

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 lawn, /l/ /aw/ /n/. Now, let’s try substituting the beginning sound for /p/. Give it a try. Using the **Double Decker Elkonin Boxes** might help you keep it all straight.



DO

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



SAY

Ok, let’s hear them. The starting word was lawn /l/ /aw/ /n/. The new word is?



DO

Solicit responses from students.

Lesson 7



SAY

Yes. /p/ /aw/ /n/. = "pawn"! Did you do it? What if we want to say spawn. How do we change the word?



DO

Solicit responses from students.



SAY

Yes! To change it to "spawn" we add a /s/. Great work with that puzzle!



DO

If you have time, try one more substitution.

Substitution Word List: proud - substitute the /p/ /r/ for /s/ = "sound"



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!

A diphthong is two letters, usually vowels, that when combined make a unique sound that changes from the beginning to the end.



- **“O-i” is a diphthong.** For example, we say /ch/ /oy/ /s/ = choice.
- **“O-y” is a diphthong.** For example, we say /j/ /oy/ = joy.
- **“A-u” is a diphthong.** For example, we say /h/ /aw/ /n/ /t/ = haunt.
- **“A-w” is a diphthong.** For example, we say /y/ /aw/ /n/ = yawn.
- **“O-w” is a diphthong.** For example, we say /f/ /r/ /ow/ /n/ = frown.
- **“O-u” is a diphthong.** For example, we say /m/ /ow/ /n/ /t/ = mount.



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.



SAY

Let’s learn a super cool new rule today!

This week we’ve been decoding and spelling words with diphthongs!

Lesson 7



DO

Hold up the **Sound Letter cards** for **oi, oy, au, aw, ou, ow**.



SAY

Today, we'll look at decoding and spelling words with all of the spelling sound patterns. Let's review each of these spellings and all our 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, oa, oe, gu, ar, eigh, ei, ey, er, y, ie, ir, y_e, or, ow, ou, ough, ur, ew, ui, eu, oi, oy, au**)



SAY

Remember, a diphthong is two letters together, usually vowels, that start as one sound and end as a different 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!"

Lesson 7



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 *avoid*.



SAY

What spelling patterns do you see? I see an a and an o-i. What does o-i say?



DO

Listen as students tell you /oy/.



SAY

Let's sound it out. /a/ | /v/ | /oy/ | /d/ = "avoid".



DO

Point to the next word, *destroy*.



SAY

What do you see?



DO

Pause and let students talk about what they see.

Lesson 7



SAY

I see a e and an o-y. 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 /d/ /e/ | /s/ /t/ /r/ /oy/ = “destroy”. 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.

Lesson 7

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 and has all of the diphthongs we've been working on.

Display the text.



Parade

It's time to enjoy the noises and sounds of the parade.

The acts deploy with applause from the crowd.

They rejoice as they move downtown.

The floats launch and avoid the owl and hawk.

The clowns use caution as they employ loud stunts.

Wow! What a show!



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 diphthongs. 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.

Lesson 7



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



Now that we've read it once, let's read it again and talk about what diphthongs we see!



Record students ideas. Then, read the text again and sort the diphthongs. Note: Be sure you are sorting for SOUND and not for spelling.

oi - noises, rejoice, avoid
oy - enjoy, deploy, employ
au - applause, launch, caution
aw - hawk
ou - sounds, loud
ow - crowd, down, town, owl, clowns, wow



So many diphthongs! Look at everything you've learned! Those brains are growing!

Lesson 7

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



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.



SAY

You and your partner work together to decode these words (**noise, annoy, audit, haul, brawl, clown, ouch**). I'll be by to listen. Use your **Double Decker Elkonin Boxes**.



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.

Spell the words!

Level D Unit 1 Formative Assessment:



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

Lesson 7

Administration directions:
Level D Unit 1

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 with diphthongs like <i>oi</i> and <i>oy</i>, <i>au</i> and <i>aw</i>, <i>ou</i> and <i>ow</i>. Right now you have the opportunity to show me how much you've learned."</p>	Students write their name and date on their "Student answer form".
<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>i</i> and <i>n</i>.</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>	Students pick up their pencils.
<p>Say: "Number 1. <i>point, point. The pencil has a sharp point, point.</i> Number 2. <i>toilet, toilet. Please flush the toilet, toilet.</i> Number 3. <i>coy, coy. He was acting coy with the new person, coy.</i> Number 4. <i>employ, employ. They employ 300 people, employ.</i> Number 5. <i>faucet, faucet. Turn off the faucet while brushing your teeth, faucet.</i> Number 6. <i>jaunt, jaunt. We took a little jaunt to the farm, jaunt.</i> Number 7. <i>hawk, hawk. The hawk soars above the trees, hawk.</i> Number 8. <i>crow, crow. The queen adjusted her crown, crown.</i> Number 9. <i>shout, shout. I had to shout over the noise, shout.</i> Number 10. <i>amount, amount. What amount of spinach do I add for the smoothie? amount.</i>"</p>	Students write the words as they are dictated.
<p>Say: "Now that we have finished writing our words, take a couple minutes to answer the last question. What is the difference between a digraph and a diphthong?"</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>	Students answer the last question.
<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>	Students pass in their 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 D Unit 1 High Frequency Words:

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



High Frequency Word List:

- | | | |
|----------|-----------|----------|
| • enough | • before | • along |
| • laugh | • because | • always |
| • eight | • people | • almost |
| • carry | • about | • would |