “Say *web*.” Pause. “Say it again, but don’t say /w/.” (/ɛb/)
  - “Say *con*.” Pause. “Say it again, but don’t say /k/.” (/ɔn/)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### **C. Quick Review (1 minute)**

Based on students' needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *g, d, are, qu, f, you, o, s, as, c, b, not*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

## **Work Time**

### **A. Cycle Practice (7 minutes)**

Guide students through the **Whole Group Cycle 10 Cycle Practice** using the **Whole Group Cycle 10 Practice Directions** (for teacher reference).

## **Closing**

### **A. Check for Understanding (1 minute)**

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

# Whole Group Cycle 10 Practice Directions

**RF.K.1d, RF.K.3a, RF.K.3c, L.K.1a**

**(For Teacher Reference)**

**Teacher Directions:** Dictate the items in each of the following sections. Allow ample time for students to chorally repeat, individually tap or clap (as needed), and write their answers.

## Sound Spelling

- “Number 1. On line 1, write the lowercase letter *g*.” Pause. “Now, next to the lowercase *g*, write uppercase *G*.” Pause.
- “Number 2. On line 2, write the lowercase letter *c*.” Pause. “Now, next to the lowercase *c*, write uppercase *C*.” Pause.
- “Number 3. Say /g/.” Pause. “Now write the lowercase letter that makes the /g/ sound.”
- “Number 4. Say /k/.” Pause. “Now write the lowercase letter that makes the /k/ sound.” Pause.

## High-Frequency Words

- “Number 5. Select the correct spelling of the word *you*, as in the sentence, ‘*You* are a great friend.’” Pause.
- “Number 6. Select the correct spelling of the word *are*, as in the sentence, ‘*Are* you ready to go?’” Pause.
- “Number 7. Select the correct spelling of the word *as*, as in the sentence, ‘I like to sing *as* I wash the dishes.’” Pause.

## Letter Identification

- “Number 8. Select the letter *g*’s you see in this row.” Pause.
- “Number 9. Select the letter *c*’s you see in this row.” Pause.

## Whole Group Cycle 10 Practice

RF.K.1d, RF.K.3a, RF.K.3c, L.K.1a

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sound Spelling

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### High-Frequency Words

5. yu      you
6. ar      are
7. az      as

## Letter Identification

8. b u W g G

9. B c u C b

**Kindergarten:** Late Pre-Alphabetic Micophase

Cycle 11

## Lesson 1: Poem Launch and Getting to Know Letters: *Pp*

### Lesson Overview

#### Lesson Summary

Students listen to the poem “Playing Parrot” and are introduced to the letter *p*.

#### Daily Learning Targets

- I can match the words I hear to the words I see. (RF.K.1b)
- I can notice each word on a page by keeping spaces between them. (RF.K.1c)
- I can find and name all uppercase and lowercase letters, including *P* and *p*. (RF.K.1d)
- I can say the sound for the consonant *p*. (RF.K.3a)
- I can print the lowercase and uppercase letter *p*. (L.K.1a)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Poem Launch (3 minutes)
- B. Getting to Know Letters (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: New: *p, P*; Review: *c, g, b, w, qu, u, a, h* (see Skills Block Tool Kit)
- High-Frequency Word Cards: New: *was*; Review: *you, as, are, me* (see Skills Block Tool Kit)
- Sound boxes (see Skills Block Tool Kit)
- Image Cards: *parrot, palm tree, pasta*
- “Playing Parrot” (one for display)

- Articulatory Gestures Chart (see Skills Block Tool Kit)
- Pp* Letter Formation Page (one per student and one for display; see Skills Block Tool Kit)
- Cycle 11: Lesson 1 Slides (<https://eled.org/4104>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:

- I can find and name all uppercase and lowercase letters, including *P* and *p*.
- I can print the lowercase and uppercase letter *p*.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. This week we’re going to delete the ending chunk of a word and then say only the first sound, for example, removing /ăt/ in the word *bat*. Let’s say the word *bat* together: *bat*. Now, just say the first sound in *bat*.” Respond with students: /b/.
- “Listen carefully as we begin.”
  - “Say *bite*.” Pause. “Now say just the first sound in *bite*.” (/b/)
  - “Say *red*.” Pause. “Now say just the first sound in *red*.” (/r/)
  - “Say *hit*.” Pause. “Now say just the first sound in *hit*.” (/h/)
  - “Say *dish*.” Pause. “Now say just the first sound in *dish*.” (/d/)
  - “Say *rake*.” Pause. “Now say just the first sound in *rake*.” (/r/)
  - “Say *cab*.” Pause. “Now say just the first sound in *cab*.” (/k/)

## Reading Foundational Skills Block

- “Now, listen closely as I say a clue and a word. Then, use the clue to help you think of the correct rhyming word. Here’s an example: ‘I’m thinking of a word that means chilly, and it rhymes with *bold*. The word is . . .’” Respond with students: *cold*.
  - “I’m thinking of a word that means the opposite of young, and it rhymes with *sold*. The word is . . .” (*old*)
  - “I’m thinking of a word that means an animal that slithers, and it rhymes with *take*. The word is . . .” (*snake*)
  - “I’m thinking of a word that means a large cup with a handle, and it rhymes with *bug*. The word is . . .” (*mug*)
  - “I’m thinking of a word that means something you wear on your feet, and it rhymes with *lose*. The word is . . .” (*shoes*)
  - “I’m thinking of an animal that says ‘woof,’ and it rhymes with *log*. The word is . . .” (*dog*)
  - “I’m thinking of a container that we use to pack things, and it rhymes with *fox*. The word is . . .” (*box*)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *c, g, you, b, w, as, qu, u, are, a, h, me*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to learn one of this week’s high-frequency words. Remember, these are words that are used often, and it would be helpful for us to recognize them quickly. The word *was* is a word you will find in many books and stories. Say *was*.” Pause.
- “Now listen to each of the sounds in the word *was*: /w/ /ă/ /z/. Tap those sounds with me: /w/ /ă/ /z/. How many sounds did we tap?” (three)

Display the high-frequency word *was*. Display **sound boxes** with three boxes.

- “What is the first sound in *was*?” (/w/)
- “This sound is spelled with the letter *w*.”

Display *w* in the first sound box.

- “Everyone, what is the next sound in *was*? Tap it with me again, and listen for the middle sound: /w/ /ă/ /z/.” (/ă/)
- “This sound may not be spelled how you’d expect. In the word *was*, the /ă/ sound is spelled with the letter *a*!”

Display *a* in the next box, and highlight this sound as one that needs to be learned.

- “What is the last sound in *was*? Tap it with me again, and listen for the last sound: /w/ /ă/ /z/?” (/z/)
- “This sound is spelled with the letter *s*.”

Display *s* in the last box, and highlight this sound as one that needs to be learned.

- “We’ve learned that the letter *s* makes the /s/ sound, as in *snake*. Sometimes, the letter *s* makes the /z/ sound, like in the words *is*, *was*, and *has*. This is the part of the word you will have to learn and remember.”
- “This word is *was*. Say it.” Pause.
- “Now it’s time to skywrite *was*. Say each letter with me as we skywrite: *w-a-s*.”

Incorporate movement while students recite the letters in *was*. For example, have them do jumping jacks or hop, trace the letters with their fingers on their arms or legs, or reach up or across their bodies.

## Work Time

### A. Poem Launch (3 minutes)

Display **Image Cards** for the poem “**Playing Parrot**.”

- Today we are going to read a poem together. It is called ‘Playing Parrot.’ In the poem, we’ll hear about a *parrot*. Point out the image for *parrot*, and say: “A *parrot* is a tropical bird with a hooked beak and brightly colored feathers.”
- Point out the image for *palm tree*, and say: “We’ll also hear about the parrot playing in a *palm tree*.”
- Point out the image for *pasta*, and say: “We’ll also hear about a type of food the parrot enjoys—*pasta* noodles.”

Display the poem. Read the poem aloud, modeling fluent phrasing.

- “Turn and Talk to a partner: What is this poem about?” (a parrot in a palm tree)

Check for comprehension by giving students an opportunity to act out the poem.

- “Let’s read the poem once more. This time, while we read, listen for words that have a similar sound at the beginning. Follow along as I read.”

Reread the poem, pointing to each word as it’s read.

- “Everyone, what sound did you notice at the beginning of many of these words?” (/p/)

Display the Keyword Letter Card: *p*.

- “This is the letter *p*. Say *p* with me: *p*. *p* is its name. /p/ is its sound. Say /p/ with me: /p/.”
- “We hear the sound *p* makes at the beginning of its name: /p/ /ĕ/. We can remember the sound that the letter *p* makes by thinking of a parrot, like we see here. The word *parrot* starts with the /p/ sound. When we see this card, we’ll say, ‘*p, parrot, /p/*’”
- Point out words from the poem with the /p/ sound, and say: “I hear the /p/ sound in many words, including *parrot, plays, palm, putting, pasta, possible, pecking*, and *pointed*.”

## Reading Foundational Skills Block

- Point out the high-frequency word *was*, and say: “I also see one of our high-frequency words for this week: *was*.”
- “That’s a great poem! Let’s read it one more time. This time, read along with me as I point to each word. While we read, let’s focus on noticing each word. Here we go!”

Read the poem chorally with students.

- “Next, let’s take a closer look at the letter *p* and its /p/ sound.”

### B. Getting to Know Letters (6 minutes)

Display the Keyword Letter Card: *p* again.

- “Let’s say our letter-sound chant for the letter *p* again together: *p, parrot, /p/*.”

Display the **Articulatory Gestures Chart**.

- When I say /p/, my lips are curled in a bit and touching. This allows air to build up behind them. Then, I release my lips quickly to let the breath out. Practice that articulatory gesture with me: /p/. Pay attention to the feeling of your lips, tongue, jaw, and voice box as you say /p/.”

Pause for students to independently practice saying /p/. Support students as needed, such as by providing a mirror for them to check their articulatory gesture.

- “Now let’s learn how to write the letter *p*. We’ll start with the lowercase *p*, like we see on our *parrot* letter card. Watch as I trace this *p*.”
- Follow the path of the lowercase *p* on the *parrot* letter card, saying: “I start at the middle. Then, I pull down and under. Next, I start in the middle again and circle around to connect.” Model a few times.

Display **Pp Letter Formation Page**.

- “Now it’s time to skywrite. Remember, when we skywrite, we straighten our arm out long and point two fingers in front of our body. We use our whole arm to make the motions we need to form the lowercase *p*. Ready? Start in the middle. Pull down and under. Start in the middle. Circle around to connect.”

Invite students to practice skywriting lowercase *p* a few times.

Display the Keyword Letter Card: *P*.

- “Here is the uppercase letter *P*. Say the chant with me: *P, parrot, /p/*. Now let’s learn how to write uppercase *P*. Watch as I trace this *P*.”
- Follow the path of the uppercase *P* on the uppercase *Parrot* letter card, saying: “I start at the top. Then, I pull down to the bottom. Next, I start at the top and curve around to connect at the middle.” Model a few times.

Invite students to practice skywriting uppercase *P* a few times.

Display **Pp Letter Formation Page**.

- “Now it’s time to skywrite the uppercase *P*. Straighten your arm and point two fingers. Use your whole arm to make the motions we need to form the uppercase *P*. Ready? Start at the top. Pull down to the bottom. Start at the top. Curve around to connect at the middle.”

Invite students to practice skywriting uppercase *P* a few times.

Distribute *Pp* Letter Formation Page.

- “Time to practice writing the lowercase letter *p*. Check to make sure you are sitting in proper writing posture, using your helper hand to hold your paper in place, and gripping your pencil correctly. Write the best lowercase *p* that you can. If you finish before I stop you, keep practicing lowercase letter *p*’s. Check our letter card if you need a reminder.”

Pause for students to write.

- “Point to the best lowercase *p* that you wrote and let’s all say its sound together: /p/.”

Repeat this writing process with the uppercase letter *P*.

## **Closing**

### **A. Check for Understanding (1 minute)**

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards



parrot, palm tree, pasta

## Playing Parrot

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

Parrot plays in the palm trees  
putting pasta in his cheeks.  
Not possible . . . he was just pecking  
seeds with his pointed beak.

Source: Created by EL Education for instructional purposes.

## Lesson 2: Poem Launch and Getting to Know Letters: Yy

### Lesson Overview

#### Lesson Summary

Students listen to the poem “Yawning Yak” and are introduced to the letter *y*.

#### Daily Learning Targets

- I can match the words I hear to the words I see. (RF.K.1b)
- I can notice each word on a page by keeping spaces between them. (RF.K.1c)
- I can find and name all uppercase and lowercase letters, including *Y* and *y*. (RF.K.1d)
- I can say the sound for the consonant *y*. (RF.K.3a)
- I can print the lowercase and uppercase letter *y*. (L.K.1a)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Poem Launch (3 minutes)
- B. Getting to Know Letters (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: New: *y, Y*; Review: *p, m, t, l, g, o, r, f* (see Skills Block Tool Kit)
- High-Frequency Word Cards: New: *see*; Review: *was, not, she, that* (see Skills Block Tool Kit)
- Sound boxes (see Skills Block Tool Kit)
- Image Cards: *yak, yawn, yuck*

- “Yawning Yak” (one for display)
- Articulatory Gestures Chart (see Skills Block Tool Kit)
- Yy Letter Formation Page (one per student and one for display; see Skills Block Tool Kit)
- Cycle 11: Lesson 2 Slides (<https://eled.org/4105>; optional)

## **Prepare in Advance**

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# **Lesson Plan**

## **Opening**

### **A. Engage the Learner: Transition Song and Learning Targets (1 minute)**

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:

- I can find and name all uppercase and lowercase letters, including Y and y.
  - I can print the lowercase and uppercase letter y.

### **B. Sound Shuffle (4 minutes)**

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Listen carefully as we delete the ending chunk of a word and say only the first sound. Ready?”
  - “Say *tag*.” Pause. “Now say just the first sound in *tag*.” (/t/)
  - “Say *fed*.” Pause. “Now say just the first sound in *fed*.” (/f/)
  - “Say *like*.” Pause. “Now say just the first sound in *like*.” (/l/)
  - “Say *not*.” Pause. “Now say just the first sound in *not*.” (/n/)
  - “Say *pain*.” Pause. “Now say just the first sound in *pain*.” (/p/)
  - “Say *sell*.” Pause. “Now say just the first sound in *sell*.” (/s/)

## Reading Foundational Skills Block

- “Now, listen closely as I say a clue and a word. Then, use the clue to help you think of the correct rhyming word.”
  - “I’m thinking of something that flies in the air, and it rhymes with *lane*. The word is . . .” (*plane*)
  - “I’m thinking of a word that means the opposite of *high*, and it rhymes with *mow*. The word is . . .” (*low*)
  - “I’m thinking of a word that’s another word for *large*, and it rhymes with *fig*. The word is . . .” (*big*)
  - “I’m thinking of a word that describes how a dog’s tail moves, and it rhymes with *bag*. The word is . . .” (*wag*)
  - “I’m thinking of a word that means baby bear, and it rhymes with *tub*. The word is . . .” (*cub*)
  - “I’m thinking of an insect that buzzes, and it rhymes with *me*. The word is . . .” (*bee*)
- Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *p, m, was, t, l, not, g, o, she, r, f, that*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to learn another one of this week’s high-frequency words. Remember, these are words that are used often, and it would be helpful for us to recognize them quickly. The word *see* is a word you will find in many books and stories. Say *see*.” Pause.
- “Now listen to each of the sounds in the word *see*: /s/ /ē/. Tap those sounds with me: /s/ /ē/. How many sounds did we tap?” (two)

Display the high-frequency word *see*. Display **sound boxes** with two boxes.

- “What is the first sound in *see*, everyone?” (/s/)
- “This sound is spelled exactly how you’d expect, with the letter *s*.”

Display *s* in the first sound box.

- “Everyone, what is the next sound in *see*? Tap it with me again, and listen for the second sound: /s/ /ē/.” (/ē/)
- “Two *e*’s work together to spell the long *e* sound, /ē/.”

Display *ee* in the last box, and highlight this sound as one that needs to be learned.

- “This word is *see*. Say it.” Pause.
- “Now it’s time to skywrite *see*. Say each letter with me as we skywrite: *s-e-e*.”

Incorporate movement while students recite the letters in *see*. For example, have them do jumping jacks or hop, trace the letters with their fingers on their arms or legs, or reach up or across their bodies while reciting the letters.

## Work Time

### A. Poem Launch (3 minutes)

Display **Image Cards** for the poem “**Yawning Yak**.”

- “Today we are going to read a poem together. It is called ‘Yawning Yak.’ In the poem, we’ll hear about a big mammal with long hair called a *yak*.” Point out the image for *yak*.
- Point out the image for *yawn*, and say: “We’ll also hear about how the yak opens its mouth widely to *yawn*.”
- Point out the image for *yuck*, and say: “We’ll also hear the word *yuck* when the narrator talks about something unpleasant. Say it with me: *Yuck!*”

Display the poem. Read the poem aloud, modeling fluent phrasing.

- “Turn and Talk to a partner: What is this poem about?” (a yak with yucky, yellow teeth)

Check for comprehension by giving students an opportunity to act out the poem.

- “Let’s read the poem once more. This time, while we read, listen for words that have a similar sound at the beginning. Follow along as I read.”

Reread the poem, pointing to each word as it’s read.

- “Everyone, what sound did you notice at the beginning of many of these words?” (/y/)

Display the Keyword Letter Card: *y*.

- “This is the letter *y*. Say *y* with me: *y*. *y* is its name. /*y*/ is its consonant sound. Say /*y*/ with me: /*y*/.”
- “We don’t hear the consonant sound *y* makes in its name, but we can hear one of its vowel sounds at the end of its name: /w/ /i/. For now, we will work on remembering the consonant sound that the letter *y* makes by thinking of a *yak*, like we see here. The word *yak* starts with the /*y*/ sound. When we see this card, we’ll say, ‘*y*, *yak*, /*y*/’.”
- Point out words from the poem with the /*y*/ sound, and say: “I hear the /*y*/ sound in many words, including *yak*, *yawning*, *yesterday*, *yellow*, *yuck*, *you*, *yours*, *yourself*, *yet*, and *you’re*.”
- Mark the high-frequency words *was* and *see*. “These are the high-frequency words for this cycle, *was* and *see*.”
- “That’s a great poem! Let’s read it one more time. This time, read along with me as I point to each word. While we read, let’s focus on noticing each word. Here we go!”

Read the poem chorally with students.

- “Next, let’s take a closer look at the letter *y* and its /*y*/ sound.”

### B. Getting to Know Letters (6 minutes)

Display the Keyword Letter Card: *y* again.

- “Let’s say our letter-sound chant for the letter *y* again together: *y*, *yak*, /*y*/.”

Display the **Articulatory Gestures Chart**.

## Reading Foundational Skills Block

- “When I say /y/, I place my tongue behind my lower front teeth and raise the middle of my tongue toward the roof of my mouth. Then, I turn my voice on to make the /y/ sound while I lower my jaw and tongue. Pay attention to the feeling of your lips, tongue, jaw, and voice box as you say /y/.”

Pause for students to independently practice saying /y/. Support students as needed, such as by providing a mirror for them to check their articulatory gesture.

- “Now let’s learn how to write the letter *y*. We’ll start with the lowercase *y*, like we see on our *yak* letter card. Watch as I trace this *y*.”
- Follow the path of the lowercase *y* on the *yak* letter card, saying: “I start in the middle. Then, I slant in to the bottom. Next, I start in the middle and slant out to the bottom and under.” Model a few times.

Display ***Yy Letter Formation Page***.

- “Now it’s time to skywrite. Remember to straighten your arm out long and point two fingers in front of your body. We use our whole arm to make the motions we need to form the lowercase *y*. Ready? Start in the middle. Slant in to the bottom. Start in the middle. Slant out to the bottom and under.”

Invite students to practice skywriting lowercase *y* a few times.

Display the Keyword Letter Card: *Y*.

- Here is the uppercase letter *Y*. Say the chant with me: *Y, yak, /y/*. Now let’s learn how to write uppercase *Y*. Watch as I trace this *Y*.”
- Follow the path of the uppercase *Y* on the uppercase *Yak* letter card, saying: “I start at the top. Then, I slant in to the middle. Next, I start at the top and slant down to connect at the middle. Last, I pull down to the bottom.” Model a few times.

Display ***Yy Letter Formation Page***.

- “Now it’s time to skywrite the uppercase *Y*. Straighten your arm and point two fingers. Use your whole arm to make the motions we need to form the uppercase *Y*. Ready? Start at the top. Slant in to the middle. Start at the top. Slant down to connect at the middle. Pull down to the bottom.”

Invite students to practice skywriting uppercase *Y* a few times.

Distribute ***Yy Letter Formation Page***.

- “Time to practice writing the lowercase letter *y*. Check to make sure you are sitting in proper writing posture, using your helper hand to hold your paper in place, and gripping your pencil correctly. Write the best lowercase *y* that you can. If you finish before I stop you, keep practicing lowercase letter *y*’s. Check our letter card if you need a reminder.”

Pause for students to write.

- “Point to the best lowercase *y* that you wrote and let’s all say its sound together: /y/.”

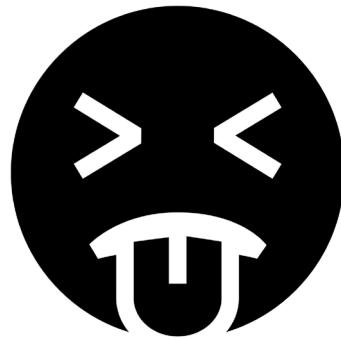
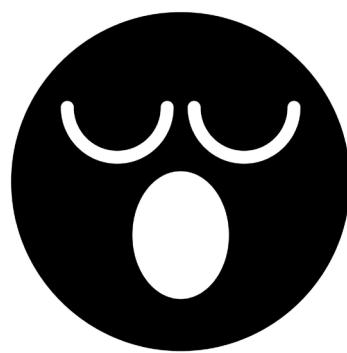
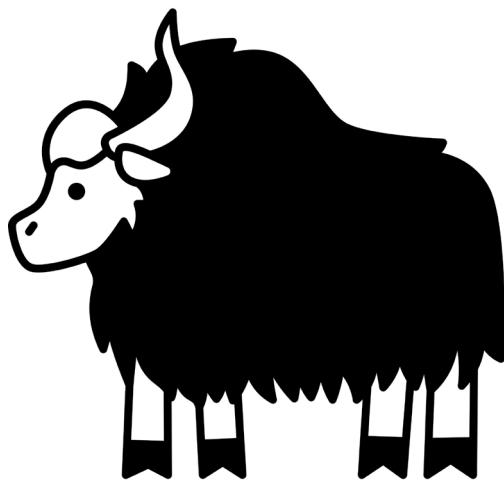
Repeat this writing process with the uppercase letter *Y*.

## **Closing**

### **A. Check for Understanding (1 minute)**

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards



yak, yawn, yuck

## Yawning Yak

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

Yak was yawning yesterday.  
I could see his yellow teeth. Yuck!  
Can you brush yours by yourself?  
Not yet—you're out of luck!

Source: Created by EL Education for instructional purposes.

## Lesson 3: Poem Launch and Getting to Know Letters: Xx

### Lesson Overview

#### Lesson Summary

Students listen to the poem “Fox Lunchbox” and are introduced to the letter x.

#### Daily Learning Targets

- I can match the words I hear to the words I see. (RF.K.1b)
- I can notice each word on a page by keeping spaces between them. (RF.K.1c)
- I can find and name all uppercase and lowercase letters, including X and x. (RF.K.1d)
- I can say the sound for the consonant x. (RF.K.3a)
- I can print the lowercase and uppercase letter x. (L.K.1a)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Poem Launch (3 minutes)
- B. Getting to Know Letters (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: New: x, X; Review: y, p, d, u, c, n, a, m (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: was, see, he, of (see Skills Block Tool Kit)
- Image Cards: six, fix, fox
- “Fox Lunchbox” (one for display)
- Articulatory Gestures Chart (see Skills Block Tool Kit)

- Xx Letter Formation Page (one per student and one for display; see Skills Block Tool Kit)
- Cycle 11: Lesson 3 Slides (<https://eled.org/4106>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:
  - I can find and name all uppercase and lowercase letters, including X and x.
  - I can print the lowercase and uppercase letter x.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Listen carefully as we delete the ending chunk of a word and say only the first sound.”
  - “Say *gate*.” Pause. “Now say just the first sound in *gate*.” (/g/)
  - “Say *jam*.” Pause. “Now say just the first sound in *jam*.” (/j/)
  - “Say *mop*.” Pause. “Now say just the first sound in *mop*.” (/m/)
  - “Say *van*.” Pause. “Now say just the first sound in *van*.” (/v/)
  - “Say *zip*.” Pause. “Now say just the first sound in *zip*.” (/z/)
  - “Say *wave*.” Pause. “Now say just the first sound in *wave*.” (/w/)
- “Now, listen closely as I say a clue and a word. Then, use the clue to help you think of the correct rhyming word.”
  - “I’m thinking of a word that means the opposite of *in*, and it rhymes with *pout*. The word is . . .” (*out*)
  - “I’m thinking of a word that’s an animal that says ‘quack,’ and it rhymes with *luck*. The word is . . .” (*duck*)

## Reading Foundational Skills Block

- “I’m thinking of a word that’s another word for *tiny*, and it rhymes with *call*. The word is . . .” (*small*)
  - “I’m thinking of a word that means water falling to the ground, and it rhymes with *main*. The word is . . .” (*rain*)
  - “I’m thinking of a word that means something you read, and it rhymes with *look*. The word is . . .” (*book*)
  - “I’m thinking of an animal that flies at night, and it rhymes with *cat*. The word is . . .” (*bat*)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *y, p, see, d, u, he, c, n, was, a, m, of*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to review this week’s high-frequency words.”

Display the high-frequency words: *was, see*. Invite students to chorally read each word aloud. Build in chants or songs to practice saying the letters in each word, or display each word all around the room and invite students to walk around the room reading them aloud.

Incorporate movement while students review the high-frequency words. For example, have them skywrite, bounce balls as they recite the letters in each word, or hop from letter to letter on paper plates. See the Skills Block Tool Kit for more ideas for reviewing high-frequency words with movement.

## Work Time

### A. Poem Launch (3 minutes)

Display **Image Cards** for the poem “**Fox Lunchbox**.”

- “Today we are going to read a poem together. It is called ‘Fox Lunchbox.’ In the poem, we’ll hear about someone celebrating turning six years old.” Point out the image for *six*.
- Point out the image for *fix*, and say: “We’ll also hear about how they tried to *fix* something that was broken.”
- Point out the image for *fox*, and say: “We’ll also hear about an animal called a *fox*.”

Display the poem. Read the poem aloud, modeling fluent phrasing.

- “Turn and Talk to a partner: What is this poem about?” (someone celebrating a birthday and getting a new lunchbox)

Check for comprehension by giving students an opportunity to act out the poem.

- “Let’s read the poem once more. This time, while we read, listen for words that have a similar sound at the end. Follow along as I read.”

Reread the poem, pointing to each word as it’s read.

- “Everyone, what sound did you notice at the end of many of these words?” (/ks/)

Display the Keyword Letter Card: *x*.

- “This is the letter *x*. Say *x* with me: *x*. *x* is its name. /ks/ is its sound. Say /ks/ with me: /ks/.”
- “We hear the sound *x* makes at the end of its name: /ĕ/ /ks/. We can remember the sound that the letter *x* makes by thinking of a fox, like we see here. The word *fox* ends with the /ks/ sound. When we see this card, we’ll say, ‘*x, fox, /ks/*’.”
- Point out words from the poem with the /ks/ sound, and say: “I hear the /ks/ sound in many words, including *six*, *lunchbox*, *fix*, and *fox*.”
- Mark the high-frequency word *was*, and say: “I also see our high-frequency word *was*.”
- “That’s a great poem! Let’s read it one more time. This time, read along with me as I point to each word. While we read, let’s focus on noticing each word. Here we go!”

Read the poem chorally with students.

- “Next, let’s take a closer look at the letter *x* and its /ks/ sound.”

## B. Getting to Know Letters (6 minutes)

Display the Keyword Letter Card: *x* again.

- “Let’s say our letter-sound chant for the letter *x* again together: *x, fox, /ks/*.”

Display the **Articulatory Gestures Chart**.

- “When I say /ks/, I am making the /k/ and /s/ sounds together. I start with the back of my tongue humped in the back of my mouth. I quickly push air out of my mouth as I make the /k/ sound. Next, I immediately place my tongue tip lightly behind my upper teeth, but I don’t touch my teeth. As I push air out of my mouth, I squeeze the air between my tongue and the top of my mouth.”
- “Practice that articulatory gesture with me: /ks/. Pay attention to the feeling of your lips, tongue, jaw, and voice box as you say /ks/.”

Pause for students to independently practice saying /ks/. Support students as needed, such as by providing a mirror for them to check their articulatory gesture.

- “Now let’s learn how to write the letter *x*. We’ll start with the lowercase *x*, like we see on our *fox* letter card. Watch as I trace this *x*.” Follow the path of the lowercase *x* on the *fox* letter card, saying: “I start in the middle. Then, I slant down to the bottom. Next, I go back to the middle and slant down to the bottom.” Model a few times.

Display **Xx Letter Formation Page**.

- “Now it’s time to skywrite. Remember to straighten your arm out long and point two fingers in front of your body. We use our whole arm to make the motions we need to form the lowercase *x*. Ready? Start in the middle. Slant down to the bottom. Back to the middle. Slant down to the bottom.”

Invite students to practice skywriting lowercase *x* a few times.

## Reading Foundational Skills Block

Display the Keyword Letter Card: X.

- “Here is the uppercase letter X. Say the chant with me: *X, fox, /ks/*. Now let’s learn how to write uppercase X. Watch as I trace this X.”
- Follow the path of the uppercase X on the uppercase FOX letter card, saying: “I start at the top. Then, I slant down to the bottom. Next, I start back at the top and slant down to the bottom.” Model a few times.

Display Xx Letter Formation Page.

- “Now it’s time to skywrite the uppercase X. Straighten your arm and point two fingers. Use your whole arm to make the motions we need to form the uppercase X. Ready? Start at the top. Slant down to the bottom. Back to the top. Slant down to the bottom.”

Invite students to practice skywriting uppercase X a few times.

Distribute Xx Letter Formation Page.

- “Time to practice writing the lowercase letter x. Check to make sure you are sitting in proper writing posture, using your helper hand to hold your paper in place, and gripping your pencil correctly. Write the best lowercase x that you can. If you finish before I stop you, keep practicing lowercase letter x’s. Check our letter card if you need a reminder.”

Pause for students to write.

- “Point to the best lowercase x that you wrote and let’s all say its sound together: /ks/.”

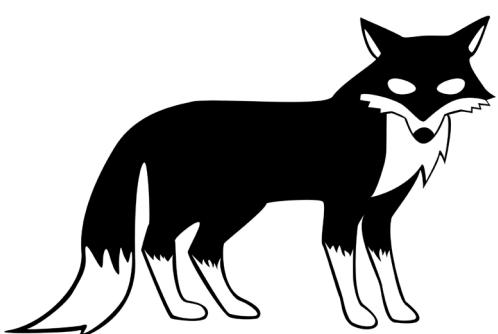
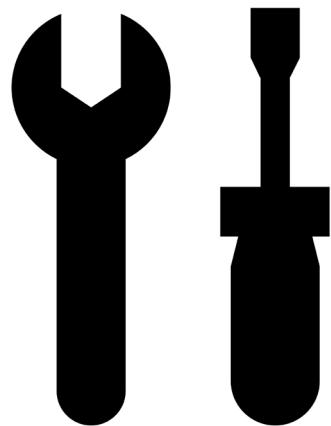
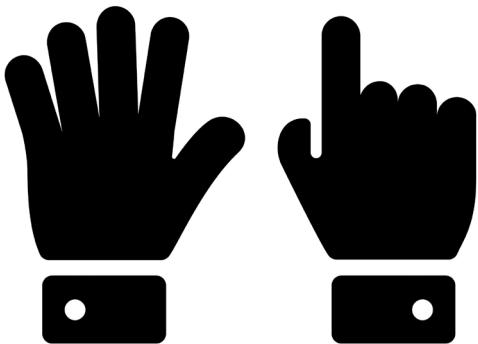
Repeat this writing process with the uppercase letter X.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards



six, fix, fox

## Fox Lunchbox

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

I was turning six last week,  
when I got a new lunchbox!  
We could not fix my old one,  
with a picture of a fox.

Source: Created by EL Education for instructional purposes.

## Lesson 4: Call and Response and Chaining

### Lesson Overview

#### Lesson Summary

Students continue learning about the letters *p*, *y*, and *x*, listening for and saying the sounds in words to help them read and spell.

#### Daily Learning Targets

- I can follow words left to right, top to bottom, and page to page. (RF.K.1a)
- I can say the sounds for the letters I see, including the consonants *p*, *y*, and *x*. (RF.K.3a, RF.K.3b)
- I can print the lowercase letters *p*, *y*, and *x*. (L.K.1a)
- I can change individual sounds in one-syllable words to make new words. (RF.K.2e)
- I can tell the difference between similar words by identifying the sounds of letters that are different. (RF.K.3d)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (3 minutes)

##### 2. Work Time

- A. Fluency (2 minutes)
- B. Call and Response (2 minutes)
- C. Chaining (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: *x*, *b*, *qu*, *c*, *h*, *r*, *a*, *l* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *was*, *see*, *go*, *are* (see Skills Block Tool Kit)
- “Playing Parrot” (one for display)

- “Yawning Yak” (one for display)
- Chaining Practice: *p, y, x* (one per student)
- Words: *six, sip, yip, yep, pep*
- Image Cards: *six, sip, yip, yep*
- Cycle 11: Lesson 4 Slides (<https://eled.org/4107>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:
  - I can say the sounds for the letters I see, including the consonants *p, y*, and *x*.
  - I can tell the difference between similar words by identifying the sounds of letters that are different.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Listen carefully as we delete the ending chunk of a word and say only the first sound.”
  - “Say *job*.” Pause. “Now say just the first sound in *job*.” (/j/)
  - “Say *set*.” Pause. “Now say just the first sound in *set*.” (/s/)
  - “Say *bit*.” Pause. “Now say just the first sound in *bit*.” (/b/)
  - “Say *tap*.” Pause. “Now say just the first sound in *tap*.” (/t/)
  - “Say *hug*.” Pause. “Now say just the first sound in *hug*.” (/h/)
  - “Say *did*.” Pause. “Now say just the first sound in *did*.” (/d/)

- “Now, listen closely as I say a clue and a word. Then, use the clue to help you think of the correct rhyming word.”
  - “I’m thinking of an animal that lives in water, and it rhymes with *dish*. The word is . . .” (*fish*)
  - “I’m thinking of an animal that says ‘moo,’ and it rhymes with *how*. The word is . . .” (*cow*)
  - “I’m thinking of a word that’s something you put food on, and it rhymes with *slate*. The word is . . .” (*plate*)
  - “I’m thinking of a word that’s something that superheroes wear, and it rhymes with *tape*. The word is . . .” (*cape*)
  - “I’m thinking of a word that is something that helps us see in a dark room, and it rhymes with *bite*. The word is . . .” (*light*)
  - “I’m thinking of a word that means the opposite of *wet*, and it rhymes with *try*. The word is . . .” (*dry*)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *was*, *x*, *b*, *see*, *qu*, *c*, *go*, *h*, *r*, *are*, *a*, *l*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (3 minutes)

- “This week we learned two new high-frequency words: *was* and *see*. Today we will use each of these words in a sentence and practice spelling them.”

Display the high-frequency word *was*.

- “Everyone, what is this word?” (*was*)
- “How can we use *was* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *was*, saying each letter out loud as we write.” (*w-a-s*)

Display the high-frequency word *see*.

- “Everyone, what is this word?” (*see*)
- “How can we use *see* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *see*, saying the letters out loud as we write.” (*s-e-e*)

## **Work Time**

### **A. Fluency (2 minutes)**

Display the poem “**Playing Parrot**.”

- “Today we will practice reading our poems aloud to help us notice and read each word. Listen and follow along as I begin reading our first poem.”

Read the first poem. Support awareness of one-to-one correspondence by pointing out each word as it’s read so students hear and see each word.

- “Now, I want you to try to read this poem after me. Point to each word as we read.”

Reread the poem, pausing after each line for students to echo and point to each word. Continue to support awareness of one-to-one correspondence by pointing out each word as it’s read so students hear and see each word.

Repeat with the poem “**Yawning Yak**.”

- “Reading a text more than one time helps us read it smoothly. It helps us read not too fast and not slow. When we read fluently, we can pay closer attention to the meaning of the text.”

### **B. Call and Response (2 minutes)**

- “Today we will review our letters and sounds with a chant. Let’s move our bodies while we chant.”

Begin marching in place, or choose another movement.

- “Watch and listen to what I do. When I point to myself, it is my turn to say something. When I point to you, it is your turn to say something.”

Continue marching in place and invite students to follow along.

### **Phoneme Response**

- “When I say *x*, you say /ks/: *x*.” Point to students to respond. (/ks/) Invite students to skywrite the /ks/ sound, then start marching again. Repeat the Phoneme Response chant with *e*, *p*, and *y*. (/ě/; /p/; /y/)

### **Grapheme Response**

- “When I say a sound, you name the letter that makes the sound: /ě/.” Point to students to respond. (e) Repeat the Grapheme Response chant with /y/, /p/, and /v/. (y; p; v)

## C. Chaining (6 minutes)

Distribute **Chaining Practice: p, y, x.**

Display *six*.

- “Let’s use what we know about the sounds these letters make to read this word.”
- Point out each sound, and say: “The first letter is *s*. Say the sound with me: /s/. The next letter is *i*. Say the sound with me: /i/. The last letter is *x*. Say the sound with me: /ks/.”
- Point to each letter and blend each sound, keeping the sounds connected: “Repeat after me: /s/ /i/ /ks/. Now let’s speed it up a bit: /s/ /i/ /ks/. What’s our word, everyone?” (*six*)
- Display the **image** for *six*, and say: “Six is the number that comes after five, like in the sentence, ‘There are six students in class today.’”
- “Now we’re going to write the word *six*. Find the number 1 on your paper. Finish writing the word *six* by filling in the missing letter *x*. Remember, to form an *x*, start in the middle. Slant down to the bottom. Back to the middle. Slant down to the bottom.”

Model, then pause for students to write.

- “Let’s read another word. One sound will change. Try to read the new word.”

Display *sip*.

- “Slowly blend these sounds with me: /s/ /i/ /p/. Now speed it up a bit: /s/ /i/ /p/.”
- “Everyone, what’s the new word?” (*sip*)
- Display the image for *sip*, and say: “A *sip* is when someone drinks slowly, a little bit at a time, like in the sentence, ‘My teacher likes to *sip* tea in the mornings.’”
- “Find the number 2 on your paper. Finish writing the word *sip* by filling in the missing letter *p*. Remember, to form a *p*, start in the middle. Pull down and under. Start in the middle. Circle around to connect.”

Model, then pause for students to write.

Display *sip* below *six*.

- “Read these words to yourself.”
- Pause for students to read, then say: “Let’s read one last word. Again, one sound will change.”

Display *yip*.

- “Slowly blend these sounds with me: /y/ /i/ /p/. Now speed it up a bit: /y/ /i/ /p/.”
- “How does changing the *s* in *sip* to *y* change the word? Everyone, what’s the new word?” (*yip*)
- Display the image for *yip*, and say: “A *yip* is a high-pitched bark, like in the sentence, ‘Our dog, Checkers, made a loud *yip* as he hurt his paw.’”
- “Find the number 3 on your paper. Finish writing the word *yip* by filling in the missing letter *y*. Remember, to form a *y*, start in the middle. Slant in to the bottom. Start in the middle. Slant out to the bottom and under.”

Model, then pause for students to write.

Display *yip* below *sip*. As time allows, continue this chaining pattern with the words *yep* and *pep*.

Invite students to chorally read the list of words discussed.

## **Closing**

### **A. Check for Understanding (1 minute)**

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

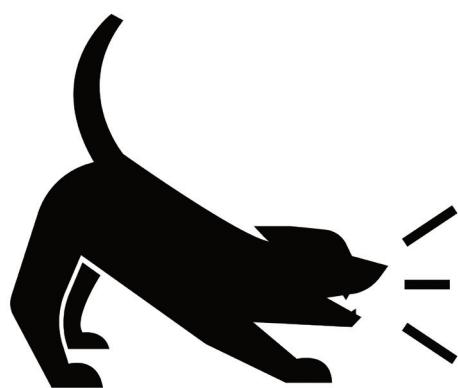
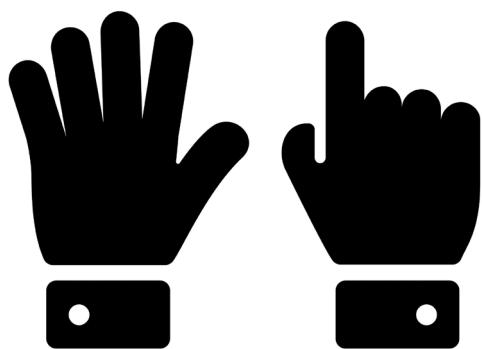
## Chaining Practice: p, y, x

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Add the missing letter to each word.

1. six si \_\_\_\_\_
2. sip si \_\_\_\_\_
3. yip \_\_\_\_\_ ip
4. yep \_\_\_\_\_ ep
5. pep \_\_\_\_\_ ep

## Image Cards



six, sip, yip, yep

## Lesson 5: Cycle Practice

# Lesson Overview

### Lesson Summary

Students use what they have learned about the letters *p*, *y*, and *x* to complete the Cycle 11 Practice.

### Daily Learning Targets

- I can read common high-frequency words. (RF.K.3c)
- I can print the lowercase and uppercase letters *p*, *y*, and *x*. (L.K.1a)
- I can find and name all uppercase and lowercase letters, including *p*, *y*, and *x*. (RF.K.1d)
- I can say the sound for the consonants *p*, *y*, and *x*. (RF.K.3a)

### Agenda

#### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (1 minute)
- C. Quick Review (1 minute)

#### 2. Work Time

- A. Cycle Practice (7 minutes)

#### 3. Closing

- A. Check for Understanding (1 minute)

# Materials and Preparation

### Materials

- Keyword Letter Cards: Review: *g*, *i*, *qu*, *p*, *t*, *y*, *c*, *x* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *see*, *was*, *you*, *as* (see Skills Block Tool Kit)
- Whole Group Cycle 11 Practice (one per student)
- Whole Group Cycle 11 Practice Directions (for teacher reference)
- Cycle 11: Lesson 5 Slides (<https://eled.org/4108>; optional)

## **Prepare in Advance**

- Today's lesson is intentionally abbreviated to provide additional time in small group rotations. The additional time makes space for each differentiated group to complete their differentiated Cycle Assessment.
- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.
- For Work Time A, prepare one Whole Group Cycle 11 Practice for each student.

# **Lesson Plan**

## **Opening**

### **A. Engage the Learner: Transition Song and Learning Targets (1 minute)**

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display and read the learning targets.

### **B. Sound Shuffle (1 minute)**

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Listen carefully as we delete the ending chunk of a word and say only the first sound.”
  - “Say *get*.” Pause. “Now say just the first sound in *get*.” (/g/)
  - “Say *tip*.” Pause. “Now say just the first sound in *tip*.” (/t/)
  - “Say *vet*.” Pause. “Now say just the first sound in *vet*.” (/v/)
  - “Say *sun*.” Pause. “Now say just the first sound in *sun*.” (/s/)
  - “Say *mug*.” Pause. “Now say just the first sound in *mug*.” (/m/)
  - “Say *web*.” Pause. “Now say just the first sound in *web*.” (/w/)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### **C. Quick Review (1 minute)**

Based on students' needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *g, i, see, qu, p, was, t, y, you, c, x, as*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

## **Work Time**

### **A. Cycle Practice (7 minutes)**

Guide students through the **Whole Group Cycle 11 Cycle Practice** using the **Whole Group Cycle 11 Practice Directions** (for teacher reference).

## **Closing**

### **A. Check for Understanding (1 minute)**

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Whole Group Cycle 11 Practice Directions

**RF.K.1d, RF.K.3a, RF.K.3c, L.K.1a**

**(For Teacher Reference)**

**Teacher Directions:** Dictate the items in each of the following sections. Allow ample time for students to chorally repeat, individually tap or clap (as needed), and write their answers.

### Sound Spelling

- “Number 1. On line 1, write the lowercase letter *x*.” Pause. “Now, next to the lowercase *x*, write uppercase *X*.” Pause.
- “Number 2. On line 2, write the lowercase letter *p*.” Pause. “Now, next to the lowercase *p*, write uppercase *P*.” Pause.
- “Number 3. On line 3, write the lowercase letter *y*.” Pause. “Now, next to the lowercase *y*, write uppercase *Y*.” Pause.
- “Number 4. Say /*p*/.” Pause. “Now, write the lowercase letter that makes the /*p*/ sound.”
- “Number 5. Say /*ks*/.” Pause. “Now, write the lowercase letter that makes the /*ks*/ sound.” Pause.
- “Number 6. Say /*y*/.” Pause. “Now, write the lowercase letter that makes the /*y*/ sound.” Pause.

### High-Frequency Words

- “Number 7. Select the correct spelling of the word *see*, as in the sentence, ‘Did you see my new shoes?’” Pause.
- “Number 8. Select the correct spelling of the word *was*, as in the sentence, ‘Was Kimberly at practice today?’” Pause.

### Letter Identification

- “Number 9. Select the letter *y*’s you see in this row.” Pause.
- “Number 10. Select the letter *p*’s you see in this row.” Pause.
- “Number 11. Select the letter *x*’s you see in this row.” Pause.

## Whole Group Cycle 11 Practice

RF.K.1d, RF.K.3a, RF.K.3c, L.K.1a

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sound Spelling

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

### High-Frequency Words

7. ce see
8. was wuz

## Letter Identification

9. Y x y p c

10. qu p u P x

11. p X x C b

**Kindergarten:** Late Pre-Alphabetic Microphase

Cycle 12

## Lesson 1: Poem Launch and Getting to Know Letters: Ee

### Lesson Overview

#### Lesson Summary

Students listen to the poem “The Echo” and are introduced to the letter *e*.

#### Daily Learning Targets

- I can match the words I hear to the words I see. (RF.K.1b)
- I can notice each word on a page by keeping spaces between them. (RF.K.1c)
- I can find and name all uppercase and lowercase letters, including *E* and *e*. (RF.K.1d)
- I can say the sound for each vowel, including the short sound for the vowel *e*. (RF.K.3b)
- I can print the uppercase and lowercase letter *e*. (L.K.1a)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Poem Launch (3 minutes)
- B. Getting to Know Letters (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: New: *e, E*; Review: *p, y, x, c, g, u, qu, w* (see Skills Block Tool Kit)
- High-Frequency Word Cards: New: *or*; Review: *was, see, so, not* (see Skills Block Tool Kit)
- Sound boxes (see Skills Block Tool Kit)
- Image Cards: *echo, cliff*
- “The Echo” (one for display)

- Articulatory Gestures Chart (see Skills Block Tool Kit)
- Ee* Letter Formation Page (one per student and one for display; see Skills Block Tool Kit)
- Cycle 12: Lesson 1 Slides (<https://eled.org/4109>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:

- I can find and name all uppercase and lowercase letters, including *E* and *e*.
  - I can print the uppercase and lowercase letter *e*.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. This week we’re going to delete the ending chunk of a word and then say only the first sound, for example, removing /in/ from the word *fin*. Let’s say the word *fin* together: *fin*. Now say it again, but don’t say /in/.” Respond with students: /f/.
- “Listen carefully as we begin.”
  - “Say *cab*.” Pause. “Now say it again, but don’t say /ab/.” (/k/)
  - “Say *sit*.” Pause. “Now say it again, but don’t say /it/.” (/s/)
  - “Say *top*.” Pause. “Now say it again, but don’t say /ōp/.” (/t/)
  - “Say *gum*.” Pause. “Now say it again, but don’t say /ūm/.” (/g/)
  - “Say *pick*.” Pause. “Now say it again, but don’t say /īk/.” (p)
  - “Say *hen*.” Pause. “Now say it again, but don’t say /ēn/.” (/h/)

## Reading Foundational Skills Block

- “Now, listen closely as I say a clue and a word. Then, use the clue to help you think of the correct rhyming word. Here’s an example: ‘I’m thinking of a word that means the opposite of *dry*, and it rhymes with *pet*. The word is . . .’” Respond with students: *wet*.
  - “I’m thinking of a word that is a piece of jewelry that you wear on your finger, and it rhymes with *sing*. The word is . . .” (*ring*)
  - “I’m thinking of a word that means the opposite of *fast*, and it rhymes with *glow*. The word is . . .” (*slow*)
  - “I’m thinking of a word that means to make a balloon flat, and it rhymes with *top*. The word is . . .” (*pop*)
  - “I’m thinking of a word that is candy that you chew and can blow bubbles with, and it rhymes with *sum*. The word is . . .” (*gum*)
  - “I’m thinking of a word that is a person who is a male parent, and it rhymes with *bad*. The word is . . .” (*dad*)
  - “I’m thinking of an animal that says ‘oink,’ and it rhymes with *dig*. The word is . . .” (*pig*)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *p, y, was, x, c, see, g, u, so, qu, w, not*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to learn one of this week’s high-frequency words. Remember, these are words that are used often, and it would be helpful for us to recognize them quickly. The word *or* is a word you will find in many books and stories. Say *or*.” Pause.
- “Now listen to the sound in the word *or*: /or/. Tap the sound with me: /or/. How many sounds did we tap?” (one)

Display the high-frequency word *or*. Display **sound boxes** with one box.

- “What is the sound in *or*, everyone?” (/or/)
- “The /or/ sound is spelled with the letters *o-r*!”

Display *or* in the sound box, and highlight this sound as one that needs to be learned.

- “This is a sound you will have to learn and remember.”
- “This word is *or*. Say it.” Pause.
- “Now it’s time to skywrite *or*. Say each letter with me as we skywrite: *o-r*.”

Incorporate movement while students recite the letters in *or*. For example, have them do jumping jacks or hop, trace the letters with their fingers on their arms or legs, or reach up or across their bodies.

## Work Time

### A. Poem Launch (3 minutes)

Display **Image Cards** for the poem “**The Echo**.”

- “Today we are going to read a poem together. It is called ‘The Echo.’ In the poem, we’ll hear how the narrator tries to make his voice *echo*, which means his voice repeats itself as it bounces off a surface.” Point out the image for *echo*.
- Point out the image for *cliff*, and say: “The narrator visits a *cliff*, which is a high, steep face of rock or earth.”

Display the poem. Read the poem aloud, modeling fluent phrasing.

- “Turn and Talk to a partner: What is this poem about?” (Ned likes to yell out and hear his voice echo when he is at the cliff’s edge.)

Check for comprehension by giving students an opportunity to act out the poem or share about a time they heard a sound or voice echo.

- “Let’s read the poem once more. This time, while we read, listen for words that have a similar sound at the beginning. Follow along as I read.”

Reread the poem, pointing to each word as it’s read.

- “Everyone, what sound did you notice at the beginning of many of these words?” (/ĕ/)

Display the Keyword Letter Card: *e*.

- “This is the letter *e*. Say *e* with me: *e*. *e* is its name. /ĕ/ is its sound. Say /ĕ/ with me: /ĕ/.”
- “We hear the long sound for *e* when we say its name: /ĕ/. We can remember the short sound that the letter *e* makes by thinking of an echo, like we see here. The word *echo* starts with the /ĕ/ sound. When we see this card, we’ll say, ‘*e, echo, /ĕ/*.’”
- Point out words from the poem with the /ĕ/ sound, and say: “I hear the /ĕ/ sound in many words, including *end, every, Ned, yells, hello, then, rests, legs, edge, and echo*.”
- Mark the high-frequency words *or* and *for*, and say: “These are the high-frequency words for this cycle. We learned *or* today, and we’ll learn the word *for* later.”
- “That’s a great poem! Let’s read it one more time. This time, read along with me as I point to each word. While we read, let’s focus on noticing each word. Here we go!”

Read the poem chorally with students.

- “Next, let’s take a closer look at the letter *e* and its /ĕ/ sound.”

### B. Getting to Know Letters (6 minutes)

Display the Keyword Letter Card: *e* again.

- “Let’s say our letter-sound chant for the letter *e* again together: *e, echo, /ĕ/*.”

Display the **Articulatory Gestures Chart**.

- “When I say /ĕ/, the middle of my tongue rounds up slightly. Then, my lips are slightly pulled back as my voice box turns on to say /ĕ/. Practice that articulatory gesture with me: /ĕ/. Pay attention to the feeling of your lips, tongue, jaw, and voice box as you say /ĕ/.”

## Reading Foundational Skills Block

Pause for students to independently practice saying /ĕ/. Support students as needed, such as by providing a mirror for them to check their articulatory gesture.

- “Now let’s learn how to write the letter *e*. We’ll start with the lowercase *e*, like we see on our *echo* letter card. Watch as I trace this *e*.” Follow the path of the lowercase *e* on the *echo* letter card, saying: “I start just below the middle. Then, I pull across, then curve back and down and around.” Model a few times.

Display **Ee Letter Formation Page**.

- “Now it’s time to skywrite. Remember, when we skywrite, we straighten our arm out long and point two fingers in front of our body. We use our whole arm to make the motions we need to form the lowercase *e*. Ready? Start just below the middle. Pull across, then curve back, down, and around.”

Invite students to practice skywriting lowercase *e* a few times.

Display the Keyword Letter Card: *E*.

- “Here is the uppercase letter *E*. Say the chant with me: *E, echo, /ĕ/*. Now let’s learn how to write uppercase *E*. Watch as I trace this *E*.”
- Follow the path of the uppercase *E* on the uppercase *Echo* letter card, saying: “I start at the top. Then, I pull down to the bottom. Next, I start at the top and pull across. Then, I start at the middle and pull across. Last, I start at the bottom and pull across.” Model a few times.
- “Now it’s time to skywrite the uppercase *E*. Straighten your arm and point two fingers. Use your whole arm to make the motions we need to form the uppercase *E*. Ready? Start at the top. Pull down to bottom. Start at the top and pull across. Start at the middle and pull across. Start at the bottom and pull across.”

Invite students to practice skywriting uppercase *E* a few times.

Distribute *Ee Letter Formation Page*.

- “Time to practice writing the lowercase letter *e*. Check to make sure you are sitting in proper writing posture, using your helper hand to hold your paper in place, and gripping your pencil correctly. Write the best lowercase *e* that you can. If you finish before I stop you, keep practicing lowercase letter *e*’s. Check our letter card if you need a reminder.”

Pause for students to write.

- “Point to the best lowercase *e* that you wrote and let’s all say its sound together: /ĕ/.”

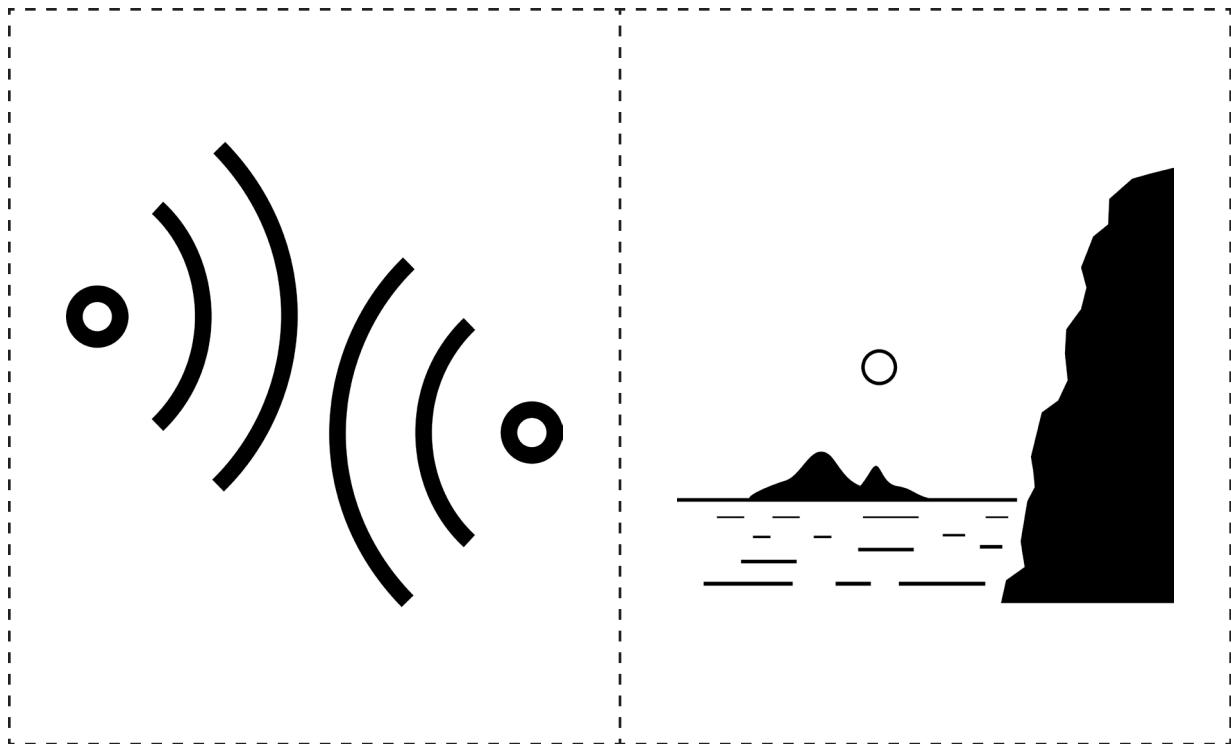
Repeat this writing process with the uppercase letter *E*.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards



echo, cliff

## The Echo

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

At the end of every hike  
Ned yells, "Hi!" or "Hello!"  
Then he rests his legs by the cliff's edge  
and listens for the echo: Hello . . . Hello . . .

Source: Created by EL Education for instructional purposes.

## Lesson 2: Poem Launch and Getting to Know Letters: Vv

### Lesson Overview

#### Lesson Summary

Students listen to the poem “The Vulture” and are introduced to the letter *v*.

#### Daily Learning Targets

- I can match the words I hear to the words I see. (RF.K.1b)
- I can notice each word on a page by keeping spaces between them. (RF.K.1c)
- I can find and name all uppercase and lowercase letters, including *V* and *v*. (RF.K.1d)
- I can say the sound for the consonant *v*. (RF.K.3a)
- I can print the lowercase and uppercase letter *v*. (L.K.1a)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Poem Launch (3 minutes)
- B. Getting to Know Letters (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: New: *v, V*; Review: *e, b, o, g, m, t, n, l* (see Skills Block Tool Kit)
- High-Frequency Word Cards: New: *for*; Review: *or, that, she, he* (see Skills Block Tool Kit)
- Sound boxes (see Skills Block Tool Kit)
- Image Cards: *vulture, valley, vision*
- “The Vulture” (one for display)

## Reading Foundational Skills Block

- Articulatory Gestures Chart (see Skills Block Tool Kit)
- Vv Letter Formation Page (one per student and one for display; see Skills Block Tool Kit)
- Cycle 12: Lesson 2 Slides (<https://eled.org/4110>; optional)

### Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

## Lesson Plan

### Opening

#### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:

- I can find and name all uppercase and lowercase letters, including V and v.
  - I can print the lowercase and uppercase letter v.

#### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Listen carefully as we delete the ending chunk of a word and say only the first sound.”
  - “Say *rag*.” Pause. “Now say it again, but don’t say /ág/.” (/r/)
  - “Say *mat*.” Pause. “Now say it again, but don’t say /át/.” (/m/)
  - “Say *fig*.” Pause. “A fig is a type of fruit. Now say *fig* again, but don’t say /íg/.” (/f/)
  - “Say *hop*.” Pause. “Now say it again, but don’t say /óp/.” (/h/)
  - “Say *bug*.” Pause. “Now say it again, but don’t say /úg/.” (/b/)
  - “Say *fox*.” Pause. “Now say it again, but don’t say /óks/.” (/f/)
- “Now, listen closely as I say a clue and a word. Then, use the clue to help you think of the correct rhyming word.”
  - “I’m thinking of a word that is a pet that meows, and it rhymes with *mat*. The word is . . .” (*cat*)
  - “I’m thinking of a word that is something we wear on our hands, and it rhymes with *shoves*. The word is . . .” (*gloves*)

- “I’m thinking of a word that is a part of our faces that allows us to see, and it rhymes with *bye*. The word is . . .” (*eye*)
  - “I’m thinking of a word that describes a feeling when you’re not happy, and it rhymes with *bad*. The word is . . .” (*sad*)
  - “I’m thinking of a word that means loose earth or soil, and it rhymes with *shirt*. The word is . . .” (*dirt*)
  - “I’m thinking of an animal that we keep in our homes and take care of, and it rhymes with *bet*. The word is . . .” (*pet*)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *e, b, or, o, g, that, m, t, she, n, l, he*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to learn another one of this week’s high-frequency words. Remember, these are words that are used often, and it would be helpful for us to recognize them quickly. The word *for* is a word you will find in many books and stories. Say *for*.” Pause.
- “Now listen to each of the sounds in the word *for*: /f/ /or/. Tap those sounds with me: /f/ /or/. How many sounds did we tap?” (two)

Display the high-frequency word *for*. Display **sound boxes** with two boxes.

- “What is the first sound in *for*?” (/f/)
- “This sound is spelled with the letter *f*?”

Display *f* in the first sound box.

- “What is the last sound in *for*? Tap it with me again, and listen for the last sound: /f/ /or/.” (/or/)
- “We heard the /or/ sound in the word we learned yesterday, *or*. In the word *for*, the /or/ sound is also spelled with the letters *o-r*!”

Display *or* in the last box, and highlight this sound as one that needs to be learned.

- “This word is *for*. Say it.” Pause.
- “Now it’s time to skywrite *for*. Say each letter with me as we skywrite: *f-o-r*.”

Incorporate movement while students recite the letters in *for*. For example, have them do jumping jacks or hop, trace the letters with their fingers on their arms or legs, or reach up or across their bodies.

## Work Time

### A. Poem Launch (3 minutes)

Display **Image Cards** for the poem “**The Vulture**.”

- “Today we are going to read a poem together. It is called ‘The Vulture.’ In the poem, we’ll hear about a big bird called a *vulture*. It has large dark feathers and a bald head and neck.” Point out the image for *vulture*.
- Point out the image for *valley*, and say: “We’ll also hear about *valleys*, which are long and low pieces of land between mountains.”
- Point out the image for *vision*, and say: “We’ll also hear about a vulture’s *vision*, or how well it can see.”

Display the poem. Read the poem aloud, modeling fluent phrasing.

- “Turn and Talk to a partner: What is this poem about?” (a vulture who flies and is able to see for miles)

Check for comprehension by giving students an opportunity to act out the poem.

- “Let’s read the poem once more. This time, while we read, listen for words that have a similar sound at the beginning. Follow along as I read.”

Reread the poem, pointing to each word as it’s read.

- “Everyone, what sound did you notice at the beginning of many of these words?” (/v/)

Display the Keyword Letter Card: *v*.

- “This is the letter *v*. Say *v* with me: *v. v* is its name. /v/ is its sound. Say /v/ with me: /v/.”
- “We hear the sound *v* makes at the beginning of its name: /v/ /ĕ/. We can remember the sound that the letter *v* makes by thinking of a vulture, like we see here. The word *vulture* starts with the /v/ sound. When we see this card, we’ll say, ‘*v, vulture, /v/*.’”
- Point out words from the poem with the /v/ sound, and say: “I hear the /v/ sound in many words, including *vulture, above, valley, vision, and very*.”
- Mark the high-frequency word *for*, and say: “This is a high-frequency word for this cycle, *for*, which we learned about in this lesson!”
- “That’s a great poem! Let’s read it one more time. This time, read along with me as I point to each word. While we read, let’s focus on noticing each word. Here we go!”

Read the poem chorally with students.

- “Next, let’s take a closer look at the letter *v* and its /v/ sound.”

### B. Getting to Know Letters (6 minutes)

Display the Keyword Letter Card: *v* again.

- “Let’s say our letter-sound chant for the letter *v* again together: *v, vulture, /v/*.”

Display the **Articulatory Gestures Chart**.

- “When I say /v/, my top front teeth lightly touch my bottom lip. I turn my voice box on as I blow air out between these teeth. Pay attention to the feeling of your lips, tongue, jaw, and voice box as you say /v/.”

Pause for students to independently practice saying /v/. Support students as needed, such as by providing a mirror for them to check their articulatory gesture.

- “Now let’s learn how to write the letter *v*. We’ll start with the lowercase *v*, like we see on our *vulture* letter card. Watch as I trace this *v*.”
- Follow the path of the lowercase *v* on the *vulture* letter card, saying: “I start in the middle. Then, I slant down to the bottom. Next, I slant up to the middle.” Model a few times.

Display **Vv Letter Formation Page**.

- “Now it’s time to skywrite. Remember, when we skywrite, we straighten our arm out long and point two fingers in front of our body. We use our whole arm to make the motions we need to form the lowercase *v*. Ready? Start in the middle. Slant down to the bottom. Slant up to the middle.”

Invite students to practice skywriting lowercase *v* a few times.

Display the Keyword Letter Card: *V*.

- “Here is the uppercase letter *V*. Say the chant with me: *V, vulture, /v/*. Now let’s learn how to write uppercase *V*. Watch as I trace this *V*.”
- Follow the path of the uppercase *V* on the uppercase *Vulture* letter card, saying: “I start at the top. I slant down to the bottom and slant up to the top.”

Display **Vv Letter Formation Page**.

- “Now it’s time to skywrite. Straighten your arm and point two fingers. Use your whole arm to make the motions we need to form the uppercase *V*. Ready? Start at the top. Slant down to the bottom and slant up to the top.”

Invite students to practice skywriting uppercase *V* a few times.

Distribute **Vv Letter Formation Page**.

- “Time to practice writing the lowercase letter *v*. Check to make sure you are sitting in proper writing posture, using your helper hand to hold your paper in place, and gripping your pencil correctly. Write the best lowercase *v* that you can. If you finish before I stop you, keep practicing lowercase letter *v*’s. Check our letter card if you need a reminder.”

Pause for students to write.

- “Point to the best lowercase *v* that you wrote and let’s all say its sound together: /v/.”

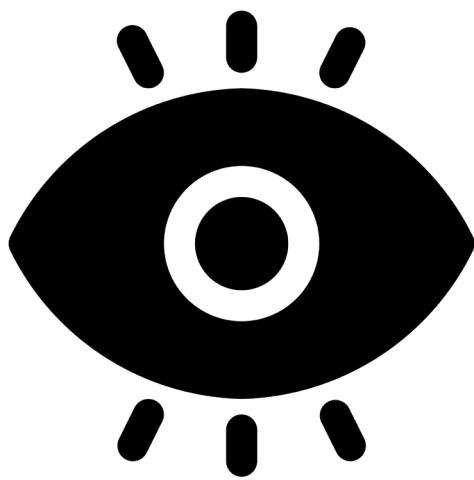
Repeat this writing process with the uppercase letter *V*.

## **Closing**

### **A. Check for Understanding (1 minute)**

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards



vulture, valley, vision

## The Vulture

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

Vulture soared above the valley.  
Her vision was very good.  
She could see for miles and miles  
as any vulture could.

Source: Created by EL Education for instructional purposes.

## Lesson 3: Call and Response and Chaining

### Lesson Overview

#### Lesson Summary

Students continue building fluency with the poems “The Echo” and “The Vulture,” listening for and saying sounds in words to help them read words with the letters *e* and *v*.

#### Daily Learning Targets

- I can follow words left to right, top to bottom, and page to page. (RF.K.1a)
- I can say the sounds for the letters I see, including the vowel *e* and the consonant *v*. (RF.K.3a, RF.K.3b)
- I can print the lowercase letters *e* and *v*. (L.K.1a)
- I can change individual sounds in one-syllable words to make new words. (RF.K.2e)
- I can tell the difference between similar words by identifying the sounds of letters that are different. (RF.K.3d)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Fluency (2 minutes)
- B. Call and Response (2 minutes)
- C. Chaining (5 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: *v, i, w, c, p, s, f, o* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *for, or, me, see* (see Skills Block Tool Kit)
- “The Echo” (one for display)

- “The Vulture” (one for display)
- Chaining Practice: *e, v* (one per student)
- Words: *vat, vet, pet, bet, yet*
- Image Cards: *vat, vet, pet, bet*
- Cycle 12: Lesson 3 Slides (<https://eled.org/4111>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:
  - I can say the sounds for the letters I see, including the vowel *e* and the consonant *v*.
  - I can tell the difference between similar words by identifying the sounds of letters that are different.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Listen carefully as we delete the ending chunk of a word and say only the first sound.”
  - “Say *fed*.” Pause. “Now say it again, but don’t say /éd/.” (/f/)
  - “Say *sack*.” Pause. “Now say it again, but don’t say /äk/.” (/s/)
  - “Say *win*.” Pause. “Now say it again, but don’t say /in/.” (/w/)
  - “Say *pop*.” Pause. “Now say it again, but don’t say /öp/.” (/p/)
  - “Say *mutt*.” Pause. “Now say it again, but don’t say /üt/.” (/m/)
  - “Say *bot*.” Pause. “Now say it again, but don’t say /öt/.” (/b/)

## Reading Foundational Skills Block

- “Now, listen closely as I say a clue and a word. Then, use the clue to help you think of the correct rhyming word.”
  - “I’m thinking of a word that is what we use to walk, and it rhymes with *beg*. The word is . . .” (*leg*)
  - “I’m thinking of a word that is an item that we use to wash something, and it rhymes with *bag*. The word is . . .” (*rag*)
  - “I’m thinking of a word that is the number of fingers or toes that we have, and it rhymes with *men*. The word is . . .” (*ten*)
  - “I’m thinking of a word that is a tool that helps clean the floor, and it rhymes with *hop*. The word is . . .” (*mop*)
  - “I’m thinking of a word that is what fish use to swim, and it rhymes with *bin*. The word is . . .” (*fin*)
  - “I’m thinking of a word that is a part of our face around our mouth, and it rhymes with *tip*. The word is . . .” (*lip*)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *v, i, or, w, c, for, p, s, me, f, o, see*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to review this week’s high-frequency words.”

Display the high-frequency words *for* and *or*. Invite students to chorally read each word aloud. Build in chants or songs to practice saying the letters in each word or display each word all around the room and invite students to walk around the room reading them aloud.

Incorporate movement while students review the high-frequency words. For example, have them skywrite, bounce balls as they recite the letters in each word, or hop from letter to letter on paper plates. See the Skills Block Tool Kit for more ideas for reviewing high-frequency words with movement.

## Work Time

### A. Fluency (2 minutes)

Display the poem “**The Echo.**”

- “Today we will practice reading our poems aloud to help us notice and read each word. Listen and follow along as I begin reading our first poem.”

Read the first poem. Support awareness of one-to-one correspondence by pointing out each word as it’s read so students hear and see each word.

- “Now, I want you to try to read this poem after me. Point to each word as we read.”

Reread the poem, pausing after each line for students to echo and point to each word. Continue to support awareness of one-to-one correspondence by pointing out each word as it's read so students hear and see each word.

Repeat with the poem **“The Vulture.”**

- “Reading a text more than one time helps us read it smoothly. It helps us read not too fast and not slow. When we read fluently, we can pay closer attention to the meaning of the text.”

## B. Call and Response (2 minutes)

- “Today we will review our letters and sounds with a chant. Let’s move our bodies while we chant.”

Begin marching in place, or choose another movement.

- “Watch and listen to what I do. When I point to myself, it is my turn to say something. When I point to you, it is your turn to say something.”

Continue marching in place and invite students to follow along.

## Phoneme Response

- “When I say a letter, you say the sound: *v*.” Point to students to respond. (/v/) Invite students to skywrite the /v/ sound, then start marching again. Repeat the Phoneme Response chant with *e*, *g*, and *c*. (/é/; /g/; /k/)

## Grapheme Response

- “When I say a sound, you name the letter that makes the sound: /ú/.” Point to students to respond. (*u*) Repeat the Grapheme Response chant with /v/, /é/, and /p/. (*v; e; p*)

## C. Chaining (5 minutes)

Distribute **Chaining Practice: *e, v*.**

Display *vat*.

- “Let’s use what we know about the sounds these letters make to read this word.”
- Point out each sound, and say: “The first letter is *v*. Say the sound with me: /v/. The next letter is *a*. Say the sound with me: /á/. The last letter is *t*. Say the sound with me: /t/.”
- Point to each letter and blend each sound, keeping the sounds connected: “Repeat after me: /v/ /á/ /t/. Now let’s speed it up a bit: /v/ /á/ /t/. What’s our word, everyone?” (*vat*)
- Display the **image** for *vat*, and say: “A *vat* is a large container that holds liquids, like in the sentence, ‘Mom bought a *vat* of milk for our cereal.’”
- “Now we’re going to write the word *vat*. Find the number 1 on your paper. Finish writing the word *vat* by filling in the missing letter, *v*. Remember, to form a *v*, start in the middle. Slant down to the bottom, then slant up to middle.”

## Reading Foundational Skills Block

Model, then pause for students to write.

- “Let’s read another word. One sound will change. Try to read the new word.”

Display *vet*.

- “Slowly blend these sounds with me, keeping the sounds connected: /v/ /ĕ/ /t/. Now speed it up a bit: /v/ /ĕ/ /t/.”
- “Everyone, what’s the new word?” (*vet*)
- Display the image for *vet*, and say: “*Vet* is short for *veterinarian*—an animal doctor, like in the sentence, ‘Jack loves when we go to the *vet* because he gets treats.’”
- “Find the number 2 on your paper. Finish writing the word *vet* by filling in the missing letter *v*. Remember, to form a *v*, start in the middle. Slant down to the bottom, then slant up to the middle.”

Model, then pause for students to write. Display *vet* below *vat*.

- “Read these words to yourself.”
- Pause for students to read, then say: “Let’s read one last word. Again, one sound will change.”

Display *pet*.

- “Slowly blend these sounds with me: /p/ /ĕ/ /t/. Now speed it up a bit: /p/ /ĕ/ /t/.”
- “How does changing the *v* in *vet* to *p* change the word? Everyone, what’s the new word?” (*pet*)
- Display the image for *pet*, and say: “A *pet* is an animal that people keep in their homes to make them happy, like in the sentence, ‘Mom, can we get a *pet* fish?’”
- “Find the number 3 on your paper. Finish writing the word *pet* by filling in the missing letter, *e*. Remember, to form an *e*, start just below the middle. Pull across, then curve back, down, and around.”

Model, then pause for students to write.

Display *pet* below *vet*. As time allows, continue this chaining pattern with the words *bet* and *yet*.

Invite students to chorally read the list of words discussed.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Chaining Practice: e, v

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Add the missing letter to each word.

1. vat \_\_\_\_\_ at

\_\_\_\_\_

\_\_\_\_\_

2. vet \_\_\_\_\_ et

\_\_\_\_\_

\_\_\_\_\_

3. pet p \_\_\_\_\_ t

\_\_\_\_\_

\_\_\_\_\_

4. bet b \_\_\_\_\_ t

\_\_\_\_\_

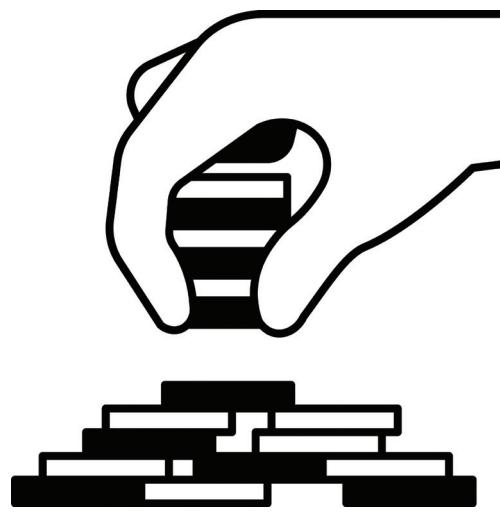
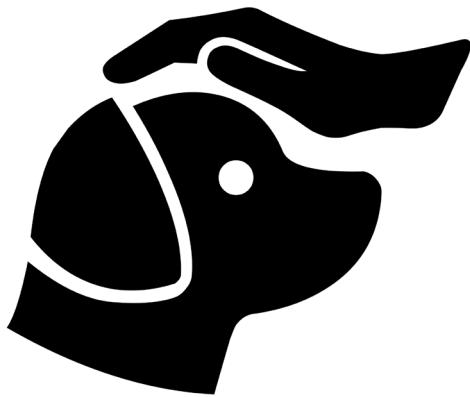
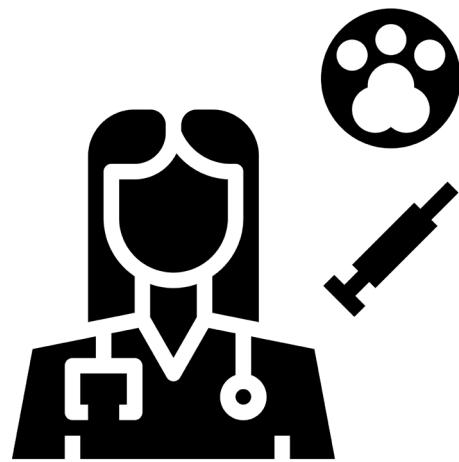
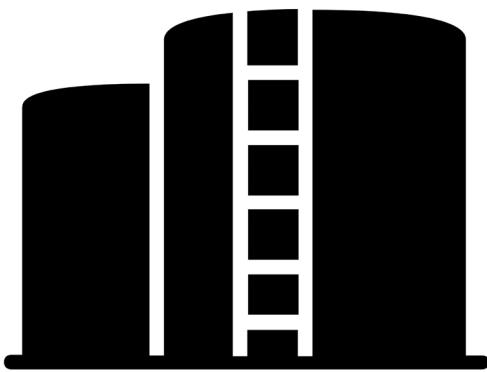
\_\_\_\_\_

5. yet y \_\_\_\_\_ t

\_\_\_\_\_

\_\_\_\_\_

## Image Cards



vat, vet, pet, bet

## Lesson 4: Feel the Beats and Spelling to Complement Reading

### Lesson Overview

#### Lesson Summary

Students continue learning about the letters *e* and *v*, listening for and saying the sounds in words to help them read and spell.

#### Daily Learning Targets

- I can count, say, put together, and separate each beat in a word. (RF.K.2b)
- I can print the lowercase letters *e* and *v*. (L.K.1a)
- I can spell simple words by writing the letters for each sound I hear. (L.K.2c, L.K.2d)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (3 minutes)

##### 2. Work Time

- A. Feel the Beats (4 minutes)
- B. Spelling to Complement Reading (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: *e, v, a, qu, y, d, r, m* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *for, or, are, was* (see Skills Block Tool Kit)
- “The Vulture” (one for display)
- Blank Letter Formation Page (one per student; see Skills Block Tool Kit)
- Words: *Ed, bed, vet, set, hen, ten*
- Image Cards: *Ed, bed, vet, set, hen, ten*
- Cycle 12: Lesson 4 Slides (<https://eled.org/4112>; optional)

## **Prepare in Advance**

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# **Lesson Plan**

## **Opening**

### **A. Engage the Learner: Transition Song and Learning Targets (1 minute)**

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:

- I can count, say, put together, and separate each beat in a word.
  - I can spell simple words by writing the letters for each sound I hear.

### **B. Sound Shuffle (4 minutes)**

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Listen carefully as we delete the ending chunk of a word and say only the first sound.”
  - “Say *can*.” Pause. “Now say it again, but don’t say /ān/.” (/k/)
  - “Say *ten*.” Pause. “Now say it again, but don’t say /ēn/.” (/t/)
  - “Say *fin*.” Pause. “A *fin* is a flat body part that fish use to help them steer through the water. Now say *fin* again, but don’t say /īn/.” (/f/)
  - “Say *get*.” Pause. “Now say it again, but don’t say /ēt/.” (/g/)
  - “Say *rip*.” Pause. “Now say it again, but don’t say /īp/.” (/r/)
  - “Say *done*.” Pause. “Now say it again, but don’t say /ūn/.” (/d/)
- “Now, listen closely as I say a clue and a word. Then, use the clue to help you think of the correct rhyming word.”
  - “I’m thinking of a word that is something that spiders create, and it rhymes with the name *Deb*. The word is . . .” (*web*)
  - “I’m thinking of a word that is an item that we use to carry our things, and it rhymes with *rag*. The word is . . .” (*bag*)
  - “I’m thinking of a word that is the bright thing in the sky that makes us warm, and it rhymes with *fun*. The word is . . .” (*sun*)
  - “I’m thinking of a word that means insects, and it rhymes with *hugs*. The word is . . .” (*bugs*)

- “I’m thinking of a word that means the part of our body that helps us smell, and it rhymes with *toes*. The word is . . .” (*nose*)
- “I’m thinking of something that rings at the end of our school day, and it rhymes with *tell*. The word is . . .” (*bell*)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *for*, *e*, *v*, *or*, *a*, *qu*, *are*, *y*, *d*, *was*, *r*, *m*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (3 minutes)

- “This week we learned two new high-frequency words: *for* and *or*. Today we will use each of these words in a sentence and practice spelling them.”

Display the high-frequency word *for*.

- “Everyone, what is this word?” (*for*)
- “How can we use *for* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *for*, saying each letter out loud as we write.” (*f-o-r*)

Display the high-frequency word *or*.

- “Everyone, what is this word?” (*or*)
- “How can we use *or* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *or*, saying the letters out loud as we write.” (*o-r*)

## Work Time

### A. Feel the Beats (4 minutes)

Display the poem “**The Vulture**.”

- “There’s a wonderful rhythm and beat in this poem! Let’s see if we can feel it in our bodies and mouths.”

Read the entire poem aloud in tune with the cadence of the poem. Draw students’ attention to the rhythm and syllables (beats) within the poem.

Invite students to chorally read the entire poem while clapping each beat.

## Reading Foundational Skills Block

Recite the first two lines of the poem again slowly while clapping each beat.

- “Vulture soared above the valley. Her vision was very good.”
- “Say the word *vulture* with me as we clap out each beat: *vul-ture*. Remember, there is a special name for the beats we hear in words. We call these beats *syllables*.”

Use a total participation technique to elicit responses to the following questions.

- “How many syllables are in the word *vulture*? ” (two)
- “What is the first syllable in the word *vulture*? ” (*vul*)
- “What is the second syllable we hear in the word *vulture*? ” (*ture*)

Repeat this process with the words *above* (two), *valley* (two), and *soared* (one).

- “We noticed that some words have one syllable, like the word *soared*, and some words have more than one. The word *valley* has two syllables: *val* and *ley*. Each syllable is one beat. Now let’s play a game: I’ll say each syllable in a word, and you blend them together to say the word they make.”

- “*vi-sion*. What’s the word, everyone? ” (*vision*)

Repeat with two or three more multisyllabic words from the poem.

## B. Spelling to Complement Reading (6 minutes)

Distribute **Blank Letter Formation Page**.

- “Today we will say all the sounds in words to help us map their sounds to the letters that make them. Our first word is a name, *Ed*. Say it with me: *Ed*. Now let’s slow it down. Keep each sound connected as we tap: /ĕ/ /d/!”
- “Everyone, how many sounds did we say? ” (two)

Display the number 2.

- “We tapped two times. The word *Ed* has two sounds, so we’ll need to spell two sounds to write this word.”
- “Let’s write the sounds /ĕ/ /d/. What letter makes the /ĕ/ sound, everyone? ” (*e*)
- “Remember, we need to write an uppercase *E* because *Ed* is a name. Start at the top. Pull down to the bottom. Start at the top and pull across. Start at the middle and pull across. Start at the bottom and pull across.”

Model, then pause for students to write.

- “What letter makes the /d/ sound, everyone? ” (*d*)
- “Remember, to write a lowercase *d*, start in the middle. Pull back, circle around, pull up to the top, and pull straight down to the bottom.”

Model, then pause for students to write.

- “What word did you spell, everyone? ” (*Ed*)
- Point to each letter, pronouncing each sound: “/ĕ/ /d/; *Ed*! ”

Display *Ed*.

- Display the **image** for *Ed* (*man*), and say: “*Ed* is a name that is usually used for a man, as in the sentence, ‘My friend *Ed* and I are going to play soccer.’”
- “Our next word is *bed*. Say it with me: *bed*. Now let’s slow it down. Keep each sound connected as we tap: /b/ /ĕ/ /d/; *bed*!”
- “Everyone, how many sounds did we say?” (three)

Display the number 3.

- We tapped three times. The word *bed* has three sounds, so we’ll need to spell three sounds to write this word.”
- “The end of *bed* sounds just like *Ed*, so the last two sounds should be the same as our first word! Let’s write the sounds /b/ /ĕ/ /d/. What letter makes the /b/ sound, everyone?” (*b*)
- “Remember, to write a lowercase *b*, start at the top. Pull down to the bottom, pull up to the middle, and circle around. Connect.”

Model, then pause for students to write.

- “Our word is *bed*. So far we have spelled the /b/ sound. The end of *bed* sounds just like our first word, *Ed*. We know how to spell that: *e-d*. Go ahead and write *e-d* after your *b* to finish the word *bed*.”

Pause for students to write. Display *e* and *d*.

- “What word did you spell, everyone?” (*bed*)
- Point to each letter, pronouncing each sound: “/b/ /ĕ/ /d/; *bed*!”

Display *bed*.

- Display the image for *bed*, and say: “A *bed* is a piece of furniture used for resting or sleeping, as in the sentence, ‘I can’t wait to go to sleep in my cozy *bed*.’”
- “Our last word is *vet*. Say it with me: *vet*. Now let’s slow it down. Keep each sound connected as we tap: /v/ /ĕ/ /t/; *vet*.”

Display the number 3.

- “What letter makes the /v/ sound, everyone?” (*v*)
- “Remember, to write a lowercase *v*, start in the middle. Slant down to the bottom, then slant up to the middle.”

Model, then pause for students to write.

- “Our word is *vet*. So far we have spelled the /v/ sound. The middle sound of *vet* sounds just like *Ed* and *bed*. We know how to spell that /ĕ/ sound: *e*. Go ahead and write *e* after your *v*.”

Pause for students to write. Display *e*.

- “The last sound in *vet* is /t/. What letter makes the /t/ sound, everyone?” (*t*)
- “Remember, to write a lowercase *t*, start between the middle and top lines. Pull down to the bottom and cross.”

## Reading Foundational Skills Block

Model, then pause for students to write.

- “What word did you spell, everyone?” (*vet*)
- Point to each letter, pronouncing each sound: “/v/ /ĕ/ /t/; *vet!*”

Display *vet*.

- Display the image for *vet*, and say: “We learned yesterday that *vet* is short for *veterinarian*—an animal doctor, like in the sentence, ‘My aunt works as a *vet* in the country and takes care of farm animals.’”

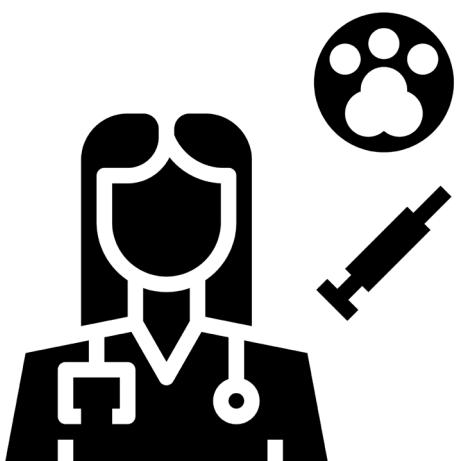
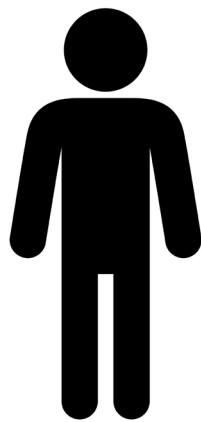
If time allows, continue the Spelling to Complement Reading routine with the following words: *set*, *hen*, and *ten*.

## Closing

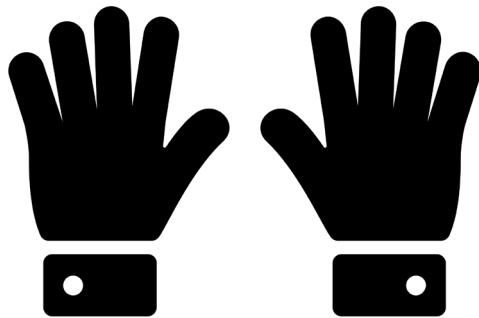
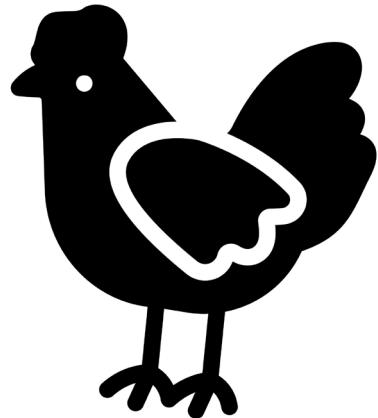
### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards



**Reading Foundational Skills Block**



Ed (man), bed, vet, set, hen, ten

## Lesson 5: Cycle Check

# Lesson Overview

### Lesson Summary

Students use what they have learned about the letters *e* and *v* to complete the Cycle 12 Check.

### Daily Learning Targets

- I can read common high-frequency words. (RF.K.3c)
- I can print the lowercase and uppercase letters *e* and *v*. (L.K.1a)
- I can find and name all uppercase and lowercase letters, including *e* and *v*. (RF.K.1d)
- I can say the sound for the consonant *v*. (RF.K.3a, RF.K.3b)
- I can tell the difference between similar words by identifying the sounds of letters that are different. (RF.K.3d)

### Agenda

#### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (1 minute)
- C. Quick Review (1 minute)

#### 2. Work Time

- A. Cycle Check (7 minutes)

#### 3. Closing

- A. Check for Understanding (1 minute)

# Materials and Preparation

### Materials

- Keyword Letter Cards: Review: *y, v, g, e, x, u, h, p* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *or, for, as, see* (see Skills Block Tool Kit)
- Whole Group Cycle 12 Check (one per student)
- Whole Group Cycle 12 Check Directions (for teacher reference)
- Whole Group Cycle 12 Check (answers for teacher reference)
- Late Pre-Alphabetic Microphase Formative Checklist (for teacher reference)
- Cycle 12: Lesson 5 Slides (<https://eled.org/4113>; optional)

## **Prepare in Advance**

- Today's lesson is intentionally abbreviated to provide additional time in small group rotations. The additional time makes space for each differentiated group to complete their differentiated Cycle Assessment.
- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.
- For Work Time A, prepare the Whole Group Cycle 12 Check.

# **Lesson Plan**

## **Opening**

### **A. Engage the Learner: Transition Song and Learning Targets (1 minute)**

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display and read the learning targets.

### **B. Sound Shuffle (1 minute)**

Remind students to listen closely and call out their response to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Listen carefully as we delete the ending chunk of a word and say only the first sound.”
  - “Say *dot*.” Pause. “Now say it again, but don’t say /ōt/.” (/d/)
  - “Say *web*.” Pause. “Now say it again, but don’t say /ēb/.” (/w/)
  - “Say *pod*.” Pause. “A *pod* is like a shell that holds seeds. Now say *pod* again, but don’t say /ōd/.” (/p/)
  - “Say *jug*.” Pause. “Now say it again, but don’t say /ūg/.” (/j/)
  - “Say *tan*.” Pause. “Now say it again, but don’t say /ān/.” (/t/)
  - “Say *rich*.” Pause. “Now say it again, but don’t say /īch/.” (/r/)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### **C. Quick Review (1 minute)**

Based on students' needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *y, v, or, g, e, for, x, u, as, h, p, see*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

## **Work Time**

### **A. Cycle Check (7 minutes)**

Distribute the **Whole Group Cycle 12 Check** and guide students through it using the **Whole Group Cycle 12 Check Directions (for teacher reference)**.

## **Closing**

### **A. Check for Understanding (1 minute)**

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

After the lesson, review the students' completed Whole Group Cycle 12 Checks by referring to the **Whole Group Cycle 12 Check (answers for teacher reference)**. Use the **Late Pre-Alphabetic Microphase Formative Checklist (for teacher reference)** to keep track of student data and assist in monitoring students' progress on previously taught standards.

## Whole Group Cycle 12 Check Directions

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

**(For Teacher Reference)**

**Teacher Directions:** Dictate the items in each of the following sections. Allow ample time for students to chorally repeat, individually tap or clap (as needed), and write their answers.

### Sound Spelling

- “Number 1. On line 1, write the lowercase letter *v*.” Pause. “Now, next to the lowercase *v*, write uppercase *V*.” Pause.
- “Number 2. On line 2, write the lowercase letter *e*.” Pause. “Now, next to the lowercase *e*, write uppercase *E*.” Pause.
- “Number 3. Say *echo*.” Pause. “Now write the lowercase letter that makes the /ĕ/ sound.”
- “Number 4. Say *me*. Pause. “Now write the lowercase letter that makes the /ē/ sound.” Pause.

### High-Frequency Words

- “Number 5. Select the correct spelling of the word *for*, as in the sentence, ‘I brought cupcakes *for* the class.’” Pause.
- “Number 6. Select the correct spelling of the word *or*, as in the sentence, ‘Do you like waffles *or* pancakes?’” Pause.

### Letter Identification

- “Number 7. Select the letter *e*’s you see in this row.” Pause.
- “Number 8. Select the letter *v*’s you see in this row.” Pause.

## Whole Group Cycle 12 Check

RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d, L.K.1a

(Answers for Teacher Reference)

### Sound Spelling

1. v V

2. e E

3. e

4. e

### High-Frequency Words

5. fore for

6. ore or

### Letter Identification

7. Y e y p E

8. v p V P x

## Whole Group Cycle 12 Check

RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d, L.K.1a

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sound Spelling

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

### High-Frequency Words

5. fore                  for
6. ore                  or

### Letter Identification

7. Y       e       y       p       E
8. v       p       V       P       x

**Kindergarten:** Late Pre-Alphabetic Microphase

Cycle 13

## Lesson 1: Poem Launch and Getting to Know Letters: Kk

### Lesson Overview

#### Lesson Summary

Students listen to the poem “Kicking Kangaroo” and are introduced to the letter *k*.

#### Daily Learning Targets

- I can match the words I hear to the words I see. (RF.K.1b)
- I can notice each word on a page by keeping spaces between them. (RF.K.1c)
- I can find and name all uppercase and lowercase letters, including *K* and *k*. (RF.K.1d)
- I can say the sound for the consonant *k*. (RF.K.3a)
- I can print the lowercase and uppercase letter *k*. (L.K.1a)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Poem Launch (3 minutes)
- B. Getting to Know Letters (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: New: *k, K*; Review: *p, y, x, c, g, u, qu, e* (see Skills Block Tool Kit)
- High-Frequency Word Cards: New: *her*; Review: *for, or, was, see* (see Skills Block Tool Kit)
- Sound boxes (see Skills Block Tool Kit)
- Image Cards: *kangaroo, kind*
- “Kicking Kangaroo” (one for display)

- Articulatory Gestures Chart (see Skills Block Tool Kit)
- Kk* Letter Formation Page (one per student and one for display; see Skills Block Tool Kit)
- Cycle 13: Lesson 1 Slides (<https://eled.org/4114>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:
  - I can find and name all uppercase and lowercase letters, including *K* and *k*.
  - I can print the lowercase and uppercase letter *k*.

### B. Sound Shuffle (4 minutes)

- “It’s time to get our brains warmed up and ready to learn. This week, we will review all our rhyming skills. Today, I will say two words. Give a thumbs-up if the two words rhyme.”
- “Listen carefully as we begin.”
  - “*box, six.*” (thumbs-down)
  - “*hop, top.*” (thumbs-up)
  - “*cub, hug.*” (thumbs-down)
  - “*pot, pat.*” (thumbs-down)
  - “*can, fan.*” (thumbs-up)
  - “*tax, max.*” (thumbs-up)
  - “*tip, tap.*” (thumbs-down)
  - “*trip, lip.*” (thumbs-up)
- “This week we’re also going to delete the ending chunk of a word and then say only the first sound, for example, removing /t/ from the word *toss*. Let’s say the word *toss* together: *toss*. Now say it again, but don’t say /ōs/. Respond with students: /t/.”

## Reading Foundational Skills Block

- “Listen carefully as we begin.”
  - “Say *cap*.” Pause. “Say it again, but don’t say /ăp/.” (/k/)
  - “Say *lip*.” Pause. “Say it again, but don’t say /ip/.” (/l/)
  - “Say *mess*.” Pause. “Say it again, but don’t say /ĕs/.” (/m/)
  - “Say *wag*.” Pause. “Say it again, but don’t say /ăg/.” (/w/)
  - “Say *box*.” Pause. “Say it again, but don’t say /ĕks/.” (/b/)
  - “Say *pep*.” Pause. “Say it again, but don’t say /ĕp/.” (/p/)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *p, y, for, x, c, or, g, u, was, qu, e, see*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to learn one of this week’s high-frequency words. Remember, these are words that are used often, and it would be helpful for us to recognize them quickly. The word *her* is a word you will find in many books and stories. Say *her*.” Pause.
- “Now listen to each of the sounds in the word *her*: /h/ /er/. Tap those sounds with me: /h/ /er/. How many sounds did we tap?” (two)

Display the high-frequency word *her*. Display **sound boxes** with two boxes.

- “What is the first sound in *her*?” (/h/)
- “This sound is spelled exactly like we’d expect, with the letter *h*.”

Display *h* in the first sound box.

- “What is the last sound in *her*? Tap it with me again, and listen for the last sound: /h/ /er/.” (/er/)
- “In the word *her*, the /er/ sound is spelled with the letters *e-r*. This is a very common spelling for the /er/ sound, and you will learn more about that later.”

Display *er* in the last box, and highlight this sound as one that needs to be learned.

- “This word is *her*. Say it.” Pause.
- “Now it’s time to skywrite *her*. Say each letter with me as we skywrite: *h-e-r*.”

Incorporate movement while students recite the letters in *her*. For example, have them do jumping jacks or hop, trace the letters with their fingers on their arms or legs, or reach up or across their bodies.

## Work Time

### A. Poem Launch (3 minutes)

Display **Image Cards** for the poem “**Kicking Kangaroo**.”

- “Today we are going to read a poem together. It is called ‘Kicking Kangaroo.’ In the poem, we’ll hear about the narrator’s kangaroo.” Point out the image for *kangaroo*.
- Point out the image for *kind*, and say: “We’ll also hear about a kangaroo being *kind*—friendly or good.”

Display the poem. Read the poem aloud, modeling fluent phrasing.

- “Turn and Talk to a partner: What is this poem about?” (The narrator has a kangaroo that they can’t keep because the kangaroo kicks.)

Check for comprehension by giving students an opportunity to act out the poem.

- “Let’s read the poem once more. This time, while we read, listen for words that have a similar sound at the beginning. Follow along as I read.”

Reread the poem, pointing to each word as it’s read.

- “Everyone, what sound did you notice at the beginning of many of these words?” (/k/)

Display the Keyword Letter Card: *k*.

- “This is the letter *k*. Say *k* with me: *k*. *k* is its name. /k/ is its sound. Say /k/ with me: /k/.”
- “We hear the sound *k* makes at the beginning of its name: /k/ /ā/. We can remember the sound that the letter *k* makes by thinking of a kangaroo, like we see here. The word *kangaroo* starts with the /k/ sound. When we see this card, we’ll say, ‘*k, kangaroo, /k/*’”
- Point out words from the poem with the /k/ sound, and say: “I hear the /k/ sound in many words, including *kangaroo, kitchen, kind, kicks, keep, and kitten*.”
- “That’s a great poem! Let’s read it one more time. This time, read along with me as I point to each word. While we read, let’s focus on noticing each word. Here we go!”

Read the poem chorally with students.

- “Next, let’s take a closer look at the letter *k* and its /k/ sound.”

### B. Getting to Know Letters (6 minutes)

Display the Keyword Letter Card: *k* again.

- “Let’s say our letter-sound chant for the letter *k* again together: *k, kangaroo, /k/*.”

Display the **Articulatory Gestures Chart**.

- “When I say /k/, the back of my tongue is humped in the back of my mouth and touches the roof, stopping the air behind my tongue. Then, I quickly push air out of my mouth as I make the /k/ sound. Practice that articulatory gesture with me: /k/. Pay attention to the feeling of your lips, tongue, jaw, and voice box as you say /k/.”

Pause for students to independently practice saying /k/. Support students as needed, such as by providing a mirror for them to check their articulatory gesture.

## Reading Foundational Skills Block

- Now let's learn how to write the letter *k*. We'll start with the lowercase *k*, like we see on our *kangaroo* letter card. Watch as I trace this *k*."
- Follow the path of the lowercase *k* on the *kangaroo* letter card, saying: "I start at the top. Next, I pull down to the bottom. Then, I start in the middle. Last, I slant in to the line and slant out to the bottom." Model a few times.

Display **Kk Letter Formation Page**.

- "Now it's time to skywrite. Remember, when we skywrite, we straighten our arm out long and point two fingers in front of our body. We use our whole arm to make the motions we need to form the lowercase *k*. Ready? Start at the top. Pull down to the bottom. Start in the middle. Slant in to the line, then slant out to the bottom."

Invite students to practice skywriting lowercase *k* a few times.

Display the Keyword Letter Card: *K*.

- "Here is the uppercase letter *K*. Say the chant with me: *K, kangaroo, /k/*. Now let's learn how to write uppercase *K*. Watch as I trace this *K*."
- Follow the path of the uppercase *K* on the uppercase *Kangaroo* letter card, saying: "First, I start at the top. Next, I pull down to the bottom. Then, I start at the top and slant in to the middle. Last, I slant out to the bottom." Model a few times.

Display **Kk Letter Formation Page**.

- "Now it's time to skywrite the uppercase *K*. Straighten your arm and point two fingers. Use your whole arm to make the motions we need to form the uppercase *K*. Ready? Pull down to the bottom. Then, start at the top and slant in to the middle. Last, slant out to the bottom."

Invite students to practice skywriting uppercase *K* a few times.

Distribute **Kk Letter Formation Page**.

- "Time to practice writing the lowercase letter *k*. Check to make sure you are sitting in proper writing posture, using your helper hand to hold your paper in place, and gripping your pencil correctly. Write the best lowercase *k* that you can. If you finish before I stop you, keep practicing lowercase letter *k*'s. Check our letter card if you need a reminder."

Pause for students to write.

- "Point to the best lowercase *k* that you wrote and let's all say its sound together: /k/."

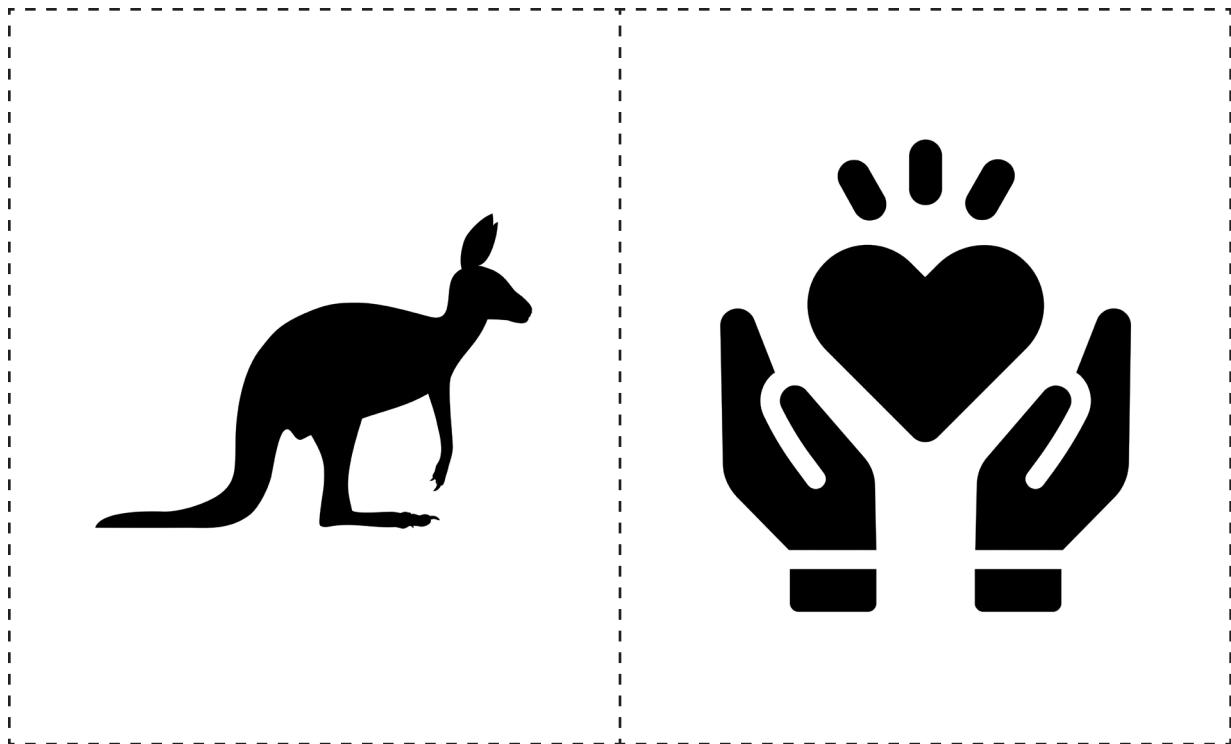
Repeat this writing process with the uppercase letter *K*.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards



kangaroo, kind

## Kicking Kangaroo

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

In my kitchen, there's a kangaroo.  
He seems kind, but he kicks.  
I cannot keep him as a pet.  
My kitten would not like it!

Source: Created by EL Education for instructional purposes.

## Lesson 2: Poem Launch and Getting to Know Letters: Jj

### Lesson Overview

#### Lesson Summary

Students listen to the poem “Jolly Jellyfish” and are introduced to the letter *j*.

#### Daily Learning Targets

- I can match the words I hear to the words I see. (RF.K.1b)
- I can notice each word on a page by keeping spaces between them. (RF.K.1c)
- I can find and name all uppercase and lowercase letters, including *J* and *j*. (RF.K.1d)
- I can say the sound for the consonant *j*. (RF.K.3a)
- I can print the lowercase and uppercase letter *j*. (L.K.1a)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Poem Launch (3 minutes)
- B. Getting to Know Letters (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: New: *j, J*; Review: *k, w, v, p, c, u, i, s* (see Skills Block Tool Kit)
- High-Frequency Word Cards: New: *his*; Review: *her, or, you, my* (see Skills Block Tool Kit)
- Sound boxes (see Skills Block Tool Kit)
- Image Cards: *jellyfish, jiggle, spin*
- “Jolly Jellyfish” (one for display)

- Articulatory Gestures Chart (see Skills Block Tool Kit)
- Jj* Letter Formation Page (one per student and one for display; see Skills Block Tool Kit)
- Cycle 13: Lesson 2 Slides (<https://eled.org/4115>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:

- I can find and name all uppercase and lowercase letters, including *J* and *j*.
  - I can print the lowercase and uppercase letter *j*.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Today, I will say three words. Two of the words will rhyme, and one will not. You will repeat the rhyming words back to me.”
- “Listen carefully as we begin.”
  - “shoe, tag, chew.” (*shoe, chew*)
  - “pen, when, chip.” (*pen, when*)
  - “go, stop, flop.” (*stop, flop*)
  - “cut, hug, nut.” (*cut, nut*)
  - “pick, back, tack.” (*back, tack*)
  - “cat, duck, bat.” (*cat, bat*)
- “Now, listen carefully as we delete the ending chunk of a word and say only the first sound.”
  - “Say *back*.” Pause. “Now say it again, but don’t say /ăk/.” (/b/)
  - “Say *said*.” Pause. “Now say it again, but don’t say /ĕd/.” (/s/)
  - “Say *wish*.” Pause. “Now say it again, but don’t say /ĭsh/.” (/w/)

- “Say *jet*.” Pause. “Now say it again, but don’t say /ĕt/.” (/j/)
  - “Say *fox*.” Pause. “Now say it again, but don’t say /ĕks/.” (/f/)
  - “Say *yes*.” Pause. “Now say it again, but don’t say /ĕs/.” (/y/)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *k, w, her, v, p, or, c, u, you, i, s, my*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to learn another one of this week’s high-frequency words. Remember, these are words that are used often, and it would be helpful for us to recognize them quickly. The word *his* is a word you will find in many books and stories. Say *his*.” Pause.
- “Now listen to each of the sounds in the word *his*: /h/ /ĕ/ /z/. Tap those sounds with me: /h/ /ĕ/ /z/. How many sounds did we tap?” (three)

Display the high-frequency word *his*. Display **sound boxes** with three boxes.

- “What is the first sound in *his*?” (/h/)
- “This sound is spelled exactly how you’d expect, with the letter *h*.”

Display *h* in the first sound box.

- “What is the next sound in *his*? Tap it with me again, and listen for the middle sound: /h/ /ĕ/ /z/” (/ĕ/)
- “This sound is spelled with the letter *i*!”

Display *i* in the second box.

- “What is the last sound in *his*? Tap it with me again, and listen for the last sound: /h/ /ĕ/ /z/” (/z/)
- “This sound may not be spelled how you’d expect. In the word *his*, the /z/ sound is spelled with the letter *s*!”

Display *s* in the last box, and highlight this sound as one that needs to be learned.

- “This is the part of the word you will have to learn and remember.”
- “This word is *his*. Say it.” Pause.
- “Now it’s time to skywrite *his*. Say each letter with me as we skywrite: *h-i-s*.”

Incorporate movement while students recite the letters in *his*. For example, have them do jumping jacks or hop, trace the letters with their fingers on their arms or legs, or reach up or across their bodies.

## Work Time

### A. Poem Launch (3 minutes)

Display **Image Cards** for the poem “**Jolly Jellyfish**.”

- “Today we are going to read a poem together. It is called ‘Jolly Jellyfish.’ In the poem, we’ll hear about a *jellyfish*. A *jellyfish* is a water animal that is soft and shaped like a bell. Jellyfish have many tentacles hanging down from their bodies.” Point out the image for *jellyfish*.
- Point out the image for *jiggle*, and say: “We’ll also hear about how the jellyfish moves.”
- Point out the image for *spin*, and say: “We’ll also hear about a different way that the jellyfish moves.”

Display the poem. Read the poem aloud, modeling fluent phrasing.

- “Turn and Talk to a partner: What is this poem about?” (a jellyfish named Jolly who spins and jiggles)

Check for comprehension by giving students an opportunity to act out the poem.

- “Let’s read the poem once more. This time, while we read, listen for words that have a similar sound at the beginning. Follow along as I read.”

Reread the poem, pointing to each word as it’s read.

- “Everyone, what sound did you notice at the beginning of many of these words?” (/j/)

Display the Keyword Letter Card: *j*.

- “This is the letter *j*. Say *j* with me: *j*. *j* is its name. /j/ is its sound. Say /j/ with me: /j/.”
- “We hear the sound *j* makes at the beginning of its name: /j/ /ā/. We can remember the sound that the letter *j* makes by thinking of a jellyfish, like we see here. The word *jellyfish* starts with the /j/ sound. When we see this card, we’ll say, ‘*j, jellyfish, /j/*?’”
- Point out words from the poem with the /j/ sound, and say: “I hear the /j/ sound in many words, including *jolly, jellyfish, just*, and *jiggles*.”
- Mark the high-frequency word *his*. “This is one of the high-frequency words for this cycle. We just learned the word *his*!”
- “That’s a great poem! Let’s read it one more time. This time, read along with me as I point to each word. While we read, let’s focus on noticing each word. Here we go!”

Read the poem chorally with students.

- “Next, let’s take a closer look at the letter *j* and its /j/ sound.”

### B. Getting to Know Letters (6 minutes)

Display the Keyword Letter Card: *j* again.

- “Let’s say our letter-sound chant for the letter *j* again together: *j, jellyfish, /j/*.”

Display the **Articulatory Gestures Chart**.

- “When I say /j/, I put my teeth together and pull the corners of my lips to the middle to form a pucker. Then, the tip of my tongue touches the bumps that are on the roof of my mouth and stops the air. Lastly, I turn on my voice box as I push air out of my mouth. Pay attention to the feeling of your lips, tongue, jaw, and voice box as you say /j/.”

Pause for students to independently practice saying /j/. Support students as needed, such as by providing a mirror for them to check their articulatory gesture.

- “Nice job making the /j/ sound for the letter *j*. Now let’s learn how to write the letter *j*. We’ll start with the lowercase *j*, like we see on our *jellyfish* letter card. Watch as I trace this *j*.”
- Follow the path of the lowercase *j* on the *jellyfish* letter card, saying: “I start in the middle. Then, I pull down and under, curve, and make a dot.” Model a few times.

Display **Jj Letter Formation Page**.

- “Now it’s time to skywrite. Remember, when we skywrite, we straighten our arm out long and point two fingers in front of our body. We use our whole arm to make the motions we need to form the lowercase *j*. Ready? Start in the middle. Pull down and under, curve, and dot.”

Invite students to practice skywriting lowercase *j* a few times.

Display the Keyword Letter Card: *J*.

- “Here is the uppercase letter *J*. Say the chant with me: *J, jellyfish, /j/*. Now let’s learn how to write uppercase *J*. Watch as I trace this *J*.”
- Follow the path of the uppercase *J* on the uppercase *Jellyfish* letter card, saying: “I start at the top. Then, I pull down to the bottom and curve. Last, I start at the top and pull across.” Model a few times.

Display **Jj Letter Formation Page**.

- “Now it’s time to skywrite the uppercase *J*. Straighten your arm and point two fingers. Use your whole arm to make the motions we need to form the uppercase *J*. Ready? Start at the top. Pull down to the bottom and curve. Start at the top and pull across.”

Invite students to practice skywriting uppercase *J* a few times.

Distribute **Jj Letter Formation Page**.

- “Time to practice writing the lowercase letter *j*. Check to make sure you are sitting in proper writing posture, using your helper hand to hold your paper in place, and gripping your pencil correctly. Write the best lowercase *j* that you can. If you finish before I stop you, keep practicing lowercase letter *j*’s. Check our letter card if you need a reminder.”

Pause for students to write.

- “Point to the best lowercase *j* that you wrote and let’s all say its sound together: /j/.”

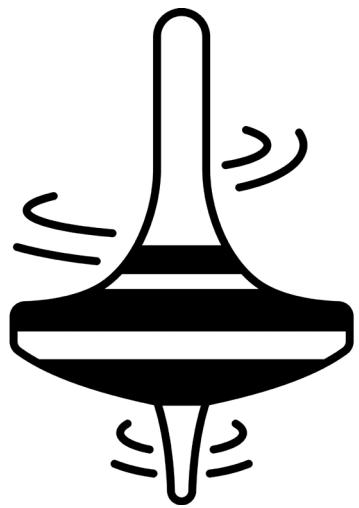
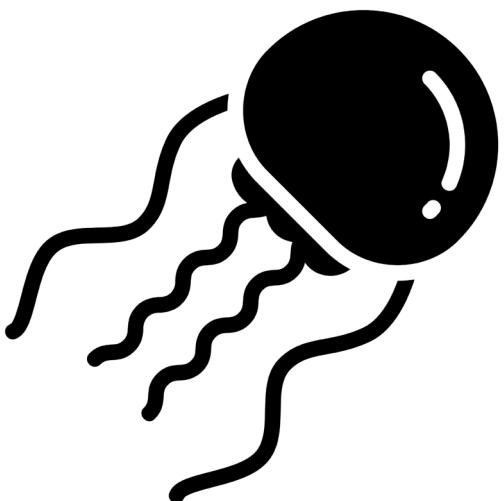
Repeat this writing process with the uppercase letter *J*.

## **Closing**

### **A. Check for Understanding (1 minute)**

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards



jellyfish, jiggle, spin

## Jolly Jellyfish

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

Jolly little jellyfish  
jiggles in the sea.  
He spins his body just for fun  
then jiggles right past me!

Source: Created by EL Education for instructional purposes.

## Lesson 3: Poem Launch and Getting to Know Letters: Zz

### Lesson Overview

#### Lesson Summary

Students listen to the poem “Zooming Zebra” and are introduced to the letter *z*.

#### Daily Learning Targets

- I can match the words I hear to the words I see. (RF.K.1b)
- I can notice each word on a page by keeping spaces between them. (RF.K.1c)
- I can find and name all uppercase and lowercase letters, including *Z* and *z*. (RF.K.1d)
- I can say the sound for the consonant *z*. (RF.K.3a)
- I can print the lowercase and uppercase letter *z*. (L.K.1a)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Poem Launch (3 minutes)
- B. Getting to Know Letters (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: New: *z, Z*; Review: *j, e, y, k, g, qu, b, m* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *her, his, for, are* (see Skills Block Tool Kit)
- Image Cards: *zebra, zigzag, zoom*
- “Zooming Zebra” (one for display)
- Articulatory Gestures Chart (see Skills Block Tool Kit)

- Zz Letter Formation Page (one per student and one for display; see Skills Block Tool Kit)
- Cycle 13: Lesson 3 Slides (<https://eled.org/4116>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:
  - I can find and name all uppercase and lowercase letters, including Z and z.
  - I can print the lowercase and uppercase letter z.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Today, I will say three words. Two of the words will rhyme, and one will not. You will repeat the rhyming words back to me.”
- “Listen carefully as we begin.”
  - “call, mug, fall.” (call, fall)
  - “sit, bit, big.” (sit, bit)
  - “hop, hill, will.” (hill, will)
  - “wish, shop, fish.” (wish, fish)
  - “bag, big, wig.” (big, wig)
  - “pop, pick, chop.” (pop, chop)
- “Now, listen carefully as we delete the ending chunk of a word and say only the first sound.”
  - “Say tab.” Pause. “Now say it again, but don’t say /āb/.” (/t/)
  - “Say dish.” Pause. “Now say it again, but don’t say /īsh/.” (/d/)
  - “Say bit.” Pause. “Now say it again, but don’t say /īt/.” (/b/)
  - “Say lag.” Pause. “Now say it again, but don’t say /āg/.” (/l/)

- “Say *led*.” Pause. “Now say it again, but don’t say /ĕd/.” (/l/)
- “Say *mob*.” Pause. “Now say it again, but don’t say /ĕb/.” (/m/)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *j, e, his, y, k, her, g, qu, for, b, m, are*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to review this week’s high-frequency words.”

Display the high-frequency words: *her, his*. Invite students to chorally read each word aloud. Build in chants or songs to practice saying the letters in each word, or display each word all around the room and invite students to walk around the room reading them aloud.

Incorporate movement while students review the high-frequency words. For example, have them skywrite, bounce balls as they recite the letters in each word, or hop from letter to letter on paper plates. See the Skills Block Tool Kit for more ideas for reviewing high-frequency words with movement.

## Work Time

### A. Poem Launch (3 minutes)

Display **Image Cards** for the poem “Zooming Zebra.”

- “Today we are going to read a poem together. It is called ‘Zooming Zebra.’ In the poem, we’ll hear about a zebra in a zoo.” Point out the image for *zebra*.
- Point out the image for *zigzag*, and say: “We’ll also hear about how the zebra moves.”
- Point out the image for *zoom*, and say: “We’ll also hear about a different way that the zebra moves.”

Display the poem. Read the poem aloud, modeling fluent phrasing.

- “Turn and Talk to a partner: What is this poem about?” (a zebra who zigzags and zooms until she stops for a snack)

Check for comprehension by giving students an opportunity to act out the poem.

- “Let’s read the poem once more. This time, while we read, listen for words that have a similar sound at the beginning. Follow along as I read.”

Reread the poem, pointing to each word as it’s read.

- “Everyone, what sound did you notice at the beginning of many of these words?” (/z/)

## Reading Foundational Skills Block

Display the Keyword Letter Card: *z*.

- “This is the letter *z*. Say *z* with me: *z*. *z* is its name. /*z*/ is its sound. Say /*z*/ with me: /*z*/.”
- “We hear the sound *z* makes at the beginning of its name: /*z*/ /ē/. We can remember the sound that the letter *z* makes by thinking of a zebra, like we see here. The word *zebra* starts with the /*z*/ sound. When we see this card, we’ll say, ‘*z, zebra, /z/*.’”
- Point out words from the poem with the /*z*/ sound, and say: “I hear the /*z*/ sound in many words, including *zebra*, *zoo*, *zigzag*, *zips*, and *zooms*.”
- Mark the high-frequency word *her*, and say: “This is one of the high-frequency words for this cycle, *her*. We learned it in a previous lesson and practiced it earlier.”
- “That’s a great poem! Let’s read it one more time. This time, read along with me as I point to each word. While we read, let’s focus on noticing each word. Here we go!”

Read the poem chorally with students.

- “Next, let’s take a closer look at the letter *z* and its /*z*/ sound.”

### B. Getting to Know Letters (6 minutes)

Display the Keyword Letter Card: *z* again.

- “Let’s say our letter-sound chant for the letter *z* again together: *z, zebra, /z/*.”

Display the **Articulatory Gestures Chart**.

- “When I say /*z*/, I place my tongue lightly behind my upper teeth, but I’m sure not to touch my teeth. Next, I turn my voice on as I push air out of my mouth and squeeze the air between my tongue and the top of my mouth. Practice that articulatory gesture with me: /*z*/ . Pay attention to the feeling of your lips, tongue, jaw, and voice box as you say /*z*/.”

Pause for students to independently practice saying /*z*/ . Support students as needed, such as by providing a mirror for them to check their articulatory gesture.

- “Now let’s learn how to write the letter *z*. We’ll start with the lowercase *z*, like we see on our *zebra* letter card. Watch as I trace this *z*.”
- Follow the path of the lowercase *z* on the *zebra* letter card, saying: “I start in the middle. Then, I move across, slant down to the bottom, and move across.” Model a few times.

Display **Zz Letter Formation Page**.

- “Now it’s time to skywrite. Remember to straighten your arm out long and point two fingers in front of your body. We use our whole arm to make the motions we need to form the lowercase *z*. Ready? Start in the middle. Move across, slant down to the bottom, and move across.”

Invite students to practice skywriting lowercase *z* a few times.

Display the Keyword Letter Card: Z.

- “Here is the uppercase letter Z. Say the chant with me: Z, zebra, /z/. Now let’s learn how to write uppercase Z. Watch as I trace this Z.”
- Follow the path of the uppercase Z on the uppercase Zebra letter card, saying: “I start at the top. Then, I move across, slant down to the bottom, and move across.” Model a few times.
- “Now it’s time to skywrite the uppercase Z. Straighten your arm and point two fingers. Use your whole arm to make the motions we need to form the uppercase Z. Ready? Start at the top. Move across, slant down, and move across to the bottom of the uppercase Z.”

Invite students to practice skywriting uppercase Z a few times.

Distribute Zz Letter Formation Page.

- “Time to practice writing the lowercase letter z. Check to make sure you are sitting in proper writing posture, using your helper hand to hold your paper in place, and gripping your pencil correctly. Write the best lowercase z that you can. If you finish before I stop you, keep practicing lowercase letter z’s. Check our letter card if you need a reminder.”

Pause for students to write.

- “Point to the best lowercase z that you wrote and let’s all say its sound together: /z/.”

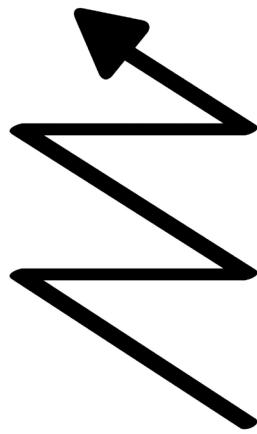
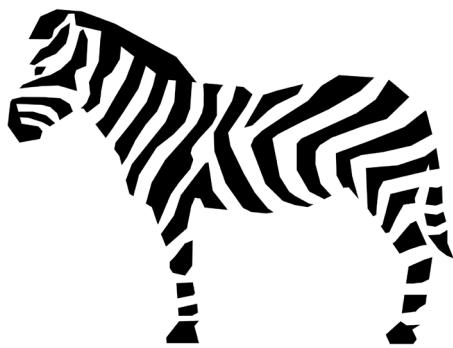
Repeat this writing process with the uppercase letter Z.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards



zebra, zigzag, zoom

## Zooming Zebra

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

I see a zebra at the zoo.  
Her stripes zigzag across her back.  
She zips and zooms for fun  
and then she stops to have her snack.

Source: Created by EL Education for instructional purposes.

## **Lesson 4: Call and Response and Chaining**

### **Lesson Overview**

#### **Lesson Summary**

Students continue building fluency with the poems “Kicking Kangaroo” and “Zooming Zebra” and listen for and say sounds in words to help them read words with the letters *k* and *z*.

#### **Daily Learning Targets**

- I can follow words left to right, top to bottom, and page to page. (RF.K.1a)
- I can say the sounds for the letters I see, including the consonants *k* and *z*. (RF.K.3a, RF.K.3b)
- I can print the lowercase letters *k* and *z*. (L.K.1a)
- I can change individual sounds in one-syllable words to make new words. (RF.K.2e)
- I can tell the difference between similar words by identifying the sounds of letters that are different. (RF.K.3d)

#### **Agenda**

##### **1. Opening**

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (3 minutes)

##### **2. Work Time**

- A. Fluency (2 minutes)
- B. Call and Response (2 minutes)
- C. Chaining (5 minutes)

##### **3. Closing**

- A. Check for Understanding (1 minute)

### **Materials and Preparation**

#### **Materials**

- Keyword Letter Cards: Review: *k, j, z, v, x, c, w, d* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *her, his, that, as* (see Skills Block Tool Kit)
- “Kicking Kangaroo” (one for display)
- “Zooming Zebra” (one for display)

- Chaining Practice: *k, j, z* (one per student)
- Words: *it, zit, kit, pit, pet, jet*
- Image Cards: *zit, pit, jet*
- Cycle 13: Lesson 4 Slides (<https://eled.org/4117>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display the learning targets.

- Read the following key learning targets aloud to students:
  - I can say the sounds for the letters I see, including the consonants *k* and *z*.
  - I can tell the difference between similar words by identifying the sounds of letters that are different.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Listen closely as I say a clue and a word. Then, use the clue to help you think of the correct rhyming word.”
- “Listen carefully as we begin.”
  - “I’m thinking of a word that means to drink something slowly, and it rhymes with *dip*. The word is . . .” (*sip*)
  - “I’m thinking of a word that is a fruit spread you can put on toast, and it rhymes with *lamb*. The word is . . .” (*jam*)
  - “I’m thinking of a word that means the opposite of *day*, and it rhymes with *light*. The word is . . .” (*night*)

## Reading Foundational Skills Block

- “I’m thinking of a word that means something that rides along a track, and it rhymes with *grain*. The word is . . .” (*train*)
- “I’m thinking of a word that is the color of some apples, and it rhymes with *bed*. The word is . . .” (*red*)
- “I’m thinking of a word that means a toy you can throw, kick, or hit, and it rhymes with *fall*. The word is . . .” (*ball*)
- “Now, let’s remove the ending chunk of a word and say only the first sound.”
  - “Say *jab*.” Pause. “Now say it again, but don’t say /ăb/.” (/j/)
  - “Say *tell*.” Pause. “Now say it again, but don’t say /ĕll/.” (/t/)
  - “Say *fix*.” Pause. “Now say it again, but don’t say /ĭks/.” (/f/)
  - “Say *pet*.” Pause. “Now say it again, but don’t say /ĕt/.” (/p/)
  - “Say *bin*.” Pause. “Now say it again, but don’t say /ĭn/.” (/b/)
  - “Say *sub*.” Pause. “Now say it again, but don’t say /ŭb/.” (/s/)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *her, k, j, his, z, v, that, x, c, as, w, d*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (3 minutes)

- “This week we learned two new high-frequency words: *her* and *his*. Today we will use each of these words in a sentence and practice spelling them.”

Display the high-frequency word *her*.

- “Everyone, what is this word?” (*her*)
- “How can we use *her* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *her*, saying each letter out loud as we write.” (*h-e-r*)

Display the high-frequency word *his*.

- “Everyone, what is this word?” (*his*)
- “How can we use *his* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *his*, saying the letters out loud as we write.” (*h-i-s*)

## Work Time

### A. Fluency (2 minutes)

Display the poem “**Kicking Kangaroo.**”

- “Today we will practice reading our poems aloud to help us notice and read each word. Listen and follow along as I begin reading our first poem.”

Read the first poem. Support awareness of one-to-one correspondence by pointing out each word as it’s read so students hear and see each word.

- “Now, I want you to try to read this poem after me. Point to each word as we read.”

Reread the poem, pausing after each line for students to echo and point to each word. Continue to support awareness of one-to-one correspondence by pointing out each word as it’s read so students hear and see each word.

Repeat with the poem “**Zooming Zebra.**”

- “Reading a text more than one time helps us read it smoothly. It helps us read not too fast and not slow. When we read fluently, we can pay closer attention to the meaning of the text.”

### B. Call and Response (2 minutes)

- “Today we will review our letters and sounds with a chant. Let’s move our bodies while we chant.”

Begin marching in place, or choose another movement.

- “Watch and listen to what I do. When I point to myself, it is my turn to say something. When I point to you, it is your turn to say something.”

Continue marching in place and invite students to follow along.

### Phoneme Response

- “When I say a letter, you say the sound: *k*.” Point to students to respond. (/k/) Invite students to skywrite the /k/ sound, then start marching again. Repeat the Phoneme Response chant with *j*, *z*, and *e*. (/j/; /z/; /é/)

### Grapheme Response

- “When I say a sound, you name the letter that makes the sound: /j/.” Point to students to respond. (/j/) Repeat the Grapheme Response chant with /k/, /é/, and /z/. (*k*; *e*; *z*)

### C. Chaining (5 minutes)

Distribute **Chaining Practice: k, j, z.**

Display *it*.

- “Let’s use what we know about the sounds these letters make to read this word.”
- Point out each sound, and say: “The first letter is *i*. Say the sound with me: /i/. The next letter is *t*. Say the sound with me: /t/.”
- Point to each letter and blend each sound, keeping the sounds connected: “Repeat after me: /i/ /t/. Now let’s speed it up a bit: /i/ /t/. What’s our word, everyone?” (*it*)
- “*It* is a pronoun and is a way to discuss a person, place, or thing without saying its name, like in the sentence, ‘Jordan wrote a new poem and *it* is fantastic.’”
- “Now we’re going to write the word *it*. Find the number 1 on your paper. Finish writing the word *it* by filling in the missing letter *t*. Remember, to form a *t*, we start between the middle and top lines. Pull down to the bottom and cross.”

Model, then pause for students to write.

- “Let’s read another word. One sound will change. Try to read the new word.”

Display *zit*.

- “Slowly blend these sounds with me: /z/ /i/ /t/. Now speed it up a bit: /z/ /i/ /t/.”
- “What’s the new word, everyone?” (*zit*)
- Display the **image** for *zit*, and say: “A *zit* is a pimple, like in the sentence, ‘My brother has a huge *zit* on his nose!’”
- “Find the number 2 on your paper. Finish writing the word *zit* by filling in the missing letter *z*. Remember, to form a *z*, start in the middle. Move across, slant down to the bottom, and move across.”

Model, then pause for students to write.

Display *zit* below *it*.

- “Read these words to yourself.”
- Pause for students to read, then say: “Let’s read one last word. Again, one sound will change.”

Display *kit*.

- “Slowly blend these sounds with me: /k/ /i/ /t/. Now speed it up a bit: /k/ /i/ /t/.”
- “How does changing the *z* in *zit* to *k* change the word? Everyone, what’s the new word?” (*kit*)
- “A *kit* is a collection of materials for a particular use, like in the sentence, ‘The *kit* for our science experiment came today.’”
- “Find the number 3 on your paper. Finish writing the word *kit* by filling in the missing letter *k*. Remember, to form a *k*, start at the top. Pull down to the bottom. Start in the middle. Slant in to the line, then slant out to the bottom.”

Model, then pause for students to write.

Display *kit* below *zit*. As time allows, continue this chaining pattern with the words *pit*, *pet*, and *jet*.

Invite students to chorally read the list of words discussed.

## **Closing**

### **A. Check for Understanding (1 minute)**

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Chaining Practice: k, j, z

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Add the missing letter to each word.

1. it i \_\_\_\_\_

2. zit \_\_\_\_\_ it

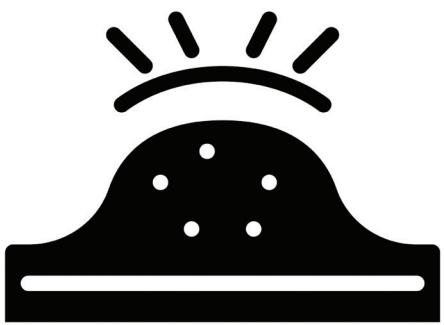
3. kit \_\_\_\_\_ it

4. pit \_\_\_\_\_ it

5. pet p \_\_\_\_\_ t

6. jet \_\_\_\_\_ et

## Image Cards



zit, pit, jet

## Lesson 5: Cycle Practice

# Lesson Overview

### Lesson Summary

Students use what they have learned about the letters *k*, *j*, and *z* to complete the Cycle 13 Practice.

### Daily Learning Targets

- I can read common high-frequency words. (RF.K.3c)
- I can print the lowercase and uppercase letters *k*, *j*, and *z*. (L.K.1a)
- I can find and name all uppercase and lowercase letters, including *k*, *j*, and *z*. (RF.K.1d)
- I can say the sound for the consonants *k*, *j*, and *z*. (RF.K.3a)

### Agenda

#### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (1 minute)
- C. Quick Review (1 minute)

#### 2. Work Time

- A. Cycle Practice (7 minutes)

#### 3. Closing

- A. Check for Understanding (1 minute)

# Materials and Preparation

### Materials

- Keyword Letter Cards: Review: *z, e, g, j, p, v, k, f* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *his, her, see, was* (see Skills Block Tool Kit)
- Whole Group Cycle 13 Practice (one per student)
- Whole Group Cycle 13 Practice Directions (for teacher reference)
- Cycle 13: Lesson 5 Slides (<https://eled.org/4118>; optional)

## Prepare in Advance

- Today's lesson is intentionally abbreviated to provide additional time in small group rotations. The additional time makes space for each differentiated group to complete their differentiated Cycle Assessment.
- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.
- For Work Time A, prepare one Whole Group Cycle 13 Practice for each student.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- "Let's sing to get our brains ready to learn."

Sing or chant the chosen song.

Display and read the learning targets.

### B. Sound Shuffle (1 minute)

Remind students to listen closely and call out their responses to each prompt.

- "It's time to get our brains warmed up and ready to learn. Listen carefully as we delete the ending chunk of a word and say only the first sound."
  - "Say *rub*." Pause. "Say it again, but don't say /üb/." (/r/)
  - "Say *fill*." Pause. "Say it again, but don't say /ɪll/." (/f/)
  - "Say *win*." Pause. "Say it again, but don't say /ɪn/." (/w/)
  - "Say *zap*." Pause. "Say it again, but don't say /ăp/." (/z/)
  - "Say *head*." Pause. "Say it again, but don't say /ĕd/." (/h/)
  - "Say *got*." Pause. "Say it again, but don't say /ōt/." (/g/)
- "Great job! Listening for the sounds in words helps us become stronger readers."

### C. Quick Review (1 minute)

Based on students' needs, choose 6–8 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *z, e, his, g, j, her, p, v, see, k, f, was*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

## **Work Time**

### **A. Cycle Practice (7 minutes)**

Guide students through the **Whole Group Cycle 13 Cycle Practice** using the **Whole Group Cycle 13 Practice Directions** (for teacher reference).

## **Closing**

### **A. Check for Understanding (1 minute)**

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

# Whole Group Cycle 13 Practice Directions

**RF.K.1d, RF.K.3a, RF.K.3c, L.K.1a**

**(For Teacher Reference)**

**Teacher Directions:** Dictate the items in each of the following sections. Allow ample time for students to chorally repeat, individually tap or clap (as needed), and write their answers.

## Sound Spelling

- “Number 1. On line 1, write the lowercase letter *j*.” Pause. “Now, next to the lowercase *j*, write uppercase *J*.” Pause.
- “Number 2. On line 2, write the lowercase letter *z*.” Pause. “Now, next to the lowercase *z*, write uppercase *Z*.” Pause.
- “Number 3. On line 3, write the lowercase letter *k*.” Pause. “Now, next to the lowercase *k*, write uppercase *K*.” Pause.
- “Number 4. Say /z/.” Pause. “Now write the lowercase letter that makes the /z/ sound.” Pause.
- “Number 5. Say /k/.” Pause. “Now write the lowercase letter that makes the /k/ sound.” Pause.
- “Number 6. Say /j/.” Pause. “Now write the lowercase letter that makes the /j/ sound.” Pause.

## High-Frequency Words

- “Number 7. Select the correct spelling of the word *his*, as in the sentence, ‘*His* favorite color is purple.’” Pause.
- “Number 8. Select the correct spelling of the word *her*, as in the sentence, ‘What is *her* name?’” Pause.

## Letter Identification

- “Number 9. Select the letter *z*’s you see in this row.” Pause.
- “Number 10. Select the letter *j*’s you see in this row.” Pause.
- “Number 11. Select the letter *k*’s you see in this row.” Pause.

## Whole Group Cycle 13 Practice

RF.K.1d, RF.K.3a, RF.K.3c, L.K.1a

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sound Spelling

- |    |       |       |    |       |       |
|----|-------|-------|----|-------|-------|
| 1. | _____ | _____ | 2. | _____ | _____ |
|    | _____ | _____ |    | _____ | _____ |
| 3. | _____ | _____ | 4. | _____ | _____ |
|    | _____ | _____ |    | _____ | _____ |
| 5. | _____ | _____ | 6. | _____ | _____ |
|    | _____ | _____ |    | _____ | _____ |

### High-Frequency Words

- |    |      |     |
|----|------|-----|
| 7. | his  | hiz |
| 8. | here | her |

## Letter Identification

9. p x z Z a

10. J p u P j

11. a K u k j



**Kindergarten:** Late Pre-Alphabetic Micophase

Cycle 14

## Lesson 1: Poem Launch and Getting to Know Letters: Review

### Lesson Overview

#### Lesson Summary

Students listen to and discuss the poem “Pet Bug” and notice letters and high-frequency words from the Late Pre-Alphabetic Microphase within the poem.

#### Daily Learning Targets

- I can follow words left to right, top to bottom, and page to page. (RF.K.1a)
- I can match the words I hear to the words I see. (RF.K.1b)
- I can find each word on a page by noticing the spaces between them. (RF.K.1c)
- I can find and name all uppercase and lowercase letters. (RF.K.1d)
- I can say the sound for each consonant. (RF.K.3a)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Poem Launch (3 minutes)
- B. Getting to Know Letters: Review (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: *k, j, z, y, e, v, o, c* (see Skills Block Tool Kit)
- High-Frequency Word Cards: New: *this*; Review: *his, her, or, for* (see Skills Block Tool Kit)
- Sound boxes (see Skills Block Tool Kit)
- Image Cards: *kids running, jogging*

- “Pet Bug” (one per student and one for display)
- Cycle 14: Lesson 1 Slides (<https://eled.org/4119>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display and read the learning targets.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. This week we’re going to practice all the skills we’ve learned together over the past six weeks. Let’s start by deleting the beginning sound in a word and then saying only the ending chunk that remains. Listen carefully as we begin.”
  - “Say *pack*.” Pause. “Now say it again, but don’t say /p/.” (/äk/)
  - “Say *dud*.” Pause. “Now say it again, but don’t say /d/.” (/üd/)
  - “Say *rag*.” Pause. “Now say it again, but don’t say /r/.” (/äg/)
  - “Say *hop*.” Pause. “Now say it again, but don’t say /h/.” (/öp/)
  - “Say *bam*.” Pause. “Now say it again, but don’t say /b/.” (/äm/)
  - “Say *hat*.” Pause. “Now say it again, but don’t say /h/.” (/ăt/)
  - “Say *cod*.” Pause. “Now say it again, but don’t say /k/.” (/öd/)
- “Now let’s listen for rhyming words. I will say three words. Two of the words rhyme, and one does not. Repeat the rhyming words back to me.”
  - “*pat, mat, sip*.” (*pat, mat*)
  - “*bub, pan, tub*.” (*bub, tub*)
  - “*ban, pin, bin*.” (*pin, bin*)
  - “*cab, jab, cot*.” (*cab, jab*)

## Reading Foundational Skills Block

- “get, win, fin.” (*win, fin*)
- “had, jog, bad.” (*had, bad*)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 8–10 previously taught **Keyword Letter Cards** and 2–4 **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *k, j, his, z, y, her, e, v, or, o, c, for*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to learn one of this week’s high-frequency words. Remember, these are words that are used often, and it would be helpful for us to recognize them quickly. The word *this* is a word you will find in many books and stories. Say *this*.” Pause.
- “Now listen to each of the sounds in the word *this*: /TH/ /i/ /s/. Tap those sounds with me: /TH/ /i/ /s/. How many sounds did we tap?” (three)

Display the high-frequency word *this*. Display **sound boxes** with three boxes.

- “Everyone, what is the first sound in *this*?” (/TH/)
- “The /TH/ sound is spelled with the letters *t-h*.”

Display *th* in the first sound box, and highlight this sound as one that needs to be learned.

- “We see the letters *t-h*, but we don’t hear their individual sounds. The letters are working together to make one sound. You will learn more about this soon, but for now this is the part of the word you will need to learn and remember, because you won’t be able to use what you’ve learned to sound it out.”
- “Everyone, what is the next sound in *this*? Tap it with me again, and listen for the next sound: /TH/ /i/ /s/.” (/i/)
- “This sound is spelled with the letter *i*!”

Display *i* in the next box.

- “Everyone, what is the last sound in *this*? Tap it with me again, and listen for the last sound: /TH/ /i/ /s/.” (/s/)
- “This sound is spelled with the letter *s*.”

Display *s* in the last box.

- “This word is *this*. Say it.” Pause.
- “Now it’s time to skywrite *this*. Say each letter with me as we skywrite: *t-h-i-s*.”

Incorporate movement while students recite the letters in *this*. For example, have them do jumping jacks or hop, trace the letters with their fingers on their arms or legs, or reach up or across their bodies.

## Work Time

### A. Poem Launch (3 minutes)

Display **Image Cards** for the poem “**Pet Bug**.”

- “Today we are going to read a poem together. It is called ‘Pet Bug.’ In the poem, we’ll hear about two activities the narrator would like to do with her pet. The first one is tag. Tag is a game where a player runs until they are caught or touched.” Point out the image for *kids running*.
- Point out the image for *jogging*, and say: “We’ll also hear about running at a slow and steady pace, or *jogging*.”

Display the poem. Read the poem aloud, modeling fluent phrasing.

- “Turn and Talk to a partner: What did the narrator do with her pet bug?” (She jogged and played tag.)

Check for comprehension by giving students an opportunity to act out the poem.

- “This poem includes many of the letters and high-frequency words we’ve learned during this microphase, including three new high-frequency words we will learn about this week.”
- Mark the high-frequency words *with*, *this*, and *your*, and say: “These are the new high-frequency words: *with*, *this*, and *your*.”
- “That’s a great poem! Let’s read it one more time. This time, read along with me as I point to each word. While we read, let’s focus on noticing each word. Here we go!”

Read the poem chorally with students.

- “Next, let’s take a closer look at some of the letters and words in our poem.”

### B. Getting to Know Letters: Review (6 minutes)

Distribute copies of “**Pet Bug**” to students.

- “During this microphase, we have learned a lot about high-frequency words and the sounds and shapes of several letters in the alphabet. Many of the letters and words we’ve learned about so far this year can be found in our poem! Let’s read the first line of our poem together. Point to each word as you read along with me from left to right. Ready?”

Choral read the first line of the poem.

- “Let’s count how many words are in this first line of our poem.”

Touch each word while counting with students.

- “How many words did we count, everyone?” (six)
- “Looking at the first line of our poem, find and put your finger on the high-frequency word *with*.” Pause.
- “Let’s skywrite the letter that spells the /w/ sound in the word *with*. Ready?”

Skywrite the letter *w* together.

## Reading Foundational Skills Block

- “Looking at the first line of our poem, find and put your finger on the fourth word.” Pause.
- “Let’s say the sounds we see in this word together: /t/ /ă/ /g/. What’s the word, everyone?” (*tag*)
- “What letter spells the sound /t/ at the beginning *tag*, everyone?” (*t*)
- “Where in our classroom can you find the letter *t*?”

Invite students to search around the room, individually or in small groups, for examples of the lowercase or uppercase letter *t*. Use a total participation technique to invite students to share the examples they find.

- “Let’s read the second line of our poem together. Point to each word as you read along with me from left to right. Ready?”

Choral read the second line of the poem.

- “Let’s count how many words are in the second line of our poem.”

Touch each word while counting with students.

- “How many words did we count, everyone?” (five)
- “Looking at the second line of our poem, find and put your finger on the high-frequency word *this*.” Pause.
- “Let’s skywrite the letters that spell the /TH/ sound in the word *this*. Ready?” Skywrite the letters *t-h* together.
- “Looking at the second line of our poem, find and put your finger on the last word.” Pause.
- “Let’s say the sounds we see in this word together: /r/ /ŭ/ /g/. What’s the word?” (*rug*)
- “What letter spells the sound /r/?” (*r*)
- “Where in our classroom can you find the letter *r*?”

Invite students to search around the room, individually or in small groups, for examples of the lowercase or uppercase letter *r*. Use a total participation technique to invite students to share the examples they find.

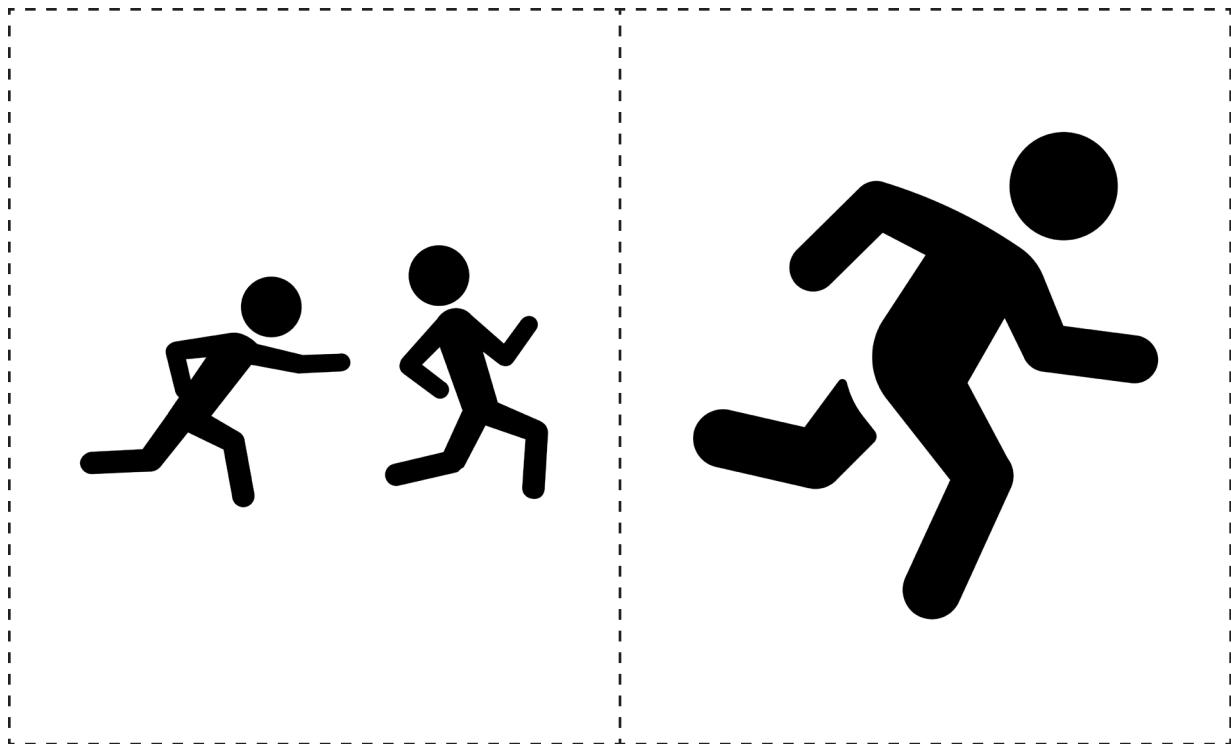
Continue reading each line of the poem, identifying high-frequency words (*your, she, her*) and letters students have learned in this microphase, and looking for those letters around the room. Consider searching for the letters *x* (*six*), *p* (*pet*), and *b* (*bug*).

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards



kids running, jogging

## Pet Bug

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

"I love playing tag with you.  
Let's jog across this rug!  
Your six legs are just so cute!"  
she said to her pet bug.

Source: Created by EL Education for instructional purposes.

## Lesson 2: Call and Response and Chaining

### Lesson Overview

#### Lesson Summary

Students continue building fluency with the poem “Pet Bug,” listening for and saying sounds in words to help them read words with letters from the Late Pre-Alphabetic Microphase.

#### Daily Learning Targets

- I can follow words left to right, top to bottom, and page to page. (RF.K.1a)
- I can print lowercase letters. (L.K.1a)
- I can say the first, middle, and ending sound in a word with three sounds. (RF.K.2d)
- I can change individual sounds in one-syllable words to make new words. (RF.K.2e)
- I can tell the difference between similar words by identifying the sounds of letters that are different. (RF.K.3d)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (4 minutes)

##### 2. Work Time

- A. Fluency (2 minutes)
- B. Call and Response (2 minutes)
- C. Chaining (5 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: *x, k, e, p, u, g, b, qu* (see Skills Block Tool Kit)
- High-Frequency Word Cards: New: *with, your*; Review: *this, was, into, said* (see Skills Block Tool Kit)
- Sound boxes (see Skills Block Tool Kit)

## Reading Foundational Skills Block

- “Pet Bug” (one for display)
- Chaining Practice: *e, p, v, x, y* (one per student)
- Words: *yep, yet, jet, vet, vex*
- Image Cards: *yep, jet, vet*
- Cycle 14: Lesson 2 Slides (<https://eled.org/4120>; optional)

### Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

## Lesson Plan

### Opening

#### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display and read the learning targets.

#### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Let’s start by listening for rhyming words. I will say three words. Two of the words rhyme, and one does not. Repeat the rhyming words back to me.”
  - “cot, cab, not.” (*cot, not*)
  - “fill, still, wall.” (*fill, still*)
  - “chip, pop, lip.” (*chip, lip*)
  - “pet, mitt, fit.” (*mitt, fit*)
  - “map, call, ball.” (*call, ball*)
  - “man, fan, top.” (*man, fan*)
- “Now we’ll say a word and then delete the ending chunk to say only the first sound. Ready?”
  - “Say *dug*.” Pause. “Now say it again, but don’t say /üg/.” (/d/)
  - “Say *kid*.” Pause. “Now say it again, but don’t say /id/.” (/k/)
  - “Say *pit*.” Pause. “Now say it again, but don’t say /it/.” (/p/)

- “Say *den*.” Pause. “Now say it again, but don’t say /ĕn/.” (/d/)
  - “Say *web*.” Pause. “Now say it again, but don’t say /ĕb/.” (/w/)
  - “Say *hat*.” Pause. “Now say it again, but don’t say /ăt/.” (/h/)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 8–10 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *this, x, k, e, was, p, u, into, g, b, qu, said*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (4 minutes)

- “It’s time to learn another of this week’s high-frequency words. The word *with* is a word you will find in many books and stories. Say *with*.” Pause.
- “Now listen to each of the sounds in the word *with*: /w/ /i/ /th/. Tap those sounds with me: /w/ /i/ /th/. How many sounds did we tap?” (three)

Display the high-frequency word *with*. Display **sound boxes** with three boxes.

- “Everyone, what is the first sound in *with*?” (/w/)
- “This sound is spelled with the letter *w*.”

Display *w* in the first sound box.

- “Everyone, what is the next sound in *with*? Tap it with me again and listen for the middle sound: /w/ /i/ /th/.” (/i/)
- “This sound is spelled with the letter *i*.”

Display *i* in the second sound box.

- “Everyone, what is the last sound in *with*? Tap it with me again and listen for the last sound: /w/ /i/ /th/.” (/th/)
- “The /th/ sound is spelled with the letters *t-h*.”

Display *th* in the last box and highlight this sound as one that needs to be learned.

- “You will learn more about the sounds made by the letters *t-h* in the next cycle. For now, this is the part of the word you will have to learn and remember.”
- “This word is *with*. Say it.” Pause.
- “Now it’s time to skywrite *with*. Say each letter with me as we skywrite: *w-i-t-h*.”

## Reading Foundational Skills Block

Incorporate movement while students recite the letters in *with*. For example, have them do jumping jacks or hop, trace the letters with their fingers on their arms or legs, or reach up or across their bodies.

- “Let’s learn another high-frequency word! The word is *your*. Say *your*.” Pause. “*Your* is a word that we use when talking with someone about something that belongs to them, like in the sentence, ‘That is *your* book.’”
- “Now listen to each of the sounds in the word *your*: /y/ /or/. Tap those sounds with me: /y/ /or/. How many sounds did we tap?” (two)

Display the high-frequency word *your*. Display sound boxes with two boxes.

- “Everyone, what is the first sound in *your*?” (/y/)
- “This sound is spelled with the letter *y*.”

Display *y* in the first sound box.

- “Everyone, what is the next sound in *your*? Tap it with me again and listen for the last sound: /y/ /or/.” (/or/)
- “The /or/ sound in *your* is spelled with the letters *o-u-r*.”

Display *our* in the last box and highlight this sound as one that needs to be learned.

- In Cycle 12, you learned that the /or/ sound can be spelled *o-r*, like in the high-frequency words *for* and *or*. You will have to remember that the /or/ sound is spelled *o-u-r* in the word *your*.”
- “This word is *your*. Say it.” Pause.
- “Now it’s time to skywrite *your*. Say each letter with me as we skywrite: *y-o-u-r*.”

Incorporate movement while students recite the letters in *your*. For example, have them do jumping jacks or hop, trace the letters with their fingers on their arms or legs, or reach up or across their bodies.

## Work Time

### A. Fluency (2 minutes)

Display the poem “**Pet Bug**.”

- “Today we will practice reading our poem aloud to help us notice and read each word. Listen and follow along as I begin reading our poem.”

Read the poem. Support awareness of one-to-one correspondence by pointing out each word as it’s read so students hear and see each word.

- “Now, I want you to try to read this poem after me. Point to each word as we read.”

Reread the poem, pausing after each line for students to echo and point to each word. Continue to support awareness of one-to-one correspondence by pointing out each word as it’s read so students hear and see each word.

- “Reading a text more than one time helps us read it smoothly. It helps us read not too fast and not slow. When we read fluently, we can pay closer attention to the meaning of the text.”

## B. Call and Response (2 minutes)

- “Today we will review our letters and sounds with a chant. Let’s move our bodies while we chant.”

Begin marching in place, or choose another movement.

- “Watch and listen to what I do. When I point to myself, it is my turn to say something. When I point to you, it is your turn to say something.”

Continue marching in place and invite students to follow along.

## Phoneme Response

- “When I say a letter, you say the sound: *v*.” Point to students to respond. (/v/) Invite students to skywrite the /v/ sound, then start marching again. Repeat the Phoneme Response chant with *k*, *g*, and *z*. (/k/; /g/; /z/)

## Grapheme Response

- “When I say a sound, you name the letter that makes the sound: */j/*.” Point to students to respond. (/j/) Repeat the Grapheme Response chant with /ks/, /y/, and /p/. (x; y; p)

## C. Chaining (5 minutes)

Distribute **Chaining Practice: e, p, v, x, y.**

Display *yep*.

- “Let’s use what we know about the sounds these letters make to read this word.”
- Point out each sound, and say: “The first letter is *y*. Say the sound with me: /y/. The next letter is *e*. Say the sound with me: /ĕ/. The last letter is *p*. Say the sound with me: /p/.”
- Point to each letter and blend each sound, keeping the sounds connected: “Repeat after me: /y/ /ĕ/ /p/. Now let’s speed it up a bit: /y/ /ĕ/ /p/. What’s our word, everyone?” (*yep*)
- Display the **image** for *yep*, and say: “*Yep* is an informal way to say ‘yes.’ For example, you could use *yep* in a sentence like, ‘When my teacher asked if we all had our books, we said “*yep!*”’”
- “Now we’re going to write the word *yep*. Find the number 1 on your paper. Finish writing the word *yep* by filling in the missing letter *p*. Remember, to form a *p*, start in the middle. Pull down and under. Start in the middle. Circle around to connect.”

Model, then pause for students to write.

- “Let’s read another word. One sound will change. Try to read the new word.”

Display *yet*.

- “Slowly blend these sounds with me, keeping the sounds connected: /y/ /ĕ/ /t. Now speed it up a bit: /y/ /ĕ/ /t.”
- “What’s the new word, everyone?” (*yet*)

## Reading Foundational Skills Block

- “*Yet* is another way of saying ‘right now’ or ‘at this time,’ like in the sentence, ‘Mom hasn’t made it home *yet*.’”
- “Find the number 2 on your paper. Finish writing the word *yet* by filling in the missing letter *y*. Remember, to form a *y*, start in the middle. Slant in to the bottom. Start in the middle. Slant out to the bottom and under.”

Model, then pause for students to write. Display *yet* below *yep*.

- “Read these words to yourself.”
  - Pause for students to read, then say: “Let’s read one last word. Again, one sound will change.”
- Display *jet*.

- “Slowly blend these sounds with me, keeping the sounds connected: /j/ /ĕ/ /t/. Now speed it up a bit: /j/ /ĕ/ /t/.”
- “How does changing the *y* in *yet* to *j* change the word? Everyone, what’s the new word?” (*jet*)
- “Find the number 3 on your paper. Finish writing the word *jet* by filling in the missing letter *e*. Remember, to form an *e*, start just below the middle, pull across, then curve back, down, and around.”

Model, then pause for students to write.

Display *jet* below *yet*. As time allows, continue this chaining pattern with the words *vet* and *vex*.

Invite students to chorally read the list of words discussed.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Chaining Practice: e, p, v, x, y

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Add the missing letter to each word.

1. yep ye \_\_\_\_\_

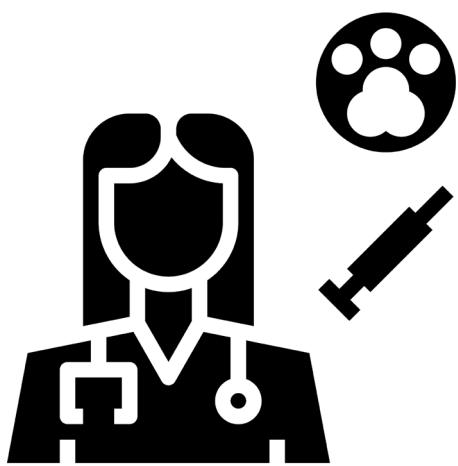
2. yet \_\_\_\_\_ et

3. jet j \_\_\_\_\_ t

4. vet \_\_\_\_\_ et

5. vex ve \_\_\_\_\_

## Image Cards



yep, jet, vet

## Lesson 3: Feel the Beats and Spelling to Complement Reading

### Lesson Overview

#### Lesson Summary

Students continue reviewing letters learned during the Late Pre-Alphabetic Microphase, listening for and saying the sounds in words to help them read and spell.

#### Daily Learning Targets

- I can count, say, put together, and separate each beat in a word. (RF.K.2b)
- I can print lowercase letters. (RF.K.1a)
- I can say the sound for each consonant. (RF.K.3a)
- I can spell simple words by using what I know about letters and their sounds. (L.K.2d)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (3 minutes)

##### 2. Work Time

- A. Feel the Beats (4 minutes)
- B. Spelling to Complement Reading (6 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: *j, v, qu, w, b, g, k, d* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *this, with, your, or, see* (see Skills Block Tool Kit)
- “Pet Bug” (one for display)
- Blank Letter Formation Page (one per student; see Skills Block Tool Kit)
- Words: *wax, zap, kit, web, yes, jug, cut*

- Image Cards: *web, yes, jug, cut* (optional)
- Cycle 14: Lesson 3 Slides (<https://eled.org/4121>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display and read the learning targets.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Let’s start by saying a word, and then deleting the ending chunk to only say the first sound. Listen carefully as we begin.”
  - “Say *pick*.” Pause. “Now say it again, but don’t say /ɪk/.” (/p/)
  - “Say *hug*.” Pause. “Now say it again, but don’t say /ʊg/.” (/h/)
  - “Say *jet*.” Pause. “Now say it again, but don’t say /ɛt/.” (/j/)
  - “Say *dish*.” Pause. “Now say it again, but don’t say /ɪsh/.” (/d/)
  - “Say *sun*.” Pause. “Now say it again, but don’t say /ʊn/.” (/s/)
  - “Say *bed*.” Pause. “Now say it again, but don’t say /éd/.” (/b/)
  - “Say *wash*.” Pause. “Now say it again, but don’t say /awsh/.” (/w/)
- “Now, listen closely as I say a clue and a word. Then, use the clue to help you think of the correct rhyming word.”
  - “I’m thinking of a word that is something that twinkles at night, and it rhymes with *car*. The word is . . .” (*star*)
  - “I’m thinking of a word that is something that shines at night, and it rhymes with *spoon*. The word is . . .” (*moon*)
  - “I’m thinking of a word that is the color of some berries, and it rhymes with *clue*. The word is . . .” (*blue*)

- “I’m thinking of a word that means the opposite of *heavy*, and it rhymes with *fight*. The word is . . .” (*light*)
  - “I’m thinking of a word that means a baby chicken, and it rhymes with *tick*. The word is . . .” (*chick*)
  - “I’m thinking of a word that is the color of bubble gum, and it rhymes with *sink*. The word is . . .” (*pink*)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### C. Quick Review (1 minute)

Based on students’ needs, choose 8–10 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *with, j, v, qu, this, w, b, g, or, k, d, see*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### D. High-Frequency Word Routine (3 minutes)

- “This week we learned three new high-frequency words: *this, with*, and *your*. Today we will use each of these words in a sentence and practice spelling them.”

Display the high-frequency word *this*.

- “What is this word, everyone?” (*this*)
- “How can we use *this* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *this*, saying each letter out loud as we write.” (*t-h-i-s*)

Display the high-frequency word *with*.

- “What is this word?” (*with*)
- “How can we use *with* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *with*, saying the letters out loud as we write.” (*w-i-t-h*)

Display the high-frequency word *your*.

- “What is this word?” (*your*)
- “How can we use *your* in a sentence?” (Responses will vary.)

Use a total participation technique to ask for multiple responses.

- “Let’s skywrite the word *your*, saying the letters out loud as we write.” (*y-o-u-r*)

## Work Time

### A. Feel the Beats (4 minutes)

Display the poem “**Pet Bug**.”

- “There’s a wonderful rhythm and beat in this poem! Let’s see if we can feel it in our bodies and mouths.”

Read the entire poem aloud in tune with the cadence of the poem. Draw students’ attention to the rhythm and syllables (beats) within the poem.

Invite students to chorally read the entire poem while clapping each beat.

Recite the first two lines of the poem again slowly while clapping each beat.

- “I love playing tag with you. Let’s jog across this rug!”
- “Say the word *playing* with me as we clap out each beat: *play-ing*. Remember, there is a special name for the beats we hear in words. We call these beats *syllables*.”

Use a total participation technique to elicit responses to the following questions.

- “How many syllables are in the word *playing*?” (two)
- “What is the first syllable in the word *playing*?” (*play*)
- “What is the second syllable we hear in the word *playing*?” (*ing*)

Repeat this process with the words *rug* (one), *across* (two), and *with* (one).

- “We noticed that some words have one syllable, like the word *rug*, and some words have more than one. The word *across* has two syllables: *a* and *cross*. Each syllable is one beat. Now let’s play a game: I’ll say each syllable in a word, and you blend them together to say the word they make.”
  - “*bin-oc-u-lars*. What’s the word, everyone?” (*binoculars*)

As time allows, repeat with two or three more multisyllabic words from previous poems, such as *kangaroo*, *jellyfish*, *yesterday*, or *goslings*.

### B. Spelling to Complement Reading (6 minutes)

Distribute **Blank Letter Formation Page**.

- “Today we will say all the sounds in words to help us map their sounds to the letters that make them. Our first word is *wax*. Say it with me: *wax*. Now let’s slow it down. Keep each sound connected as we tap: /w/ /ă/ /ks/; *wax!*”
- “Everyone, how many sounds did we say?” (three)

Display the number 3.

- “We tapped three times. The word *wax* has three sounds, so we’ll need to spell three sounds to write this word.”
- “Let’s write the sounds /w/ /ă/ /ks/. What letter makes the /w/ sound, everyone?” (*w*)
- “Remember, to write a lowercase *w*, start in the middle. Slant down to the bottom, slant up to the middle, slant down to the bottom, and slant up to the middle.”

Model, then pause for students to write.

- “What letter makes the /ă/ sound, everyone?” (*a*)
- “Remember, to write a lowercase *a*, start in the middle. Pull back, circle around, pull up to the middle, and pull straight down to the bottom.”

Model, then pause for students to write.

- “What letter makes the /ks/ sound, everyone?” (*x*)
- “Remember, to write a lowercase *x*, start in the middle. Slant down to the bottom, then back to the middle, and slant down to the bottom.”

Model, then pause for students to write.

- “What word did you spell, everyone?” (*wax*)
- Point to each letter, pronouncing each sound: “/w/ /ă/ /ks/; *wax*!”

Display *wax*.

- “Our next word is *zap*. Say it with me: *zap*. Now let’s slow it down. Keep each sound connected as we tap: /z/ /ă/ /p/; *zap*!”
- “Everyone, how many sounds did we say?” (three)

Display the number 3.

- “We tapped three times. The word *zap* has three sounds, so we’ll need to spell three sounds to write this word. Let’s write the sounds /z/ /ă/ /p/.”
- “What letter makes the /z/ sound, everyone?” (*z*)
- “Remember, to write a lowercase *z*, start in the middle. Move across, slant down to the bottom, and move across.”

Model, then pause for students to write.

- “What letter makes the /ă/ sound, everyone?” (*a*)
- “We know how to write the letter *a*. Go ahead and write *a* after your *z*.”

Pause for students to write. Display *a*.

- “Our word is *zap*. So far we have spelled /ză/. The end of *zap* sounds just like the beginning of the word *pet*, /p/. We know how to spell that sound: *p*. Go ahead and write *p* after your *a* to finish the word *zap*.”

Pause for students to write. Display *p*.

- “What word did you spell, everyone?” (*zap*)
- Point to each letter, pronouncing each sound: “/z/ /ă/ /p/; *zap*!”

Display *zap*.

- “Our last word is *kit*. Say it with me: *kit*. Now let’s slow it down. Keep each sound connected as we tap: /k/ /ĭ/ /t/; *kit*.”

## Reading Foundational Skills Block

Display the number 3.

- “Let’s write the sounds /k/ /i/ /t/.”
- “What two letters make the /k/ sound, everyone?” (*k* and *c*) “*Kit* starts with the letter *k*.”
- “Remember, to write a lowercase *k*, start at the top. Pull down to the bottom. Start in the middle. Slant in to the line, then slant out to the bottom.”

Model, then pause for students to write.

- “What letter makes the /i/ sound, everyone?” (*i*)
- “We know how to write the letter *i*. Go ahead and write *i* after your *k*.”

Pause for students to write. Display *i*.

- “What letter makes the /t/ sound, everyone?” (*t*)
- “We know how to write the letter *t*. Go ahead and write *t* after your *i* to finish the word *kit*.”

Pause for students to write. Display *t*.

- “What word did you spell, everyone?” (*kit*)
- Point to each letter, pronouncing each sound: “/k/ /i/ /t/; *kit*!”

Display *kit*.

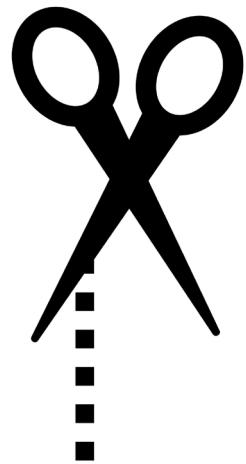
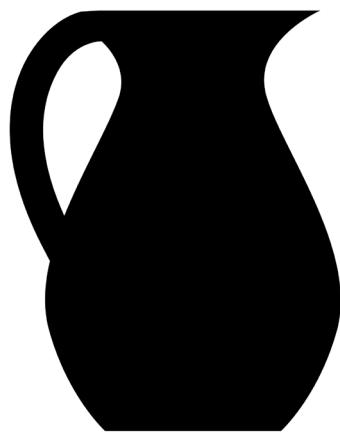
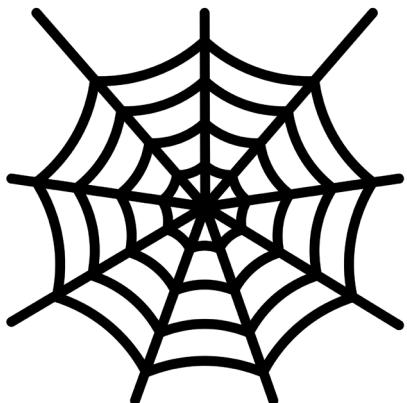
If time allows, continue the Spelling to Complement Reading routine with the following words: *web*, *yes*, *jug*, and *cut*.

## Closing

### A. Check for Understanding (1 minute)

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

## Image Cards



web, yes, jug, cut

## Lesson 4: Microphase Assessment

### Lesson Overview

#### Lesson Summary

Students use what they have learned about the letters and high-frequency words taught during the Late Pre-Alphabetic Microphase to complete the Late Pre-Alphabetic Microphase Assessment.

#### Daily Learning Targets

- I can print uppercase and lowercase letters. (L.K.1a)
- I can write a letter that matches a consonant or vowel sound. (L.K.2c)
- I can read common high-frequency words. (RF.K.3c)
- I can find and name uppercase and lowercase letters. (RF.K.1d)
- I can say the sounds for the consonants and vowels I see. (RF.K.3a, RF.K.3b)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Quick Review (1 minute)

##### 2. Work Time

- A. Microphase Assessment (17 minutes)

##### 3. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: *z, e, m, f, l, a, c, h* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *this, with, for, your* (see Skills Block Tool Kit)
- Late Pre-Alphabetic Microphase Assessment (one per student)
- Late Pre-Alphabetic Microphase Assessment Directions (for teacher reference)
- Late Pre-Alphabetic Microphase Assessment (answers for teacher reference)
- Late Pre-Alphabetic Microphase Assessment Scoring Sheet (for teacher reference)
- Cycle 14: Lesson 4 Slides (<https://eled.org/4122>; optional)

## Prepare in Advance

- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.
- For Work Time A, prepare one copy of the Late Pre-Alphabetic Microphase Assessment for each student.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display and read the learning targets.

### B. Quick Review (1 minute)

Based on students’ needs, choose 8–10 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *this, z, e, m, with, f, l, a, for, c, h, your*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

## Work Time

### A. Microphase Assessment (17 minutes)

- “Over the last several weeks, we have been learning about letters and the sounds they spell. Today, you will have a chance to show what you know about these letters on our Late Pre-Alphabetic Microphase Assessment. I will dictate some sounds and words for you. Use what you’ve learned and do your best.”

Distribute the **Late Pre-Alphabetic Microphase Assessment**, and administer it using the **Late Pre-Alphabetic Microphase Assessment Directions (for teacher reference)**.

## **Closing**

### **A. Check for Understanding (1 minute)**

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.

After the lesson, review students' completed Late Pre-Alphabetic Microphase Assessments by referring to the **Late Pre-Alphabetic Microphase Assessment (answers for teacher reference)**. Use the **Late Pre-Alphabetic Microphase Assessment Scoring Sheet (for teacher reference)** to record data on RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, L.K.1a, and L.K.2c.

## Lesson 5: Microphase Wrap-Up

### Lesson Overview

#### Lesson Summary

Students complete Sound Shuffle, Quick Review, and the High-Frequency Word Routine before moving into a longer set of independent and small group rotations.

#### Daily Learning Targets

- I can read common high-frequency words. (RF.K.3c)
- I can separate and put together the first sound and the last chunk of a word. (RF.K.2c)
- I can recognize and say rhyming words. (RF.K.2a)

#### Agenda

##### 1. Opening

- A. Engage the Learner: Transition Song and Learning Targets (1 minute)
- B. Sound Shuffle (4 minutes)
- C. Quick Review (1 minute)
- D. High-Frequency Word Routine (2 minutes)

##### 2. Closing

- A. Check for Understanding (1 minute)

### Materials and Preparation

#### Materials

- Keyword Letter Cards: Review: *k, j, z, o, v, t, n, e* (see Skills Block Tool Kit)
- High-Frequency Word Cards: Review: *this, with, your, are* (see Skills Block Tool Kit)
- Cycle 14: Lesson 5 Slides (<https://eled.org/4123>; optional)

#### Prepare in Advance

- Today's lesson is intentionally abbreviated to provide additional time in small group rotations. The additional time makes space for each differentiated group to complete their differentiated Cycle Assessment.
- For Opening A, choose a song or chant to engage learners. Go to <https://eled.org/songs-and-chants>.
- For implementation guidance on lesson components, such as recommendations for incorporating movement, see <https://eled.org/reading-reps>.

# Lesson Plan

## Opening

### A. Engage the Learner: Transition Song and Learning Targets (1 minute)

- “Let’s sing to get our brains ready to learn.”

Sing or chant the chosen song.

Display and read the learning targets.

### B. Sound Shuffle (4 minutes)

Remind students to listen closely and call out their responses to each prompt.

- “It’s time to get our brains warmed up and ready to learn. Listen closely as I say a clue and a word. Then, use the clue to help you think of the correct rhyming word.”
  - “I’m thinking of a word that is a round part of a bike or car, and it rhymes with *peel*. The word is . . .” (*wheel*)
  - “I’m thinking of a word that is a green part of a tree, and it rhymes with *thief*. The word is . . .” (*leaf*)
  - “I’m thinking of a word that is an outdoor space where you can have a picnic or play, and it rhymes with *bark*. The word is . . .” (*park*)
  - “I’m thinking of a word that means the opposite of *old*, and it rhymes with *you*. The word is . . .” (*new*)
  - “I’m thinking of a word that means the part of our body that helps us hear, and it rhymes with *fears*. The word is . . .” (*ears*)
  - “I’m thinking of a word that is a thing you can ride that floats on water, and it rhymes with *coat*. The word is . . .” (*boat*)
- “Now it’s time to remove the first sound in a word and say only the ending chunk.”
  - “Say *log*.” Pause. “Now say it again, but don’t say /l/.” (/ög/)
  - “Say *pep*.” Pause. “Now say it again, but don’t say /p/.” (/ěp/)
  - “Say *jam*.” Pause. “Now say it again, but don’t say /j/.” (/ăm/)
  - “Say *vat*.” Pause. “Now say it again, but don’t say /v/.” (/ăt/)
  - “Say *zip*.” Pause. “Now say it again, but don’t say /z/.” (/ěp/)
  - “Say *dug*.” Pause. “Now say it again, but don’t say /d/.” (/ěg/)
- “Great job! Listening for the sounds in words helps us become stronger readers.”

### **C. Quick Review (1 minute)**

Based on students' needs, choose 8–10 previously taught **Keyword Letter Cards** and 2–4 previously taught **High-Frequency Word Cards** to display one at a time. Or use these specific recommendations: *this, k, j, z, with, o, v, t, your, n, e, are*. Invite students to chorally recite the letter, sound, or word on each card as it is revealed. Build in a movement routine such as hops, reaching high, spinning around, touching toes, or jumping jacks after students say each letter, sound, or high-frequency word.

### **D. High-Frequency Word Routine (2 minutes)**

- “It’s time to practice this week’s high-frequency words.”

Incorporate writing and movement while students review the cycle’s high-frequency words: *this, with, and your*. Examples include: jumping jacks or hops while reciting letters in each word, tracing the letters in each word with their fingers on their arms or legs, reaching up or across their bodies while reciting the letters, or creating games such as passing balls, hopping on the words on paper plates around the room, etc.

## **Closing**

### **A. Check for Understanding (1 minute)**

Reiterate the skill students practiced in this lesson by using one of the Check for Understanding protocols (<https://eled.org/check-understanding>). Invite students to participate in a celebratory cheer to honor their efforts and learning toward becoming proficient readers.



**Kindergarten:** Late Pre-Alphabetic Micophase

# Micophase Assessment

## Late Pre-Alphabetic Microphase Assessment Directions

**RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, L.K.1a, L.K.2c**

### **(For Teacher Reference)**

**Teacher Directions:** Dictate the items in each of the following sections. Allow ample time for students to chorally repeat, individually tap or clap (as needed), and write their answers.

#### **Sounds**

- “Number 1. Say /ks/.” Pause. “Now write the lowercase letter that makes the /ks/ sound.” Pause.
- “Number 2. Say /kw/.” Pause. “Now write the lowercase letters that make the /kw/ sound.” Pause.
- “Number 3. Say /y/.” Pause. “Now write the lowercase letter that makes the /y/ sound.” Pause.
- “Number 4. Say /g/.” Pause. “Now write the lowercase letter that makes the /g/ sound.” Pause.
- “Number 5. Say /ě/.” Pause. “Now write the lowercase letter that makes the /ě/ sound.” Pause.
- “Number 6. Say *bear*.” Pause. “Now say *vulture*.” Pause. “Mark the picture that starts with the letter *b*.”
- “Number 7. Say *kick*.” Pause. “Now say *zebra*.” Pause. “Mark the picture that starts with the letter *z*.”

#### **High-Frequency Words**

- “Number 8. Look at the first row of high-frequency words, and read them to yourself.” Pause. “Say *with*.” Pause. “Mark the word *with*.” Pause.
- “Number 9. Now look at the next row of high-frequency words, and read them to yourself.” Pause. “Say *his*.” Pause. “Mark the word *his*.” Pause.
- “Number 10. Look at the third row of high-frequency words, and read them to yourself.” Pause. “Say *was*.” Pause. “Mark the word *was*.” Pause.

## **Letter Identification**

- “Number 11. Look at the letter and think about its name.” Pause. “Write the uppercase letter that makes the /p/ sound on the line.” Pause.
- “Number 12. Look at the letter and think about its name.” Pause. “Write the lowercase letter that makes the /ü/ sound on the line.” Pause.
- “Number 13. Look at the letter and think about its name.” Pause. “Write the lowercase letter that makes the /w/ sound on the line.” Pause.

## Late Pre-Alphabetic Microphase Assessment

RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, L.K.1a, L.K.2c

(Answers for Teacher Reference)

### Sounds

1. x

2. qu

3. y

4. g

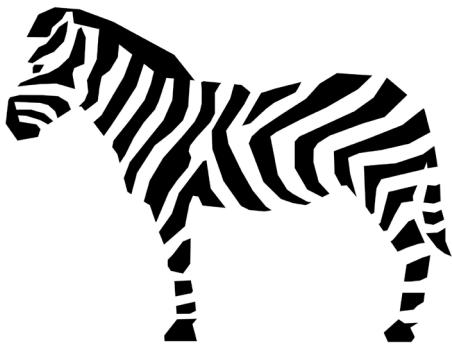
5. e

6.



X

7.



X

## High-Frequency Words

8. this      with      your

9. as      he      his

10. was      that      she

## Letter Identification

11. p



12. U



13. W



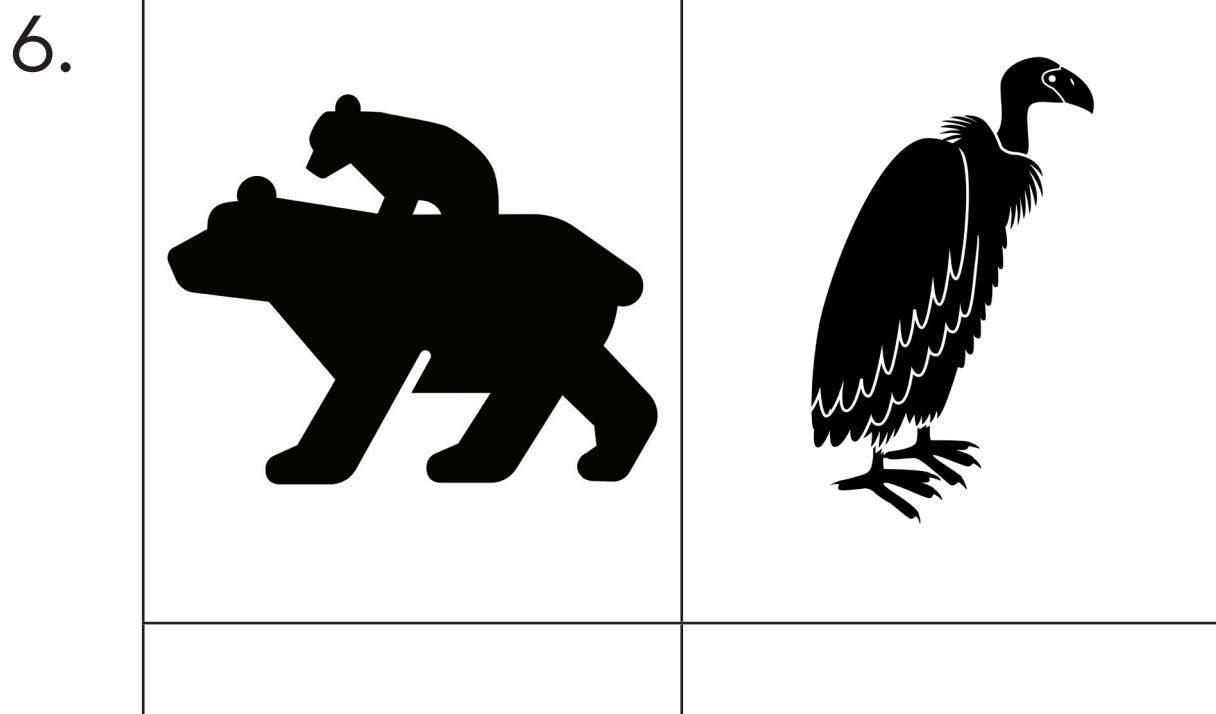
# Late Pre-Alphabetic Microphase Assessment

RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, L.K.1a, L.K.2c

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Sounds

1.	2.	3.
<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
4.	5.	
<hr/> <hr/>	<hr/> <hr/>	



7.



## High-Frequency Words

8. this      with      your

9. as      he      his

10. was      that      she

## Letter Identification

11. p

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12. U

---

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13. W

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# Late Pre-Alphabetic Microphase Assessment Scoring Sheet

**RF.K.1d, RF.K.3a, RF.K.3b, RF.K.3c, L.K.1a, L.K.2c**

**(For Teacher Reference)**

Student Names	Sounds Numbers 1–7	High- Frequency Words Numbers 8–10	Letter Identification Numbers 11–13	Total Score
<b>Standards</b>	<b>RF.K.3a, RF.K.3b, L.K.1a, L.K.2c</b>	<b>RF.K.3c</b>	<b>RF.K.1d, RF.K.3a, RF.K.3b, L.K.1a</b>	
Example Student	4/7	3/3	2/3	9/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13

**Kindergarten: Late Pre-Alphabetic Microphase: Microphase Assessment**

<b>Student Names</b>	<b>Sounds Numbers 1–7</b>	<b>High- Frequency Words Numbers 8–10</b>	<b>Letter Identification Numbers 11–13</b>	<b>Total Score</b>
<b>Standards</b>	<b>RF.K.3a, RF.K.3b, L.K.1a, L.K.2c</b>	<b>RF.K.3c</b>	<b>RF.K.1d, RF.K.3a, RF.K.3b, L.K.1a</b>	
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13
	—/7	—/3	—/3	—/13





























