

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 /l/ out of our words today! The first word is stole. /s/ /t/ /o/ /l/. Without the /l/ we have?



DO

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



SAY

What’s the new word? /s/ /t/ /o/ = “stow”. What about slope without the /l/?

Lesson 7



DO

Listen and watch as students think of the word. Provide support as needed. Give students an opportunity to sort it out.



SAY

What's the new word? /s/ /o/ /p/ = "soap". Great work deleting sounds!



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: Delete the /n/ in land - /l/ /a/ /d/ = "lad". Delete the /l/ in blend - /b/ /e/ /n/ /d/ = "bend".



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!

When we understand the long vowel sounds, it helps us understand the spelling patterns we use to make the long vowel sound. In this unit, we focus on the long o vowel sound.

We learned that there is a long vowel in an open syllable, from a bossy e, or from vowel pairs.

- O-e and o-a both say the long o sound /ō/. We usually use o-e at the end of a word like toe, /t/ /ō/, and o-a in the middle of a word, like boat, /b/ /ō/ /t/.
- I and o may make their long vowel sounds of /ī/ and /ō/ if they're followed by 2 consonants. For example, when we see the word told we say /t/ /ō/ /l/ /d/ = told.

mild
/m/ /ī/ /l/ /d/ = mild

post
/p/ /ō/ /s/ /t/ = post

joe
/j/ /ō/ = joe



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!

Remember, we're learning all about the long vowel sounds and what spelling patterns we use to make the long vowel sound. What are all the ways we can make the long o sound?



Allow students to answer. Be sure they list: bossy e spelling pattern, using o-e or o-a spelling pattern, open syllable ending in an o, and two consonants following an o. For example, when we see the word stone we say /s/ /t/ /o/ /n/ = stone.



Wow! Excellent learning! We'll practice decoding in a minute. Let's review all our sound letter cards.



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, oa, oe**)



Let's practice reading words!

Lesson 7

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!"



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. Let's blend some words!



DO

Point to the word *bold*.



SAY

I notice this word has a consonant, vowel, consonant blend. Remember, an i or o followed by 2 consonants may make a long vowel sound. This is an o so I'll use the long vowel sound. Let's try it. /b/ /o/ /l/ /d/ = "bold". Let's segment and blend the word together now using our **Double Decker Elkonin Boxes**.

Lesson 7



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



Why is this word read as “bold”?



Listen as students explain consonant blends and the long vowel rule about 2 consonants.



Smart explanations! Let’s look at another word.



Point to the word *drove*.



What do you notice about this word?



Listen as students explain that it has a consonant blend in the beginning and a silent bossy e at the end.



Yes! Let’s try blending the word *drove* using your **Double Decker Elkonin Boxes**.



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

Lesson 7



SAY

Yes! /d/ /r/ /o/ /v/ = "drove". Great thinking while blending the sounds today!

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.

Lesson 7



Point to the word *poach*.



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, the vowel pair o-a, and a consonant digraph, c-h. Underline them! I know the vowel pair o-a says /o/. Let's try. 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.



Yes, the word is "poach". /p/ /o/ /ch/ = "poach". Let's look at the next word. How would you read this word? Use the **Double Decker Elkonin Boxes**.



Point to the word *goes*.



Look at this spelling pattern! What do you see?



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 7



Yes, the word is "goes".



Display the sentence:
He told the child to float back to the boat.



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.



Those brains are growing!

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.

Lesson 7



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.



Partner students.



You and your partner work together to decode these words (**soft, so, those, slope, poach, woe, post, fold, pond**). I'll be by to listen. Use your **Double Decker Elkonin Boxes**.



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.



Excellent work applying our rules to decoding words today!

Lesson 7



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 7

Spell the words!

Level B Unit 4 Formative Assessment:

- Administer the Level B Unit 4 Formative Assessment. Follow the directions to administer the Formative Assessment for Level B, Unit 4.
- After administering the Level B, Unit 4 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 A Unit 2

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 that have a consonant vowel consonant (CVC) pattern. 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. <i>in. in. I go in the store. in.</i>"</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. pan. pan. The pan is hot. pan. Number 2. wax. wax. Careful of the melted wax. wax. Number 3. fed. fed. The dog was fed. fed. Number 4. vet. vet. Take the cat to the vet. vet. Number 5. jig. jig. A jig is a lively, festive kind of dance. jig. Number 6. lip. lip. She put her finger to her lip to ask us to be quiet. lip. Number 7. top. top. It is up top. top. Number 8. fox. fox. Did you see the fox jump high? fox. Number 9. tub. tub. Time to get in the tub. tub. Number 10. hum. hum. I hear the hum of an engine. hum."</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. When you are reading a word with a consonant vowel consonant (CVC) pattern, what vowel sound do you use?"</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
D $\frac{\quad}{10}$ 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 4 High Frequency Words:

- Given that you need to administer Level B, Unit 4 Formative Assessment, there is no new HFW
- If you have time, review previously taught words.



High Frequency Word List:

- | | | |
|-------|----------|---------|
| • do | • old | • only |
| • to | • find | • there |
| • you | • most | • boy |
| • new | • people | • girl |
| • our | | |