

# Lesson 5

## Deletion & Substitution!



SAY

We are going to say our Deletion & Substitution chant! Repeat the chant after me!

“It’s Deletion & Substitution time!

We want to change the beginning, middle, and ending sounds!

We want to make a new word.”



DO

Say one sentence at a time of the Deletion & Substitution chant and ask the students to repeat after you.



SAY

Let’s practice our Substitution skills! When we substitute or replace the sounds in the words with a different sound, this is called substitution.

What sound changed from kid to lid? Whisper the word in your hand and hold them tight. We will share after we all have a chance to think first.



DO

Listen and watch as students think of the word. Provide support as needed.



SAY

Ok, let’s hear them. We changed the beginning sound /k/ to /l/. Say fan with a /t/ instead of a /f/. What is the new word?

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DO

Give students a chance to answer.



SAY

Yes. The new word is tan.



DO

Repeat Substitution practice with 1-2 words as time permits. Be sure all students have a chance to share their thinking with a partner or the full group.

**Substitution Word List:** What sound changed from kid to lid? What sound changed from yet to yes? Say fan with /t/ instead of /f/. Say black with /k/ /r/ instead of /b/ /l/ - crack.



### Correction Routine:

If any students make an error, have the whole group watch as you model. My turn: Say the word. Say the individual sounds in the word while tapping your fingers.

Your turn: Have students repeat. Addressing the whole group, rather than providing individual corrections, allows all students additional practice which will further develop their skill.

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## Introduce the sounds!



Letters are either a vowel (a, e, i, o, u) or a consonant (other letters).

Words with a consonant consonant vowel consonant pattern use a consonant blend. In this unit, students will practice reading words with a “t blend”.

CCVC words use the short vowel sounds. (a, e, i, o, u)

twin  
/t/ /w/ /ɪ/ /n/ = twin

tram  
/t/ /r/ /ă/ /m/ = tram

step  
/s/ /t/ /ĕ/ /p/ = step



SAY

Learning new sounds is so cool! Repeat our chant after me!  
“It’s time to learn new sounds!  
We use the sound rule to help us read!”



DO

Say one sentence at a time of the Introduce the Sound chant and ask the students to repeat after you.

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Let's learn a super cool new rule today!



SAY

We'll be exploring consonant consonant vowel consonant (CCVC) words that use a consonant blend. Remember, a consonant blend is when two consonants are side by side. When you read them, you hear both of their sounds blend in the word. Today we'll be decoding words that have a "t blend". Words in this unit will begin with two consonants, then have a vowel, and finish with a consonant. When we read CCVC words, we use the short vowel sound. For example, twin is a CCVC word with a consonant blend, so we read the word /t/ /w/ /i/ /n/ = twin. Let's review the short sounds of the vowels.



DO

Show **the a, e, i, o, u sound letter cards** and review the sounds.



SAY

Let's practice reading our CCVC words!

## Blend the sounds!



SAY

Blending sounds helps us read the words smoothly! Repeat our chant after me!

"It's time to blend the sounds!

It's time to blend the sounds to help us read the words smoothly!"

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DO

Say one sentence at a time of the Blend the Sounds chant and ask the students to repeat after you.



SAY

Let's practice blending the sounds in some words today!

When we blend the sounds in words, it helps us read the words smoothly. Let's try it. A consonant blend is when you have 2 consonants next to one another in a word. When this happens, you make the sound of each consonant when reading the word. Let me give you an example.



DO

Point to the word *twig*.



SAY

This word begins with 2 consonants, t-w. Next comes a vowel, i. It ends with another consonant, g. This is a CCVC word or closed syllable, because it ends with a consonant. Because it's a CCVC word, or a closed consonant, I know that I will use the short vowel sound for i, /i/. Now that I know what kind of word it is, and what vowel sound to use, I can blend the sounds together to read the word. Remember, when reading a word with a consonant blend, we say the sounds of both consonants. /t/ /w /i/ /g/ = twig. Let's segment and blend the word together now. Use your **Double Decker Elkonin Boxes**.



DO

Segment and blend the word *twig*.

# Lesson 5



SAY

Let's look at another word.



DO

Point to the word *twin*.



SAY

This word begins with 2 consonants, /t/ and /w/. Next comes a vowel, i. It ends with another consonant, n. This is a CCVC word and a closed syllable, because it ends with a consonant. Because it's a CCVC word, or a closed consonant, I know that I will use the short vowel sound for i, /i/. Remember, when reading a word with a consonant blend, we say the sounds of both consonants. Now that I know what kind of word it is, and what vowel sound to use, I can blend the sounds together to read the word. /t/ /w/ /i/ /n/ = twin. Let's blend it together now. Use your **Double Decker Elkonin Boxes**.



DO

Listen as students blend the word. Take notes on the students that can accurately blend the CCVC word and students that may need reteaching and/or additional support.



SAY

Great thinking! Awesome job blending the sounds today!

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## Read the words!



SAY

When we practice reading the words, it can help us read the words faster and faster. This helps us learn to read smoothly like when we are speaking!  
Repeat our chant after me!  
"It's time to read the words!  
It's time to read the words, so we can read smoothly, like we are speaking!"



DO

Say one sentence at a time of the Read the Words chant and ask the students to repeat after you.



SAY

Let's practice reading words today!  
We are going to read the words. When we practice reading the words, it helps us read faster and faster. This helps us focus on what we can learn from the words. Let's look at the first word.



DO

Point to the word *trap*.

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SAY

When we read this word, we look to see what spelling pattern it uses so we know what vowel sound to make. I see a CCVC spelling pattern. We'll use the short vowel sound. Remember, when reading a word with a consonant blend, we say the sounds of both consonants. /t/ /r/ /a/ /p/ = trap. Your turn. Use your **Double Decker Elkonin Boxes**.



DO

Listen as students read the word. Take notes on the students that can accurately articulate the sounds and read the word and students that may need reteaching and/or additional support.



SAY

Yes, the word is trap. Let's look at the next word. How would you read this word?



DO

Point to the word step. Listen as students read the word. Take notes on the students that can accurately articulate the sound and read the word and students that may need reteaching and/or additional support.



SAY

Yes, the word is step. One more. Use your **Double Decker Elkonin Boxes**.



DO

Point to the word tram. Listen as students read the word. Take notes on the students that can accurately articulate the sound and read the word and students that may need reteaching and/or additional support.



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Great thinking! Awesome job reading the words today!



## Correction Routine:

If any students make an error, have the whole group revisit the spelling for the word.

For decodable words: Say my turn. [Say and sound out the word.] If any students missed a sound or used an incorrect letter to represent the sound, reference the appropriate wall card. Then say your turn. Guide students as necessary to record letters for each sound they hear in the word.

## Decode the words!



Decoding is when you break up the sounds in a word and read each sound one at a time. Then you blend the sounds together to read the word! Repeat our chant after me!

“It’s time to decode the sounds in the words!

It’s time to decode the sounds in the words so we can read the words!”



Say one sentence at a time of the Decode the Words chant and ask the students to repeat after you.

# Lesson 5

Let's practice decoding the sounds in words today!



We are going to decode the words. Remember, decoding is when you break up the sounds in a word and read each sound one at a time. Then you blend the sounds together to read the word! When we decode the sounds in words, it helps us read the words correctly. Look at our words for today.



Point to the words.



First, look at the spelling pattern to decide what vowel sound to use. Next, say each sound. Finally, blend the sounds together to read the words.



Partner students.



You and your partner work together to decode these words (**step, trim, twin, twig**). I'll be by to listen. Use your **Double Decker Elkonin Boxes**.



Listen as students decode the word. Take notes on the students that can accurately articulate the sounds and read the word and students that may need reteaching and/or additional support.



Great thinking! Awesome job decoding words today!



## Correction Routine:

If any students make an error, have the whole group watch as you model. My turn: Say the word. Say the individual sounds in the word while tapping your fingers.

Your turn: Have students repeat. Addressing the whole group, rather than providing individual corrections, allows all students additional practice which will further develop their skill.

## Spell the words!



**SAY**

When we can spell words, it shows that we met the target. When we hear the sounds, we can match the sounds to the correct letters and spell the word! Repeat our chant after me!

“It’s time to spell the words!

It’s time to spell the words to show we understand the rule!”



**DO**

Say one sentence at a time of the Spell the Words chant and ask the students to repeat after you.

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SAY

Let's practice spelling words today!

We are going to spell the words. Remember, when we can spell words with the correct rule, it shows that we met the target. When we hear the sounds, we can match the sounds to the correct letters and spell the word! Listen to our words for today. The word is stem. How would we spell the word stem? Let's listen to the sounds and match the sound to the correct letter. The word is "stem". I hear /s/ /t/ /e/ /m/ and I know that sound for /s/ = the letter s and the sound for /t/ = the letter t, and the sound for /e/ is the letter e, and the sound for /m/ is the letter m. We spell /s/ /t/ /e/ /m/ = s-t-e-m. Grab your **whiteboard** to write.



DO

Watch as students spell the word using the letter and sound connections. Take notes on the students that can accurately articulate the sound and spell the word and students that may need reteaching and/or additional support.



SAY

Yes, when we spell the word stem we write the letters s-t-e-m. Now I want to make a new word by changing the final consonant. What would the word be if we changed the /m/ sound in stem, to the /p/ sound? /s/ /t/ /e/ /p/. Grab your **whiteboard** to write.

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Watch as students spell the word using the letter and sound connections. Take notes on the students that can accurately articulate the sound and spell the word and students that may need reteaching and/or additional support.



Yes, when we change the ending sound from /m/ in stem to /p/, we write the letters s-t-e-p for the word "step". Great thinking! Awesome job spelling words today!



### **Correction Routine:**

If any students make an error, have the whole group revisit the spelling for the word.

For decodable words: Say my turn. [Say and sound out the word.] If any students missed a sound or used an incorrect letter to represent the sound, reference the appropriate wall card. Then say your turn. Guide students as necessary to record letters for each sound they hear in the word.

## High Frequency Words!



SAY

Some words we can sound out now, some words we'll learn how to sound out later, and some words are rule breakers and we can't sound out. Words that show up a lot in books are called High Frequency Words.

Let's learn some! Repeat our chant after me!

"We see high frequency words all the time!

Let's figure out how to read them!"



DO

Say one sentence at a time of the High Frequency Words chant and ask the students to repeat after you.



SAY

Let's read our high frequency words! Today, we're not going to learn any new high frequency words. Instead, we're going to review the words you've already learned by reading them and thinking of a sentence for the word! Here is an example.



DO

Point to the word I.



SAY

I read this word as /i/ because a vowel alone says its name. And now a sentence using the word... "I like to read." We'll take turns reading the words and using them in sentences. Ready?

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Take turns having students read the HFW and saying a sentence using the word.



DO

## Level A HFW:

Unit 1: I, a/ at, as, the /like/ is, in, it/ play/ of

Unit 2: have/ many/ see/ with/ you/ out/ to, into

Unit 3: and/ or, for, more/ one/ all/ look

Unit 4: was/ two/ her, were/ are



SAY

Excellent reading!



## Correction Routine:

If any students make an error, have the whole group watch as you model. My turn: Say the word. Say the individual sounds in the word while tapping your fingers.

Your turn: Have students repeat. Addressing the whole group, rather than providing individual corrections, allows all students additional practice which will further develop their skill.