



Build Basic Concepts

Choose from among these skill-building activities to customize instruction for all or selected students.

Teaching Notes, page 325

concept one

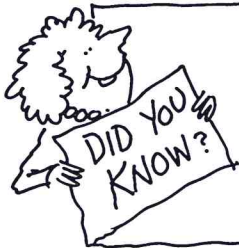
Frequent spelling patterns for /s/ are *s*, *ss*, *sc*, *ce*, *ci*, and *cy*.

1A Select students to write on the chalkboard: *science*, *sight*, *city*, *sense*, *certain*, *bicycle*, *necessary*, *son*. Ask students to read the words aloud and identify letters spelling /s/. Conclude that *s*, *ss*, *sc*, and *c* can spell /s/. Ask students to collect /s/ words. Then they tell what they know about spelling /s/. Record student observations on a chart, such as:

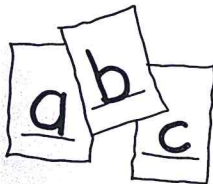
- An *s* spells /s/ at the beginning, in the middle, and at the end of a word.
- An *ss* spells /s/ in the middle and at the end of a word.
- An *se* can spell /s/ at the end of a word.
- An *sc* spells /s/ at the beginning and in the middle of a word. To spell /s/, *sc* is usually followed by *e*, *i*, or *y*.
- A *c* spells /s/ at the beginning, in the middle, and at the end of a word. To spell /s/, *c* is followed by *e*, *i*, or *y*.
- An *x* can spell /ks/ in the middle or at the end of words (exception: *x-ray*).

(Chart is reused in Test Ready, page 48.)

phonics, spelling word patterns, more words, writing words, sorting words, drawing conclusions

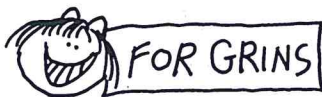


A single *s* accounts for almost 75% of /s/ spellings (*son*/ *interest*/ *thermos*). The second most frequent spelling pattern is *c*—followed by *e*, *i*, or *y*. An *ss* and *sc* can spell /s/, an *se* can spell /s/ at the end of a word, and an *x* can spell /ks/.



1B Write on the chalkboard: *sight*, *guess*, *science*, *chance*, *circle*, *bicycle*. Underline the letters spelling /s/ and note that these are the most frequent patterns for /s/. Make large letter cards for the chalk tray or pocket chart: *a*, *c*, *e*, *e*, *i*, *l*, *n*, *p*, *s*, *t*, *x*, *y*. Have students make a personal set of letters (use the LETTER CARD BLACKLINE MASTER, page 385). Together make *next*. Then have students continue making words: *expect*—*aspect*—*ascent*—*cents*—*scent*—*since*—*sixteen*—*sixty*—*city*—*elastic*—*castle*—*axle*—*excel*—*except*—*excite*—*escape*—*expanse*—*inspect*—*select*—*slice*—*spicy*—*staple*—*stencil*—*tense*—*taxi*—*scene*—*peace*—*pencil*—*patience*—*explain*—*laces*—*least*—*listen*—*nicely*—*niece*—*nest*—and back to *next*. Confirm the spelling of each word by demonstrating with the large letter cards. As words are made, discuss the meaning of unfamiliar words.

phonics, spelling word patterns, making words, vocabulary development



Is *census* the plural of *cents*? Can you *de-scent* a skunk to make it a *decent* pet?