Consonants c, s, t with Vowel i

Lesson Objectives

Day 1
Students will:
• Read and write words with /sh/ sound spelled ci, si, and ti

Day 2
Students will:
• Sort words by spelling patterns ci, si, and ti

Materials:
• Anchor Poster
• BLM 4: Word Cards
• BLM 6: Take-Home Activity
• Teacher Word Cards—same as BLM 3

Day 3
Students will:
• Sort words according to their spelling patterns ci, si, and ti

Materials:
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Word Cards—same as BLM 5

Day 4
Students will:
• Identify words with /sh/ sound spelled ci, si, and ti
• Create lists of words organized by their spelling patterns
• Write and spell words with ci, si, ti

Materials:
• BLM 9: Reading Passage
• BLM 10: Spelling Dictation
• BLM 11: Spelling Peer Check

Day 5
Students will:
• Spell words with Consonant and Vowel i (ci, si, ti)

Materials:
• Quick-Check Assessment

Additional Materials:
• Word Study Notebooks
• Pocket Chart
Day One

Supporting ELs
Partner ELs with fluent English speakers. Have partners create sets of cards that show the words on one side and simple definitions in words or pictures on the other. Have the fluent English speaker read the word on the card aloud and have the EL repeat. Then students can take turns reading, saying, or pantomiming the word’s definition.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word mansion on the chalkboard. Show how you divide the word into two syllables between the consonant n and the consonant s. Explain that you now have two syllables. Remind students that the second syllable contains the si spelling which makes the /sh/ sound. Read each syllable and then blend the syllables together: mansion. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Consonant Digraphs ch, gh, ph, sh
Focus Words: phrase, alphabet, enough, daughter, shield, taught
Review words with ch, gh, ph, and sh. Read the focus words to students and ask them to write the words in their word study notebooks. Ask students to circle the consonant digraphs in the words.

Introduce Consonants c, s, t with Vowel i

Model
Write the words special, session, and option on the chalkboard and read them aloud to students. Discuss any word meanings that students might not know, such as for session. Say: All of these words have the /sh/ sound spelled with a consonant and the vowel i. Say special aloud again. Underline the ci in the middle of the word. Say: The ci in this word makes the /sh/ sound.

Next say session aloud. Say: Session also has the /sh/ sound. It is spelled with the consonant s and the vowel i.

Draw students’ attention to option. Say: This word also has the /sh/ sound. It is spelled with the letters t and i.

Guide
Draw a three-column chart on the chalkboard with the headings ci, si, and ti. With students, decide which column each word belongs in and write the words in the correct columns of the chart. Have students copy the chart in their word study notebooks.

Have students practice sorting words according to their spelling patterns. Write glacier, permission, and caption on the chalkboard and read them aloud. Then, using the words already included in the chart on the chalkboard as a guide, help students decide in which column each new word belongs in the chart.

Ask students to record the words in their word study notebooks.

Apply
Have students work with a partner to brainstorm and/or search for other words with ci, si, and ti. Ask them to write the words in groups according to the spelling of the consonant with i.
Spelling Words with Consonants c, s, t with Vowel i

Unit Spelling Words: glacier, mansion, patient, racial, station, session, vicious, fiction

Write the word glacier on the chalkboard and point out the ci spelling. **Say: The ci spelling in glacier makes the /sh/ sound. Listen as I say the word again.** Say the word again and point to the ci as you say the second syllable. Have students repeat the word after you.

Write the word mansion on the chalkboard. Say the word aloud and have students repeat. Point out the si spelling in the second syllable of the word. Say: **The si spelling in mansion makes the /sh/ sound. Say it aloud with me: mansion.**

Write the word patient on the chalkboard. Say the word aloud and have students repeat. Point out the ti spelling in the second syllable of the word. **Say: The ti spelling in patient makes the /sh/ sound. Say it aloud with me: patient.**

Repeat the procedure with the remaining spelling words, making sure students identify which words are spelled with ci, si, and ti.

Ask students to copy the spelling words in their word study notebooks. Ask students to underline the ci, si, or ti spelling in each word. Have partners check each other’s spelling and underlining.

Assessment Tip
Note which students have difficulty identifying and/or pronouncing ci, si, and ti in words. Work with them, or have student partners work together, to read the words on the word cards or in meaningful sentences.

Home/School Connection
Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.
Day Two

**Review Consonants c, s, t with Vowel i**

Remind students that ci, si, and ti make the /sh/ sound in some words. Review the anchor poster with students. Then have them work with partners to come up with oral sentences for the words shown on the chart.

### Pattern Sort

<table>
<thead>
<tr>
<th>ci</th>
<th>si</th>
<th>ti</th>
</tr>
</thead>
<tbody>
<tr>
<td>special</td>
<td>mansion</td>
<td>caption</td>
</tr>
<tr>
<td>ancient</td>
<td>session</td>
<td>fiction</td>
</tr>
<tr>
<td>glacier</td>
<td>tension</td>
<td>option</td>
</tr>
<tr>
<td>magician</td>
<td>permission</td>
<td>patient</td>
</tr>
<tr>
<td>racial</td>
<td>recreation</td>
<td>recreationstation</td>
</tr>
</tbody>
</table>

### Buddy Sort

<table>
<thead>
<tr>
<th>ci</th>
<th>si</th>
<th>ti</th>
</tr>
</thead>
<tbody>
<tr>
<td>crucial</td>
<td>mission</td>
<td>auction</td>
</tr>
<tr>
<td>electrician</td>
<td>succession</td>
<td>caution</td>
</tr>
<tr>
<td>facial</td>
<td>mention</td>
<td>motion</td>
</tr>
<tr>
<td>financial</td>
<td>nation</td>
<td>nation</td>
</tr>
<tr>
<td>musician</td>
<td>partial</td>
<td>vacation</td>
</tr>
<tr>
<td>social</td>
<td>spacious</td>
<td>partial</td>
</tr>
</tbody>
</table>

**Home/School Connection**

Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

**Supporting ELs**

Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand the directions.

**Buddy Sort**

Give pairs of students the category cards from BLM 2. Have them use word cards from BLM 4 for this sort. Invite one student to read a word and ask in which category to place the word. When the other student responds and the word is placed, then he or she chooses a word and asks where the word should be sorted.

**Spelling.** Select one example of a ci word, an si word, and a ti word from the unit spelling words. Read the words aloud to students and have them write a sentence in their word study notebooks using each word.
Teacher-Directed Sort

Teacher Word Cards: same as BLM 5

Distribute one teacher word card from BLM 5 to each pair of students. Then have students read each word aloud and discuss the meaning of the word.

Create a chart on the chalkboard with the heads ci, si, and ti. Then have students copy the chart into their word study notebooks. Explain that students will be sorting words into the correct columns.

Read each card from BLM 5 aloud, and have students write the words in the charts in their word study notebooks.

After all the words have been sorted, complete the chart on the chalkboard with the correct words from BLM 5. Have students check their own work and discuss which words were the most challenging to sort.

Applying Meaning. Give students BLM 7 and have them complete the activity, choosing the word that doesn’t fit with the others in the set.

Assessment Tip

Use students’ completed BLM 7 to assess their understanding of ci, si, and ti spelling patterns. Note whether they need more practice in applying the different spellings. If students have difficulty with a specific pattern, encourage them to work with a partner and go on a word hunt for that pattern in classroom materials. Then have the student write the words that have that pattern in a list in their word study notebooks.

Home/School Connection

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

Supporting ELs

Make sure that ELs understand what to do on BLM 8 and the meanings of the words since there may not be anyone at home who speaks English well enough to help them complete it.
Providing Support

Some ELs and struggling readers may have difficulty reading the passage. Have these students read with an on-level reader. Alternatively, you could read the passage to them while they follow along or echo-read with you. Ask students to look and listen for examples of words with the /sh/ sound spelled with a consonant and the vowel i.

Isaac Asimov

Over the years, many well-known science fiction authors have won the hearts of fans. One man has a very special place in the history of science fiction: Isaac Asimov.

Asimov, a respected scientist, was born in Russia in 1920. When he was three years old, his family returned to New York City. He began reading science fiction magazines as a boy. By age 11, he was writing his own stories. He started selling those stories when he was just 16. Asimov earned a Ph.D. and became a professor. For years, he wrote numerous articles, books, and textbooks.

But it was Asimov’s science fiction stories that made him famous. He was smart and had a great imagination. People loved his books. In his stories, Asimov imagined a future space filled with worlds of future worlds. He called these worlds the Galactic Empire. Many of the things he described in his books are now part of today. For example, robots. In his stories, Asimov imagined how robots would work. How would robots act? What would they be like? What would they be able to do? What would our relations with humans be like?

Asimov started selling stories when he was just 16. Asimov earned a Ph.D. and became a professor. For years, he wrote many nonfiction articles and books, including college textbooks.

Over the years, many well-known science fiction authors have won the hearts of fans. One man has a very special place in the history of science fiction: Isaac Asimov.

Word Hunt

Give each student a copy of the passage on BLM 9. Tell them that they will be going on a word hunt, looking for examples of words that have the /sh/ sound spelled ci, si, and ti.

Read a few lines with students and model finding and circling words with the target spellings. Then ask students to complete the word hunt on their own.

After they have completed the word hunt, have students sort the words they found into ci, si, or ti categories and write them in their word study notebooks. Then have them underline any words with these letters that do not have the /sh/ sound (science, scientist, Asimov).

Spelling Dictation

Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: nephew, coughing, accomplish.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: glacier, mansion, patient.

Dictate the following sentence and have students write it on their papers: The writer spent most of his long writing session working on his new work of fiction.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then students switch roles.
Spelling Assessment

Use the following procedure to assess students’ spelling of the unit spelling words:

• Say a spelling word and use it in a sentence.
• Have students write the word on their papers.
• Continue with the remaining words on the list.
• When students have finished, collect their papers and analyze their spelling of the words.
• Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students’ mastery of words with the /sh/ sound spelled ci, si, or ti using the Quick-Check for Unit 24.

Suggestions for Independent Practice

Concept Sort. Give pairs or small groups of students a set of word cards. Ask them to sort them into categories of related meanings. For example, musician and electrician might be grouped together because they are both jobs that people can do. Then have groups guess how the other groups have sorted their words.

Word Find. Have pairs of students create and solve word finds. Give each student several word cards and a sheet of plain paper. Have them write each word forward or backward in vertical or horizontal columns. Then have them then add random letters to complete each column and row. You may wish to model creating the word find on the chalkboard before students begin. After partners have each created a word find, they should swap word finds and solve.

Scrambled Words. Have partners each choose five words from a set of word cards. Ask them to each write their words on a sheet of paper with the letters in the words scrambled. Have them swap papers and try to unscramble their partner’s scrambled letters and spell the words.

Missing Letters. Ask partners to choose ten to twelve words from the word cards. Have them write the words, leaving out the letters ci, si, or ti—for example, deli _ _ ous. Have the pairs swap words and see how quickly they can fill in the missing letters to spell the words correctly.
Unit 24 Quick-Check:
Consonants c, s, t with Vowel i

Answer Questions
Directions: Choose the word that does not belong with the others.

1. special glacier session
2. permission option mansion
3. crucial spacious vacation
4. expansion nutrition quotient
5. delicious cautious nation

6. suspicion optician tension
7. caption fiction discussion
8. ratio financial suction
9. expulsion ancient vicious

Apply
Directions: In the space below, list three to five words you know that have the /sh/ sound spelled ci, si, or ti.

____________   ____________   ____________   ____________   ____________

Directions: Using the words from the word bank, complete the following sort. Write each word in the appropriate sort category.

<table>
<thead>
<tr>
<th>ci</th>
<th>si</th>
<th>ti</th>
</tr>
</thead>
</table>

Word Bank
electrician, auction, expansion, session, cautious, crucial, social, motion, mention, tension

Think and Write about Consonants c, s, t with Vowel i
Directions: In the space below, explain how understanding words with the /sh/ sound spelled ci, si, and ti helps you as a reader, speller, and writer.