

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 split, /s/ /p/ /l/ /i/ /t/ = “split”. Let’s substitute the short i for short a.



DO

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



SAY

Ok, let’s hear them. The new word is /s/ /p/ /l/ /a/ /t/ = “splat”. Let’s substitute the /s/ /p/ for /f/. What’s the new word?



DO

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

Lesson 6



The new word is /f/ /l/ /a/ /t/ = "flat". Smart thinking!



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!



We have decoded and read words with two letter blends. Now, we will look at decoding and spelling words with three letter blends.

For example, we say /s/ /k/ /r/ /ē/ /n/ = screen. The first three consonants make up the consonant blend.

screen
/s/ /k/ /r/ /ē/ /n/ =
screen

shrine
/sh/ /r/ /ī/ /n/ =
shrine

splash
/s/ /p/ /l/ /ă/ /sh/ =
splash

Lesson 6



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!"



Say one sentence at a time of the Introduce the Sound chant and ask the students to repeat after you.



Let's learn a super cool new rule today!

Today, we'll look at decoding and spelling words with three letter blends. We read these words just like we decode and read words with 2 letter blends. For example, when we see screen, we say /s/ /k/ /r/ /e/ /n/ = screen. 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, or, ow, ou, ough**)



Remember, each letter keeps its sound and blends it into the next sound. Let's practice reading our words!

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. We read three letter blends the same way we read 2 letter blends. Each letter keeps their sound. The words may look long, but you've got this!



DO

Point to the word *screen*.

Lesson 6



Let's look at the vowels first. I see e-e. I'm going to underline it to remind me that it's a vowel pair that stays together. I don't have any other vowels. This must be a 1 syllable word. Before the e-e, I have s-c-r. Each consonant keeps its own sound. /s/ /k/ /r/. Add the vowel pair. /s/ /k/ /r/ /e/. Finally, add the final consonant. /s/ /k/ /r/ /e/ /n/ = "screen". Let's do another one.



Point to the word *shrine*.



Start with the vowels. I see vowel consonant e. I think we have a final bossy e here. Now, I'm looking at the consonants. S-h is actually a consonant digraph. I'm going to underline the s-h because s-h makes one sound. I think I'm ready to sound it out. /sh/ /r/ /i/ /n/. Do it with me using our **Double Decker Elkonin Boxes**.



Segment and blend the word *shrine* using the **Double Decker Elkonin Boxes**. Take notes on the students that can accurately blend and students that may need reteaching and/or additional support.



Yup! /sh/ /r/ /i/ /n/ = "shrine". Smart blending!

Lesson 6

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. Let's look at the first word.



DO

Point to the word *strange*.



SAY

When we read this word, we look to see what spelling pattern it uses so we know what vowel sound to make. What do you see?

Lesson 6



DO

Give students a change to analyze the word.



SAY

I see that it has two vowels. Dot them! One of the vowels follows a g. I bet that e is there to make the g say the soft g sound. I think I'm ready to sound it out. /s/ /t/ /r/ /a/ /n/ /j/. Hmm. I used the short vowel sound, but that doesn't sound right. I'm going to try with the long a sound now. /s/ /t/ /r/ /a/ /n/ /j/ = "strange". That's it!



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



DO

Point to the word *shrimp*.



SAY

What spelling patterns do you see?



DO

Listen as students point out that there is 1 vowel so probably a 1 syllable word. They should also notice that s-h is a digraph and underline it. Once you are sure students have identified that, prompt them to blend.

Lesson 6



I'm going to show you how I did it. You check to see if you did it the same way. /sh/ /r/ /i/ /m/ /p/ = "shrimp". Show me a thumbs up if we matched or a thumb sideways if you were almost there.



Display the sentence: *The skunk shrank into the shrubs.*



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.



Those brains are growing!

Lesson 6

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.

Lesson 6



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 (**scrape, shrink, stretch, splash, sprig, throne**). 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.



SAY

Excellent work applying our new rule to decoding words today!

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.

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 6

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 screech. How would we spell the word screech? Let's listen to the sounds and match the sound to the correct letter. The word is "screech". Let's use our **Double Decker Elkonin Boxes** to segment each sound.



DO

Repeat the word as students try segmenting sounds.



SAY

Now that we've segmented the word, let's match spelling to sound. /s/ /k/ /r/ = s-c-r. I hear a long e. What are some ways we can spell that?



DO

Allow students to answer e-e and e-a.



SAY

Let's use e-e. So far we have s -c- r- e- e. My last sound is /ch/. I think we spell that c-h. Let's put it all together. s-c-r-e-e-c-h = "screech". Use your **whiteboards**.

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 spell the word screech we write the letters s-c-r-e-e-c-h. What about if we spell screen? Use your **whiteboards**.



Encourage students to use what they did for spelling screech and apply it to spelling screen. Circulate and coach students as needed.



Let's check! You check your work as I reveal my work. I spell screen s-c-r-e-e-n. How did you do? 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.

Lesson 6

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 that doesn't make the sounds it looks like it should. Some of these high frequency words are tricky, but not too tricky for us!



Display the word *house*.



This word makes the sounds /h/ /ou/ /s/ = house. The e doesn't have a job. Read this word with me.



Listen to responses.

Lesson 6



SAY

Yes! h-o-u-s-e says "house". Read it again.



DO

Point to words and listen to students read.



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: house



Correction Routine: If any students make an error, have the whole group watch as you model.

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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.