

# Lesson 3



## 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 quickly. Now, let's try substituting everything before the suffix for "lone". What's the suffix? Yes, "ly". 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 quickly. The new word is?

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Solicit responses from students.



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



Solicit responses from students.



Yes! To change it to "quietly" we substitute the "lone" for "quiet". Great work with that puzzle!



If you have time, try one more substitution.

**Substitution Word List:** quietly - substitute the "quiet" for "bold"

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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.

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## Introduce the sounds!

The suffix “ful” means “full of”. The suffix “ness” means “the state or quality of”.

A suffix is a group of letters at the ending of a word that changes the meaning of the word.

For example, the suffix “ness” changes “sad” to “sadness”, which means “the state or quality of sad”. /s/ /ă/ /d/ \ /n/ /ě/ /s/ = sadness.

sadness  
/s/ /ă/ /d/ \ /n/ /ě/ /s/ =  
sadness

stressful  
/s/ /t/ /r/ /ě/ /s/ \ /f/ /ə/ /l/ =  
stressful



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**

In this lesson, we'll be looking at the suffixes **ful** and **ness**. Remember, a suffix is a group of letters at the ending 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 suffixes **ful** and **ness**. The suffix **ful**, means full of. The suffix **ness**, the state or quality of.



**DO**

Hold up the **suffix cards ful and ness**.



**SAY**

When we put the suffix **ful** at the end of a word, it means full of that thing. So, if I say I'm cheerful, it means full of cheer. When we put the suffix **ness** at the end of a word, it means the quality of that thing. So, if I say I'm full of sadness, it means full of the state of sad. When I see sadness, I say /s/ /a/ /d/ | /n/ /e/ /s/ = sadness. Before we go any further, let's review each of these spellings and all our cards.

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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, ti, si, ci**)



Remember, a suffix is a group of letters that go after 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.

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Let's practice blending the sounds in some words today!



SAY

When we blend the sounds in words, it helps us read the words smoothly. Let's try it. The suffix *ful* means full of and the suffix *ness* means the state or quality of. The suffix is its own syllable. We chop it off to look at the rest of the word when decoding.



DO

Point to the word *stressful*.



SAY

I notice that this word has the suffix *ful* in it. We'll underline anything that sticks together and chop off the suffix syllable. I see 1 vowel and one suffix, so I probably have 2 syllables. I need to chop off *ful*.



DO

Chop. *stress* | *ful*



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.

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**SAY**

S says /s/, t says /t/, r says /r/, e says /e/, s-s says /s/ and f-u-l says /f/ /ə/ /l/ = /s/ /t/ /r/ /e/ /s/ /f/ /ə/ /l/ = "stressful". 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 *stressful* using the **Double Decker Elkonin Boxes**.



**SAY**

The suffix *ful* means full of. This word means full of stress. Smart blending!



**DO**

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

**Blend Word List:** joyful - full of joy, quietness - the quality of quiet



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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: *He was so cheerful and joyful.*

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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.



Excellent work!



Repeat these steps with a couple more sentences.

- Sentence 2: *It was pointless to try to be watchful in the darkness.*
- Sentence 3: *The kindness was overwhelming.*

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**SAY**

A suffix is a group of letters after 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!"



**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!



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.



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.

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**SAY**

You and your partner work together to decode these words (**spiteful, mouthful, sadness, closeness**). 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!



**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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## 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.



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

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DO

Say the word together and clap the syllables.



SAY

Shyness. Two syllable. We'll do each syllable. First syllable?



DO

Clap it again and isolate the first syllable. shy | ness.



SAY

shy. /sh/ /i/. We need to make a long i sound. There are a couple ways to do that, i alone, i-g-h, or y at the end of a 1 syllable word. We'll do y. Use your **whiteboards**.



DO

Write s -h -y.



**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.

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SAY

Clap the syllables again isolate the second syllable. shy| ness. Next syllable is ness.



DO

Clap and isolate the second syllable.



SAY

Ness. /n/ /e/ /s/.



DO

Write n - e - s - s.



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! What does this word mean with the suffix?



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DO

Allow students to respond.



SAY

Yes, it means the quality of being shy. Great work!



DO

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

**Spell Word List:** painful, closeness, greatness



**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.

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## High Frequency Words!



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!"



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



Let's read our high frequency words!

Today, we're learning 2 new words!



Display the words *family* and *buy*.

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SAY

Both of these words end in a y but the y makes a different sound in each. Let's start with the first word.



DO

Point to *family*.



SAY

This word has 3 syllables. Watch as I put in the syllable breaks. f-a-m, break, i-l, break, y.



DO

Draw in the syllable breaks. fam|lily.



SAY

The y makes the long e sound.  
/f/ /a/ /m/ /i/ /l/ /e/ = "family" My family is awesome! Family. Read it with me using your **Double Decker Elkonin Boxes**.



DO

Monitor students as they sound out the word. Point to *buy*.

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SAY

In our next word, y makes the long i sound and the u is silent. Sometimes English words just don't make sense. /b/ /i/ = "buy". I need to buy some milk and bread on my way home. Buy. Sound it out with me using your **Double Decker Elkonin Boxes**.



DO

Monitor students as they sound out the word.



SAY

Excellent decoding! 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.



SAY

Excellent work learning 2 new high frequency words today.

**High Frequency Word List:** family, buy

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

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**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.