

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 Substitution skills! When we substitute or replace the sounds in the words with a different sound, this is called substitution. The word is guard, /g/ /ar/ /d/. Now, let's try substituting the beginning sound for /h/. 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 guard /g/ /ar/ /d/. The new word is?

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DO

Solicit responses from students.



SAY

Yes. /h/ /ar/ /d/ = "hard"! Did you do it? What if we want to say yard. How do we change the word?



DO

Solicit responses from students.



SAY

Yes! To change it to "yard" we substitute the /h/ for /y/. Great work with that puzzle!



DO

If you have time, try one more substitution.

Substitution Word List: zap - substitute the /z/ for /r/ = "wrap"



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!



The spelling patterns “g-u” and “g-u-e” make the /g/ sound.

The u and the u-e are silent. This unit looks at silent letters and syllabication.

For example, we say /g/ /ĕ/ /s/ = guess.

guess
/g/ /ĕ/ /s/ = guess

league
/l/ /ē/ /g/ = league

guide
/g/ /ī/ /d/ = guide



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!



SAY

Welcome to Level D, Unit 3! In this unit, we'll be looking at silent letters and syllabication. Today, we'll look at decoding and spelling words with the spelling pattern g-u and g-u-e.



DO

Hold up the **Sound Letter g-u and g-u-e cards**.



SAY

Everything after the g on this card is silent. You don't hear the u or the u-e. G-u and g-u-e say /g/ like guess. For example, when I see guess, I say /g/ /e/ /s/ = guess. When I see league, I say /l/ /e/ /g/ = league. Say it with me.



DO

Point to the g-u card and listen for students to say /g/. Repeat with the g-u-e card and listen for students to say /g/.



SAY

Before we start practicing decoding, 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, oi, oy, au, wor, ear**)

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Remember, g-u says /g/ and g-u-e says /g/. Let's practice reading 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. G-u and G-u-e say /g/.



Point to the word *guard*.



I notice that this word has g-u in it. We'll underline anything that sticks together. I need to underline the g-u and the a-r.

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DO

Underline the g-u and the a-r. gu ard.



SAY

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

G-u says /g/, a-r says /ar/, d says /d/ = "guard". Let's segment and blend the word together now using our **Double Decker Elkonin Boxes**.



DO

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



SAY

Smart blending!



DO

If students need more practice, pick from the word list and follow the steps above.

Blend Word List: plague, league

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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: *The guide spoke the language.*



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.

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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.



DO

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: *My tongue hurts.*
- Sentence 3: *The gulf is full of sealife.*



SAY

Remember, g-u and g-ue say /g/. Those brains are growing!

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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.

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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 (**plague, rogue, guy, guide**). 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!

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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.

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.

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



DO

Say the word together and clap the syllables.



SAY

Guide. Just one syllable. We'll do each sound. /g/. Use your whiteboards. I know that this word begins with the /g/ sound. I also know that in this word, /g/ is spelled g-u.



DO

Write g-u.



SAY

/i/. So many choices for spelling of long i. We'll use bossy e.



DO

Write i.



SAY

/d/

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DO

Write d.



SAY

Don't forget about our bossy e. 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: rogue, guess

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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 *give*.



SAY

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



DO

Allow the students to explain that they see a v-e and that the e is just there because English words don't end in v. We'll read it like a CVC word.



SAY

Excellent analysis. The e is there because English words don't end in v. We'll read it like a CVC word using the short vowel sound of i. /g/ /i/ /v/.



DO

Sound it out pointing to each part of the word.



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 word.



DO

Display *above*.



SAY

What do you notice about this word?

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DO

Listen as students point out that it also has v-e. Students should also point out the 2 vowels alerting them that it's a two syllable word.



SAY

Yes. I see that it has v-e, just like our other word. It also has two vowels. Let's put in our syllable break and underline any letters that stick together. I don't see any letters that stick together. I'm going to put our break right after the a.



DO

Put in syllable break. a|bove



SAY

We're ready to read it. A vowel at the end of a syllable says its name. /a/ | /b/ /o/ /v/ = "above". Our word is "above". The cereal is in the cupboard above the oven. above. Let's read it with our **Double Decker Elkonin Boxes**.



DO

Listen as students read the word.



SAY

Let's read our previous high frequency words!



DO

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

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SAY

Excellent work learning 2 new high frequency words today.

High Frequency Word List: give, above



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.