

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 slim, /s/ /l/ /i/ /m/. Now, let’s change the ending sound /m/ to /p/. 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/ /i/ /p/ = slip. Now, let’s substitute the beginning sound from /s/ /l/ for /d/. What’s our new word?

Lesson 6



DO

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



SAY

Yes! /d/ /i/ p/ = "dip".



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: dunk - substitute the /d/ for /tr/ = "trunk".
Substitute the /tr/ for /sk/ = "skunk".



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.

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.
- Adding -s and -es to words to show plural or more than one. For example, if I want to say more than one duck, I add an s to make ducks. If I want to say more than one lunch, I add an es because lunch ends with a ch (digraph).

lunch	lunches	hens
/l/ /ü/ /n/ /ch/ = lunch	lunch + es = lunches	hen + s = hens



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!"

Lesson 6



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, in this unit, we're learning all about the long vowel sounds and inflected word endings. Today we are going to practice adding -s and -es to words to show plural or more than one. For example, if I want to say more than one duck, I add an s to make ducks. If I want to say more than one lunch, I add an es because lunch ends with a ch. Before we start practicing that, let's review 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, ue**)



SAY

Remember that we are going to practice adding -s and -es to words to show plural or more than one. Let's practice reading our words!

Lesson 6

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 words *duck* and *ducks*.



SAY

Remember that we add -s and -es to words to show plural or more than one. When we show more than one we can add -s. We read *duck* = /d/ /u/ /k/ and we read *ducks* = /d/ /u/ /k/ /s/. Let's use **Double Decker Elkonin Boxes**.

Lesson 6



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



Why is this word read as ducks?



Listen as students explain that we add -s and -es to words to show plural or more than one.



Smart explanations! Let's look at another word.



Point to the words *brush* and *brushes*.



How would we read these words?



Listen as students explain the rule.



Yes! We are going to practice adding -s and -es to words to show plural or more than one. So we read these words as brush and brushes. Blend it using your **Double Decker Elkonin Boxes**.

Lesson 6



DO

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



SAY

Remember that we add -s and -es to words to show plural or more than one. 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 words *plant* and *plants*.



Remember that we are going to practice adding -s and -es to words to show plural or more than one. Sound out 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 *plant* and *plants*. We add -s and -es to words to show plural or more than one. Let's look at the next word.



Point to the words *flash* and *flashes*.

Lesson 6



Look at this spelling pattern! Remember that we are going to practice adding -s and -es to words to show plural or more than one. How will you read this word?



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.



Yes, the words are flash and flashes. We add -es to words that end with a digraph to show plural or more than one.



Display the sentence: *I picked up one dish, but then spied so many dishes to clean.*



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.

Lesson 6



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



Read sentence.



Sometimes we add -s and -es to words to show plural or more than one.
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!"



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 (**hen/hens, duck/ducks, egg/eggs, flash/ashes, rash/rashes**). 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 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!



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, we are going to practice adding -s and -es to words to show plural or more than one. 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 egg. Sometimes we add -s and -es to words to show plural or more than one. How would we change this word to show more than one? 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 egg with -s we + -s = eggs. How would you add more than one to the word lunch? Grab your **whiteboards** and write the word.

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 add -es + lunch = lunches since lunch ends with a digraph. We add -s and -es to words to show plural or more than one. 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 *know*.



We have a 1 syllable word today! But, it uses a tricky silent letter. K-n says /n/. You do not hear the letter k in this word. O-w makes the long o sound /o/. Let's sound it together.

Lesson 6



DO

Sound out /n/ /o/ = “know”.



SAY

Excellent! I know how to decode! This word sounds exactly the same as “no” like no, you can’t go. It has a different meaning and spelling. Know like in “yes, I know it” and no like in “no, you can’t”, are called homophones. Let’s read our new word again.



DO

Make sure students can read the new HFW



SAY

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: know

Lesson 6



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.