

# Lesson 5

## 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 robe, /r/ /o/ /b/. Now, let’s substitute the long o sound for a short o sound. 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. /r/ /o/ /b/ = “rob”. Now, substitute the beginning sounds to /g/ /l/. What’s our new word?

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DO

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



SAY

What is the new word? Yes! /g/ /l/ /o/ /b/ = "glob".



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:** nose. Substitute the /s/ for /t/ = "note".



**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 5

## 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 o vowel sound.

We learned that there is a long vowel in an open syllable, from a bossy e, or from vowel pairs. O-e and o-a both say the long o sound /ō/. We usually use o-e at the end of a word like toe, /t/ /ō/, and o-a in the middle of a word, like boat, /b/ /ō/ /t/.

- l and o may make their long vowel sounds of /ī/ and /ō/ if they're followed by 2 consonants. For example, when we see the word told we say /t/ /ō/ /l/ /d/ = told.

kind  
/k/ /ī/ /n/ /d/ = kind

most  
/m/ /ō/ /s/ /t/ = most

toe  
/t/ /ō/ = toe



**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.

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Let's learn a super cool new rule today!

Remember, we're learning all about the long vowel sounds and what spelling patterns we use to make the long vowel sound. What are all the ways we can make the long o sound?



Allow students to answer. Be sure they list: bossy e spelling pattern, using o-e or o-a spelling pattern, open syllable ending in an o, and two consonants following an o or i. For example, when we see the word *kind* we say /k/ /i/ /n/ /d/ = kind.



Wow! Excellent learning! Today we're also going to be decoding words that use ending consonant blends. Let's review all our sound letter cards.



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



Let's practice reading our words!

# Lesson 5

## 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. Let's blend some words!



DO

Point to the word *child*.

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SAY

I notice that this word begins with a consonant digraph, c-h. Underline it to remind us that these letters stick together. It has a middle vowel, and ends with a consonant blend, l-d. Remember, an i or o followed by 2 consonants may make a long vowel sound. Let's try it. /ch/ /i/ /l/ /d/ = "child". Let's segment and blend the word together now using our **Double Decker Elkonin Boxes**.



DO

Segment and blend the word *child* using the **Double Decker Elkonin Boxes**. Be sure students are using one box for the digraph, ch, but 2 for the blend, l-d.



SAY

Why is this word read as "child"?



DO

Listen as students explain consonant digraphs, consonant blends, and the long vowel rule about 2 consonants.



SAY

Smart explanations! Let's look at another word.



DO

Point to the word *stamp*.



SAY

What do you notice about this word?

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DO

Listen as students explain that it has a consonant blend in the beginning and a consonant blend at the end.



SAY

Yes! I see 2 consonant blends. Let's try the long vowel sound. /s/ /t/ /a/ /m/ /p/ = "stamp". Is that a word? Let's try the short vowel sound. /s/ /t/ /a/ /m/ /p/ = "stamp". Is that a word you know? Yes! I put a stamp on the letter. You try it. Blend it using your **Double Decker Elkonin Boxes**. How many boxes are you using?



DO

Listen as students blend the word. Take notes on the students that can accurately blend the open syllable using the short vowel sound and students that may need reteaching and/or additional support.



SAY

You should be using 5 boxes. There are lots of ways to make the long o sound. Great thinking while blending the sounds today!

# Lesson 5

## 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 *skunk*.



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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 at the beginning and another blend at the end. The rule about the 2 consonants is for the vowels o and i. We should try this word with the short 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 "skunk". /s/ /k/ /u/ /n/ /k/ = "skunk". Let's look at the next word. How would you read this word? Use the **Double Decker Elkonin Boxes**.



Point to the word *scalp*.



Look at this spelling pattern! What do you see?



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.

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Yes, the word is “scalp”.



Display the sentence:  
*Thank you for finding my lost oboe.*



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.



Those brains are growing!

# Lesson 5

## 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.

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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 (**mask, disk, skunk, thank, stamp, jump**). 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 rules to decoding words today!

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**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.

# Lesson 5



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 drink. How would we spell the word drink? Let's listen to the sounds and match the sound to the correct letter. The word is "drink". I hear /d/ /r/ /i/ /n/ /k/. None of these are tricky sounds. I know /d/ is spelled d, /r/ is spelled r, /i/ is spelled i, /n/ is spelled n, /k/ is spelled k. 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.



SAY

Yes, when we spell the word drink we write the letters d-r-i-n-k. We spell /d/ /r/ /i/ /n/ /k/ = d-r-i-n-k. How would we spell the word stand? Grab your **whiteboards** and write the word. Start by segmenting the sounds.



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.

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Yes, when we spell the word stand, we write the letters s-t-a-n-d. Why?



Listen as students explain their thinking.



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!"

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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 2 new word!



DO

Display the word *only*.



SAY

This is a 2 syllable word. The first syllable uses a long o sound. /o/ /n/. Sound it out with me:



DO

Point to the first syllable and ensure students are sounding it out.



SAY

Yes, /o/ /n/. The second syllable is sounded as /l/ /e/. L-y is a suffix we'll learn more about in later levels. Let's sound the whole word out using our **Double Decker Elkonin Boxes**.



DO

Make sure students sound out the word  
/o/ /n/ /l/ /e/ = "only".



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**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

Yes. "only". I am an only child in my family. I don't have any brothers or sisters. Let's do our second word.



DO

Point to *there*.



SAY

This one syllable word begins with a consonant digraph, /th/. But then it gets a little funny. I notice that the word has a final bossy e. But, that's not how we read the word. /th/ /a/ /r/. It uses the long a sound! Surprise! Let's sound it out together.



DO

Make sure students sound out the word correctly. /th/ /a/ /r/ = "there".



SAY

Yes, "there". I would like to stand over there. Let's read our 2 new words again.

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DO

Read *only* and *there*.



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 2 new high frequency words today.

**High Frequency Word List:** only, there



**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.