

# Lesson 3

## 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 blossom, /b/ /l/ /o/ /s/ /u/ /m/. Now, let’s change the beginning sound /b/ /l/ to /p/. What’s our new word?



DO

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



SAY

Yes! /p/ /o/ /s/ /u/ /m/ = possum.

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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:** hutch - substitute the /h/ with /k/ /r/ = "crutch".



**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 3

## 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 u vowel sound. We learned that there is a long vowel in an open syllable, or from a bossy e, or from vowel pairs.



Syllables are part of words like u-nit has two syllables and the first syllable is an open syllable because it ends with a vowel and the vowel is long or says its name.

We read u-n-i-t as u | nit = unit.

unit  
/ū/ | /n/ | /ī/ | /t/ = unit

unite  
/ū/ | /n/ | /ī/ | /t/ = unite

cupid  
/k/ | /ū/ | /p/ | /ī/ | /d/ =  
cupid



**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, in this unit, we're learning all about the long vowel sounds and what spelling patterns we use to make the long vowel sound. Remember that when a word ends with "ue" it can make two sounds: long u /u/ or the /oo/ sound. Today we are going to talk about the sound "u" makes when it is in an open syllable. Remember that syllables are part of the words. For example, u-nit has two syllables, and the first syllable is an open syllable because it ends with a vowel and the vowel is long so it says its name. We read u-n-i-t as u | nit = unit. Before we start practicing that, let's review 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, ue**)



When we read words with an open syllable that ends with the letter "u", the vowel sound is long. Remember that syllables are part of the words. For example, u-nit has two syllables, and the first syllable is an open syllable because it ends with a vowel and the vowel is long so it says its name. We read u-n-i-t as u + nit = unit. Let's practice reading words!

# Lesson 3

## 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.



DO

Point to the word *music*.



SAY

I notice that this word has two syllables mu|sic. I also notice that the first syllable "mu" ends with the letter u, so this is an open syllable and the "u" says its name.



DO

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

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Why is this word read as /m/ /u/ | /s/ /i/ /k/ = “music”?



Listen as students explain how syllables are part of the words. For example, u-nit has two syllables, and the first syllable is an open syllable because it ends with a vowel and the vowel is long so says its name. So the “u” in *music* makes the long /u/ vowel sound.



Smart explanations! Let’s look at another word.



Point to the word *cupid*.



This word begins with a consonant, /k/. c says /k/. Next comes a vowel, u. But, I notice the word has two syllables because it has two vowels. Every syllable needs a vowel. The first syllable is an open syllable, and the “u” is saying its name because it’s making the long vowel sound. The second syllable says /p/ /i/ /d/. When we read words that have an open syllable that ends with a vowel, the vowel says its name. We have /k/ /u/ | /p/ /i/ /d/. The word is /k/ /u/ | /p/ /i/ /d/ = “cupid”. Say it with me using one **Double Decker Elkonin Box** for each syllable.



Listen, watch, and respond.

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Remember that when we read words that have an open syllable that ends with a vowel, the vowel says its name. Great thinking while blending the sounds today!

## Read the words!



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.



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.

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DO

Point to the word *tulip*.



SAY

When we read words that have an open syllable that ends with a vowel, the vowel says its name. Sound it out 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 "tulip". /t/ /u/ | /l/ /i/ /p/ = "tulip". Let's look at the next word. How would you read this word?



DO

Point to the word *pupil*.



SAY

Look at this spelling pattern! When we read words that have an open syllable that ends with a vowel, the vowel says its name. How will you read this word?



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 "pupil". /p/ /u/ | /p/ /i/ /l/ = "pupil".



# Lesson 3



DO

Display the sentence: *It is the duty of the student to play the music.*



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.



SAY

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



DO

Read sentence.



SAY

When we read words that have an open syllable that ends with a vowel, the vowel says its name. Those brains are growing!

# Lesson 3

## 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 (**music, pupil, unite, unit, human**). 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 3

## 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 read words that have an open syllable that ends with a vowel, the vowel says its name. 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 human. How would we spell the word human? Let’s listen to the sounds and match the sound to the correct letter. The word is “human”. I hear hu-man /h/ u/ /m/ /a/ /n/. I know that sound for /h/ = h, the sound for /u/ = u. I hear /m/ for m, /a/ for a, and /n/ sound for “n” at the end. Grab your **whiteboards** and write the words.

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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 human we write the letters h-u-m-a-n. Now, try spelling unite. How would you spell unite? 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 read words that have an open syllable that ends with a vowel, the vowel says its name. So the word is u-n-i-t-e = "unite".

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.

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SAY

Let's read our high frequency words!

Today, we're learning 1 new word!



DO

Display the word *through*.



SAY

We have a 1 syllable word today! It begins with a consonant digraph /th/ followed by another consonant /r/. Then, we have a new spelling we haven't learned yet, o-u-g-h pronounced /oo/ in this word. Let's sound out the whole thing. Sound it out with me using your **Double Decker Elkonin Boxes**.



DO

Sound out /th/ /r/ /oo/ = "through".



SAY

All those letters and it's actually only 3 sounds. 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 1 new high frequency word today.

**High Frequency Word List:** through

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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.