

## 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. The word is cry, /k/ /r/ /i/. Now, let’s substitute the /k/ for /t/. What’s our new word?



DO

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



SAY

Ok, let’s hear them. /t/ /r/ /i/ = “try”. The next is long = /l/ /o/ /ng/. Let’s substitute the /l/ for /s/. What’s our new word?

# Lesson 2



DO

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



SAY

Yes. The new word is /s/ /o/ /ng/ = "song".



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:** bank, substitute /k/ for /d/; mad, substitute /d/ for /p/

## Introduce the sounds!

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

A consonant digraph is when two consonants come together to make 1 new sound. In this unit, students will practice reading consonant digraphs with the /sh/ and /wh/ sounds.

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

shut  
/sh/ /ŭ/ /t/ = shut

when  
/wh/ /ĕ/ /n/ = when

whiff  
/wh/ /ĭ/ /f/ = whiff



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.

# Lesson 2



SAY

Let's learn a super cool new rule today!

Let's meet our first two consonant digraphs! Remember, consonant digraphs are 2 consonants who come together to make a new sound!



DO

Show the **sound letter card for sh**.



SAY

S-h says /sh/ like in shut and shed. For example, shut is a CCVC word with a consonant digraph, so we read the word /sh/ /u/ /t/ = shut. Say the sound for s-h with me.



DO

Monitor and make sure students are reading it as /sh/. Show the **sound letter card for wh**.



SAY

W-h says /wh/ like which whale. For example, when is a CCVC word with a consonant digraph, so we read the word /wh/ /e/ /n/ = when. Say the sound for w-h with me.



DO

Monitor and make sure students are reading it as /wh/.



SAY

Let's read them one more time.

# Lesson 2



DO

Point to the sound **letter cards for sh and wh** as students read them aloud again.



SAY

Let's practice reading our words with consonant digraphs!

## 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!"



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 digraph is when you have 2 consonants next to one another in a word and they make a new sound. Let me give you an example.

# Lesson 2



DO

Point to the word *ship*.



SAY

This word begins with a consonant digraph, s-h. S-h says /sh/. Next comes a vowel, i. It ends with another consonant, p. 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.

/sh/ /i/ /p/ = "ship". Let's segment and blend the word together now using our **Double Decker Elkonin Boxes**.



DO

Segment and blend the word *ship* using the **Double Decker Elkonin Boxes**.



SAY

Notice that there are 4 letters, but only 3 sounds in the word ship. S-h is a consonant digraph that only makes one sound. Let's look at another word.



DO

Point to the word *when*.

# Lesson 2



SAY

This word begins with a consonant digraph, /wh/. W-h says /wh/. Next comes a vowel, e. 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 e, /e/. 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. /wh/ /e/ /n/ = "when". Let's blend it together now using our **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

Again, notice that there are 4 letters, but only 3 sounds. A consonant digraph is 2 letters but only makes one sound. Great thinking! Awesome job blending the sounds today!

# Lesson 2

## 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 *mash*.



# Lesson 2



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 CVCC spelling pattern. We'll use the short vowel sound. I also know that s-h is a consonant digraph - so it only make one sound. M says /m/ /a/ /sh/ = "mash". Your turn using the **Double Decker Elkonin Boxes**.



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.



Yes, the word is mash. Let's look at the next word. How would you read this word? Use your **Double Decker Elkonin Boxes**.



Point to the word *whim*. 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.



Yes, the word is whim. One more.

# Lesson 2



DO

Point to the word *ash*. 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

Remember, consonant digraphs are 2 consonants that make 1 sound. 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!



**SAY**

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!”



**DO**

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



**SAY**

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.



**DO**

Point to the words.

# Lesson 2



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 (**hush, dish, whip, whiff**). 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.

# Lesson 2

## 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.



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 cash. How would we spell the word cash? Let’s listen to the sounds and match the sound to the correct letter. The word is “cash”. I hear /k/ /a/ /sh/. Remember that /sh/ is a consonant digraph and made up of 2 letters together. I know that sound for /k/ = the letter c and the sound for /a/ = the letter a, and the sound for /sh/ are the letters s-h. Grab your **whiteboards** to write the word.

# Lesson 2



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 spell the word cash we write the letters c-a-s-h. The word is whip. How would we spell the word whip? Grab your whiteboards to write the word. Let's listen to the sounds and match the sound to the correct letter. The word is "whip". I hear /wh/ /i/ /p/. Remember that /wh/ is a consonant digraph and made up of 2 letters together. I know that sound for /wh/ = the letters w-h and the sound for /i/ = the letter i, and the sound for /p/ is the letter p.



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 spell the word whip we write the letters w-h-i-p. 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.

# Lesson 2



Let's read our high frequency words!

Today, we're learning 1 new word that uses some rule that you've learned, but a sneaky vowel sound!



Display the word *what*.



I see this word starts with a consonant digraph w-h that says /wh/. Now, if it were following our rules, the a would say /a/, but it doesn't. The a says /u/. But the t makes the right sound, /t/. This would mean it is pronounced /wh/ /u/ /t/ = "what".

Read with me using your **Double Decker Elkonin Boxes**.



Read it again by segmenting and blending.



Excellent! Let's use our **Double Decker Elkonin Boxes** to read a couple of these words that have been tricky for us.



Choose a few HFW that have been challenging to practice and have students use their **Double Decker Elkonin Boxes** as they read the words.



# Lesson 2



**SAY**

Excellent work learning 1 new high frequency word and practicing old words today.

**High Frequency Word List:** what



**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.