

# 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 syllables in the words with a different syllables, this is called substitution. The word is prewrite. Now, let’s try substituting the second syllable “mix”. Give it a try.



DO

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



SAY

Ok, let’s hear them. The starting word was prewrite. The new word is?



DO

Solicit responses from students.

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SAY

Yes. “premix”! Did you do it? What if we want to say preview. How do we change the word?



DO

Solicit responses from students.



SAY

Yes! To change it to “preview” we substitute the “mix” for “view”. Great work with that puzzle!



DO

If you have time, try one more substitution.

**Substitution Word List:** preheat - substitute the “view” for “heat”



**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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Let's learn a super cool new rule today!



SAY

In this unit, you'll learn 8 common prefixes.

A prefix is a group of letters at the beginning of a word that changes the meaning of the word. We'll review decoding, spelling, and determining the meaning of words with the 8 common prefixes.



DO

Hold up the **prefix cards to be learned in this unit: re, un, dis, non, im, in, pre and post.**



SAY

When we put a prefix in front of a word, it changes the meaning of the word. For example, when I see mistrust, I say /m/ /i/ /s/ /t/ /r/ /u/ /s/ /t/ = mistrust. Before we go any further, 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, gu, gue, kn, gn, wr**)



SAY

Remember, a prefix is a group of letters that go before a word, that change the meaning of a word.

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## 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. Prefixes are letters that come before a word that change the meaning of the word. They are their own syllables. We chop them off to look at the rest of the word when decoding.



DO

Point to the word *unafraid*.



SAY

I notice that this word has the prefix un in it. We'll underline anything that sticks together and chop off the prefix syllable. I see 3 vowels, so I probably have 3 syllables. I have a prefix, un, a vowel a and ai. I'll chop before and after the first a.

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Chop and underline. un | a | fraid



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.



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.



u-n says /u/ /n/, a says /a/ because it's an open syllable, f says /f/, r says /r/, a-i says /a/, d says /d/ = /u/ /n/ /a/ /f/ /r/ /a/ /d/ = "unafraid". Let's clap out the syllables and blend the word together by syllable using our **Double Decker Elkonin Boxes**.



Segment and blend the word *unafraid* using the **Double Decker Elkonin Boxes**.  
un - a -fraid



The prefix un means not. This word means not able. Smart blending!



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

**Blend Word List:** replace - to place again, discomfort - not comfortable, inactive - not active, immature - not mature, mistrust - not trust

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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: *Recheck your math problem.*



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: *Don't misuse the couch for a trampoline.*
- Sentence 3: *Let's pre read by looking at the table of contents.*



SAY

A prefix is a group of letters before a word that changes the meaning of the word. Those brains are growing!



# Lesson 1

## 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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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.



Partner students.



You and your partner work together to decode these words (**reshape, unlikely, discomfort, inactive, improbable, nonfiction, mistrust, preheat, postgraduate**). I'll be by to listen. Use your **Double Decker Elkonin Boxes**.



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.



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!



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



Say the word together and clap the syllables.



Unequal. Three syllables. We'll do each syllable. First syllable?



Clap it again and isolate the first syllable.  
Un | e | qual.



Un. /u/ /n/. Use your **whiteboards**.



Write u-n.



Clap the syllables again isolate the second syllable. Un | e | qual. Next syllable is e.

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Clap and isolate the second syllable.



**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.



Write. /e/. If I want the long e sound, I can just do an e because it's an open syllable.



Write e.



Clap the syllables again isolate the third syllable. Un | e | qual. Next syllable is qual.



Clap and isolate the third syllable.



Write. /kw/ /a/ /l/.



Write q - u - a - l.

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



Sound out the word again.



Does this look right?



Allow students to respond.



I think so too! What does this word mean with the prefix?



Allow students to respond.



Yes, un means not. Unequal means not equal. Great work!



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

**Spell Word List:** replace, disable, informal, nonstop



**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 words *something* and *sometimes*.



SAY

Check out these words. What do you notice?



DO

Give students a few seconds to analyze the words and notice they both begin with *some*.



SAY

Yes. Both of these words are 2 syllables and both of these words begin with the word *some*. Let's look at the first word and decode it. Underline any letters that stick together.



DO

Point to *something*.



SAY

t-h and n-g stick together



DO

Put in syllable breaks and underline.  
somelthi ng.



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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

We're ready to sound it out. "some" /th/ /i/ /ng/ = "something". Something is in my shoe. something. Read it with me.



DO

Listen as students read the word. Display or point out *sometimes*.



SAY

Look at our next word. Any letters that stick together or spelling patterns to point out?



DO

Give students a few minutes to take note.



SAY

Yes. There is a final bossy e that makes the i say the long i sound. We're ready to sound it out. "some" /t/ /i/ /m/ /s/ = "sometimes". Sometimes I stay up past bedtime reading books. sometimes. Let's read it together!

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



Both of these words today are called compound words - they are two words put together that form a new word. Sometimes is made up of the word some and times.

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:** something, sometimes



**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.