

# Lesson 13

## Spelling Alternatives Grammar

### ✓ Objectives

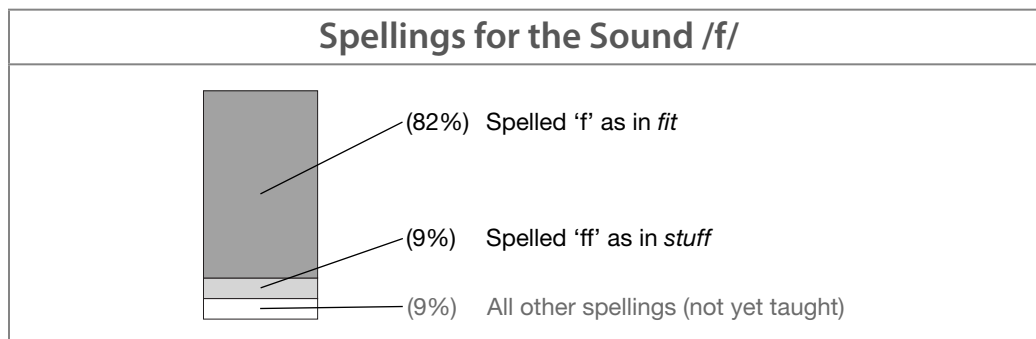
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions, orally and in writing, about “The Visit,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Identify who is telling the story at various points in “The Visit” (RL.1.6)
- ✓ 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)
- ✓ Read words spelled with ‘f’ and ‘ff’ as /f/ (RF.1.3b)
- ✓ Read one and two-syllable words, and then write each word in the sentence where it fits best (RF.1.3b)
- ✓ Read and understand decodable text in the story “The Visit” that incorporates the letter-sound correspondences taught in one and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ 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, interrogative, and exclamatory sentences orally (L.1.1j)
- ✓ Use sentence-level context as a clue to the meaning of the word *hoisted* (L.1.4a)

At a Glance	Exercise	Materials	Minutes
<b>Reviewing the Sound</b>	Hearing Initial Sounds for /f/		5
<b>Reviewing the Spelling Alternatives</b>	Spellings for /f/	Consonant Code Flip Book	5
	Fill in the Blank	Worksheet 13.1	15
<b>Grammar</b>	Statements, Questions, and Exclamations	Worksheet 13.2	10
<b>Small Group</b>	“The Visit”	Kate’s Book; Worksheet 13.3	25

### Note to Teacher

Today you will review two of the important spellings for the /f/ sound: the basic code spelling 'f' as in *fit*, and the spelling alternative 'ff' as in *stuff*. The chart below shows how common each spelling is.



Here are some patterns for you to be aware of:

- 'f' is the most common spelling. It is used in initial position (*fun*, *fig*), final position (*leaf*, *deaf*), in the initial consonant clusters *fl*- and *fr*- (*flop*, *fresh*), in the final consonant clusters *-ft*, *-fth*, and *-lf* (*lift*, *fifth*, *elf*), and with separated digraphs (*safe*, *life*).
- Only 'f' is used at the beginning of words and syllables, but both spellings are used at the end of words or syllables.
- 'ff' is commonly found after "short" vowel sounds written with single-letter spellings; thus we write *stiff*, but *deaf*.
- Words with final /f/ tend to keep the spelling they have in the root form, even when suffixes beginning with a vowel sound are added: *leaf* > *leafy*; *oaf* > *oafish*; *stuff* > *stuffy*.
- The spelling alternatives 'ph' (*phone*, *physical*) and 'gh' (*laugh*, *tough*) will be taught in Grade 2.

## Reviewing the Sound

5 minutes

### Hearing Initial Sounds for /f/

- Tell students that today they are going to review the /f/ sound as in *fit*.
- Have students say the /f/ sound several times, stretching it out.
- Ask students whether /f/ is a vowel sound or a consonant sound. (It is a consonant sound, made with the lips and teeth touching to obstruct airflow.)
- Tell students that you are going to say a number of words. Some of the words will begin with the /f/ sound and some will not.
- Have students close their eyes and listen carefully.

- Tell students to raise their hands when they hear a word that begins with the /f/ sound.

- |         |           |
|---------|-----------|
| 1. fast | 6. this   |
| 2. face | 7. farm   |
| 3. vet  | 8. van    |
| 4. thin | 9. friend |
| 5. fun  | 10. vend  |

## Reviewing the Spelling Alternatives

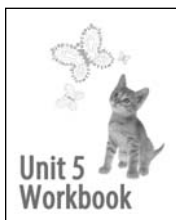
20 minutes

### Spellings for /f/

5 minutes

- Tell students you will now review the spellings for /f/.
- Turn to **Consonant Code Flip Book page 9**.
- Review with students the ‘f’ and ‘ff’ spelling for /f/, reading the sample words and discussing the power bar.
- Write ‘f’ and ‘ff’ on the board, along with the sample words listed in the box below.

- |                   |
|-------------------|
| 1. f: frog, life  |
| 2. ff: off, stuff |



Worksheet 13.1

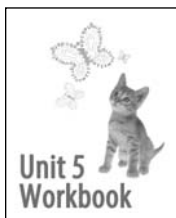
### Fill in the Blank

15 minutes

- Distribute Worksheet 13.1.
- Explain that the words in the box contain the spelling alternatives that you have been reviewing. Ask students to read the words in the box and then use them to complete the sentences.

## Grammar

10 minutes



Worksheet 13.2

### Statements, Questions, and Exclamations

- Remind students that they have learned about three types of sentences: questions, statements, and exclamations.
- Ask students to tell you about the three different types of sentences. (A statement is a sentence that tells you something, a question is a sentence that asks something, and an exclamation is a sentence that has strong feelings, like excitement.)

- Ask students to provide you with a statement, a question, and an exclamation.
- Write the sentences in the following box on the board, one at a time, omitting the final punctuation mark in each.
- Read each sentence as a class. Ask students whether each sentence is a statement, a question, or an exclamation and whether it should end with a period, a question mark, or an exclamation point.
- Demonstrate writing a period, a question mark, and an exclamation point on the board. Point out that every sentence, no matter whether it is a statement, a question, or an exclamation always begins with a capital letter.

These sentences are decodable and are meant to be written on the board.

1. Did they catch him (?)
2. That's cool (!)
3. Bart shaped up in the end (.)

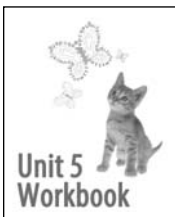
- Distribute Worksheet 13.2.
- Tell students to read the sentences and write a period, exclamation point, or question mark at the end.
- For the second part, students should write sentences of their own to match the ending punctuation.

## Small Group

**25 minutes**

### "The Visit"

#### Introducing the Story



Worksheet 13.3



Page 32

- Today's story is about what happens after Jack finishes telling his tale at the campsite. Remind students that when Kate and everyone arrived at their campsite, there was work to do to set up their camping gear. Ask students about the sorts of things Kate and Max had to do to set up the campsite. (They had to unpack sleeping bags, tents, lanterns, matches, and food, and they also had to set up tents.) Tell students that before going to sleep, there are additional things that have to be done when camping.

### Previewing the Spellings

- Please preview the following spellings before reading today's story:

<i>-ed</i>	<i>-ing</i>	Other Two-Syllable Words	Tricky Words
stuffed	tell•ing	vis•it	what
hoist•ed	stand•ing	racc•oons	who
flipped	bett•ing	clatt•er	why
			be•cause

**Note:** Also review with students the contractions *can't* and *that's*.

### Previewing the Vocabulary

- Please preview the following vocabulary before reading today's story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

1. **Paw-paw**—another name for grandfather
2. **raccoons**—furry animals about the same size as a cat and that usually live in the woods
3. **foxes**—furry animals about the size of a small dog that usually live in the woods
4. **clatter**—a loud noise that sounds like things banging together
5. **scraps**—little bits and pieces
6. **scram**—a warning to leave quickly
7. **Get lost!**—an expression used to tell someone to leave quickly

### Purpose for Reading

- Tell students to read today's story to find out what happens at the campsite after Jack's tale.

**Note:** Also ask students to try to figure out the meaning of the word *hoisted*. Tell them that if they do not know what a word means, they can use context clues to figure it out. Context clues can be in the sentence, as well as in any pictures. Tell students that you would like them to use context clues to figure out what the word *hoisted* means, and you will discuss their ideas as a class at the end of the story.

### Small Group

**Note:** Before breaking into small groups, 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 13.3. Tell students to complete this worksheet when they finish reading the story.

- Divide students into two groups. You will work with Group 1, students who need more direct support and immediate feedback, while students in Group 2 partner read.
- Tell students that if they finish early, they can illustrate one of the words or phrases from the board.
- ✦ **Group 1:** Have students take turns reading aloud “The Visit.” Complete Worksheet 13.3.
- ✦ **Group 2:** Tell students to take turns reading “The Visit,” and complete Worksheet 13.3. If they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.

### Wrap-Up

- Review Worksheet 13.3. Use the following discussion questions to guide conversation about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

### Discussion Questions on “The Visit”

1. *Literal* Who is the narrator telling the story? (Kate is the narrator telling the story.)
2. *Inferential* The story said that Jack tossed the rope up into a tree and hoisted the food pack up so that it was hanging ten feet off the ground. What does the word *hoisted* mean? How do you know? (*Hoisted* means to have lifted something up high. Students may say they figured it out when they read on page 32 that the pack was ten feet off the ground. They may also have used the picture on page 33 to help figure out what the word means.)
3. *Literal* Why should you keep your food up high at night when camping? (You should keep your food up high to keep it safe from animals.)
4. *Inferential* How do Kate and Nan feel when they hear the clatter in the night? How do you know? (Kate and Nan feel a little scared; Nan hugs Kate close to her, showing that she is trying to protect Kate, and they stay in their tent until they hear Jack.)
5. *Literal* Who does Jack think came to visit the campsite? (Jack thinks it was probably a fox looking for scraps of food to eat.)