

Lesson 5

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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Now, let's delete water from waterjet.



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



Yes! jet. Now, let's do the same routine a couple more times!



Use the word list to repeat the above steps.

Deletion Word List: waterproof, watercress, waterpower, watercooler



Smart work working on your deletion skills!




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!

When r comes after a vowel, it changes the sound of the vowel. The vowel becomes a r controlled vowel.

- 
- “E-r”, “i-r”, and “u-r” make the /er/ sound. For example, /f/ /er/ | /th/ /er/ = further.
 - “A-r” makes the /ar/ sound. For example, we say /g/ /ar/ | /d/ /ě/ /n/ = garden.
 - “O-r” makes the /or/ sound. For example, we say /n/ /ā/ | /b/ /or/ = neighbor.
 - “W-o-r” makes the /wer/ sound. For example, we say /wer/ /k/ = work.
 - “E-a-r” makes the /er/ sound. For example, we say /s/ /er/ /ch/ = search.



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.

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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.

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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. The letter r following a vowel changes the way we say the vowel.



DO

Point to the word *neighbor*.



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. neighbor.

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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. neigh|bor.



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 **Double Decker Elkonin Boxes**.



DO

Segment and blend the word neighbor using the **Double Decker Elkonin Boxes**.



SAY

Smart blending!

Lesson 5



DO

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

Blend Word List: fireworks, regular

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 5

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 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.



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.



SAY

Lesson 5



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 r controlled vowels we see!



DO

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

er - grocer, barber

ir - squirrel, mirror

ur - Thursday, Saturday, purple, juror, murmurs

or - visitor, stubborn, mayor, neighbor, author, honor, juror, murmurs, elevator, mirror ar - popular, barber

wor - worth, world

ear - searched, learn, yearned, earl, searching



SAY

So many r-controlled vowels! Look at everything you've learned! Those brains are growing!

Lesson 5

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 5



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 (**squirm, occur, different, garden, tractor, work, search**). 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 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.

Lesson 5

Administration directions:
Level D Unit 2

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 r controlled vowels like ar, wor, and ear. 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>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."</p> <p>Do: Model writing "in" on the line as students are expected to by sounding out short i and /n/.</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>	<p>Students pick up their pencils</p>
<p>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. murmur. Number 4. backward. backward. I like to walk backward. backward. Number 5. tractor. tractor. The tractor broke down. tractor. Number 6. worship. worship. We worship the love of our family and friends. worship. Number 7. worry. worry. Don't worry. worry. Number 8. learn. 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."</p>	<p>Students write the words as they are dictated.</p>
<p>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?"</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> <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>	<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
D ___/10 words		Open ended question
E Unit key points		Strengths
		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 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 | • goes | • were |
| • important | • live | • their |
| • don't | • live | • very |