

Lesson 3

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 haul, /h/ /au/ /l/. Now, let’s try substituting the ending sound for /n/ /t/. Give it a try. Using the **Double Decker Elkonin Boxes** might help you keep it all straight.



DO

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



SAY

Ok, let’s hear them. The starting word was haul /h/ /au/ /l/. The new word is?



DO

Solicit responses from students.

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SAY

Yes. /h/ /au/ /n/ /t/ = “haunt”! Did you do it? What if we want to say hawk. How do we change the word?



DO

Solicit responses from students.



SAY

Yes! To change it to “hawk” we substitute the /n/ /t/ for /k/. Great work with that puzzle!



DO

If you have time, try one more substitution.

Substitution Word List: scrawl – substitute the /s/ /k/ /r/ for /sh/ = “shawl”



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.

Lesson 3

Introduce the sounds!



“A-u” is a diphthong.

A diphthong is two letters, usually vowels, that when combined make a unique sound that changes from the beginning to the end.

For example, we say /h/ /aw/ /n/ /t/ = haunt.

| | | |
|--------------------------|---------------------------|----------------------|
| haunt | clause | gauze |
| /h/ /aw/ /n/ /t/ = haunt | /k/ /l/ /aw/ /s/ = clause | /g/ /aw/ /z/ = gauze |



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.

Lesson 3



SAY

Let's learn a super cool new rule today!

In unit 1, we'll look at decoding and spelling words with diphthongs. Our next diphthong is a-u pronounced /aw/.



DO

Hold up the **Sound Letter a-u card**.



SAY

A-u is a diphthong. A diphthong are two letters, usually vowels, that when combined make a unique sound that changes from the beginning to the end. Listen. /aw/. Do you hear how it starts as one sound but ends as another? That's a diphthong. Say it with me. /aw/.



DO

Listen as students say /aw/.



SAY

A-u says /aw/ like sauce. For example, when I see haunt, I say /h/ /aw/ /n/ /t/ = haunt. What does a-u say?



DO

Listen as all the students say /aw/.

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There is one more special thing about /aw/ spelled a-u. A-u to say /aw/ is used at the beginning or middle of words. We do not use it at the end of words because English words do not end in u, without an e after. Let's review each of these spellings and all our 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, ur, ew, ui, eu, oi, oy**)



Remember, a-u can say the diphthong, /aw/. Let's practice reading our new spelling pattern!

Blend the sounds!



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!"

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



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. a-u makes the diphthong sound, /aw/.



Point to the word *applause*.



I notice that this word has an a-u.



Underline it to show that it stays together.



I see this word has another vowel, a, and double middle consonant. I'm going to divide syllables between those double consonants. I'm ready! Let's sound out the word.



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.

Lesson 3



SAY

/a/ /p/ | /p/ /l/ /aw/ /s/. Let's segment and blend the word together now using our **Double Decker Elkonin Boxes**.



DO

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



SAY

Smart blending! Let's look at another word.



DO

Point to the word *exhaust*.



SAY

What do you notice about this word?



DO

Allow students to point out that it has an a-u and a beginning e.



SAY

I notice this word uses a-u and a beginning e. Where are you going to divide the syllables?



DO

Listen as students decide where to divide the syllables.



SAY

Let's try dividing between the x and h. e-x = "ex". h-a-u-s-t = /h/ /aw/ /s/ /t/ = "haust". You do it with your **Double Decker Elkonin Boxes**.

Lesson 3



DO

Take notes on the students that can accurately blend and students that may need reteaching and/or additional support



SAY

Yes! Remember, a-u says /aw/. 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 3



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 sentence.



Point to the first sentence: *I applaud autumn in August.*



Let's start reading. If we come to a word we don't know, we'll stop and figure it out. Here we go.



Guide the students along in the sentence stopping to decode words when necessary. If students become stuck on a word, use the decoding strategies we've been practicing.

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.
6. When you have it right, start the sentence again to make sure you're reading for meaning.



Excellent work!

Lesson 3



DO

Repeat these steps with a couple more sentences.

- Sentence 2: *The audio in the laundry caused me to pause.*
- Sentence 3: *Because the author launched the book...*



SAY

Remember, a-u makes the sound, /aw/. 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.

Lesson 3

Let's practice decoding the sounds in words today!



SAY

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.



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 (**astronaut, clause, launch, haunt, gauze, faucet, jaunt**). I'll be by to listen. Use your **Double Decker Elkonin Boxes**.

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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!



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!”

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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 word for today. The word is automatic. How would we spell the word automatic? Let's listen to the sounds and match the sound to the correct letter. The word is "automatic". I hear multiple syllables. Let's first clap out the word into syllables.



DO

Make sure students have broken down the word correctly, in syllables.



SAY

Let's do one syllable at a time. I hear 4 syllables. au|to|ma|tic. We will spell one syllable at a time. "au". Let's spell it a-u. "to". It is an open syllable so we can probably spell it t-o. "mat". Let's keep it simple and try m-a-t. "ic". /i/ /k/. I don't remember seeing i-k for the sound "ic". I'll try i-c. Sound out the word as we write the letters. Use your **whiteboards**.

Lesson 3



Sound each syllable and write the letters together. Encourage students to sound and write as well.



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.



/aw/



Write a-u.



/t/ /o/



Write t-o.



/m/ /a/ /t/



Write m-a-t.

Lesson 3



SAY

/i/ /k/



DO

Write i-c.



SAY

Let's sound it out to make sure it spells the word we want.



DO

Sound out the word again.



SAY

Does this look right?



DO

Allow students to respond.



SAY

I think so too! Nicely done!



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 3

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 2 new words!



Display the word *before*.



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.

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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.



SAY

Let's check out our next word.



DO

Display *because*.



SAY

What do you notice about this word?



DO

Listen as students point out that it begins with b-e.



SAY

Yes. I see that it starts with b-e just like our other word. Let's put in our syllable break and underline any letters that stick together. I see a-u.



DO

Put in syllable break and underline a-u. be|cause

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We're ready to read it. A vowel at the end of a syllable says its name. a-u says /aw/. /b/ /e/ /k/ /aw/ /s/ = "because". Our word is "because". Your brain is growing because you work hard and learn the phonetic rules. Because. Let's read it with our Elkonin boxes.



Listen as students read the word.



Let's read our previous high frequency words!



Point to or hold up all the high frequency words to this point as the students read them.



Excellent work learning 2 new high frequency words today.

High Frequency Word List: before, because

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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.