

Kindergarten: Module 4: Cycle 21 Planner

Cycle Focus: words with *-ink* and *-ank*

Examples: *cub, mud, dug, fun, nut, fed, beg, hen, pen, met, jump, club, stun, lend, nest, pink, ink, sink, bank, thank*

High-Frequency Words:

we, all, one

Phoneme Manipulation Drills

During the Warm-Up, students hear a CVC word dictated and repeat the word. Then, students replace the final consonant and say a new word.

Independent Rotations Recommendations

Word Work	Vowel Slides (Page 209 in <i>Skills Block Resource Manual</i>)
Fluency	Kapow! (Page 162 in <i>Skills Block Resource Manual</i>), Buddy Reading, and/or Fluency Check-In
AIR	Set Goals, Choose Book, Read, and/or Respond to Reading
Writing	Freewrite and/or Write to a Prompt

EL Education Language Arts Curriculum

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Kindergarten: Module 4: Cycle 21: Lesson 106

Warm-Up: Phonemic Play

Say:

1. "Say *rap*." Pause. "Now say it again, but instead of /p/ say /t/." (*rat*)
2. "Say *did*." Pause. "Now say it again, but instead of /d/ at the end, say /p/." (*dip*)
3. "Say *bet*." Pause. "Now say it again, but instead of /t/ say /l/." (*bell*)
4. "Say *bat*." Pause. "Now say it again, but instead of /t/ say /s/." (*bass*)
5. "Say *rip*." Pause. "Now say it again, but instead of /p/ say /ch/." (*rich*)
6. "Say *jam*." Pause. "Now say it again, but instead of /m/ say /k/." (*jack*)

Whole Group Lesson

- [Kindergarten: Module 4: Cycle 21: Lesson 106](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Early Partial	Decodable Routine: Kindergarten: Module 3: Cycle 14 Monday	Kindergarten: Module 3: Cycle 14: Lesson 71
Middle Partial	Decodable Routine: Kindergarten: Module 4: Cycle 21 Monday	Kindergarten: Module 4: Cycle 21: Lesson 106
Early Full	Decodable Routine: Grade 1: Module 3: Cycle 12 Monday	Grade 1: Module 3: Cycle 12: Lesson 61
Middle Full	Decodable Routine: Grade 1: Module 4: Cycle 19 Monday	Grade 1: Module 4: Cycle 19: Lesson 96
Late Full	Decodable Routine: Grade 2: Module 1: Cycle 1 Monday	Grade 2: Module 1: Cycle 1: Lesson 1
Early Consolidated	Decodable Routine: Grade 2: Module 2: Cycle 8 Monday	Grade 2: Module 2: Cycle 8: Lesson 36

Kindergarten: Module 4: Cycle 21: Lesson 107

Warm-Up: Phonemic Play

Say:

1. "Say *fax*." Pause. "A *fax* is a machine used to send a message. Now say *fax* again, but instead of /ks/ say /t/." (*fat*)
2. "Say *win*." Pause. "Now say it again, but instead of /n/ say /sh/." (*wish*)
3. "Say *gab*." Pause. "*Gab* means to do a lot of talking. Now say *gab* again, but instead of /b/ say /p/." (*gap*)
4. "Say *met*." Pause. "Now say it again, but instead of /t/ say /n/." (*men*)
5. "Say *tub*." Pause. "Now say it again, but instead of /b/ say /f/." (*tough*)
6. "Say *top*." Pause. "Now say it again, but instead of /p/ say /s/." (*toss*)

Whole Group Lesson

- [Kindergarten: Module 4: Cycle 21: Lesson 107](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Early Partial	Decodable Routine: Kindergarten: Module 3: Cycle 14 Tuesday	Kindergarten: Module 3: Cycle 14: Lesson 72
Middle Partial	Decodable Routine: Kindergarten: Module 4: Cycle 21 Tuesday	Kindergarten: Module 4: Cycle 21: Lesson 107
Early Full	Decodable Routine: Grade 1: Module 3: Cycle 12 Tuesday	Grade 1: Module 3: Cycle 12: Lesson 62
Middle Full	Decodable Routine: Grade 1: Module 4: Cycle 19 Tuesday	Grade 1: Module 4: Cycle 19: Lesson 97
Late Full	Decodable Routine: Grade 2: Module 1: Cycle 1 Tuesday	Grade 2: Module 1: Cycle 1: Lesson 2
Early Consolidated	Decodable Routine: Grade 2: Module 2: Cycle 8 Tuesday	Grade 2: Module 2: Cycle 8: Lesson 37

Kindergarten: Module 4: Cycle 21: Lesson 108

Warm-Up: Phonemic Play

Say:

1. "Say *sip*." Pause. "Now say it again, but instead of /p/ say /k/." (*sick*)
2. "Say *dab*." Pause. "Now say it again, but instead of /b/ say /sh/." (*dash*)
3. "Say *pin*." Pause. "Now say it again, but instead of /n/ say /t/." (*pit*)
4. "Say *jet*." Pause. "Now say it again, but instead of /t/ say /m/." (*gem*)
5. "Say *bed*." Pause. "Now say it again, but instead of /d/ say /t/." (*bet*)
6. "Say *log*." Pause. "Now say it again, but instead of /g/ say /t/." (*lot*)

Whole Group Lesson

- [Kindergarten: Module 4: Cycle 21: Lesson 108](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Early Partial	Decodable Routine: Kindergarten: Module 3: Cycle 14 Wednesday	Kindergarten: Module 3: Cycle 14: Lesson 73
Middle Partial	Decodable Routine: Kindergarten: Module 4: Cycle 21 Wednesday	Kindergarten: Module 4: Cycle 21: Lesson 108
Early Full	Decodable Routine: Grade 1: Module 3: Cycle 12 Wednesday	Grade 1: Module 3: Cycle 12: Lesson 63
Middle Full	Decodable Routine: Grade 1: Module 4: Cycle 19 Wednesday	Grade 1: Module 4: Cycle 19: Lesson 98
Late Full	Decodable Routine: Grade 2: Module 1: Cycle 1 Wednesday	Grade 2: Module 1: Cycle 1: Lesson 3
Early Consolidated	Decodable Routine: Grade 2: Module 2: Cycle 8 Wednesday	Grade 2: Module 2: Cycle 8: Lesson 38

Kindergarten: Module 4: Cycle 21: Lesson 109

Warm-Up: Phonemic Play

Say:

1. "Say *won*." Pause. "Now say it again, but instead of /n/ say /t/." (*what*)
2. "Say *cob*." Pause. "Now say it again, but instead of /b/ say /t/." (*cot*)
3. "Say *lab*." Pause. "Now say it again, but instead of /b/ say /p/." (*lap*)
4. "Say *fog*." Pause. "Now say it again, but instead of /g/ say /t/." (*fought*)
5. "Say *dot*." Pause. "Now say it again, but instead of /t/ say /l/." (*doll*)
6. "Say *cab*." Pause. "Now say it again, but instead of /b/ say /sh/." (*cash*)

Whole Group Lesson

- [Kindergarten: Module 4: Cycle 21: Lesson 109](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Early Partial	Decodable Routine: Kindergarten: Module 3: Cycle 14 Thursday	Kindergarten: Module 3: Cycle 14: Lesson 74
Middle Partial	Decodable Routine: Kindergarten: Module 4: Cycle 21 Thursday	Kindergarten: Module 4: Cycle 21: Lesson 109
Early Full	Decodable Routine: Grade 1: Module 3: Cycle 12 Thursday	Grade 1: Module 3: Cycle 12: Lesson 64
Middle Full	Decodable Routine: Grade 1: Module 4: Cycle 19 Thursday	Grade 1: Module 4: Cycle 19: Lesson 99
Late Full	Decodable Routine: Grade 2: Module 1: Cycle 1 Thursday	Grade 2: Module 1: Cycle 1: Lesson 4
Early Consolidated	Decodable Routine: Grade 2: Module 2: Cycle 8 Thursday	Grade 2: Module 2: Cycle 8: Lesson 39

Kindergarten: Module 4: Cycle 21: Lesson 110

Warm-Up: Phonemic Play

Say:

1. "Say *sum*." Pause. "Now say it again, but instead of /m/ say /ch/." (*such*)
2. "Say *mad*." Pause. "Now say it again, but instead of /d/ say /sh/." (*mash*)
3. "Say *pit*." Pause. "Now say it again, but instead of /t/ say /n/." (*pin*)
4. "Say *dug*." Pause. "Now say it again, but instead of /g/ say /k/." (*duck*)
5. "Say *wet*." Pause. "Now say it again, but instead of /t/ say /n/." (*when*)
6. "Say *pat*." Pause. "Now say it again, but instead of /t/ say /s/." (*pass*)

Whole Group Lesson

- [Kindergarten: Module 4: Cycle 21: Lesson 110](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Early Partial	Decodable Routine: Kindergarten: Module 3: Cycle 14 Friday	Kindergarten: Module 3: Cycle 14: Lesson 75
Middle Partial	Decodable Routine: Kindergarten: Module 4: Cycle 21 Friday	Kindergarten: Module 4: Cycle 21: Lesson 110
Early Full	Decodable Routine: Grade 1: Module 3: Cycle 12 Friday	Grade 1: Module 3: Cycle 12: Lesson 65
Middle Full	Decodable Routine: Grade 1: Module 4: Cycle 19 Friday	Grade 1: Module 4: Cycle 19: Lesson 100
Late Full	Decodable Routine: Grade 2: Module 1: Cycle 1 Friday	Grade 2: Module 1: Cycle 1: Lesson 5
Early Consolidated	Decodable Routine: Grade 2: Module 2: Cycle 8 Friday	Grade 2: Module 2: Cycle 8: Lesson 40

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:

Early Partial	Decodable Reader: The Ham Sandwich
Middle Partial	Decodable Reader: Josh and Chip at the Farm
Early Full	Decodable Reader: A Sunset Picnic
Middle Full	Decodable Reader: Looking for Mars
Late Full	Poem: "A Moment in Time"
Early Consolidated	Decodable Reader: Where's Goldie?

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

Fluency Rotation

[Kapow!](#) (Page 162 in *Skills Block Resource Manual*)

MATERIALS

- ☐ Card deck with learned high-frequency words (one deck per pair in each microphase)
 - ☐ One word written on each card.
 - ☐ Include some cards with the word *Kapow!*

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:

Partial Microphases	Students in these microphases complete the AIR Response (A) bookmark for <i>all</i> texts.
Full and Consolidated Microphases	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.
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Word Work Rotation

[Vowel Slides](#) (Page 209 in *Skills Block Resource Manual*)

MATERIALS

- ☐ Card deck with Cycle focus words (one deck per pair in each microphase).
- ☐ Vowel slides (one set for each pair in each microphase).

Early Partial	Label the slides: short a and short i . Use CVC word cards that contain these short vowel patterns.
Middle Partial	Label the slides: short a and short i . Use CVCC word cards that contain the patterns <i>-ink</i> and <i>-ank</i> .
Early Full	Label the slides: short a , short e , short i , short o , and short u . Use two-syllable words with closed syllables (e.g. <i>muffin</i> , <i>basket</i>). Students will listen to the vowel sound in the first syllable.
Middle Full	Label the slides: ar and or . Use words with the r-controlled vowel patterns <i>-ar</i> and <i>-or</i> .
Late Full	Label the slides: long a , long e , long i , long o , and long u . Use word cards that contain CVCe words and two-syllable words with open syllables (e.g. <i>hotel</i> , <i>music</i>). Students listen to the vowel sound in the first syllable.
Early Consolidated	Label the slides: long i and long o . Use words that contain the patterns <i>-old</i> , <i>-ost</i> , <i>-ind</i> , and <i>-ild</i> .

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:

- If you were going to a farm, what animal would you like to see?
 - Write about a time when you visited a new place.
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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.