

Decodable Reader Routine

Grade 2: Module 3: Cycle 13

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: Consonant -le syllable	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: Tell students: “The consonant <i>-le</i> pattern comes only at the end of words with more than one syllable.” Then ask: “Where do you see words that have the consonant <i>-le</i> syllable pattern?” A: <i>noodle, popsicle, wiggle, little, middle, bottle, handle</i> ○ Note: The following base words in the decodable reader also have this pattern, but they may be more difficult to find because they are followed by a suffix: <i>waddled, gobbled, gurgled, grumbled, stumbled, tumbled, struggling, puzzled</i> 3. Third read: Ask students the following questions*: Q: What was Josh looking for? / A: An open trash can. Q: Why did Josh dream about food? / A: Because he was hungry. Q: What in the text lets you know that Josh was hungry? / A: The text stated that Josh’s tummy gurgled and grumbled. Q: What was the main problem in the story? / A: There were no trash cans open, so Josh and Chip could not get any food. *It is fine to review and reread the pages with students so that they can use the text to support their responses.	Decodable Reader: No Food to Be Found

Day	Activities	Resources and Materials
Tuesday Pattern for the week: Consonant -le syllable	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: Where do you see words that have the consonant -le syllable pattern? / A: <i>noodle, popsicle, wiggle, little, middle, bottle, handle</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.* <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>	Decodable Reader: No Food to Be Found Writing utensil Paper Optional: Letter Formation Guide*

Day	Activities	Resources and Materials
Wednesday Pattern for the week: Consonant -le syllable	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>I've, we've, guess, one, you've, even, tonight, anywhere, they've.</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).	Decodable Reader: No Food to Be Found Writing utensil Paper High-Frequency Words for the Week

Day	Activities	Resources and Materials
Thursday Pattern for the week: Consonant -le syllable	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>bubble, buckle, castle, dimple, fumble, giggle, gobble, handle, jungle, little, middle, paddle, sprinkle, struggle, tremble</i> 4. Read the decodable reader with students. As you read, have students search for these Words for the Week: <i>little, middle, handle, gobble(d), struggl(ing)</i> 5. Invite students to divide the Words for the Week into two syllables and underline the -le at the end of the words to practice the pattern of the week. For example: <i>bubble = bub-ble, buckle = buc-kle, castle = cas-tle.</i> 6. Invite students to write down the Words for the Week. <i>*Pay attention to handwriting technique.</i>	Decodable Reader: No Food to Be Found Writing utensil Paper Words for the Week: Thursday and Friday <i>Optional:</i> Letter Formation Guide*

Day	Activities	Resources and Materials
Friday Pattern for the week: Consonant -le syllable	1. Review the pattern for the week. 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>bubble, buckle, castle, dimple, fumble, giggle, gobble, handle, jungle, little, middle, paddle, sprinkle, struggle, tremble</i> 4. 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. 5. Invite students to draw pictures and write sentences from their new story using the Words for the Week.	Decodable Reader: No Food to Be Found Writing utensil Paper Words for the Week: Thursday and Friday

Day	Activities	Resources and Materials
Optional Extensions	• To practice -le syllables, have students sing along with Kids vs. Phonics (https://eled.org/2663). • Incorporate exercises with the Words for the Week, with students doing a sit-up for 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: ○ Play the Map and Swoop (https://eled.org/2776) syllable patterns game, focusing on the “Final Stable Syllables.” (Florida Center for Reading Research: https://eled.org/2569)	Decodable Reader: No Food to Be Found

Resources and Materials

Decodable Reader: [No Food to Be Found](#)

High-Frequency Words for the Week

I've	we've	guess
one	you've	even
tonight	anywhere	they've

Words for the Week: Thursday and Friday

bubble	buckle	castle
dimple	fumble	giggle
gobble	handle	jungle
little	middle	paddle
sprinkle	struggle	tremble