

Level D: Unit 1, Lesson 7

Lesson Objectives: I can ...

- Read and spell words with diphthongs

Decodable Text for this Lesson

- Use any decodable text from this unit



In this unit, students build on their knowledge of letter-sound relationships by exploring spelling patterns for diphthongs (*oi, oy, au, aw, ow, ou*). At the end of this lesson, students complete the **Level D Unit 1 Formative Assessment**.

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 *avoid*. I notice that this word has an O-I. Underline it to help us remember that O-I sticks together. Now how do you sound out the word?

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

- Use double-decker Elkonin boxes to blend and segment *noise, annoy, audit, haul, brawl, clown, ouch*.

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

- What words can you write using each of the diphthongs?

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, replace a sound in a word with a different sound. The word is *lawn*, /l/ /aw/ /n/. Now, substitute the beginning sound /l/ for /p/. What's the new word? Use **double-decker Elkonin boxes**.



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



Yes, /p/ /aw/ /n/ *pawn*. Now if we want to make the word *spawn*, how do we change the word?



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



Yes, to change the word *pawn* to *spawn*, add /s/.



Repeat practice using the word *clown* and substituting /r/ for /l/ to make the word *crown*.

Level D: Unit 1, Lesson 7



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 diphthong is two letters that combine to make a unique sound that changes from beginning to end. In this lesson students review the previously learned diphthongs: /ch/ /oy/ /s/ *choice*, /j/ /oy/ *joy*, /h/ /aw/ /n/ /t/ *haunt*, /y/ /aw/ /n/ *yawn*, /f/ /r/ /ow/ /n/ *frown*, /m/ /ou/ /n/ /t/ *mount*.



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.



We’ve been decoding and spelling words with diphthongs. Today, we’ll practice all of the sound-spelling patterns. Let’s review each spelling and all of our 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, au, aw

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.



We blend the sounds in words, to read the words smoothly. Let’s practice.



Point to the word *avoid*.



I see an A and an O-I. What sound does O-I make?



Listen as students say /oy/.



Sound it out. /u/ /v/ /oy/ /d/ *avoid*.

Level D: Unit 1, Lesson 7



Segment and blend the word *avoid*. Then point to the word *destroy*.



What do you notice about this word?



Allow students to point out that the word has the diphthong O-Y.



I see O-Y. With a partner, blend and segment the word using **double-decker Elkonin boxes**.



Provide support as needed. 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 short text. It is a short story and has all of the diphthongs we've been working on.



Display the text "Parade." Point to the words and slowly read the text together. Help students decode as needed. After reading once, read again pausing at each word and identifying the diphthong.

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.

Level D: Unit 1, Lesson 7



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**.



Listen as students decode the words. Take note of which students can accurately name and articulate the sound 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.

Level D Unit 1 Formative Assessment, 15 minutes



Administer the **Level D Unit 1 Formative Assessment**. Follow the directions to administer the assessment. 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.

Suggested Activities for Remaining Time



If you have time after administering the formative assessment, review the previously taught high-frequency words. Then, use the decodable texts listed for this unit to practice using the skills from the unit. Read the passage(s) aloud, pausing to point to the words from the unit that follow the focus skills. Then review the text-dependent questions.