

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 day out of our words today! The first word is today. Say the word.



DO

Listen to make sure students say it correctly.



SAY

Let’s clap the syllables.



DO

Clap syllables together.

Lesson 6



SAY

Now, let's delete day from today.



DO

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



SAY

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



DO

Use the word list to repeat the above steps.

Deletion Word List: birthday, daydream, everyday, daylight, daybreak



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.

Lesson 6

Introduce the sounds!

“Ti”, “ci”, and “si” can all make the /sh/ sound.

This spelling is usually used before an o-n. The whole ending is tion, cion, or sion, which is pronounced as “shun”.

For example, we say /t/ /r/ /ă/ /n/ /s/ /i/ /sh/ /ə/ /n/ = transition.

transition	location
/t/ /r/ /ă/ /n/ /s/ /i/ /sh/ /ə/ /n/ =	/l/ /ō/ /k/ /ā/ /sh/ /ə/ /n/ =
transition	location



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.

Lesson 6

Let's learn a super cool new rule today!



In this unit, we decoded, spelled, and determined the meaning of words with suffixes and word endings. Remember, a suffix is a group of letters at the ending of a word that changes the meaning of the word. Today, we'll review decoding, spelling, and determining the meaning of words with suffixes.



Hold up the **suffix cards (ly, full, ness, less)** and the **sound letter cards ti, ci, si**.



When a word has a suffix or word ending, it can change the meaning of the word. For example, when I see transition, I say /t/ /r/ /a/ /n/ /s/ /i/ /sh/ /ə/ /n/ = transition. Before we go any further, let's review each of these spellings and all our cards.



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, ti, si, ci**)



Remember, a suffix is a group of letters that go after a word, that change the meaning of a word.

Lesson 6

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 suffix *less* means without. The suffix *is* is its own syllable. We chop it off to look at the rest of the word when decoding.



DO

Point to the word *delightful*.



SAY

I notice that this word has the suffix *ful* in it. We'll underline anything that sticks together and chop off the suffix syllable. I see 2 vowels and one suffix, so I probably have 3 syllables. I have the sound spelling pattern *i-g-h* to underline. I need to chop off *ful*.

Lesson 6



DO

Chop and underline. de | light | ful



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

d says /d/, e says /e/ because it's an open syllable, l says /l/, i - g - h says /i/, t says /t/ and f - u - l says /f/ /ə/ /l/ = /d/ /e/ /l/ /i/ /t/ /f/ /ə/ /l/ = "delightful". Let's clap out the syllables and blend the word together by syllable using our **Double Decker Elkonin Boxes**.



DO

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



SAY

The suffix ful means full of. This word means full of delight. Smart blending!

Lesson 6



DO

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

Blend Word List: watchful – full of watch, thankfulness – being full of thanks, transition

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.



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 look at the first sentence.

Lesson 6



Point to the first sentence: *Their discussion was stressful!*



Let's start reading. If we come to a word we don't know, we'll stop and figure it out. Here we go.



Guide the students along in the sentence stopping to decode words when necessary. If students become stuck on a word, use the decoding strategies we've been practicing.

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.
6. When you have it right, start the sentence again to make sure you're reading for meaning.



Excellent work!



Repeat these steps with a couple more sentences.

- Sentence 2: *She bravely and boldly stood up to my rudeness.*
- Sentence 3: *He spoke of your greatness?*



A suffix is a group of letters after a word that changes the meaning of the word. Those brains are growing!

Lesson 6

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 6



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 (**strangely, painful, homeless, happiness, location, explosion, technician**). 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 5 Formative Assessment:

- Administer the Level D Unit 5 Formative Assessment. Follow the directions to administer the Formative Assessment for Level D, Unit 5.
- After administering the Level D, Unit 5 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 6

Administration directions: Level D Unit 5

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 suffixes like ly, tion, and less. 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. in, 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>Say: "Number 1. completion. completion. Do your homework to completion. completion." Number 2. duration. duration. What is the duration of the movie? duration. Number 3. confusion. confusion. Is there any confusion over the directions? confusion. Number 4. expansion. expansion. The office is going through an expansion. expansion. Number 5. magician. magician. The magician pulled a bunny out of a hat. magician. Number 6. musician. musician. The musician plays piano. musician. Number 7. brightly. brightly. The lights glittered brightly. brightly. Number 8. thankful. thankful. I am thankful for you. thankful. Number 9. fearless. fearless. The athlete looks fearless. fearless. Number 10. forgiveness. forgiveness. We should all practice forgiveness. forgiveness."</p> <p>Say: "Now that we have finished writing our words, take a couple minutes to answer the last question. What is a suffix? 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>

Page 56

[Click to go to Table of Contents](#)

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
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 5 High Frequency Words:

- Given that you need to administer Level D, Unit 5 Formative Assessment, there is no new HFW.
- If you have time, review previously taught words.



High Frequency Word List:

- | | | |
|----------|----------|---------|
| • thanks | • really | • many |
| • from | • please | • often |
| • some | • family | • want |
| • leave | • buy | • once |