

Grade 2: Module 4: Cycle 21 Planner

Cycle Focus: /ə/ words spelled with “a”

Examples: *across, adult, agree, alone, along, amaze, around, awake, balloon, China, animals, panda, regal, tundra, Alaska*

High-Frequency Words

another, inside, isn’t, process, similar, usually, you’re

Phoneme Manipulation Drills

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

Independent Rotations Recommendations

Word Work	Go Fish (Page 173 in <i>Skills Block Resource Manual</i>)
Fluency	Sight Word Hopscotch (Page 165 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 21: Lesson 101

Warm-Up: Phonemic Play

Say:

- “Say *nest*.” Pause. “Now say it again, but don’t say /s/.” (*net*)
- “Say *land*.” Pause. “Now say it again, but don’t say /n/.” (*lad*)
- “Say *wept*.” Pause. “*Wept* means cried. Now say it again, but don’t say /p/.” (*wet*)
- “Say *hunt*.” Pause. “Now say it again, but don’t say /n/.” (*hut*)
- “Say *raft*.” Pause. “Now say it again, but don’t say /f/.” (*rat*)
- “Say *fast*.” Pause. “Now say it again, but don’t say /s/.” (*fat*)

Whole Group Lesson

- [Grade 2: Module 4: Cycle 21: Lesson 101](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
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	Decodable Routine: Grade 2: Module 3: Cycle 13 Monday	Grade 2: Module 3: Cycle 13: Lesson 61
Late Consolidated	Decodable Routine: Grade 2: Module 4: Cycle 20 Monday	Grade 2: Module 4: Cycle 20: Lesson 96
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 21: Lesson 102

Warm-Up: Phonemic Play

Say:

- “Say *task*.” Pause. “*Task* means work to be done. Now say *task* again, but don’t say /s/.” (*tack*)
- “Say *guest*.” Pause. “Now say it again, but don’t say /s/.” (*get*)
- “Say *cold*.” Pause. “Now say it again, but don’t say /l/.” (*code*)
- “Say *next*.” Pause. “Now say it again, but don’t say /x/.” (*net*)
- “Say *melt*.” Pause. “Now say it again, but don’t say /l/.” (*met*)
- “Say *past*.” Pause. “Now say it again, but don’t say /s/.” (*pat*)

Whole Group Lesson

- [Grade 2: Module 4: Cycle 21: Lesson 102](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
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	Decodable Routine: Grade 2: Module 3: Cycle 13 Tuesday	Grade 2: Module 3: Cycle 13: Lesson 62
Late Consolidated	Decodable Routine: Grade 2: Module 4: Cycle 20 Tuesday	Grade 2: Module 4: Cycle 20: Lesson 97
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 21: Lesson 103

Warm-Up: Phonemic Play

Say:

- “Say *runt*.” Pause. “A *runt* is the smallest in a group of animal babies. Now say *runt* again, but don’t say /n/.” (*rut*)
- “Say *gasp*.” Pause. “A *gasp* is a sudden, brief breath. Now say *gasp* again, but don’t say /s/.” (*gap*)
- “Say *stomp*.” Pause. “Now say it again, but don’t say /m/.” (*stop*)
- “Say *tank*.” Pause. “Now say it again, but don’t say /n/.” (*tack*)
- “Say *raft*.” Pause. “Now say it again, but don’t say /f/.” (*rat*)
- “Say *built*.” Pause. “Now say it again, but don’t say /l/.” (*bit*)

Whole Group Lesson

- [Grade 2: Module 4: Cycle 21: Lesson 103](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
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	Decodable Routine: Grade 2: Module 3: Cycle 13 Wednesday	Grade 2: Module 3: Cycle 13: Lesson 63
Late Consolidated	Decodable Routine: Grade 2: Module 4: Cycle 20 Wednesday	Grade 2: Module 4: Cycle 20: Lesson 98
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 21: Lesson 104

Warm-Up: Phonemic Play

Say:

- “Say *wand*.” Pause. “Now say it again, but don’t say /n/.” (*wad*)
- “Say *toast*.” Pause. “Now say it again, but don’t say /s/.” (*tote*)
- “Say *chomp*.” Pause. “*Chomp* means to chew or bite on something. Now say *chomp* again, but don’t say /m/.” (*chop*)
- “Say *honk*.” Pause. “Now say it again, but don’t say /n/.” (*hawk*)
- “Say *build*.” Pause. “Now say it again, but don’t say /l/.” (*bid*)
- “Say *mold*.” Pause. “Now say it again, but don’t say /l/.” (*mode*)

Whole Group Lesson

- [Grade 2: Module 4: Cycle 21: Lesson 104](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
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	Decodable Routine: Grade 2: Module 3: Cycle 13 Thursday	Grade 2: Module 2: Cycle 13: Lesson 64
Late Consolidated	Decodable Routine: Grade 2: Module 4: Cycle 20 Thursday	Grade 2: Module 4: Cycle 20: Lesson 99
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 21: Lesson 105

Warm-Up: Phonemic Play

Say:

- “Say *pact*.” Pause. “A *pact* is an agreement or promise. Now say *pact*, but don’t say /k/.” (*pat*)
- “Say *chimp*.” Pause. “Now say it again, but don’t say /m/.” (*chip*)
- “Say *milled*.” Pause. “Now say it again, but don’t say /l/.” (*mid*)
- “Say *think*.” Pause. “Now say it again, but don’t say /n/.” (*thick*)
- “Say *best*.” Pause. “Now say it again, but don’t say /s/.” (*bet*)
- “Say *ghost*.” Pause. “Now say it again, but don’t say /s/.” (*goat*)

Whole Group Lesson

- [Grade 2: Module 4: Cycle 21: Lesson 105](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Late Full	Decodable Routine: Grade 1: Module 4: Cycle 25 Friday	Grade 1: 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	Decodable Routine: Grade 2: Module 3: Cycle 13 Friday	Grade 2: Module 2: Cycle 13: Lesson 65
Late Consolidated	Decodable Routine: Grade 2: Module 4: Cycle 20 Friday	Grade 2: Module 4: Cycle 20: Lesson 100
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: Night Skies
Early Consolidated	Decodable Reader: A New Playground!
Middle Consolidated	Decodable Reader: No Food to Be Found
Late Consolidated	Decodable Reader: Babies
Beyond Consolidated	Refer to Beyond Consolidated Microphase Guidance

Fluency Rotation

[Sight Word Hopscotch](#) (Page 165 in *Skills Block Resource Manual*)

MATERIALS

- ☐ Chalk to draw a hopscotch board (or tape on carpet)
- ☐ Bean bag (or something similar, to toss)
- ☐ High frequency word cards for words learned, up to current cycle
- ☐ Recording sheet
- ☐ Writing utensil

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
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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

[Go Fish](#) (Page 173 in *Skills Block Resource Manual*)

MATERIALS

- ☐ Card deck with Cycle focus words (one deck per pair in each microphase)

All Microphases
Create cards with words that match the Cycle focus for each microphase. Consider including words that match previous Cycle foci as well.

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 and illustrate 3-4 facts you learned about the butterfly life cycle from this week's decodable text. Add captions and labels for an extra challenge!
- Butterflies are amazing animals! Write about another animal that you think is amazing. Share details about what makes that animal interesting.

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.