

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 car out of our words today! The first word is carpool. 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 car from carpool.

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



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



Use the word list to repeat the above steps.

Deletion Word List: carport, carsick, carrack, streetcar



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!



A prefix is a group of letters in the front of a word that changes the meaning of the word.

- **The prefix “r-e” means again.** For example, we say /r/ lē/ | /p/ ll/ lā/ /s/ = replace.
- **The prefixes “un”, “dis”, and “non” all mean “not”.** For example, we say lū/ /n/ | ll/ lī/ /k/ | ll/ lē/ = unlikely.
- **The prefixes “im”, “in”, and “mis” all mean “not”.** For example, we say lī/ /n/ | lā/ /k/ | /t/ lī/ /v/ = inactive.
- **The prefix “pre” means “before”.** For example, we say /p/ /r/ lē/ | /h/ lē/ /t/ = preheat.
- **The prefix “post” means “after”.** For example, we say /p/ /ō/ /s/ /t/ | /w/ /ar/ = postwar.



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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Let's learn a super cool new rule today!



SAY

In this unit, you learned 9 common prefixes. Remember, a prefix is a group of letters at the beginning of a word that changes the meaning of the word. Today, we'll review decoding, spelling, and determining the meaning of words with the 9 common prefixes you've learned.



DO

Hold up the **prefix cards learned in this unit: *re, un, dis, non, im, in, mis, pre* and *post*.**



SAY

When we put a prefix in front of a word, it changes the meaning of the word. For example, when I see *unable*, I say /u/ /n/ /a/ /b/ /l/ = *unable*, or not *able*. Let's review what each of these prefixes mean.



DO

Point or flip through the prefix cards and have students review the meaning of each prefix. (*re-* again, *un-* not, *dis-* not, *non-* not, *im-* not, *in-* not, *pre-* before, and *post-* after.)



SAY

Before we go any further, let's review each of these spellings and all our cards.

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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

Remember, a prefix is a group of letters that go before a word, that change the meaning of a word.

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.

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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. Prefixes are letters that come before a word that change the meaning of the word. They are their own syllables. We chop them off to look at the rest of the word when decoding.



Point to the word *unable*.



I notice that this word has the prefix *un* in it. We'll underline anything that sticks together and chop off the prefix syllable. I see 3 vowels, so I probably have 3 syllables. I have a prefix, *un*, a vowel *a*, and a consonant *l-e* syllable.



Chop. *un* | *a* | *ble*



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.



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.

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u-n says /u/ /n/, a says /a/ because it's an open syllable, b says /b/, l-e says /l/ = /u/ /n/ /a/ /b/ /l/ = "unable". Let's clap out the syllables and blend the word together by syllable using our **Double Decker Elkonin Boxes**.



Segment and blend the word *unable* using the **Double Decker Elkonin Boxes**.
un - a -ble



The prefix un means not. This word means not able. Smart blending!



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

Blend Word List: replace - to place again, discomfort - not comfortable, inactive - not active, immature - not mature, mistrust - not trust

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 the 8 common prefixes included that we've been working on.



DO

Display the text.

Unlikely friend

I made an unusual friend today.

This friend misbehaves and is undressed!

You may think that is unbelievable and impossible.

They might be in disbelief.

My friend is invisible and nonexistent.

I try to make it reappear for others.

But, my friend is make believe.



SAY

When we read these words, we look to see what spelling pattern it uses so we know what vowel sound to make. Let's read this text first to read it and see what's happening in this short story.

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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 words with prefixes you can find!



DO

Record students ideas.

re - reappear

un- unlikely, unusual, undressed, unbelievable

dis - disbelief

mis - misbehaves

non - non existent

im - impossible

in - invisible

pre - n/a

post - n/a



SAY

So many prefixes! What do these words mean?



DO

Determine the meaning of each word off your lists.



SAY

Look at everything you've learned! Those brains are growing!

Decode the words!



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



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.



Point to the words.

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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 (**reshape, unlikely, discomfort, inactive, improbable, nonfiction, mistrust, preheat, postgraduate**). 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 4 Formative Assessment:



- Administer the Level D Unit 4 Formative Assessment. Follow the directions to administer the Formative Assessment for Level D, Unit 4.
- After administering the Level D, Unit 4 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.

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Administration directions: Level D Unit 4

| 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 prefixes like re, un, and dis. Right now you have the opportunity to show me how much you've learned."</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. <i>in. in. I go in the store. in.</i>"</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>Say: "Number 1. reattach. reattach. I need to reattach the buckle. reattach.</p> <p>Number 2. uncommon. uncommon. That is an uncommon name; I like it. uncommon.</p> <p>Number 3. unequal. unequal. It was an unequal amount of ice cream. unequal.</p> <p>Number 4. disobey. disobey. Do not disobey the traffic sign. disobey.</p> <p>Number 5. informal. informal. The party is informal. informal.</p> <p>Number 6. impossible. impossible. The puzzle is impossible. impossible.</p> <p>Number 7. nonstop. nonstop. She likes to read nonstop. nonstop.</p> <p>Number 8. misbehave. misbehave. I told the sitter you would not misbehave. misbehave.</p> <p>Number 9. preview. preview. I like to preview the books before I give them to my students. preview.</p> <p>Number 10. postwar. postwar. There was confusion postwar. postwar."</p> <p>Say: "Now that we have finished writing our words, take a couple minutes to answer the last question. What is a prefix? How does it change a word?"</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 write their name and date on their "Student answer form".</p> <p>Students pick up their pencils.</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> |

Analysis protocol

| A | B | C |
|---|---------------------------------------|-----------------------------------|
| Spelling | Phoneme | Score |
| | | 0 1 2 |
| | | 0 1 2 |
| | | 0 1 2 |
| | | 0 1 2 |
| | | 0 1 2 |
| D <input type="checkbox"/> /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 4 High Frequency Words:

- Given that you need to administer Level D, Unit 4 Formative Assessment, there is no new HFW.
- If you have time, review previously taught words.



High Frequency Word List:

- | | | |
|-------------|--------|--------|
| • something | • idea | • put |
| • sometimes | • kind | • pull |
| • children | • both | • done |
| • been | | |