

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 /t/ out of our words today! The first word is neat. /n/ /e/ /t/.
Without the /t/ we have...



DO

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



SAY

Yes! We have /n/ /e/ = “knee”. Let’s do a couple more Deletions.

Lesson 5



DO

Repeat Deletion 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.

Deletion Word List: Take away the /s/ - peace /p/ /e/ /s/ = /p/ /e/, "pea".
Take away the /l/ - please /p/ /l/ /e/ /s/ = /p/ /e/ /s/, "peas".



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 5

Introduce the sounds!



It is important that we understand the long vowel sounds and the spelling patterns we use to make the long vowel sound.

You can make a long e vowel sound in these ways:

- from an open syllable or from a bossy e. (i.e. /m/ /ā/ /k/ = make)
- with the spelling pattern, e-e. (i.e. /f/ /ē/ /t/ = feet)
- with the spelling pattern, e-a; long e sound is e-a most common sound.

Important Note: E-a has three sounds; long ē (feast), short ě (head), long ā (steak).

For example, /m/ /ē/ /l/ = meal.

make
/m/ /ā/ /k/ = make

feet
/f/ /ē/ /t/ = feet

speech
/s/ /p/ /ē/ /ch/ = speech



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 5



SAY

Let's learn a super cool new rule today!

Remember, in this unit, we're learning all about the long vowel sounds and what spelling patterns we use to make the long vowel sound. We learned that you can make a long e from an open syllable, from a bossy e, and using the spelling patterns e-e or e-a. Today, we're going to look at all of these ways to make the long e vowel sound. For example, "speech" uses the spelling e-e and makes the long e vowel sound, /e/, so we read the word /s/ /p/ /e/ /ch/ = speech. Before we start practicing that, let's review all our sound letter cards.



DO

Flip through and review all the sound letter 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**)



SAY

Let's practice reading our words!

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!"

Lesson 5



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. We've practiced 4 different patterns for making the long e sound: Final bossy e, open syllable ending in e, the vowel pair e-e, or the vowel pair e-a. Let's practice all 4 patterns.



DO

Point to the word *speech*.



SAY

I notice this word has a consonant blend, s-p, and a vowel team, e-e, and a final consonant digraph, c-h. Let's try. S-p says /s/ /p/. The vowel partners e-e say the long e sound /e/. The final consonant digraph c-h, says /ch/. /s/ /p/ /e/ /ch/. Let's segment and blend the word together now using our **Double Decker Elkonin Boxes**.



DO

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



SAY

Let's look at another word.

Lesson 5



DO

Point to the word *me*.



SAY

This word begins with a consonant *m*, /*m*/. Next comes a vowel, *e*. When a vowel is at the end of a word or syllable, it's an open syllable and says the long vowel sound, /*e*/. What happens when we have this spelling pattern?



DO

Listen as students explain the rule.



SAY

Yes! A vowel at the end of a syllable says its name.



DO

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



SAY

We have /*m*/ /*e*/. The word is "me". We learned that you can make a long *e* from an open syllable, from a bossy *e*, and using the spelling patterns *e-e* or *e-a*. Great thinking while blending the sounds today!

Lesson 5

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 *seek*.

Lesson 5



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 consonant digraph, s-h. I see a vowel pair, e-e. Underline your consonant digraph and vowel pair to remember they stick together. We'll use the long vowel sound. Your turn using the **Double Decker Elkonin Boxes**.



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.



/s/ /e/ /k/ = "seek". Yes, the word is "seek". Let's look at the next word. How would you read this word?



Point to the word *seem*.



Look at this spelling pattern! What will you underline? How will you read this word?



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.

Lesson 5



Yes, the word is “seem”.



Display the sentence: *“We need cheese and meat!” screamed Eve.*



Take a couple minutes to read this sentence with your partner. All of the words follow rules you’ve learned or are High Frequency Words you’ve learned. Raise your hands when you have the whole sentence read and I’ll come listen. You can do it!



Monitor and assist. You may support by asking students to recognize the spelling pattern, prompting students to use the long or short vowel sound, asking students to underline letters that stick together, etc.



I’ll read it aloud as you read it with me.



Read sentence.



We learned that you can make a long e from an open syllable, from a bossy e, or using the spelling patterns e-e or e-a. Those brains are growing!

Lesson 5

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.



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.

Lesson 5



DO

Partner students.



SAY

You and your partner work together to decode these words (**each, street, creek, here, be**). 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.

Lesson 5

Spell the words!



Level B Unit 2 Formative Assessment:

- Administer the Level B Unit 2 Formative Assessment. Follow the directions to administer the Formative Assessment for Level B, Unit 2.
- After administering the Level B, Unit 2 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.

Administration directions:
Level B Unit 2

Teacher	Student
Do: Pass out a "Student answer form" and a pencil to each student.	Students write their name and date on their "Student answer form".
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 that have long e because of a bossy e, or ea, or ee spelling pattern. Right now you have the opportunity to show me how much you've learned."	
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. <i>in. in. I go in the store. in.</i> "	Students pick up their pencils.
Do: Model writing "in" on the line as students are expected to by sounding out short i and /n/.	
Say: "That was an example. Now it's your turn. Put your finger on number one and pick up your pencil. Here we go!"	
Say: "Number 1. <i>these. these. These need to be washed. these.</i> Number 2. <i>here. here. Here is your apple. here.</i> Number 3. <i>pete. pete. Pete says hi. pete.</i> Number 4. <i>plead. plead. You can plead for more screen time from your grownup. plead.</i> Number 5. <i>leak. leak. There is a leak under the sink. leak.</i> Number 6. <i>neat. neat. Your desk is very neat. neat.</i> Number 7. <i>see. see. Can you see the bird in the tree? see.</i> Number 8. <i>teeth. teeth. I brushed my teeth. teeth.</i> Number 9. <i>weed. weed. The weed is growing in the sidewalk crack. weed.</i> Number 10. <i>bleed. bleed. Did your paper cut bleed? bleed.</i> "	Students write the words as they are dictated.
Say: "Now that we have finished writing our words, take a couple minutes to answer the last question. What are 4 different ways you learned to spell the long e sound?"	Students answer the last question.
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.	
Say: "Excellent effort showing me all you've learned and practiced! I can't wait to look at these and celebrate your growing knowledge!"	Students pass in their Answer forms.
Do: Collect students' Answer forms.	

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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
E	E	E
Unit key points	Strengths	Area of growth
F		
Action plan		
<input type="checkbox"/> Reteach	<input type="checkbox"/> Small groups	<input type="checkbox"/> Raz-Plus

High Frequency Words!



Level B Unit 2 High Frequency Words:

- Given that you need to administer Level B, Unit 2 Formative Assessment, there is no new HFW.
- If you have time, review previously taught words.

High Frequency Word List:

- water
- work
- number
- after
- over
- where