

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 niece, /n/ /e/ /s/. Now, let’s substitute the /n/ for /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. /p/ /e/ /s/. The next word is field, /f/ /e/ /l/ /d/. Let’s substitute the /f/ for /y/. What’s our new word?



DO

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

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Yes! /y/ /e/ /l/ /d/ = "yield".



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: belief - substitute the /b/ /e/ /l/ for /th/ = "thief"



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!



There are different ways to spell vowel sounds that might look different.

“i-e” can make the long e sound.

For example, “i-e” says /ē/ like field. We say /f/ /ē/ /l/ /d/ = field. Let’s say the new sound together.

field
/f/ /ē/ /l/ /d/ = field

piece
/p/ /ē/ /s/ = piece

tier
/t/ /ē/ /r/ = tier



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.



SAY

Let’s learn a super cool new rule today!

Today, we’ll look at decoding and spelling words with the long e spelled i-e.

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Hold up the **Sound Letter i-e card**.



i-e is one way to make the long e sound. i-e can say /e/ like piece and field. For example, we say /f/ /e/ /l/ /d/ = field. Say the sound with me. /e/.



Listen as all the students say /e/.



Before we start practicing decoding, let's review our sound 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, gu, ar, eigh, ei, ey, er, y**)



Remember, i-e can say the long e, /e/. Let's practice reading our new spelling pattern!

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. I-e can make the long e sound, /e/.



DO

Point to the word *piece*.



SAY

I notice that this word has an i-e.



DO

Underline it to show that it stays together.

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SAY

This word also has a c followed by an e.
Do you remember why that e is there?



DO

Give students a chance to answer.



SAY

That e makes the c use the soft sound, /s/. Let's sound out the word.



DO

Start at your shoulder, and chop/tap the sounds out. When it's time to blend, start back at the shoulder and run your hand smoothly down your arm.



SAY

/p/ /e/ /s/. Putting it altogether.
/p/ /e/ /s/ = "piece". Let's segment and blend the word together now using our **Double Decker Elkonin Boxes**.



DO

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



SAY

Smart blending! Let's look at another word.



DO

Point to the word *field*.



SAY

What do you notice about this word?

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DO

Allow students to point out that it has an i-e.



SAY

I notice this word uses i-e. Underline it! Let's try it first with a long e sound. /f/ /e/ /l/ /d/. Let's put it together!



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

Yes! /f/ /e/ /l/ /d/ = "field". Remember, i-e may say /e/. 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!"

Lesson 3



DO

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 *shield*.



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 i-e. Let's underline it to remember it stays together.

/sh/ /e/ /l/ /d/. Put it together /sh/ /e/ /l/ /d/ = "shield". 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.

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SAY

Yes, the word is “shield”. Let’s look at the next word. How would you read this word?



DO

Point to the word *shriek*.



SAY

Look at this spelling pattern! I see an i-e. 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 “shriek”, /sh/ /r/ /e/ /k/.



DO

Display the sentence: *The chief said a brief piece about the thief.*



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!

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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

Remember, i-e can make the long e sound, /e/. 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 3

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

Follow this routine:

1. Underline any letters that go together. Put dots under your vowels.
2. Draw in the syllable break.
3. Look for the spelling patterns.
4. Name any phonetic rules that help with pronunciation.
5. Try reading it. Is it right? If not, try another pronunciation.



DO

Partner students.



SAY

You and your partner work together to decode these words (**fierce, pier, siege, tier**). I'll be by to listen. Use your **Double Decker Elkonin Boxes**.

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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!”

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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 grief. How would we spell the word grief? Let's listen to the sounds and match the sound to the correct letter. The word is "grief". I hear /g/ /r/ /e/, /f/. We'll use i-e for the long e sound. Grab your **whiteboards**!



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 grief we write the letters g-r-i-e-f. /g/, /r/, /e/, /f/ = g-r- i-e-f. You spelled it. Let's change grief to thief. How do I spell the word thief? Use your **whiteboards**.

Lesson 3



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 write “thief” we write the letters t-h-i-e-f. i-e can say the long e, /e/. 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.



SAY

Let's read our high frequency words!

Today, we're learning 1 new word!



DO

Display the word *does*.

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We have a 1 syllable word today! I see an o-e. We'd expect the o-e to make the long o sound. It does not in this word. In this word, it makes the short u sound. /d/ /u/ /z/ = "duz". Let's read our new word using our **Double Decker Elkonin Boxes**.



Make sure students can read the new high frequency word.



Let's read our previous high frequency words!



Point to or hold up all the high frequency words to this point as the students read them.



Excellent work learning 1 new high frequency word today.

High Frequency Word List: does

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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.