

Decodable Reader Routine

Grade 2: Module 4: Cycle 20

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

Day	Activities	Resources and Materials
Monday Pattern for the week: -y to -ies or -s plural rule	<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 the -y to -ies or -s plural rule?” A: <i>babies, Monkeys, Bunnies, puppies, Flies</i> <p>NOTE: Although the following words from the decodable reader DO have an s at the end, these words are verb tenses and do not follow the plural rule: <i>lays, does, takes, and hatches</i>.</p> <ol style="list-style-type: none"> 3. Third read: Ask students the following questions*: Q: What was the purpose of this story? / A: To give the reader information on different kinds of baby animals. Q: Retell 1–2 interesting facts you learned from reading this story. / A: Answers will vary. Q: What two babies discussed in the book come from an egg? / A: Fish and bird. Q: Look at the following sentence: “Did you know that a baby fish is called a fry?” Is the word <i>fry</i> a noun or verb? How do you know? / A: It is a noun because it is the name of a thing. <p>*It is fine to review and reread the pages with students so that they can use the text to support their responses.</p>	Decodable Reader: Babies

Day	Activities	Resources and Materials
Tuesday Pattern for the week: -y to -ies or -s plural rule	<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 with expression, and pause at punctuation marks. 2. Second read: Pattern search: <ul style="list-style-type: none"> ○ Read it: Have students read the text with you. ○ See it: Ask: Where do you see words that have the -y to -ies or -s plural rule? A: <i>babies, Monkeys, Bunnies, puppies, Flies</i> ○ Speak it: After pointing to the words that have the -y to -ies or -s plural rule, 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: Babies Writing utensil Paper Optional: Letter Formation Chart *

Day	Activities	Resources and Materials
Wednesday Pattern for the week: -y to -ies or -s plural rule	<ol style="list-style-type: none"> 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>usually, eight, animal, people, around, they're, that's, you'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). <p><i>*Pay attention to handwriting technique.</i></p>	Decodable Reader: Babies Writing utensil Paper High-Frequency Words for the Week Optional: Letter Formation Chart *

Day	Activities	Resources and Materials
Thursday Pattern for the week: -y to -ies or -s plural rule	<ol style="list-style-type: none"> 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>cherry/cherries, family/families, fly/flies, puppy/puppies, story/stories, monkey/monkeys, turkey/turkeys</i>. 4. Read the decodable reader with students. As you read, invite students to search for the Words for the Week. 5. Invite students to write down the Words for the Week. <p><i>*Pay attention to handwriting technique.</i></p>	Decodable Reader: Babies Writing utensil Paper Words for the Week: Thursday and Friday Optional: Letter Formation Chart *

Day	Activities	Resources and Materials
Friday Pattern for the week: -y to -ies or -s plural rule	<ol style="list-style-type: none"> 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>cherry/cherries, family/families, fly/flies, puppy/puppies, story/stories, monkey/monkeys, turkey/turkeys</i> 4. Invite students to create a story of their own using words from the Words for the Week and the High-Frequency Words of the Week. 5. Invite students to draw pictures and write sentences from their new story using the Words for the Week. 	Decodable Reader: Babies Writing utensil Paper Words for the Week: Thursday and Friday Optional: Letter Formation Chart

Day	Activities	Resources and Materials
Optional Extensions	<ul style="list-style-type: none">• Have students sing along with Mr. Spelling (https://eled.org/2659) to practice the -y to -ies or -s plural rule.• Incorporate exercises with the Words for the Week, with each word doing a squat.• 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">○ Play Parting Words (Florida Center for Reading Research https://eled.org/2569)	Decodable Reader: Babies

Resources and Materials

Decodable Reader: [Babies](#)

High-Frequency Words for the Week

usually	eight	animal
people	around	they're
that's	you've	

Words for the Week: Thursday and Friday

cherry	cherries	family
families	fly	flies
puppy	puppies	story
stories	monkey	monkeys
turkey	turkeys	