

Lesson 2: '-cious'

Objectives

- To understand how a suffix changes the meaning or grammatical form of a word
- To spell words ending in '-cious'

This week's words

atrocious
luscious

conscious
malicious

delicious
precious

ferocious
spacious

gracious
suspicious

Revise

Starter:

- Share 2.2. Ask the children to write the word to match the description.
- Children could use whiteboards to record their answers for ease of assessment.
- Share answers and address misconceptions where necessary.

Introduction

This Week's Words:

- Introduce this week's words on 2.2. Using a 'spelling voice', read through the words by pointing to each word and reading it clearly. **Note:** a 'spelling voice' is an exaggerated way of speaking that clearly enunciates every phoneme within a word. You don't need to put on an accent, just ensure that every phoneme is spoken using pure sounds ('mmm' not 'muh', etc.).
- Check for understanding and ensure correct pronunciation. What do all these words have in common? Establish that this week's words all have the word ending '-cious'.

Word Ending '-cious':

- Using 2.3-2.5, investigate this week's words and spelling patterns.

Etymology:

- Share 2.6. Can the children work out the word 'delicious' from the clues?

Main Teaching Input

Syllable Count:

- Share 2.7 and ask the children to sort this week's words according to the number of syllables.

Syllables and Sounds:

- Using 2.8, ask the children how many sounds they can hear in the word, 'gracious'. Establish that there are six sounds, so we will need six sound buttons.
- Show children how to add the sound buttons for the word 'g-r-a-ci-ou-s'. Use a dot for individual sounds, red dots for consonant blends and a line for digraphs or trigraphs.
- Now model how to split the word 'gra|cious' into syllables. Establish that a syllable is a 'beat' of sound in each word. Each syllable should contain a vowel sound, so it may help to count the vowel sounds heard in each word.
- Draw a long line for the syllable break. You may wish to use a different-coloured pen to avoid confusion with the letter 'l'.
- Invite the children to work with a partner to map out the syllables and sounds in the words 'a|tro|cious', 'ma|li|cious', and 'lu|scious'.
- Show 2.9 and ask the children to map the syllables and sounds for this week's words. Answers on 2.10.
- Check answers and address misconceptions where needed.

Lesson 2: '-cious'

Independent

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

- **Simplify** - Using 2.11, invite the children to write the missing words to complete the sentences. Answers on 2.12.
- **Expect** - Using 2.13 and 2.14, ask the children to write a sentence about the pictures, remembering to include the word in their sentence. Then read the sentences and choose the best words to finish them. Answers on 2.15 and 2.16.

Word Shed:

- Share 2.17 and ask the children to complete the Word Shed grid based on the word 'ferocious'. Possible answers on 2.18.

Consolidation

Word Spotter:

- Using 2.19, ask the children to clap their hands when they see or hear one of this week's words.
- Share answers and address misconceptions where necessary.

Optional Independent Extended Learning

Word Shed

Print additional copies of the blank Word Shed on 2.20. Students can investigate other words on this week's list.

Word Sort

Using the word cards and the sorting mat on 2.21 and 2.22, invite the children to sort the words/pictures according to the number of sounds/phonemes.

Word Match

Print two copies of the word cards on 2.21. Place the cards out face down. Ask the children to turn over two cards at a time and try to find matching pairs. Once a pair has been found, the child says the word and keeps the pair. The player with the most pairs wins.