

## Grade 1: Module 4: Cycle 24 Planner

**Cycle Focus:** vowel teams *ie* and *igh* for /ī/

Examples: *die, pie, tie, tried, bright, flight, high, night, might, sigh, necktie, untie, sunlight, nightlight*

**High-Frequency Words:**

*have, sometimes, through*

**Phoneme Manipulation Drills**

During the Warm-Up, students hear a word dictated. Then, students repeat the word and remove or substitute a sound to say a new word or word-part.

**Independent Rotations Recommendations**

<b>Word Work</b>	Use an activity such as <a href="#">Bingo</a>
<b>Fluency</b>	<a href="#">Popsicle Stick Sight Words</a> (Page 163 in <i>Skills Block Resource Manual</i> ), Buddy Reading, and/or Fluency Check-In
<b>AIR</b>	Set Goals, Choose Book, Read, and/or Respond to Reading
<b>Writing</b>	Freewrite and/or Write to a Prompt

EL Education Language Arts Curriculum

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## Grade 1: Module 4: Cycle 24: Lesson 121

### Warm-Up: Phonemic Play

Say:

- “Say *sled*.” Pause. “Now say it again, but don’t say /s/.” (*led*)
- “Say *clock*.” Pause. “Now say it again, but instead of /k/ say /f/.” (*flock*)
- “Say *crown*.” Pause. “Now say it again, but instead of /k/ say /b/.” (*brown*)
- “Say *sort*.” Pause. “Now say it again, but don’t say /t/.” (*sore*)
- “Say *maze*.” Pause. “Now say it again, but don’t say /z/.” (*may*)
- “Say *grab*.” Pause. “Now say it again, but don’t say /g/.” (*răb*/)

### Whole Group Lesson

- [Grade 1: Module 4: Cycle 24: Lesson 121](#)

### Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
<b>Early Full</b>	Decodable Routine: <a href="#">Grade 1: Module 3: Cycle 15</a> Monday	<a href="#">Grade 1: Module 3: Cycle 15: Lesson 76</a>
<b>Middle Full</b>	Decodable Routine: <a href="#">Grade 1: Module 4: Cycle 22</a> Monday	<a href="#">Grade 1: Module 4: Cycle 22: Lesson 111</a>
<b>Late Full</b>	Decodable Routine: <a href="#">Grade 2: Module 1: Cycle 4</a> Monday	<a href="#">Grade 2: Module 1: Cycle 4: Lesson 16</a>
<b>Early Consolidated</b>	Decodable Routine: <a href="#">Grade 2: Module 2: Cycle 10</a> Monday	<a href="#">Grade 2: Module 2: Cycle 10: Lesson 46</a>
<b>Middle Consolidated</b>	Decodable Routine: <a href="#">Grade 2: Module 3: Cycle 17</a> Monday	<a href="#">Grade 2: Module 3: Cycle 17: Lesson 81</a>

## Grade 1: Module 4: Cycle 24: Lesson 122

### Warm-Up: Phonemic Play

Say:

- “Say *slob*.” Pause. “Now say it again, but don’t say /s/.” (*lob*)
- “Say *plaid*.” Pause. “Now say it again, but instead of /p/ say /k/.” (*clad*)
- “Say *brush*.” Pause. “Now say it again, but instead of /b/ say /k/.” (*crush*)
- “Say *tint*.” Pause. “Now say it again, but don’t say the ending /t/.” (*tin*)
- “Say *page*.” Pause. “Now say it again, but don’t say /j/.” (*pay*)
- “Say *plan*.” Pause. “Now say it again, but don’t say /p/.” (*lăn/*)

### Whole Group Lesson

- [Grade 1: Module 4: Cycle 24: Lesson 122](#)

### Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
<b>Early Full</b>	Decodable Routine: <a href="#">Grade 1: Module 3: Cycle 15</a> Tuesday	<a href="#">Grade 1: Module 3: Cycle 15: Lesson 77</a>
<b>Middle Full</b>	Decodable Routine: <a href="#">Grade 1: Module 4: Cycle 22</a> Tuesday	<a href="#">Grade 1: Module 4: Cycle 22: Lesson 112</a>
<b>Late Full</b>	Decodable Routine: <a href="#">Grade 2: Module 1: Cycle 4</a> Tuesday	<a href="#">Grade 2: Module 1: Cycle 4: Lesson 17</a>
<b>Early Consolidated</b>	Decodable Routine: <a href="#">Grade 2: Module 2: Cycle 10</a> Tuesday	<a href="#">Grade 2: Module 2: Cycle 10: Lesson 47</a>
<b>Middle Consolidated</b>	Decodable Routine: <a href="#">Grade 2: Module 3: Cycle 17</a> Tuesday	<a href="#">Grade 2: Module 3: Cycle 17: Lesson 82</a>

## Grade 1: Module 4: Cycle 24: Lesson 123

### Warm-Up: Phonemic Play

Say:

1. "Say *brag*." Pause. "Now say it again, but don't say /b/." (*rag*)
2. "Say *slick*." Pause. "Now say it again, but instead of /s/ say /f/." (*flick*)
3. "Say *cream*." Pause. "Now say it again, but instead of /k/ say /d/." (*dream*)
4. "Say *gasp*." Pause. "Now say it again, but don't say /p/." (*gas*)
5. "Say *race*." Pause. "Now say it again, but don't say /s/." (*ray*)
6. "Say *snap*." Pause. "Now say it again, but don't say /s/." (*nap*)

### Whole Group Lesson

- [Grade 1: Module 4: Cycle 24: Lesson 123](#)

### Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
<b>Early Full</b>	Decodable Routine: <a href="#">Grade 1: Module 3: Cycle 15</a> Wednesday	<a href="#">Grade 1: Module 3: Cycle 15: Lesson 78</a>
<b>Middle Full</b>	Decodable Routine: <a href="#">Grade 1: Module 4: Cycle 22</a> Wednesday	<a href="#">Grade 1: Module 4: Cycle 22: Lesson 113</a>
<b>Late Full</b>	Decodable Routine: <a href="#">Grade 2: Module 1: Cycle 4</a> Wednesday	<a href="#">Grade 2: Module 1: Cycle 4: Lesson 18</a>
<b>Early Consolidated</b>	Decodable Routine: <a href="#">Grade 2: Module 2: Cycle 10</a> Wednesday	<a href="#">Grade 2: Module 2: Cycle 10: Lesson 48</a>
<b>Middle Consolidated</b>	Decodable Routine: <a href="#">Grade 2: Module 3: Cycle 17</a> Wednesday	<a href="#">Grade 2: Module 3: Cycle 17: Lesson 83</a>

## Grade 1: Module 4: Cycle 24 Lesson 124

### Warm-Up: Phonemic Play

Say:

- “Say *clap*.” Pause. “Now say it again, but don’t say /k/.” (*lap*)
- “Say *slows*.” Pause. “Now say it again, but instead of the beginning /s/ say /k/.” (*close*)
- “Say *blank*.” Pause. “Now say it again, but instead of /b/ say /p/.” (*plank*)
- “Say *fort*.” Pause. “Now say it again, but don’t say /t/.” (*for*)
- “Say *beach*.” Pause. “Now say it again, but don’t say /ch/.” (*be*)
- “Say *spin*.” Pause. “Now say it again, but don’t say /s/.” (*pin*)

### Whole Group Lesson

- [Grade 1: Module 4: Cycle 24: Lesson 124](#)

### Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
<b>Early Full</b>	Decodable Routine: <a href="#">Grade 1: Module 3: Cycle 15</a> Thursday	<a href="#">Grade 1: Module 3: Cycle 15: Lesson 79</a>
<b>Middle Full</b>	Decodable Routine: <a href="#">Grade 1: Module 4: Cycle 22</a> Thursday	<a href="#">Grade 1: Module 4: Cycle 22: Lesson 114</a>
<b>Late Full</b>	Decodable Routine: <a href="#">Grade 2: Module 1: Cycle 4</a> Thursday	<a href="#">Grade 2: Module 1: Cycle 4: Lesson 19</a>
<b>Early Consolidated</b>	Decodable Routine: <a href="#">Grade 2: Module 2: Cycle 10</a> Thursday	<a href="#">Grade 2: Module 2: Cycle 10: Lesson 49</a>
<b>Middle Consolidated</b>	Decodable Routine: <a href="#">Grade 2: Module 3: Cycle 17</a> Thursday	<a href="#">Grade 2: Module 3: Cycle 17: Lesson 84</a>

## Grade 1: Module 4: Cycle 24: Lesson 125

### Warm-Up: Phonemic Play

Say:

- “Say *star*.” Pause. “Now say it again, but don’t say /s/.” (*tar*)
- “Say *flame*.” Pause. “Now say it again, but instead of /f/ say /b/.” (*blame*)
- “Say *trace*.” Pause. “Now say it again, but instead of /t/ say /g/.” (*grace*)
- “Say *belt*.” Pause. “Now say it again, but don’t say /t/.” (*bell*)
- “Say *seem*.” Pause. “Now say it again, but don’t say /m/.” (*see*)
- “Say *drip*.” Pause. “Now say it again, but don’t say /d/.” (*rip*)

### Whole Group Lesson

- [Grade 1: Module 4: Cycle 24: Lesson 125](#)

### Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
<b>Early Full</b>	Decodable Routine: <a href="#">Grade 1: Module 3: Cycle 15</a> Friday	<a href="#">Grade 1: Module 3: Cycle 15: Lesson 80</a>
<b>Middle Full</b>	Decodable Routine: <a href="#">Grade 1: Module 4: Cycle 22</a> Friday	<a href="#">Grade 1: Module 4: Cycle 22: Lesson 115</a>
<b>Late Full</b>	Decodable Routine: <a href="#">Grade 2: Module 1: Cycle 4</a> Friday	<a href="#">Grade 2: Module 1: Cycle 4: Lesson 20</a>
<b>Early Consolidated</b>	Decodable Routine: <a href="#">Grade 2: Module 2: Cycle 10</a> Friday	<a href="#">Grade 2: Module 2: Cycle 10: Lesson 50</a>
<b>Middle Consolidated</b>	Decodable Routine: <a href="#">Grade 2: Module 3: Cycle 17</a> Friday	<a href="#">Grade 2: Module 3: Cycle 17: Lesson 85</a>

## 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:

<b>Early Full</b>	Decodable Reader: <a href="#">James and Sam Make a Flame</a>
<b>Middle Full</b>	Decodable Reader: <a href="#">Pat’s Birthday</a>
<b>Late Full</b>	Decodable Reader: <a href="#">Stuck Up High</a>
<b>Early Consolidated</b>	Decodable Reader: <a href="#">The Marching Band</a>
<b>Middle Consolidated</b>	Decodable Reader: <a href="#">Watering Your Garden</a>

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

## Fluency Rotation

[Popsicle Stick Sight Words](#) (Page 163 in *Skills Block Resource Manual*)

### MATERIALS

- ☐ Popsicle sticks (1 for each word, for each microphase).
- ☐ A cup for each student.

#### 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:

#### 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:

<b>Full and Consolidated Microphases</b>	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.
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### 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

**Bingo** (or a similar activity)

### MATERIALS

- ☐ Card deck with Cycle words or pictures (one deck per pair in each microphase)
- ☐ Game boards: one set of 5x5 square boards for each microphase
  - ☐ Mark the center square as 'FREE'
  - ☐ Mark the remaining squares with the cycle focus word-parts in different positions
- ☐ Game pieces: clips or paper squares to mark game boards

<b>Early Full</b>	<p>Game board: Fill squares with vowels long <i>a</i>, long <i>e</i>, long <i>i</i>, long <i>o</i>, and long <i>u</i>.</p> <p>Card deck: Create VCe word cards with the vowel <i>a</i> and two-syllable words with an open first syllable.</p> <p>To play: students read the word, identify the long vowel sound in the first syllable, and mark that spot on the board.</p>
<b>Middle Full</b>	<p>Game board: Fill squares with vowels long <i>a</i>, long <i>o</i>, and long <i>e</i>.</p> <p>Card deck: Create word cards with long vowel patterns: <i>ay</i>, <i>ai</i>, <i>ow</i>, <i>oa</i>, and <i>ea</i>.</p> <p>To play: students read the word, identify the long vowel sound, and mark that spot on the board.</p>
<b>Late Full</b>	<p>Game board: Fill squares with vowels long <i>i</i>, long <i>e</i>, and long <i>e</i>.</p> <p>Card deck: Create word cards with long vowel patterns: <i>igh</i>, <i>ie</i>, <i>ee</i>, <i>ea</i>, <i>y as /ē/</i>, <i>ay</i>, and <i>ai</i>.</p> <p>To play: students read the word, identify the long vowel sound, and mark that spot on the board.</p>
<b>Early Consolidated</b>	<p>Game board: Fill the squares with the sounds /d/, /t/, and /id/.</p> <p>Card deck: Create word cards with the suffix <i>-ed</i> that makes all three sounds (e.g. <i>called</i>, <i>fixed</i>, <i>lifted</i>).</p> <p>To play: students read the word, identify the sound made by the suffix <i>-ed</i>, and mark that spot on the board.</p>
<b>Middle Consolidated</b>	<p>Game board: Fill the squares with the word endings <i>-ge</i>, <i>dge</i>, <i>ch</i>, and <i>-tch</i>.</p> <p>Card deck: Create word cards with the endings <i>-ge</i>, <i>dge</i>, <i>ch</i>, and <i>-tch</i>.</p> <p>To play: students read the word, identify the ending spelling pattern, and mark that spot on the board.</p>

## 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:

- Pretend that you are looking up at the night sky. What do you think you will see? What would you like to see?
  - Pretend that you are an owl or a bat flying in the night sky. As you look down below towards the ground, what do you see? Describe what is happening below you.
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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.