

Lesson 1

Spelling Alternatives

✓ Objectives

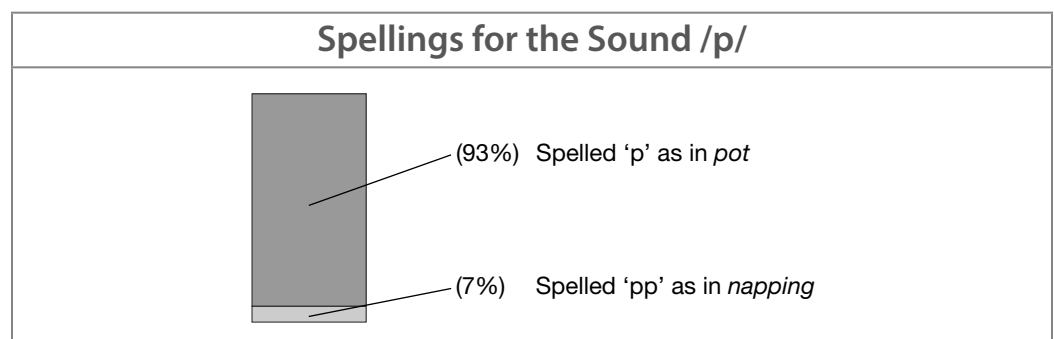
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words (RF.1.2c)
- ✓ Read words spelled with 'p' and 'pp' as /p/ (RF.1.3b)
- ✓ Read one- and two-syllable words and then write each word in the sentence where it fits best (RF.1.3b, RF.1.3e)
- ✓ Read words with the following inflectional endings: plural nouns ending in *-s* or *-es* (RF.1.3f)
- ✓ Read words with the following inflectional endings: present-tense verbs ending in *-ing* and past-tense verbs ending in *-ed* (RF.1.3f)
- ✓ Spell and write one-syllable words using letter-sound correspondences taught in Grade 1 for a weekly spelling assessment (L.1.2d)
- ✓ Spell and write high-frequency Tricky Words for a weekly spelling assessment (L.1.2d)
- ✓ Identify frequently occurring root words and their inflectional forms (L.1.4c)

At a Glance	Exercise	Materials	Minutes
Spelling	Introduce Spelling Words	Worksheet 1.1	15
Grammar	Plural Nouns	Worksheet 1.2	15
Reviewing the Sound	Complete the Sentences		5
Reviewing the Spelling Alternative	Spellings for /p/	Consonant Code Flip Book	5
Concept Review	Root Words	Worksheet 1.3	20
Take-Home Material	Spelling Words	Worksheet 1.1	*

Note to Teacher

Today you will review the major spellings for the /p/ sound: the basic code spelling 'p' as in *pot* and the spelling alternative 'pp' as in *napping*. The chart below shows how common each spelling is.



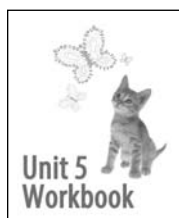
Here are some patterns for you to be aware of:

- ‘**p**’ is the most common spelling for /p/. It is used in most situations, including initial and final position, in the initial consonant clusters *pl*–, *pr*–, *sp*–, and *spl*– (*plus*, *price*, *spill*, *splash*), in the final consonant clusters *–pt*, *–pth*, *–lp*, *–mp*, and *–sp* (*swept*, *depth*, *gulp*, *swamp*, *lisp*), and with separated digraphs (*tape*, *stripe*).
- ‘**pp**’ is never used in initial position and is not used in many one-syllable words. It is used mainly in doubling situations of the sort described in the introduction to this unit (*drip* > *dripping*) and after a short vowel in other multi-syllable words (*copper*, *guppy*, *apple*).

Spelling

15 minutes

Introduce Spelling Words



Worksheet 1.1

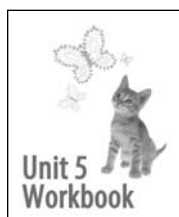
- Remind students that they will have a list of spelling words to practice and learn each week.
- Tell students that the words include r-controlled vowel spellings, as well as one Tricky Word they have already learned to read.
- Read and write each spelling word, and have students repeat the word after you.
- The words for the week are:

r-controlled vowels			Tricky Word
‘er’ > /er/	‘ar’ > /ar/	‘or’ > /or/	
herd	barns	horn	said
verb	park	porch	
		short	

Grammar

15 minutes

Plural Nouns



Worksheet 1.2

- Ask students to tell you the part of speech that names people, places, or things. (nouns)
- Explain that many times, nouns can be counted.
- Count the following items up to four, using your fingers, and have students repeat after you.

1. one cat, two cats, three cats, four cats
2. one dog, two dogs, three dogs, four dogs
3. one chick, two chicks, three chicks, four chicks

- Point out that when you counted to two, three, and four, the words changed. Write each of the words on the board, explaining that, for example, *cat* became *cats*, *dog* became *dogs*, and *chick* became *chicks*. Point out that the letter 's' added to the end of a noun signals that there is more than one of something.
- Explain that these words became plural nouns (i.e., nouns designating more than one of something, when the letter 's' was added).
- Next, explain that you will say a noun and hold up your fingers to indicate how many there are.
- Tell students to say the number and then the plural form of the noun. For example, say *cat* and hold up four fingers. The students should say four *cats*. Then write the word *cats* on the board underlining the letter 's'.
- Repeat with the remaining nouns and numbers.

1. cake	2 (two cakes)
2. hat	1 (one hat)
3. ship	2 (two ships)
4. thing	1 (one thing)
5. cook	5 (five cooks)
6. fork	6 (six forks)
7. street	4 (four streets)

- Distribute Worksheet 1.2, and review the directions. Tell students that they should write the words as plural nouns if the picture shows more than one thing.
- Complete the first item as a class, and then ask students to complete the remainder of the worksheet independently.

Reviewing the Sound

5 minutes

Complete the Sentence

- Tell students that today they are going to review the /p/ sound as in *pig*.
- Have students say the /p/ sound several times.
- Ask students whether /p/ is a vowel sound or a consonant sound. (It is a consonant sound, made with the mouth closed and an obstructed airflow.)
- Tell students that you are going to say some incomplete sentences, each of which is missing its last word. Explain that the missing words begin with the sound /p/.
- Read the first sentence, and have students raise their hands if they think they know the missing word.

For an extra challenge, after completing several of the examples below, ask students to think of words with the sound /p/ and then come up with incomplete sentences that are missing a word that contains the sound /p/ for their classmates to complete.

- Work through the remaining sentences.

1. A baby dog is called a _____. (puppy)
2. An animal that says, “oink, oink,” is a _____. (pig)
3. We write on sheets of _____. (paper)
4. If you mix the colors red and white, you get the color _____. (pink)
5. A round, flat breakfast food that some people pour syrup on is a _____. (pancake)
6. On my legs, I wear _____. (pants)
7. A frozen dessert that is served on a stick is a _____. (popsicle)

Reviewing the Spelling Alternatives

5 minutes

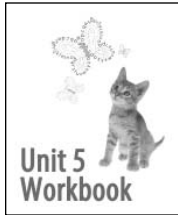
Spellings for /p/

- Tell students that you will review the basic code spelling for /p/.
- Turn to **Consonant Code Flip Book page 1**. Point to the ‘p’ and ask students to name the letter. Read the word *pot*, and remind students that ‘p’ can be used to spell /p/ in English words.
- Remind students that /p/ is a consonant sound that is written in red on the Spelling Card because when we say consonant sounds, parts of our mouth touch or are closed, blocking or “stopping” some of the air.
- Point to the power bar under the ‘p’ and ask students what the bar means. (It means that ‘p’ is a very common spelling for /p/.)
- Write ‘p’ on the board, along with the two sample words listed in the box below.
- Ask students to tell you another spelling for /p/ that they have learned.
- Repeat the previous steps, reviewing with students the sample word and the power bar on the Spelling Card.
- Write ‘pp’ on the board, along with the two sample words listed below.

1. p: *pond, up*
2. pp: *happ•en, clapp•ing*

- Remind students that ‘p’ is the most common spelling for /p/.

Root Words



Worksheet 1.3



- Remind students that in Unit 4, they practiced reading and writing two-syllable words. Some of the two-syllable words they read had a root word with an ending added to it, such as *-ing* and *-ed*. Explain that word endings are also called *suffixes*.
- Draw a flower on the board, along with roots. Point to the roots of the flower and explain that the roots stay in the ground and help to keep the flower in one place.
- Label the roots of a flower with the word *stop*. Explain that *stop* is a root word.
- Tell students that next to the petals of the flower, you will now write the root word *stop* with different suffixes.
- Write *stopping* by one of the flower petals. Ask students to use the word *stopping* in a sentence. Besides the suffix *-ing*, ask students whether they notice any other difference between the root word and *stopping*. Point out that the letter 'p' at the end of *stop* is doubled when the suffix is added.
- Next, write *stopped* by another flower petal, asking students to use the word in a sentence. Again ask whether they notice any differences with the root word besides the suffix *-ed*.
- Draw another flower with roots, and repeat the process with the words *tap*, *tapped*, *tapping*.
- Repeat the process again with the words *mop*, *mopped*, *mopping*.
- Ask if students see a pattern. If they do not see the pattern, underline the double-letter spellings, and explain that the final consonant letter in each root word was doubled when a suffix was added.
- Explain that when you add a suffix to a one-syllable root word *with a short vowel sound followed by a single consonant*, you double the consonant before adding the suffix.
- Return to each of the root words to verify that this is the case. For example, ask students, "How many syllables is the root word *stop*?" (One; you may clap to show it is one-syllable.) Ask students, "Does *stop* have a short vowel sound?" (Circle the 'o' and say the /o/ sound to show it is a short vowel sound.) Ask, "Does *stop* end in a single consonant?" (yes)
- Tell students that because *stop* is a one-syllable word with a short vowel sound and a single consonant ending, the final consonant is doubled when adding *-ing* or *-ed*.
- Verify *tap* and *mop* in the same way.
- Distribute Worksheet 1.3. Remind students to write the date beneath their names on the worksheet. Complete the worksheet together as a class.

- Review first the completed example using the root word *sip*.
- Read the first word in the column, *sip*, carefully explaining the shift in the spelling.
- Have students look at the word *sip* and tell you how many syllables it has. (Remind students that one-syllable words have one vowel sound.)
- Confirm that the word *sip* has one syllable. Have students look to see if it has a short vowel in it and if it ends in a single consonant. (Yes, the ‘i’ in *sip* is a short vowel. Yes, ‘p’ is a single consonant.)
- Because *sip* is a one-syllable word that has a short vowel sound and ends in a single consonant, we add an extra ‘p’ before adding the suffix *-ing* to *sip*. *Sip* turns to *sipping*.”
- Write *sipping* in the next column. Circle the double consonant spelling, and underline the suffix *-ing*.
- Complete the next items as a class, reviewing the pattern as you go along.
- When you work on the words *stamp* and *jump*, be sure to point out that even though each of these words is one syllable with a short vowel, they do not end in a single consonant. Instead, two consonants—‘mp’—follow the short vowel sound. The final consonant is therefore not doubled.

Take-Home Material

Spelling Words

- Have students take home Worksheet 1.1 to practice their spelling words with a family member.