

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 worm, /wr/ /m/. Now, let’s try substituting the ending sound for /d/. 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 worm /wr/ /m/. The new word is?



DO

Solicit responses from students.

Lesson 2



SAY

Yes. /wr/ /d/. = “word”! Did you do it? What if we want to say world. How do we change the word?



DO

Solicit responses from students.



SAY

Yes! To change it to “world” we add a /l/ between the /wr/ and /d/. Great work with that puzzle!



DO

If you have time, try one more substitution.

Substitution Word List: dear - substitute the /d/ for /g/ = “gear”



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 2

Introduce the sounds!

“A-r” is a r-controlled vowel that makes the /ar/ sound. “O-r” makes the /or/ 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 /h/ /ar/ | /b/ /or/ = harbor.

harbor
/h/ /ar/ | /b/ /or/ =
harbor

cheddar
/ch/ /ě/ | /d/ | /d/ /ar/ =
cheddar

flavor
/f/ | /l/ /ā/ | /v/ /or/ =
flavor



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.

Lesson 2

Let's learn a super cool new rule today!



In unit 2, 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 /ar/ and /or/.



Hold up the **Sound Letter a-r and o-r cards**.



These are called r controlled vowels. The r, changes the sound of the vowel. A-r says /ar/ like start the car. O-r says /or/ like horse eating corn. For example, when I see harbor, I say /h/ /ar/ /b/ /or/ = harbor. Say it with me.



Point to the a-r card and listen for students to say /ar/. Point to the o-r card and listen for students to say /or/.



Before we start practicing decoding words with r controlled vowels, 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**)

Lesson 2



SAY

Remember, a-r says /ar/ and o-r says /or/. Let's practice reading r controlled vowel words!

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. The r-controlled vowels a-r says /ar/ and o-r says /or/.



DO

Point to the word *cheddar*.

Lesson 2



SAY

I notice that this word has 2 vowels! It probably is two syllables. I bet the syllable divide is between the two d's.



DO

Draw a line between the d's. ched|dar.



SAY

We'll underline anything that sticks together. I need to underline the c-h and the a-r.



DO

Underline the c-h and the a-r. ched|dar.



SAY

It looks like I have a CCVC first syllable and an r-controlled second syllable. I think we're ready to decode the word. Let's try. As you listen to me decode it, you can chop down your arm.



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

C-h says /ch/, e says /e/, d says /d/ = "ched". Time for the second syllable. D says /d/, a-r says /ar/ = "dar". Let's put it all together ched/dar = "cheddar". Let's segment and blend the word together now using our **Double Decker Elkonin Boxes**.

Lesson 2



DO

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



SAY

Smart blending! Let's look at another word.



DO

Point to the word *author*.



SAY

I notice this word has the r-controlled vowel o. o-r says /or/. I also see au and th. It is probably 2 syllables. Underline the letters that stay together and then try to figure out where our syllable break goes.



DO

Underline the au, th, and or. au th or.



SAY

Let's blend this word. /aw/ /th/ /or/. Do we read it au|thor or auth|or?



DO

Allow students to say each and try to determine the syllable break.



SAY

Which way?



DO

Solicit responses.

Lesson 2



SAY

Yes. I agree. auth|or. The author writes the book. 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.



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.

Lesson 2



DO

Point to the first sentence: *The regular barber eats vinegar and cheddar chips.*



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.



DO

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.



SAY

Excellent work!



DO

Repeat these steps with a couple more sentences.

- Sentence 2: *The mayor could not find humor with the visitor.*
- Sentence 3: *My stubborn neighbor stands backwards in the elevator.*

Lesson 2



SAY

Remember, the r controlled vowels a-r says /ar/ and o-r says /or/. 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.



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.

Lesson 2



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 (**harbor, garden, cedar, mirror, flavor, honor**). 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 2



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 2

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



Say the word together and clap the syllables.



reg | u | lar. Now, we'll do one syllable at a time, writing the sounds that we hear. First syllable. "reg". /r/ /e/ /g/. Use your **whiteboards**.



Write r-e-g.



/u/



Write u.

Lesson 2



SAY

/l/ /ar/



DO

Write l-a-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?



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: Equator, humor

Lesson 2



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!

Lesson 2



DO

Display the word *don't*.



SAY

Check out this word. It has an apostrophe. An apostrophe is used in a contraction - when two words are combined and some letters are left out. This word comes from the words do and not. When we combine them, we take out the o in not and add an apostrophe. We read the new word as "don't". I don't want to stop learning. don't. Let's read it together.



DO

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



SAY

Look at this word. Let's underline anything that sticks together. o-e stays together.



DO

Underline o-e. goes.



SAY

We're ready to sound it out. /g/ /o/ /s/ = "goes". She goes to school everyday. Let's read it together!



DO

Read the word together.



SAY

Excellent! Let's read our previous high frequency words!

Lesson 2



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: don't, goes



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.