

**Lesson Focus:** (Foundational Skill) Good readers sound out words they do not know.

**Unit of Study:** Second Grade, Unit 4: Our Life, Our World

**Lesson #:** Week 2

Connection (1 minute)	<p><b>“Remember, we learned</b> that every letter has its own sound; and, that sometimes two or more letters can blend together to represent one sound like with the letters e /e/ and r /r/. When blended, these two letters make the combined sound /er/.</p> <p><b>“Today I’m going to teach you</b> that good readers can use their knowledge of letter sounds and blends to read and learn new words by substituting the sounds they hear within the word.”</p>
Teaching (5 min)	<p><b>Give Students a Brief Description of Strategy and Why It’s Important</b></p> <ul style="list-style-type: none"><li>- “Boys and girls, sometimes when I am reading, I come across a word I do not know. Instead of skipping the word, I take the time to look at the beginning sound and any pattern within the word that I may recognize. Sometimes I think back to the sounds and blends I have learned.”</li><li>- “Good readers do this because it helps them read new words and to understand what they are reading.”</li></ul> <p><b>Let me show you what I mean .....</b></p> <ul style="list-style-type: none"><li>- <i>Teacher: Use the Wonders Online Platform. In Unit 4, Week 2, find the Phonemic Awareness: Phoneme Substitution Activity, on Day 3 of Whole Group Reading instruction. Project the Phoneme Substitution activity on the Smart TV.</i></li><li>- <i>/p/ /urr/ the word is purr.... We are going to replace the first sound with /f/. The new word is /f/ /ur/</i></li><li>- <i>Let’s try another one.... Play the sounds for number 2... /g/ /ir/ /l/.... Replace the beginning sound with /c/.... The new word is /c/ /ur/ /l/.</i></li></ul> <p><b>Recap .....</b> <b>Did you see what I did?</b> “Did you see what I did? I substituted the beginning sound and the blends within the word to make the new word.”</p>

<p>Active Engagement (3 min)</p> <p>Allows for guided practice</p>	<p><b>Now it's your turn to try this.....</b></p> <p><i>Teacher: Project the following on chart paper or Smart TV: fur, bird, dirt, serve.</i></p> <p>“Using these words, turn and talk to a partner to practice substituting the beginning sounds to make new words.”</p> <p><i>After 2 minutes, purposefully choose two readers to share how they substituted the beginning sounds to make new words.</i></p> <p>*Allow for additional practice as necessary*.</p>
<p>Link (1 min)</p> <p>Linking mini lesson to their independent work</p>	<p><b>“Today, I just taught you that</b> good readers can use their knowledge of letter sounds and blends to read and learn new words by substituting the sounds they hear within the word.”</p> <p><b>“When you go off to read today, you’re going to</b> use this sound substitution strategy when you come across unknown words in your own reading. Now that you know this is something that good readers do, you can use this skill whenever you read.”</p> <p>*Note: Add this strategy to your Unit anchor chart.</p>
<p>Independent Reading</p> <p>Suggested time: Build to 30 minutes over the school year.</p>	<ul style="list-style-type: none"> <li>● <b>Students are reading independently.</b></li> <li>● <b>Teacher is differentiating instruction by pulling students for conferencing/ small group instruction.</b></li> </ul>
<p>Share</p>	<p><b>End of workshop - Whole Group Share</b></p> <p>Options:</p> <ul style="list-style-type: none"> <li>- Have students share a word they were struggling with and how they substituted letter sounds to make the word.</li> <li>- Praise behaviors that were observed during students’ independent reading.</li> </ul> <p>Sample talk: “Suzie, I really loved that when you came to a word that you were struggling with, you took the time to look for familiar sounds and attempted to make sense of the word instead of skipping it. I know you were really trying to apply the strategy of substituting beginning sounds. Nice job, Suzie!!”</p>

- Review previously taught strategies and skills.

Sample talk: “ You all did such a great job substituting the sounds of unknown words today. I want to remind all of you that good readers continue to practice all of the skills and strategies that they have learned such as....”