

Decodable Reader Routine

Grade 2: Module 4: Cycle 22

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/education-flexcurriculum-K-2-skills-block-decodable-reader-routine>.

Day	Activities	Resources and Materials
Monday Pattern for the week: schwa sound /ə/ words spelled with e and o	<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: <ul style="list-style-type: none"> ○ See it: Ask students: Where do you see words that have the schwa sound /ə/ spelled with e and o? A: <i>wonder, different, another color, covered</i> 3. Third read: Ask students the following questions*: <p>Q: Would you consider Sam to be someone who is adventurous? Use evidence from the text to support your answer. /</p> <p>A: Answers will vary, but may include: Yes, he wants to explore several states and makes a plan to see sights in those states.</p> <p>Q: Why did Sam suggest putting two different color stickers on the map? /</p> <p>A: One color represents the states they have already visited, and the other color represents the states they want to visit.</p> <p>Q: Proper nouns are specific names of persons, places, and things. What are three proper nouns you see in the text? /</p> <p>A: Answers will vary, but could include: <i>Sam, Dad, America, Alabama, Florida, Kansas</i></p> <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: All About Maps

Day	Activities	Resources and Materials
Tuesday Pattern for the week: schwa sound /ə/ words spelled with e and o	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: Where do you see words that have the schwa sound /ə/ spelled with e and o? A: <i>wonder, different, another, color, covered</i> ○ Speak it: After pointing to the words that have the schwa sound /ə/ spelled with e and o, 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: All About Maps Writing utensil Paper <i>Optional:</i> Letter Formation Chart *

Day	Activities	Resources and Materials
Wednesday Pattern for the week: schwa sound /ə/ words spelled with e and o	<ol style="list-style-type: none"> 1. Review the pattern for the week, schwa sound /ə/ words spelled with 'e' and 'o'. 2. Read the decodable reader with students. As you read, invite students to search for the High-Frequency Words for the Week: <i>across, America, could, entire, I've, once, they've, we'd</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: All About Maps 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: schwa sound /ə/ words spelled with e and o	<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, schwa sound /ə/ words spelled with 'e' and 'o'. 3. Read aloud the Words for the Week with correct pronunciation and ease, and have students repeat the words using correct pronunciation: <i>chickens, kitten, even, magnet, frighten, open, garden, above, discover, among, front, brother, lovely, cover, monkey</i> 4. Invite students to write down the Words for the Week.* <p><i>*Pay attention to handwriting technique.</i></p>	Decodable Reader: All About Maps 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: schwa sound /ə/ words spelled with 'e' and 'o'	<ol style="list-style-type: none"> 1. Review the pattern for the week, schwa sound /ə/ words spelled with 'e' and 'o'. 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>chickens, even, frighten, garden, kitten, magnet, open, above, among, brother, cover, discover, front, lovely, monkey</i> 4. Invite students to create a comic strip word book using the Words for the Week and the High-Frequency Words for the Week. Students may select unfamiliar words, write a sentence for each of those words in a comic strip speech bubble, and draw a picture underneath the speech bubble that represents the sentence. Encourage students to use a variety of punctuation in their sentences. 	Decodable Reader: All About Maps 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">● Have students practice the schwa sound /ə/ spelled with <i>e</i> and <i>o</i> by watching the SCHWA Sound Video (https://eled.org/2660).● Incorporate exercises with the Words for the Week, with each word doing a jumping jack.● Have students reread the decodable reader and this time, find short <i>u</i>, <i>a</i>, or <i>i</i> words.● 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 Schwa Vowel Sounds (Florida Center for Reading Research https://eled.org/2569)	Decodable Reader: All About Maps

Resources and Materials

Decodable Reader: [All About Maps](#)

High-Frequency Words for the Week

across	America	could
entire	I've	once
they've	we'd	

Words for the Week: Thursday and Friday

chickens	even	frighten
garden	kitten	magnet
open	above	among
brother	cover	discover
front	lovely	monkey