

Second Grade classes using *Essentials*: Pullout group activities for struggling readers



Tips for using this chart

- These activities are designed as a way to provide extra support for young struggling readers in a class or group that is using *Essentials*. For older struggling readers, use *Essentials* plus *The Essentials Reader* instead. This reader is completely phonics controlled to match *Essentials* lessons and was designed for older struggling readers. However, the topics, vocabulary, and sentence structure are too complex for many young children.
- When possible, we recommend using *Foundations* rather than *Essentials* for struggling readers in second grade. These pullout activities are designed to bridge the gap when children are in a class or group that is using *Essentials* but would benefit from additional support and more age-appropriate readers.
- These activities are designed for use in pullout groups, to provide extra practice with skills being introduced in the main class, pre-teach some concepts that the class will learn later, and give children access to age-appropriate texts that they can decode successfully. Since *Foundations* and *Essentials* introduce concepts in a different order, introducing some concepts earlier gives *Essentials* students access to more of the *Foundations* readers, which are more age appropriate for second graders than *The Essentials Reader*.
- If you have time for multiple pullout groups during each *Essentials* lesson, begin by introducing the new phonogram or rule, playing a game, and doing some spelling analysis words (choose words from this list, words from the upcoming reader, or any words students have the tools to decode). Then in the next pullout group, review the phonograms, do a few more spelling analysis words if time permits, and have students read the reader(s).

Essentials	Pre-teach new concepts in Reading Group	Games	Spelling Analysis	Read!	Resources for teaching these concepts
While or after the full class completes the following <i>Essentials</i> lesson:	The full class will learn these concepts in a later <i>Essentials</i> lesson. Reading group students will get an early preview of them and learn a tool needed for a specific reader. Teach the concept using the Basic Phonogram and Spelling Rule Flash Cards. See the last column for further guidance.	Practice all phonograms introduced thus far (in <i>Essentials</i> and in reading group)	Practice using newly taught tools in words. For example...	Have students read the following <i>Foundations</i> reader(s), now fully decodable with concepts from this <i>Essentials</i> lesson plus the new concepts in this chart. Introduce the reader no earlier than Part 4 of the corresponding <i>Essentials</i> lesson, so that students have time to practice new tools. Help students with the sounds of newly learned phonograms in the reader as needed.	Consult the following lessons from <i>Sounding Out the Sight Words</i> , <i>Essentials</i> , or <i>Foundations</i> if you need support.
1	-	Blending game Phonogram game	flat slip		Essentials PreLessons C-E Foundations A Lessons
2	-	Blending game Phonogram game	wing kids	Foundations A Readers (optional)	Essentials PreLessons F, G Foundations A Lessons
3	-	Segmenting game Phonogram game	feet stuck	Foundations A Readers (optional)	Essentials PreLessons H-J Foundations A Lessons

4	igh	Phonogram game	high might	Foundations B Reader 1: <i>Fred the Frog</i> Young Artist Series, Reader 1: <i>Stan and His Skunk</i>	SOSW 32 Foundations 48 Essentials 8
5	ch	Phonogram game	cheek chin	Foundations B Reader 2: <i>Max</i> Young Artist Series, Reader 2: <i>Ben Has a Fright</i>	SOSW 23 Foundations 49 Essentials 6
6	wh	Phonogram game	when which	Foundations B Reader 3: <i>Toys Play!</i> Young Artist Series, Reader 3: <i>The Sail Box</i>	SOSW 29 Foundations 52 Essentials 8
7	Rule 12.1: the vowel says its long sound because of the E	Phonogram game	lake pole white	Foundations B Reader 4: <i>Can Pete Pick a Pet?</i> Young Artist Series, Reader 4: <i>Kate Needs a Drink</i>	SOSW 18 Foundations 56 Essentials 16
8	Rule 12.2: English words do not end in V or U. Add E.	Phonogram game	give have glue	Foundations B Reader 5: <i>Quite a Farm!</i> Young Artist Series, Reader 5: <i>Cole and His Bike</i>	SOSW 20 and 21 Foundations 62 Essentials 17
9	o: review broad sound	Phonogram game	to do	Foundations B Reader 6: <i>Kids Just Want to Have Fun</i> Young Artist Series, Reader 6: <i>Gwen Give a Gift</i>	SOSW 16 Foundations 66
10	ir	Phonogram game	bird into	Foundations B Reader 7: <i>Time to Bake</i> Young Artist Series, Reader 7: <i>The Corn Maze</i>	SOSW 35 Foundations 81 Essentials 13
11	Rule 6: Y says /ī/ at the end of one-syllable words	Phonogram game	shy try	Foundations B Reader 8: <i>My Best Game</i> Young Artist Series, Reader 8: <i>Meg Makes a Fort</i>	SOSW 28 Foundations 78 Essentials 21
12	ur	Phonogram game	turn fur	Foundations C Reader 1: <i>Trains</i>	Foundations 82 Essentials 53
13	wor	Phonogram game	word work	<i>Miles and Jax</i> Chapter 1: "Miles and Jax"	SOSW 56 Foundations 85 Essentials 17
14	gu	Phonogram game	guest worm	Foundations C Reader 2: <i>Firefly!</i> <i>Miles and Jax</i> Chapter 2: "Miles and Jax Go to the Playground"	Foundations 98 Essentials 21
15	bu	Phonogram game	again (<i>In US, discuss AI saying /ē/, an exception</i>), buy, build	Foundations C Reader 3: <i>Kids Can Do Great Things!</i> <i>Miles and Jax</i> Chapter 3: "Miles and Jax Clean Up"	SOSW 59 Foundations 97 Essentials 21

16	ei, ey	Phonogram game	their either hey	Foundations C Reader 4: <i>Ostriches</i> <i>Miles and Jax</i> Chapter 4: "Miles and Jax Go Camping"	SOSW 41, 42 Foundations 102, 103 Essentials 16, 19
17	cei	Phonogram game	receive guide	Foundations C Reader 5: <i>Robots</i>	Foundations 105 Essentials 20
18	dge	Phonogram game	edge fridge guess	<i>Miles and Jax Master Planners</i> Chapter 1: "Miles and Jax Solve a Crime"	Foundations 99 Essentials 23
19	-	Phonogram game	phone eight	Foundations C Reader 6: <i>Dolphins</i>	
20	-	Phonogram game		Foundations C Reader 7: <i>Ha Long Bay</i> <i>Miles and Jax Master Planners</i> Chapter 2: "Miles and Jax Build a Treehouse"	
21	-	Phonogram game		Foundations C Reader 8: <i>Rickshaws</i> <i>Miles and Jax Master Planners</i> Chapter 3: "Miles and Jax Make a Surprise"	
22	-	Phonogram game		<i>Miles and Jax Master Planners</i> Chapter 4: "Not a Mere Cat"	
23-30	-	Phonogram game		Any age-appropriate book! Students have now learned all the basic phonograms and all spelling rules needed for decoding 98% of English words. Continue to play phonogram games, practice spelling analysis, and read.	

Materials needed

- **Supplements:** Logic of English Basic Phonogram Flash Cards, Spelling Rule Flash Cards, and two decks of Phonogram Game Cards
- **Game instructions:** *Logic of English Phonogram and Spelling Game Book*, or any *Foundations Teacher’s Manual(s)*, or any *Essentials Teacher’s Guide(s)*
- **Readers:** Foundations A Readers (optional); Foundations B Readers; Foundations C Readers; *Miles and Jax* and *Miles and Jax: Master Planners*; Foundations B Young Artist Series (optional, scheduled for release as individual PDF readers in 2018 and as a printed set after all the illustrations are completed.)
- As needed for detailed guidance and additional practice introducing the new concepts: *Essentials Teacher’s Guides* 1-7, 8-15, and 16-22, or *Sounding Out the Sight Words*, or *Foundations Teacher’s Manuals* B and C