

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 chain, /ch/ /a/ /n/. Now, let’s substitute the /ch/ for /w/. 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. /w/ /a/ /n/ = wain.

The next word is paint, /p/ /a/ /n/ /t/.

Let’s substitute the /p/ for /f/. What’s our new word?

Lesson 7



DO

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



SAY

Ok, let's hear them. /f/ /a/ /n/ /t/ = faint.



DO

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

Substitution Word List: main - substitute the /m/ for /p/ = "pain"



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.

Introduce the sounds!

We're learning all about the long vowel sounds and what spelling patterns we use to make the long vowel sound.

We learned that you can make a long a from an open syllable or from a bossy e.



You can also make a long a sound using the spelling pattern, ai. For example, tail has an a-i spelling pattern and makes the long vowel sound /ā/, so we read the word /t/ /ā/ /l/ = tail.

we
/w/ /ē/ = we

make
/m/ /ā/ /k/ = make

tail
/t/ /ā/ /l/ = tail



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 7

Let's learn a super cool new rule today!



SAY

Remember, in this unit, we're learning all about the long vowel sounds and what spelling patterns we use to make the long vowel sound. We learned that you can make a long a from an open syllable or from a bossy e. You can also make a long a sound using the spelling pattern, ai. For example, tail has an a-i spelling pattern and makes the long vowel sound /a/, so we read the word /t/ /a/ /l/ = tail.



DO

Show the **Sound Letter card ai**.



SAY

A-i says /a/, the long vowel sound for a.
Let's review all our sound letter cards including our new card, a-i.



DO

Flip through and review all the sound spelling cards students have learned so far including the new card from today. (**Sound Letter Cards: a, e, i, o, u, wh, sh, ch, ng, ck, ph, qu**)



SAY

Let's practice reading our new word pattern!

Lesson 7

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. The letters a-i together say /a/.



DO

Point to the word *tail*.



SAY

This word begins with a consonant, t. T says /t/. I notice that the next two letters are a-i. Underline this vowel pair to help us remember that a-i stay together. A-i says /a/. Next is a consonant l. L says /l/. The words says /t/ /a/ /l/ = "tail". Let's segment and blend the word together now using our **Double Decker Elkonin Boxes**.

Lesson 7



DO

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



SAY

Why is this word read as /t/ /a/ /l/ = "tail"?



DO

Listen as students explain the sound spelling pattern a-i.



SAY

Smart explanations! Let's look at another word.



DO

Point to the word *snail*.



SAY

This word begins with a consonant blend, /s/ /n/. s-n says /s/ /n/. Next comes a vowel pair, a-i. Underline our vowel pair a-i to remind us that these letters stay together to make one sound. What happens when we have this spelling pattern?



DO

Listen as students explain that a-i says /a/.



SAY

Yes! A-i says /a/. We have /s/ /n/ /a/ and the consonant /l/. The word is /s/ /n/ /a/ /l/ = "snail". Blend using your **Double Decker Elkonin Boxes**.

Lesson 7



DO

Listen as students blend the word. Take notes on the students that can accurately blend the open syllable using the long vowel sound and students that may need reteaching and/or additional support.



SAY

A-i says /a/. Great thinking while blending the sounds today!

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.

Lesson 7

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.



Point to the word *main*.



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 consonant, a-i, consonant. Underline the a-i to remind us that this vowel pair sticks together. We'll use the long vowel sound. /m/ /a/ /n/ = main. 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 "main". Let's look at the next word. How would you read this word?



Point to the word *chain*.

Lesson 7



Look at this spelling pattern! I see a consonant digraph, vowel pair, consonant. Underline the consonant digraph c-h and the vowel pair a-i because these letters stick together! How will you read this word?



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 “chain”.



Display the sentence: *Does a snail have a tail or a waist?*



Take a couple minutes to read this sentence with your partner. All of the words follow rules you’ve learned or are High Frequency Words you’ve learned. Raise your hands when you have the whole sentence read and I’ll come listen. You can do it!



Monitor and assist. You may support by asking students to recognize the spelling pattern, prompting students to use the long or short vowel sound, asking students to underline letters that stick together, etc.

Lesson 7



SAY

I'll read it aloud as you read it with me.



DO

Read sentence.



SAY

Amazing work! Remember, a-i says a. Those brains are growing!

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.

Lesson 7

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 (**wait, paint, faint, waist**). 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.

Lesson 7



Excellent work applying our new rule to 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!



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!”



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

Lesson 7



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 wain. How would we spell the word wain? Let's listen to the sounds and match the sound to the correct letter. The word is "wain". I hear /w/ /a/ /n/. I know that sound for /w/ = w and the sound for /a/ can be spelled with a bossy final e or ai. Let's spell it with ai. I hear a /n/ sound at the end. Grab your **whiteboards** and write the word.



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 wain we write the letters w-a-i-n. Now I want to make a new word by changing the beginning consonant sound. What would the word be if we changed the /w/ sound in wain, to the /p/ sound? /p/ /a/ /n/. Grab your **whiteboards** and write the word.

Lesson 7



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 change the beginning sound from /w/ in wain to /p/ we write the letters make for the word "pain". We use a-i for the long vowel sound. 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!



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!"



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



Let's read our high frequency words!

Today, we're learning 1 new word.



Display the word *very*.



This word uses an unusual sound for the e. It begins with a consonant /v/ spelled v. The e says /a/. The r says /r/ and the y says /e/. Read this word with me. /v/ /a/ /r/ /e/.

Lesson 7



DO

Listen to responses.



SAY

Yes! "very". I am very proud of you. Very. Read it again.



DO

Point to words and listen to students read.



SAY

Excellent! Let's read our previous high frequency words!



DO

Point to or hold up all the high frequency words to this point as the students read them.



SAY

Excellent work learning 1 new high frequency word today.

High Frequency Word List: very



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.