



### 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 water out of our words today! The first word is waterjet. Say the word.
Do	Listen to make sure students say it correctly.
SAY	Let's clap the syllables.
DO	Clap syllables together.

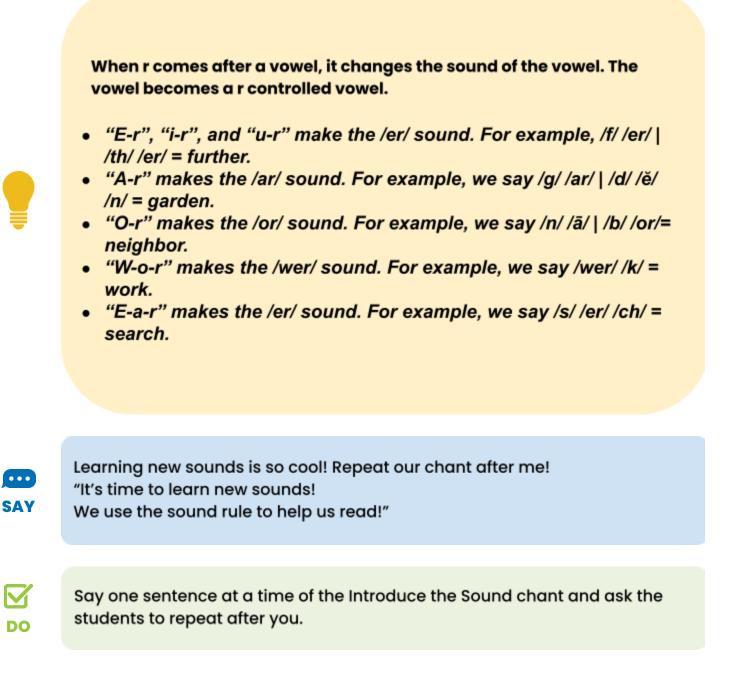


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SAY	Now, let's delete water from waterjet.
DO	Listen and watch as students think of the word. Provide support as needed.
SAY	Yes! jet. Now, let's do the same routine a couple more times!
	Use the word list to repeat the above steps.
DO	Deletion Word List: waterproof, watercress, waterpower, watercooler
SAY	Smart work working on your deletion skills!
	<b>Correction Routine:</b> If any students make an error, have the whole group watch as you model.
â	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

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! 🚥





SAY	Let's learn a super cool new rule today! This week we've been decoding and spelling words with r-controlled vowels!
DO	Hold up or point to the Sound Letter cards for er, ir, ur, ar, or, wor, ear.
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, wor, ear)
SAY	Remember, a r after a vowel, changes the sound the vowel makes. This is called r controlled.





### 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. The letter r following a vowel changes the way we say the vowel.
Do	Point to the word <i>neighbor</i> .
SAY	I notice that this word has o-r in it. It also has e-i-g-h. We'll underline anything that sticks together. I need to underline the o-r and the e-i-g-h.
DO	Underline the o-r and e-i-g-h. n <u>eigh</u> b <u>or</u> .



SAY	There are two vowels, there must be two syllables. Let's divide the word between the h and b.
Do	Draw a line between the syllables. n <u>eigh</u>  b <u>or</u> .
SAY	I think we're ready to decode the word. Let's try. As you listen to me decode it, you can chop down your arm.
Do	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.
SAY	N says /n/, e-i-g-h says /a/, b says /b/ and o-r says /or/ = "neighbor". Let's segment and blend the word together now using our <b>Double Decker Elkonin Boxes</b> .
Do	Segment and blend the word neighbor using the <b>Double Decker Elkonin</b> <b>Boxes</b> .
SAY	Smart blending!





If students need more practice, pick from the word list and follow the steps above.

Blend Word List: fireworks, regular

### Read the words! 🚥

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!"

 $\mathbf{N}$ 

DO

Say one sentence at a time of the Read the Words chant and ask the students to repeat after you.



Let's practice reading words today!

SAY

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.

The Visitors

The stubborn mayor searched for visitors to learn from. The neighbor brought a popular author, but the mayor yearned for a squirrel. On Thursday, the grocer found an earl who was worth the bonor

On Thursday, the grocer found an earl who was worth the honor. On Saturday, the barber brought a purple juror, but that just caused murmurs.

They all took the elevator, past the mirror, to keep searching out in the world, for the right visitor for the mayor.

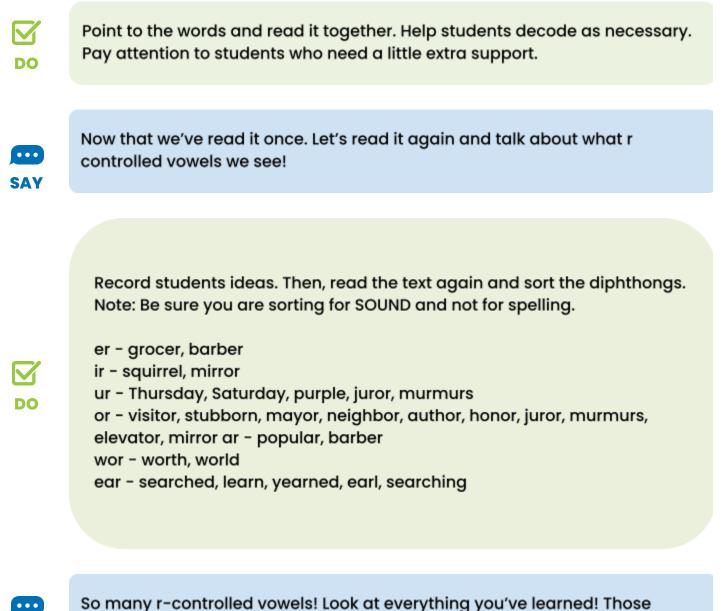
SAY

DO

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 r controlled vowels. 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.

**Teachers Lesson Plan: Curriculum Level D** 





So many r-controlled vowels! 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.
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
<b>3A</b> Y	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	<ul> <li>Follow this <u>routine</u>:</li> <li>1. Underline any letters that go together. Put dots under your vowels.</li> <li>2. Draw in the syllable break.</li> <li>3. Look for the spelling patterns.</li> <li>4. Name any phonetic rules that help with pronunciation.</li> <li>5. Try reading it. Is it right? If not, try another pronunciation.</li> </ul>
Do	Partner students.
SAY	You and your partner work together to decode these words ( <b>squirm, occur, different, garden, tractor, work, search</b> ). I'll be by to listen. Use your <b>Double Decker Elkonin Boxes</b> .
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!



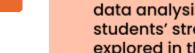
NOTE: If the "Read the Words" section goes long, you can skip "Decode the Words" for today so that you have enough time to take the Formative Assessment.

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 2 Formative Assessment:

- Administer the Level D Unit 2 Formative Assessment, Follow the directions to administer the Formative Assessment for Level D. Unit 2.
- After administering the Level D, Unit 2 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 D Unit 2		
Teacher	ll Student	
Do: Pass out a "Student answer form" and a pencil to each student. Say: "Please write your name and the dete 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 reating like ar, woo, and eac. Right now you have the opportunity to show me how much you've learned.	Students write their name and date on their "Student answer form".	s
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. in. In I go in the store. In:"	Students pick up their pencils.	
Do: Model writing "in" on the line as students are expected to by sounding out short i and /n/.	: :  _	
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. lantern. lantern. The lantern ran out of oil. lantern. Number 2. circus. circus. The circus is under the big top. circus. Number 3. murmur. murmur. Her voice was a little more than a murmur. Number 4. backward. backward. 1 like to walk backward. backward. Number 5. tractor. tractor. The tractor broke down. tractor.	Students write the words as they are dictated.	/10
Number 6, worship, worship, We worship the love of our family and friends, worship, Number 7, worry, worry, Don't worry, worry. Number 8, earn. learn. We can learn how r changes a vowel. learn. Number 9, earth, earth. The Earth rotates, earth. Number 10, appear, appear, i'm waiting for the moon to appear, appear."		Jnit ke
Say: "Now that we have finished writing our words, take a couple minutes to answer the last question. What happens when a "r" comes after a vowel?"	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.	Rete
Do: Collect students' Answer forms.	"' (	
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Analysis protocol			
ASpelling	Behoneme	CScore	
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/10 words Open ended question			
Unit key points Strengths E		Area of growth	
Action plan			
🗌 Reteach	Small groups	🗌 Raz-Plus	

### High Frequency Words! 🚥

#### Level D Unit 2 High Frequency Words:

- Given that you need to administer Level D, Unit 2 Formative Assessment, there is no new HFW.
- If you have time, review previously taught words.

#### **High Frequency Word List:**

- together
- important
- don't

- goes
- live
- live

- were
- their
- very