



# DECODING DUO

STRUCTURED LITERACY ROUTINES



BY THE CRAFTING MINDS GROUP

# DECODING DUO

Structured Literacy Routines to Accompany Half Pint Kids, Level A, Sets 1 & 2

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This lesson sequence uses Set 1 Forest Fun and Set 2 Around the World from the Half-Pint Readers Level A Sights and Sounds  
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# Scope and Sequence of Half Pint Kids Level A Sets 1 & 2

Set/Lesson Number/Book	Phonics Concept and Letter Patterns	Trick Words	Vocabulary Word	Page
<b>Set 1, Lesson 1:</b> <i>A Bat</i>	CVC Rime Pattern: at, ap	I, a, see	bat	18
<b>Set 1, Lesson 2:</b> <i>Pam</i>	CVC Rime Pattern: am, at, ap	is, the Review: see	sap	32
<b>Set 1, Lesson 3:</b> <i>I Tap</i>	CVC Rime Pattern: am, an, at	am, can Review: I, a, the, is	tap	46
<b>Set 1, Lesson 4:</b> <i>I Sat</i>	CVC Rime Pattern: op, ot, at	Review: I, a, see, the	mop	60
<b>Set 1, Lesson 5:</b> <i>Pop</i>	CVC Rime Pattern: op, an, am	Review: is, I, see, the	pop	74
<b>Set 1, Lesson 6:</b> <i>Bob</i>	CVC Rime Pattern: ot	Review: is, a, the	cot	88
<b>Set 2, Lesson 7:</b> <i>The Map</i>	CVC Rime Pattern: ap, am	go, to Review: I, see	map	101
<b>Set 2, Lesson 8:</b> <i>Pat</i>	CVC Rime Pattern: ob, in, ot, am	Review: the, see, is, a	cap	115
<b>Set 2, Lesson 9:</b> <i>Mat</i>	CVC Rime Pattern: ab, om, ot, at	Review: see, the, is, a	ham	129
<b>Set 2, Lesson 10:</b> <i>Tom</i>	CVC Rime Pattern: ot, op	Review: see, the, go, I	cab	143
<b>Set 2, Lesson 11:</b> <i>Cam</i>	CVC Rime Pattern: ot, at, op, am	Review: see, is, a, I	pop	157
<b>Set 2, Lesson 12:</b> <i>Mac</i>	CVC Rime Pattern: op, at	Review: a, the, go, see	top	171

# Pathways to Progress Skill Groups

## Matching Skills Group to Instructional Need

Pathway Name	Student Characteristics
<b>Foundational Skills</b>	Student(s) demonstrate below benchmark skills across most or all areas of early literacy screening or benchmark measures. The recommended instructional routines offer support across all aspects of word, sentence and passage reading and comprehension. Activities include single word, sentence, and passage reading.
<b>Accuracy Skills</b>	Student(s) demonstrate variable performance across early literacy screening or benchmark measures with notable weaknesses on measures of nonword decoding and/or phonics skills. The recommended instructional routines offer support in building foundational phonemic awareness, sound/symbol, decoding and spelling skills. Activities include single word, sentence and passage reading.
<b>Fluency Skills</b>	Student(s) demonstrate strengths in foundational phonemic awareness, letter/sound and decoding skills on early literacy screening or benchmark measures but indicate an ongoing need for fluency instruction. The recommended instructional routines offer support in building automaticity across all aspects of word knowledge including phonemic awareness, letter pattern recognition, sight word familiarity, single word and sentence reading, and passage reading fluency.
<b>Vocabulary and Comprehension Skills</b>	Student(s) demonstrate strengths in word reading accuracy and fluency but may not be performing at benchmark on measures of vocabulary knowledge, oral language and/or reading comprehension. The recommended instructional routines offer support in building vocabulary knowledge, prosody skills, and text comprehension at both the sentence and passage level.

# Decodable Text: A Bat, Level A Set 1 Book 1

## Phonics Concept to Teach: CVC/Rime Patterns at, ap

### I. Trick Word Intro & Review (New Word in Gray)

1. I      2. a      3. see

### II. Phonemic Awareness (Blending)

### III. Phonics Concept

CVC/Rime Pattern at, ap

### IV. Letter Sound Review (New Sound/Concept in Gray)

1. at      2. ap      3. b      4. c

### V. Single Word Reading

1. bat      2. mat      3. cap      4. map

### VI. RAN Chart (Single Word or Phrase)

### VII. Sentence Reading

1. I see a mat.

2. I see a cap.

3. I see a fat cat.

### VIII. Phonemic Awareness Instruction (Segmenting)

### IX. Dictation

Trick Word	1. see		
Sounds	1. at	2. ap	3. b
Words	1. mat	2. cat	3. cap
Sentence	1. I see a bat.		

### X. Vocabulary Routine

bat



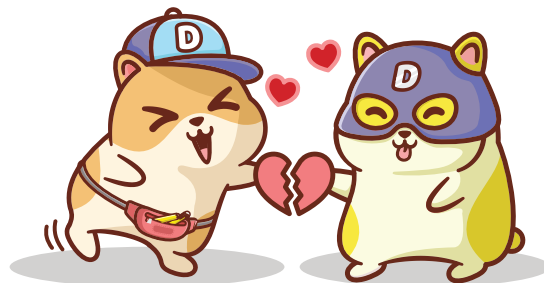
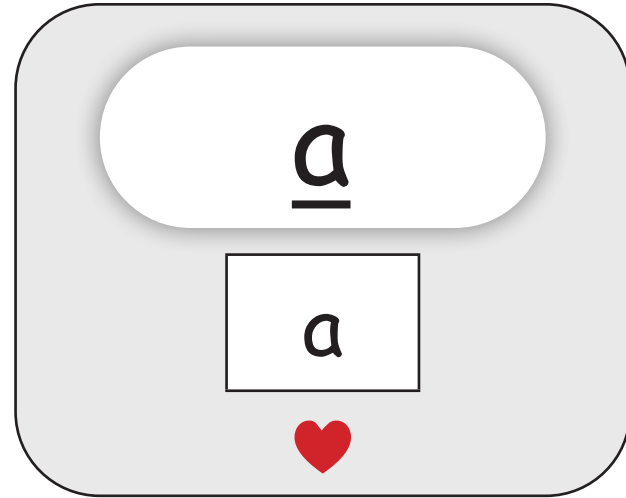
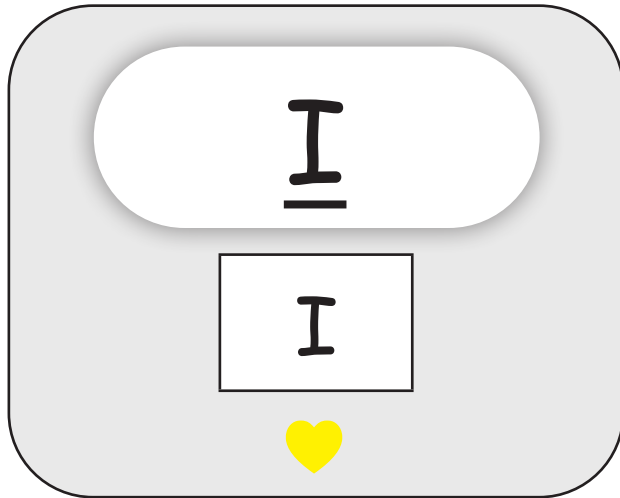
### XI. Book Reading and Comprehension Check

Read the story to find out what the boy sees on his walk.

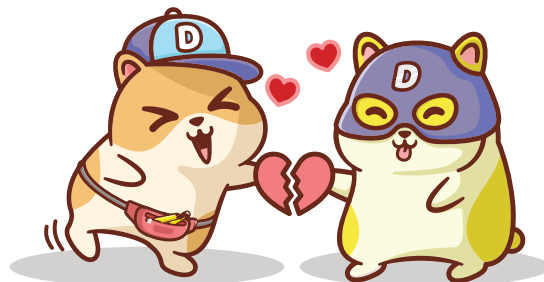
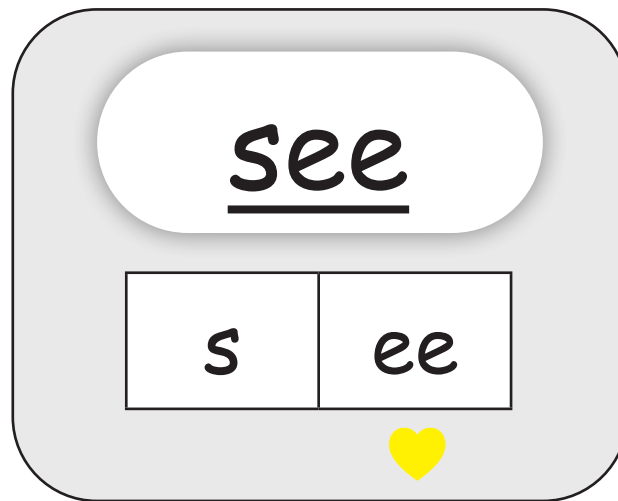
#### Comprehension Questions:

Comprehension questions can be found at the back of the book.

# New Trick Word



# New Trick Word



# Sound Games - PA Round 1 (Teacher Slide)

If your district uses a phonemic awareness program, please insert those activities now. Otherwise, use the routine below. These oral activities should have a quick and lively pace.

**Teacher:** We are going to play a mystery word game, I am going to give you the sounds, and you will blend them together to figure out the word.

**Teacher:** Let's try one. Watch me hold up a finger for each sound. When I connect my fingers, you will blend the sounds to say the mystery word.

BLENDING		
Teacher models	/b/ /a/ /t/	bat
Teacher and student together	/m/ /a/ /t/	mat
Students alone	/s/ /a/ /p/	sap
Students alone	/m/ /a/ /p/	map
Students alone	/k/ /a/ /p/	cap
Students alone	/f/ /a/ /t/	fat





# Phonics Concept (Teacher Slide)

**Teacher:** Did you know that every word has a rime pattern? A word's rime pattern includes the vowel and final sounds. Rime patterns make words easier to read, so I want to show you a strategy to find the rime patterns.

**Teacher:** Let's practice finding the rime pattern in our first word. (Teacher silently writes: **sat**)

**Teacher:** I can find the rime pattern by running my finger underneath the letters until I come to the vowel sound. Tell me when I come to the letter making a vowel sound. (Teacher silently runs finger under word until the **letter a**.)

**Teacher:** The vowel is the beginning of the rime and the pattern stops at the final letter. (Teacher underlines **at**.) Quietly sound out the rime pattern, and when I point to it say it out loud. (Elicit "**at**" from students.)

**Teacher:** But our word is not "**at**" we need to add the starter sound. What is the starter sound in this word? (Elicit /s/) Now blend them together to make the whole word. (Elicit: /s/ /at/ - **sat**) What is the word? (Elicit: **sat**)

	Teacher Models	Teacher and Students Together	Students Alone	Students Alone
1. Write target word on whiteboard	sat	mat	sap	cap
2. Underline rime pattern and read rime pattern	<u>sat</u>	<u>mat</u>	<u>sap</u>	<u>cap</u>
3. Say starter sound and read whole word.	sat	mat	sap	cap



# Letter/Sounds Practice

at

ap

b

c



# Single Word Reading

1. bat



2. mat

3. cap

4. map



# RAN Chart - Single Words

bat	map	cat	mat
cap		map	bat
mat	cap	bat	map
bat	map		cat



# RAN Chart - Phrases

the map

a bat

see the cap

the map



a bat

see the cap

the map



a bat

the map

see the cap



# Syntactic Phrasing

1. **I see a mat.**

2. **I see a cap.**

3. **I see a fat cat.**



# Sound Games - PA Round 2 (Teacher Slide)

If your district uses a phonemic awareness program, please insert those activities now. Otherwise, use the routine below. These oral activities should have a quick and lively pace.

**Teacher:** We are going to play another word game, this time I am going to give you the whole word, and you will break it up into its sounds.

**Teacher:** Let's try one. I say the word, you repeat the word. Then hold up a finger as you say each sound. Watch me demonstrate.

## SEGMENTING

Teacher models	bat	/b/ /a/ /t/
Teacher and student together	mat	/m/ /a/ /t/
Students alone	sap	/s/ /a/ /p/
Students alone	map	/m/ /a/ /p/
Students alone	cap	/k/ /a/ /p/
Students alone	fat	/f/ /a/ /t/



# Dictation (Teacher Slide)

If you have an existing dictation routine connected to your Tier 1 program feel free to employ those strategies.

**Teacher (Trick Word):** Your trick word to spell is \_\_\_\_\_. (Have students repeat the word.) Use the heart word strategy by identifying the sounds, and matching up the letters. Which letter(s) did we need remember by heart because they were acting in a magical way? (Students respond.)

**Teacher (Sounds/Rime Patterns):** The sound is \_\_\_\_\_, what is the sound? (Students repeat.) What letter(s) makes that sound? (Students respond/write down.)

If dictating rime patterns: The rime pattern is \_\_\_\_\_ (say the rime pattern & have students repeat.) What letters make that rime pattern? (Students respond/write down.)

**Teacher (Words):** The word is \_\_\_\_\_. (Use the word in a sentence.) What is the word? (Students repeat.) Tell me the starter sound in (word). What letters make that starter sound? Tell me the rime pattern in (word). What letters make the rime pattern? (Students respond after each prompt.)

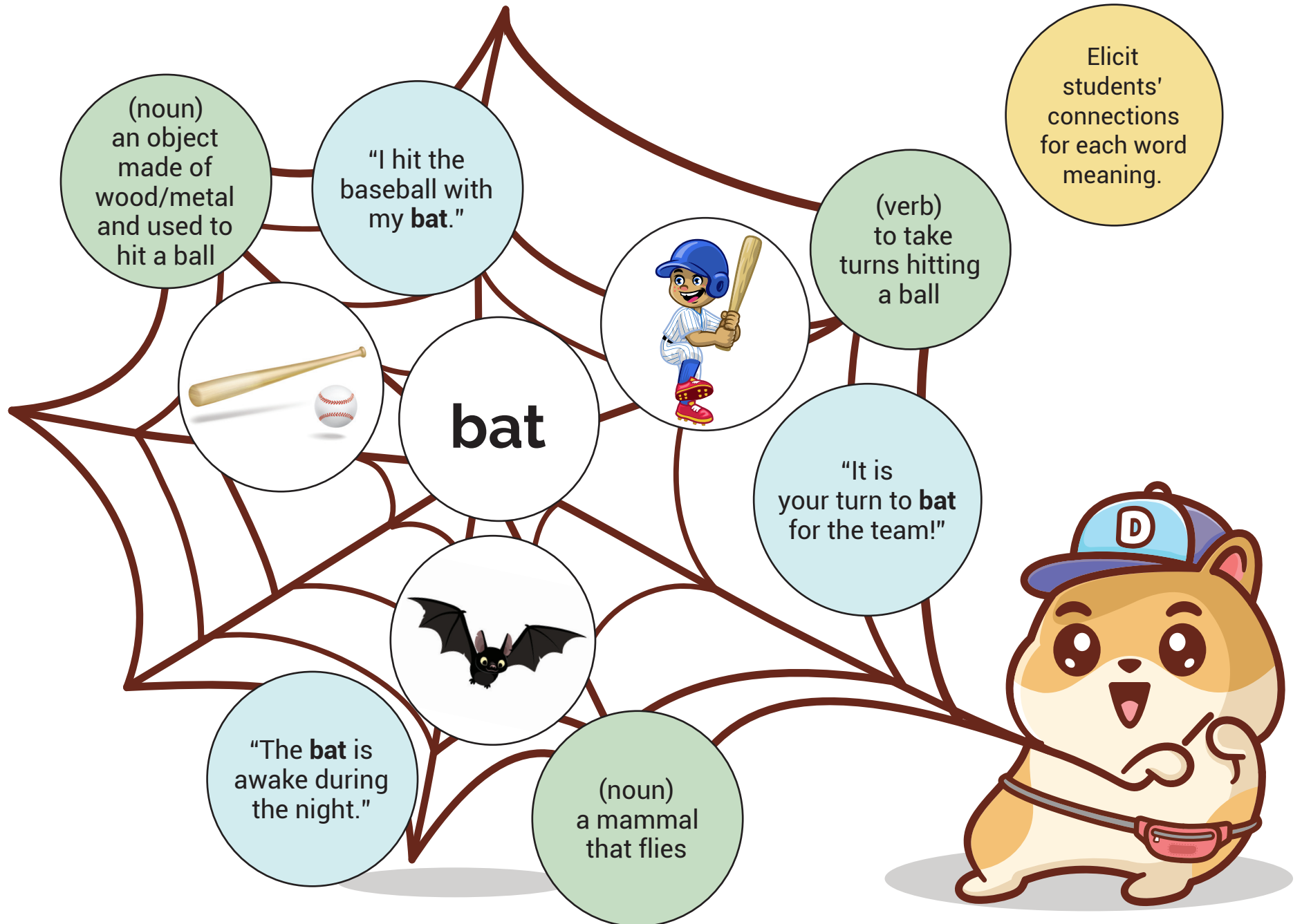
**Teacher (Sentence):** The sentence is \_\_\_\_\_. I am going to throw you the sentence, hold your pencil in your writing hand and catch the sentence in your other hand. Let the sentence out of your hand one word at a time. Hold up a finger for each word you say.

Trick Word	1. see		
Sounds	1. at	2. ap	3. b
Words	1. mat	2. cap	3. cat
Sentence	1. I see a bat.		





# Vocabulary Word Web



# Additional Concept/Pattern Practice

pat

rat

sat

hat

dat

zat

jat

wat

cap

sap

lap

nap

fap

hap

dap

vap

