

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 sounds in the words with a different sound, this is called substitution.

What sound changed from kid to lid? Whisper the word in your hand and hold them tight. We will share after we all have a chance to think first.



DO

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



SAY

Ok, let’s hear them. We changed the beginning sound /k/ to /l/. Say fan with a /t/ instead of a /f/? What is the new word?

Lesson 7



DO

Give students a chance to answer.



SAY

Yes. The new word is tan.



DO

Repeat Substitution practice with 1-2 words as time permits. Be sure all students have a chance to share their thinking with a partner or the full group.

Substitution Word List: What sound changed from kid to lid? What sound changed from yet to yes? Say fan with /t/ instead of /f/. Say black with /k/ /r/ instead of /b/ /l/ - crack.



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!



Letters are either a vowel (a, e, i, o, u) or a consonant (other letters).

A consonant digraph is when two consonants come together to make 1 new sound. In this unit, students will review the consonant digraphs they have practiced.

CCVC words use the short vowel sounds. (a, e, i, o, u)

shut
/sh/ /ŭ/ /t/ = shut

quick
/kw/ /i/ /k/ = quick

dung
/d/ /ŭ/ /ng/ = dung



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 7



Let's learn a super cool new rule today!

This unit, we've been learning consonant digraphs and reading them in one syllable words. For example, shut is a CCVC word with a consonant digraph, so we read the word /sh/ /u/ /t/ = shut. Let's review what we've learned!



Flip through the **sound letter cards for the vowels and the consonant digraphs**. Review the sounds they make. Refer back to Level A, Unit 5, Lessons 1 - 6 for notes about pronunciation.

Consonant Digraph sound letter cards to review (the number in parenthesis refers to the number of sounds): sh, th (2), ch (3), wh, ng, ck, ph, qu. Vowels to review (short and long vowel sound for each): a, e, i, o, u.



Let's practice reading our words with consonant digraphs!

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!"

Lesson 7



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 read some words that have consonant digraphs and consonant blends! Remember, a consonant digraph is when you have 2 consonants next to one another in a word and they make a new sound. A consonant blend is when you have 2 consonants next to one another and they each make their own sound. Let me give you an example.



DO

Point to the word *blush*.



SAY

This word begins with a consonant blend b-l. Next comes a vowel, u. It ends with a consonant digraph, s-h. This is a CCVCC word or closed syllable, because it ends with a consonant. Because it's a CCVCC word, or a closed consonant, I know that I will use the short vowel sound for u, /u/. Now that I know what kind of word it is, and what vowel sound to use, I can blend the sounds together to read the word.

/b/ /l/ /u/ /sh/ = "blush". Let's segment and blend the word together now using our **Double Decker Elkonin Boxes**.



DO

Segment and blend the word *blush* using the **Double Decker Elkonin Boxes**.

Lesson 7



Notice that there are 5 letters, but only 4 sounds in the word *blush*. S-h is a consonant digraph that only makes one sound. Let's look at another word.



Point to the word *chant*.



This word begins with a consonant digraph c-h. Next comes a vowel, a. It ends with a consonant blend, n-t. This is a CCVCC word or closed syllable, because it ends with a consonant. Because it's a CCVCC word, or a closed consonant, I know that I will use the short vowel sound for a, /a/. Now that I know what kind of word it is, and what vowel sound to use, I can blend the sounds together to read the word. /ch/ /a/ /n/ /t/ = "chant". Let's segment and blend the word together now using our **Double Decker Elkonin Boxes**.



Segment and blend the word *chant* using the **Double Decker Elkonin Boxes**.



Notice that there are 5 letters, but only 4 sounds in the word *chant*. C-h is a consonant digraph that only makes one sound.



Listen as students blend the word. Take notes on the students that can accurately blend the CCVC word and students that may need reteaching and/or additional support.



Great thinking! Awesome job blending the sounds today!

Lesson 7

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 word.



DO

Point to the word *check*.

Lesson 7



SAY

When we read this word, we look to see what spelling pattern it uses so we know what vowel sound to make. I see a CCVC spelling pattern. We'll use the short vowel sound. I also know that c-h is a consonant digraph - so it only make one sound. C-h says /ch/. /ch/ /e/ /k/ = "check". Your turn using the **Double Decker Elkonin Boxes**.



DO

Listen as students read 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

Yes, the word is check. Let's look at the next word. How would you read this word? Use your **Double Decker Elkonin Boxes**.



DO

Point to the word *quilt*. Listen as students read the word. Take notes on the students that can accurately articulate the sound and read the word and students that may need reteaching and/or additional support.



SAY

Yes, the word is quilt. Remember, consonant digraphs are 2 consonants that make 1 sound. Great thinking! Awesome job reading the words today!



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.

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.

Lesson 7

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.



DO

Point to the words.



SAY

First, look at the spelling pattern to decide what vowel sound to use. Next, say each sound. Finally, blend the sounds together to read the words.



DO

Partner students.



SAY

You and your partner work together to decode these words (**shall, whiff, think, dung, chick, graph, quack, quick, quill**). 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.

Lesson 7



Great thinking! Awesome job 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!



Level A Unit 5 Formative Assessment:

- Administer the Level A Unit 5 Formative Assessment. Follow the directions to administer the Formative Assessment for Level A, Unit 5.
- After administering the Level A, Unit 5 Formative Assessment, use the data analysis guidance to plan for targeted instruction based on your students' strengths and areas of improvement with concepts and skills explored in this unit.

Lesson 7

Administration directions:
Level A Unit 5

| Teacher | Student |
|--|---|
| <p>Do: Pass out a "Student answer form" and a pencil to each student.</p> <p>Say: "Please write your name and the date on your paper. We've been working hard to become stronger readers and writers. In this last unit, you learned how to read and write words with consonant digraphs like sh, th, and wh. Right now you have the opportunity to show me how much you've learned."</p> | <p>Students write their name and date on their "Student answer form".</p> |
| <p>Say: "I am going to ask you to spell 10 words, one at a time. I will first say the word, then repeat it. I will use the word in a sentence, and then repeat the spelling word once more. Listen carefully. Let me give you an example. in. in. I go in the store. in."</p> <p>Do: Model writing "in" on the line as students are expected to by sounding out short i and /n/.</p> <p>Say: "That was an example. Now it's your turn. Put your finger on number one and pick up your pencil. Here we go!"</p> | <p>Students pick up their pencils.</p> |
| <p>Say: "Number 1. shed. shed. It is in the shed. shed. Number 2. hush. hush. Hush little baby, hush. Number 3. whiz. whiz. You are a reading whiz. whiz. Number 4. chap. chap. Do you have any chap stick? chap. Number 5. much. much. Do you want this much? much. Number 6. then. then. Then it started to rain, then. Number 7. graph. graph. This graph shows what time most kids go to bed, graph. Number 8. long. long. Her hair is long. long. Number 9. dock. dock. The dock is wet. dock. Number 10. quit. quit. He quit the game when it got too rough. quit."</p> | <p>Students write the words as they are dictated.</p> |
| <p>Say: "Now that we have finished writing our words, take a couple minutes to answer the last question. What is the difference between a consonant blend and a digraph?"</p> <p>Do: Circulate around the room. If any student is having a difficult time expressing their ideas, allow the student to dictate their answer to the teacher as the teacher records it on their Answer form.</p> <p>Say: "Excellent effort showing me all you've learned and practiced! I can't wait to look at these and celebrate your growing knowledge!"</p> <p>Do: Collect students' Answer forms.</p> | <p>Students answer the last question.</p> <p>Students pass in their Answer forms.</p> |

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| Analysis protocol | | |
|----------------------------------|---------------------------------------|-----------------------------------|
| A | B | C |
| Spelling | Phoneme | Score |
| | | 0 1 2 |
| | | 0 1 2 |
| | | 0 1 2 |
| | | 0 1 2 |
| | | 0 1 2 |
| D ___/10 words | | Open ended question |
| Unit key points | Strengths | E Area of growth |
| F Action plan | | |
| <input type="checkbox"/> Reteach | <input type="checkbox"/> Small groups | <input type="checkbox"/> Raz-Plus |

High Frequency Words!

Level A Unit 5 High Frequency Words:

- Given that you need to administer Level A, Unit 5 Formative Assessment, there is no new HFW.
- If you have time, review previously taught words.



High Frequency Word List:

- | | | |
|--------|---------|---------|
| • some | • said | • would |
| • what | • these | • write |