



Small Group Instructional Tool Kits: A Learning Kit for Teachers and Students

Welcome to the world of teaching reading through the **Step By Step Learning® Small Group Instructional Tool Kits**. These kits are designed to support the modeling and practice steps of learning **how to teach phonological awareness and phonics using explicit and systematic methods**. They are called modeling kits because teachers are introduced to the contents through the modeling of its use by our coaches or through video-taped lessons. Through modeling, teachers can observe the skill of teaching systematic lessons and the application of the kit's materials before doing it themselves. Carefully scripted lessons serve as a teaching tool to familiarize teachers with and instruct them on how to teach the most basic yet important early reading skills.

Each **Step By Step Learning® Small Group Instructional Tool Kit** is intended to support teachers by enhancing their instructional delivery to include the teaching behaviors that have been linked to higher levels of reading ability. These kits teach teachers how to teach and students how to read!

Each kit includes a scripted **20 to 30 minute lesson**, appropriate manipulatives, word lists, and 5 sets of student materials for small group instruction. The following skills for teaching are currently available:

- **Kit One:** Phonological Awareness: Basic Phonological and Phoneme Awareness..... \$895*
- **Kit Two:** Beginning Decoding: Basic Decoding Skills \$895*
- **Kit Three:** Advanced Decoding: Syllable Types, Affixes, and Roots \$995*

Complimentary Sample Packet

Included in this sample packet are sample lessons from each of the Small Group Instructional Tool Kits. They are:

- **Lesson 3:** Target Beginning Decoding Skill: Building CVC Words with Short Vowels
- **Lesson 5:** Target Advanced Decoding Skill: Vowel Teams/Diphthongs
- **Lesson 15:** Target Phonological Awareness Skill: Phoneme Segmentation in 2-, 3-, & 4- Sound Words

Also included are Silly Sentence Cards, Sound Box Cards and Letter Tile. This sampler and its materials will help you experience a successful and effective lesson!

Lesson 3

Beginning Decoding



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Target Beginning Decoding Skill: Building CVC Words with Short Vowels

Materials

Teacher Preparation and Materials:

What vowel sound are you teaching? Choose corresponding words and sentences.

- Short vowel word lists for target sound (sample follows lesson)
- Teacher Grapheme Cards (single-letter graphemes)
- Sound boxes and plastic sound chips
- Silly Sentences (copy of student cards follows lesson)

For Each Student:

- Student Grapheme Tiles (single-letter graphemes)
- Sound boxes and plastic sound chips
- Write & wipe board and dryerase marker (or paper and pencil)
- Eraser (A tissue or soft cloth can also be used to erase)
- Silly Sentences cards

LESSON OBJECTIVE: Students will build CVC words with short vowel sounds.

Review/Warm Up

- **“Stretch the sounds in ____.”** Students should stretch all the sounds they hear in a three-sound (CVC) word that holds the target sound in the middle. Ex: Say /cap/. Students repeat /cap/. Stretch, holding up fingers for each sound: /c/ /a/ /p/. Give 4 words orally to stretch. (Note: You may elect to use the words provided in the lists following this lesson or to use your own words.)
- Teach/review the motion for the target short vowel sound (apple, itch, echo, octopus, up).
- **“Let’s review the letter we use to show that sound in print.”** Show the grapheme card for the target sound. Say the sound with students as the card is shown.
- **“Let’s say the consonant sounds we’re going to use to spell words today.”** Quickly review the consonant letter/sound grapheme cards that will be used in the lesson. Point to a letter and have students say the sound, or you say the sound and they point to the letter.

Teach

- **“We are going to stretch some words that have the /___/ sound. What sound?”** Students say sound with you. **“Then we’ll build those words with our letter tiles. Watch me.”**
- **“Let’s stretch the word ____.”** (Have students stretch the word with you.)
- **“That’s right. There are 3 sounds in the word _____. So, I will need three boxes to map those sounds. Watch me map these sounds with my chips.”** Put one chip in each box while saying the sound it represents.
- **“Touch and say these sounds with me.”** Point to each chip as students say the sounds. Review and isolate the middle sound, the beginning sound, and the ending sound. You may point and say the sounds randomly.
- **“I want to build the letters that make these sounds in the word _____. Watch me. The first sound was /___/. What letter stands for the /___/ sound?”** Students will help you with the letter/sound correspondence for each beginning, middle, and end sound.
- Build the word with grapheme cards, and then touch and say the letters.

Guided Practice

- **“Let’s build some words together.”**
- Give students grapheme tiles, sound boxes, and sound chips.
- Say a word. Students say the word.
- Direct students to stretch the sounds.
- Say the sounds as you place a chip in each box.
- **“The first sound is /___/. Which letter stands for the /___/ sound?”** Students make the letter/sound correspondence for each beginning, middle, and end sound to spell the word.
- Touch and say the letters, and say the word again. Students can “clean up” their boxes by picking up each grapheme tile and saying its sound as they return the tiles to the start position.
- **“Let’s build some more words, and then you can read them.”**
- Stretch the sounds, map the letters, and touch and say the word to build 2 more words together.

Independent Practice

- **“I’m going to give you each a word. I want you to stretch the sounds, map the letters, and touch and say the word by yourself.”**
- Give each student a word that has a short vowel and CVC pattern. (Try to get 2-3 turns in).
- Make sure everyone gets a turn; increase the time on task.
- Provide corrective feedback. **“You did a great job stretching the sounds and spelling the word!”** Or, **“That sound is /o/. Say it. We spell it with the letter o. Now try again.”**
- Record data on student performance.

Connect to Text

Dictation – Determine if you will dictate words or a sentence.

- **“I have some words/sentences for us to write. Let’s practice writing these words/ sentences. Remember to stretch the words, map the letters, and touch and say the word to check it.”**
- Dictate a word or sentence to students. Ask them to repeat it before they write it. They will write the words on paper or a write & wipe board.
- Provide immediate correction when students make errors. **“Watch me spell that word.”** Model, stretch, and spell with corrections. Point out where you made the correction. **“This sound is /o/, and I will spell it with o.”**
- Ask students to read their words/sentences to you. Instruct them to circle any words they need additional practice building.

Reading

- Pass out Silly Sentences cards. Instruct students to read with you.
- Choral read sentences. Demonstrate sound-by-sound blending as you decode the words.
- Instruct students to pair up and take turns reading the sentences to each other while you monitor their reading.
- Instruct students to read sentences to you individually for a quick skill check of mastery.
- Note each student's performance on your data form.

Complete this and all lessons by restating what we learned:

"So, what have we been working on? All words have sounds that we can segment and say!"

Lesson 3: Word List/Silly Sentences

Skill: short e

Words:

1. ten, pen, red, set, pet
2. led, let, men, met, yes
3. get, beg, fed, web, vet
4. net, hen, nep, set, jet
5. bed, wet, den, yet, bet

Silly Sentences:

1. The red pen is in the den.
2. Jen has a pet hen.
3. The hen was on the jet.
4. Get the net for the hen!
5. The men led the pet hen to the vet.



Contact a Step By Step Learning® associate to learn more!

Lesson 5

Advanced Decoding



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Lesson 5 Target Advanced Decoding Skill: Vowel Teams/Diphthongs

This lesson will be repeated to teach each of the following vowel variants:
ai, ay, ea, ee, igh, oa, ew, ue, ou, oi, oy, au, aw, augh, ow (snow), ow (now), oo (food),
oo (look), ough (bought)

Materials

Teacher Preparation and Materials:

What vowel team are you teaching? Choose corresponding words and sentences.

- Teacher Grapheme Cards for vowel teams, single-letter graphemes, and digraphs
- Set of word cards from a previous vowel team lesson for Review/Warm Up (If it is the first lesson, use words students know from other lessons.)

For Each Student:

- Student Word Cards for vowel teams
- Student Grapheme Tiles for vowel teams, single-letter graphemes, and digraphs
- Silly Sentences cards (Copies of word cards or Silly Sentences that follow this lesson may be sent home for extra practice or used in literacy centers once students have mastered this skill in small group instruction.)

LESSON OBJECTIVE: Students will read vowel teams in isolation and connected text.

Review/Warm Up

- **Optional:** Review the letter sounds that will be used in the lesson. Point to the grapheme cards and ask, **“Sound?”** Or, ask students to find the matching grapheme when you say a sound.
- **Or, begin here: “Listen to these words: _____, _____, _____.”** Choose words that use a vowel team they have learned in earlier lessons. **“The vowel sound in all of these words is /___/, and it is spelled _____. Remember?”**
- Show students the word cards. Instruct them to read each word together.
- Direct student attention to the spelling of the vowel. Direct students to repeat the vowel sound.
- **“Let’s stretch some words with /___/ in them. I’ll say a word, and you’ll stretch it out. Tell me all the sounds in these words. Ready?”**
- Say a word. Students repeat the word. Direct students to stretch out the word, saying all the sounds in the word. Then, recode, or say the word again.
- Repeat with 3 more words.
- Instruct students to read these same words as you show them the word cards.
- **Optional:** Play Concentration, Go Fish, and other flash card games with the words for quick review.

Teach

- **“Today, we are going to learn the letters that spell the /___/ sound.”**
- **“/___/ is a vowel team. A vowel team is more than one letter together that spells a vowel sound. Say, ‘More than one letter together that spells a vowel sound is called a vowel team.’”** Students repeat and tell a partner.
- **“The letters that spell the /___/ sound are _____. ”** Hold up the vowel team grapheme card.
- **“These letters are on one card because one card stands for one sound. The letters _____ are together to spell /___/. What are these letters?”** Students say letter names. **“What sound do they make?”** Students say the vowel sound.

Teach (cont.)

- **“Whenever you see these letters together in a word, the letters say /___/, not individual sounds. Say, ‘___ (letter names) says /___/.”** Students repeat and tell a partner.
- **“What letters make /___/?”** Students respond with letter names.
- **“Okay, let’s look at some words. The first word is ____.”** Build the word with grapheme cards.
- **“Watch me read this word.”** Touch and say the word. (2-4 fingers for the vowel team corresponding to the amount of letters on the grapheme card.) Then, blend the whole word.
- **“Did you see how I used Touch and Say to read the word? I used (two/three/four) fingers to point to the letters ____ because those letters make one sound.”**

Guided Practice

- **“Let’s all read some words.”** Distribute the same word card to all students.
- **“I’m giving you each a card with the same word I have. Let’s touch and say this word. Remember, when we touch the letters ____, we need to use (two/three/four) fingers to say our new sound /___/. Then, we blend the whole word to read it.”**
- **“Let’s try more words.”** Touch and say 3 more words, slowly releasing the task to the students.
- **Optional:** To vary the lessons, students can use grapheme tiles to spell the words you say. You say a word, students stretch it out, and then students use grapheme tiles to spell the word. Provide a model with your cards for students to check their work.

Independent Practice

- **“Let’s touch and say more words. I’m going to give you a word card. You touch and say the word on your own.”**
- Let students work independently to read word cards. Observe students and ask them to read their words to you individually.
- Make sure everyone gets a turn; increase the time on task.
- Provide corrective and supportive feedback. **“You read that word with our new sound really great! Remember, when you see (letter names) together, they make the sound /___/.”**
- Record data on student performance.

Connect to Text

- **“Now let’s practice reading these words in sentences.”** Distribute Silly Sentences cards.
- **“Let’s look at the Silly Sentences. Each sentence has some words with the /___/ sound, spelled _____. Let’s see if we can read these sentences.”**
- Have students read the sentences chorally, in pairs, independently, and individually to you.

Complete this and all lessons by restating what we learned:

“So, what have we been working on? The letters (name letters) together spell the vowel sound /___/ ! You say it.”

Lesson 15

Phonological Awareness



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Materials

Teacher Preparation and Materials:

- Phoneme Fish
- Choose 2-, 3-, or 4-sound words (list follows lesson).
- Sound Boxes card for 2-, 3-, or 4-sound words

For Each Student:

- Sound Boxes card
- Plastic sound chips – 2, 3, or 4
- Dry-erase marker (for Connect to Text activity)

LESSON OBJECTIVE: Students will segment all the sounds in words.

Review/Warm Up

- **“Let’s listen to these words and see if we can find the beginning sound: microphone, shop, ball, pattern.”**
Repeat the sound /m/ and word microphone with students. Do this after isolating the beginning sound for each word sample.
- **“Let’s listen to hear the last sound in these words: wash, catch, floss.”** *Repeat the sound /sh/ and word wash with students. Do this after isolating the ending sound for each word sample.*
- **“Good listening. I like how you can find the beginning and ending sounds in words.”**

Teach

- **“Today we are going to listen for all the sounds in words.”**
- **“Words are made of separate sounds: beginning, middle, and end.”** *Show the fish and point to the head, middle, and tail.*
“It will be our job to find the beginning, middle, and ending sounds in words.”
- **“Watch me. When I say the word fish, I will point to the first part and say /f/, which is the first sound in fish. I will then point to the middle part and say /i/. Then, I will point to the end and say /sh/ because it is the last sound in fish.”**
- **“You touch and say with me.”** *Students touch the picture parts and say the sounds.*
- **“Let’s try another word together. The word we can break apart is march.”** *Students say “march.”*
“What is the first sound you hear in march?” *All point to the head and say /m/.*
- **“What is the middle sound in march?”** *All point to the middle and say /ar/.*
- **“What is the last sound in march?”** *All point to the tail and say /ch/.*

Guided Practice

- **“Let’s do some more segmenting together.”**
- *Give students a 2, 3, or 4 Sound Boxes card and the correct number of sound chips.*
- *Say a word from the 2-, 3-, or 4-sound word list. Ask them to repeat the word. Instruct students to point to the first box when they say the beginning sound, point to the middle box when they say the middle sound, and point to the last box when they say the ending sound.*
- **“Now let’s touch and say all the sounds. Watch me first. Then, you touch and say.”**
Demonstrate segmenting all the sounds in the word.

Independent Practice

- *Use the Sound Boxes cards and sound chips to segment words from the 2-, 3-, or 4-sound word list.*

Connect to Text

- *This skill could be connected to text by choosing 2-, 3-, or 4-sound words in which students know the letter that represents the sound.*
- *Ask the child to move each chip, say the sound that chip represents, and write the letter that stands for the sound in the sound box.*

Complete this and all lessons by restating what we learned:

“So, what have we been working on? All words have sounds that we can segment and say!”



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