

Lesson 1

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 porch, /p/ /or/ /ch/. Now, let’s substitute the /ch/ for /k/. 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. Yes! /p/ /or/ /k/. The next word is short, /sh/ /or/ /t/. Let’s substitute the /sh/ for /s/ /n/. What’s our new word?



DO

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

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Yes! /s/ /n/ /or/ /t/. Good work!



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: storm - substitute the /m/ for /e/ = "story"



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!

R controlled vowels control the sound of the vowel. It happens when the r changes the sound of the vowel.



For example, in “o-r”, the “o-r” makes the /or/ sound like in a horse eating corn, we say /k/ /or/ /n/ = corn.

corn storm porch
/k/ /or/ /n/ = corn /s/ /t/ /or/ /m/ = storm /p/ /or/ /ch/ = porch



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!



Welcome to Level C, Unit 4! In this Level, we'll be looking at r controlled vowels and all the ways to make the long vowels, even more than in Level B. Today, we'll look at decoding and spelling words with the spelling pattern o-r.



Hold up the **Sound Letter o-r card**.



This is called an r controlled vowel. The r, changes the sound of the o. Together, they make the sound /or/ like a horse eating corn. For example, when we see corn, we say /k/ /or/ /n/ = corn. Say the sound with me.



Listen as all the students say /or/.



Before we start practicing decoding words, 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, ie, ir, y_e**)



Remember, o-r says /or/ like horse and corn. 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. The r-controlled vowel o-r, say /or/.



DO

Point to the word *horse*.



SAY

I notice that this word has an o-r. Underline it! 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.



H says /h/, o-r says /or/, s says /s/. There is an e on the end that does not have a sound. Let's blend it. /h/ /or/ /s/ = "horse". Let's segment and blend the word together now using our **Double Decker Elkonin Boxes**.



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



Smart blending! Let's look at another word.



Point to the word *corn*.



I notice this word has the r-controlled vowel o. O-r says /or/. Let's blend this word.

/k/ /or/ /n/ = "corn". Blend this word one more time.



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.



O-r says /or/. Great thinking while blending the sounds today!

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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.



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.



DO

Point to the word *forth*.



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 an r controlled o.

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DO

Underline the o-r to show that it stays together.



SAY

I know f says /f/, o-r says /or/, t-h says /th/. Let's blend them all together /f/ /or/ /th/ = "forth". 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.



SAY

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



DO

Point to the word *fork*.



SAY

Look at this spelling pattern! I see an r-controlled vowel, o-r. 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.

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SAY

Yes, the word is “fork”, /f/ /or/ /k/ = “fork”.



DO

Display the sentence: *The horse made a snort and then rode north.*



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

Remember, o-r says /or/. Those brains are growing!

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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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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.



You and your partner work together to decode these words (**form, hornet, orbit, storm, porch**). I'll be by to listen. Use your **Double Decker Elkonin Boxes**.



DO

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 1

Let's practice spelling words today!



SAY

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 for. How would we spell the word for? Let's listen to the sounds and match the sound to the correct letter. The word is "for". I hear /f/ /or/. I know that sound for /f/ = f, the sound for /or/ = or. 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 for we write the letters f-o-r. We spell /f/ /or/ = f-o-r. Now I want to make a new word by adding a k. What would the word be if we added a /k/ sound to "for"? 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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SAY

Yes, now we have the word “fork” spelled f-o-r-k. Let’s substitute the /k/ for /th/.

Let’s determine what the new word is:

/f/ /or/ /th/ = “forth”. Now we need to decide how to spell /th/.



DO

Give students some time to remember and write it.



SAY

Show me. Yes! “Forth” is spelled f-o-r-t-h. 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.

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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 2 new words!



DO

Display the words *before*.



SAY

We have a 2 syllable word today that follows the rules! The first syllable is b-e. How do you read this?

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DO

Allow the students to explain that in an open syllable, the vowel says its name. Make sure they read it as /b/ /e/ with the long e sound.



SAY

Excellent review. You know how to read the second syllable to! Read it with a partner and explain why.



DO

Make sure students read the second syllable as /f/ /o/ /r/ = "fore" and explain the final bossy e.



SAY

Read the whole word. /b/ /e/ /f/ /o/ /r/ = "before". And now, let's read it by syllables. "be" "fore" = "before".

Let's read our new word again using our **Double Decker Elkonin Boxes**.



DO

Make sure students can read the new HFW. Display the second HFW, *world*.



SAY

This word sounds a little different than you'd expect. We sound it /w/ /er/ /l/ /d/. The o-r makes an /er/ sound instead of an /or/ sound. Let's read it together with your **Double Decker Elkonin Boxes**.



DO

Read /w/ /er/ /l/ /d/ together.

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SAY

Great! 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 2 new high frequency words today.

High Frequency Word List: before, world



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.