

Lesson 2: Words ending in '-cious'

Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words ending in '-cious'

This Week's Words				
conscious	ferocious	gracious	luscious	malicious
delicious	atrocious	precious	spacious	suspicious

Revise

Starter:

- Share 2.1-2.3 and revise some of last week's words.
- Ask children to work out which word is being described.

Introduction

This Week's Words:

- Introduce the children to this week's words using 2.4. Check for understanding and correct pronunciation.
- Ask the children what the words have in common. Establish they all have the suffix '-cious' and they are adjectives. Remind them that '-cious' is pronounced /shus/.

Etymology:

- Share 2.5 and 2.6 explaining the etymology of 'precious'. Can children guess the word 'delicious' from the clues?
- Show 2.7 and ask children to work with a partner to clap out the syllables in each word. Remind children that '-cious' is one syllable. How many words have two syllables? How many have three syllables? Click the number to reveal the words that have that number of syllables.

Main Teaching Input

Syllable Maps:

- Model breaking 'gracious' into its two syllables. Draw a long line for the syllable break, so it doesn't look like a letter 'l'. You may choose to use a different colour pen to make the syllable break stand out.
- Then ask the children to work individually or in pairs to work out where the syllable breaks are in 'atrocious' and 'malicious'. 2.8.

Phoneme Maps:

- Share 2.9. Model how to map the phonemes in 'conscious'. Draw a dot underneath each individual sound. Where there are digraphs and trigraphs, where two or three letters make one sound, a line should be drawn.
- Draw attention to the trigraph 'sci' and note that it makes a /sh/ sound.
- Ask children to work with a partner/individually to map out the phonemes in 'luscious' and 'ferocious'. Share answers and correct where necessary.
- Children to complete identifying the syllables and phonemes with a selection of this week's words using 2.10. Answers on 2.11. Check syllables and phonemes are correct as a class.
- Share 2.12 and 2.13. Ask children to complete the sentences with the missing words. Answers on 2.14 and 2.15.

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Independent

Choose the activity that best matches the abilities of the children in your class.

- **Simplify** - Dictionary Skills: Children to find the dictionary definitions of this week's words and then write their own sentences using these words on 2.16. Possible answers on 2.17.
- **Expect** - Share 2.18 with the children. Explain that they are going to complete the Word Shed grid based on the word 'ferocious'.
- Possible answers on 2.19.
- Ask the children to complete the four sections:
 - Definition
 - In a sentence
 - Antonyms
 - Synonyms

Consolidation

- Share 2.20 and ask children to identify this week's words that have either been scrambled or represented by their syllable maps.
- Where words have been scrambled, encourage children to look for the digraphs and trigraphs, which have been underlined. This should help to identify the word and also serves as a reminder that these letters function as one sound.
- For the syllable maps, the final one could be three of this week's words. Each dash represents a missing letter.
- Answers on 2.21.

Extended Learning

Spelling Shed @ Home:

You may wish to use this activity sheet as a way to extend learning beyond the classroom. Alternatively, it can be used in the classroom as a focus activity.