

Step 3 - Clues for /shŭn/ Words, Part 1

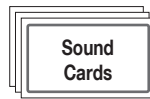
In this lesson, your student will learn more words ending in tion and how to alphabetize to the fourth letter.

You will need: Alphabetizing Word Sheet Part 3, Spelling Strategies Chart, Word Bank for TION, Word Cards 11-20

Cut apart the words on Part 3 of the Alphabetizing Word Sheet before beginning this lesson.



Review



New Teaching

Alphabetize to the Fourth Letter

Take out the words from Part 3 of the Alphabetizing Word Sheet, which you cut apart earlier.

Set out the following words:

knight

knit

knife

If your student has any trouble with this concept, you can underline the fourth letter of the word. This helps students focus on the correct letter.

Tip!

“Let’s alphabetize these words. The first three letters in each word are the same, so what do you think we should do?” *Look at the fourth letter.*

“Right. Look at the fourth letter in each word, and tell me which word would come first.” *Knife.*

“Good. Put these three words into alphabetical order.”

Lay out the rest of the words and have your student alphabetize them.

New Teaching

(continued)

In the vast majority of words, /shŭn/ is spelled ti-o-n or si-o-n.

Much less frequently, the sound of /shŭn/ is spelled:

- ci-o-n (in the words *coercion* and *suspicion*)
- xi-o-n (in the word *complexion*)

A very similar sound is spelled ci-a-n in words like *physician* and *electrician*. These words will be taught in Level Six.

Introduce Two Ways to Spell /shŭn/

Build the word *section*. **s e c t i o n**

Point to ti-o-n. “You’ve already learned that the most common way to spell /shŭn/ is ti-o-n.”

“The second way to spell /shŭn/ is si-o-n.” **si o n**

“This spelling is used in words like *session*.” **s e s si o n**

“So we have two ways to spell the syllable /shŭn/ at the end of a word. Luckily, there are clues that can help us figure out which spelling to use.”

“Let’s see if you can figure out the first clue.”

Teach Clue #1 for Spelling /shŭn/

Take out Word Cards 11-20.

Show Word Card 11 to your student. “This word is *objection*. The base word for *objection* is *object*.”

Now have your student identify and say the base words for the remaining cards. They are as follows:

connect educate elect celebrate inspect infect
protect invent intent

“What is the last sound you hear in each of the base words?” /t/.

“How is /shŭn/ spelled in all of these words?” Ti-o-n.

“Right. So what do you think the first clue is for spelling /shŭn/?” *Find the base word. If it ends in /t/, we use ti-o-n.*

New Teaching

(continued)

Teach Clue #2 for Spelling /shŭn/

Build the word *information* with letter tiles.

i n f o r m a t i o n

Point to the ending a-ti-o-n. “Many words end with /a-shŭn/. Repeat these words after me and listen for the ending /a-shŭn/: *information, vacation, nation, location.*” *Student listens and repeats.*

Over 700 words end in /a-shŭn/ spelled a-ti-o-n.



“If a word ends in /a-shŭn/, it is spelled a-ti-o-n. That’s our second clue.”

“Spell the word *combination*.” *Student spells the word on paper or with tiles.*

“Good. You heard the ending /a-shŭn/, and you spelled it a-ti-o-n.”

“Today you learned two clues for spelling the sound of /shŭn/. Both of these clues tell you when to use ti-o-n. We’ll talk about the clue for when to use si-o-n in a later lesson.”

Practice Spelling Strategies

Take out Word Cards 11-20 and the Spelling Strategies Chart. Cover Strategies #5 and #6 as they have not yet been taught. Have your student study the words and use whichever spelling strategies are helpful to him. Focus on the first four strategies. Here are some suggestions:

Keep the Spelling Strategies Chart handy during spelling lessons so your student can refer to it whenever necessary.



- objection** What letter is used for the /j/ sound?
- connection** Notice that the n is doubled, keeping the first o short.
- education** Pronounce for spelling. In normal speech, the d sounds like a j.
- celebration** Notice that the /s/ sound is spelled with a c. Also, the second e is short, but may have an /uh/ sound because it is in an unaccented syllable. Pronounce for spelling.

New Teaching

(continued)

Introduce the Word Bank for TION

Have your student read through the **Word Bank for TION** to improve visual memory. There are several ways to spell /shŭn/ and we want students to become very familiar with the words in this Word Bank. This will enable the student to choose the correct spelling of /shŭn/ when he needs to spell one of these words.

Word Cards 11-20: Spell on Paper

Dictate the words and have your student spell them on paper.



11. **objection**
12. **connection**
13. **education**
14. **election**
15. **celebration**
16. **inspection**
17. **infection**
18. **protection**
19. **invention**
20. **intention**

File the Word Cards behind the Review divider.

Reinforcement

More Words

The following words reinforce the concepts taught in Step 3. Have your student spell them for additional practice.

celebrate
construction
perfection

collection
nation
population

completion
operation
selection

Reinforcement

(continued)

Dictate Sentences

Dictate several sentences each day.

I have no objection to painting the barn pink.

The cat had an operation on her front paw yesterday.

We hardly need protection from the toothless old lions!

If you don't clean that cut, you'll get an infection.

The whole family voted in the election this year.

The construction of our tree house is nearing completion.

Beth showed us her gold medal at the celebration.

I must finish the inspection of the monkey cages.

A good education is so important!

Check the telephone connection before you call.

Sliced bread was a great invention.

Is it your intention to wear those itchy pants all day?

Writing Station

Dictate each word and have your student write it on paper. Then have your student write original sentences using the new words.

photographing

uncles

cupcakes

families

parties

celebrations

You can use the Writing Station as a diagnostic tool. Is your student misspelling any words when he creates his own sentences? Take a look at the types of errors he makes to determine if you need to review or reteach any concepts.





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