

Decodable Reader Routine

Grade 1: Module 3: Cycle 12

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: Closed syllables in two-syllable words	<p>Read the decodable reader 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: Remind students that each syllable must have a vowel sound, and that in closed syllables, the vowel always says its short sound. <ul style="list-style-type: none"> ○ See it: Ask students: Q: Where do you see words that have the two-syllable pattern (sound)? A: <i>picnic, basket, napkins, blanket, sandwich, market, sunset, crimson</i> 3. Third read: Ask students the following questions*: Q: What were some of the things Dad told Sam to get? / A: A basket, napkins, and a blanket. Q: What did Dad get from the market? / A: A sandwich. Q: What did Dad and Sam do with the sandwich? / A: They split it. <p>*It is fine to review and reread the pages with students so that they can use the text to support their responses.</p>	Decodable Reader: A Sunset Picnic

Day	Activities	Resources and Materials
Tuesday Pattern for the week: Closed syllables in two-syllable words	Read the decodable reader for the week to students multiple times as follows: <ol style="list-style-type: none"> 1. First read: Read the decodable reader to students with expression, and pause at punctuation marks. 2. Second read: Pattern search: <ul style="list-style-type: none"> ○ Read it: Have students read the decodable reader with you. ○ See it: Ask: Q: Where do you see words that have the two-syllable pattern (sound)? / A: <i>picnic, basket, napkins, blanket, sandwich, market, sunset, crimson</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.* <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 Sunset Picnic Writing utensil Paper <i>Optional:</i> Letter Formation Chart*

Day	Activities	Resources and Materials
Wednesday Pattern for the week: Closed syllables in two-syllable words	<ol style="list-style-type: none"> 1. Review the pattern for the week. 2. Read the decodable reader with students. As you read, invite students to search for High-Frequency Words for the Week: <i>was, you, they</i> 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). <p><i>*Pay attention to handwriting technique.</i></p>	Decodable Reader: A Sunset Picnic 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: Closed syllables in two-syllable words	<ol style="list-style-type: none"> 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 them using correct pronunciation: <i>basket, blanket, cactus, catnip, contest, dentist, discuss, insect, magnet, napkin, picnic, sandwich, sunset, until, upset</i> 4. Read the decodable reader with students. As you read, invite students to search for these Words for the Week: <i>picnic, basket, napkins, blanket, sandwich, sunset</i> 5. Invite students to divide the Words for the Week into two syllables to practice the pattern of the week. For example: <i>basket = bas-ket, blanket = blank-et, cactus = cac-tus</i> 6. Have students write down the Words for the Week.* <p><i>*Pay attention to handwriting technique.</i></p>	Decodable Reader: A Sunset Picnic 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: Closed syllables in two-syllable words	<ol style="list-style-type: none"> 1. Review the pattern for the week. 2. Invite students to read the decodable reader to you, as they practice reading smoothly and with expression. 3. Review the Words for the Week: Thursday and Friday: <i>basket, blanket, cactus, catnip, contest, dentist, discuss, insect, magnet, napkin, picnic, sandwich, sunset, until, upset</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. 	Decodable Reader: A Sunset Picnic Writing utensil Paper Words for the Week: Thursday and Friday <i>Optional:</i> Letter Formation Chart

Day	Activities	Resources and Materials
Optional Extensions	<ul style="list-style-type: none"> ● To practice syllables, have students sing along with Jack Hartmann (https://eled.org/2740). ● Incorporate exercises with the Words for the Week, with students doing a sit-up for each word. ● Give students a list of words with a varying number of syllables and ask them to build towers or trains with LEGOs®, blocks, or any other stackable objects with the number of syllables in each word. (Example: for the word <i>helicopter</i>, students would build a four-item tower.) ● 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: <ul style="list-style-type: none"> ○ Play Syllable Scoops (Florida Center for Reading Research: https://eled.org/2566) 	Decodable Reader: A Sunset Picnic

Resources and Materials

Decodable Reader: [A Sunset Picnic](#)

High-Frequency Words for the Week

was	you	they
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Words for the Week: Thursday and Friday

basket	blanket	cactus
catnip	contest	dentist
discuss	insect	magnet
napkin	picnic	sandwich
sunset	until	upset