

# Lesson 5

## 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.

The word is slick, /s/ /l/ /i/ /k/. Now, let’s change the middle sound /i/ to /a/. What’s our new word? /s/ /l/ /a/ /k/ = slack.



DO

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

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SAY

Ok, let's hear them.

Now, let's substitute the beginning sound from /s/ /l/ for /t/. What's our new word?



DO

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



SAY

Yes! /t/ /a/ /k/ = "tack".



DO

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

**Substitution Word List:** sunk - substitute the /s/ for /d/ = "dunk". Substitute the /d/ for /f/ = "funk".



**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.

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## Introduce the sounds!

When a word has an open syllable (syllable ends with a vowel), bossy e, and the spelling pattern i-g-h, the vowel makes the long vowel sound. For example, the word might has an i-g-h and we say /m/ /ī/ /t/ = might.



The two consonants “c” and “g” can make more than one sound. The letter “c” can make the hard sound, /k/ like in the word car or the soft sound, /s/ like in the word cent. The letter “g” can make the hard sound, /g/ like in the word gate or the soft sound, /j/ like in the word gem.

might	cent	gem
/m/ /ī/ /t/ = might	/s/ /ě/ /n/ /t/ = cent	/j/ /ě/ /m/ = gem



**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.

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SAY

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. You learned about open syllables, bossy e, and the spelling pattern i-g-h. For example, the word might has an i-g-h and we say /m/ /i/ /t/ = might. We also learned about two consonants "c" and "g" that can make more than one sound. Today we are going to review all of the sounds we explored in this unit. Let's review all our sound letter 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**)



SAY

Let's practice reading our word patterns!

## 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!"

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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!



DO

Point to the word *dice*.



SAY

This word begins with a consonant, /d/. D says /d/. Next comes a vowel, i. But, I notice the spelling pattern vowel, consonant, e. This is final bossy e. Also, we have a c followed by an e. What happens when we have this spelling pattern?



DO

Listen as students explain the rule.



SAY

Yes! The final bossy e makes i use the long vowel sound and c use the soft sound /s/.



DO

Listen as students blend the word. Take notes on the students that can accurately blend the open syllable using the long vowel sound and students that may need reteaching and/or additional support.

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SAY

We have /d/ /i/ /s/. The word is /d/ /i/ /s/ = “dice”. Final bossy e makes the vowel say its name and makes the c say /s/.



DO

Point to the word *high*.



SAY

I notice that this word follows the i-g-h spelling of the long /i/ vowel sound. That means, when we read words with the i-g-h spelling, we know the g and h don't make any sounds; all we say is the /i/ sound. Underline the i-g-h to remind us that it sticks together. So, to decode this word, I'll say /h/ /i/. The g and h are silent. The words says /h/ /i/ = “high”. Jonathan threw his turquoise ball high in the sky to his brother Rhein. Let's segment and blend the word together now using our **Double Decker Elkonin Boxes**.



DO

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



SAY

Why is this word read as /h/ /i/ = “high”?



DO

Listen as students explain how the i-g-h spelling is for the long /i/ sound.

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Nice thinking! Remember, the i-g-h spelling is for the long /i/ sound. When we connect to the meaning of words and we learn the rules, we will know if the spelling for the /i/ vowel is bossy e or i-g-h. Great thinking while blending the sounds today!

## Read the words!



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!"



Say one sentence at a time of the Read the Words chant and ask the students to repeat after you.



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.

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DO

Point to the word *bright*.



SAY

Look at this spelling pattern! I see i-g-h and I know that the i-g-h spelling is for the long /i/ sound. Underline the i-g-h! How will you read this word?



DO

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 /b/ /r/ /i/ /t/ = "bright".

Remember, when you see i-g-h and you know that the i-g-h spelling is for the long /i/ sound.



DO

Point to the word *nice*.



SAY

Look at this spelling pattern! I see a "e" after the "c" and I know that the "e" after the "c" makes the "c" say the soft sound. How will you read this word?



# Lesson 5



DO

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 /n/ /i/ /s/ = "nice". When "c" is followed by e, i, or y letters it makes the /s/ or soft sound.



DO

Display the sentence: *The mice wanted to bite me. It was a fright!*



SAY

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!



DO

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.



SAY

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



DO

Read sentence.

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Remember that when you see see a “e” after the “c” and I know that the “e” after the “c” makes the “c” say the soft sound. And when you see i-g-h they make the long /i/ sound. Those brains are growing!

## Decode the words!



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!”



Say one sentence at a time of the Decode the Words chant and ask the students to repeat after you.

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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. Underline anything that sticks together! 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 (**wise, pile, sight, right, slice, dice, gym, gin**). I'll be by to listen. Use your **Double Decker Elkonin Boxes**.

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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.

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## Spell the words!



### Level B Unit 3 Formative Assessment:

- Administer the Level B Unit 3 Formative Assessment. Follow the directions to administer the Formative Assessment for Level B, Unit 3.
- After administering the Level B, Unit 3 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 3

Teacher	Student
<p><b>Do:</b> Pass out a "Student answer form" and a pencil to each student.</p> <p><b>Say:</b> "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 a long i because of a bossy e or an igh spelling pattern. We also learned to read and write words that have a soft c or g. 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><b>Say:</b> "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><b>Do:</b> Model writing "in" on the line as students are expected to by sounding out short i and /n/.</p> <p><b>Say:</b> "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><b>Say:</b> "Number 1. time. time. I need more time. time. Number 2. slide. slide. I go down the slide at the playground. slide. Number 3. kite. kite. The kite is stuck in the tree. kite. Number 4. high. high. The balloon is high in the sky. high. Number 5. bright. bright. The sun is too bright for my eyes. bright. Number 6. tight. tight. Make sure the water bottle is closed tight. tight. Number 7. cent. cent. A penny is worth 1 cent. cent. Number 8. mice. mice. The mice eat cheese. mice. Number 9. gem. gem. The gem sparkled. gem. Number 10. giant. giant. That old tree is giant. giant."</p>	<p>Students write the words as they are dictated.</p>
<p><b>Say:</b> "Now that we have finished writing our words, take a couple minutes to answer the last question. What are 3 different ways you learned to spell the long i sound? When do c and g make their soft sound?"</p> <p><b>Do:</b> 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><b>Say:</b> "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><b>Do:</b> 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 B Unit 3 High Frequency Words:

- Given that you need to administer Level B, Unit 3 Formative Assessment, there is no new HFW.
- If you have time, review previously taught words.

### High Frequency Word List:

- |          |         |        |
|----------|---------|--------|
| • live   | • great | • also |
| • year   | • Place | • good |
| • little | • any   |        |