

Lesson 2

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 Deletion skills! When we delete the sounds in a word we take one sound away. Let's take the beginning sounds out of our words today! The first word is why. /wh/ /i/. Without the beginning sound, we have?



DO

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



SAY

Yup! Without the /wh/ we have /i/. The word is sly. Without the beginning blend /s/ /l/?



DO

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

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SAY

Ha! Yes, /i/ again! What about if we take the beginning syllable off of rely. What's left?



DO

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



SAY

Yes! The new word is /l/ /i/ = lie. Smart work!



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!

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



“Y” is one way to make the long i sound.

“Y” says /ī/ like the try shy guy. We say /sh/ /ī/ = shy.

shy
/sh/ /ī/ = shy

guy
/g/ /ī/ = guy

dry
/dr/ /ī/ = dry



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 i spelled y.

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DO

Hold up the **Sound Letter y** card.



SAY

Y is one way to make the long i sound. Y at the end of a 1 syllable word says /i/ like the the shy_guy. For example, when we see shy, we say /sh/ /i/ = shy. Say the new sound with me. /i/.



DO

Listen as all the students say /i/.



SAY

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



SAY

Remember, y at the end of a 1 syllable word, says /i/. Let's practice reading our new spelling pattern!

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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. Y at the end of a 1 syllable word, says /i/.



DO

Point to the word *sly*.



SAY

I notice that this word ends in a y. A y at the end of a 1 syllable word uses the long i sound /i/. As you listen to me decode it, you can chop down your arm.

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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.



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



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



Smart blending! Let's look at another word.



Point to the word *guy*.



What do you notice about this word?



Allow students to point out that it is a y syllable word ending in a y.



I notice this is a 1 syllable word ending in y. G-u says /g/, the u is silent. /g/ /i/. Let's put it together!

Lesson 2



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! /g/ /i/ = "guy". Remember, y at the end of a 1 syllable word, says /i/. 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 2



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 word *July*.



When we read this word, we look to see what spelling pattern it uses so we know what vowel sound to make. I see it end in a y and has another vowel. Let's chop the word between the u and l. J-u is an open syllable and will say /j/ /u/ = "ju". We've learned that in a 2 syllable word, an ending y says /e/. Let's try that. /j/ /u/ /l/ /e/ = "jule". Do you think this is right?



Allow students to answer.



No. I don't think so either. Let's try a long i. /j/ /u/ /l/ /i/ = "July". What do you think?



Allow students to answer.

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Yes. "July" is correct. The rules are y at the end of a 2 syllable word says long e and y at the end of a 1 syllable word says long i - most of the time, but there are exceptions. Your turn using the **Double Decker Elkonin Boxes**.



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 word is "July". Let's look at the next word. How would you read this word?



Point to the word *rely*.



Look at this spelling pattern! I see a vowel and an ending y. 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. Students should try reading the word with a long e and a long i to see which pronunciation works.



Yes, the word is "rely", /r/ /e/ /l/ /i/.

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Display the sentence: *Why was the pool dry in July? I wanted to cry.*



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.



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



Read sentence.



Remember, y at the end of a 1 syllable word or a 2 syllable word, may say long i /i/. 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.



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.



Point to the words.

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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.



Partner students.



You and your partner work together to decode these words (**deny, spy, why, dry, my, by, try**). 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!

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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.

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.

Lesson 2



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 deny. How would we spell the word deny? Let's listen to the sounds and match the sound to the correct letter. The word is "deny". Let's clap out the syllables. Oh, I hear a long e at the end of the first syllable. I hear /d/ /e/ /n/, /i/. d-e-n-y. The long i sound at the end of a 2 syllable word is spelled using a y! Use 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 deny we write the letters d-e-n-y. d-e-n-y! You spelled it.

How do I spell the word dry? Use 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.

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Yes, when we write “dry” we write the letters d-r-y. A y at the end of a 1 syllable word, can make the long i sound. 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.

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Let's read our high frequency words!

Today, we're learning 3 high frequency words, but you already know them! All 3 of these words follow a rule: an o or i followed by 2 consonants may use the long vowel sound.



Display the words *kind*, *find*, and *most*.



Let's apply our rule for today to read the words. You do it first.



Allow students to decode the HFWs. You should monitor and support as necessary.



Let's read them together too. We'll decode and then blend. You should use your **Double Decker Elkonin Boxes**.



Point to each word.



/k/ /i/ /n/ /d/ = "kind". /f/ /i/ /n/ /d/ = "find". /m/ /o/ /s/ /t/ = "most". Turn to your neighbor and explain why these words are read this way.

Lesson 2



DO

Monitor and make sure all students can explain that when an i or o is followed by 2 consonants, it may use the long vowel 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 3 new high frequency words today.

High Frequency Word List: kind, find, most



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.