

Mini-lesson: Launching (10) Stretching and writing words, using the Alphabet Chart (SF Sound/Spelling Cards)

Standards: CC 1.4.1 M

Write narratives to develop real or imagined experiences or events.

CC 1.4.1 R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize dates and names of people.
- Use end punctuation; use commas in dates and words in series.
- Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.

Materials:

- Chart paper
- Markers
- Alphabet Charts (Sound/Spelling Cards) [Note: Teacher may decide to distribute personal copies of the Alphabet Chart for students (see sample in teacher resources section of notebook) or have students use the SF Sound/Spelling cards on the wall.]
- 3-4 words for sounding out in the Active Engagement part
- Optional: Dry erase boards

Connection:

“We’ve talked about how to find words on the Word Wall, stretching words, and using the Magic Line. Today we will learn how to use the Alphabet Chart (SF Sound/Spelling Cards), too.”

Teach:

“Watch how I decide what letters I put on my page when I’m writing my words. Some words I already know, but some I will have to figure out. Watch for how I use the Alphabet Chart (Sound/Spelling Cards) to help me write the letters that go with the sounds in my words. Here’s the first sentence in my story:”

(Say) “I have a pet.” Thinks aloud and writes:

I— “Ok, I know how to spell ‘I.’”

have—“I’m going to look at the Alphabet Chart and find something on it that starts with the same sound as have. Helicopter, oh helicopter starts with the same sound as ‘have’ so it must be ‘h.’ /a/ is an ‘a’ and /v/ is a ‘v.’”

a—“Oh I can find that on the word wall /a/.”

pet—“I’m going to look at the Alphabet Chart again and find something on it that starts with the same sound as pet. Oh, here it is! Pilot. It sounds like the /p/ in pet.

Next I hear /e/ that’s an ‘e’ and /t/ that’s a ‘t.’”

ELD: Chant sound chart regularly (multiple times per day) with English Language Learners so that they will memorize the names of the objects and the sounds on the chart. Ex: “Astronaut, astronaut, /a/, /a/, /a/. Boy, boy, /b/,/b/,/b/.” etc. Students should point to the letter as they say the sound.

Active Engagement:

“Did you see how I did that? Now let’s practice writing some words.”

“What sounds do you hear in the word, ‘library?’” Practice writing 3-4 words with the students. You could use words that you have noticed students trying to spell, but are not on the word wall.

Teacher records sounds using Alphabet Chart (Sound/Spelling Cards) strategy.

Have students take turns writing on the chart, or for a more interactive lesson, have

them write on dry erase boards or paper.

Independence: "Today in your writing say the words you want to write slowly, try to stretch them out and use the Alphabet Chart (Sound/Spelling Cards) for sounds you don't know. Remember, just keep writing! Writers write the best they can and move on."

Closure: "Do you hear the /b/ in that word? What letter makes that sound? Let's use the chart to find the picture that starts with the sound /b/."
A couple of students share how they used the Alphabet Chart (Sound/Spelling Cards) in their writing.