

Lesson 5

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 *bake*, /b/ /a/ /k/. Now, let’s substitute the long a for long i. 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. /b/ /i/ /k/ = “bike”. Let’s substitute the long i for long e.



DO

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

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Yes, the new word is /b/ /e/ /k/ = “beak”. Good 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!



When a word or syllable ends with a vowel, it’s called an open syllable and the vowel makes the long vowel sound, it says its name.

When we decode and spell words with the long u spelled with an open syllable, the vowel says its name.

For example, we say /p/ /ū/ | /p/ /ī/ /l/ = pupil. Pupil has two syllables. The first one is an open syllable.

pupil unit music
/p/ /ū/ | /p/ /ī/ /l/ = pupil /ū/ | /n/ /ī/ /t/ = unit /m/ /ū/ | /s/ /ī/ /k/ = music

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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 u spelled with an open syllable. For example, when I see pupil, I say /p/ /u/ | /p/ /i/ /l/ = pupil.

Before we start practicing decoding words with open syllable long u, let's review each of these spellings and all our 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, y_e, or, ow, ou, ough, ur, ew, ui, eu**)



SAY

Remember, an open syllable is a syllable ending with a vowel and it makes the long vowel sound. 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. an open syllable is a syllable ending with a vowel and it makes the long vowel sound.



DO

Point to the word *pupil*.

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When a word has two vowel and the two vowels are NOT a vowel pair, it probably means the word is 2 syllables. I notice that this word has 2 vowels not a vowel pair and is probably two syllables. Let's try dividing the word between the u and the second p. Now I have an open syllables, syllables ending with vowels. We use the long vowel sounds for these syllables. /p/ /u/ = "pu". Now, for the second syllable, it looks like a CVC pattern. /p/ /i/ /l/ = "pil" Put it together = "pupil". Let's do another word, unit. We'll divide this word after the u. What vowel sounds will we use for the first u and the i?



Let the students think about what they know.



Yes! The first u will make the long vowel sound because it's an open syllable and the i will make a short i sound because CVC. Do it with me using our **Double Decker Elkonin Boxes**.



Segment and blend the word *unit* 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! /u/ /n/ /i/ /t/ = "unit". Smart blending! Remember, a vowel at the end of a syllable can make the long vowel sound.

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!"



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



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 *human*.

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When we read this word, we look to see what spelling pattern it uses so we know what vowel sound to make. I see that it has two vowels. It is probably made of 2 syllables. Remember each syllable gets one vowel sound. Let's try dividing the word between the u and the m. Now look at each syllable spelling patterns. What do you see?



Give the students a few seconds to identify that the first syllable is open and will use the long u sound. The second syllable follows the CVC spelling pattern and will use the short a.



I notice that the first syllable is open and will use the long u sound. The second syllable follows the CVC spelling pattern and will use the short a. Let's try. Blend with me. /h/ /u/ /m/ /a/ /n/ = "human".



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.



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



Point to the word *cupid*.

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Let's divide this word between the u and p. The first syllable is c-u. The second syllable is p-i-d. What spelling patterns do you see?



Listen as students point out that the first syllable is open syllable and should use the long vowel sound. The second syllable is CVC and should use the short vowel sound. Once you are sure students have identified that, prompt them to blend.



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



Display the sentence: *The bugle stayed close to his human.*



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.

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SAY

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



DO

Read sentence.



SAY

Remember, a vowel at the end of a syllable makes the long vowel sound.
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.

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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 (**unite, bugle, music, pupil, unit, human**). 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 music. How would we spell the word music? Let's listen to the sounds and match the sound to the correct letter. The word is "music". I hear two syllables. Clap them out with me.



DO

Say and clap "mu|sic" out as a class.



SAY

The first syllable is /m/ /u/. We can spell that with an u because a vowel at the end of a syllable says its name. The second syllable is "sic". /s/ /i/ /k/ spelled s-i-c. You spelled it. 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, when we spell the word music we write the letters m-u-s-i-c. Great thinking! Awesome job spelling words today!

Note: After completing “Spell the words” section, use this time to review challenging high frequency words that the students need more practice with.



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.