

Level D: Unit 1, Lesson 3

Lesson Objectives: I can ...

- Read and spell words with diphthongs

Decodable Text for this Lesson

- “Trip to the Zoo”



In this unit, students build on their knowledge of letter-sound relationships by exploring spelling patterns for diphthongs (*oi, oy, au, aw, ow, ou*).

Differentiation Ideas

Teacher-directed: Ask scaffolded questions when students are working with a partner or alone. Think aloud to help students understand how you know the answers to these questions.

- The word is *applause*. Underline A-U to remember that A-U sticks together. I see this word has another vowel, A, and a double consonant. I’m going to divide the syllable between those double consonants. How would you read the word *applause*?

Practice: Repeat portions of the lesson that would help students to understand the skills.

- Use double-decker Elkonin boxes to blend and segment *astronaut, clause, launch, haunt, gauze*.

Acceleration: Ask students to demonstrate more complex skills that build upon the skills explored in the lesson with a partner or independently.

- We know the diphthongs /oy/ and /aw/. What do you notice about the spelling of the sound /aw/?

Deletion and Substitution, 5 minutes



Repeat the chant after me!

“It’s deletion and substitution time!

We want to change the beginning, middle, and ending sounds!

We want to make a new word.”



Say the chant one sentence at a time, allowing students to repeat after you.



To substitute a sound in a word, replace a sound with a different sound. The word is *haul*, /h/ /aw/ /l/. Now, substitute the ending sound /l/ with /n/ /t/. Use **double-decker Elkonin boxes**.



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



Yes, /h/ /aw/ /n/ /t/ *haunt*. Now if we want to make the word *hawk*, how do we change the word?



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



Yes, to change the word *haunt* to *hawk*, substitute /k/ for /n/ /t/.



Note that the spelling of the middle sound /aw/ changed from *haunt* to *hawk*, but the sound is the same. Students are not asked to spell the word, only to identify the sound that is being substituted. If time, repeat practice by substituting /s/ /k/ /r/ in *scrawl* for /sh/ to make the word *shawl*.

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Correction Routine: If students make errors, have the whole group watch as you model. Say the word. Say the individual sounds in the word while tapping your fingers. Have students repeat. Addressing the whole group, rather than providing individual corrections, allows all students additional practice to further develop their skill.

Introduce the Sounds, 5 minutes



A-U is a diphthong. A diphthong is two vowels that combine to make a unique sound that changes from beginning to end. For example, in *haunt*, the A-U sound /aw/ is a diphthong. Examples: /h/ /aw/ /n/ /t/ *haunt*, /k/ /l/ /aw/ /z/ *clause*, /g/ /aw/ /z/ *gauze*.



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 the chant one sentence at a time, allowing students to repeat after you.



Let's learn a new rule today! In this unit, we're decoding and spelling words with diphthongs. The next diphthong is A-U pronounced /aw/.



Show the **au sound letter card**.



Remember, a diphthong is two vowels that combine to make a unique sound that changes from the beginning to the end. Listen, /aw/. Do you hear how it starts as one sound but ends as another? A-U says /aw/ like in the word *sauce* and *haunt*. That's a diphthong. Say it with me, /aw/.



Listen as all the students say /aw/.



There is one more special thing about /aw/ spelled A-U. It can be used at the beginning or middle of words, but not at the end. Let's review our sound letter cards.



Flip through and review all the sound-spelling cards students have learned so far using **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

Blend the Sounds, 5 minutes



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!"



Say the chant one sentence at a time, allowing students to repeat after you. Then point to the word *applause*.

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I notice that this word has an A-U. Underline it to help us remember that A-U sticks together. I see this word has another vowel, A, and a double consonant. I'm going to divide the syllable between those double consonants. As you listen to me decode the word, you chop down your arm.



Start at your shoulder, and chop/tap the sounds out. When it's time to blend, start back at the shoulder and run your hand smoothly down your arm.



/u/ /p/ /l/ /aw/ /z/ *applause*. Segment and blend the word together now using **double-decker Elkonin boxes**.



Segment and blend the word *applause* using the **double-decker Elkonin boxes**. Then point to the word *exhaust*.



What do you notice about this word?



Allow students to point out that the word has the diphthong A-U and begins with the letter E.



I notice this word uses A-U and a beginning letter E. Where are you going to divide the syllables?



Listen as students decide where to divide the syllables.



Divide between the X and H. E-X, ex. H-A-U-S-T is /h/ /aw/ /s/ /t/ *haust*. You do it now using **double-decker Elkonin boxes**.



Take note of which students can accurately name and articulate the sound and which students may need reteaching or additional support.

Read the Words, 5 minutes



When we practice reading the words, we can 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 the chant one sentence at a time, allowing students to repeat after you.



Look at this sentence. If we come to a word we don't know, we'll use our sound rules.

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Point to the sentence *I applaud autumn in August*. Guide the students, stopping to decode words when necessary. If students become stuck on a word, use the decoding strategies:

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

Repeat steps with additional sentences:

- *Paul will haul the sauce.*
- *Please pause and watch the launch.*

Decode the Words, 5 minutes



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!”



Say the chant one sentence at a time, allowing students to repeat after you. Then point to the words.



Follow this routine: Underline any letters that go together. Put dots under vowels. Draw the syllable break. Look for spelling patterns. Name any rules that help with pronunciation. Try reading it!



Partner students.



Work together to decode these words: *astronaut, clause, launch, haunt, gauze, faucet, jaunt*. I’ll be by to listen. Use your **double-decker Elkonin boxes**.



Listen as students decode the words. Take note of which students can accurately decode the words and which students may need reteaching or additional support.



Correction Routine: If students make errors, have the whole group watch as you model. Say the word. Say the individual sounds in the word while tapping your fingers. Have students repeat. Addressing the whole group, rather than providing individual corrections, allows all students additional practice to further develop their skill.

Spell the Words, 5 minutes



When we can spell words, we can share our ideas and be understood. When we hear the sounds, we can match the sounds to the correct letters and spell the word! Repeat our chant after me!

“It’s time to spell the words!

It’s time to spell the words to show we understand the rule!”



Say the chant one sentence at a time, allowing students to repeat after you.

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Listen to the word *automatic*. How would we spell the word *automatic*? I hear multiple syllables. First clap out the syllables.



Ensure students have broken down the word correctly as au-to-mat-ic.



I hear four syllables. au-to-mat-ic. Spell one syllable at a time. First syllable *au*, spelled A-U. Next, *to*, an open syllable spelled T-O. *Mat*, I hear /m/ /a/ /t/, spelled M-A-T. Last, *ic*, spelled I-C. Sound out the word and write the letters. Use **whiteboards** (or writing utensils) and write the word.



Sound out each syllable and write the letters together. Encourage students to sound out and write the word themselves.



Correction Routine: If students make errors, revisit the spelling for the word with the whole group. For decodable words: Say, “My turn.” Say and sound out the word. If any student missed a sound or used an incorrect letter to represent the sound, reference the appropriate wall card. Then say, “Your turn.” Guide students to record letters for each sound they hear in the word.

High-Frequency Words, 5 minutes



Some words we can sound out now, some words we’ll learn how to sound out later, and some words are rule-breakers so we can’t sound them out. Words that show up a lot in books are called high-frequency words. Let’s learn some! Repeat our chant after me!
“We see high-frequency words all the time!
Let’s figure out how to read them!”



Say the chant one sentence at a time, allowing students to repeat after you.



Let’s read our high-frequency words! Today, we’re learning two words.



Display the word *before*.



We have a two-syllable word that follows sound-spelling rules. The first syllable is spelled B-E. How do you read this syllable?



Students should say that in open syllables, the vowel sound is long. B-E is read as /b/ /ē/.



The second syllable is F-O-R-E. How do you read this syllable?



Ensure students read F-O-R-E as /f/ /ō/ /r/.



Now read the whole word, /b/ /ē/ /f/ /ō/ /r/ *before*. Read again using **double-decker Elkonin boxes**.

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Point to the parts of the word as you blend. Then display the word *because*.



I see this word begins with the syllable B-E again, /b/ /ē/. The second syllable is C-A-U-S-E. Underline A-U to say the sound /aw/. Sound out /b/ /ē/ /k/ /aw/ /z/ *because*. In this word, the A-U is sometimes pronounced /u/ so the word would be /b/ /ē/ /k/ /u/ /z/ *because*.



Ensure students say the word correctly. Repeat practice as needed.



Correction Routine: If students make errors, have the whole group watch as you model. Say the word. Say the individual sounds in the word while tapping your fingers. Have students repeat. Addressing the whole group, rather than providing individual corrections, allows all students additional practice to further develop their skill.

Decodable Text, 15 minutes



Now let's read using the rule we practiced today! I'm going to read the text aloud to you. Look for words that follow our new rule.



Use the decodable text(s) listed for this lesson to practice using new skills in text. Read the passage aloud, pausing to point to the words used in this lesson and other words that follow the new skill.



Great reading! Do you see the words that we practiced today?



Ensure students are able to recognize words in text that follow the rule. Then, read the text again, reading straight through.



Now you're going to help me read. I'll read a phrase at a time, and you will echo-read after me.



Echo-read the text, line by line or phrase by phrase. Take note of any students who need additional support or reteaching.

Response to Text, 10 minutes



Great work today! We learned a new rule to help us read words. Then we practiced the new skill by reading. Now we're going to discuss some comprehension questions.



Use these text-dependent questions to discuss the text. Take note of any students needing additional support or reteaching.

1. Where did Audrey and Willow go?
2. What did Audrey and Willow see there?
3. Why did Willow say "It's not his fault" about the lion?
4. What do Audrey and Willow decide to hunt for?