

# Decodable Reader Routine

## Grade 1: Module 2: Cycle 7

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
<b>Monday</b>  <b>Pattern for the week:</b> y as long /ī/	Read the decodable reader for the week to students multiple times as follows: <ol style="list-style-type: none"> <li>1. First read: Enjoy the story.</li> <li>2. Second read: Pattern search: <ul style="list-style-type: none"> <li>○ <b>See it:</b> Ask students: Q: Where do you see words that have the pattern y as long /ī/ ? A: <i>my, spy, spying, shy, flying</i></li> </ul> </li> <li>3. Third read: Ask students the following questions*: Q: What does Sam get when Dad says he has a plan? A: His pen and pad. Q: What does Sam pretend to be? A: A spy. Q: What does Sam see in the web? A: A sac. Q: What are some words used to describe the robin? A: <i>not shy, red-chested, flying</i> Q: Where does Sam see an ant? A: On a stem in a plant.</li> </ol>	Decodable Reader: <a href="#">Dad's Plan</a>  *It is fine to review and reread the pages with students so that they can use the text to support their responses.

Day	Activities	Resources and Materials
<b>Tuesday</b>  <b>Pattern for the week:</b> y as long /ī/	Read the decodable reader for the week to students multiple times as follows: <ol style="list-style-type: none"> <li>1. First read: Read the decodable reader to students with expression, and pause at punctuation marks.</li> <li>2. Second read: Pattern search: <ul style="list-style-type: none"> <li>○ <b>Read it:</b> Have students read the text with you.</li> <li>○ <b>See it:</b> Ask: Q: Where do you see words that have the pattern y as long /ī/? A: <i>my, spy, spying, shy, flying</i></li> <li>○ <b>Speak it:</b> After pointing to the words that have the pattern y as long /ī/, invite students to say them.</li> <li>○ <b>Write it:</b> After saying the words, invite students to write them down.</li> </ul> </li> </ol> <p><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></p>	Decodable Reader: <a href="#">Dad's Plan</a>  Writing utensil  Paper  Optional: <a href="#">Letter Formation Chart</a> *

Day	Activities	Resources and Materials
<b>Wednesday</b>  <b>Pattern for the week:</b> y as long /ī/	<ol style="list-style-type: none"> <li>1. Review the pattern for the week.</li> <li>2. Read the decodable reader with students. As you read, invite students to search for the <b>High-Frequency Words for the Week: will, my, go, not, saw, of.</b></li> <li>3. Invite students to write them down.</li> <li>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).</li> </ol> <p><i>*Pay attention to handwriting technique.</i></p>	Decodable Reader: <a href="#">Dad's Plan</a>  Writing utensil  Paper  <a href="#">High-Frequency Words for the Week</a>  Optional: <a href="#">Letter Formation Chart*</a>

Day	Activities	Resources and Materials
<b>Thursday</b>  <b>Pattern for the week:</b> y as long /ī/	<ol style="list-style-type: none"> <li>1. Cut out the <b>Words for the Week: Thursday and Friday</b> (or write them on sheets of paper).</li> <li>2. Review the pattern for the week.</li> <li>3. Read aloud the Words for the Week with correct pronunciation and ease, and have students repeat the words using correct pronunciation: <i>stem, ten, bench, lend, spend, dent, chest, cry, fly, flying, shy, sky, spy, spying, thinking.</i></li> <li>4. Read the decodable reader with students. As you read, invite students to search for the Words for the Week that match the pattern for the week: <i>flying, shy, spy, spying.</i></li> <li>5. Invite students to write down the Words for the Week.*</li> </ol> <p><i>*Pay attention to handwriting technique.</i></p>	Decodable Reader: <a href="#">Dad's Plan</a>  Writing utensil  Paper  <a href="#">Words for the Week: Thursday and Friday</a>  Optional: <a href="#">Letter Formation Chart*</a>

Day	Activities	Resources and Materials
<b>Friday</b>  <b>Pattern for the week:</b> y as long /ī/	<ol style="list-style-type: none"> <li>1. Review the pattern for the week.</li> <li>2. Invite students to read the decodable reader to you, as they practice reading smoothly and with expression.</li> <li>3. Review the <b>Words for the Week: Thursday and Friday:</b> <i>stem, ten, bench, lend, spend, dent, chest, cry, fly, flying, shy, sky, spy, spying, thinking.</i></li> <li>4. Invite students to create a story of their own using words from the Words for the Week and the High-Frequency Words of the Week.</li> <li>5. Invite students to draw pictures and write sentences from their new story using the Words for the Week.*</li> </ol> <p><i>*Pay attention to handwriting technique.</i></p>	Decodable Reader: <a href="#">Dad's Plan</a>  Writing utensil  Paper  <a href="#">Words for the Week: Thursday and Friday</a>  Optional: <a href="#">Letter Formation Chart</a> *

Day	Activities	Resources and Materials
<b>Optional Extensions</b>	<ul style="list-style-type: none"> <li>• To practice the y as long /ī/, have students sing along with <a href="https://eled.org/2700">Kids vs. Phonics</a> (<a href="https://eled.org/2700">https://eled.org/2700</a>) and <a href="https://eled.org/2701">Phab Fonics</a> (<a href="https://eled.org/2701">https://eled.org/2701</a>).</li> <li>• Incorporate exercises with the Words for the Week, with each word doing toe touches.</li> <li>• 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.</li> <li>• Websites for additional practice: <ul style="list-style-type: none"> <li>○ Play <a href="#">Canned Sort</a>, using the y words (Florida Center for Reading Research: <a href="https://eled.org/2566">https://eled.org/2566</a>)</li> </ul> </li> </ul>	Decodable Reader: <a href="#">Dad's Plan</a>

## Resources and Materials

Decodable Reader: [Dad's Plan](#)

### High-Frequency Words for the Week

will	my	go
not	saw	of

### Words for the Week: Thursday and Friday

stem	ten	bench
lend	spend	dent
chest	cry	fly
flying	shy	sky
spy	spying	thinking