

# Lesson 1

## 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 good out of our words today! The first word is goodwill. Say the word.



**DO**

Listen to make sure students say it correctly.



**SAY**

Let’s clap the syllables.



**DO**

Clap syllables together.

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SAY

Now, let's delete good from goodwill.



DO

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



SAY

Yes! will. Now, let's do the same routine a couple more times!



DO

Use the word list to repeat the above steps.

**Deletion Word List:** goodbye, good wife, goodmen



SAY

Smart work working on your deletion skills!



**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.

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## Introduce the sounds!

“E-r”, “i-r”, and “u-r” are all r-controlled vowels that make the /er/ sound.

When r comes after a vowel, it changes the sound of the vowel. The vowel becomes a r controlled vowel.

For example, we say /f/ /er/ \ /th/ /er/ = further.

further	merger	mirth
/f/ /er/ \ /th/ /er/ =	/m/ /er/ \ /j/ /er/ =	/m/ /er/ /th/ =
further	merger	mirth



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.

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Let's learn a super cool new rule today!

Welcome to Level D, Unit 2! In this unit, we'll be looking at r controlled vowels, even more than in Level C. Today, we'll look at decoding and spelling words with the sound /er/.



Hold up the **Sound Letter e-r, i-r, and u-r cards**.



These are called r controlled vowels. The r, changes the sound of the vowel. Together, they make the sound /er/ like a lantern, circus, and return. e-r, i-r, and u-r all make the same sound, /er/. Say it with me.



Listen as all the students say /er/.



For example, when I see further, I say /f/ /er/ /th/ /er/ = further. Before we start practicing decoding words with the /er/ sound, 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**)

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Remember, e-r, i-r, and u-r say /er/. Let's practice reading /er/ words!

## 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.



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. The r-controlled vowels e-r, i-r, and u-r, says /er/.



Point to the word *merger*.



I notice that this word has 2 e-r's! It probably is two syllables. As you listen to me decode it, you can chop down your arm.

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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.



M says /m/, e-r says /er/, g says /j/ and e-r says /er/. Let's blend it. /m/ /er/ /j/ /er/ = "merger". Let's segment and blend the word together now using our **Double Decker Elkonin Boxes**.



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



Smart blending! Let's look at another word.



Point to the word *squirrel*.



I notice this word has the r-controlled vowel i. I-r says /er/. I also see double consonant r's and an e. It is probably 2 syllables. Let's divide the word between the double r's.



Underline the qu, ir, and draw a line between the r and r.



Let's blend this word. /s/ /kw/ /er/ | /r/ /l/ = "squirrel". Blend this word one more time.

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DO

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.



SAY

The r-controlled vowels e-r, i-r, and u-r, says /er/. 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.

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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: *The slender lobster preferred the desert.*



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.



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SAY

Excellent work!



DO

Repeat these steps with a couple more sentences.

- Sentence 2: *On Saturday, I painted the nursery purple.*
- Sentence 3: *The circus squirrel squirmed in a circle.*



SAY

Remember, the r controlled vowels e-r, i-r, and u-r say /er/. 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!



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 (**grocer, different, mirth, return, further, blurt, sturdy**). 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 words for today.

The word is blister. How would we spell the word blister? Let's listen to the sounds and match the sound to the correct letter. The word is "blister". Let's start by clapping out the syllables.



DO

Say the word together and clap the syllables.



SAY

blis | ter. Now, we'll do one syllable at a time, writing the sounds that we hear. First syllable. "blis". /b/ /l/ /i/ /s/. Use your **whiteboards**.



DO

Write b-l-i-s.



SAY

/t/ /er/

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DO

Write t-e-r.



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? The big question is, how do you know when to use e-r, i-r, or -ur? Unfortunately, the way you know, is when you've spelled or read the word enough time that it is mapped into your brain, then you know. Until that happens, you can try the word with different spellings and see which way looks right. Knowing the different spelling choices is the hard work! So, does it 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:** mirth, return

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**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.



SAY

Let's read our high frequency words!

Today, we're learning 2 new words!

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DO

Display the word *together*.



SAY

Check out this word. It has 3 vowels which means 3 syllables! But, you've got this! Let's start by adding our syllable breaks and underlining letters that do not break up. t-h and e-r do not break up. t-o, break, g-e-t-h, break, e-r.



DO

Add the syllable breaks and underline. to|geth|er.



SAY

We're ready to sound it out. /t/ /o/ - the o makes the same sound as the word to. /g/ /e/ /th/ /er/. All together. /t/ /o/ /g/ /e/ /th/ /er/ = "together". Let's read it together!



DO

Read the word together. Display *important*.



SAY

Check out our other word. I see 3 vowels again. Let's underline what can't be broken and add syllable breaks. o-r stays together. We'll divide between 2 syllables.



DO

Underline and add syllable breaks. im|por|tant.

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I think we're ready to read! /i/ /m/ /l/ /p/ /or/ /l/ /t/ /a/ /n/ /t/ = "important". This work is very important. Sound it out with me using your sound mapping boxes.



Listen as students sound out the word. Offer help as necessary.



Excellent! 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:** together, important



**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.