

Lesson 4

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 eat, /e/ /t/. Now, let’s add /n/ at the beginning. 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. Yes! /n/ /e/ /t/. Now, let’s substitute the /n/ for /m/. What’s our new word?

Lesson 4



DO

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



SAY

Yes! /m/ /e/ /t/ = "meat".



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: heal - substitute the /l/ for /t/ = "heat". Substitute the /h/ for /b/ = "beat".



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 4

Introduce the sounds!

When a word ends with a final bossy e, the e makes the vowel say its name, the long vowel sound. Some consonants can make two sounds just like short and long vowel sounds.

The letter “c” can make the hard sound, /k/ like in the word car or the soft sound, /s/ like in the word cent.

For example, cake has a bossy e and the vowel will make the long vowel sound, so we read the word /k/ /ā/ /k/ = cake. Cake also has the hard “c” sound /k/.

scene cake these
/s/ /ē/ /n/ = scene /k/ /ā/ /k/ = cake /th/ /ē/ /s/ = these



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 4

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 e from an open syllable, from a bossy e, using the spelling patterns, e-e or e-a. Today, we're going to look at all of these ways to make the long e vowel sound. For example, theme use the bossy e and makes the long vowel sound, /e/, so we read the word /th/ /e/ /m/ = theme. Before we start practicing that, let's review all our sound letter cards.



DO

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



SAY

Let's practice reading our new word pattern!

Lesson 4

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. We've practiced 4 different patterns for making the long e sound: final bossy e, open syllable ending in e, the vowel pair e-e, or the vowel pair e-a. Let's practice all 4 patterns.



DO

Point to the word *these*.

Lesson 4



I notice this word has a consonant digraph, t-h, and a vowel, consonant, final e. Let's try. T-h says /th/. The final bossy e makes the middle e say the long e sound /e/. The final consonant s, says /s/. /th/ /e/ /s/. Let's segment and blend the word together now using our **Double Decker Elkonin Boxes**.



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



Let's look at another word.



Point to the word *jeans*.



This word begins with a consonant j, /j/. Next comes a vowel team, e-a says /e/. The final consonants, n and s, say /n/ /s/. What happens when we have this spelling pattern?



Listen as students explain the rule.



Yes! The e-a makes the long vowel sound. What word do we have?



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.

Lesson 4



We have /j/ /e/ /n/ /s/. The word is “jeans”. We learned that you can make a long e from an open syllable, from a bossy e, and using the spelling patterns e-e or e-a. 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.



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.

Lesson 4



DO

Point to the word *sheet*.



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 consonant digraph, s-h. I see a vowel pair, e-e. Underline your consonant digraph and vowel pair to remember they stick together. We'll use the long vowel sound. Your turn using the **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

/sh/ /e/ /t/ = "sheet". Yes, the word is "sheet". Let's look at the next word. How would you read this word?



DO

Point to the word *theme*.



SAY

Look at this spelling pattern! I see a consonant digraph, and a final bossy e. Underline your consonant digraph to remember it sticks together. How will you read this word?

Lesson 4



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 “theme”.



Display the sentence:
The team made a speech to please teach how to steal the ball.



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.



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



Read sentence.

Lesson 4



SAY

We learned that you can make a long e from an open syllable, from a bossy e, and using the spelling pattern e-e or e-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.



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.

Lesson 4



DO

Point to the words.



SAY

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.



DO

Partner students.



SAY

You and your partner work together to decode these words (**scene, reach, meet, he**). I'll be by to listen. Use your **Double Decker Elkonin Boxes**.



DO

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.



SAY

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!



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 peel. The paint is beginning to peel. How would we spell the word peel? Let’s listen to the sounds and match the sound to the correct letter. The word is “peel”. I hear /p/ /e/ /l/. I know that sound for /p/ = p and the sound for /e/ can be spelled = e-e. I hear a /l/ sound at the end. Grab your **whiteboards** and write with me.

Lesson 4



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 peel we write the letters p-e-e-l. Sometimes, we have to try a couple different spellings to see which one looks correct. The more you read and write, the more your brain will learn which spelling to use. Now I want to make a new word by changing the final consonant sound. What would the word be if we changed the /l/ sound in peel, to the /p/ sound? /p/ /e/ /p/. 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 change the final sound from /l/ in peel to /p/ we write the letters for the word "peep", p-e-e-p. The vowel partners e-e make the e say the long vowel sound. Great thinking! Awesome job spelling words today!

Lesson 4



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 learning 1 new word that uses some unusual sounds and not necessarily what we'd expect.



DO

Display the word *where*.

Lesson 4



SAY

This word begins with /wh/, then the unusual e sound of long a /a/. It ends with r, /r/. Let's acknowledge that this word does not use bossy final e to make a long e sound, nor does it use e-r to say /er/. It's breaking all the rules! This word is decoded as /wh/ /a/ /r/ = "where". Read this word with me. /wh/ /a/ /r/.



DO

Listen to responses.



SAY

Yes! "where". Where is your pencil? Read it again.



DO

Point to *where* 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: where