

Deletion & Substitution!



We are going to say our Deletion & Substitution chant! Repeat the chant after me!

SAY

"It's Deletion & Substitution time!

We want to change the beginning, middle, and ending sounds! We want to make a new word."



Say one sentence at a time of the Deletion & Substitution chant and ask the students to repeat after you.



Let's practice our Deletion skills! When we delete the sounds in a word we take one sound away. Let's take long e, /e/ out of our word today! The first word is party.

SAY

/p/ /ar/ /t/ /e/. Without the /e/ we have?



DO

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



Yes! /p//ar//t/ = "part". Now, let's substitute the /ar/ for long e /e/. What's the new word?



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





SAY

Yes! When we substitute $\frac{|a|}{ar}$ for long e, we get $\frac{|p|}{e}$ $\frac{|t|}{e}$ "Pete". Smart work!



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!

There are different ways to spell vowel sounds, like long a, that might look different.

- A is used in open syllables to make the long a sound.
- A-i is used in the middle of a word because English words don't end in i.
- A-y is used anywhere and can also be used at the end of a word.
- E-i-g-h can be used anywhere.
- E-y is usually used at the end of a word.
- E-i is used in the middle of words because English words don't end in i.



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!"



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



Let's learn a super cool new rule today!



DO

Pull out the Sound Letter cards that make a long a sound (a, ai, ay, eigh, ey, ei).



Today, we'll look at decoding and spelling words with the long a - all of the spellings. Let's review each of these spellings.



Point or flip through each sound card while saying the sound together.



SAY

Let's talk a little more about when we can and cannot use each of these.



DO

Display or highlight each card as the rules are discussed.



SAY

A is used in open syllables to make the long a sound. A-I is used in the middle of a word because English words don't end in i. A-y is used anywhere and can also be used at the end of a word. E-i-g-h can be used anywhere. E-y is usually used at the end of a word. E-i is in the middle of words because English words don't end in i. Let's quickly review all our sound 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, gu, ar, eigh, ei, ey)



Remember, so many ways to make a long a sound!

Blend the sounds!



me! "It's time to blend the sounds!

SAY

It's time to blend the sounds to help us read the words smoothly!"

Blending sounds helps us read the words smoothly! Repeat our chant after



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.





Point to the word start.



SAY

What spelling patterns do you see? I see an r controlled vowel, a-r that says /ar/. What does a-r say? I need to underline it to remind me that a-r sticks together!



DO

Listen as students tell you /ar/.

SAY

Let's sound it out. /s//t//ar//t/ = "start".

DO

Point to the next word, apron.

SAY

What do you see? Let's put dot under all our vowels.

DO

Pause and let students talk about what they see and put dots under their vowels.



I see two unconnected vowels, telling me I probably have 2 syllables. I'll divide between the a and p. Work with your neighbor and figure out how we read this word!





DO

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



Yes! The word is $\left| \frac{a}{p} \right| \left| \frac{b}{r} \right| =$ "apron". Smart blending!

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!"



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 read a short text today. It's a short silly story.



Display the text.



"Time to go!" said Gabe. "It is getting very late!" Most days, Gabe and I take the train. They are waiting. You have to obey the rules. We march over to the scale to weigh our bags. Their bags are too large, the lady barked. A train is on its way!



SAY

When we read these words, we look to see what spelling pattern it uses so we know what vowel sound to make. This unit, we've been practicing reading words with the long a sound using all the different spelling patterns. This text uses all of them as well as the high frequency words you've learned. Let's read this text first to read it and see what's happening in this short story.



DO

Point to the words and read it together. Help students decode as necessary. Pay attention to students who need a little extra support.



SAY

Now that we've read it once. Let's read it again and talk about what long a spelling patterns we see! What are all the ways to make the long a sound?



Record students ideas. Then, read the text again and sort all the long a words according to rule.



CVCe - Gabe, late, take, scale eigh- weigh ey - they, obey ai- train, waiting ay - days, way ei - their open syllable - lady

r controlled a - march, large, barked



So many ways to make the long a sound! Look at everything you've learned! 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!

SAY

"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.

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.



Point to the words.

Follow this routine:



Underline any letters that go together. Put dots under your vowels.



Draw in the syllable break. Look for the spelling patterns. 3.

SAY

Name any phonetic rules that help with pronunciation. 4.

Try reading it. Is it right? If not, try another pronunciation. 5.



Partner students.





SAY

You and your partner work together to decode these words (reindeer, hey, basic, sharp, eight, beige). 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.



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.

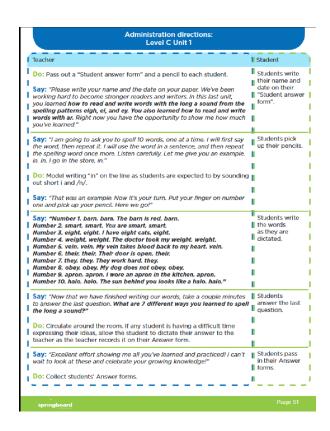


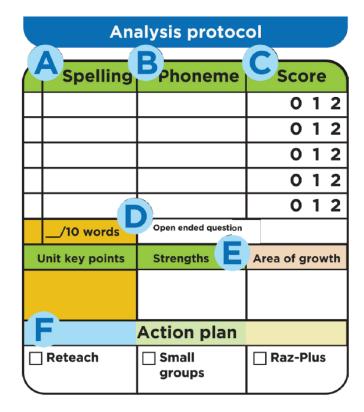
Spell the words!



Level C Unit 1 Formative Assessment:

- Administer the Level C Unit 1 Formative Assessment, Follow the directions to administer the Formative Assessment for Level C, Unit 1.
- After administering the Level C, Unit 1 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.







High Frequency Words! ---

Level C Unit 1 High Frequency Words:

- Given that you need to administer Level C, Unit 1 Formative Assessment, there is no new HFW.
- If you have time, review previously taught words.



High Frequency Word List:

- large put on
- they was again
- head what