

Grade 2: Module 2: Cycle 11 Planner

Cycle Focus: Vowel teams *oo*, *ou*, *ui*, *ue*, and *ew* (read only) and contractions with *will*

Examples: *argue*, *cashew*, *cue*, *few*, *rescue*, *chew*, *blue*, *clue*, *food*, *fruit*, *juice*, *scooter*, *suit*, *soup*, *youth*

High-Frequency Words

guess, *through*, *good*, *they'll*, *we'll*

Phoneme Manipulation Drills

During the Warm-Up, students hear a CVC word dictated and repeat the word. Then, students substitute the medial vowel sound and say a new word.

Independent Rotations Recommendations

Word Work	Same But Different (or a similar activity)
Fluency	Popsicle Stick Sight Words (Page 163 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 2: Cycle 11: Lesson 51

Warm-Up: Phonemic Play

Say:

- “Say *rap*.” Pause. “Now say it again, but instead of /ă/ say /ĩ/.” (*rip*)
- “Say *did*.” Pause. “Now say it again, but instead of /ĩ/ say /ă/.” (*dad*)
- “Say *bet*.” Pause. “Now say it again, but instead of /ě/ say /ŏ/.” (*bought*)
- “Say *bat*.” Pause. “Now say it again, but instead of /ă/ say /ĩ/.” (*bit*)
- “Say *dip*.” Pause. “Now say it again, but instead of /ĩ/ say /ă/.” (*dap*)
- “Say *man*.” Pause. “Now say it again, but instead of /ă/ say /ě/.” (*men*)

Whole Group Lesson

- [Grade 2: Module 2: Cycle 11: Lesson 51](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Middle Full	Decodable Routine: Grade 1: Module 4: Cycle 22 Monday	Grade 1: Module 4: Cycle 22: Lesson 111
Late Full	Decodable Routine: Grade 2: Module 1: Cycle 3 Monday	Grade 2: Module 1: Cycle 3: Lesson 11
Early Consolidated	Decodable Routine: Grade 2: Module 2: Cycle 10 Monday	Grade 2: Module 2: Cycle 10: Lesson 46
Middle Consolidated B*	Decodable Routine: Grade 2: Module 3: Cycle 17 Monday	Grade 2: Module 3: Cycle 17: Lesson 81
Middle Consolidated A**	Decodable Routine: Grade 2: Module 3: Cycle 18 Monday	Grade 2: Module 3: Cycle 18: Lesson 86

*This week, there will be 2 Middle Consolidated groups. The group that was Early Consolidated is now Middle Consolidated B and is in their 5th cycle here.

**The group that had been Middle Consolidated continues here with their 6th cycle of Middle Consolidated, and is listed as Middle Consolidated A.

Grade 2: Module 2: Cycle 11: Lesson 52

Warm-Up: Phonemic Play

Say:

- “Say *fax*.” Pause. “A *fax* is a machine used to send a message. Now say *fax* again, but instead of /ă/ say /ĩ/.” (fix)
- “Say *win*.” Pause. “Now say it again, but instead of /ĩ/ say /ũ/.” (won)
- “Say *rack*.” Pause. “Now say it again, but instead of /ă/ say /õ/.” (rock)
- “Say *mit*.” Pause. “A baseball *mitt* is another name for a baseball glove. Now say *mitt* again, but instead of /ĩ/ say /ě/.” (met)
- “Say *tab*.” Pause. “Now say it again, but instead of /ă/ say /ũ/.” (tub)
- “Say *tip*.” Pause. “Now say it again, but instead of /ĩ/ say /õ/.” (top)

Whole Group Lesson

- [Grade 2: Module 2: Cycle 11: Lesson 52](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Middle Full	Decodable Routine: Grade 1: Module 4: Cycle 22 Tuesday	Grade 1: Module 4: Cycle 22: Lesson 112
Late Full	Decodable Routine: Grade 2: Module 1: Cycle 3 Tuesday	Grade 2: Module 1: Cycle 3: Lesson 12
Early Consolidated	Decodable Routine: Grade 2: Module 2: Cycle 10 Tuesday	Grade 2: Module 2: Cycle 10: Lesson 47
Middle Consolidated B*	Decodable Routine: Grade 2: Module 3: Cycle 17 Tuesday	Grade 2: Module 3: Cycle 17: Lesson 82
Middle Consolidated A**	Decodable Routine: Grade 2: Module 3: Cycle 18 Tuesday	Grade 2: Module 3: Cycle 18: Lesson 87

Grade 2: Module 2: Cycle 11: Lesson 53

Warm-Up: Phonemic Play

Say:

- “Say *suck*.” Pause. “Now say it again, but instead of /ŭ/ say /ĩ/.” (sick)
- “Say *cut*.” Pause. “Now say it again, but instead of /ŭ/ say /ŏ/.” (cot)
- “Say *pin*.” Pause. “Now say it again, but instead of /ĩ/ say /ă/.” (pan)
- “Say *jot*.” Pause. “*Jot* means to write something down quickly. Now say *jot* again, but instead of /ŏ/ say /ě/.” (jet)
- “Say *bed*.” Pause. “Now say it again, but instead of /ě/ say /ă/.” (bad)
- “Say *log*.” Pause. “Now say it again, but instead of /ŏ/ say /ě/.” (leg)

Whole Group Lesson

- [Grade 2: Module 2: Cycle 11: Lesson 53](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Middle Full	Decodable Routine: Grade 1: Module 4: Cycle 22 Wednesday	Grade 1: Module 4: Cycle 22: Lesson 113
Late Full	Decodable Routine: Grade 2: Module 1: Cycle 3 Wednesday	Grade 2: Module 1: Cycle 3: Lesson 13
Early Consolidated	Decodable Routine: Grade 2: Module 2: Cycle 10 Wednesday	Grade 2: Module 2: Cycle 10: Lesson 48
Middle Consolidated B*	Decodable Routine: Grade 2: Module 3: Cycle 17 Wednesday	Grade 2: Module 3: Cycle 17: Lesson 83
Middle Consolidated A**	Decodable Routine: Grade 2: Module 3: Cycle 18 Wednesday	Grade 2: Module 3: Cycle 18: Lesson 88

Grade 2: Module 2: Cycle 11: Lesson 54

Warm-Up: Phonemic Play

Say:

- “Say *won*.” Pause. “Now say it again, but instead of /ŭ/ say /ĩ/.” (win)
- “Say *cob*.” Pause. “Now say it again, but instead of /ŏ/ say /ă/.” (cab)
- “Say *lag*.” Pause. “To *lag* behind means to fall behind, like *lagging* behind in line. Now say *lag* again, but instead of /ă/ say /ŏ/.” (log)
- “Say *fog*.” Pause. “Now say it again, but instead of /ŏ/ say /ĩ/.” (fig)
- “Say *pack*.” Pause. “Now say it again, but instead of /ă/ say /ĩ/.” (pick)
- “Say *wish*.” Pause. “Now say it again, but instead of /ĩ/ say /ŏ/.” (wash)

Whole Group Lesson

- [Grade 2: Module 2: Cycle 11: Lesson 54](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Middle Full	Decodable Routine: Grade 1: Module 4: Cycle 22 Thursday	Grade 1: Module 4: Cycle 22: Lesson 114
Late Full	Decodable Routine: Grade 2: Module 1: Cycle 3 Thursday	Grade 2: Module 1: Cycle 3: Lesson 14
Early Consolidated	Decodable Routine: Grade 2: Module 2: Cycle 10 Thursday	Grade 2: Module 2: Cycle 10: Lesson 49
Middle Consolidated B*	Decodable Routine: Grade 2: Module 3: Cycle 17 Thursday	Grade 2: Module 3: Cycle 17: Lesson 84
Middle Consolidated A**	Decodable Routine: Grade 2: Module 3: Cycle 18 Thursday	Grade 2: Module 3: Cycle 18: Lesson 89

Grade 2: Module 2: Cycle 11: Lesson 55

Warm-Up: Phonemic Play

Say:

- “Say *dish*.” Pause. “Now say it again, but instead of /ī/ say /ă/.” (dash)
- “Say *mad*.” Pause. “Now say it again, but instead of /ă/ say /ŭ/.” (mud)
- “Say *pit*.” Pause. “Now say it again, but instead of /ī/ say /ō/.” (pot)
- “Say *dug*.” Pause. “Now say it again, but instead of /ŭ/ say /ī/.” (dig)
- “Say *wet*.” Pause. “Now say it again, but instead of /ě/ say /ŭ/.” (what)
- “Say *ham*.” Pause. “Now say it again, but instead of /ă/ say /ī/.” (him)

Whole Group Lesson

- [Grade 2: Module 2: Cycle 11: Lesson 55](#)

Differentiated Small Group Rotations

	Work with Teacher	Skills Flex Video
Middle Full	Decodable Routine: Grade 1: Module 4: Cycle 22 Friday	Grade 1: Module 4: Cycle 22: Lesson 115
Late Full	Decodable Routine: Grade 2: Module 1: Cycle 3 Friday	Grade 2: Module 1: Cycle 3: Lesson 15
Early Consolidated	Decodable Routine: Grade 2: Module 2: Cycle 10 Friday	Grade 2: Module 2: Cycle 10: Lesson 50
Middle Consolidated B*	Decodable Routine: Grade 2: Module 3: Cycle 17 Friday	Grade 2: Module 3: Cycle 17: Lesson 85
Middle Consolidated A**	Decodable Routine: Grade 2: Module 3: Cycle 18 Friday	Grade 2: Module 3: Cycle 18: Lesson 90

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:

Middle Full	Decodable Reader: Pat's Birthday
Late Full	Decodable Reader: Do Fish Eat Cheese?
Early Consolidated	Decodable Reader: The Marching Band
Middle Consolidated B*	Decodable Reader: Watering Your Garden
Middle Consolidated A**	Decodable Reader: Compost

Fluency Rotation

[Popsicle Stick Sight Words](#) (Page 163 in *Skills Block Resource Manual*)

MATERIALS

- ☐ Popsicle sticks (1 for each word).
- ☐ A cup for each student.

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:

Late Pre-Alphabetic and Early Partial	Fluency Check Bookmark A
Middle and Late Partial	Fluency Check Bookmark B
Full and Consolidated	Fluency Check Bookmark C

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.

AIR

MATERIALS

- ☐ Wide range of independent reading texts for each student
- ☐ [AIR Response Bookmarks](#), differentiated by microphase as below:

Pre-Alphabetic and Partial Microphases	Students in these microphases complete the AIR Response (A) bookmark for <i>all</i> texts.
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.

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

Same or Different (or a similar activity)

MATERIALS

- ☐ Vowel Pattern Reference Cards
- ☐ Header Cards
- ☐ Word Cards (laminated)
- ☐ Dry Erase Markers

All Microphases	Use vowel patterns that have been introduced up through, and including, the current cycle 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:

- Write about your favorite animal. Describe what it looks like and what it does.
 - Describe a trip or adventure you have enjoyed with your classmates.
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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.