

Kindergarten: Module 3: Cycle 15 Planner

Cycle Focus: /ŭ/ spelled *u*, compared with /ĭ/ spelled *i* and /ă/ spelled *a*

Examples: *rub, mud, bug, mug, gum, fun, sun, but, nut, up, cup, nap, mat, sit, hid*

High-Frequency Words:

was, his

Phoneme Manipulation Drills

During the Warm-Up, students hear a three-syllable word dictated and repeat the word. Then, students remove the first syllable and say only the remaining two syllables.

Independent Rotations Recommendations

Word Work	Vowel Slap Jack (Page 208 in <i>Skills Block Resource Manual</i>)
Fluency	Roll and Write (Page 164 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

Kindergarten: Module 3: Cycle 15: Lesson 76

Warm-Up: Phonemic Play

Say:

1. “Say *umbrella*.” Pause. “Now say it again, but don’t say *um*.” (*brella*)
2. “Say *fantastic*.” Pause. “Now say it again, but don’t say *fan*.” (*tastic*)
3. “Say *athletic*.” Pause. “Someone who is *athletic* is a person who likes to play sports or be active with their bodies. Now say *athletic* again, but don’t say *ath*.” (*letic*)
4. “Say *subtraction*.” Pause. “Now say it again, but don’t say *sub*.” (*traction*)
5. “Say *banana*.” Pause. “Now say it again, but don’t say *ba*.” (*nana*)
6. “Say *holiday*.” Pause. “Now say it again, but don’t say *hol*.” (*iday*)

Whole Group Lesson

- [Kindergarten: Module 3: Cycle 15: Lesson 76](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Late Pre-Alpha	Refer to Additional Resources for the Late Pre-Alphabetic Microphase for guidance about students who need additional time and support to build automaticity with letters/sounds before progressing. When a group of students are proficient with Late Pre-Alphabetic content, begin with the Early Partial materials in the Cycle 12 Planner .	
Early Partial	Decodable Routine: Kindergarten: Module 3: Cycle 15 Monday	Kindergarten: Module 3: Cycle 15: Lesson 76
Late Partial	Decodable Routine: Grade 1: Module 2: Cycle 6 Monday	Grade 1: Module 2: Cycle 6: Lesson 31
Early Full	Decodable Routine: Grade 1: Module 3: Cycle 13 Monday	Grade 1: Module 3: Cycle 13: Lesson 66
Middle Full	Decodable Routine: Grade 1: Module 4: Cycle 20 Monday	Grade 1: Module 4: Cycle 20: Lesson 101
Late Full	Decodable Routine: Grade 2: Module 1: Cycle 2 Monday	Grade 2: Module 1: Cycle 2: Lesson 6

Kindergarten: Module 3: Cycle 15: Lesson 77

Warm-Up: Phonemic Play

Say:

1. “Say *customer*.” Pause. “Now say it again, but don’t say *cus*.” (*tomor*)
2. “Say *ladybug*.” Pause. “Now say it again, but don’t say *la*.” (*dybug*)
3. “Say *underground*.” Pause. “Now say it again, but don’t say *un*.” (*derground*)
4. “Say *reporter*.” Pause. “A *reporter* is a person who finds out about what is going on in a community and tells others about it. Now say *reporter* again, but don’t say *re*.” (*porter*)
5. “Say *remember*.” Pause. “Now say it again, but don’t say *re*.” (*member*)
6. “Say *gravity*.” Pause. “Now say it again, but don’t say *grav*.” (*ity*)

Whole Group Lesson

- [Kindergarten: Module 3: Cycle 15: Lesson 77](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Late Pre-Alpha	Refer to Additional Resources for the Late Pre-Alphabetic Microphase for guidance about students who need additional time and support to build automaticity with letters/sounds before progressing. When a group of students are proficient with Late Pre-Alphabetic content, begin with the Early Partial materials in the Cycle 12 Planner .	
Early Partial	Decodable Routine: Kindergarten: Module 3: Cycle 15 Tuesday	Kindergarten: Module 3: Cycle 15: Lesson 77
Late Partial	Decodable Routine: Grade 1: Module 2: Cycle 6 Tuesday	Grade 1: Module 2: Cycle 6: Lesson 32
Early Full	Decodable Routine: Grade 1: Module 3: Cycle 13 Tuesday	Grade 1: Module 3: Cycle 13: Lesson 67
Middle Full	Decodable Routine: Grade 1: Module 4: Cycle 20 Tuesday	Grade 1: Module 4: Cycle 20: Lesson 102
Late Full	Decodable Routine: Grade 2: Module 1: Cycle 2 Tuesday	Grade 2: Module 1: Cycle 2: Lesson 7

Kindergarten: Module 3: Cycle 15: Lesson 78

Warm-Up: Phonemic Play

Say:

1. "Say *dinosaur*." Pause. "Now say it again, but don't say *di*." (*nosaur*)
2. "Say *gorilla*." Pause. "Now say it again, but don't say *gor*." (*illa*)
3. "Say *octopus*." Pause. "Now say it again, but don't say *oc*." (*topus*)
4. "Say *detective*." Pause. "A *detective* is a person who solves crimes or tries to find out the truth about something that has happened. Now say *detective* again, but don't say *de*." (*tective*)
5. "Say *energy*." Pause. "Now say it again, but don't say *en*." (*ergy*)
6. "Say *substitute*." Pause. "Now say it again, but don't say *sub*." (*stitute*)

Whole Group Lesson

- [Kindergarten: Module 3: Cycle 15: Lesson 78](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Late Pre-Alpha	Refer to Additional Resources for the Late Pre-Alphabetic Microphase for guidance about students who need additional time and support to build automaticity with letters/sounds before progressing. When a group of students are proficient with Late Pre-Alphabetic content, begin with the Early Partial materials in the Cycle 12 Planner .	
Early Partial	Decodable Routine: Kindergarten: Module 3: Cycle 15 Wednesday	Kindergarten: Module 3: Cycle 15: Lesson 78
Late Partial	Decodable Routine: Grade 1: Module 2: Cycle 6 Wednesday	Grade 1: Module 2: Cycle 6: Lesson 33
Early Full	Decodable Routine: Grade 1: Module 3: Cycle 13 Wednesday	Grade 1: Module 3: Cycle 13: Lesson 68
Middle Full	Decodable Routine: Grade 1: Module 4: Cycle 20 Wednesday	Grade 1: Module 4: Cycle 20: Lesson 103
Late Full	Decodable Routine: Grade 2: Module 1: Cycle 2 Wednesday	Grade 2: Module 1: Cycle 2: Lesson 8

Kindergarten: Module 3: Cycle 15: Lesson 79

Warm-Up: Phonemic Play

Say:

1. “Say *discover*.” Pause. “To *discover* is to find or figure something out. Now say *discover* again, but don’t say *dis*.” (*cover*)
2. “Say *tomorrow*.” Pause. “Now say it again, but don’t say *to*.” (*morrow*)
3. “Say *interest*.” Pause. “Now say it again, but don’t say *in*.” (*terest*)
4. “Say *potato*.” Pause. “Now say it again, but don’t say *po*.” (*tato*)
5. “Say *yesterday*.” Pause. “Now say it again, but don’t say *yes*.” (*terday*)
6. “Say *gasoline*.” Pause. “Now say it again, but don’t say *gas*.” (*oline*)

Whole Group Lesson

- [Kindergarten: Module 3: Cycle 15: Lesson 79](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Late Pre-Alpha	Refer to Additional Resources for the Late Pre-Alphabetic Microphase for guidance about students who need additional time and support to build automaticity with letters/sounds before progressing. When a group of students are proficient with Late Pre-Alphabetic content, begin with the Early Partial materials in the Cycle 12 Planner .	
Early Partial	Decodable Routine: Kindergarten: Module 3: Cycle 15 Thursday	Kindergarten: Module 3: Cycle 15: Lesson 79
Late Partial	Decodable Routine: Grade 1: Module 2: Cycle 6 Thursday	Grade 1: Module 2: Cycle 6: Lesson 34
Early Full	Decodable Routine: Grade 1: Module 3: Cycle 13 Thursday	Grade 1: Module 3: Cycle 13: Lesson 69
Middle Full	Decodable Routine: Grade 1: Module 4: Cycle 20 Thursday	Grade 1: Module 4: Cycle 20: Lesson 104
Late Full	Decodable Routine: Grade 2: Module 1: Cycle 2 Thursday	Grade 2: Module 1: Cycle 2: Lesson 9

Kindergarten: Module 3: Cycle 15: Lesson 80

Warm-Up: Phonemic Play

Say:

1. “Say *confusion*.” Pause. “Now say it again, but don’t say *con*.” (*fusion*)
2. “Say *protection*.” Pause. “Now say it again, but don’t say *pro*.” (*tection*)
3. “Say *president*.” Pause. “Now say it again, but don’t say *pres*.” (*ident*)
4. “Say *gingerbread*.” Pause. “Now say it again, but don’t say *gin*.” (*gerbread*)
5. “Say *habitat*.” Pause. “A *habitat* is a place that an animal can live and find everything they need to survive. Now say *habitat* again, but don’t say *hab*.” (*itat*)
6. “Say *organize*.” Pause. “Now say it again, but don’t say *or*.” (*ganize*)

Whole Group Lesson

- [Kindergarten: Module 3: Cycle 15: Lesson 80](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Late Pre-Alpha	Refer to Additional Resources for the Late Pre-Alphabetic Microphase for guidance about students who need additional time and support to build automaticity with letters/sounds before progressing. When a group of students are proficient with Late Pre-Alphabetic content, begin with the Early Partial materials in the Cycle 12 Planner .	
Early Partial	Decodable Routine: Kindergarten: Module 3: Cycle 15 Friday	Kindergarten: Module 3: Cycle 15: Lesson 80
Late Partial	Decodable Routine: Grade 1: Module 2: Cycle 6 Friday	Grade 1: Module 2: Cycle 6: Lesson 35
Early Full	Decodable Routine: Grade 1: Module 3: Cycle 13 Friday	Grade 1: Module 3: Cycle 13: Lesson 70
Middle Full	Decodable Routine: Grade 1: Module 4: Cycle 20 Friday	Grade 1: Module 4: Cycle 20: Lesson 105
Late Full	Decodable Routine: Grade 2: Module 1: Cycle 2 Friday	Grade 2: Module 1: Cycle 2: Lesson 10

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:

Late Pre-Alphabetic	Refer to the Late Pre-Alphabetic Microphase guidance document .
Early Partial	Decodable Reader: The Milkshake
Late Partial	Decodable Reader: Sam Wants a Pet
Early Full	Decodable Reader: Pat’s Backpack
Middle Full	Decodable Reader: Sam’s Hammer
Late Full	Decodable Reader: Sam Rides the Subway Train

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

Fluency Rotation

[Roll and Write](#) (Page 164 in *Skills Block Resource Manual*)

MATERIALS

- ☐ Dice (6-sides); one per student.
- ☐ Blank Recording Sheet, numbered 1-6 (one per student) where students will record words.
- ☐ Word List, numbered 1-6 with chosen words for each microphase next to each number.

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 Slap Jack](#) (Page 208 in *Skills Block Resource Manual*)

MATERIALS

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

Late Pre-Alphabetic	Refer to the Late Pre-Alphabetic Microphase guidance document .
Early Partial	Use CVC word cards that contain the short vowels sounds /ă/, /ĭ/, and /ŭ/.
Late Partial	Use CVC and CVCC word cards that contain the short vowel <i>e</i> (e.g. <i>shed, tent, bend</i>) and words that have a short vowel sound followed by a FLOSS letter (i.e. <i>stuff; fall</i>).
Early Full	Use word cards with closed two-syllable words that have a double middle consonant (e.g. <i>muffin, zipper</i>) or a compound word (e.g. <i>backpack, granddad</i>). Students listen to the vowel sound in the first syllable as they play.
Middle Full	Use word cards with the r-controlled vowel patterns <i>-ar, -or, -er, -ir, and -ur</i> . As students play, the patterns <i>-er, -ir, and -ur</i> are a “match” as they make the same sound.
Late Full	Use word cards with the long vowel patterns <i>-ie, -igh, -ay, and -ay.</i> , <i>-or, -er, -ir, and -ur</i> . As students play, the patterns <i>-igh and -ie</i> , as well as <i>-ai and -ay</i> , are a “match” as they make the same sound.

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 what treat you like to have for dessert.
 - Chip found the milkshake on the bench. Write about something you found that made you happy.
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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.