

Decodable Reader Routine

Grade 2: Module 2: Cycle 11

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

Day	Activities	Resources and Materials
Monday Pattern for the week: Vowel teams for long /ū/: <i>oo, ou, ui, ue, and ew</i> (read only) Contractions with <i>will</i>	<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: Q: Where do you see words that have vowel teams <i>oo, ou, ui, ue, and ew</i>? A: <i>new, cougars, school, Tuesday, zoo, cool, you, soon, pool, chewing, food, swooped, through, room, Lou, view, too, chewed</i> ○ Special teaching notes below: <ul style="list-style-type: none"> ● The long /ū/ sound can also be heard in CVCe words in the decodable reader (e.g., <i>cute, cutest</i>). ● The word <i>do</i> says /oo/, like the vowel team <i>oo</i>. ● The words <i>good</i> and <i>looked</i> have the vowel team <i>oo</i> but not the long /ū/ sound. ● The words <i>house</i> and <i>birdhouse</i> have the vowel team <i>ou</i> but not the long /ū/ sound. ● The word <i>guess</i> has the vowel team <i>ue</i> but not the long /ū/ sound. ○ See it: Ask students: Q: Where do you see words that have contractions with <i>will</i>? / A: <i>they'll, it'll, we'll, I'll</i> 3. Third read: Ask students the following questions*: <ul style="list-style-type: none"> Q: What is Nell looking forward to on the class trip to the zoo? / A: Seeing the baby cougars. Q: What is Matt's job? / A: He is a zoo worker. He will lead the class on a tour of the zoo. Q: What did the class see first and second? / A: Bears, then birds. Q: The text says, "Sam looked at Nell with a smile." Why did he smile at her? / A: Matt told the class that they were going to see the cougars next, and Sam knew that Nell was excited to see the cougars. Q: Who was the first student to see the cougars? / A: Sam. Q: How did the baby cougars play? / A: They chewed on each other's fur and rolled around. 	Decodable Reader: <u>Baby Cougars at the Zoo</u> *It is fine to review and reread the pages with students so that they can use the text to support their responses.

Day	Activities	Resources and Materials
Tuesday Pattern for the week: Vowel teams for long /ū/: <i>oo, ou, ui, ue,</i> and <i>ew</i> (read only) Contractions with <i>will</i>	<p>Read the decodable reader for the week to students multiple times as follows:</p> <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: Q: Where do you see words that have the vowel teams <i>oo, ou, ui, ue</i>, and <i>ew</i>? A: <i>new, cougars, Tuesday, zoo, cool, you, soon, pool, chewing, food, swooped, through, room, Lou, view, chewed, school, too</i> ○ See it: Ask students: Q: Where do you see words that have contractions with <i>will</i>? A: <i>they'll, it'll, we'll, I'll</i> ○ Speak it: After pointing to the words that have the vowel teams <i>oo, ou, ui, ue</i>, and <i>ew</i> and contractions with <i>will</i>, 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: <u>Baby Cougars at the Zoo</u> Writing utensil Paper <i>Optional:</i> <u>Letter Formation Chart</u> *

Day	Activities	Resources and Materials
Wednesday Pattern for the week: Vowel teams for long /ū/: <i>oo, ou, ui, ue</i> , and <i>ew</i> (read only) Contractions with <i>will</i>	<ol style="list-style-type: none"> Review the pattern for the week. Read the decodable reader with students. As you read, invite students to search for the High-Frequency Words for the Week: <i>guess, through, good, they'll, we'll</i>. Invite students to write down the words.* 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: <u>Baby Cougars at the Zoo</u> Writing utensil Paper <u>High-Frequency Words for the Week</u> <i>Optional:</i> <u>Letter Formation Chart</u> *

Day	Activities	Resources and Materials
Thursday Pattern for the week: Vowel teams for long /ū/: <i>oo, ou, ui, ue</i> , and <i>ew</i> (read only) Contractions with <i>will</i>	<ol style="list-style-type: none"> Cut out the Words for the Week: Thursday and Friday (or write them on sheets of paper). Review the pattern for the week. Read aloud the Words for the Week with correct pronunciation and ease, and have students repeat them using correct pronunciation: <i>argue, cashew, cue, few, rescue, chew, blue, clue, food, fruit, juice, scooter, soup, suit, youth</i>. Read the decodable reader with students. As you read, invite students to search for these Words for the Week: <i>chew, food</i>. Invite students to write down the Words for the Week. <p><i>*Pay attention to handwriting technique.</i></p>	Decodable Reader: <u>Baby Cougars at the Zoo</u> Writing utensil Paper <u>Words for the Week: Thursday and Friday</u> <i>Optional:</i> <u>Letter Formation Chart</u> *

Day	Activities	Resources and Materials
Friday Pattern for the week: Vowel teams for long /ū/: <i>oo, ou, ui, ue, and ew</i> (read only) Contractions with <i>will</i>	<ol style="list-style-type: none"> 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>argue, cashew, cue, few, rescue, chew, blue, clue, food, fruit, juice, scooter, soup, suit, youth.</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: Baby Cougars at the Zoo Writing utensil Paper Words for the Week: Thursday and Friday <i>Optional:</i> Letter Formation Chart

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Optional Extensions	<ul style="list-style-type: none"> To practice the long /ū/ vowel teams, have students sing along with Kids vs. Phonics (https://eled.org/2737) and English4abc (https://eled.org/2738). To practice contractions with will, have students sing along with Jack Hartmann (https://eled.org/2680). Incorporate exercises with the Words for the Week, with students doing a push-up with each word. 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"> Same but Different, focusing on the long /ū/ patterns (Florida Center for Reading Research: https://eled.org/2569) 	Decodable Reader: Baby Cougars at the Zoo

Resources and Materials

Decodable Reader: Baby Cougars at the Zoo

High-Frequency Words for the Week

guess	through	good
they'll	we'll	

Words for the Week: Thursday and Friday

argue	cashew	cue
few	rescue	chew
blue	clue	food
fruit	juice	scooter
soup	suit	youth