

Deletion & Substitution!



We are going to say our Deletion & Substitution chant! Repeat the chant after me!

SAY

"It's Deletion & Substitution time!

We want to change the beginning, middle, and ending sounds! We want to make a new word."



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 disagree. Now, let's try substituting everything after the prefix for "appear". What's the prefix? Yes, "dis". Give it a try.



DO

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



Ok, let's hear them. The starting word was disagree. The new word is?



Solicit responses from students.

DO





SAY

Yes. "disappear"! Did you do it? What if we want to say discard. How do we change the word?



DO

Solicit responses from students.



SAY

Yes! To change it to "discard" we substitute the "appear" for "card". Great work with that puzzle!



If you have time, try one more substitution.

DO

Substitution Word List: discard - substitute the "card" for "comfort"



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.



Introduce the sounds! ____

The prefix "pre" means "before". The prefix "post" means "after".

A prefix is a group of letters in the front of a word that changes the meaning of the word.



For example, the prefix "pre" changes "write" to "prewrite", which means "to write before".

$$/p//r//\bar{e}/|/r//\bar{i}//t/ = prewrite.$$



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.



Let's learn a super cool new rule today!



In this lesson, we'll be looking at the prefixes im and in. Remember, a prefix is a group of letters at the beginning of a word that changes the meaning of the word. Today, we'll look at decoding, spelling, and determining the meaning of words with the prefixes pre and post. The prefixes pre means before and the prefix post means after.



Hold up the prefix cards pre and post.



When we put the prefix pre in in front of a word, it means before. So, if I say I need to prewrite, I mean to write before. When I see prewrite, I say /p//r/ $\left| \frac{1}{r} \right| \left| \frac{1}{r} \right| = \frac{1}{r}$ prewrite. The prefix post means after. If I say postwar, it means after war. Before we go any further, 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, 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.



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.





SAY

When we blend the sounds in words, it helps us read the words smoothly. Let's try it. The prefixes pre means before and post means after. They are their own syllables. We chop them off to look at the rest of the word when decoding.



Point to the word premix.



SAY

I notice that this word has the prefix pre in it. We'll underline anything that sticks together and chop off the prefix syllable. I see 2 vowels, so I probably have 2 syllables. There is nothing to underline. I need to chop off pre.





Chop. pre | mix



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.



SAY

p-r-e says /p//r /e/ because it's an open syllable, m says /m, i says /i, x says /ks/ = /p//r//e//m//i//ks/ = "premix". Let's clap out the syllables and blend the word together by syllable using our Double Decker Elkonin Boxes.



DO

Segment and blend the word premix using the Double Decker Elkonin Boxes.



The prefix pre means before. This word means to mix before. Smart blending!



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

DO

Blend Word List: preview - to view before, postgraduate - after graduate



Read the words!



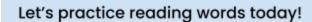
When we practice reading the words, it can help us read the words faster and faster. This helps us learn to read smoothly like when we are speaking! Repeat our chant after me!

"It's time to read the words!

It's time to read the words, so we can read smoothly, like we are speaking!"



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





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: Please preheat the oven for the cookies.



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.

- Underline any letters that go together. Put dots under your vowels. 1.
- Draw in the syllable break. 2.
- Look for the spelling patterns. 3.
- 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!



DO

Repeat these steps with a couple more sentences.

- Sentence 2: The author included a postscript, a message after the book
- Sentence 3: I need to preload the washing machine?



SAY

A prefix is a group of letters before a word that changes the meaning of the word. 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!"



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

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.



Point to the words.



•••

SAY

Follow this routine:

- 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.



SAY

You and your partner work together to decode these words (**premix**, **pretreat**, **postwar**, **postscript**). 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.



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!



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!"



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



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

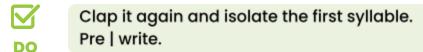


Say the word together and clap the syllables.



Prewrite. Two syllables. We'll do each syllable. First syllable?

SAY





SAY

Pre. /p//r//e/. Use your whiteboards.



Write p - r - e.

DO





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.



Clap the syllables again isolate the second syllable. Pre | write. Next syllable is write.



Clap and isolate the second syllable.



Write. /r//i//t/. If I want the long i sound, I need a final bossy e.



Write w - r - i - t - e.

DO

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

SAY

V

Sound out the word again.

DO

Does this look right?

SAY





Allow students to respond.



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



DO

Allow students to respond.



Yes, pre means before. Prewrite means to write before. Great work!



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

DO

Spell Word List: premix, postwar

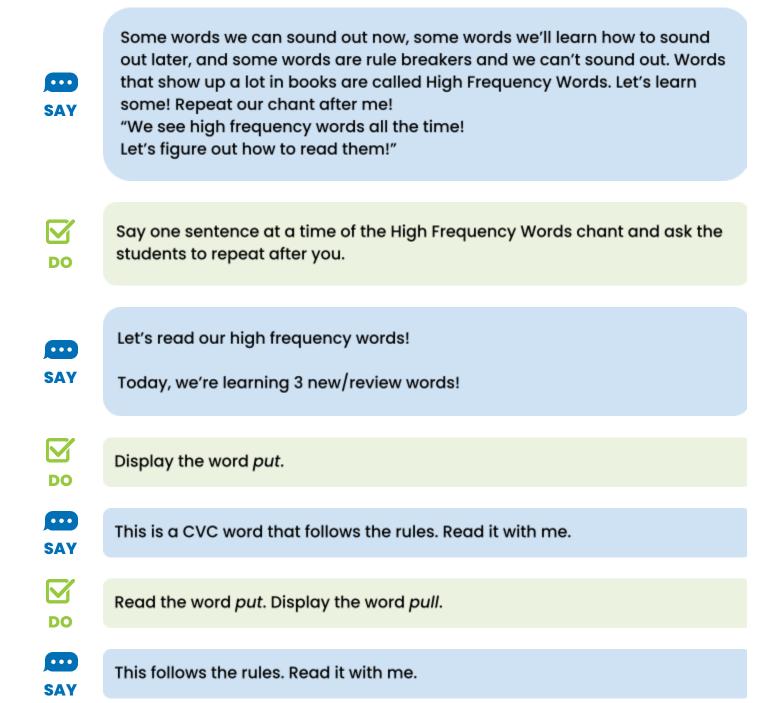


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High Frequency Words! ---







Read the word together. Display the word done.





Make sure students can read the new HFW.



make sure students can read the new HFW.



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.



Excellent work learning new high frequency words today.

SAY

High Frequency Word List: put, pull, done



Correction Routine: If any students make an error, have the whole group watch as you model.

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