

Decodable Reader Routine

Grade 2: Module 2: Cycle 7

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: /o-y/ spelled o-i or o-y; /ow/ spelled o-u or o-w; and contractions with <i>not</i>	Read the decodable reader for the week to students multiple times as follows: 1. First read: Enjoy the story. 2. Second read: Pattern search: ○ See it: Ask students: Q: Where do you see words that have the sound /oy/ spelled o-i or o-y ? A: <i>noise, voices, joined, toys, enjoy, enjoyed</i> ○ See it: Ask students: Q: Where do you see words that have the sound /ow/ spelled o-u or o-w ?* A: <i>outside, out, cloud, shouted, playground, how, about, down, frowned, loud, crowd, playhouse, mound, sundown, around</i> ○ See it: Ask students: Q: Where do you see words that have contractions of <i>not</i>? A: <i>isn't, don't, doesn't, didn't</i> 3. Third read: Ask students the following questions**: Q: The text says, “Sam looked outside as soon as he got out of bed.” Why does Sam do this? A: He is checking the weather to see if he can go to the new playground. Q: What does Sam have to do before he can go play? A: Come downstairs and eat breakfast. Q: Why does Dad tell Sam to wear a warm coat if it is sunny outside? A: Because it is still cold. Q: What does James tell Sam about playing in the playhouse? A: He says it doesn’t matter how big he is—the playhouse is still fun! Q: What other part of the playground do the boys decide they are not too big for? A: The sandbox. Q: What time of day is it when Sam, James, and Pat leave the playground for the day? What evidence from the text helped you know? A: They leave in the evening. We know because the text says they stayed until “almost sundown.” *NOTE: The word <i>know</i> is in the decodable reader and matches the spelling pattern o-w, but it does not have the sound /ow/, so it does not fit the pattern for the week. **It is fine to review and reread the pages with students so that they can use the text to support their responses.	Decodable Reader: A New Playground!

Day	Activities	Resources and Materials
Tuesday Pattern for the week: /o-y/ spelled o-i or o-y; /o-w/ spelled o-u or o-w; and contractions with <i>not</i>	Read the decodable reader for the week to students multiple times as follows: 1. First read: Read the decodable reader to students with expression, and pause at punctuation marks. 2. Second read: Pattern search: ○ Read it: Have students read the decodable reader with you. ○ See it: Ask students: Q: Where do you see words that have the sound /oy/ spelled with o-i or o-y ? A: <i>noise, voices, joined, toys, enjoy, enjoyed</i> ○ See it: Ask students: Q: Where do you see words that have the sound /ow/ spelled with o-u or o-w ? A: <i>outside, out, cloud, shouted, playground, how, about, down, frowned, loud, crowd, playhouse, mound, sundown, around</i> ○ See it: Ask students: Q: Where do you see words that have contractions with <i>not</i>? A: <i>isn't, don't, doesn't, didn't</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.	Decodable Reader: A New Playground! Writing utensil Paper

Day	Activities	Resources and Materials
Wednesday Pattern for the week: /o-y/ spelled o-i or o-y; /ow/ spelled o-u or o-w; and contractions with <i>not</i>	1. Review the pattern for the week. 2. Read the decodable reader with students. As you read, invite students to search for the High-Frequency Words for the Week: <i>their, people, don't, doesn't, our, down, before, says, have</i>. 3. Invite students to write down the high-frequency 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).	Decodable Reader: A New Playground! Writing utensil Paper High-Frequency Words for the Week

Day	Activities	Resources and Materials
Thursday Pattern for the week: /o-y/ spelled o-i or o-y; /ow/ spelled o-u or o-w; and contractions with <i>not</i>	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 the words using correct pronunciation: <i>coin, join, point, void, boy, enjoy, soy, toy, loud, noun, out, sound, brow, cow, how</i>. 4. Read the decodable reader with students. As you read, invite students to search for the Words for the Week that follow this week's pattern: <i>join, toy, enjoy, out, how, loud</i>. 5. Invite students to write down the Words for the Week.	Decodable Reader: A New Playground! Writing utensil Paper Words for the Week: Thursday and Friday

Day	Activities	Resources and Materials
Friday Pattern for the week: /o-y/ spelled o-i or o-y; /ow/ spelled o-u or o-w; and contractions with <i>not</i>	- Review the pattern for the week. - Invite students to read the decodable reader to you, as they practice reading smoothly and with expression. - Review the Words for the Week: Thursday and Friday: <i>coin, join, point, void, boy, enjoy, soy, toy, loud, noun, out, sound, brow, cow, how.</i> - 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. - Invite students to draw pictures and write sentences from their new story using the Words for the Week.	Decodable Reader: A New Playground! Writing utensil Paper Words for the Week: Thursday and Friday

Day	Activities	Resources and Materials
Optional Extensions	- To practice the /oy/ sound spelled o-y or o-i, have students sing along with English4abc (https://eled.org/2676) and Phab Fonics (https://eled.org/2677). - To practice the /ow/ sound spelled o-w or o-u, have students sing along with English4abc (https://eled.org/2678) and Phab Fonics (https://eled.org/2679). - To practice contractions with not, have students sing along with Jack Hartmann (https://eled.org/2680). - Incorporate exercises with the Words for the Week, with each word doing a sit-up. - 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: - Play Diphthong-O or Sight and Sound Scout (Florida Center for Reading Research: https://eled.org/2566)	Decodable Reader: A New Playground!

Resources and Materials

Decodable Reader: [A New Playground!](#)

High-Frequency Words for the Week

their	people	don't
doesn't	our	down
before	says	have

Words for the Week: Thursday and Friday

coin	join	point
void	boy	enjoy
soy	toy	loud
noun	out	sound
brow	cow	how