

# 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 /b/ out of our word today! The first word is bend. /b/ /e/ /n/ /d/. Without the /b/ we have?



DO

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



SAY

Yes. The new word is /e/ /n/ /d/ = “end”. Take the /b/ out of bland. What’s the new word?



DO

Listen as students segment the word and determine the new word without a /b/.

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Yes! The new word is /l/ /a/ /n/ /d/ = land. 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 i, that might look different.

- *I is used in open syllables to make the long i sound.*
- *Y usually comes at the end of the word.*
- *Y\_e usually comes at the end of the word.*
- *I-e usually comes at the end of the word.*

idol                      tiny                      Style                      tie  
/ī/ / \ /d/ /o/ /l/ =    /t/ /ī/ \ /n/ /ē/ =    /s/ /t/ \ /ī/ /l/ =    /t/ /ī/ = tie  
idol                      tiny                      style

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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!



Pull out the **Sound Letter cards that make a long i sound (i, y, ie, igh).**



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



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, er, y, ie, ir**)



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

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## 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.



DO

Point to the word *third*.



SAY

What spelling patterns do you see? I see an r controlled vowel, i-r that says /er/. Underline! What does i-r say?



DO

Listen as students tell you /er/.

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SAY

Let's sound it out. /th/ /er/ /d/ = "third".



DO

Point to the next word, *why*.



SAY

What do you see?



DO

Pause and let students talk about what they see.



SAY

I see y at the end of a 1 syllable word. 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.



SAY

Yes! The word is /wh/ /i/ = "why". Smart blending!

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## 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.

*Moon*

*Light from the sun makes it look bright.*

*The moon looks white, but why?*

*It has rocks, ice, and dirt. What type of rocks?*

*The moon has holes made by rocks that hit it.*

*Rocks still fly into the moon.*

*The moon gets new holes all the time! Some are tiny.*



DO



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 i 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 i spelling patterns we see! What are all the ways to make the long i sound?

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



DO

CVCe - white, ice, time  
igh- bright, light  
y consonant e - type  
y - fly, why  
open syllable - tiny  
r controlled i - dirt



SAY

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



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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.



Point to the words.



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.



Partner students.



You and your partner work together to decode these words (**quirk, shirt, cry, rely, tie, die, style, silent, idol**). 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!

**NOTE:** If the “Read the Words” section goes long, you can skip “Decode the Words” for today so that you have enough time to take the Formative Assessment.



**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 3 Formative Assessment:

- Administer the Level C Unit 3 Formative Assessment. Follow the directions to administer the Formative Assessment for Level C, Unit 3.
- After administering the Level C, 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 C 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 with the long I sound from the spelling patterns consonant y, ie, and y consonant e. You also learned how to read and write words with it. 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 be 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. smirk, smirk. The sneaky kid had a smirk on their face, smirk. Number 2. birch, birch. The birch tree is white, birch. Number 3. shy, shy. I am not shy, shy. Number 4. sly, sly. The fox is sly, sly. Number 5. pie, pie. I eat pie for lunch, pie. Number 6. untie, untie. Untie your shoes so it is easier to put them on again, untie. Number 7. type, type. Type the final draft on the computer, type. Number 8. spider, spider. The spider web is strong, spider. Number 9. pilot, pilot. The pilot flies the plane, pilot. Number 10. polite, polite. You are polite and use manners, polite."</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 6 different ways you learned to spell the long I 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
_ /10 words <b>D</b> Open ended question		
<b>E</b> Unit key points	<b>E</b> Strengths	Area of growth
<b>F</b> Action plan		
<input type="checkbox"/> Reteach	<input type="checkbox"/> Small groups	<input type="checkbox"/> Raz-Plus

## High Frequency Words!



### Level C Unit 3 High Frequency Words:

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

### High Frequency Word List:

- |         |        |           |
|---------|--------|-----------|
| • earth | • most | • picture |
| • learn | • find | • animal  |
| • kind  | • said |           |