

Grade 2: Module 2: Cycle 8 Planner

Cycle Focus: /ɪld/, /ōld/, /ɪnd/, /ōst/, and contractions with *is*

Examples: *child, mild, wild, behind, blind, kind, find, cold, gold, bold, hold, golden, most, post, postcard*

High-Frequency Words

together, whole, hello, weird, where's, she's, there's, it's

Phoneme Manipulation Drills

During the Warm-Up, students hear a word with a final blend dictated, repeat the word, then remove the last sound of that blend to say a new word.

Independent Rotations Recommendations

Word Work	How Many Words (or a similar activity)
Fluency	Kapow! (Page 162 in <i>Skills Block Resource Manual</i>), Buddy Reading, Readers Theater, and/or Fluency Check-In
AIR	Set Goals, Choose Book, Read, and/or Respond to Reading
Writing	Freewrite and/or Write to a Prompt

Grade 2: Module 2: Cycle 8: Lesson 36

Warm-Up: Phonemic Play

Say:

- “Say *sort*.” Pause. “Now say it again, but don’t say /t/.” (*sore*)
- “Say *tint*.” Pause. “Now say it again, but don’t say /t/.” (*tin*)
- “Say *camp*.” Pause. “Now say it again, but don’t say /p/.” (*cam*)
- “Say *band*.” Pause. “Now say it again, but don’t say /d/.” (*ban*)
- “Say *bulk*.” Pause. “*Bulk* is a large size. Now say *bulk* again, but don’t say /k/.” (*bull*)
- “Say *gasp*.” Pause. “Now say it again, but don’t say /p/.” (*gas*)

Whole Group Lesson

- [Grade 2: Module 2: Cycle 8: Lesson 36](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Middle Full	Decodable Routine: Grade 1: Module 4: Cycle 19 Monday	Grade 1: Module 4: Cycle 19: Lesson 96
Late Full	Decodable Routine: Grade 1: Module 4: Cycle 25 Monday	Grade 1: Module 4: Cycle 25: Lesson 126
Early Consolidated	Decodable Routine: Grade 2: Module 2: Cycle 7 Monday	Grade 2: Module 2: Cycle 7: Lesson 31
Middle Consolidated B*	Decodable Routine: Grade 2: Module 3: Cycle 14 Monday	Grade 2: Module 3: Cycle 14: Lesson 66
Middle Consolidated A**	Decodable Routine: Grade 2: Module 3: Cycle 15 Monday	Grade 2: Module 3: Cycle 15: Lesson 71

*This week, there will be 2 Middle Consolidated groups. The group that was Early Consolidated is now Middle Consolidated B and is in their 2nd cycle here.

**The group that had been Middle Consolidated continues here with their 3rd cycle of Middle Consolidated, and is listed as Middle Consolidated A.

Grade 2: Module 2: Cycle 8: Lesson 37

Warm-Up: Phonemic Play

Say:

- “Say *fort*.” Pause. “Now say it again, but don’t say /t/.” (*for*)
- “Say *pact*.” Pause. “A *pact* is an agreement or promise. Now say *pact* again, but don’t say /t/.” (*pack*)
- “Say *weld*.” Pause. “*Weld* means to join metal or plastic by using heat. Now say *weld* again, but don’t say /d/.” (*well*)
- “Say *belt*.” Pause. “Now say it again, but don’t say /t/.” (*bell*)
- “Say *ramp*.” Pause. “Now say it again, but don’t say /p/.” (*ram*)
- “Say *hump*.” Pause. “Now say it again, but don’t say /p/.” (*hum*)

Whole Group Lesson

- [Grade 2: Module 2: Cycle 8: Lesson 37](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Middle Full	Decodable Routine: Grade 1: Module 4: Cycle 19 Tuesday	Grade 1: Module 4: Cycle 19: Lesson 97
Late Full	Decodable Routine: Grade 1: Module 4: Cycle 25 Tuesday	Grade 1: Module 4: Cycle 25: Lesson 127
Early Consolidated	Decodable Routine: Grade 2: Module 2: Cycle 7 Tuesday	Grade 2: Module 2: Cycle 7: Lesson 32
Middle Consolidated B*	Decodable Routine: Grade 2: Module 3: Cycle 14 Tuesday	Grade 2: Module 3: Cycle 14: Lesson 67
Middle Consolidated A**	Decodable Routine: Grade 2: Module 3: Cycle 15 Tuesday	Grade 2: Module 3: Cycle 15: Lesson 72

Grade 2: Module 2: Cycle 8: Lesson 38

Warm-Up: Phonemic Play

Say:

- “Say *wilt*.” Pause. “Now say it again, but don’t say /t/.” (*will*)
- “Say *felt*.” Pause. “Now say it again, but don’t say /t/.” (*fell*)
- “Say *quilt*.” Pause. “Now say it again, but don’t say /t/.” (*quill*)
- “Say *welt*.” Pause. “A *welt* is a raised bump on the skin. Now say *welt* again, but don’t say /t/.” (*well*)
- “Say *band*.” Pause. “Now say it again, but don’t say /d/.” (*ban*)
- “Say *tent*.” Pause. “Now say it again, but don’t say /t/.” (*ten*)

Whole Group Lesson

- [Grade 2: Module 2: Cycle 8: Lesson 38](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Middle Full	Decodable Routine: Grade 1: Module 4: Cycle 19 Wednesday	Grade 1: Module 4: Cycle 19: Lesson 98
Late Full	Decodable Routine: Grade 1: Module 4: Cycle 25 Wednesday	Grade 1: Module 4: Cycle 25: Lesson 128
Early Consolidated	Decodable Routine: Grade 2: Module 2: Cycle 7 Wednesday	Grade 2: Module 2: Cycle 7: Lesson 33
Middle Consolidated B*	Decodable Routine: Grade 2: Module 3: Cycle 14 Wednesday	Grade 2: Module 3: Cycle 14: Lesson 68
Middle Consolidated A**	Decodable Routine: Grade 2: Module 3: Cycle 15 Wednesday	Grade 2: Module 3: Cycle 15: Lesson 73

Grade 2: Module 2: Cycle 8: Lesson 39

Warm-Up: Phonemic Play

Say:

- “Say *bunt*.” Pause. “Now say it again, but don’t say /t/.” (*bun*)
- “Say *fund*.” Pause. “A *fund* is money that is set aside for a specific purpose. Now say *fund* again, but don’t say /d/.” (*fun*)
- “Say *wind*.” Pause. “Now say it again, but don’t say /d/.” (*win*)
- “Say *pant*.” Pause. “Now say it again, but don’t say /t/.” (*pan*)
- “Say *rapt*.” Pause. “*Rapt* means to be carried away by emotion. Now say *rapt* again, but don’t say /t/.” (*rap*)
- “Say *ramp*.” Pause. “Now say it again, but don’t say /p/.” (*ram*)

Whole Group Lesson

- [Grade 2: Module 2: Cycle 8: Lesson 39](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Middle Full	Decodable Routine: Grade 1: Module 4: Cycle 19 Thursday	Grade 1: Module 4: Cycle 19: Lesson 99
Late Full	Decodable Routine: Grade 1: Module 4: Cycle 25 Thursday	Grade 1: Module 4: Cycle 25: Lesson 129
Early Consolidated	Decodable Routine: Grade 2: Module 2: Cycle 7 Thursday	Grade 2: Module 2: Cycle 7: Lesson 34
Middle Consolidated B*	Decodable Routine: Grade 2: Module 3: Cycle 14 Thursday	Grade 2: Module 3: Cycle 14: Lesson 69
Middle Consolidated A**	Decodable Routine: Grade 2: Module 3: Cycle 15 Thursday	Grade 2: Module 3: Cycle 15: Lesson 74

Grade 2: Module 2: Cycle 8: Lesson 40

Warm-Up: Phonemic Play

Say:

- “Say *rant*.” Pause. “*Rant* means to speak or complain loudly. Now say *rant* again, but don’t say /t/.” (*ran*)
- “Say *bust*.” Pause. “Now say it again, but don’t say /t/.” (*bus*)
- “Say *mend*.” Pause. “To *mend* is to repair or fix. Now say *mend* again, but don’t say /d/.” (*men*)
- “Say *lamp*.” Pause. “Now say it again, but don’t say /p/.” (*lamb*)
- “Say *pend*.” Pause. “Now say it again, but don’t say /d/.” (*pen*)
- “Say *yelp*.” Pause. “Now say it again, but don’t say /p/.” (*yell*)

Whole Group Lesson

- [Grade 2: Module 2: Cycle 8: Lesson 40](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Middle Full	Decodable Routine: Grade 1: Module 4: Cycle 19 Friday	Grade 1: Module 4: Cycle 19: Lesson 100
Late Full	Decodable Routine: Grade 1: Module 4: Cycle 25 Friday	Grade1: Module 4: Cycle 25: Lesson 130
Early Consolidated	Decodable Routine: Grade 2: Module 2: Cycle 7 Friday	Grade 2: Module 2: Cycle 7: Lesson 35
Middle Consolidated B*	Decodable Routine: Grade 2: Module 3: Cycle 14 Friday	Grade 2: Module 3: Cycle 14: Lesson 70
Middle Consolidated A**	Decodable Routine: Grade 2: Module 3: Cycle 15 Friday	Grade 2: Module 3: Cycle 15: Lesson 75

Materials/Directions

Movement Transitions Recommendations

Invite students to do any of the following 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 Phonemic Play 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:

Middle Full	Decodable Reader: Looking for Mars
Late Full	Decodable Reader: Reading Together
Early Consolidated	Decodable Reader: A New Playground!
Middle Consolidated B*	Decodable Reader: No Food to Be Found: Part 2
Middle Consolidated A**	Decodable Reader: Grandma's Magic Attic

Fluency Rotation

[Kapow!](#) (Page 162 in *Skills Block Resource Manual*)

MATERIALS

- ☐ Card deck with learned high-frequency words and a few cards that say *Kapow!* (one deck per pair in each microphase)

All Microphases	Use high-frequency words that have been introduced up through, and including, the current cycle for each microphase.
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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:

Late Pre-Alphabetic and Early Partial	Fluency Check Bookmark A
Middle and Late Partial	Fluency Check Bookmark B
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.

Readers Theater

MATERIALS

- ☐ Readers Theater text, enough for each student in the group: [Where's Goldie](#)

AIR

MATERIALS

- ☐ Wide range of independent reading texts for each student
- ☐ [AIR Response Bookmarks](#), differentiated by microphase as below:

Pre-Alphabetic and Partial Microphases	Students in these microphases complete the AIR Response (A) bookmark for <i>all</i> texts.
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

How Many Words (or a similar activity)

MATERIALS

- ☐ Plastic letter tiles or paper letter tiles (Consider copying on cardstock, laminating, and cutting out)
- ☐ Paper bag
- ☐ Paper
- ☐ Pencils

All Microphases	Use only letter tiles that represent patterns previously introduced in each microphase
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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 when you dropped or broke something
- Describe your favorite treat to eat and why you like it

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.