

Lesson 3

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 street, /s/ /t/ /r/ /e/ /t/. Now, let’s substitute the /s/ /t/ for /sh/. 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. /sh/ /e/ /t/ = sheet. Great! The next word is theme, /th/ /e/ /m/ = theme. Let’s substitute the /th/ for /s/. What’s our new word?

Lesson 3



DO

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



SAY

Yes! The word is /s/ /e/ /m/ = seam.



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: geese - substitute the /g/ for /ch/ = "cheese"



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 3

Introduce the sounds!



It is important that we understand the long vowel sounds and the spelling patterns we use to make the long vowel sound.

You can make a long e vowel sound in these ways:

- from an open syllable or from a bossy e. (i.e. /m/ /ā/ /k/ = make)
- with the spelling pattern, e-e. (i.e. /f/ /ē/ /t/ = feet)
- with the spelling pattern, e-a; long e sound is e-a most common sound.

Important Note: E-a has three sounds; long ē (feast), short ě (head), long ā (steak).

For example, /m/ /ē/ /l/ = meal.

make
/m/ /ā/ /k/ = make

feet
/f/ /ē/ /t/ = feet

heat
/h/ /ē/ /t/ = heat



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 3



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 vowel sound. We learned that you can make a long e vowel sound from an open syllable or from a bossy e. You can also make a long e sound using the spelling pattern, e-e. The sound spelling pattern e-a also makes the long e sound as its most common sound. E-a has three sounds: long e, short e, long a. /e/ /e/ /a/. Say it with me.



Show the **Sound Letter Card e-a** and have the students practice long e, short e, long a, as you hold up three fingers to remind them.



E-a usually says long e, /e/ and that's how we're going to read it today. For example, meal use the spelling e-a and makes the long vowel sound, /e/, so we read the word /m/ /e/ /l/ = meal. Before we start practicing that, let's review all our sound spelling cards so far, including our new card, e-a.



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, ai, ay, ee**)



Let's practice reading our new word pattern!

Lesson 3

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. When you see the vowel pair, e-a, it can make 3 different sounds: long e /e/, short e /e/, and long a /a/. We'll be using its most common sound today, long e, /e/.



DO

Point to the word *leash*.

Lesson 3



I notice that this word uses the vowel team, e-a to say /e/. The word begins with the consonant /l/, vowel team e-a says /e/, and final consonant digraph s-h says /sh/. The words says /l/ /e/ /sh/ = "leash". Remember to leash your dog before you go for a walk. Let's segment and blend the word together now using our **Double Decker Elkonin Boxes**.



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



Let's look at another word.



Point to the word *feast*.



This word begins with a consonant f, /f/. Next comes a vowel team, e-a says /e/. The final consonant blend, s-t, says /s/ /t/. What happens when we have this spelling pattern?



Listen as students explain the rule.
(E-a makes the long e sound.)



Yes! The e-a makes the long vowel sound. We have /f/ /e/ /s/ /t/. The word is "feast".

Lesson 3



DO

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



SAY

The vowel team e-a makes the long e sound /e/. 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 3



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 *bead*.



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 vowel pair, e-a. Underline your vowel pair to remember it sticks together. We'll use the long vowel sound. 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.



/b/ /e/ /d/ = "bead". Yes, the word is "bead". Let's look at the next word. How would you read this word?



Point to the word *flea*.

Lesson 3



Look at this spelling pattern! I see a consonant blend, and a vowel pair, e-a. Underline your vowel pair to remember it sticks 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 "flea".



Display the sentence: *We went to the beach to drink tea on the sea and eat peas.*



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 3



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



Read sentence.



The vowel team e-a makes the long e sound /e/. 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 3

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 (**team, steal, heat, least**). 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 3



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 3



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 eat. How would we spell the word eat? Let's listen to the sounds and match the sound to the correct letter. The word is "eat". I hear /e/ /t/. I know that sound for /e/ can be spelled = e-a. I hear a /t/ sound at the end. Grab your **whiteboards** to spell 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 eat we write the letters e-a-t. Now I want to make a new word by adding a beginning consonant. What would the word be if we added the /m/ sound in eat? /m/ /e/ /t/. 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.

Lesson 3



Yes, when we add the /m/ we write the letters for the word “meat”, m-e-a-t. The vowel partners e-a make the e say 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.

Lesson 3

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 2 new words that both use e-r to say /er/.



Display the word *over*.



Let's start by clapping this word out.



Clap syllables into o-ver.

Lesson 3



This word begins with /o/, v says /v/ and finally e-r are a team that say /er/.
/o/ /v/ /er/. Read this word with me. /o/ /v/ /er/.



Listen to responses.



Yes! "over". Flip the pancake over. Read it again.



Point to *over* and listen to students read.



Our next word also uses the e-r spelling pattern.



Point to *number*.



N says /n/, u says /u/ like up, m says /m/, b says /b/, e-r says /er/ just like
it's supposed to. Let's blend it together! /n/ /u/ /m/ /b/ /er/ = "number".
Blend and read it with me.



Point to the word, blend, and read.



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

Lesson 3



DO

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



SAY

Excellent work learning 2 new high frequency words today.

High Frequency Word List: over, number



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.