

Lesson 4

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 Deletion skills! When we delete the sounds in a word we take one sound away. Let’s take bug out of our words today! The first word is litterbug. Say the word.



DO

Listen to make sure students say it correctly.



SAY

Let’s clap the syllables.



DO

Clap syllables together.

Lesson 4



SAY

Now, let's delete bug from litterbug.



DO

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



SAY

Yes! litter. Now, let's do the same routine a couple more times!



DO

Use the word list to repeat the above steps.

Deletion Word List: doodlebug, jitterbug, potatobug, bedbug



SAY

Smart work working on your deletion skills!



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 4

Introduce the sounds!

The suffix “less” means “without”.

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

For example, the suffix “less” changes “taste” to “tasteless”, which means “without taste”.

/t/ /ā/ /s/ /t/ | /l/ /ě/ /s/ = tasteless.



tasteless
/t/ /ā/ /s/ /t/ | /l/ /ě/ /s/ =
tasteless

pointless
/p/ /oy/ /n/ /t/ | /l/ /ě/ /s/ =
pointless



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.

Lesson 4

Let's learn a super cool new rule today!



SAY

In this lesson, we'll be looking at the suffix **less**. 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 suffix **less**. The suffix **less** means without.



DO

Hold up the **suffix card less**.



SAY

When we put the suffix **less** at the end of a word, it means without. So, if I say the food is tasteless, it means the food is without taste. I say /t/ /a/ /s/ /t/ /l/ /e/ /s/ = tasteless. 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, ti, si, ci**)



SAY

Remember, a suffix is a group of letters that go after a word, that change the meaning of a word.

Lesson 4

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 suffix *less* means without. 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 *pointless*.



SAY

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

Lesson 4



DO

Chop. point | less



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

P says /p/, o-i says /oy/, n says /n/, t says /t/, and l - e - s - s says /l/ /e/ /s/ = /p/ /oy/ /n/ /t/ /l/ /e/ /s/ = "pointless". 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 *pointless* using the **Double Decker Elkonin Boxes**.



SAY

The suffix less means without. This word means without a point. Smart blending!



DO

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

Blend Word List: hopeless - without hope, careless - without a care

Lesson 4

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 ocean looked endless.*



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.

Lesson 4

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: *The toddler ran around carelessly.*
- Sentence 3: *It was useless to fight the sleepy feeling.*



SAY

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

Lesson 4

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.

Lesson 4



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 (**pointless, endless, hopeless, fearless**). 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!

Lesson 4



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 4

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 useless. How would we spell the word useless? 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.



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



Clap it again and isolate the first syllable.
use | less.



Use. /u/ /s/. We need to make a long u sound. We'll use bossy e. Use your **whiteboards**.



Write u - s - e.

Lesson 4



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.



SAY

Clap the syllables again isolate the second syllable. use| less. Next syllable is less.



DO

Clap and isolate the second syllable.



SAY

Less. /l/ /e/ /s/.



DO

Write l - 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?

Lesson 4



DO

Allow students to respond.



SAY

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



DO

Allow students to respond.



SAY

Yes, it means without use. Great work!



DO

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

Spell Word List: fearless, jobless, hopeless



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.

Lesson 4

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 words.



DO

Point to the word *many*.

Lesson 4



SAY

This is a two syllable word, two beats. In the first syllable, the consonants make their regular sound, /m/ and /n/, but the a makes an unusual sounds. In this word, the a sound like a short e! And the y make a long e sound because it's a two syllable word!

Let's blend the word together: /m/ /e/ /n/ /e/ = many. Let's segment the word again before we blend it together. /m/ /e/ /n/ /e/ = many. Now you know a new word that you'll see all the time. Let's read our new word one last time.



DO

Point to the word and read together as a group. Point to *often*.



SAY

This next word follows the rules. We break the syllables between the f and t. Our syllables follow VC and CVC spelling patterns.



DO

Add the syllable break of|ten.



SAY

/o/ /f/ | /t/ /e/ /n/ = "often". How often do you brush your teeth? Often. Sound it out.



DO

Monitor and support students as they read the word using **Double Decker Elkonin Boxes**.

Lesson 4



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: many, often



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.