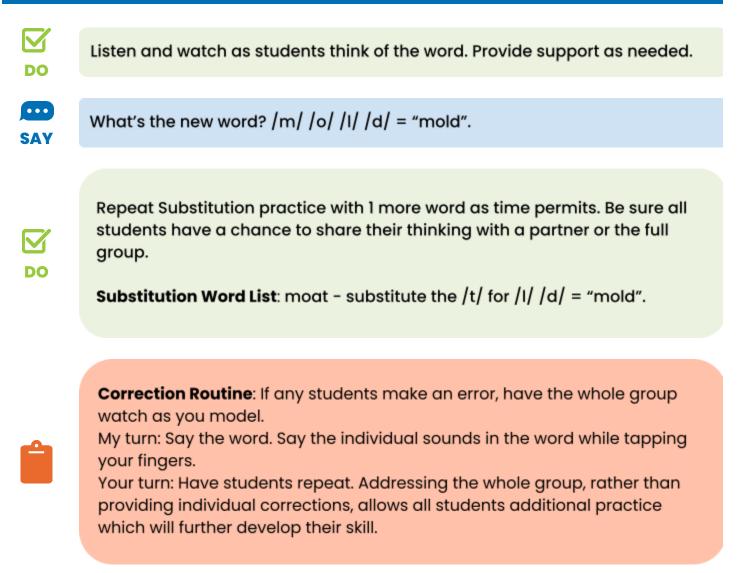




Deletion & Substitution!

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/ /I/ /d/ = "sold". Let's keep it going. What if we substitute the /s/ for a /m/? What's our new word?







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 /o/. We usually use o-e at the end of a word like toe, /t/ /o/, and o-a in the middle of a word, like boat, /b/ /o/ /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/ /I/ /d/ = told.

kind most toe /k//ī//n//d/=kind /m//ō//s//t/=most /t//ō/=toe

Learning new sounds is so cool! Repeat our chant after me! "It's time to learn new sounds! SAY 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.



SAY	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?
Do	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.
SAY	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.
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, igh, c, g, oa, oe)
SAY	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.
JAT	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 .



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 <i>quest</i> .
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 .



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

 Ves! /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!"

Say one sentence at a time of the Read the Words chant and ask the students to repeat after you.

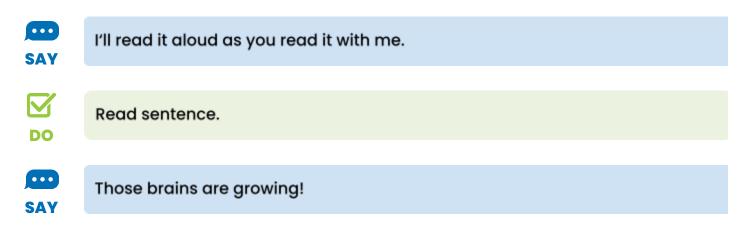


SAY	Let's practice reading words today! We are going to read the words. When we practice reading the words, it helps us read faster and faster. This helps us focus on what we can learn from the words. Let's look at the first word.
Do	Point to the word <i>scalp</i> .
SAY	When we read this word, we look to see what spelling pattern it uses so we know what vowel sound to make. I see a consonant 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 .
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	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 .



Do	Point to the word <i>tract</i> .
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.





Decode the words! 으

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

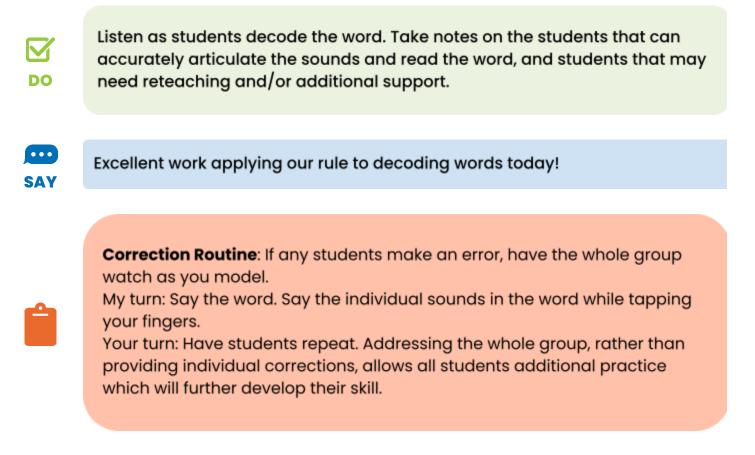
Say one sentence at a time of the Decode the Words chant and ask the students to repeat after you.



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







Spell the words! 应



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!"



Say one sentence at a time of the Spell the Words chant and ask the students to repeat after you. DO 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? SAY 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. 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 DO support. Yes, when we spell the word blend we write the letters b-l-e-n-d. We spell ... $\frac{b}{l} = b - l - e - n - d$. How would we spell the word damp? Grab SAY 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.
SAY	Yes, when we spell the word damp, we write the letters d-a-m-p. Why?
	Listen as students explain their thinking.
SAY	Great thinking! Awesome job spelling words today!
JAI	
	Correction Routine: If any students make an error, have the whole group
	revisit the spelling for the word.
Ê	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 2 new words! They both follow the rules, but the rules haven't been taught to you, yet. Let's take a sneak peak!
Do	Display the word <i>boy</i> .



SAY	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 .
Do	Watch as students read it /b/ /oy/.
SAY	Yes, "boy". Our next word also follows the rules. It uses i-r which is pronounced /er/. Let's decode the whole word together.
Do	Lead the students in decoding the word: /g/ /er/ /l/ = "girl".
SAY	Yes, "girl". Let's read our 2 new words again using your Double Decker Elkonin Boxes .
Do	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.
	Excellent work learning 2 new high frequency words today.
SAY	High Frequency Word List: boy, girl
	Correction Routine: If any students make an error, have the whole group watch as you model.
é	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.