

s ss c se ce

Unit One

Lesson 1

In this lesson your child 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

Have your child open her workbook to pages 4 and 5.

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

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

Please say /s/.

Your child repeats the sound.

Point to the column headings on page 5.

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

Please read the first word.

Point to the word *rinse* on page 4 of the student workbook.

NOTE: It's fine if your child 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?

Your child should indicate that the word goes in column 4.

That's right. Please say-and-write rinse in column 4.

Your child should say the sounds in the word one at a time. Each time she says a sound, she should write how it is spelled.

Repeat these steps for the remaining words:

1. Your child reads the word.

2. She indicates in which column the word goes.

3. She records the word in the appropriate column on her sorting sheet. When she records the word, she should say each sound in the word in isolation as she writes how that sound is spelled.

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.

Have your child turn to page 6 of her workbook.

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

This letter has 2 main sounds. What are they?

Your child says /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 child a moment to look at the three patterns and say them. (She should spell them out, i.e., "cee-ee, cee-i, cee-oy.") Then cover up the page.

Please write the three patterns I just showed you.

Give your child time to write the patterns on a dry erase board or a separate piece of paper. Then uncover the page so your child can see if she wrote the patterns correctly. If she didn't, have her recite the three patterns once more, then cover up the patterns and have her try to write them from memory again.

After your child can write the 3 patterns correctly from memory, have her read the list of words on the page.

Here are some words with cee-ee, cee-i, and cee-y. Please read them.

Point out to your child 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.

I Spy

Have your child turn to page 7 of her workbook.

Now you get to play a game of I Spy. Underline any word that has ce, ci, or cy.

Your child goes through the list underlining any words with ce, ci, or cy.

Please read all of the words. Remember, if you've underlined a word, it fits our pattern and will have a /s/ sound.

Have your child read the words. Repeat as necessary until she can read all of the words accurately without much hesitation.

Breaking Words Apart

Have your child turn to page 8 of her workbook.

Here is another list of words to practice. Please read the first word and then copy it in your workbook.

Your child reads the word and copies it.

You should write the word also on a dry erase board so that you can model the markings she is about to do.

Nice work. Now say each sound in the word and underline how it is spelled.

Your child says the sounds of the word one at a time and underlines how it is spelled. (See the following figure to see how the words should be marked.)

Repeat these steps for the remaining words:

1. Your child reads the word.

2. Your child copies the word neatly in her workbook.
3. Your child says the sounds of the word one at a time. As she says a sound, she underlines how that sound is spelled.

If your child is ever confused about how a particular sound is spelled, tell your child very 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.

1. f a c e	5. t w i c e
2. p l a c e	6. t w i n
3. n i c e	7. t w e l v e
4. m i c e	8. t w o

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 your child 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

Have your child turn to page 9 of the student workbook.

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 wrote. Each row has the same words but in a different order. Please read all of the words as well as you can.

Your child reads the words going across each row. You may wish to place a card under the line she is reading to help her keep her place.

Correct any errors immediately.

Reading Two-Syllable Words

Have your child turn to page 10 of her workbook.

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

Here is a list of words with two beats or syllables. When you practiced reading two-syllable words before, you wrote each syllable on a notecard. Now that you're in your new workbook, you'll practice these words in a little different way. I'll do the first one.

I'm going to put a line under each syllable and say it, and then I'll say the whole word.

Put a line under *ac* and pronounce the syllable.

Put a line under *tive* and pronounce the syllable.

Then say the whole word.

Have your child repeat the word.

Please read the rest of the words in this way. Underline each syllable and say it. Then say the whole word.

Your child follows these steps for the remaining words:

1. She underlines the first syllable and says it.
2. She underlines the second syllable and says it.
3. She says the whole word.

NOTE: 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 syllabification rules. For this reason, there will often be more than one acceptable way to identify the syllables. The only requirements are that what your child underlines must be exactly one syllable and easy to say.

Additional practice

Have your child continue to practice these words in subsequent lessons until she can read them easily. It is fine for her to read the whole word for practice without reading the parts. However, if she has difficulties with a word, she should read it one syllable at a time before saying the whole word.

If your child is good at reading the individual syllables but has problems blending the syllables 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 have your child say the whole word. This should be an exclusively oral activity. That is, do not have your child look at the written words when doing this, but just respond to the syllables you say.

Completing Sentences

Have your child turn to page 11 of her workbook.

Here is the page with some sentences for you to complete. Fill in the blank with the choice that makes the most sense.

Remember to say blank when you come to the blank line.

Your child should read the first sentence, saying blank when she comes to the blank line.

Your child should select the word below the blank line that makes the most sense and say-and-write it on the blank line.

Have your child proceed in this way with the remaining sentences. The sentences continue on page 12.

NOTE: If your child has great difficulty with handwriting, it's fine for you yourself to write the words on the blank lines. If you do so, however, make sure that your child dictates the sounds of the word to you one at a time.

The completed sentences should look like the following figure.

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| <ol style="list-style-type: none">1. Some <u>mice</u> ate the oatmeal in the pantry.2. Sam has <u>two</u> sisters.3. I went on the roller-coaster <u>twice</u>.4. Tom had a big smile on his <u>face</u>.5. We had to begin our work at <u>two</u> o'clock.6. We had a <u>nice</u> time at Sam's party.7. We found <u>twelve</u> mice in the barn.8. Please <u>place</u> your books in your desk.9. Tom got some sunburn on his <u>face</u>.10. I've been to that movie <u>twice</u>. |
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Unit Checkouts

Before moving on to the next unit, your child 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.