

Decodable Reader Routine

Kindergarten: Module 1: Cycle 2

We have designed a weekly small group learning program for primary students based on EL Education’s [comprehensive language arts curriculum](#). This resource has been created to align with poems and decodable readers located in the K–2 Reading Foundations Skills Block curriculum. Each day of the week outlines learning activities to be completed with students that will help them engage with text that correlates to the skill or phonetic pattern they are learning for the week. After assessing students using the performance benchmark assessment, teachers will identify the microphase that students belong in and select the proper grade level and cycle to begin their decodable reader routines to support differentiated instruction for small groups. The activities below are designed to be completed with small groups of students who share the same microphase to strengthen their foundational skills while meeting students at their instructional level. Each session is designed to last approximately 15 minutes a day.

To view the Decodable Reader Routine Microphase chart, please visit <https://eled.org/eleducation-flexcurriculum-K-2-skills-block-decodable-reader-routine>

Day	Activities	Resources and Materials
<p>Monday</p> <p>Pattern for the week:</p> <p>Graphemes: Hh, Pp</p> <p>Phonemes: /h/, /p/</p>	<p>Read the poem for the week to students multiple times as follows:</p> <ol style="list-style-type: none"> 1. First read: Enjoy the story. 2. Second read: Pattern search: <ol style="list-style-type: none"> a. See it: Ask students: Q: “Where do you see words that have the letter <i>H</i> or <i>h</i>?” A: <i>Hat, house, hat, head, have, heard, when, that</i> b. See it: Ask students: “Where do you see words that have the letter <i>P</i> or <i>p</i>?” A: <i>Pink, Parrot, pink, parrot, pat, surprised, swooped, stopped</i> 3. Third read: Ask students the following questions**: Q: Who is this poem mostly about? A: A pink parrot taking someone’s hat Q: Where was the person who is telling the story? A: Walking out of the house Q: What did the parrot do to the person’s head? A: Gave it a little pat <p>*Please note that the word <i>I</i> (uppercase i) in the poem is the high-frequency word for the week.</p> <p>**You may review/reread the poem with students so that they can use the text to support their responses.</p>	<p>Poem: “A Pink Parrot Took My Hat!”*</p>

Day	Activities	Resources and Materials
<p>Tuesday</p> <p>Pattern for the week:</p> <p>Graphemes: Hh, Pp</p> <p>Phonemes: /h/, /p/</p>	<p>Read the poem for the week to students multiple times as follows:</p> <ol style="list-style-type: none"> 1. First read: Read the poem to students with expression. Pause and stop appropriately at punctuation marks. 2. Second read: <ol style="list-style-type: none"> a. Read it: Fluency: Have students repeat after you as you read the poem line by line. b. See it: Letter Search: Ask: Q: “Where do you see words that have the letters <i>Hh</i> and <i>Pp</i>?” A: <i>Hat, house, Pink, Parrot, pink, parrot, hat, head, pat, have, heard, surprised, swooped</i> c. Speak it: After pointing to the words that have the letter <i>Hh</i>, say: “The letter <i>h</i> represents the sound /h/.* When we see <i>h</i>, we say /h/. Say /h/.” d. Write it: Say: “When I say /h/, you can write it two ways: capital or small.” Model how to write both graphemes.** Invite students to practice skywriting the letters <i>H</i> and <i>h</i>. e. Speak it: After pointing to the words that have the letter <i>Pp</i>, say: “The letter <i>p</i> represents the sound /p/.* When we see <i>p</i>, we say /p/. Say /p/.” f. Write it: Say: “When I say /p/, you can write it two ways: capital or small.” Model how to write both graphemes.** Invite students to practice skywriting the letters <i>P</i> and <i>p</i>. <p>*Be sure to say the quick sounds /h/ and /p/. Do not hold the sounds as this produces the sound /uh/ as an ending phoneme. The sounds /h/ and /p/ are quick sounds and should not be held. This may result in decoding and encoding challenges in the future.</p> <p>**Consider turning your back toward students as you model the correct directionality to form letters properly.</p>	<p>Poem: “A Pink Parrot Took My Hat!”</p>

Day	Activities	Resources and Materials
<p>Wednesday</p> <p>Pattern for the week:</p> <p>Graphemes: Hh, Pp</p> <p>Phonemes: /h/, /p/</p>	<ol style="list-style-type: none"> 1. Review the pattern for the week with the letters <i>H</i>, <i>h</i>, <i>P</i>, and <i>p</i>. 2. Read the poem with students. Fluency: Have students repeat after you as you read the poem line by line. 3. Speak it: Say: “The letter <i>h</i> represents the sound /h/. When we see <i>h</i>, we say /h/. Say /h/. What are some words that begin with the sound /h/?” <ol style="list-style-type: none"> a. Generate a list of <u>pictures + words</u> that begin with /h/ (e.g., horse, house, hat, hot, ham). 4. Say: “The letter <i>p</i> represents the sound /p/. When we see <i>p</i>, we say /p/. Say /p/. What are some words that begin with the sound /p/?” <ol style="list-style-type: none"> a. Generate a list of <u>pictures + words</u> that begin with /p/ (e.g., police, park, pizza, pat, penny, pencil). 5. Write it: <ol style="list-style-type: none"> a. Say: “When I say /h/, you can write it two ways: capital (uppercase) or lowercase.” Model how to write both graphemes. Invite students to practice skywriting the letters <i>H</i> and <i>h</i>. b. Say: “When I say /p/, you can write it two ways: uppercase or lowercase.” Model how to write both graphemes. Invite students to practice skywriting the letters <i>P</i> and <i>p</i>. <p><i>Consider turning your back towards students as you model the correct directionality to form letters properly.</i></p>	<p>Poem: “A Pink Parrot Took My Hat!”</p>

Day	Activities	Resources and Materials
<p>Thursday</p> <p>Pattern for the week:</p> <p>Graphemes: Hh, Pp</p> <p>Phonemes: /h/, /p/</p>	<ol style="list-style-type: none"> 1. Review the pattern for the week with the letters <i>Hh</i> and <i>Pp</i>. 2. Read the Words for the Week aloud with ease and have students repeat the words: <i>hat, house, head, hamburger, hand, pig, pencil, penny, pizza, pants, cup, hip, lip, sleep, soap, at, pat, tap, hop, hat</i> 	<p>Poem: "A Pink Parrot Took My Hat!"</p> <p>Words for the Week</p>

Day	Activities	Resources and Materials
<p>Friday</p> <p>Pattern for the week:</p> <p>Graphemes: Hh, Pp</p> <p>Phonemes: /h/, /p/</p>	<ol style="list-style-type: none"> 1. Review the letters <i>Hh</i> and <i>Pp</i>. 2. Invite students to read the poem to you as they practice reading smoothly and with expression. 3. Invite students to write the letters <i>Hh</i> and <i>Pp</i> with pencil or crayon on paper. 4. Read the Words for the Week aloud with ease and have students underline the letters <i>h</i> and <i>p</i> in the words: <i>hat, house, head, hamburger, hand, pig, pencil, penny, pizza, pants, cup, hip, lip, sleep, soap, at, pat, tap, hop, hat</i> 5. Scavenger Hunt: Search your home for the letters <i>Hh</i> and <i>Pp</i>. Look through tags on clothes, food items, books, etc. 	<p>Poem: "A Pink Parrot Took My Hat!"</p> <p>Writing utensil</p> <p>Paper</p> <p>Words for the Week</p>

Day	Activities	Resources and Materials
<p>Optional Extensions</p>	<ul style="list-style-type: none"> ● Incorporate exercises with the Words for the Week, doing a sit-up for each word. 	<p>Poem: "A Pink Parrot Took My Hat!"</p>

Resources and Materials

Poem: [“A Pink Parrot Took My Hat!”](#)

High-Frequency Word for the Week

I

Words for the Week

hat	house	head
hamburger	hand	pig
pencil	penny	pizza
pants	cup	hip
lip	sleep	soap
at	pat	tap
hop	hat	