

Lesson 1

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 slick, /s/ /l/ /i/ /k/. Now, let’s change the middle sound /i/ to /a/. What’s our new word? /s/ /l/ /a/ /k/ = slack.



DO

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

Lesson 1



SAY

Ok, let's hear them.

Now, let's substitute the beginning sound from /s/ /l/ for /t/. What's our new word?



DO

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



SAY

Yes! /t/ /a/ /k/ = "tack".



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: sunk - substitute the /s/ for /d/ = "dunk". Substitute the /d/ for /f/ = "funk".



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 1

Introduce the sounds!



When we understand the long vowel sounds, it helps us understand the spelling patterns we use to make the long vowel sound. In this unit, we focus on the long i vowel sound. We learned that you can make a long i from an open syllable, or from a bossy e, or from vowel pairs.

For example, wife has a bossy e and makes the long vowel sound, /ī/, so we read the word /w/ /ī/ /f/ = wife.

wife
/w/ /ī/ /f/ = wife

wise
/w/ /ī/ /s/ = wise

ride
/r/ /ī/ /d/ = ride



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 1

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 vowel from an open syllable, or from a bossy e, or from vowel pairs. For example, wife use the bossy e and makes the long vowel sound, /i/, so we read the word /w/ /i/ /f/ = wife. Let's review all our Sound Cards.



DO

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, ee, ea**)



SAY

Let's practice reading words with the long i sound!

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!"

Lesson 1



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 words end with a bossy e, the e makes the vowel make the long vowel sound, or says its name. The e doesn't make any sound.



DO

Point to the word *ride*.



SAY

I notice that this word follows the vowel, consonant, final bossy e spelling pattern. That means, the final bossy e, is going to make i use the long vowel sound /i/. So, to decode this word, I'll say /r/ /i/ /d/. The final bossy e does not make a sound. It's job was to signal the other vowel to say the long vowel sound. Let's segment and blend the word together now using our **Double Decker Elkonin Boxes**.



DO

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



SAY

Yes. The words says r/ /i/ /d/ = "ride". Some students ride the bus to school. School starts tomorrow. Why is this word read as /r/ /i/ /d/ = "ride"?

Lesson 1



DO

Listen as students explain bossy e.



SAY

Smart explanations! Let's look at another word.



DO

Point to the word *wide*.



SAY

This word begins with a consonant, /w/. W says /w/. Next comes a vowel, i. But, I notice the spelling pattern: vowel, consonant, e. This is final bossy e. What happens when we have this spelling pattern?



DO

Listen as students explain the rule.



SAY

Yes! The final bossy e makes e use the long vowel sound. We have /w/ /i/ /d/. The word is /w/ /i/ /d/ = "wide".



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

Final bossy e makes the vowel say its name. Great thinking while blending the sounds today!

Lesson 1

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 *tile*.

Lesson 1



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, vowel, consonant, final bossy e. 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.



Yes, the word is "tile". /t/ /i/ /l/ = "tile".
Let's look at the next word. How would you read this word?



Point to the word *life*.



Look at this spelling pattern! I see a consonant, vowel, consonant, final bossy e.
How will you read this word? Use your **Double Decker Elkonin Boxes**.



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.

Lesson 1



Yes, the word is "life".



Display the sentence: *The nine kites are having a wild time.*



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.



Remember, a word that uses consonant, vowel, consonant, with a final bossy e, uses the long vowel sound. Those brains are growing!

Lesson 1

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 1



First, look at the spelling pattern to decide what vowel sound to use. Underline anything that sticks together! 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 (**wise, kite, wipe, slide, like, pile**). 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.



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.

Lesson 1

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 bite. How would we spell the word bite?

Let’s listen to the sounds and match the sound to the correct letter. The word is “bite”. I hear /b/ /i/ /t/. I know that sound for /b/ = b and the sound for /i/ = i. I hear a /t/ sound for t at the end. We learned that by adding a final bossy e, we can make the long vowel sound. Grab your **whiteboards** and write the word.

Lesson 1



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 bite we write the letters b-i-t-e. We spell /b/ /i/ /t/ = b-i-t-e. Now I want to make a new word by changing the beginning consonant sound. What would the word be if we changed the /b/ sound in bite, to the /s/ sound?
/s/ /i/ /t/ . Use your **whiteboards**.



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 beginning sound from /b/ in bite to /s/ we write the letters for the word "site". The final bossy e makes 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.

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 1



SAY

Let's read our high frequency words!

Today, we're learning 2 new words that use rules you just haven't learned yet.



DO

Display the word *live*.



SAY

This word can be pronounced two different ways. One way follows a rule you know. I see the spelling pattern vowel, consonant, final bossy e. E makes the i say the long i.

I pronounce the word /l/ /i/ /v/ = "live".

I said, we're going live, when I started to film. Read the word with me.



DO

Listen as students read the word *live* with the long vowel sound.



SAY

We can say this word another way too. L says /l/ but, the i can make the short i sound, /i/. V says /v/. The e is here because English words don't end in v so we add an e. The e doesn't make any sounds.

/l/ /i/ /v/ = "live" with short i. I live in Chicago. Read it with me.



DO

Listen as students read *live* with a short i.

Lesson 1



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.



SAY

What 2 rules impact how we read this word?



DO

Listen as students explain why it is read 2 different ways.



SAY

We have one more word today. I guess we actually have 3 words today!



DO

Point to the word *year*.



SAY

This word begins with *y*, /y/ and then a vowel pair e-a that says /e/. It ends with a consonant r /r/. Let's blend this together!

/y/ /e/ /r/ = "year". This year I have lost 3 teeth. Let's blend it together.



DO

Point to the word, blend, and read.

Lesson 1



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 3 new high frequency words today.

High Frequency Word List: live (2), year



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.