

Decodable Reader Routine

Kindergarten: Module 4: Cycle 20

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.

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
Monday Pattern for the week: -am, -an	Read the decodable reader for the week to students multiple times as follows: 1. First read: Enjoy the story. 2. Second read: Pattern search: ○ See it: Ask: Where do you see words that have the -am or -an pattern (sound)? / A: <i>can</i> 3. Third read: Ask students the following questions*: Q: Why does Josh need a bath? / A: He was in the mud. Q: Where are the two places Josh tries to take a bath first? / A: The tub and the cup. Q: How does Josh clean off the mud? / A: He takes a bath in the lid. Q: Why does Josh sit in the sun? / A: To dry off the water from his bath. *It is fine to review and reread the pages with students so that they can use the text to support their responses.	Decodable Reader: Josh Takes a Bath

Day	Activities	Resources and Materials
Tuesday Pattern for the week: -am, -an	Read the poem for the week, “Looking for Cam,” to students multiple times as follows: 1. First read: Read the poem to students with expression, and pause at punctuation marks. 2. Second read: Pattern search: ○ Read it: Have students read the poem with you. ○ See it: Ask: Where do you see words that have the -am or -an pattern (sound)? / A: <i>Cam, am, Dan, ran</i> ○ Speak it: After pointing to the words, invite students to say them. ○ Write it: After saying the words, invite students to write them down.* <i>*While students are writing the letters, it is important to pay attention to proper letter formation. Ensure that students are writing letters starting at the top of the line extending to the bottom of the line, and extending below the line where necessary, but not extending above the top line. Ensure that students are moving from left to right. See the Letter Formation Chart for guidance.</i>	Poem: “Looking for Cam” Writing utensil Paper <i>Optional:</i> Letter Formation Chart *

Day	Activities	Resources and Materials
Wednesday Pattern for the week: -am, -an	1. Review the pattern for the week. 2. Read the poem “Looking for Cam” with students. As you read, invite students to search for the High-Frequency Words for the Week: there, they, were 3. Invite students to write down the words. 4. Invite students to practice reading the high-frequency words out loud and to use those words in a sentence (orally, in writing, or both). <i>*Pay attention to handwriting technique.</i>	Poem: “Looking for Cam” Writing utensil Paper High-Frequency Words for the Week <i>Optional:</i> Letter Formation Chart*

Day	Activities	Resources and Materials
Thursday Pattern for the week: -am, -an	1. Cut out the Words for the Week: Thursday and Friday (or write them on sheets of paper). 2. Review the pattern for the week. 3. Read aloud the Words for the Week with correct pronunciation and ease, and have students repeat the words using correct pronunciation: <i>can, van, bam, ham, yam, path, pit, rim, tin, dish, hand, list, pinch, slip, grab</i> 4. Read the decodable reader with students. As you read, invite students to search for this Word for the Week: <i>can</i> 5. Invite students to write down the Words for the Week.* <i>*Pay attention to handwriting technique.</i>	Decodable Reader: Josh Takes a Bath Writing utensil Paper Words for the Week: Thursday and Friday <i>Optional:</i> Letter Formation Chart*

Day	Activities	Resources and Materials
Friday Pattern for the week: <i>-am, -an</i>	1. Review the pattern for the week. 2. Invite students to read the poem and decodable reader to you, as they practice reading smoothly and with expression. 3. Review the Words for the Week: Thursday and Friday: <i>can, van, bam, ham, yam, path, pit, rim, tin, dish, hand, list, pinch, slip, grab</i> 4. Invite students to create a story of their own using words from the Words for the Week and the High-Frequency Words for the Week. 5. Invite students to draw pictures and write sentences from their new story using the Words for the Week.	Poem: “Looking for Cam” Decodable Reader: Josh Takes a Bath Writing utensil Paper Words for the Week: Thursday and Friday <i>Optional:</i> Letter Formation Chart

Day	Activities	Resources and Materials
Optional Extensions	• To practice the pattern -am, have students sing along with Jack Hartmann (https://eled.org/2800). • To practice the pattern -an, have students sing along with Jack Hartmann (https://eled.org/2801). • Incorporate exercises with the Words for the Week, with students doing an arm circle for each word. • Have students reread the decodable reader and find the short <i>a, e, i, o</i>, and <i>u</i> words as well as the digraphs <i>ch, sh</i>, and <i>th</i>. • Create a scavenger hunt! Have students think of the pattern they learned for the week and see where that pattern shows up around the house, in other books, and in spoken language. • Websites for additional practice: ◦ Play Word Swat (https://eled.org/2802), using <i>-am</i> and <i>-an</i> as the rimes (Florida Center for Reading Research: https://eled.org/2566)	Decodable Reader: Josh Takes a Bath

Resources and Materials

Poem: [“Looking for Cam”](#)

Decodable Reader: [Josh Takes a Bath](#)

High-Frequency Words for the Week

there	they	were
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Words for the Week: Thursday and Friday

can	van	bam
ham	yam	path
pit	rim	tin
dish	hand	list
pinch	slip	grab