

# Lesson 9

## 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 Deletion skills! When we delete the sounds in a word, we take one sound away. Let’s take /r/ out of our word today! The word is crane. /k/ /r/ /a/ /n/.



DO

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



SAY

Yes! Without the /r/ we have /k/ /a/ /n/ = “cane”. Let’s do another word where we take away the /s/. The word is waist. /w/ /a/ /s/ /t/. Take away the /s/.

# Lesson 9



DO

Listen as students determine the new word. Be sure all students have a chance to share their thinking with a partner or the full group.



SAY

Yes! The new word without the /s/ is /w/ /a/ /t/ = "wait". Excellent thinking!



**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 9

## 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, or from the vowel pair a-i.



You can also make a long a sound using the spelling pattern, a-y. A-y is usually used at the end of a word. A-i is never used at the end of words because English words don't end in i. For example, clay has an a-y spelling pattern and makes the long vowel sound, /ā/, so we read the word /k/ /l/ /ā/ = clay.

we  
/w/ /ē/ = we

make  
/m/ /ā/ /k/ =  
make

tail  
/t/ /ā/ /l/ = tail

clay  
/k/ /l/ /ā/ =  
clay



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!"



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

# Lesson 9

Let's learn a super cool new rule today!



Remember, in this unit, we're learning all about the long vowel sounds and what spelling patterns we use to make the long a vowel sound. We learned that you can make a long a from an open syllable, or from a bossy e, or from the vowel pair a-i. You can also make a long a sound using the spelling pattern, a-y. A-y is usually used at the end of a word. A-i is never used at the end of words because English words don't end in i. Let's review all our Sound Cards including the two new cards this unit that make the long a vowel sound, a-i and a-y.



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



Let's practice reading!

# Lesson 9

## 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.



DO

Point to the word *stale*.



SAY

This word begins with a consonant, s. S says /s/. T says /t/. I notice that this word has a vowel consonant final bossy e pattern. That tells me a is going to say /a/. L says /l/. The final e does not make any sounds. The words says /s/ /t/ /a/ /l/ = "stale". Let's segment and blend the word together now using our **Double Decker Elkonin Boxes**.

# Lesson 9



DO

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



SAY

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



DO

Listen as students explain the sound spelling pattern for final bossy e.



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 the letters a-i to remind us that they are a vowel pair and 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/. Finally, we have l says /l/. We have /s/ /n/ /a/ /l/. The word is /s/ /n/ /a/ /l/ = "snail".

# Lesson 9



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.



We can get the long a vowel sound from open syllables, final bossy e, a-i and a-y spelling patterns. Great thinking while blending the sounds today!

## Read the words!



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!"



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



# Lesson 9

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 *clay*.



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 blend c-l, and a vowel pair, a-y. Underline the vowel pair a-y to remind us that a-y sticks together. We'll use the long vowel sound. /k/ /l/ /a/ = clay. 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 "clay". Let's look at the next word. How would you read this word?



Point to the word *chain*.



# Lesson 9



Look at this spelling pattern! I see a consonant digraph c-h and vowel pair a-i. Underline the consonant digraph and the vowel pair to remind us that 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: *I must pay for the clay.*



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 9



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



Read sentence.



Amazing work! We can get the long a vowel sound from open syllables, final bossy e, a-i and a-y spelling patterns. Those brains are growing!

## 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 9

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 (**a, stake, main, ray**). 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 9



Excellent work applying our long a spelling rules 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 9

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 *fray*. How would we spell the word *fray*? Let's listen to the sounds and match the sound to the correct letter. The word is "fray". I hear /f/ /r/ /a/. I know that sound for /f/ = f and the sound for /r/ is = r. I know the long a sound can be spelled with a final bossy e, a-i, and a-y. Bossy e only works if there is a consonant at the end of the word. *Fray* ends with the long a. It won't use bossy e. I know English words do not end in a-i, so I will not use the a-i spelling. A-y says /a/ and is used at the end of words. I will spell the /a/ at the end of "fray" with a-y. Grab your **whiteboards** and write the word.



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 *fray* we write the letters f-r-a-y. 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 9



SAY

Let's read our high frequency words!

Today, we're learning 1 new word.



DO

Display the word *who*.



SAY

This word uses an unusual sound for the wh and the o. In this word, the w-h says /h/ and the o says /oo/. Read this word with me. /h/ /oo/.



DO

Listen to responses.



SAY

Yes! "who". Who has been learning new sound spelling patterns? 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.



# Lesson 9



**SAY**

Excellent work learning 1 new high frequency word today.

**High Frequency Word List:** who



**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.