

# Strategy: Substitution

## DESCRIPTION

Substitution is a strategy that begins with reading of a text and progresses to students exchanging words of the same class, such as exchanging nouns for nouns (i.e., Monday for Tuesday) or verbs for verbs (i.e., throwing for rolling). Substitution can also exchange letters and sounds; (i.e., 'tree lee lee lee lee' for 'tra la la la la') and exchange different parts of sentences, such as a positive statement with a negative one (i.e. 'Yes, he ate it.' and 'No, he didn't eat it.')

## STEPS

1. Write a sentence that follows the pattern across the board.
2. Underline only the words that are part of the pattern. Read the sentence.
3. Write a 2nd sentence underneath the word. Underline in it only the words that are part of the pattern. Read the sentence.
4. Exchange the underlined words from sentences on the board.
5. On the top of the board, write 2 words of the same word class as the underlined words.
6. Erase one of the underlined words or phrases and exchange it for the words on the top of the board. Read the sentence.

## BOOKS:

Berkes, M. (2013). *Over in a River: Flowing out to the Sea*

- Upper grades. ELL stage: advanced beginner. AD600L
- Cumulative poem in the style of "This is the house that Jack built"

Bozzi, R. (2013) *The World Belongs to You*. Templar.

- Upper grades. ELL stage: advanced beginner

Gonzales Bertrand, D. (2003). *The Empanadas that Abuela Made/Las empanadas que Hacia la Abuela* Arte Publico Press; Bilingual edition

- All grades. ELL Stage: intermediate beginner. 670L
- A cumulative poem in the style of "This is the house that Jack built"

Gard, K. (2020). *Snoozapalooza* Familius.

- Early elementary grades. ELL Stage: intermediate beginner

Hall, M. (2011). *Perfect Square*. Greenwillow.

- All grades. ELL Stage: intermediate beginner. AD470L

Hughes, Langston. (2009). *My People*. Atheneum Books for Young Readers.

- Upper grades. ELL Stage: early beginner 80L

Jackson, R. (2016) *Have a Look, Says Book*. Atheneum/Caitlyn Dlouhy Books.

- All grades. ELL stage: advanced beginner. AD430L
- Also use with: Reader's theater

Levenson, G. (2004). *Bread Comes to Life: A garden of wheat and a loaf to eat*. Tricycle Press.

- All grades. ELL stage: advanced beginner. 400L

Limentani, A. (2016). *How much does a ladybug weigh?* Boxer books.

- All grades. ELL Stage: early beginner

Rylant, C. (2017). *We love you Rosie!* Beach Lane Books; Simon and Schuster.

- Early elementary grades. ELL stage: intermediate beginner. AD210L

Sehgal, K. (2018). *Festival of Colors*. Beach Lane Books

- Elementary grades. ELL Stage: intermediate beginner. AD250L

Thong, R. (2015). *Round is a Tortilla: A Book of Shapes*. Chronicle Books.

- All grades. ELL Stage: poetic advanced beginner. AD460L
- Contains 18 words in Spanish in the text and translated in a glossary

### **LESSON PLAN (Upper Grades):**

#### ANCHOR BOOK

Hughes, Langston. (2009). *My People*. Atheneum Books for Young Readers. 80L

#### OBJECTIVE

- Students will be able to write a short poem based on the model.

#### PREPARATION

- Select four of the nouns from the book.
- Make a written word card for each (face, sun, eyes, night)

#### PRESENTATION

- Read each page of the book and have students repeat each page after you.

#### INTRODUCE THE ENGLISH

- Say the nouns and have students point to the photographs and make a gesture for the following words: faces, eyes, sun and souls.
- Write the 1st sentence of the poem on the board. Have them read it with you. Have students notice the singular 'is'. Underline faces.

The night is beautiful,  
So the faces of my people.

- Write the 2nd sentence of the poem on the board. Have them read it with you. Have students notice the plural 'are'. Underline eyes.

The stars are beautiful,  
So the eyes of my people.

- Write the 3rd sentence of the poem on the board. Have students notice the new sentence pattern. Have them read it with you. Have students notice the plural 'are'. Underline sun.

Beautiful, also, is the sun.

- Write the 4th sentence of the poem on the board. Have students notice the same sentence pattern. Have them read it with you. Underline Souls.

Beautiful, also, are the souls of my people.

- Substitute any of the 2 singular nouns, night, sun, on the board. Read the lines together.
- Substitute any of the 4 plural nouns, stars, eyes, faces, souls, for each other on the board. Reread the lines together.

#### INTERACTIVELY READ

- For each page have students learn to answer the questions and eventually ask the questions.  
The night is beautiful. --- Is the night beautiful? Yes it is.  
Is this night? Yes, it is.  
The faces are beautiful. --- Are the faces beautiful? Yes, the faces are beautiful?  
Is this a face? Yes, it is.  
Beautiful are the eyes. --- Are the eyes beautiful? Yes, they are.  
Is this an eye? Yes, it is.

#### ACTIVITY: SENTENCE SCRAMBLE TEAMS

- Have two teams of students write the sentences in the above examples on long pieces of paper.
- Make word cards for each of the words in these sentences.
- Scramble the words.
- Have each team of students put the word cards into correct sentences together.
- Teams get 1 point for each sentence that they correctly reconstruct.

## GUIDED PRACTICE

- Teach the meaning of the word ‘beautiful’ in the poem, and find 4 other words that with similar meaning, such as ***Wonderful, Enchanting, Delightful, Gorgeous***. Write Beautiful as well as these other words each on a card.

Have students select one of the cards. Have students take turns substituting the words and reading the lines on the board

The night is wonderful,

The stars are enchanting,

Enchanting, also, is the sun,...

Have each student rewrite the poem with substituted words for beautiful,

- Teach the meaning of a word that can be substituted for “people” (***family, classmates, friends...***) as you did for “beautiful.” Write these other words each on a card.

Have students select one of the cards to substitute in the lines of the poem and read aloud.

- Write on the board the poem with blanks. Have students copy it and fill in the blanks with any of the words from the cards.

## ASSESSMENT

- Write the pattern of the poem with blanks. Have student fill in the blanks with words in the same word class.

The night is \_\_\_\_\_,

So the faces of my \_\_\_\_\_ .

The \_\_\_\_\_ are \_\_\_\_\_ ,

So the eyes of my \_\_\_\_\_

\_\_\_\_\_ also, is the sun,

\_\_\_\_\_, also are the souls of my \_\_\_\_\_.

- For more advanced students, make more blanks to fill in.

## LESSON PLAN (Lower Grades)

### ANCHOR BOOK

Gardiner, L. (2014). *The People that I meet*. Flowerpot Press. Board Book

### OBJECTIVES

- Students will be able to chime in substituting the names of the professionals.

## PREPARATION

- Prepare a list of the professionals in the book. Make cards for each one (police officer, teacher, farmer, florist...).
- Prepare a list of objects related to each profession and make cards for each one. (police officer – badge, Farmer – tractor..)

## INTRODUCE THE ENGLISH

- Conduct a **Picture Review**. Open the book and draw attention to the drawings on the pages. Name the professional. Name the objects for each profession. Have students repeat after you.
- Reread and name the professionals in each picture. Have students point to the professional and name them. Go back one page and have them recall the name of the professional.
- Reread the book to allow students to experience and absorb natural cues from sentence context and your intonation, enunciation, and facial expression.
- Pause on each page while you show the pictures to allow students to **'chime in'** and finish the phrase for you.

## INTERACTIVELY READ THE TEXT

- Give each student a word card. Read the book and when that professional is read have them match their card to the text.  
Ask, "Do they have a badge, yes or no?"  
Answer, "Yes, they have a badge."  
Have the student with the card that says, badge. show it.
- Continue with other pages.
- Reread the book and pause when you come to the words on the cards. Have students raise their card in the air and say it.
- Write on the board  
"Someone that I meet is a \_\_\_\_\_."  
"Do they have a \_\_\_\_\_, yes or no?"  
"Yes, they have a \_\_\_\_\_."  
Have students come up to the board and substitute their word cards into the blanks.
- Partner students to ask the question to each other.
- For more advanced students, allow the substitution of  
"walking down the street" to and of the following:  
"driving down the street"  
"riding on the bus"  
"shopping in the store"

## ASSESSMENT

- Have students write their own sentences following the pattern using any of the words they have been substituting into the text sentence.