

Grade 2: Module 4: Cycle 26 Planner

Cycle Focus: -ous vs. -us words

Examples: *courageous, famous, humorous, joyous, numerous, ridiculous, asparagus, campus, fungus, mucus, sinus, nervous, citrus, status, focus*

High-Frequency Words

animal, between, favorite, let's, that's

Phoneme Manipulation Drills

During the Warm-Up, students hear a CCVC word dictated and repeat the word. Then, students substitute or delete the second sound in the initial blend to say a new word.

Independent Rotations Recommendations

Word Work	Spell the Sound (Page 134 in <i>Skills Block Resource Manual</i>)
Fluency	Kapow! (Page 162 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 26: Lesson 126

Warm-Up: Phonemic Play

Say:

- “Say *plant*.” Pause. “Now say it again, but don’t say /l/.” (*pant*)
- “Say *flame*.” Pause. “Now say it again, but don’t say /l/.” (*fame*)
- “Say *freed*.” Pause. “Now say it again, but don’t say /r/.” (*feed*)
- “Say *scum*.” Pause. “*Scum* is a layer of waste matter that forms on the surface of a liquid. Now say *scum* again, but don’t say /k/.” (*sum*)
- “Say *skip*.” Pause. “Now say it again, but don’t say /k/.” (*sip*)
- “Say *blob*.” Pause. “Now say it again, but don’t say /l/.” (*bob*)

Whole Group Lesson

- [Grade 2: Module 4: Cycle 26: Lesson 126](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Late Full	Decodable Routine: Grade 2: Module 1: Cycle 5 Monday	Grade 2: Module 1: Cycle 5: Lesson 21
Early Consolidated	Decodable Routine: Grade 2: Module 2: Cycle 12 Monday	Grade 2: Module 2: Cycle 12: Lesson 56
Middle Consolidated	Decodable Routine: Grade 2: Module 3: Cycle 18 Monday	Grade 2: Module 3: Cycle 18: Lesson 86
Late Consolidated	Decodable Routine: Grade 2: Module 4: Cycle 25 Monday	Grade 2: Module 4: Cycle 25: Lesson 121
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 26: Lesson 127

Warm-Up: Phonemic Play

Say:

- “Say *spin*.” Pause. “Now say it again, but don’t say /p/.” (*sin*)
- “Say *spit*.” Pause. “Now say it again, but don’t say /p/.” (*sit*)
- “Say *spill*.” Pause. “Now say it again, but don’t say /p/.” (*sill*)
- “Say *brat*.” Pause. “Now say it again, but don’t say /r/.” (*bat*)
- “Say *frog*.” Pause. “Now say it again, but don’t say /r/.” (*fog*)
- “Say *prop*.” Pause. “*Prop* means to support or to hold in place. Now say *prop* again, but don’t say /r/.” (*pop*)

Whole Group Lesson

- [Grade 2: Module 4: Cycle 26: Lesson 127](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Late Full	Decodable Routine: Grade 2: Module 1: Cycle 5 Tuesday	Grade 2: Module 1: Cycle 5: Lesson 22
Early Consolidated	Decodable Routine: Grade 2: Module 2: Cycle 12 Tuesday	Grade 2: Module 2: Cycle 12: Lesson 57
Middle Consolidated	Decodable Routine: Grade 2: Module 3: Cycle 18 Tuesday	Grade 2: Module 3: Cycle 18: Lesson 87
Late Consolidated	Decodable Routine: Grade 2: Module 4: Cycle 25 Tuesday	Grade 2: Module 4: Cycle 25: Lesson 122
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 26: Lesson 128

Warm-Up: Phonemic Play

Say:

- “Say *trap*.” Pause. “Now say it again, but don’t say /r/.” (*tap*)
- “Say *trip*.” Pause. “Now say it again, but don’t say /r/.” (*tip*)
- “Say *trot*.” Pause. “Now say it again, but but don’t say /r/.” (*tot*)
- “Say *pluck*.” Pause. “*Pluck* means to grab with the fingers and pull off. Now say *pluck* again, but don’t say /l/.” (*puck*)
- “Say *snuck*.” Pause. “Now say it again, but don’t say /n/.” (*suck*)
- “Say *slob*.” Pause. “Now say it again, but don’t say /l/.” (*sob*)

Whole Group Lesson

- [Grade 2: Module 4: Cycle 26: Lesson 128](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Late Full	Decodable Routine: Grade 2: Module 1: Cycle 5 Wednesday	Grade 2: Module 1: Cycle 5: Lesson 23
Early Consolidated	Decodable Routine: Grade 2: Module 2: Cycle 12 Wednesday	Grade 2: Module 2: Cycle 12: Lesson 58
Middle Consolidated	Decodable Routine: Grade 2: Module 3: Cycle 18 Wednesday	Grade 2: Module 3: Cycle 18: Lesson 88
Late Consolidated	Decodable Routine: Grade 2: Module 4: Cycle 25 Wednesday	Grade 2: Module 4: Cycle 25: Lesson 123
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 26: Lesson 129

Warm-Up: Phonemic Play

Say:

- “Say *crop*.” Pause. “A *crop* is the plants grown on a farm. Now say *crop* again, but instead of /r/ say /l/.” (*clop*)
- “Say *stow*.” Pause. “*Stow* means to put away or store in a place or container. Now say *stow* again, but instead of /t/ say /l/.” (*slow*)
- “Say *play*.” Pause. “Now say it again, but instead of /l/ say /r/.” (*pray*)
- “Say *frame*.” Pause. “Now say it again, but instead of /r/ say /l/.” (*flame*)
- “Say *stick*.” Pause. “Now say it again, but instead of /t/ say /l/.” (*slick*)
- “Say *braid*.” Pause. “Now say it again, but instead of /r/ say /l/.” (*blade*)

Whole Group Lesson

- [Grade 2: Module 4: Cycle 26: Lesson 129](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Late Full	Decodable Routine: Grade 2: Module 1: Cycle 5 Thursday	Grade 2: Module 1: Cycle 5: Lesson 24
Early Consolidated	Decodable Routine: Grade 2: Module 2: Cycle 12 Thursday	Grade 2: Module 2: Cycle 12: Lesson 59
Middle Consolidated	Decodable Routine: Grade 2: Module 3: Cycle 18 Thursday	Grade 2: Module 3: Cycle 18: Lesson 89
Late Consolidated	Decodable Routine: Grade 2: Module 4: Cycle 25 Thursday	Grade 2: Module 4: Cycle 25: Lesson 124
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 26: Lesson 130

Warm-Up: Phonemic Play

Say:

- “Say *slim*.” Pause. “Now say it again, but instead of /l/ say /k/.” (*skim*)
- “Say *brink*.” Pause. “Now say it again, but instead of /r/ say /l/.” (*blink*)
- “Say *bled*.” Pause. “Now say it again, but instead of /l/ say /r/.” (*bread*)
- “Say *fleas*.” Pause. “Now say it again, but instead of /l/ say /r/.” (*freeze*)
- “Say *sting*.” Pause. “Now say it again, but instead of /t/ say /l/.” (*sling*)
- “Say *prod*.” Pause. “*Prod* means to poke. Now say *prod* again, but instead of /r/ say /l/.” (*plod*)

Whole Group Lesson

- [Grade 2: Module 4: Cycle 26: Lesson 130](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Late Full	Decodable Routine: Grade 2: Module 1: Cycle 5 Friday	Grade 2: Module 1: Cycle 5: Lesson 25
Early Consolidated	Decodable Routine: Grade 2: Module 2: Cycle 12 Friday	Grade 2: Module 2: Cycle 12: Lesson 60
Middle Consolidated	Decodable Routine: Grade 2: Module 3: Cycle 18 Friday	Grade 2: Module 3: Cycle 18: Lesson 90
Late Consolidated	Decodable Routine: Grade 2: Module 4: Cycle 25 Friday	Grade 2: Module 4: Cycle 25: Lesson 125
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: Friends at School
Early Consolidated	Decodable Reader: Too Many Options!
Middle Consolidated	Decodable Reader: Compost
Late Consolidated	Decodable Reader: Recycle!
Beyond Consolidated	Refer to Beyond Consolidated Microphase Guidance

Fluency Rotation

[Kapow!](#) (Page 162 in *Skills Block Resource Manual*)

MATERIALS

- ❑ Card deck with learned high-frequency words and a few cards that say *Kapow!* (one deck per pair in each microphase)

All Microphases	Use high-frequency words that have been introduced up through, and including, the current cycle for each microphase.
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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

[Spell the Sound](#) (Page 134 in *Skills Block Resource Manual*)

MATERIALS

- ☐ Spelling Pattern Cards
- ☐ Spell the Sound Cards
- ☐ Dry erase markers or letter tiles

All Microphases	Create spelling pattern and sound cards with words that match the Cycle focus 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:

- What is your favorite animal? Write about what makes it interesting. You might share what its body looks like, where it lives and what it eats.
- If you were a zookeeper, what animal would you like to take care of? 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.