

Unit 20, page 132: Spelling /j/ and /s/

Some students may have difficulty identifying and pronouncing the /j/ sound of *g* followed by *e* or *i*. Students may also have difficulty with the /s/ sound when it is spelled *c* followed by *e* or *i*.

Listen

Say: *Let's listen to some Basic Words that contain the /j/ sound. The word age contains the /j/ sound. Say /j/, elongate the /j/ sound alone and as part of the word age, then say age. Continue with giant.*

Repeat the procedure with the /s/ sound in the words *pencil* and *dance*. Explain that when the letter *c* is followed by the vowels *e* or *i*, the sound of *c* is /s/. Say: *Now let's listen to some words that contain the /s/ sound of c, as in pencil. Say /s/, elongate the /s/ sound alone and as part of the word pencil, then say pencil. Repeat with dance. Remind students that the letter c can also spell the /k/ sound, as in the Basic Words count and curly.*

Speak and Read

Say: *Let's practice some words with the /j/ and /s/ sounds. Have a volunteer repeat after you as you say /j/, elongate the /j/ sound alone and as part of the word age, and then say age. Repeat with giant. Then have a volunteer repeat after you as you say /s/, elongate the /s/ sound alone and as part of the word pencil, and then say pencil. Repeat with dance. Have a volunteer model the /k/ sound of c in curly and the /s/ sound of c in pencil.*

Write the Basic Words *age* and *giant* on the board. Circle the *ge* in *age* and the *gi* in *giant*. Say: *Remember that the letter g can spell the /g/ sound in words such as girl. The /j/ sound can also be spelled with the consonant g when g is followed by e or i.*

Write *pencil* and *dance* on the board. Have a volunteer circle the *ci* in *pencil* and the *ce* in *dance*. Say: *Remember that the /s/ sound in words such as smooth and spoon is spelled s. The /s/ sound can also be spelled with the consonant c when c is followed by e or i.*

Spell

Beginning/Preproduction Read aloud the Basic Words *change, orange, large, dance, nice, and pencil*. Have students clap once when they hear a word containing the /j/ sound and twice when they hear a word with the /s/ sound. On the board write *change, orange, large, dance, nice, and pencil*. Circle the /j/ or /s/ spelling. Have students copy the words into their word-study notebooks.

Early Production/Speech Emergent Create word cards for the Basic Words *change, orange, large, dance, nice, and pencil*. Have partners underline the /j/ or /s/ spelling in each word. Have volunteers take turns reading their word cards aloud, emphasizing the /j/ or /s/ sound in each word.

Intermediate/Advanced Read aloud the Basic Words *change, orange, large, dance, nice, pencil, space, giant, bounce, center, and age*. Have students write them in their word-study notebooks and underline the /j/ or /s/ spelling in each word. Ask volunteers to write the words on the board. Ask: *In which words is the /j/ sound spelled g-e? g-i? In which words is the /s/ sound spelled c-e? c-i?*

change

giant

pencil

space

