

## 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 slim, /s/ /l/ /i/ /m/. Now, let’s change the ending sound /m/ to /p/. 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. /s/ /l/ /i/ /p/. Now, let’s substitute the beginning sound from /s/ /l/ for /d/. What’s our new word?

# Lesson 2



DO

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



SAY

Yes! /d/ /i/ p/ = "dip".



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:** substitute the /d/ for /tr/ = "trunk". Substitute the /dr/ for /sk/ = "skunk".



**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!



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. We can also make a long i sound using the spelling pattern, i-g-h.

For example, light has i-g-h and makes the long vowel sound, /ī/, so we read the word /l/ /ī/ /t/ = light.

light  
/l/ /ī/ /t/ = light

sigh  
/s/ /ī/ = sigh

thigh  
/th/ /i/ = thigh



**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 2

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 i vowel sound from an open syllable or from a bossy e. You can also make a long i sound using the spelling pattern, i-g-h.



Show the **Sound Letter card igh**.



The special spelling of the long /i/ sound is i-g-h. When we see the letters i-g-h, we know that they make the long /i/ sound. When we read words with the i-g-h spelling, we know the g and h don't make any sounds; all we say is the /i/ sound. For example, when we see the word light we say /l/ /i/ /t/ = light. Let's review all our sound letter cards including our new card, i-g-h.



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, ea**)



Let's practice reading our new word pattern!

## 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. Remember that the special spelling of the long /i/ sound is i-g-h. When we see the letters i-g-h we know that they make the long /i/ sound. When we read words with the i-g-h spelling, we know the g and h don't make any sounds; all we say is the /i/ sound. For example, when we see the word light we say /l/ /i/ /t/ = light.



DO

Point to the word *high*.

# Lesson 2



I notice that this word follows the i-g-h spelling of the long /i/ vowel sound. That means, when we read words with the i-g-h spelling, we know the g and h don't make any sounds; all we say is the /i/ sound. Underline the i-g-h because the letters are stuck together. So, to decode this word, I'll say /h/ /i/. The g and h are silent. Let's segment and blend the word together now using our **Double Decker Elkonin Boxes**.



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



Yes. The word says /h/ /i/ = "high". Jonathan threw his turquoise ball high in the sky to his brother Rhein. Why is this word read as /h/ /i/ = "high"?



Listen as students explain how the i-g-h spelling is for the long /i/ sound.



Smart explanations! Let's look at another word.



Point to the word *sight*.



This word begins with a consonant, /s/. s says /s/. Next comes a vowel, i. But, I notice the spelling pattern is i-g-h. Underline these letters. What happens when we have this spelling pattern?

# Lesson 2



DO

Listen as students explain the rule.



SAY

Yes! The i-g-h spelling is for the long /i/ sound.



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

We have /s/ /i/ /t/. The word is /s/ /i/ /t/ = "sight". The i-g-h spelling is for the long /i/ sound. When we connect to the meaning of words and we learn the rules we will know if the spelling for the /i/ vowel is bossy e or i-g-h. 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!"

# Lesson 2



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 *right*.



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 i-g-h and I know that the i-g-h spelling is for the long /i/ sound. Underline the letters i-g-h 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.



# Lesson 2



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



Point to the word *bright*.



Look at this spelling pattern! I see i-g-h and I know that the i-g-h spelling is for the long /i/ sound. Underline it to remind you that the letters i-g-h 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 /b/ /r/ /i/ /t/ = "bright".



Display the sentence: *The knight might give me a fright!*



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!

# Lesson 2



DO

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.



SAY

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



DO

Read sentence.



SAY

Remember, when you see i-g-h and you know that the i-g-h spelling is for the long /i/ sound. 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!"

# Lesson 2



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.



SAY

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.



DO

Partner students.



SAY

You and your partner work together to decode these words (**high, sight, light, right, bright, night, thigh, flight, might**). I'll be by to listen. Use your **Double Decker Elkonin Boxes**.

# Lesson 2



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!”

# Lesson 2



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 tight. How would we spell the word tight? Let's listen to the sounds and match the sound to the correct letter. The word is "tight". I hear /t/ /i/ /t/. I know that sound for /t/ = t and the sound for /i/ = i-g-h. I hear a /t/ sound for t at the end. We learned that i-g-h is the spelling for the long /i/ sound. 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 2



Yes, when we spell the word tight we write the letters t-i-g-h-t. We spell /t/ /i/ /t/ = t-i-g-h-t. Now I want to make a new word by changing the beginning consonant sound. What would the word be if we changed the /t/ sound in tight, to the /n/ sound? /n/ /i/ /t/? Grab 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 /t/ in tight to /n/ we write the letters for the word “night”. n-i-g-h-t. We know that i-g-h is the spelling for the long /i/ 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 2 new word that use rules you just haven't learned yet.



Display the word *great*.



Remember that e-a can say long e, /e/? It can also make the long a sound. In this word, e-a says /a/. /g/ /r/ /a/ /t/ = "great". Read it with me.

# Lesson 2



DO

Listen as students read the word with the long a sound.



SAY

Great! We have one more word today.



DO

Point to the word *little*.



SAY

This word is two syllables, or beats. The first syllable is read just like a CVC word. /l/ /i/ /t/. The second syllable uses a consonant l-e pattern. This is pronounced as /t/ /l/. Let's blend the whole word together. /l/ /i/ /t/ /t/ /l/ = "little". Let's clap this word out in syllables. "lit" "tle". I want a little ice cream for dessert. Let's read it again.



DO

Point to the word, blend, and 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 2



SAY

Excellent work learning 2 new high frequency words today.

**High Frequency Word List:** little, great



**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.