

Lesson 7

Spelling Alternatives Grammar

✓ Objectives

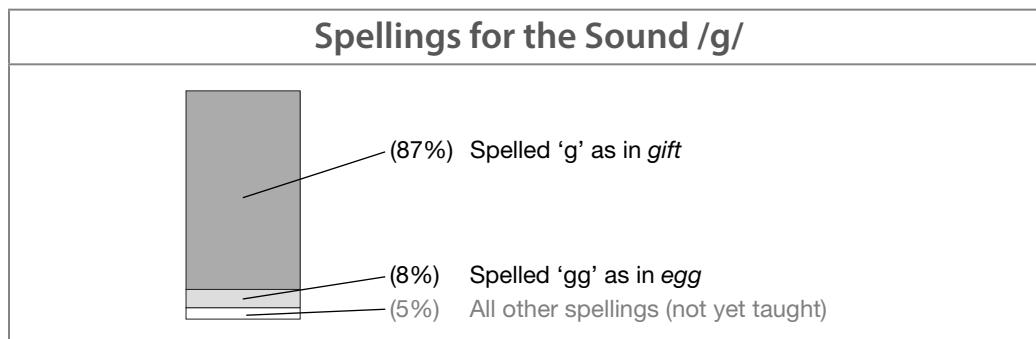
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Recognize the distinguishing features of a sentence (e.g., first word capitalization, ending punctuation) (RF.1.1a)
- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Segment a two-syllable word into individual sound and/or syllables (RF.1.2d)
- ✓ Read words spelled with 'g' and 'gg' as /g/ (RF.1.3b)
- ✓ State that every syllable must have a vowel sound (RF.1.3d)
- ✓ Identify the number of syllables (i.e., vowel sounds, in spoken and written words) (RF.1.3d)
- ✓ Read and/or write two-syllable words composed of two closed syllables, magic 'e' syllables, and/or r-controlled syllables (RF.1.3e)
- ✓ Read and understand decodable text in the story "The Coin Shop" that incorporates the letter-sound correspondences taught in one and two-syllable words with increased accuracy, appropriate rate, and expression on successive readings (RF.1.4b)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Build simple and compound declarative and interrogative sentences orally (L.1.1j)

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Warm-Up</i>	Segmenting and Blending Two-Syllable Words		5
<i>Reviewing Spelling Alternatives</i>	Spellings for /g/	Consonant Code Flip Book	10
<i>Grammar</i>	Statements and Questions	Worksheet 7.1	20
<i>Reading Time</i>	Partner Reading: Reread "The Coin Shop"	<i>Kate's Book</i> ; Worksheet 7.2	25
<i>Take-Home Material</i>	Spelling Alternatives for /ch/	Worksheet 7.3	*

Note to Teacher

Today you will review two important spellings for the /g/ sound: the basic code spelling 'g' as in *got*, and the spelling alternative 'gg' as in *egg*. The chart below shows how common each spelling is.



Here are some patterns for you to be aware of:

- 'g' is the most common spelling. It is used in most situations, including initial position (*get*, *gift*), final position (*bug*, *bag*), and in the initial consonant clusters *gl-* and *gr-* (*glow*, *grow*).
- 'gg' follows the same patterns as 'pp' and 'bb'. It is never used at the beginning of a word. It is used in doubling situations (*big* > *bigger*) and after a "short" vowel sound in other multi-syllable words (*dagger*, *snuggle*, *giggle*).
- The sound /g/ (combined with the sound /z/) can also be represented by the letter 'x' in some words (*exact*, *exaggerate*).

Warm-Up

5 minutes

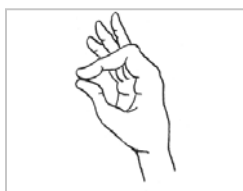
Segmenting and Blending Two-Syllable Words

Note: For these oral segmenting and blending Warm-Ups, continue to review the different types of two-syllable words students learned in Unit 4: compound words, root words with suffixes, and other types of two-syllable words in which the individual syllables cannot stand alone as separate words.

In the exercise below, the last two words have been marked with an *. For these words, ask students to segment each syllable and tell you how to spell the word syllable by syllable, so you can write the word on the board.

- Look at each word in the box below and note where they are marked with a syllable divider.

- Say the first word, *rainbow*, and ask students to tell you how many syllables there are. Remind students that every syllable has a vowel sound; clap the number of syllables, if necessary. Point out that this two-syllable word is a compound word (i.e. a word made up of two separate, single-syllable words). In this case, *rain* and *bow* are two separate words that make up the word *rainbow*.
- Repeat the word *rainbow*, pausing slightly between the syllables.
- Say the first syllable in a segmented fashion, marking each sound with a finger tap, beginning with a thumb-forefinger tap (/r/ /ae/ /n/).
- Say the second syllable in a segmented fashion, returning to the thumb-forefinger tap for the first sound (/b/ /oe/).
- Say the blended word while making a fist.
- Have students repeat after you.
- Continue this process with the remaining words.



- | | | |
|-----------------|-------|----------------------------------|
| 1. rain•bow | (3+2) | /r/ /ae/ /n/ • /b/ /oe/ |
| 2. mail•box | (3+3) | /m/ /ae/ /l/ • /b/ /o/ /x/ |
| 3. sil•ver | (3+2) | /s/ /i/ /l/ • /v/ /er/ |
| 4. robb•er | (3+1) | /r/ /o/ /b/ • /er/ |
| 5. *tooth•paste | (3+4) | /t/ /oo/ /th/ • /p/ /ae/ /s/ /t/ |
| 6. *star•fish | (3+3) | /s/ /t/ /ar/ • /f/ /i/ /sh/ |

*Have students provide the spellings for these words, syllable by syllable, as you write the words on the board.

Reviewing the Spelling Alternatives

10 minutes

Spellings for /g/

- Tell students that you will review the basic code spelling for /g/.
- Turn to **Consonant Code Flip Book page 6**. Point to the 'g' and ask students to name the letter. Read the word *gift*, and remind students that 'g' can be used to spell /g/ in English words.
- Point to the power bar under the 'g' and ask students what the length of the power bar means. (It means that 'g' is a very common spelling for /g/.)
- Write 'g' on the board, along with the two sample words listed in the box below.
- Ask students to tell you another spelling for /g/ that they have learned.

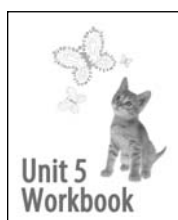
- Repeat the previous steps, reviewing with students the sample word and the length of the power bar on the Spelling Card for 'gg'.
- Write 'gg' on the board, along with the two sample words listed below.

1. g: *get, big*
2. gg: *digging, hugged*

Grammar

20 minutes

Statements and Questions



Worksheet 7.1

If students need additional practice with distinguishing between a statement and a question, you may use the Pausing Point exercises under the objective "Identify and/or Write Statements or Questions" and the activities in *Unit 5 Assessment and Remediation Guide*.

These sentences are not entirely decodable and are meant to be used orally in this exercise.

- Remind students that they have learned about two types of sentences: statements and questions.
- Ask students what kind of sentence ends with a period. (statement) Ask a student to say a statement.
- Ask students what kind of sentence ends with a question mark. (question) Have a student ask a question.
- Tell students that you are going to read some sentences and that you want them to tell you whether each one is a statement or a question and which punctuation mark should be used at the end of each.

1. Did you like the story we read yesterday? (question, ends with a question mark)
2. It is windy outside today. (statement, ends with a period)
3. Did you have fun at the parade yesterday? (question, ends with a question mark)
4. Our new books are fun to read. (statement, ends with a period)

- Write the following sentences on the board, one by one.

1. can you fetch the book _____
2. the chicks hatched _____
3. ben cooks in the kitchen _____
4. will Sal get a pet _____

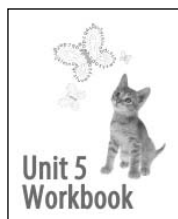
- Have the class read each one aloud.
- Ask a student to come up to the board, change the first letter into a capital letter, and add the correct punctuation mark.
- Remind students that a noun names a person, place, or thing. Have students circle the nouns.

- Ask students to tell you what a verb is. (a part of speech that shows action) Ask students to come up to the board and draw a squiggly line under the verb in each sentence. Ask students to also identify whether each verb is in the present, past, or future tense.
- Remind students that adjectives are parts of speech that describe nouns. Ask students to orally provide you with an adjective for nouns in the sentences. For example, if you point to *book*, students may say *big* or *heavy*.
- Distribute Worksheet 7.1.
- On the front of the worksheet, have students copy the sentences on the lines. Remind them to use a capital letter at the beginning of each sentence and the correct punctuation mark at the end.
- On the lines on the back of the worksheet, have students write a question and a statement about the picture. Remind students to write complete sentences and to use capital letters and correct punctuation marks. If time permits, have students share the statements and questions they wrote about the picture.

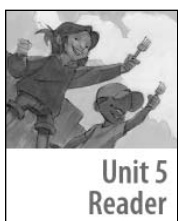
Reading Time

25 minutes

Partner Reading: Reread “The Coin Shop”



Worksheet 7.2



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Note: Before breaking into partner pairs, write some of the words or phrases from previous Supplemental Materials sections on the board. If some pairs finish early, they can illustrate one of the words or phrases.

- Distribute Worksheet 7.2. Tell students to complete this after they reread “The Coin Shop.” Encourage students to reread the story to find the answers to the questions and to write on the blanks the page numbers where they find the answers.

Wrap-Up

- Review Worksheet 7.2 as a class.

Take-Home Material

Spelling Alternatives for /ch/

- Have students take home Worksheet 7.3 to practice spelling alternatives for /ch/ with a family member.