

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 2: Category Cards
- BLM 4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards
- 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 3

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

Consonants c, s, t and Vowel i (ci, si, and ti)

Words with **ci**:
Seeing a glacier up close is really something special.
"When I grow up," Sarah said, "I'd like to be either a physician or a musician."

Words with **si**:
We avoided the old, deserted mansion whenever we walked that route.
Yesterday, the class had a discussion about the book they just finished reading.

Words with **ti**:
The explorer described how the fire in the picture occurred.
Good nutrition is important for everyone, but especially for growing children.

Anchor Chart (BLM 1)

ci	si
ti	

Category Cards (BLM 2)

ancient	permission
caption	racial
fiction	recreation
glacier	session
magician	special
mansion	station
option	tension
patient	vicious

Word Cards (BLM 3)

auction	motion
caution	musician
crucial	nation
electrician	partial
facial	social
financial	spacious
mention	succession
mission	vacation

Word Cards (BLM 4)

delicious	official
discussion	optician
expansion	pension
expulsion	physician
glacial	quotient
gracious	ratio
initial	suction
nutrition	suspicion

Word Cards (BLM 5)

Spelling Patterns

Word Bank: session, discussion, auction, glacial, pension, optician, physician, vicious, delicious, optician

ci	si	ti
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Take-Home Activity (BLM 6)

Choose the Word

Directions: Choose the word that best fits the blank.

1. session reception nation
2. auction physician reception
3. mansion musician partial

Directions: Choose the word that best fits the blank.

4. reception optician nation
5. discussion optician nation
6. mansion auction partial

Directions: Choose the word that best fits the blank.

7. financial nation musician
8. special auction partial
9. auction musician nation

Classroom Activity (BLM 7)

Choose the Word

Directions: Choose the word that best fits the blank.

1. auction musician partial
2. session physician nation
3. mansion musician partial

Directions: Choose the word that best fits the blank.

4. financial nation musician
5. discussion auction partial
6. mansion auction partial

Directions: Choose the word that best fits the blank.

7. financial nation musician
8. special auction partial
9. auction musician nation

Take-Home Activity (BLM 8)

Isaac Asimov

Directions: Read the story and answer the questions.

1. Asimov's most famous work was in the field of science fiction. He wrote over 400 books, including the Robot series.

2. Asimov was born in Russia in 1920. He was one of the first Jewish immigrants to live in the United States.

3. Asimov was a prolific writer. He wrote many science fiction and non-fiction books, including the Robot series.

4. Asimov was a member of the National Academy of Sciences.

5. Asimov was a member of the National Academy of Arts and Letters.

6. Asimov was a member of the National Academy of Medicine.

7. Asimov was a member of the National Academy of Sciences.

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100. Asimov was a member of the National Academy of Sciences.

Reading Passage (BLM 9)

Spelling Dictation

Directions: Write the words in the blanks.

Review Words:

1. _____
2. _____
3. _____

New Words:

1. _____
2. _____
3. _____

Sentences:

Spelling Dictation (BLM 10)

Spelling Peer Check

Directions: Write the words in the blanks.

Word	Spelled by (if needed)	Correct Spelling
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____
8. _____	8. _____	8. _____
9. _____	9. _____	9. _____

Spelling Peer Check (BLM 11)

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: **man/sion: 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 again. **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**.

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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 word aloud again. **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

Pattern Sort

ci	si	ti
special	mansion	caption
ancient	session	fiction
glacier	tension	option
magician	permission	patient
racial		recreation
vicious		station

Buddy Sort

ci	si	ti
crucial	mission	auction
electrician	succession	caution
facial		mention
financial		motion
musician		nation
social		partial
spacious		vacation

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.

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

Teacher Word Cards: same as BLM 3

Teacher Category Cards: ci, si, ti

Place the category cards **ci**, **si**, and **ti** in the top row of in a pocket chart.

Show the words cards for **ancient**, **caption**, and **mansion** to students and read them aloud.

Think aloud: *I hear the /sh/ sound in all of these words. I notice that in **ancient**, the /sh/ sound is spelled **ci**. In **caption**, it is spelled **ti**. **Mansion** also has the /sh/ sound, but it is spelled **si**.*

Hold up the word card **magician**. Say the word aloud and ask students in which syllable they hear the /sh/ sound. If necessary, clap the syllables with students so that they recognize that **magician** has three syllables. Show students that an easy way to remember how to spell **magician** is to break it up into its syllables: **ma/gi/cian**.

Have students help you place the four word cards in the correct category in the pocket chart.

Then have students work with you to sort all the BLM 3 cards. Ask them to explain why each word belongs in the category.

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.

Teacher-Directed Sort

ci	si	ti
delicious	discussion	nutrition
glacial	expansion	quotient
gracious	expulsion	ratio
optician	pension	suction
physician		initial
suspicion		
official		

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.

Day Four

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 moved 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 19. Asimov earned a Ph.D. and became a professor. For years, he wrote many (nonfiction) articles and books, including college textbooks.

But it was Asimov's science (fiction) works that made him famous. He was smart and had a great (imagination). People loved his books. In his (Foundation) series, Asimov imagined outer space filled with dozens of future worlds. He called these worlds the Galactic Empire. Many of the things he described in his books are now part of life today, such as robots. In his Robots series, Asimov imagined how (artificial) intelligence would work. How would robots act? What would they be able to do? What would their (relations) with humans be like?

In all, Asimov published 477 books, both (fiction) and (nonfiction). His works have inspired many (television) shows and movies, from *Star Trek: The Next Generation* to the film *I, Robot*. His books are still some of the most popular on the science (fiction) shelves. For all these reasons, Asimov will always be remembered as one of the great authors of science (fiction).

Answer Key Reading Passage (BLM 9)

Home/School Connection

Have students take the reading passage on BLM 9 home to read to a family member and point out the words that have the **ci**, **si**, or **ti** spelling.

Supporting ELs

Make sure ELs know the meanings of the spelling words. Before student pairs use BLM 11, have the partners tell each other oral sentences using the spelling words.

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** 6. suspicion optician **tension**
2. permission **option** mansion 7. caption fiction **discussion**
3. crucial spacious **vacation** 8. ratio **financial** suction
4. **expansion** nutrition quotient 9. **expulsion** ancient vicious
5. **delicious** cautious nation

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.

ci	si	ti	Word Bank
electrician crucial social	expansion session tension	auction cautious motion mention	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.

Answer Key Unit 24 Quick-Check

Answer Key BLM 6

ci	si	ti
glacial gracious vicious delicious optician	session discussion pension	auction suction station cautious

Answer Key BLM 7

1. spacious
2. physician
3. conscious
4. permission
5. tension
6. session
7. fiction
8. auction
9. station

Answer Key BLM 8

1. ancient
2. glacial
3. vicious
4. expansion
5. expulsion
6. discussion
7. caution
8. nation
9. motion

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.

ci	si	ti

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.
