

# 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 slick, /s/ /l/ /i/ /k/. Now, let’s change the middle sound /i/ to /a/. 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/ /a/ /k/ = slack. Now, let’s substitute the beginning sound from /s/ /l/ for /t/. What’s our new word?

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DO

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



SAY

Yes! /t/ /a/ /k/ = "tack".



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:** sunk - substitute the /s/ for /d/ = "dunk". Substitute the /d/ for /f/ = "funk".



**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.

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## Introduce the sounds!

Inflected word endings help us to change words to match what is happening now (-ing) or in the past (-ed). When we have to do this, we drop the e and add either -ed or -ing, like in the word hope - e + ing = hoping or hope -e + ed = hoped.



The 1-1-1 rule is where you double the consonant when there is a one syllable word, 1 short vowel followed by 1 consonant and you are adding the suffix that starts with a vowel like -ing or -ed. For example, win is 1 syllable, 1 vowel, and 1 consonant. If I want to say winning, I double the final consonant, win + n + ing = winning

winning	plan	clipped
win + n + ing = winning	plan + n + er = planner	clip + p + ed = clipped



**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 inflected word endings. Sometimes we have to change words to match what is happening now or in the past. When we have to do this, we drop the e and add either -ed or -ing, like in the word hope - e + ing = hoping or hope -e + ed = hoped. Well, there is also a rule called 1-1-1 where you double the consonant when there is a one syllable word, 1 short vowel followed by 1 consonant, and you are adding the suffix that starts with a vowel like -ing or -ed. For example, win is 1 syllable, 1 vowel, and 1 consonant. If I want to say winning, I double the final consonant. Before we start practicing that, let's review our sound letter cards.



SAY



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**)



SAY

Remember that we double the consonant when there is a one syllable word, 1 short vowel followed by 1 consonant, and you are adding the suffix that starts with a vowel like -ing or -ed. Let's practice reading our words!

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## 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 *win*.



SAY

Remember that we double the consonant when there is a one syllable word, 1 short vowel followed by 1 consonant, and you are adding the suffix that starts with a vowel like -ing or -ed. When we want to add -er or -ing to win, we have to double the consonant "n". win + n + -er = winner and win + n + -ing = winning. Let's use our **Double Decker Elkonin Boxes**.

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DO

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



SAY

Why is this word read as win + n + -er = winner and win + n + -ing = winning?



DO

Listen as students explain that we double the consonant when there is a one syllable word, 1 short vowel followed by 1 consonant, and you are adding the suffix that starts with a vowel like -ing or -ed.



SAY

Smart explanations! Let's look at another word.



DO

Point to the words *stopped* and *stopping*.



SAY

How would we read these words? What's special about how these words are spelled?



DO

Listen as students explain the rule.



SAY

Yes! We double the consonant when there is a one syllable word, 1 short vowel followed by 1 consonant, and you are adding the suffix that starts with a vowel like -ing or -ed, so we read these words as stopped and stopping.

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DO

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



SAY

Remember that we double the consonant when there is a one syllable word, 1 short vowel followed by 1 consonant, and you are adding the suffix that starts with a vowel like -ing or -ed. 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 5



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 words.



Point to the words *clip*, *clipping*, *clipped*.



Remember that we double the consonant when there is a one syllable word, 1 short vowel followed by 1 consonant, and you are adding the suffix that starts with a vowel like -ing or -ed. When we read these words we can break them up by syllables or word parts. clip = clip; clip|ping = clipping; clip|ped = clipped. Read the words using your **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 words are clip, clipping, and clipped. Let's look at the next words.



Point to the words *plan*, *planning*, and *planned*.



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Look at this spelling pattern! Remember that we double the consonant when there is a one syllable word, 1 short vowel followed by 1 consonant, and you are adding the suffix that starts with a vowel like -ing or -ed. How will you read this word? Read the words using your **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 words are plan, planning, and planned. We double the consonant when there is a one syllable word, 1 short vowel followed by 1 consonant, and you are adding the suffix that starts with a vowel like -ing or -ed.



Display the sentence:  
*Luke dropped the remote after he pushed mute.*



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!

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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.



Sometimes we double the consonant when there is a one syllable word, 1 short vowel followed by 1 consonant, and you are adding the suffix that starts with a vowel like -ing or -ed. Those brains are growing!

## Decode the words!



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!"

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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.

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You and your partner work together to decode these words (**snap/snapping/ snapped, plan/planning/planned, clip/ clipping/clipped**). 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.

## 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.

Let’s practice spelling words today!

We are going to spell the words. When we hear the sounds, we can match the sounds to the correct letters and spell the word! Listen to our words for today.



SAY

The word is drop. Remember that sometimes we double the consonant when there is a one syllable word, 1 short vowel followed by 1 consonant, and you are adding the suffix that starts with a vowel like -ing or -ed. When we have to do this, we drop the e and add -ing or -ed. How would we change this word to add -ing and -ed? 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 drop with -ing and -ed we + p + -ing = dropping. When we spell the word drop with -ed we + p + -ed = dropped. 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 1 new word!



Display the word *sound*.



We have a 1 syllable word today! O-u says /ow/. The word is read as /s/ /ow/ /n/ /d/ = "sound". Can you hear that quiet beeping sound? Let's sound it together. Use your **Double Decker Elkonin Boxes**.

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DO

Sound out /s/ /ow/ /n/ /d/ = "sound".



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 1 new high frequency word today.

**High Frequency Word List:** sound



**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.