

# Lesson 6

## 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 under out of our words today! The first word is underground. Say the word.



DO

Listen to make sure students say it correctly.



SAY

Let’s clap the syllables.



DO

Clap syllables together.



SAY

Now, let’s delete under from underground.

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DO

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



SAY

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



DO

Use the word list to repeat the above steps.

**Deletion Word List:** understand, undergrowth, underline, underwater, underneath



SAY

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.

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## Introduce the sounds!



This unit looks at silent letters and syllabication.

- The spelling patterns “g-u” and “g-u-e” make the /g/ sound. The u and the u-e are silent.
- The spelling patterns “k-n” and “g-n” make the /n/ sound. The k and the g are silent.
- The spelling pattern “w-r” makes the /r/ sound. The w is silent.
- The syllable pattern, consonant “l-e” at the end of a multi-syllable word, makes the /l/ sound. The e is silent.

league  
/l/ /ē/ /g/ =  
league

gnaw  
/n/ /aw/ =  
gnaw

wren  
/r/ /ĕ/ /n/ =  
wren

stifle  
/s/ /t/ /ī/ /f/ /l/ =  
stifle



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.

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SAY

Let's learn a super cool new rule today!

In Unit 3, we've learned a few spelling patterns that use silent letters and about the syllable pattern consonant l-e. When we have a word that has a consonant l-e at the end of it, that consonant l-e is its own syllable. The consonant makes its sound followed by the l sound of /l/. Before we start practicing decoding consonant l-e words, let's review our silent letter sound cards. (wr, kn, gn, gu). 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, gu, gue, kn, gn, wr**)



SAY

Let's practice reading words!

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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.



DO

Point to the word *league*.



SAY

I notice that this word has the spelling pattern g-u-e. Is there anything else that needs to stay glued together? Yes. The e-a.



DO

Underline the e-a and g-u-e. lea gue.

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Now I can sound out the word. /l/ /e/ /g/ = "league". Sound it out with me.



Monitor students as they sound out the word.



Smart blending!



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

**Blend Word List:** knight, gnarl, wreck, needle, bundle

## 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!"

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DO

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



SAY

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 silent letters and consonant l-e syllable patterns we've been working on.



DO

Display the text.

*My middle uncle is a gnome guide.*

*He knows how to look for signs of them.*

*He can knock with his wrist to open the secret purple door in the knoll.*

*Inside, he has to pass through obstacles.*

*He has a knack for intrigue.*

*Sometimes, he gets into trouble.*

*The gnomes guard their home and will gnash at my uncle.*

*Maybe this was all a dream.*

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**SAY**

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 silent letters and consonant l-e syllable words. 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.



**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. You read it again and see how many silent letters and consonant le words you can find!

Record students ideas.



**DO**

gu/gue - guide, intrigue, guard

kn - knows, knock, knoll, knack

gn - gnome, signs, gnash

wr - wrist

consonant l-e - middle, uncle, purple, obstacles, trouble



**SAY**

So many silent letter and consonant l-e syllables! Look at everything you've learned! Those brains are growing!



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## 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.

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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.



Partner students.



You and your partner work together to decode these words (**guide, knuckle, gnaw, wren, trouble, people, stifle**). I'll be by to listen. Use your **Double Decker Elkonin Boxes**.



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.



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 3 Formative Assessment:



- Administer the Level D Unit 3 Formative Assessment. Follow the directions to administer the Formative Assessment for Level D, Unit 3.
- After administering the Level D, Unit 3 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 3

Teacher	Student
<p><b>Do:</b> Pass out a "Student answer form" and a pencil to each student.</p> <p><b>Say:</b> "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 silent letters like the patterns <b>kn, wr, and gu</b>. You also learned to read and write multisyllabic words with consonant <b>le</b> spellings. 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><b>Say:</b> "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. <b>in, in, I go in the store, in.</b>"</p> <p><b>Do:</b> Model writing "in" on the line as students are expected to by sounding out short i and /n/.</p> <p><b>Say:</b> "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><b>Say:</b> "Number 1, guess, guess. Don't guess; sound it out. guess. Number 2, tongue, tongue. I can curl my tongue, tongue. Number 3, know, know. I should have known better, know. Number 4, gnash, gnash. It is about to gnash its teeth, gnash. Number 5, wrench, wrench. Can you help me find the wrench? wrench. Number 6, scribble, scribble. The baby made a scribble on the paper, scribble. Number 7, dimple, dimple. She has a dimple on her cheek, dimple. Number 8, shuffle, shuffle. We had to shuffle in the gym, shuffle. Number 9, throttle, throttle. The engines were at full throttle, throttle. Number 10, wrestle, wrestle. I had to wrestle the dog to put the leash on, wrestle."</p> <p><b>Say:</b> "Now that we have finished writing our words, take a couple minutes to answer the last question. How do you break a word into syllables that has a "le" at the end?"</p> <p><b>Do:</b> 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><b>Say:</b> "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><b>Do:</b> Collect students' Answer forms.</p>	<p>Students write the words as they are dictated.</p> <p>Students answer the last question.</p> <p>Students pass in their Answer forms.</p>

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Analysis protocol		
A Spelling	B Phoneme	C 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 3 High Frequency Words:

- Given that you need to administer Level D, Unit 3 Formative Assessment, there is no new HFW.
- If you have time, review previously taught words.

### High Frequency Word List:

- |         |         |           |
|---------|---------|-----------|
| • give  | • know  | • talk    |
| • above | • write | • example |