

# Lesson 2: ce, ci, cy

## Concepts you will teach

Spellings and Affixes	Concepts You Will Teach
ce, ci, cy	The markers following a <i>c</i> make it say /s/.
_ce or _se	_ce has a clean /s/ sound as in <i>face</i> ; _se has a /z/ sound as in <i>nose</i> .
c, k	Use <i>c</i> at the beginning of a word, <i>k</i> in the beginning or end, use a <i>k</i> instead of <i>c</i> if it is followed by a marker.
Latin Roots	<i>cent</i> = 100; <i>pos</i> = put, place; <i>ped</i> = foot; <i>cept</i> = take; <i>meter</i> = measure
ti Suffix: _tion	<i>ti</i> is the most common way to spell the sound /sh/. A connecting letter such as <i>a</i> or <i>i</i> is often needed before adding _tion.
Adding suffixes	If the word ends in a marker and the suffix begins with a marker, throw away the extra marker. You only need one marker.
v	The rule of v. It never comes at the end of a word. It always needs a friend. It can stop a marker all by itself.
Suffix: _ive	If the word ends in a marker, throw away the extra marker and add -ive. The v stops the marker from working because a v can stop a marker all by itself.
Suffix _able	Throw away the marker before adding _able unless the marker is needed to make the <i>c</i> say /s/ or the <i>g</i> say /j/.
Suffix _al	When we add the sound /l/ as a suffix, it is spelled <i>al</i> .
Prefix ad _	The <i>d</i> in the prefix <i>ad</i> _ often changes to the first letter of the word. For example: <i>ad</i> + <i>cept</i> = <i>accept</i> ; <i>ad</i> + <i>prove</i> = <i>approve</i>
-ice	The marker does not make the <i>i</i> long when _ice comes at the end of a multisyllable word because it is an unstressed syllable. It is pronounced /iss/. The words <i>practice</i> and <i>notice</i> are examples.

## What you need to know

### 1. The markers e, i, and y

The markers in our language change the way other letters sound and change the way we add suffixes to words. They do three things:

- Markers make vowels long.
- Markers make the *c* say /s/. (Lesson 2)
- Markers make the *g* say /j/. (Lesson 4)

### 2. The suffix \_tion

There are five ways to spell the sound /sh/: *sh*, *ti*, *si*, *ci*, and *ch*. *Ti* is the most common way to spell /sh/ and is found in the suffix *tion*. Most students are familiar with this suffix but see it as a whole and not as the three phonemes /sh/, /uh/, /n/. When adding it to a word, there are three ways it can be added:

- When a *t* is already present, just add *ion*.
- When a marker is present, throw away the marker and add *ion*.
- Sometimes you will need to add a connecting letter such as *i* or *a* before adding *tion*.

## 3. The rule of v

A *v* can stop a marker all by itself. You have to try the word to see if the vowel is long or short.

## ► Chip Game

See instructions on page 38. What you say in this activity is in the script box.

Remind students they are putting a chip down for every sound and NOT for every letter.

- The **(red) chips are consonants**; the **(yellow) chips are vowels**.
- You will not be spelling the word—only putting a chip for every **sound**.

Give students the first word. Students put down a chip for each sound. Help students put down the chips if necessary.

- Lay down a chip for every sound you hear in the word **majestic**.

Ask one student to say each sound when pointing to each chip. Have all students make any corrections to their chips at this time. All chips will be correct.

- *(To one student)* Say each sound as you point to each chip.
- *(To all students)* Fix any chips that are not correct.

Have all students push each chip up about an inch as they say each sound. Remember not to add /uh/ at the end of the sound. Say /m/ and not /muh/.

- *(To all students)* Now let's say each sound as you slide each chip up.

Continue with the next three words below. The answers are shown below the word. **After** the student completes a word, talk about the **special sounds and spellings** of that word **before** having students lay down the chips for the next word.

majestic ● ○ ● ○ ● ● ○ ● /m/-/uh/-/j/-/e/-/s/-/t/-/i/-/k/	gigantic ● ○ ● ○ ● ● ○ ● /j/-/i/-/g/-/a/-/n/-/t/-/i/-/k/
mystery ● ○ ● ● ● ○ /m/-/i/-/s/-/t/-/r/-/ee/	keyboard ● ○ ● ○ ● ● /k/-/ee/-/b/-/o/-/r/-/d/

majestic

gigantic

- **How do we spell the /ic/ at the end of this word?** /ic/ at the end of a multisyllable word is usually spelled *ic*.

### ► Sound Card Game

See instructions on page 39. What you say in this activity is in the script box.

Students will need the Light Blue and Green Sound Cards. Have them lay out the Green Sound Cards first.

- Lay out your Green Sound Cards.

If you are teaching only one student, then you can just say the word once or twice. The student will immediately show you the card. You will not need to say Find, Show, and Sound. Make sure the student says the sound when they find the card.

- I will ask you to listen for the sound you hear at the beginning, at the end, or in the middle of words.
- I will then tell you each word twice.
- When I say "**Find**," look for the right card.
- When I say "**Show**," lift up the card and place it under your chin so you can see it.
- When I say "**Sound**," say the sound.

Guide students in lifting the card all at once when you say "Show" and saying the sound all at once when you say "Sound."

**Keep a rhythmic, fast pace** when giving the words and saying Find, Show, Sound.

As students choose a card, help any who are having difficulty finding the correct one. Discreetly point to the right card if they begin picking up the wrong one. The goal is to have students choose the right card and say the correct sound.

### Say the word. . . Repeat the word. . . Find. . . Show. . . Sound

Green cards

j, th, c, sh, x, ng, wh,  
ch, qu

What sound do you hear at the end of . . . Which spelling?

relinquish	duplex	unique	wealth	wrench
manage	latch	lodge	hoax	bang

Light Blue cards

a, e, i, o, u

What sound do you hear in the middle of . . .

stanza	splotchy	lunged	persist	subtle
jostle	fizzled	trench	annex	aghast

### ► Prefix and Root Cards (Optional)

Choose the roots you want students to learn and give them the cards. Choose one of the activities found on page 59. **NOTE: Struggling readers should NOT be expected to memorize the Latin roots but merely use these roots. They must concentrate on the "Real Rules."**

Prefixes	Latin Roots
re, mis, un, a, inter, com, in, de, pro, (intra)	plete, cline, mot

### ► PowerWrites

See instructions on page 40.

PowerWrites™ provide a fast review of words from previous lessons. Do not spend time explaining or giving examples. Have students write these words on their individual whiteboards. **Choose Group A or Group B words.**

- Say ONE set of words all at once. Students write all three words.
- If students misspell a word, ask a question that provides a clue or tell them the answer such as, “What do you need at the end of these words to make the o say /ō/?”
- Have students make any corrections and show you the corrected work. **What students write on the whiteboard must be correct.**
- Continue this process with the second set of words.

Group A Words	
Set 1	Set 2
state	shame
misstate	ashamed
misstatement	unashamed

Group B Words	
Set 1	Set 2
restated	promoted
misstated	demoted
understated	remotely

If you are working with a group and cannot easily see the words, have students flip their whiteboards toward you so you can check their work.

### ► Introduce the Sound


See instructions on page 41.

**bold** = WHAT YOU SAY    regular = WHAT YOU DO    *italics* = ANSWERS

#### Direct Instruction

5 minutes

NOTE: The suffixes you will teach are introduced as students are spelling the words.

- **What are the 3 markers?**
  - **Today we're going to find out the 2nd thing the markers do. Markers make the vowel long and they make the c say /s/.**
  - **If a marker comes right after a c, it can make it say /s/.**
  - **c never says /k/ if it is followed by an e, i, y. The only exception is the word *Celtic* which can be pronounced *Seltic* or *Keltic*.**
  - **Sometimes the markers will make the c say /sh/ but it will never say /k/. (*ocean and musician*)**
- Write *ice*.
- 
- **What is the word?** *ice*    **What is the marker?** *e*  
Draw two arrows—one from the e to the c and the other to the i.
  - **What is the marker doing?** *making the i say its name and the c say /s/*

Write *ice* again.

icy

- I want to add the suffix *y*. I throw away the *e* and add *y*.

*ice + y = icy* Draw two arrow.

- What is the marker doing? *making the i say its name and the c say /s/.*

Write *ice* again.

icing

- I want to add the suffix *ing*. I throw away the *e* and add *ing*.

*ice + ing = icing* Draw two arrow.

- What is the marker doing? *making the i say its name and the c say /s/.*

Write *tion*.

tion

- Today we will also use the suffix *tion*.

- What sounds do you hear in this suffix */s/ /t/ /h/ /n/*?

- We have five ways to spell the sound */sh/*. *Sh* is the English way; *ti* and *ci* are the Latin ways; *ci* and *ch* are the Greek ways. *Ti* is the most common way to spell the sound */sh/*.

Write *equate*.

equate

- What is the marker? What is it doing? Draw the arrow. If we want to change it to *equation*, we have to throw away the marker.

- I already have the *t* so I only have to add *ion*.

*equate + ion = equation*

equation

- What is the marker now? *i* Draw the arrow.

### FOR EACH WORD

Introduce the base word or word root with its meaning. Use it in a sentence if necessary. Ask students how to spell tricky parts of the word.

- Write the word/root \_\_\_\_\_. What sound do you hear at the beginning? In the middle? At the end?
- How do you spell it?

Then have students add the prefix or suffix. Give the meaning of the prefix/suffix. Ask students how to spell the suffix or prefix. Tell them if they don't know.

- Now add \_\_\_\_\_ to the root/word.
- What will you add? How do you spell it?

**Always have students write the base word or root before adding any prefix or suffix.** Don't give the word with the affix and expect students to write it. Let them build the word.

### ► Spell Words

Choose Group A or Group B words. See page 63 on how to teach prefixes and suffixes.

Group A Words			
First Half		Second Half	
concentrate	concentrating, concentration	notice	unnoticed, noticeable
<b>*cent</b>	cent, centimeter, centipede	practice	practical, practically, impractical
excite	excited, excitedly, excitement, overexcited	<b>*pos</b>	pose, position
<b>*cept</b>	<i>ad(ac)-</i> accept, accepted, acceptable, unacceptable	<i>com-</i>	compose, composition, composer
<i>ex-</i>	except, exception, exceptional, exceptionally	<i>de-</i>	decompose, decomposition
<i>con-</i>	concept	<i>ex-</i>	expose, exposition
<i>inter-</i>	intercept	<i>pro-</i>	propose, proposal
<i>de-</i>	deception		
<i>re-</i>	reception		

\*Latin Roots

**Questions to ask while giving the words** Have students identify the markers and draw the arrows. See the complete script for Lesson 2 in *Teacher Resources*.

- Write **concentrate**. Use the *ce* for /s/. What are the markers? What are they doing? *e making the c say /s/ and the e making the a say /a/* Draw the arrows. Now change it to **concentrated**. What will you add? What will you do with the extra marker?
- Write **concentrate** again. Change it to **concentration**. *Ti* is the most common way to spell /sh/. We add /shun/. We have three sounds /sh/, /uh/, /n/. What will you do with the marker? *Throw away the marker and add ion*.
- Write the word **cent** as a penny. The Latin root **cent** means "100." (Give students the suffixes with the meaning as well as the new word). What does the word mean? You need the connecting letter *i* to join the suffix.
- Write the word **excite**. What are the markers? What are they doing? Draw the arrows. How do you change it to **excited** (**excitedly**, **excitement**, **overexcited**)? What do you add? How do you spell it? What will you do with the extra marker?
- The Latin root **cept** means "take." Write **cept**. (Tell them how to spell it). Write the word \_\_\_\_\_. What will you add? How do you spell it? What is the marker? Draw the arrow. (The *d* in the prefix *ad* often changes to the first letter of the word).
- Write **notice**. How do you spell /iss/? It is in an unstressed syllable so the marker does not make the *i* long. What is the marker doing? Change **notice** to **unnoticed** (**noticeable**). You keep the marker because it needs to make the *c* say /s/.
- Write the word **practice**. Change it to **practical** (**practically**, **impractical**). How do you spell the suffix /l/? *al*
- The Latin root **pos** (pose) means "put or place." Write **pos**. (Tell them how to spell it). Write the word \_\_\_\_\_. What will you add? How do you spell it? What will you need to make the vowel long? Draw the arrow. What does the word mean?

► **Spell Words**

See page 63 on how to teach prefixes and suffixes.

Suffixes: tion, ment, er, a, able, ly, al, ist, ness Prefixes: ad, ex, con, com, inter, im, pro, dis, de  
Latin Roots: cent = 100; meter = measure; ped = foot, cept = take; pose = put, place

Group B Words			
First Half		Second Half	
* <b>cent</b>	cent, centimeter, centipede, percent, percentage	notice	unnoticed, noticeable, noticeably
excite	excited, excitedly, excitable	practice	practical, practically, impractical
* <b>cept</b> ad(ac)-	accept, acceptable, unacceptable	* <b>pos</b>	pose, position
ex-	except, exception, exceptional, exceptionally	com-	compose, composition, composer
con-	concept, conceptual, conceptually preconception, misconception	de-	decompose, decomposition
inter-	intercept, interception	ex-	expose, exposition
de-	deception, deceptive, deceptiveness	pro-	propose, proposal, proposition,
in-	inception	im-	impose, imposition
re-	reception, receptionist, receptive	trans-	transpose, transposition
		dis-	dispose, disposal, disposition

\**Latin roots*

**Questions to ask while giving the words** Have students identify the markers and draw the arrows. See the complete script for Lesson 2 in *Teacher Resources*.

- Write the word **cent** as a penny. The Latin root **cent** means "100." (Give students the suffixes with the meaning as well as the new word). What does the word mean? You need the connecting letter i to join the suffix.
- Write the word **excite**. What are the markers? What are they doing? Draw the arrows. How do you change it to **excited** (**excitedly**, **excitable**)? What do you add? How do you spell it? What will you do with the extra marker?
- The Latin root **cept** means "take." Write **cept**. (Tell them how to spell it). Write the word \_\_\_\_\_. What will you add? How do you spell it? What is the marker? Draw the arrow. (The *d* in the prefix *ad* often changes to the first letter of the word). Change it to \_\_\_\_\_.
- Write **notice**. How do you spell/iss/? It is in an unstressed syllable so the marker does not make the i long. What is the marker doing? Change it to **unnoticed** (**noticeable**, **noticeably**). You keep the marker because it needs to make the c say /s/.
- Write the word **practice**. How do you spell /iss/? Change it to **practical** (**practically**, **impractical**). How do you spell the suffix /l/? *al*
- The Latin root **pos** (pose) means "put or place." Write **pos**. (Tell them how to spell it). Write the word \_\_\_\_\_. What will you add? How do you spell it? What will you need to make the vowel long? Draw the arrow. What does the word mean? Change it to \_\_\_\_\_.

► **Read the Words**

*Instructions are found on page 44.*

**Words to Read**

Students **MUST** read the words **ALoud WITH YOU**. Constructing words and reading words require two different skills. Although students have spelled the words correctly, they may not be able to read them!

Print the word list found in *RoxieReading 4: Words and Activities* that is appropriate for your students, A or B.

Help them read the word lines smoothly. If you are teaching more than one student, have one student read the line and then have all the

students in the group read the words in unison. Each student should read every word aloud.

If you are working with a group:

Ask one student to read a line and then have the group read it aloud together with you.

If you are working with a single student:

If the student must stop and figure out words, have her read the line again smoothly.

If you have divided the lesson, these are the words and sentences students should read.

Day 1	Lines 1 - 4, 9 - 10
Day 2	Lines 11 - 12

► **Read the Challenge Words**

*See instructions on page 45.*

Guide students in breaking the words apart. Demonstrate with the first word. Then have students use their pencils and break apart the word.

- When we come across a word we don't know, we need to break it apart before we try to read it. It is faster to break a word apart than to guess.
- First, take your pencil and put slash marks on the word to show where you would break it apart.
- Divide before a single consonant.
- Divide between two consonants.
- Divide between three consonants in any way you want.
- Divide a prefix or suffix from the base word if you see one.

Show students how to put the chunks together. Give them time to chunk a word and put the chunks together independently. Provide help when needed.

- We read the first chunk. Then we read the second chunk and put them together. It will be a real word that you know.
- Put the chunks together in your head. Raise your hand when you think you know the word.

Help students pronounce the word correctly. Remember that adding prefixes and suffixes can change the way vowels sound. Talk about the meaning. Use the word in a sentence.



## ► Dictation

Instructions are found on page 49.

Give students a copy of the blank dictation sheet found in *RoxieReading 4: Words and Activities* or have students create this format on regular paper. Give these sounds and sentences just as you would a regular spelling test. **Do not help students write the words.** If necessary, adjust the difficulty of the words. **Choose the correct Dictation level. It may differ from the words they spelled.**

Give students time to write after each instruction. When giving the sentence, say the whole sentence. **Then immediately repeat it phrase by phrase.** Then say the entire sentence again so students can double check their work.

Dictation: Group A Words					
Row 1: Write the 3 markers. . .	e	i	y	ti	com
Write the way we spell /sh/ in the suffix /shun/.	He concentrated on intercepting the ball.				
Write the way we spell /com/ when we add it to the beginning of a word.	The composer wrote an exceptionally beautiful song.				
Row 2: He concentrated on intercepting the ball.					
Row 3: The composer wrote an exceptionally beautiful song.					
Dictation: Group B Words					
Row 1: Write the 3 markers. . .	e	i	y	ti	com
Write the way we spell /sh/ in the suffix /shun/.	The composer was receptive to the new proposal.				
Write the way we spell /com/ when we add it to the beginning of a word.	That plant was noticeably decomposed after an exceptionally short period of time.				
Row 2: The composer was receptive to the new proposal.					
Row 3: That plant had noticeably decomposed after an exceptionally short period of time.					

### After dictating the words:

Have the answers on the board, screen, or paper.

1. Students **correct their errors** using an answer key that you provide. Have students use a pencil or pen of a different color.
2. Students hand in their work for you to check to see if they have made all of the corrections. A “star paper” is one on which students have **made all of their own corrections**.
3. If students still have any errors, have them correct those errors. The pencil always stays in the hand of the student. The goal is a paper without errors.

Evaluate the skill level of your students and adjust the dictation if necessary. If students miss more than four or five words, the dictation may be too difficult. If students only miss one or no words, the dictation is too easy. See the instructions on page 47 on how to adjust Dictation words.

► **Read 30 minutes a day**

See instructions on page 48.

Students must read 30 minutes a day **at their instructional level**. This can be a book or stories you provide or those that students choose. Monitor what students are reading and the reading level. Using the Reading Log in *RoxieReading 4: Words and Activities* and having individual students read to you for one to two minutes every week or two are two ways that you can track this.

► **Writing and Activities**

See instructions on page 47.

**Writing Assignment**

**The writing assignment is essential for developing reading comprehension.** Through this assignment, students learn how to pull information out of the text.

Complete instructions for the writing assignments are found in *RoxieReading 4: Words and Activities* on page 163 - 185. Start with one question and one answer and continue with that type of assignment until students can do it well.

- Begin with the "How" question. Demonstrate how to form a question and use the Sentence Frame to write the answer.
- Demonstrate how to use some of the words in the question as part of the answer.
- Demonstrate how to use the information in the Sentence Frame to write two or three strong sentences.

**The "How" question. . .**

- Pretend you are the teacher.
- Write one good "how" question about your book. "How. . .?"
- Then answer your question in a complete sentence.

- Students will complete this assignment as homework and bring it to the next lesson.
- At that time, help them revise and edit if necessary.
- Let them make the corrections on their own paper.

**Activity Pages (Optional)**

Assign the activity page for the lesson found in *RoxieReading 4: Words and Activities*. Choose the pages for Group A words or Group B words. These pages are completed outside of the lesson and are not meant to be a means of testing students. The purpose is to strengthen understanding of the spellings of the phonemes and develop vocabulary.

**Build-A-Word (optional)**

This activity with the root *pos* is an optional activity. Students can complete this independently, with a partner, or in teams. Once students have written the words, you can have partners or teams

- Create sentences using some of the words. Every sentence that uses the word correctly receives a point.
- Play a game of charades to act out some of the words.
- Draw a picture to illustrate some of the words.