

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.

- 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 *M* and *m*. (RF.K.1d)
- I can say the sound for the consonant *m*. (RF.K.3a)
- I can print the uppercase and lowercase letter *m*. (L.K.1a)

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*.

 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.


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.

 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.

 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.

- “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.”

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: /ě/ /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.



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

- “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.

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

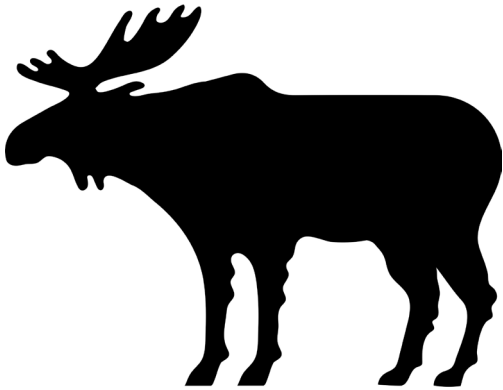
A. Check for Understanding (1 minute)



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)

- ☑ 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*)

 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.

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.

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: /ā/, 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/.”

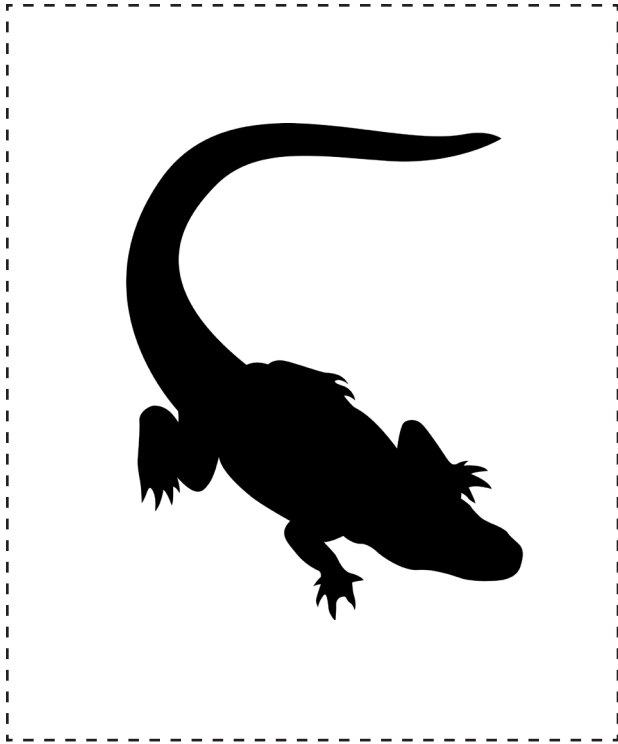
Repeat this writing process with the uppercase letter *A*.

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.

- “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: /ăt/ and /üğ/. The words *pat* and *bat* do rhyme because they have the same ending chunk: /ăt/. 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)

 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.

- “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*.”

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

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*. (/ă/)

 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.

 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: /ă/.” 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)

- “*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.

- “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.

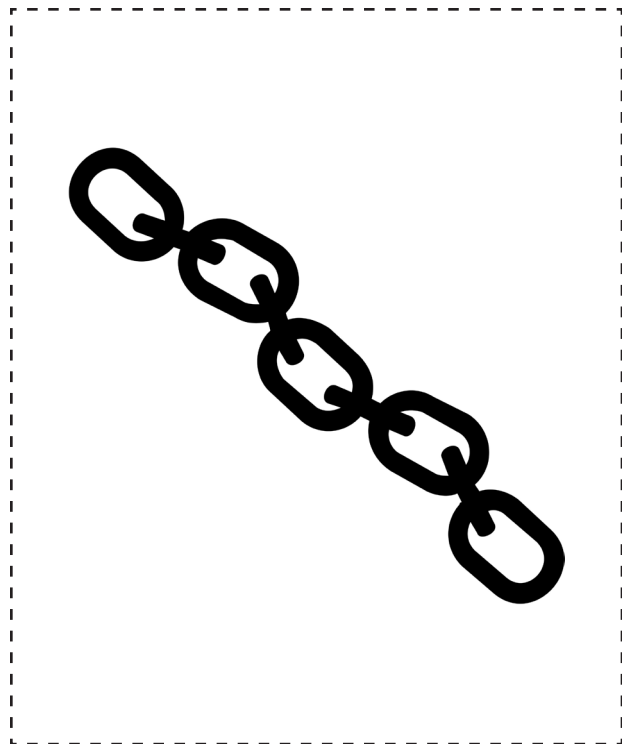
1. am a _____

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. | _____ | _____ |
| | _____ | _____ | | _____ | _____ |
| | _____ | _____ | | _____ | _____ |

High-Frequency Words

| | | |
|----|-----|----|
| 5. | aym | am |
| 6. | I | ie |

Letter Identification

7. a n g A B

8. p M h d m