

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 gold, /g/ /o/ /l/ /d/. Now, let’s substitute the /g/ for /s/. 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/ /o/ /l/ /d/ = “sold”. Let’s keep it going. What if we substitute the /s/ for a /m/? What’s our new word?

Lesson 6



DO

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



SAY

What's the new word? /m/ /o/ /l/ /d/ = "mold".



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: moat - substitute the /t/ for /l/ /d/ = "mold".



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 6

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/.
- I 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.

Lesson 6



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.



Wow! Excellent learning! Today we're also going to be decoding words that use ending consonant blends. We'll have to decide if we need to use the short or long vowel sounds. For example, when we see the word quest we say /kw/ /e/ /s/ /t/ = quest. Let's review all our sound letter cards.



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, igh, c, g, oa, oe**)



Let's practice reading our words!

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 *sand*.



SAY

I notice this word has a consonant, vowel, consonant blend. Remember, an i or o followed by 2 consonants may make a long vowel sound. This is an a so I'm probably going to use the short vowel sound. Let's try it. /s/ /a/ /n/ /d/ = "sand". Let's segment and blend the word together now using our **Double Decker Elkonin Boxes**.

Lesson 6



DO

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



SAY

Why is this word read as “sand”?



DO

Listen as students explain consonant blends.



SAY

Smart explanations! Let’s look at another word.



DO

Point to the word *quest*.



SAY

What do you notice about this word?



DO

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



SAY

Yes! Underline your consonant digraph q-u to remind you that these letters stick together! Remember, an i or o followed by 2 consonants may make a long vowel sound. This is an e so I’m probably going to use the short vowel sound. Let’s try it. Use your **Double Decker Elkonin Boxes**.

Lesson 6



DO

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



SAY

Yes! /kw/ /e/ /s/ /t/ = "quest". 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 6

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 *scalp*.



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 "scalp". /s/ /k/ /a/ /l/ /p/ = "scalp". My scalp is itchy. Let's look at the next word. How would you read this word?
Use the **Double Decker Elkonin Boxes**.

Lesson 6



DO

Point to the word *tract*.



SAY

Look at this spelling pattern! What do you see?



DO

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.



SAY

Yes, the word is “tract”.



DO

Display the sentence:
I took my wand on the quest!



SAY

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!



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.

Lesson 6



SAY

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



DO

Read sentence.



SAY

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.

Lesson 6

Let's practice decoding the sounds in words today!



SAY

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 (**told, test, mild, land, dunk, wild, risk**). I'll be by to listen. Use your **Double Decker Elkonin Boxes**.

Lesson 6



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 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!”

Lesson 6



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 blend. How would we spell the word blend? Let's listen to the sounds and match the sound to the correct letter. The word is "blend". I hear /b/ /l/ /e/ /n/ /d/. None of these are tricky sounds. I know /b/ is spelled b, /l/ is spelled l, /e/ is spelled e, /n/ is spelled n, /d/ is spelled d. 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 blend we write the letters b-l-e-n-d. We spell /b/ /l/ /e/ /n/ /d/ = b-l-e-n-d. How would we spell the word damp? Grab your **whiteboards** and write the word. Start by segmenting the sounds.

Lesson 6



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 damp, we write the letters d-a-m-p. 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!"



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! They both follow the rules, but the rules haven't been taught to you, yet. Let's take a sneak peek!



Display the word *boy*.

Lesson 6



The o-y is a special letter pair called a diphthong. It makes the sound /oy/. The word is read as /b/ /oy/ = "boy". Read it with me while mapping it with your **Double Decker Elkonin Boxes**.



Watch as students read it /b/ /oy/.



Yes, "boy". Our next word also follows the rules. It uses i-r which is pronounced /er/. Let's decode the whole word together.



Lead the students in decoding the word:
/g/ /er/ /l/ = "girl".



Yes, "girl". Let's read our 2 new words again using your **Double Decker Elkonin Boxes**.



Read.



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

Lesson 6



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: boy, girl



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.