

Grade 2: Module 4: Cycle 23 Planner

Cycle Focus: words with "-ate" (schwa and CVCe)

Examples: *chocolate, pirate, considerate, desperate, ultimate, dedicate, late, plate, mate, private, fortunate, illustrate, locate, relate, skate*

High-Frequency Words

brought, piece

Phoneme Manipulation Drills

During the Warm-Up, students hear a CVCC word dictated and repeat the word. Then, students substitute the first sound in the blend to say a new word.

Independent Rotations Recommendations

Word Work	Same But Different (or a similar activity)
Fluency	Popsicle Stick Sight Words (Page 163 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 4: Cycle 23: Lesson 111

Warm-Up: Phonemic Play

Say:

- “Say *mend*.” Pause. “*Mend* means to repair or fix. Now say *mend* again, but instead of /n/ say /l/.” (*meld*)
- “Say *milk*.” Pause. “Now say it again, but instead of /l/ say /n/.” (*mink*)
- “Say *past*.” Pause. “Now say it again, but instead of /s/ say /n/.” (*pant*)
- “Say *camp*.” Pause. “Now say it again, but instead of /m/ say /r/.” (*carp*)
- “Say *salt*.” Pause. “Now say it again, but instead of /l/ say /f/.” (*soft*)
- “Say *dunk*.” Pause. “Now say it again, but instead of /n/ say /s/.” (*dusk*)

Whole Group Lesson

- [Grade 2: Module 4: Cycle 23: Lesson 111](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Late Full	Decodable Routine: Grade 2: Module 1: Cycle 2 Monday	Grade 2: Module 1: Cycle 2: Lesson 6
Early Consolidated	Decodable Routine: Grade 2: Module 2: Cycle 9 Monday	Grade 2: Module 2: Cycle 9: Lesson 41
Middle Consolidated	Decodable Routine: Grade 2: Module 3: Cycle 15 Monday	Grade 2: Module 3: Cycle 15: Lesson 71
Late Consolidated	Decodable Routine: Grade 2: Module 4: Cycle 22 Monday	Grade 2: Module 4: Cycle 22: Lesson 106
Beyond Consolidated	Refer to Beyond Consolidated Microphase Guidance for guidance about second graders who have proficiently completed the entire consolidated microphase before the end of grade 2.	

Grade 2: Module 4: Cycle 23: Lesson 112

Warm-Up: Phonemic Play

Say:

- “Say *fast*.” Pause. “Now say it again, but instead of /s/ say /k/.” (*fact*)
- “Say *craft*.” Pause. “Now say it again, but instead of /f/ say /k/.” (*cracked*)
- “Say *belt*.” Pause. “Now say it again, but instead of /l/ say /n/.” (*bent*)
- “Say *best*.” Pause. “Now say it again, but instead of /s/ say /l/.” (*belt*)
- “Say *pant*.” Pause. “Now say it again, but instead of /n/ say /k/.” (*pact*)
- “Say *mist*.” Pause. “*Mist* is a cloud of tiny water drops in the air. Now say *mist* again, but instead of /s/ say /n/.” (*mint*)

Whole Group Lesson

- [Grade 2: Module 4: Cycle 23: Lesson 112](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Late Full	Decodable Routine: Grade 2: Module 1: Cycle 2 Tuesday	Grade 2: Module 1: Cycle 2: Lesson 7
Early Consolidated	Decodable Routine: Grade 2: Module 2: Cycle 9 Tuesday	Grade 2: Module 2: Cycle 9: Lesson 42
Middle Consolidated	Decodable Routine: Grade 2: Module 3: Cycle 15 Tuesday	Grade 2: Module 3: Cycle 15: Lesson 72
Late Consolidated	Decodable Routine: Grade 2: Module 4: Cycle 22 Tuesday	Grade 2: Module 4: Cycle 22: Lesson 107
Beyond Consolidated	Refer to Beyond Consolidated Microphase Guidance for guidance about second graders who have proficiently completed the entire consolidated microphase before the end of grade 2.	

Grade 2: Module 4: Cycle 23: Lesson 113

Warm-Up: Phonemic Play

Say:

- “Say *crept*.” Pause. “Now say it again, but instead of /p/ say /s/.” (*crest*)
- “Say *vent*.” Pause. “A *vent* is an opening through which a gas or vapor can pass. Now say *vent* again, but instead of /n/ say /s/.” (*vest*)
- “Say *west*.” Pause. “Now say it again, but instead of /s/ say /p/.” (*wept*)
- “Say *vest*.” Pause. “Now say it again, but instead of /s/ say /n/.” (*vent*)
- “Say *mind*.” Pause. “Now say it again, but instead of /n/ say /l/.” (*mild*)
- “Say *list*.” Pause. “Now say it again, but instead of /s/ say /f/.” (*lift*)

Whole Group Lesson

- [Grade 2: Module 4: Cycle 23: Lesson 113](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Late Full	Decodable Routine: Grade 2: Module 1: Cycle 2 Wednesday	Grade 2: Module 1: Cycle 2: Lesson 8
Early Consolidated	Decodable Routine: Grade 2: Module 2: Cycle 9 Wednesday	Grade 2: Module 2: Cycle 9: Lesson 43
Middle Consolidated	Decodable Routine: Grade 2: Module 3: Cycle 15 Wednesday	Grade 2: Module 3: Cycle 15: Lesson 73
Late Consolidated	Decodable Routine: Grade 2: Module 4: Cycle 22 Wednesday	Grade 2: Module 4: Cycle 22: Lesson 108
Beyond Consolidated	Refer to Beyond Consolidated Microphase Guidance for guidance about second graders who have proficiently completed the entire consolidated microphase before the end of grade 2.	

Grade 2: Module 4: Cycle 23: Lesson 114

Warm-Up: Phonemic Play

Say:

- “Say *belt*.” Pause. “Now say it again, but instead of /l/ say /s/.” (*best*)
- “Say *bank*.” Pause. “Now say it again, but instead of /n/ say /s/.” (*bask*)
- “Say *slant*.” Pause. “*Slant* means to lean or tilt. Now say *slant* again, but instead of /n/ say /p/.” (*slapped*)
- “Say *host*.” Pause. “Now say it again, but instead of /s/ say /p/.” (*hoped*)
- “Say *test*.” Pause. “Now say it again, but instead of /s/ say /n/.” (*tent*)
- “Say *dust*.” Pause. “Now say it again, but instead of /s/ say /k/.” (*duct*)

Whole Group Lesson

- [Grade 2: Module 4: Cycle 23: Lesson 114](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Late Full	Decodable Routine: Grade 2: Module 1: Cycle 2 Thursday	Grade 2: Module 1: Cycle 2: Lesson 9
Early Consolidated	Decodable Routine: Grade 2: Module 2: Cycle 9 Thursday	Grade 2: Module 2: Cycle 9: Lesson 44
Middle Consolidated	Decodable Routine: Grade 2: Module 3: Cycle 15 Thursday	Grade 2: Module 3: Cycle 15: Lesson 74
Late Consolidated	Decodable Routine: Grade 2: Module 4: Cycle 22 Thursday	Grade 2: Module 4: Cycle 22: Lesson 109
Beyond Consolidated	Refer to Beyond Consolidated Microphase Guidance for guidance about second graders who have proficiently completed the entire consolidated microphase before the end of grade 2.	

Grade 2: Module 4: Cycle 23: Lesson 115

Warm-Up: Phonemic Play

Say:

- “Say *went*.” Pause. “Now say it again, but instead of /n/ say /p/.” (*wept*)
- “Say *lift*.” Pause. “Now say it again, but instead of /f/ say /n/.” (*lint*)
- “Say *brisk*.” Pause. “*Brisk* means active or full of energy. Now say *brisk* again, but instead of /s/ say /n/.” (*brink*)
- “Say *crisp*.” Pause. “Now say it again, but instead of /s/ say /m/.” (*crimp*)
- “Say *mast*.” Pause. “A *mast* is a tall, upright pole. Now say *mast* again, but instead of /s/ say /p/.” (*mapped*)
- “Say *paint*.” Pause. “Now say it again, but instead of /n/ say /s/.” (*paste*)

Whole Group Lesson

- [Grade 2: Module 4: Cycle 23: Lesson 115](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Late Full	Decodable Routine: Grade 2: Module 1: Cycle 2 Friday	Grade 2: Module 1: Cycle 2: Lesson 10
Early Consolidated	Decodable Routine: Grade 2: Module 2: Cycle 9 Friday	Grade 2: Module 2: Cycle 9: Lesson 45
Middle Consolidated	Decodable Routine: Grade 2: Module 3: Cycle 15 Friday	Grade 2: Module 3: Cycle 15: Lesson 75
Late Consolidated	Decodable Routine: Grade 2: Module 4: Cycle 22 Friday	Grade 2: Module 4: Cycle 22: Lesson 110
Beyond Consolidated	Refer to Beyond Consolidated Microphase Guidance for guidance about second graders who have proficiently completed the entire consolidated microphase before the end of grade 2.	

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:

Late Full	Decodable Reader: Sam Rides the Subway Train
Early Consolidated	Decodable Reader: The Spelling Bee
Middle Consolidated	Decodable Reader: Grandma's Magic Attic
Late Consolidated	Decodable Reader: All About Maps
Beyond Consolidated	Refer to Beyond Consolidated Microphase Guidance

Fluency Rotation

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

MATERIALS

- ☐ Popsicle sticks (1 for each word).
- ☐ 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.

Readers Theater

MATERIALS

- ☐ Readers Theater text, enough for each student in the group.
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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.
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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

[Same But Different](#) (or a similar activity)

MATERIALS

- ☐ Sound Pattern Reference Cards
- ☐ Header Cards
- ☐ Word Cards (laminated)
- ☐ Dry Erase Markers

All Microphases	Use sound patterns that have been introduced up through, and including, the current cycle for 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 an imaginary story inspired by “The Tale of the Knight’s Nose.” You could add to this story or write a new one!
- The king of the land of peace loved chocolate and enjoyed it for his birthday treat. Describe your favorite birthday treat—what would you most enjoy and why?

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.