

s ss c se ce

# Unit One

## Lesson 1

In this lesson the students will:

- sort ways to spell the /s/ sound
- learn the *ce, ci, cy* pattern
- write and analyze 8 high frequency words with the /s/ sound

### Sorting Words with s ss c se ce

Display the *Sorting Words* pages for Unit 1.

Have the students turn to pages 4 and 5 of their workbooks.

**Today you will be reading words that have the /s/ sound.**

*NOTE: You are saying a SOUND, not letter names.*

**Everyone, please say /s/.**

The class repeats the sound.

Point to the column headings on your display of the sorting sheet..

**There are five different ways to spell this sound. You're going to sort how the /s/ sound is spelled.**

*NOTE: There is no need to spell these column headings out loud or to ask your child to do so. She will be paying attention to the specific letters as she performs the activity.*

1 s	2 ss	3 c	4 se	5 ce

**If you would like to read the first word, please put a quiet finger on your ear.**

Point to the first word on the list, *rinse*, and call on a student to read the word.

The student reads the word.

*NOTE: It's fine if the student recognizes the whole word and calls it out without saying the individual sounds first.*

**Nice job. Now find which column we should put this word in. Where do you see the match for how /s/ is spelled?**

The student should indicate that the word goes in column 4.

**That's right. Everyone, please say-and-write rinse in column 4.**

The students should say the sounds in the word one at a time. Each time they say a sound, they should write how it is spelled.

Repeat these steps for the remaining words:

1. Call on a student to read the next word on the list and identify which column the word goes in. If the student doesn't tap-and-say the word when reading it, have him do so for the benefit of the class.
2. Ask the class for the first sound of the word and model how to write it in the correct location on the sorting sheet.
3. Repeat this step for the remaining sounds in the word.
4. After the word has been recorded correctly, have the class say the whole word chorally.

The figure below shows what the completed sorting sheet should look like.

1 s	2 ss	3 c	4 se	5 ce
some	miss	cent	rinse	since
since	boss	city	goose	fence
	press	fancy		force

*NOTE: The word since should be recorded in both columns 1 and 5 because it has two /s/ sounds, each spelled a different way.*

### Reading Words with ce, ci, and cy

When working in Workbook B1, students learned that a single spelling such as *ow* can be used to represent more than one sound. The strategy they have been taught to deal with this variation is to *flex*, that is to try one sound to see if that makes sense; if that sound doesn't yield a word that makes sense, students are to try another sound for the spelling.

The letter *c* can be two sounds commonly, /k/ and /s/. There is no need to flex, however, because there is a very strong pattern that identifies which sound the letter is being used for. This activity introduces students to this pattern. The material in this lesson will be reviewed in subsequent lessons.

Display the *Reading Words with ce, ci, cy* page.

Have your students turn to page 6 of their workbooks.

c ce, ci, cy
cent
city
fancy
fence

Point to the letter *c* at the top of the page.

**This letter has 2 main sounds.**

Call on a student to say the two sounds. The student should say /k/ and /s/.

*NOTE: If your child doesn't know the two sounds, you should say them and have your child repeat.*

**You've been taught to flex the sounds when you are trying to figure out how to pronounce a spelling that is used for more than one sound. But with this letter, you don't need to flex.**

Point to *ce*, *ci*, and *cy* at the top of the page.

**When a word has one of these patterns, then then the cee is /s/. If a word doesn't have this pattern, then the cee is /k/.**

**Take a good look at the three patterns I have up here. In a second I'm going to cover them up and have you write them down.**

Give your students a moment to look at the three patterns and say them. (They should spell them out, i.e., "cee-ee, cee-i, cee-wy.") Then cover up the page.

**Please write the three patterns I just showed you.**

Give your students time to write the patterns on a dry erase board or a separate piece of paper. Then uncover the page so the students can see if they wrote the patterns correctly. Have the students write the three patterns one more time from memory.

Point to the words on the page.

**Here are some words with cee-ee, cee-i, and cee-y. If you would like to read them, please raise your hand.**

Call on a student. Point to the words to cue the student to read them.

Tell the class that when the *ce* comes at the end of a word, as in the case of *fence*, the *ce* together represents /s/, that is, the *e* does not represent a sound on its own.

After the student has read the words, say,

**Now you will all get to read the words together. When I point to a word first think it silently in your heads. And when I say, "Say It," everyone say the word out loud.**

**Get ready!**

Point to the first word.

**Think it.**

Pause for about 3 seconds.

**Say it.**

The class says the word chorally.

Repeat the "Think it/Say it" routine for the remaining words.

*NOTE: Interesting exceptions to this pattern are soccer, macintosh, and coelacanth. The word soccer is a shortening of the term Association Football. The word macintosh is a Scottish name that bears the prefix mac, meaning "son of." I don't know the full explanation for why coelacanth (a fish long thought to be extinct) is pronounced with an initial /s/ other than that it comes from a Latin word and the Latin pronunciation of c before the digraph oe changed from the classical pronunciation /k/ to the medieval and contemporary Church Latin pronunciation of /ch/.*

I Spy

Display the *I Spy* page for Unit 1.

Have the students turn to page 7 of their workbooks.

1. face	6. juice
2. cut	7. cards
3. once	8. mice
4. cent	9. nice
5. crack	10. cream

**Now you get to play a game of I Spy. We have to underline any word that has cee-ee, ce-i, or cee-wy.**

You should spell out the 3 patterns using letter names.

**Please look at word number 1. Everyone, does this word have cee-ee, cee-i, or cee-wy?**

The class says, "Yes," chorally.

**That's right. So we have to underline this word.**

You should underline the *ce* in *face* on your display while the students do the same in their workbooks.

Repeat these steps for the remaining words:

1. Point to the next word on the list and ask the class if it has *cee-ee*, *cee-i*, or *cee-ey*.
2. The class responds chorally “Yes,” or “No,” as appropriate.
3. Underline any word that has *cee-ee*, *cee-i*, or *cee-ey*. The students should do the same in their workbooks.

**Now it’s time to read all these words. If you would like to read the first word, please quietly raise your hand.**

Point to word number 1 on your display, *face*, and call on a student to read the word. Provide error correction as necessary.

**Everyone, what’s the word?**

The class says the word chorally.

Repeat these steps for the remaining words.

1. Call on a student to read the next word on the list.
2. Have the class read the word chorally.

Breaking Words Apart

Display the *Breaking Words Apart* page for Unit 1.

Have the students turn to page 8 of their workbooks.

**Here is another list of words to practice. If you would like to read the word, please put a quiet finger on your nose.**

Call on a student to read the word.

The student reads the word.

**Everyone, what’s the word?**

The class says the word chorally.

**Please copy the word neatly.**

Model for your students how to write the word on the blank line underneath the word.

The students copy the word.

**Everyone, what’s the first sound in face?**

The class says /f/.

**Please underline /f/.**

The students underline *f*.

**What’s the next sound in face?**

The class says /ay/.

**Please underline /ay/.**

The students underline *a* and *e* and put a loop underneath to join them.

**What’s the last sound in face?**

The students say /s/.

**Please underline /s/.**

The students underline *c*.

Repeat these steps for the remaining words:

1. Call on a student to read the next word.
2. The student reads the word.
3. Have the class repeat the word chorally.
4. Have the class copy the word on the blank line underneath the word.
5. Ask for the sounds of the word one at a time.
6. As the class pronounces each sound, both you and the students underline how the sound is spelled.

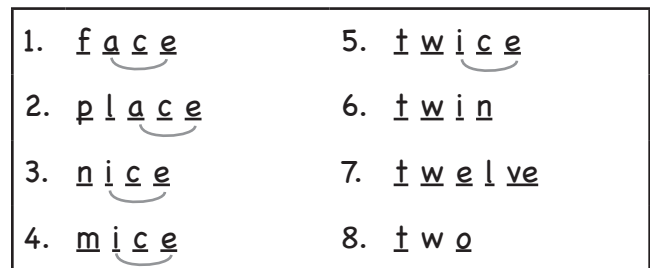
If a student is ever confused about how a particular sound is spelled, tell her the sound directly.

Notes about words

**Two:** Point out to your child that *two* begins with the same letters as *twice*, *twin*, and *twelve*. Have your child define each of these words, each time eliciting how it is connected to the concept of “2,” (*twice* means two times, *twin* means two of the same thing, *twelve* means 10 + 2). Then have your child try to pronounce *two* with the /w/ sound, and point out how difficult it is to say. This is why people don’t say the /w/ sound, but keep the letter in the word when writing it.

Tell your child NOT to underline the *w* in *two* when marking the word.

The following figure shows the correct markings for the words.



*NOTE: Your child should write the words with normal spacing between the letters. The spacing between the graphemes in the figure above has been exaggerated to make it easy to see the underlines.*

Lesson 2

In this lesson the students will:

- practice reading the words she analyzed in the last lesson
- read some two-syllable words
- complete some sentences with the target words in the unit

Word Reading Practice

Display the *Word Reading Practice* page for Unit 1.

Have the students turn to page 9 of their workbooks.

nice	two	mice	place	face	twice	twin	twelve
two	twelve	place	twin	nice	face	twice	mice
place	face	twice	nice	mice	twelve	two	twin
mice	twice	twin	face	nice	two	twelve	place

**Here are the words you just studied. We're going to practice reading them. I'll say a word, then you repeat it.**

**My turn.**

Runs your finger under the first word and read it.

**Your turn.**

Run your finger under the first word to cue the class to read it.

Repeat these steps for all of the words on the first line.

**Now it's your turn to read the words on the second line by yourself. These are the same words we just practiced, but in a different order.**

**When I point to the word, you're going to think it silently in your head. Then I'll tell you all to say it out loud.**

Point to the first word on the second line.

**Think it.**

Pause for about 2 seconds.

**Say it.**

The class says the word.

Repeat the "Think It, Say It" routine for the remaining words on the second line.

**Now we'll play a little game with the 3rd line. When I point to the first word, I want only the boys to read it. When I point to the next word, I want only the girls to read that. We'll go back and forth this way for the whole line. Get ready!**

Point to the words. The boys should read the odd words and the girls the even words. Of course, you can divide the group into any easily identifiable groups you want, including having you read half and the class all together reads the other half.

Repeat this alternating reading for the last line.

Reading Two-Syllable Words

Display the *Reading Two-Syllable Words* page in Unit 1.

Have the students turn to page 10 of their workbooks.

1. active	4. demand
2. include	5. hardly
3. Easter	6. money

**Here is a list of words with two beats or syllables. We're going to practice reading them in a special way. I'll do the first one.**

**To start I'm going to put a line under what I think the first syllable is.**

Put a line under *ac*.

**Now I'm going to say this. Ac.**

Run your hand under the syllable as you read it.

**Now I'm going to put a line under the rest of the word and read that part.**

Put a line under *tive*.

**Tive.**

**Now I'm going to say the word altogether.**

**Active.**

Run your hand quickly under the whole word.

**Now, let's do that together. First we'll say the word one syllable at a time, and then we'll say the whole word. Get ready!**

**Everyone, say the parts.**

Run your finger under each syllable. Pause to allow the class to read the syllable.

The class says /ac/ and then says /tive/.

**Say the whole word.**

Run your finger quickly under the whole word.

The class says the whole word in regular speech.

**Good job. Now you'll help me do the rest. Everyone, please look at the next word and underline what you think the first syllable is.**

Call on a student and have her show you what she underlined. On your display underline the same letters she did and then have her read just that syllable.

Undeline the second syllable on your display and direct the class to do the same in their workbooks.

Have the student who read the syllable read the second syllable.

Then have the student say the whole word.

After she has read the word correctly, have the class chorally read the word syllable by syllable and then read the whole word in regular speech.

Repeat these steps for the remaining words:

1. Have the class underline what they think the first syllable is in the next word.
2. Call on a student to show you what she underlined. On your display, underline the same letters that she did.
3. Have the student read the syllable.
4. Underline the next syllable on your display and have everyone do the same in their workbooks.
5. Have the same student read the next syllable.
6. Then have the student say the whole word in regular speech.
7. Have the class read the word chorally, first one syllable at a time, and then in regular speech.

*NOTE: Please keep in mind that the point of this exercise is to train students to look at every letter in a multisyllable word in a systematic way. The goal is NOT to teach syllabication rules. For this reason, there will often be more than one acceptable way to underline the syllables. The only requirements are that what the student identifies as a syllable must indeed be exactly one syllable and also easy to say. The syllable divisions presented below represent just one of the possible correct ways to divide the syllables.*

1. <u>ac</u> <u>tive</u>	4. <u>de</u> <u>mand</u>
2. <u>in</u> <u>clude</u>	5. <u>hard</u> <u>ly</u>
3. <u>Ea</u> <u>st</u> <u>er</u>	6. <u>mo</u> <u>ney</u>

Continue to practice the words in subsequent lessons until the students can read the words easily. It is fine for students to read the whole word for practice without reading the parts. However, if they have difficulties with a word, they should read it one syllable at a time before saying the whole word.

If students are good at reading the individual syllables, but have problems blending them into whole words, you should do an oral blending warm-up before a practice session. To conduct the oral blending practice, say the syllables one at a time with a 1 second pause in between and

then have the students say the word. Do not display the words or have the students read them for this warm-up. It should be wholly an oral activity.

### Completing Sentences

Display the *Completing Sentences* pages for Unit 1.

Have the students turn to pages 11 and 12 of their workbooks.

**Here are some sentences for you to read. They will give you practice reading the words you have been working on.**

**If you would like to read sentence number 1, please put a quiet finger on your chin. Remember to say blank when you come to the blank line.**

Call on a student.

The student reads the sentence and figures out which word goes on the blank line.

Have the class repeat the word and both you and the students write the word on the blank line. You should say the sounds one at a time as you write how each sound is spelled.

Have the class read the completed sentence chorally. To prompt the class, point to each word in turn. Make sure that you are getting a good choral response. If you are not, you should have the students read the sentence again.

Repeat these steps for the remaining sentences:

1. Call on a student to read the next sentence.

The student should say the word *blank* when she comes to the blank line.

2. Have the student try the two words underneath the blank to select the word that makes the most sense in the sentence.

3. Lead the class in recording the word on the blank line by saying and writing each sound in the word one at a time.

4. Have the class read the completed sentence chorally.

Students should continue to practice reading the sentences until they can read all of them easily.

When having the students practice reading the sentences chorally, a good variation is to have two groups that alternate reading the sentences by word. The first group would read the first word, the second group the second, the first group the third, and so on. Effective groupings include: teacher/class, boys/girls, left half of room, right half of room.

Students can also practice by reading the sentences to classmates they are partnered with or to an adult.

If a student has difficulty with a particular word, he should say-and-write the word a couple of times in isolation, and then read the sentence again.

A copy of the sentences with the words filled in is available at [www.abcdrp.com](http://www.abcdrp.com). You may choose to have students

do their practice using this copy of the sentences if students have a difficult time reading their own handwriting.

The completed sentences should look like the following figure.

1. Some mice ate the oatmeal in the pantry.
2. Sam has two sisters.
3. I went on the roller-coaster twice.
4. Tom had a big smile on his face.
5. We had to begin our work at two o'clock.
6. We had a nice time at Sam's party.
7. We found twelve mice in the barn.
8. Please place your books in your desk.
9. Tom got some sunburn on his face.
10. I've been to that movie twice.

#### Unit Checkouts

Before moving on to the next unit, students should be able to do the following accurately and without much hesitation:

1. Read the 8 target words in the unit easily.
2. Read the two-syllable words in the unit easily.
3. Read the sentences presented in the *Completing Sentences* fluently with virtually 100% accuracy.