

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 /f/ out of our word today! The first word is farm. /f/ /ar/ /m/. Without the /f/ we have?



DO

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



SAY

Yes, without the /f/ we have /ar/ /m/. What about if we take the word leg and delete the /l/?



DO

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

Lesson 2



SAY

Yes! The new word is /e/ /g/ = "egg".
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.

"E-w" is one way to make the long u sound.

"E-w" says /ū/ like grew a few cashews. We say /g/ /r/ /ū/ = grew.

grew
/g/ /r/ /ū/ = grew

few
/f/ /ū/ = few

renew
/r/ /ē/ /l/ /n/ /ū/ = renew

Lesson 2



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 the long u spelled e-w.



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



E-w is one way to make the long u sound. E-w can say long u, /u/ like grew and few. For example, when I see grew, I say /g/ /r/ /u/ = grew. What does e-w say?



Listen as all the students say /u/.



When we see this card, we can say /u/. Before we start practicing decoding e-w long u words, let's review each of these spellings and all our cards.

Lesson 2



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, y_e, or, ow, ou, ough, ur)



SAY

Remember, e-w can say the long u, /u/. 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. e-w can make the long u sound, /u/.

Lesson 2



DO

Point to the word *grew*.



SAY

I notice that this word has an e-w.



DO

Underline it to show that it stays together.



SAY

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

/g/ /r/ /u/. Putting it altogether. /g/ /r/ /u/ = "grew". Let's segment and blend the word together now using our **Double Decker Elkonin Boxes**.



DO

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



SAY

Smart blending! Let's look at another word.



DO

Point to the word *few*.



SAY

What do you notice about this word?

Lesson 2



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



I notice this word uses e-w. Let's try it with the long u sound /u/. Let's put it together!



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.



Yes! /f/ /u/ = "few". Remember, e-w may say /u/. Great thinking while blending the sounds today!

Read the words!



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 2



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 *threw*.



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 e-w. Let's underline it to remember it stays together. /th/ /r/ /u/ . Put it together /th/ /r/ /u/ = "threw". 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 "threw". Let's look at the next word. How would you read this word?

Lesson 2



Point to the word *cashew*.



Look at this spelling pattern! I see an e-w. I also see an a. I bet this is 2 syllables. Underline and dot! 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 word is “cashew”, /k/ /a/ /sh/ /u/.



Display the sentence: *Very few of us drew a cashew.*



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 2



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



Read sentence.



Remember, e-w can make the long u sound, /u/. 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 2

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.



Point to the words.



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 (**shrewd, screw, spew, renew, brew**). I'll be by to listen. Use your **Double Decker Elkonin Boxes**.

Lesson 2



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 2



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 crew. How would we spell the word crew? Let's listen to the sounds and match the sound to the correct letter. The word is "crew". I hear /k/ /r/ /u/. We'll use e-w for the long u sound. 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 crew we write the letters c-r-e-w. Let's change crew to drew. How do I spell the word drew? Use your **whiteboards**.

Lesson 2



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 “drew” we write the letters d-r-e-w. Let’s change the word to chew. How would we spell chew? Use your **whiteboards**.



DO

Give students time to change the /d/ to /ch/.



SAY

Yup! How did you do it?



DO

Allows students to share.



SAY

e-w can say the long u, /u/. 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.

Lesson 2



Let's read our high frequency words!

Today, we're learning 2 new words.



Display the word *who*.



This word uses an usual sound for the wh and the o. In this word, the w-h says /h/ and the o says /too/. Read this word with me. /h/ /oo/.



Listen to responses.



Yes! "who". Who has been learning new sound spelling patterns? Read it again.



Point to words and listen to students read. Display the word *two*.



Remember this high frequency word, "to". Well, you're never going to believe it, but this word t-w-o, is read exactly the same way. These words are called homophones because they sound the same even though they're spelled differently and mean different thing. T-o is used like "I'm going to school." T-w-o is used like "I have two hands." It's the spelling for the number 2. Let's read both these words. Use your **Double Decker Elkonin Boxes** as we do this.

Lesson 2



DO

Segment “two” into /t/ /oo/. Students move a manipulative on their **Double Decker Elkonin Boxes** as they segment and blend.



SAY

Yes! Read it again.



DO

Listen to responses.



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 2 new high frequency words today.

High Frequency Word List: who, two



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.