

Support for English Learners

Unit 21, page 138: Spelling /sh/

Some students may have difficulty understanding that there are different ways to spell the same sound. Others will have difficulty recognizing and pronouncing the /sh/ sound when it is spelled *ti*, *ci*, or *ss*.

Listen

Say: *The Basic Word bashful has the /sh/ sound.* Say /sh/, elongating the sound. Then say *bashful*, elongating its /sh/ sound. Finally, say *bashful* again. Continue, using the Basic Words *section*, *musician*, and *pressure*.

Speak and Read

Remind students that there is more than one way to spell the /sh/ sound. Say: *Let's practice saying the Basic Words bashful, section, musician, and pressure together.* Have students repeat after you. Say: *Even though the /sh/ sound in each of these words sounds the same, it is spelled differently.*

Write *bashful* on the board. Explain that the /sh/ sound in *bashful* is spelled *s-h*. Have students repeat the word. Call on a student to come to the board and underline the letters in *bashful* that spell the /sh/ sound. Have students say the word aloud.

Repeat with the Basic Words *section*, *musician*, and *pressure*. Explain that the /sh/ sound is spelled *t-i* in *section*, *c-i* in *musician*, and *s-s* in *pressure*.

Spell

Beginning/Preproduction Write the Basic Words *shallow*, *section*, *musician*, and *pressure* on the board. Have students copy the words into their word-study notebooks. Ask: *Which letters spell the /sh/ sound?* As the class responds, have students circle the letters that spell the /sh/ sound in each word.

Early Production/Speech Emergent Give each student a colored pencil and a set of these eight word cards: *__ allow*, *selfi __*, *emo __ on*, *an __ ent*, *pre __ ure*, *cru __ al*, *sec __ on*, and *admi __ ion*. Explain that on each card, the letters that spell the /sh/ sound are missing. Have students determine which letters are missing from each word and then use the colored pencil to write in the missing letters. Encourage students to share their spellings with the class.

Intermediate/Advanced Read aloud the Basic Words *shallow*, *selfish*, *emotion*, *ancient*, *pressure*, *crucial*, *section*, and *admission* slowly, and have students write them in their word-study notebooks. Call on students to take turns writing one of the words on the board. Ask: *In which words is the /sh/ sound spelled s-h?* *In which words is the /sh/ sound spelled t-i?* *In which words is the /sh/ sound spelled c-i?* *In which words is the /sh/ sound spelled s-s?* Have students correct their spellings in their word-study notebooks if necessary.

sec __ on

selfi __

admi __ ion

an __ ent