

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 wow, /w/ /ow/. Now, let’s try substituting the beginning sound for /ch/. 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 wow /w/ /ow/. The new word is?



DO

Solicit responses from students.

Lesson 5



SAY

Yes. /ch/ /ow/ = "chow"! Did you do it? What if we want to say plow. How do we change the word?



DO

Solicit responses from students.



SAY

Yes! To change it to "plow" we substitute the /ch/ for /p/ /l/. Great work with that puzzle!



DO

If you have time, try one more substitution.

Substitution Word List: proud - substitute the /p/ /r/ for /k/ /r/ = "crowd"



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 5

Introduce the sounds!



“O-w” 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 /f/ /r/ /ow/ /n/ = frown.

frown
/f/ /r/ /ow/ /n/ = frown

plow
/p/ /l/ /ow/ = plow

how
/h/ /ow/ = how



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 5

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 o-w pronounced /ow/. We've learned that o-w can also make the long o sound. Today, we'll practice decoding and spelling words when the o-w says /ow/.



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



o-w 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. /ow/. Do you hear how it starts as one sound but ends as another? That's a diphthong. Say it with me. /ow/.



Listen as students say /ow/.



o-w says /ow/ like brown cow. For example, when I see frown, I say /f/ /r/ /ow/ /n/ = frown. What does o-w say?



Listen as all the students say /ow/.

Lesson 5



When we see the o-w card, we'll say /o/ /ow/ because the spelling can make 2 sounds. 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, au, aw**)



Remember, o-w can say the diphthong, /ow/. 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!"



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

Lesson 5



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. o-w makes the diphthong sound, /ow/.



Point to the word *frown*.



I notice that this word has an o-w.



Underline it to show that it stays together.



I see this word doesn't have any other vowels. 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.



/f/ /r/ /ow/ /n/. Let's segment and blend the word together now using our **Double Decker Elkonin Boxes**.



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

Lesson 5



SAY

Smart blending! Let's look at another word.



DO

Point to the word *crown*.



SAY

What do you notice about this word?



DO

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



SAY

I notice this word uses o-w. You do it with your **Double Decker Elkonin Boxes**.



DO

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



SAY

Yes! Remember, o-w can says /ow/. Great thinking while blending the sounds today!

Lesson 5

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 sentence.



DO

Point to the first sentence: *Wow! The owl flew downtown.*



SAY

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

Lesson 5

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!



- Repeat these steps with a couple more sentences.
- Sentence 2: *The clown made the crowd frown.*
 - Sentence 3: *The cow wore a crown and a gown.*



Remember, o-w makes the sound, /ow/. Those brains are growing!

Lesson 5

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 5



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 (**drown, crowd, plow, chow, vow, now, how**). 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 5



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 5

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 word for today. The word is crowd. How would we spell the word crowd? Let's listen to the sounds and match the sound to the correct letter. The word is "crowd". I hear 1 syllable. "crowd". Sound out the word as we write the letters.



DO

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



SAY

/k/ /r/



DO

Write c-r.



SAY

/ow/



DO

Write o-w.

Lesson 5



SAY

/d/



DO

Write d.



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!



DO

Repeat with additional words from list if students need more practice.

Spell Word List: clown, now

Lesson 5



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 5



SAY

Let's read our high frequency words!

Today, we're learning 4 new words!



DO

Display the word *about*.



SAY

What spelling patterns do you see? How do you read this?



DO

Allow the students to explain that they see 2 vowels: a and o-u.



SAY

Excellent analysis. The two vowels tell us we have 2 syllables. We'll break the word after the a. Let's add the break and underline any letters that stick together. O-u sticks together



DO

Add a syllable break and underline o-u. a|bout.



SAY

I think we're ready to sound it out. A vowel by itself will say its name. /a/ | /b/ /ow/ /t/ = "about". That long a sound doesn't quite sound right. Let's adjust that a to what we're used to hearing. "about". That works better.



DO

Sound it out pointing to each part of the word.

Lesson 5



SAY

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



DO

Make sure students can read the new HFW.



SAY

Let's check out our next words.



DO

Display *always*, *along*, *almost*.



SAY

What do you notice about these words?



DO

Listen as students point out that they all begin with a-l and then have another vowel.



SAY

Yes. I see that they all begin with a-l and have a second vowel. Let's just out each word.



DO

Point to *always*.



SAY

We're going to divide this word between the l and w and underline anything that sticks together. The a-y sticks together.

Lesson 5



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.



DO

Put in syllable break and underline the a-y. al|ways.



SAY

We're ready to read it. /a/ /l/ /w/ /a/ /s/ = "always". I always sound out unknown words. Our word is "always". Let's read it with our **Double Decker Elkonin Boxes**.



DO

Listen as students read the word. Display *almost*.



SAY

Let's add our syllable break and underline any letters that stick together. I don't see any that stick together!



DO

Add the syllable break. al|most.

Lesson 5



I see an o followed by 2 syllables - the o might make the long o sound. We'll try that. Let's sound it out. /a/ /l/ | /m/ /o/ /s/ /t/ = "almost". We have to adjust the way we say the a to say it like the a in "all". "almost". I almost said it right the first time. almost. Read it with me using your **Elkonin box**.



Listen as students read the word.
Display *along*.



Our final word today begins with a-l, but we do the syllable break in a different spot. Let's add in the break and underline anything that sticks together. n-g sticks together.



Add the syllable break and underline n-g. allong.



We're ready to sound it out. /a/ | /l/ /o/ /ng/ = "along". I walked along the sidewalk. along. Let's sound it out using our **Double Decker Elkonin Boxes**.



Listen as students sound out the word.



Let's read our previous high frequency words!

Lesson 5



DO

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



SAY

Excellent work learning 4 new high frequency words today.

High Frequency Word List: about, along, always, almost



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.