

Grade 1: Module 4: Cycle 21 Planner

Cycle Focus: vowel teams *oa*, *ai*, and *ea*

Examples: *pain, tail, mail, sail, clean, beach, eat, dream, stream, squeak, boat, coat, throat, toast, raincoat*

High-Frequency Words:

good, only, very, would, should, eat, after

Phoneme Manipulation Drills

During the Warm-Up, students hear a word with a final blend and four sounds dictated. Then, students repeat the word and remove the last sound of the blend to say a new word or word part.

Independent Rotations Recommendations

Word Work	Go Fish (Page 173 in <i>Skills Block Resource Manual</i>)
Fluency	Roll and Write (Page 164 of the <i>Skills Block Resource Manual</i>), Buddy Reading, and/or Fluency Check-In
AIR	Set Goals, Choose Book, Read, and/or Respond to Reading
Writing	Freewrite and/or Write to a Prompt

EL Education Language Arts Curriculum

© 2022 EL Education Inc. Except where otherwise noted, EL Education's Language Arts Curriculum is published under a Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) license. To view a copy of this license, visit <https://creativecommons.org/licenses/by-nc/4.0/>.

Grade 1: Module 4: Cycle 21: Lesson 106

Warm-Up: Phonemic Play

Say:

1. "Say *fort*." Pause. "Now say it again, but don't say /t/." (*four*)
2. "Say *pink*." Pause. "Now say it again, but don't say /k/." (*pin*)
3. "Say *champ*." Pause. "Now say it again, but don't say /p/." (*chăm*)
4. "Say *land*." Pause. "Now say it again, but don't say /d/." (*lăn*)
5. "Say *hulk*." Pause. "Now say it again, but don't say /k/." (*hull*)
6. "Say *lend*." Pause. "Now say it again, but don't say /d/." (*lễn*)

Whole Group Lesson

- [Grade 1: Module 4: Cycle 21: Lesson 106](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Early Full	Decodable Routine: Grade 1: Module 3: Cycle 12 Monday	Grade 1: Module 3: Cycle 12: Lesson 61
Middle Full	Decodable Routine: Grade 1: Module 4: Cycle 19 Monday	Grade 1: Module 4: Cycle 19: Lesson 96
Late Full	Decodable Routine: Grade 2: Module 1: Cycle 1 Monday	Grade 2: Module 1: Cycle 1: Lesson 1
Early Consolidated	Decodable Routine: Grade 2: Module 2: Cycle 7 Monday	Grade 2: Module 2: Cycle 7: Lesson 31
Middle Consolidated	Decodable Routine: Grade 2: Module 3: Cycle 14 Monday	Grade 2: Module 3: Cycle 14: Lesson 66

Grade 1: Module 4: Cycle 21: Lesson 107

Warm-Up: Phonemic Play

Say:

1. “Say *sand*.” Pause. “Now say it again, but don’t say /d/.” (*săn*)
2. “Say *tend*.” Pause. “To *tend* something means you take care of it. Now say *tend* again, but don’t say /d/.” (*ten*)
3. “Say *world*.” Pause. “Now say it again, but don’t say /d/.” (*whirl*)
4. “Say *cold*.” Pause. “Now say it again, but don’t say /d/.” (*coal*)
5. “Say *find*.” Pause. “Now say it again, but don’t say /d/.” (*fine*)
6. “Say *mask*.” Pause. “Now say it again, but don’t say /k/.” (*mass*)

Whole Group Lesson

- [Grade 1: Module 4: Cycle 21: Lesson 107](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Early Full	Decodable Routine: Grade 1: Module 3: Cycle 12 Tuesday	Grade 1: Module 3: Cycle 12: Lesson 62
Middle Full	Decodable Routine: Grade 1: Module 4: Cycle 19 Tuesday	Grade 1: Module 4: Cycle 19: Lesson 97
Late Full	Decodable Routine: Grade 2: Module 1: Cycle 1 Tuesday	Grade 2: Module 1: Cycle 1: Lesson 2
Early Consolidated	Decodable Routine: Grade 2: Module 2: Cycle 7 Tuesday	Grade 2: Module 2: Cycle 7: Lesson 32
Middle Consolidated	Decodable Routine: Grade 2: Module 3: Cycle 14 Tuesday	Grade 2: Module 3: Cycle 14: Lesson 67

Grade 1: Module 4: Cycle 21: Lesson 108

Warm-Up: Phonemic Play

Say:

1. "Say *worst*." Pause. "Now say it again, but don't say /t/." (*worse*)
2. "Say *last*." Pause. "Now say it again, but don't say /t/." (*lass*)
3. "Say *gold*." Pause. "Now say it again, but don't say /d/." (*goal*)
4. "Say *mild*." Pause. "Now say it again, but don't say /d/." (*mile*)
5. "Say *told*." Pause. "Now say it again, but don't say /d/." (*toll*)
6. "Say *find*." Pause. "Now say it again, but don't say /d/." (*fine*)

Whole Group Lesson

- [Grade 1: Module 4: Cycle 21: Lesson 108](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Early Full	Decodable Routine: Grade 1: Module 3: Cycle 12 Wednesday	Grade 1: Module 3: Cycle 12: Lesson 63
Middle Full	Decodable Routine: Grade 1: Module 4: Cycle 19 Wednesday	Grade 1: Module 4: Cycle 19: Lesson 98
Late Full	Decodable Routine: Grade 2: Module 1: Cycle 1 Wednesday	Grade 2: Module 1: Cycle 1: Lesson 3
Early Consolidated	Decodable Routine: Grade 2: Module 2: Cycle 7 Wednesday	Grade 2: Module 2: Cycle 7: Lesson 33
Middle Consolidated	Decodable Routine: Grade 2: Module 3: Cycle 14 Tuesday	Grade 2: Module 3: Cycle 14: Lesson 68

Grade 1: Module 4: Cycle 21 Lesson 109

Warm-Up: Phonemic Play

Say:

1. “Say *mold*.” Pause. “Now say it again, but don’t say /d/.” (*mole*)
2. “Say *mist*.” Pause. “A *mist* is when there is a little foggy moisture in the air. Now say *mist* again, but don’t say /t/.” (*miss*)
3. “Say *film*.” Pause. “Now say it again, but don’t say /m/.” (*fill*)
4. “Say *self*.” Pause. “Now say it again, but don’t say /f/.” (*sell*)
5. “Say *bolt*.” Pause. “Now say bolt again, but don’t say /t/.” (*bowl*)
6. “Say *field*.” Pause. “Now say it again, but don’t say /d/.” (*feel*)

Whole Group Lesson

- [Grade 1: Module 4: Cycle 21: Lesson 109](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Early Full	Decodable Routine: Grade 1: Module 3: Cycle 12 Thursday	Grade 1: Module 3: Cycle 12: Lesson 64
Middle Full	Decodable Routine: Grade 1: Module 4: Cycle 19 Thursday	Grade 1: Module 4: Cycle 19: Lesson 99
Late Full	Decodable Routine: Grade 2: Module 1: Cycle 1 Thursday	Grade 2: Module 1: Cycle 1: Lesson 4
Early Consolidated	Decodable Routine: Grade 2: Module 2: Cycle 7 Thursday	Grade 2: Module 2: Cycle 7: Lesson 34
Middle Consolidated	Decodable Routine: Grade 2: Module 3: Cycle 14 Thursday	Grade 2: Module 3: Cycle 14: Lesson 69

Grade 1: Module 4: Cycle 21: Lesson 110

Warm-Up: Phonemic Play

Say:

1. "Say *fold*." Pause. "Now say it again, but don't say /d/." (*foal*)
2. "Say *shelf*." Pause. "Now say it again, but don't say /f/." (*shell*)
3. "Say *plant*." Pause. "Now say it again, but don't say /t/." (*plan*)
4. "Say *rent*." Pause. "Now say it again, but don't say /t/." (*wren*)
5. "Say *clasp*." Pause. "A *clasp* is a small buckle that holds two pieces of something together. Now say *clasp* again, but don't say /p/." (*class*)
6. "Say *gift*." Pause. "Now say it again, but don't say /f/." (*gif*)

Whole Group Lesson

- [Grade 1: Module 4: Cycle 21: Lesson 110](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Early Full	Decodable Routine: Grade 1: Module 3: Cycle 12 Friday	Grade 1: Module 3: Cycle 12: Lesson 65
Middle Full	Decodable Routine: Grade 1: Module 4: Cycle 19 Friday	Grade 1: Module 4: Cycle 19: Lesson 100
Late Full	Decodable Routine: Grade 2: Module 1: Cycle 1 Friday	Grade 2: Module 1: Cycle 1: Lesson 5
Early Consolidated	Decodable Routine: Grade 2: Module 2: Cycle 7 Friday	Grade 2: Module 2: Cycle 7: Lesson 35
Middle Consolidated	Decodable Routine: Grade 2: Module 3: Cycle 14 Friday	Grade 2: Module 3: Cycle 14: Lesson 70

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:

Early Full	Decodable Reader: A Sunset Picnic
Middle Full	Decodable Reader: Looking for Mars
Late Full	Poem: "A Moment in Time"
Early Consolidated	Decodable Reader: A New Playground!
Middle Consolidated	Decodable Reader: No Food to Be Found: Part 2

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

Fluency Rotation

[Roll and Write](#) (Page 164 in *Skills Block Resource Manual*)

MATERIALS

- ☐ Dice (6-sides); one per student
- ☐ Blank Recording Sheet, numbered 1-6 (one per student) where students will record words.
- ☐ Word List, numbered 1-6 with chosen words for each microphase.

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:

Full and Consolidated Microphases	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.
--	--

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.
-

Word Work Rotation

[Go Fish](#) (Page 173 in *Skills Block Resource Manual*)

MATERIALS

- ☐ Card deck with cycle focus words (one deck per pair in each microphase)

Early Full	Create two-syllable word cards with closed syllables (e.g. <i>muffin, basket</i>).
Middle Full	Create word cards with the r-controlled vowel patterns <i>-ar</i> and <i>-or</i> .
Late Full	Create word cards that contain two-syllable words with CVCe and open syllables (e.g. <i>cupcake, hotel</i>).
Early Consolidated	Create word cards with long vowel patterns: <i>oi, oy, ou, and ow</i> .
Middle Consolidated	Create word cards with consonant-le (C-le) syllable patterns (e.g. <i>noodle, example</i>).

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:

- Write about a time you were sick. What did you do while you were waiting to feel better?
- Even though Sam wasn't feeling well, he was excited that he got to have ice cream for his meal. Write about a time when something positive or good happened even though you were feeling a bit down.

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.