

## Kindergarten: Module 4: Cycle 23 Planner

**Cycle Focus:** words with vowels *a* and *i*

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

**High-Frequency Words:**

*what, when, then*

**Phoneme Manipulation Drills**

During the Warm-Up, students hear a CVC word dictated and repeat the word. Then, students replace the medial vowel sound and say a new word.

**Independent Rotations Recommendations**

<b>Word Work</b>	<a href="#">Go Fish</a> (Page 173 in <i>Skills Block Resource Manual</i> )
<b>Fluency</b>	<a href="#">Fishing for High-Frequency Words</a> (Page 158 in <i>Skills Block Resource Manual</i> ), Buddy Reading, and/or Fluency Check-In
<b>AIR</b>	Set Goals, Choose Book, Read, and/or Respond to Reading
<b>Writing</b>	Freewrite and/or Write to a Prompt

EL Education Language Arts Curriculum

© 2022 EL Education Inc. Except where otherwise noted, EL Education's Language Arts Curriculum is published under a Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) license. To view a copy of this license, visit <https://creativecommons.org/licenses/by-nc/4.0/>.

## Kindergarten: Module 4: Cycle 23: Lesson 116

### Warm-Up: Phonemic Play

Say:

1. "Say *bag*." Pause. "Now say it again, but instead of /ă/ say /ĩ/." (*big*)
2. "Say *did*." Pause. "Now say it again, but instead of /ĩ/ say /ă/." (*dad*)
3. "Say *bed*." Pause. "Now say it again, but instead of /ě/ say /ă/." (*bad*)
4. "Say *cat*." Pause. "Now say it again, but instead of /ă/ say /ũ/." (*cut*)
5. "Say *pin*." Pause. "Now say it again, but instead of /ĩ/ say /ă/." (*pan*)
6. "Say *hem*." Pause. "A *hem* is a cuff that is sewn at the bottom of a sleeve. Now say *hem* again, but instead of /ě/ say /ĩ/." (*him*)

### Whole Group Lesson

- [Kindergarten: Module 4: Cycle 23: Lesson 116](#)

### Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Early Partial	Decodable Routine: <a href="#">Kindergarten: Module 3: Cycle 16</a> Monday	<a href="#">Kindergarten: Module 3: Cycle 16: Lesson 81</a>
Middle Partial	Decodable Routine: <a href="#">Kindergarten: Module 4: Cycle 23</a> Monday	<a href="#">Kindergarten: Module 4: Cycle 23: Lesson 116</a>
Early Full	Decodable Routine: <a href="#">Grade 1: Module 3: Cycle 14</a> Monday	<a href="#">Grade 1: Module 3: Cycle 14: Lesson 71</a>
Middle Full	Decodable Routine: <a href="#">Grade 1: Module 4: Cycle 21</a> Monday	<a href="#">Grade 1: Module 4: Cycle 21: Lesson 106</a>
Late Full	Decodable Routine: <a href="#">Grade 2: Module 1: Cycle 3</a> Monday	<a href="#">Grade 2: Module 1: Cycle 3: Lesson 11</a>
Early Consolidated	Decodable Routine: <a href="#">Grade 2: Module 2: Cycle 10</a> Monday	<a href="#">Grade 2: Module 2: Cycle 10: Lesson 46</a>

## Kindergarten: Module 4: Cycle 23: Lesson 117

### Warm-Up: Phonemic Play

Say:

1. "Say *fix*." Pause. "Now say *fix* again, but instead of /f/ say /f/." (*fox*)
2. "Say *will*." Pause. "Now say it again, but instead of /w/ say /w/." (*wall*)
3. "Say *pack*." Pause. "Now say it again, but instead of /p/ say /p/." (*pick*)
4. "Say *log*." Pause. "Now say it again, but instead of /l/ say /l/." (*leg*)
5. "Say *cab*." Pause. "Now say it again, but instead of /c/ say /c/." (*cub*)
6. "Say *mop*." Pause. "Now say it again, but instead of /m/ say /m/." (*map*)

### Whole Group Lesson

- [Kindergarten: Module 4: Cycle 23: Lesson 117](#)

### Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
<b>Early Partial</b>	Decodable Routine: <a href="#">Kindergarten: Module 3: Cycle 16</a> Tuesday	<a href="#">Kindergarten: Module 3: Cycle 16: Lesson 82</a>
<b>Middle Partial</b>	Decodable Routine: <a href="#">Kindergarten: Module 4: Cycle 23</a> Tuesday	<a href="#">Kindergarten: Module 4: Cycle 23: Lesson 117</a>
<b>Early Full</b>	Decodable Routine: <a href="#">Grade 1: Module 3: Cycle 14</a> Tuesday	<a href="#">Grade 1: Module 3: Cycle 14: Lesson 72</a>
<b>Middle Full</b>	Decodable Routine: <a href="#">Grade 1: Module 4: Cycle 21</a> Tuesday	<a href="#">Grade 1: Module 4: Cycle 21: Lesson 107</a>
<b>Late Full</b>	Decodable Routine: <a href="#">Grade 2: Module 1: Cycle 3</a> Tuesday	<a href="#">Grade 2: Module 1: Cycle 3: Lesson 12</a>
<b>Early Consolidated</b>	Decodable Routine: <a href="#">Grade 2: Module 2: Cycle 10</a> Tuesday	<a href="#">Grade 2: Module 2: Cycle 10: Lesson 47</a>

## Kindergarten: Module 4: Cycle 23: Lesson 118

### Warm-Up: Phonemic Play

Say:

1. "Say *puck*." Pause. "A *puck* is what hockey players try to hit into the net. Now say *puck* again, but instead of /ŭ/ say /ă/." (*pack*)
2. "Say *nut*." Pause. "Now say it again, but instead of /ŭ/ say /ŏ/." (*not*)
3. "Say *wag*." Pause. "Now say it again, but instead of /ă/ say /ĩ/." (*wig*)
4. "Say *hot*." Pause. "Now say it again, but instead of /ŏ/ say /ĩ/." (*hit*)
5. "Say *red*." Pause. "Now say it again, but instead of /ě/ say /ă/." (*rad*)
6. "Say *hog*." Pause. "Now say it again, but instead of /ŏ/ say /ŭ/." (*hug*)

### Whole Group Lesson

- [Kindergarten: Module 4: Cycle 23: Lesson 118](#)

### Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
<b>Early Partial</b>	Decodable Routine: <a href="#">Kindergarten: Module 3: Cycle 16</a> Wednesday	<a href="#">Kindergarten: Module 3: Cycle 16: Lesson 83</a>
<b>Middle Partial</b>	Decodable Routine: <a href="#">Kindergarten: Module 4: Cycle 23</a> Wednesday	<a href="#">Kindergarten: Module 4: Cycle 23: Lesson 118</a>
<b>Early Full</b>	Decodable Routine: <a href="#">Grade 1: Module 3: Cycle 14</a> Wednesday	<a href="#">Grade 1: Module 3: Cycle 14: Lesson 73</a>
<b>Middle Full</b>	Decodable Routine: <a href="#">Grade 1: Module 4: Cycle 21</a> Wednesday	<a href="#">Grade 1: Module 4: Cycle 21: Lesson 108</a>
<b>Late Full</b>	Decodable Routine: <a href="#">Grade 2: Module 1: Cycle 3</a> Wednesday	<a href="#">Grade 2: Module 1: Cycle 3: Lesson 13</a>
<b>Early Consolidated</b>	Decodable Routine: <a href="#">Grade 2: Module 2: Cycle 10</a> Wednesday	<a href="#">Grade 2: Module 2: Cycle 10: Lesson 48</a>

## Kindergarten: Module 4: Cycle 23: Lesson 119

### Warm-Up: Phonemic Play

1. "Say *jug*." Pause. "Now say it again, but instead of /ŭ/ say /ŏ/." (*jog*)
2. "Say *cab*." Pause. "Now say it again, but instead of /ă/ say /ŏ/." (*cob*)
3. "Say *fin*." Pause. "Now say fin again, but instead of /ĩ/ say /ă/." (*fan*)
4. "Say *dog*." Pause. "Now say it again, but instead of /ŏ/ say /ĩ/." (*dig*)
5. "Say *shop*." Pause. "Now say it again, but instead of /ŏ/ say /ĩ/." (*ship*)
6. "Say *chip*." Pause. "Now say it again, but instead of /ĩ/ say /ŏ/." (*chop*)

### Whole Group Lesson

- [Kindergarten: Module 4: Cycle 23: Lesson 119](#)

### Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Early Partial	Decodable Routine: <a href="#">Kindergarten: Module 3: Cycle 16</a> Thursday	<a href="#">Kindergarten: Module 3: Cycle 16: Lesson 84</a>
Middle Partial	Decodable Routine: <a href="#">Kindergarten: Module 4: Cycle 23</a> Thursday	<a href="#">Kindergarten: Module 4: Cycle 23: Lesson 119</a>
Early Full	Decodable Routine: <a href="#">Grade 1: Module 3: Cycle 14</a> Thursday	<a href="#">Grade 1: Module 3: Cycle 14: Lesson 74</a>
Middle Full	Decodable Routine: <a href="#">Grade 1: Module 4: Cycle 21</a> Thursday	<a href="#">Grade 1: Module 4: Cycle 21: Lesson 109</a>
Late Full	Decodable Routine: <a href="#">Grade 2: Module 1: Cycle 3</a> Thursday	<a href="#">Grade 2: Module 1: Cycle 3: Lesson 14</a>
Early Consolidated	Decodable Routine: <a href="#">Grade 2: Module 2: Cycle 10</a> Thursday	<a href="#">Grade 2: Module 2: Cycle 10: Lesson 49</a>

## Kindergarten: Module 4: Cycle 23: Lesson 120

### Warm-Up: Phonemic Play

Say:

1. "Say *tin*." Pause. "Now say it again, but instead of /t/ say /ă/." (*tan*)
2. "Say *hop*." Pause. "Now say it again, but instead of /h/ say /ĩ/." (*hip*)
3. "Say *zip*." Pause. "Now say it again, but instead of /z/ say /ă/." (*zap*)
4. "Say *got*." Pause. "Now say it again, but instead of /g/ say /ě/." (*get*)
5. "Say *bus*." Pause. "Now say it again, but instead of /b/ say /ŏ/." (*boss*)
6. "Say *set*." Pause. "Now say it again, but instead of /s/ say /ĩ/." (*sit*)

### Whole Group Lesson

- [Kindergarten: Module 4: Cycle 23: Lesson 120](#)

### Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
<b>Early Partial</b>	Decodable Routine: <a href="#">Kindergarten: Module 3: Cycle 16</a> Friday	<a href="#">Kindergarten: Module 3: Cycle 16: Lesson 85</a>
<b>Middle Partial</b>	Decodable Routine: <a href="#">Kindergarten: Module 4: Cycle 23</a> Friday	<a href="#">Kindergarten: Module 4: Cycle 23: Lesson 120</a>
<b>Early Full</b>	Decodable Routine: <a href="#">Grade 1: Module 3: Cycle 14</a> Friday	<a href="#">Grade 1: Module 3: Cycle 14: Lesson 75</a>
<b>Middle Full</b>	Decodable Routine: <a href="#">Grade 1: Module 4: Cycle 21</a> Friday	<a href="#">Grade 1: Module 4: Cycle 21: Lesson 110</a>
<b>Late Full</b>	Decodable Routine: <a href="#">Grade 2: Module 1: Cycle 3</a> Friday	<a href="#">Grade 2: Module 1: Cycle 3: Lesson 15</a>
<b>Early Consolidated</b>	Decodable Routine: <a href="#">Grade 2: Module 2: Cycle 10</a> Friday	<a href="#">Grade 2: Module 2: Cycle 10: Lesson 50</a>

## Materials/Directions

### Movement Transitions Recommendations

Invite students to do any of the following in between each rotation:

- Walk like an animal, e.g., bear, penguin, duck, snake, kangaroo, bunny, or elephant.
- Complete an exercise, e.g., squats, push-ups, jumping jacks, sit-ups, or lunges.
- Try a yoga pose, e.g., child's pose, tree pose, downward dog, or warrior pose.
- Sing and move to a favorite song, e.g., "If You're Happy and You Know It," "Head, Shoulders, Knees, and Toes," or "Wheels on the Bus."
- Additional phoneme manipulation drills with movement incorporated, e.g., "Jump and say 'bag!'" (Students jump and call out "bag!") "Jump again and change the /g/ to /t/. " (Students jump and call out "bat!")

### Work with Teacher Rotation

#### MATERIALS

- ☐ [Decodable Reader Routines](#) by microphase (also linked individually in the Small Group tables above)
- ☐ Whiteboards and markers (one set per student)
- ☐ Decodable readers:

<b>Early Partial</b>	Decodable Reader: <a href="#">Fun with Gum</a>
<b>Middle Partial</b>	Poem: <a href="#">"The Busy Sun"</a> ; Decodable Reader: <a href="#">Time to Bake</a>
<b>Early Full</b>	Decodable Reader: <a href="#">Pat's Donut</a>
<b>Middle Full</b>	Decodable Reader: <a href="#">Sam's Throat Hurts!</a>
<b>Late Full</b>	Decodable Reader: <a href="#">Do Fish Eat Cheese?</a>
<b>Early Consolidated</b>	Decodable Reader: <a href="#">The Marching Band</a>

**DIRECTIONS:** Complete the Decodable Reader Routine for the day with each microphase group.

## Fluency Rotation

[Fishing for High-Frequency Words](#) (Page 158 in *Skills Block Resource Manual*)

### MATERIALS

- ☐ A cleared table or area of mat/carpeting to serve as a “pond”
- ☐ A “fishing pole” (stick or ruler) with a string and magnet on the end
- ☐ Paper fish with high-frequency words written on each one
- ☐ Paper clip to attach to each fish

#### All Microphases

Use high-frequency words that have been introduced up through, and including, the current cycle for each microphase.

### Fluency Practice: Buddy Reading

#### MATERIALS

- ☐ Familiar or decodable texts such as books, poems, magazines, etc.
- ☐ Optional: timers (to allow students to switch turns independently)

#### DIRECTIONS

Students work in pairs. Student A reads aloud to Student B while they follow along for half the rotation time. Then students switch roles. If a partner is not available, consider allowing students to read with a “Reading Buddy” stuffed animal or drawing.

### Fluency Check-In

#### MATERIALS

- ☐ [Fluency Check Bookmarks](#), differentiated by microphase as below:

Early Partial	Fluency Check Bookmark A
Middle and Late Partial	Fluency Check Bookmark B
Full and Consolidated	Fluency Check Bookmark C



## DIRECTIONS

All students rate themselves on how well they think they are doing with aspects of fluency by filling in the stars (1 = Need to improve . . . 4 = Got it!) and circle the aspect of fluency they will focus on improving. Students completing **Fluency Bookmarks B and C** set a specific fluency goal, and students completing **Bookmark C** add a brief plan for reaching their goal.

---

## AIR

## MATERIALS

- ☐ Wide range of independent reading texts for each student
- ☐ [AIR Response Bookmarks](#), differentiated by microphase as below:

<b>Partial Microphases</b>	Students in these microphases complete the AIR Response (A) bookmark for <i>all</i> texts.
<b>Full and Consolidated Microphases</b>	Students in these microphases complete the AIR Response (B) bookmark for <i>informational</i> texts and/or AIR Response (C) bookmark for <i>fictional</i> texts.

## DIRECTIONS

Students independently read a text of their choice, based on interest and/or reading goals and set a goal for their reading, with teacher support. Consider using the bookmarks linked above to track these goals.

- Students completing **AIR Bookmark A** should circle whether their text was informational or fiction and fill in the stars based on how much they enjoyed the text (1 = Didn't like . . . 4 = Loved it!). Then, they draw or write why they rated the text as they did.
  - Students completing **AIR Bookmark B** (informational texts) record the text's title and author, then state what they think the author was trying to teach the reader, write a fact or two they learned, rate the text, and explain why they rated the text as they did.
  - Students completing **AIR Bookmark C** (fictional texts) record the text's title and characters, briefly describe what happened in the beginning, middle, and end of the story, rate the text, and explain why they rated the text as they did. On AIR Bookmarks B and C, students choose the next text they'll read, with the goal of reading a wide range of texts.
-

## Word Work Rotation

[Go Fish](#) (Page 173 in *Skills Block Resource Manual*)

### MATERIALS

- ❑ Card deck with cycle focus words (one deck per pair in each microphase)

<b>Early Partial</b>	Create CVC word cards with vowels <i>a</i> , <i>i</i> , <i>o</i> , and <i>u</i> .
<b>Middle Partial</b>	Create CVCC (including words with digraphs) and VCe word cards with vowels <i>a</i> and <i>i</i> .
<b>Early Full</b>	Create two-syllable word cards with open syllables (e.g. <i>hotel</i> , <i>donut</i> ).
<b>Middle Full</b>	Create word cards with long vowel patterns: <i>oa</i> , <i>ea</i> , and <i>ai</i> .
<b>Late Full</b>	Create word cards with long vowel patterns: <i>ee</i> , <i>ea</i> , and <i>y</i> (as /ē/).
<b>Early Consolidated</b>	Create word cards of words with <i>-ed</i> suffixes as /id/, /ed/, and /it/.

## Writing Rotation

### MATERIALS

- ❑ Variety of paper (unlined, some lines and a box for an illustration, lined)
- ❑ For some in the Pre-Alphabetic and Early Partial microphases, consider providing paper with a sentence starter or fill-in-the-blanks.

### DIRECTIONS

Students continue writing from the modules, freewrite, and/or write to one of the following suggested prompts:

- Write about your favorite food.
- Write about something that you like to help cook or something that you would like to learn to make.

## Skills Flex Video Rotation

### MATERIALS

- ☐ Device for each student to watch online videos
- ☐ Paper and pencil

### DIRECTIONS

Students watch the Skills Flex video assigned to their group and complete all activities as instructed by the onscreen teacher.