

Lesson 6

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 long e, /e/ out of our word today! The first word is party.

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



DO

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



SAY

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



DO

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

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SAY

Yes! When we substitute /ar/ for long e, we get /p/ /e/ /t/ = "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**.



Basic	tail	eight	clay
/b/ /ā/ /s/ /ī/ /k/ = basic	/t/ /ā/ /l/ = tail	/ā/ /t/ = eight	/k/ /l/ /ā/ = clay



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!

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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.



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



Display or highlight each card as the rules are discussed.



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.

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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, oa, oe, gu, ar, eigh, ei, ey)



SAY

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

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.

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Point to the word *start*.



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!



Listen as students tell you /ar/.



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



Point to the next word, *apron*.



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



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!

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DO

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



SAY

Yes! The word is /a/ | /p/ | /r/ | /o/ | /n/ = "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!"



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

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Display the text.



DO

*"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?

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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!

"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!"

Lesson 6



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

Follow this routine:

1. Underline any letters that go together. Put dots under your vowels.
2. Draw in the syllable break.
3. Look for the spelling patterns.
4. Name any phonetic rules that help with pronunciation.
5. Try reading it. Is it right? If not, try another pronunciation.



DO

Partner students.

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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.



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 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.

Administration directions:
Level C Unit 1

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 with the long a sound from the spelling patterns <i>igh</i> , <i>ei</i> , and <i>ey</i> . You also learned how to read and write words with <i>ar</i> . 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</i> . <i>in</i> . I go in the store. <i>in</i> ."	Students pick up their pencils.
Do: Model writing "in" on the line as students are expected to by sounding out short <i>i</i> and / <i>n</i> /.	
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>barn</i> . <i>barn</i> . The barn is red. <i>barn</i> . Number 2. <i>smart</i> . <i>smart</i> . You are smart. <i>smart</i> . Number 3. <i>eight</i> . <i>eight</i> . I have eight cats. <i>eight</i> . Number 4. <i>weight</i> . <i>weight</i> . The doctor took my weight. <i>weight</i> . Number 5. <i>vein</i> . <i>vein</i> . My vein takes blood back to my heart. <i>vein</i> . Number 6. <i>their</i> . <i>their</i> . Their door is open. <i>their</i> . Number 7. <i>they</i> . <i>they</i> . They work hard. <i>they</i> . Number 8. <i>obey</i> . <i>obey</i> . My dog does not obey. <i>obey</i> . Number 9. <i>apron</i> . <i>apron</i> . I wore an apron in the kitchen. <i>apron</i> . Number 10. <i>halo</i> . <i>halo</i> . The sun behind you looks like a halo. <i>halo</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 7 different ways you learned to spell the long a 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
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 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