

Support for English Learners

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

Some students may have difficulty identifying and pronouncing the final /j/ and /s/ sounds. Students may also have difficulty with the /ij/ sounds at the end of words that have more than one syllable.

Listen

Remind students that when g is followed by an e at the end of a word, it sounds like /j/. Say: *The Basic Word stage has the /j/ sound. Say /j/, elongate the /j/ sound alone and as part of the word stage, then say stage. Continue with the Basic Word bridge.*

Next review the /ij/ sounds at the end of a two-syllable word. Say: *The Basic Word package has two syllables. The second syllable has the /ij/ sounds. Say /ij/, elongate the /ij/ sounds alone and as part of the word package, then say package. Continue with the Basic Word message.*

Now tell students that when c is followed by e at the end of a word, it sounds like /s/. Repeat the above procedure with the Basic Words *twice* and *glance*.

Speak and Read

Say: *Let's practice some words with the /j/, /ij/, and /s/ sounds. Repeat the above procedure with the words stage, bridge, package, and twice. Have students repeat after you.*

Write the words *stage, bridge, package, and twice* on the board. Have a volunteer circle the spelling for the /j/ sound in *stage* and *bridge* and say the words aloud. Continue with the spelling for the /ij/ and /s/ sounds.

Spell

Beginning/Preproduction Read aloud the Basic Words *judge, twice, office, bridge, since, and marriage*. Have students clap once when they hear a word that has the /j/ sound, twice when they hear a word ending with the /ij/ sounds, and three times when they hear a word with the /s/ sound.

Early Production/Speech Emergent Have students choose six Basic Words, write them in their word-study notebooks, and circle the *ge, dge, age, or ce* spelling in each word. Have volunteers take turns reading the words aloud, emphasizing the /j/, /ij/, or /s/ sound.

Intermediate/Advanced Read aloud the Basic Words *judge, twice, bandage, office, bridge, since, stage, and marriage*. Have students write them in their word-study notebooks, underlining the *ge, dge, age, or ce* spelling in each word. Ask: *Which words have the /ij/ sounds at the end? Which words have an /s/ sound? Which words have a /j/ sound?*

Sort

Pair students of different proficiency levels. Write the Basic Words *since, ridge, carriage, baggage, notice, office, damage, and judge* on the board. Have students copy and complete the chart below into their word-study notebooks.

Final /s/ Sound	Final /ij/ Sound	Final /j/ Sound