

Section II-E

Consonant Spelling Alternatives

‘g’ > /j/

‘c’ > /s/

‘ce’ > /s/

‘se’ > /s/

‘s’ > /z/

‘kn’ > /n/

‘tch’ > /ch/

‘ve’ > /v/

‘wh’ > /w/

‘wr’ > /r/

Section II-E

Consonant Spelling Alternatives

Lesson Template

Consonant Spelling Alternatives

Sample Lesson Template

Spelling Alternatives

Focus: Alternative Spellings	Teaching	Materials
Warm-Up	<p>Working in a small group, show students Spelling Cards previously taught.</p> <p>Say the sound and have students repeat or have students say the sound as you show them the letter card.</p>	<p>previously taught Spelling Cards</p> <p>Code Flip Books</p>
Introduction Teaching	<p>Ask students for the basic spelling they know for the particular sound, such as /j/, /s/, /z/, etc.</p> <p>Write the spelling and write several words with that spelling.</p> <p>Introduce the spelling alternative as another way to spell the same sound. Display the target Spelling Card for the spelling alternative and tape it to the appropriate page and space in the Consonant Code Flip Book as students refer to their own Individual Code Chart.</p> <p>Write words with the alternate spelling.</p>	<p>board or chart paper</p> <p>Spelling Card(s) for Spelling Alternative</p> <p>Consonant Code Flip Book</p> <p>Individual Code Chart</p>
Guided Practice	<p>Have a pocket chart with a column for each spelling alternative.</p> <p>Give students cards with words with the different spellings of the target sound.</p> <p>Students read their words and place them under the correct column by spelling.</p>	<p>pocket chart</p> <p>word cards with the same sound spelled with the basic spelling and with the spelling alternative</p>
Independent Practice	<p>Students read words with targeted sound.</p> <p>Students can read list of words or phrases with targeted sound.</p> <p>More proficient students can read connected decodable text with targeted sound.</p>	

Section II-E

Consonant Spelling Alternatives

Word Lists

Name: _____

Spelling Alternative: 'g' > /j/ (*gem*)

gem

plunge

singe

fringe

hinges

grunge

bulge

bulging

gems

legend

challenge

college

logic

large

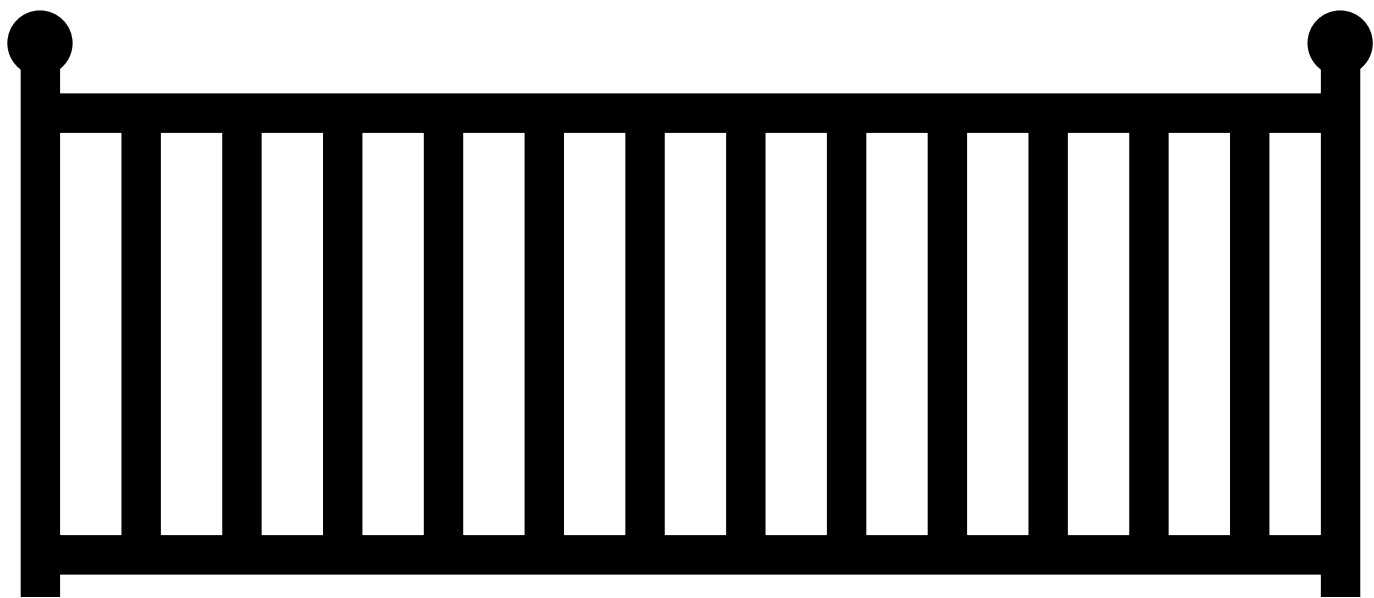
magic



Name: _____

Spelling Alternative: ‘c’ > /s/ (*cent*)

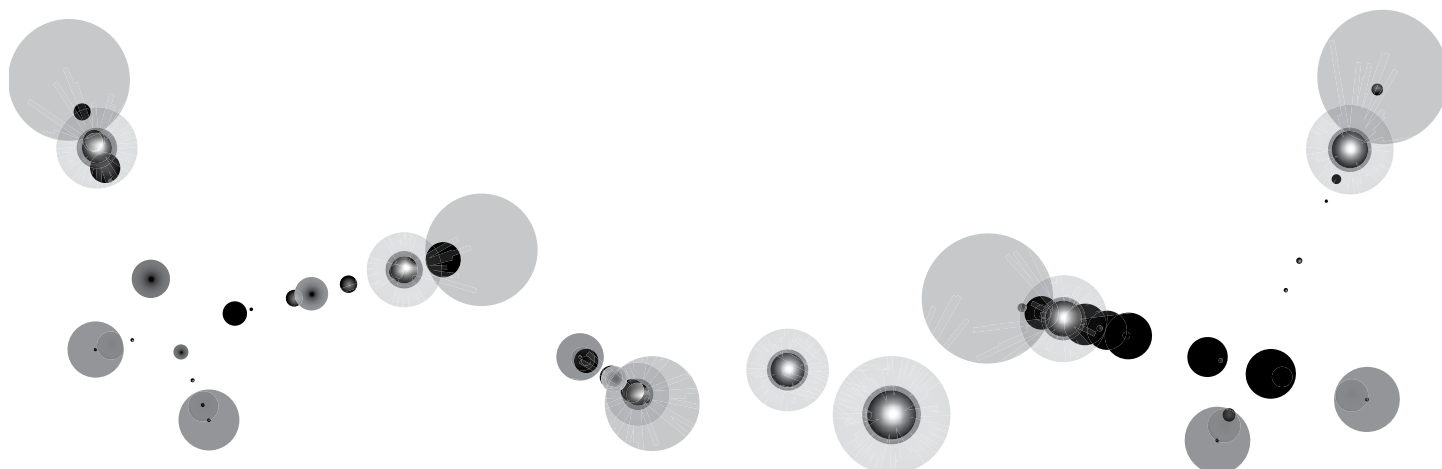
cell	cents	dancing
prancing	fencing	process
accept	Francis	dances
chances	fences	princess



Name: _____

Spelling Alternatives: 'ce' and 'se' > /s/ (*prince, rinse*)

rinse	since	prince
else	fence	sense
chance	dance	prance
France	sentence	presence
tense	absence	nonsense
Vince	glance	lettuce



Name: _____

Spelling Alternative: 's' > /z/ (*dogs*)

as

things

presents

pins

has

muffins

riches

bugs

his

pals

eggs

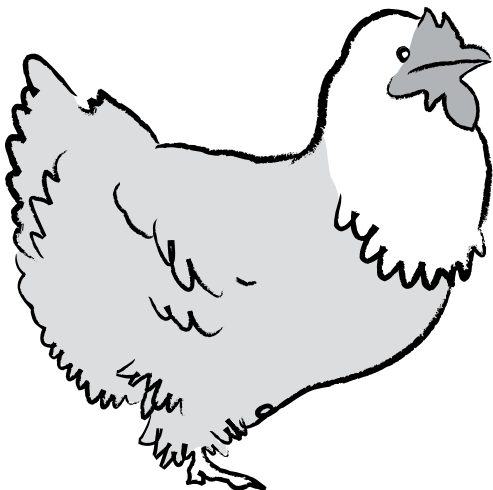
hogs

wings

ducklings

fishes

benches



Name: _____

Spelling Alternative: 'kn' > /n/ (*knock*)

knit

knot

knob

knock

knack

knitting

knocked

knocking

knotted



Name: _____

Spelling Alternative: 'tch' > /ch/ (*itch*)

catch

match

hatch

patch

batch

scratch

itch

pitch

ditch

witch

Dutch

fetch

matches

patches

scratches

itching

scratching

pitching

hatching

itches

kitchen



Name: _____

Spelling Alternative: 've' > /v/ (*twelve*)

twelve

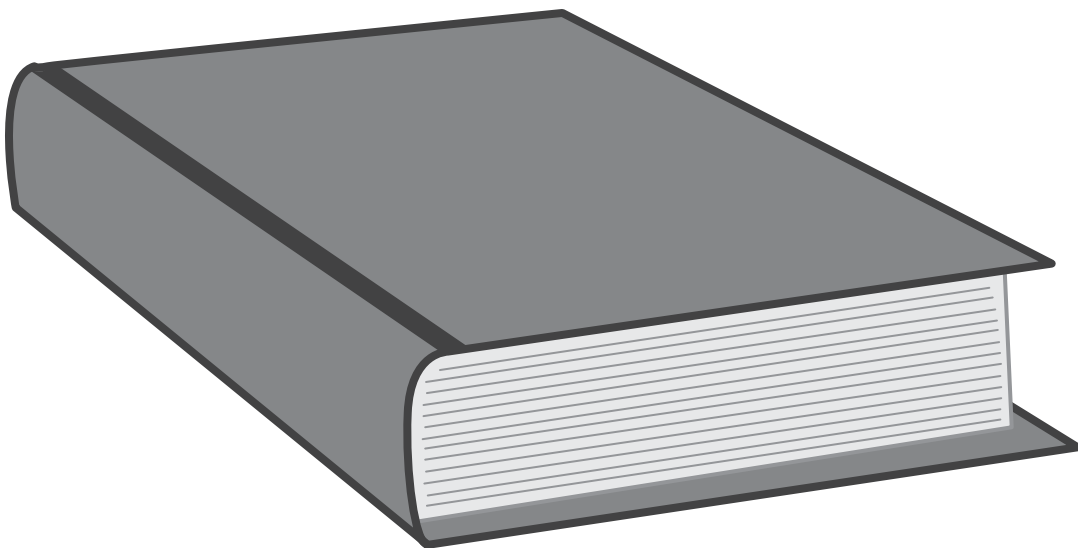
solve

bookshelves

elves

involve

themselves



Name: _____

Spelling Alternative: 'wh' > /w/ (*when*)

when

which

whip

whipping

what

why

where

whack

whisk



Name: _____

Spelling Alternative: 'wr' > /r/ (*wrist*)

wrong

wrist

wrap

wrench

written

wreck

wrapped

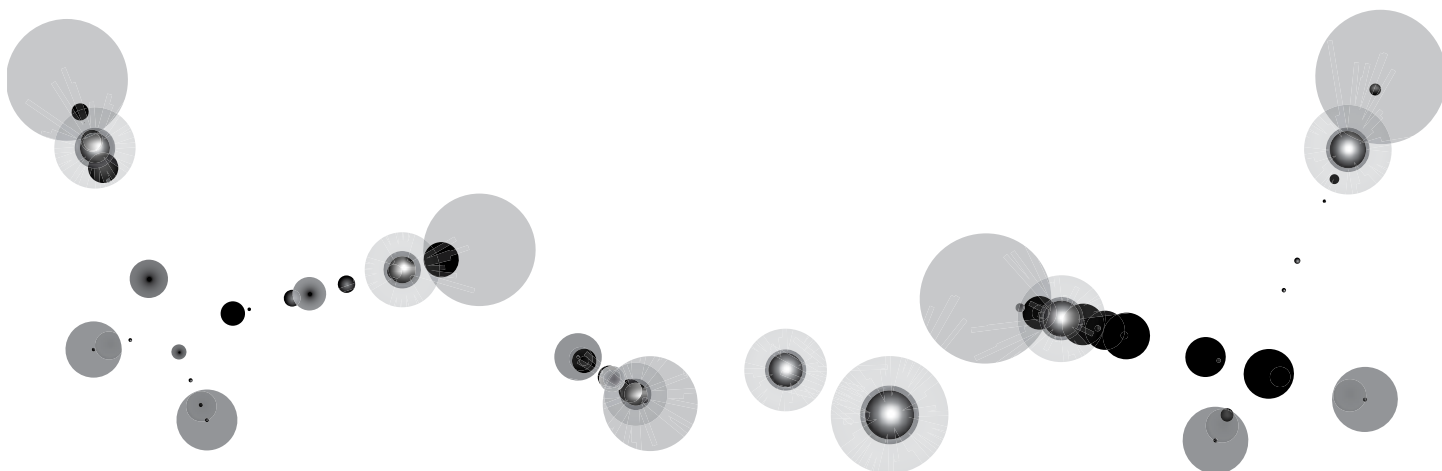
wrecked

wrapping

wrecking

wrath

unwrap

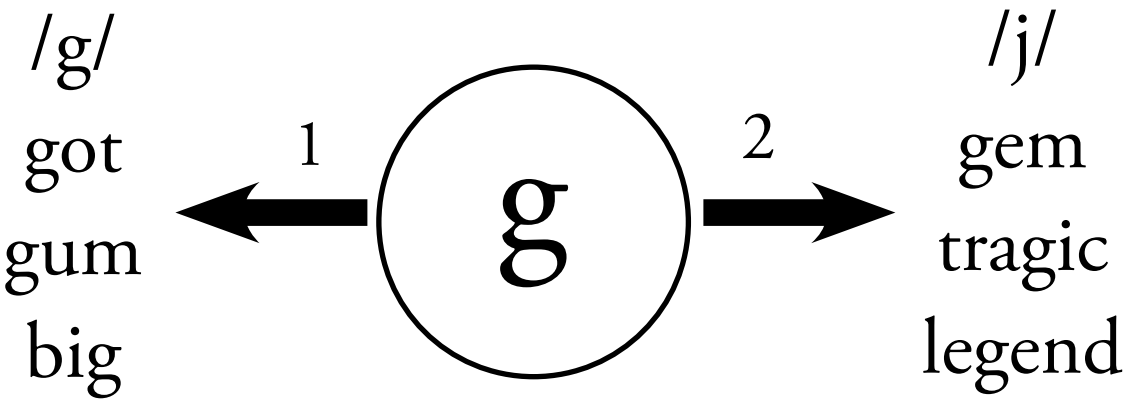


Section II-E

Consonant Spelling Alternatives Worksheets

Name: _____

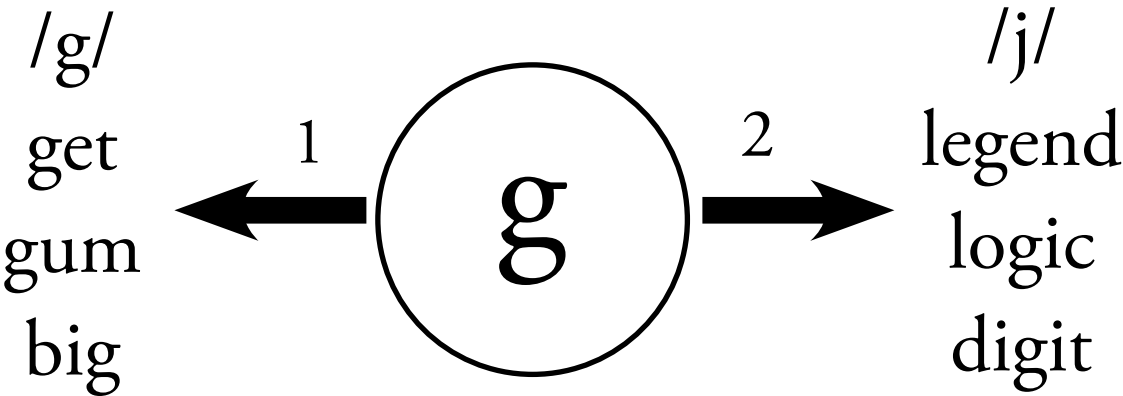
Circle the ‘g’ in each word found in the sentences. Then read each sentence and write the word with the tricky spelling ‘g’ under the heading *got* if the tricky spelling is pronounced /g/ or *gem* if it is pronounced /j/.



	/g/ got	/j/ gem
1. He did a magic trick.		magic
2. This fish has gills.		
3. Dad is the best at golf.		
4. The cat is in a cage.		
5. Brr! That pond was frigid!		
6. A present is a gift.		
7. Mom had a stick of gum.		

Name: _____

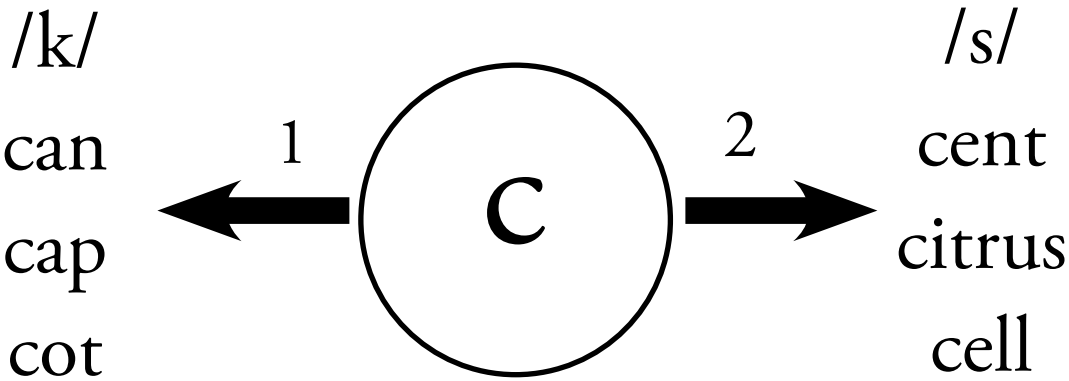
Circle the ‘g’ in each word found in the sentences. Then read each sentence and write the word with the tricky spelling ‘g’ under the heading *get* if the tricky spelling is pronounced /g/ or *legend* if it is pronounced /j/.



	/g/ get	/j/ legend
1. Was it a trick, or was it magic?		magic
2. Drink from a glass.		
3. In the pond, there was a frog.		
4. I can't bend this branch, it's rigid.		
5. Beth had a stick of gum.		
6. Dad got Mom a gift.		
7. My dad went to two colleges.		

Name: _____

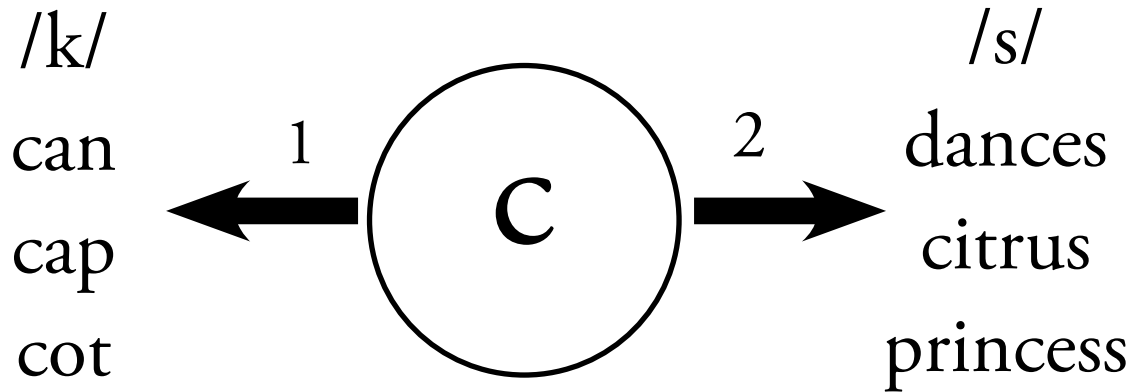
Circle the ‘c’ in each word found in the sentences. Then read each sentence and write the word with the tricky spelling ‘c’ under the heading *can* if the tricky spelling is pronounced /k/ or *cent* if it is pronounced /s/.



	/k/ can	/s/ cent
1. The king got the princess a kitten.		princess
2. We slept in a log cabin.		
3. As the band was singing, she was dancing.		
4. Mom swept up the dust and cobwebs.		
5. Fill up that cup.		
6. He had six chances to stop.		
7. Liz spotted a skunk at camp.		

Name: _____

Circle the 'c' in each word found in the sentences. Then have the student read each sentence and write the word with the tricky spelling 'c' under the heading *can* if the tricky spelling is pronounced /k/ or *dances* if it is pronounced /s/.



	/k/ can	/s/ dances
1. It cost ten cents.		cents
2. My pals are in a club.		
3. Don yelled and got a cab.		
4. Pam traced the stencil with a pencil.		
5. On his left leg he has a cast.		
6. She was a nun in the convent.		
7. His best pal is Francis.		

Name: _____

Parent/Teacher Instructions: Have the student write the words with the tricky spelling ‘c’ pronounced /k/ under *can* and the words with the tricky spelling ‘c’ pronounced /s/ under *cent*.

process	cram	clap
panic	dances	camp
credit	cell	cot
scan	princess	cab

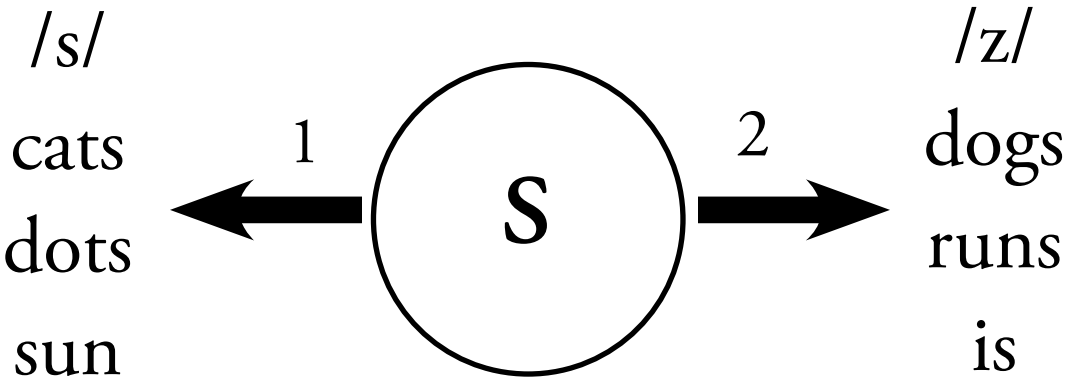
/k/
can

/s/
cent

process

Name: _____

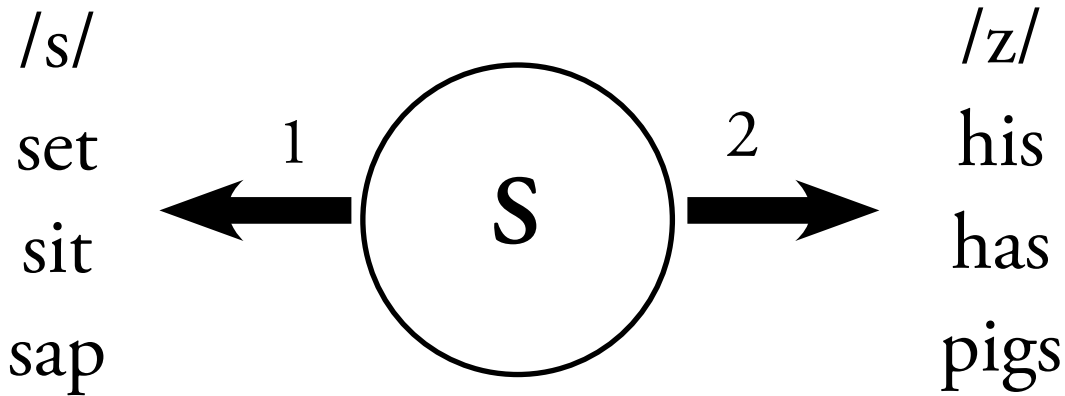
Circle the 's' in each word. Then read each sentence and write the word with the tricky spelling 's' under the heading *cats* if the tricky spelling is pronounced /s/ or *dogs* if it is pronounced /z/.



	/s/ cats	/z/ dogs
1. He handed me his pet pig.		his
2. Ben can swim.		
3. Will he visit?		
4. The cat got in the basket.		
5. He did it himself.		
6. Kevin will mop and dust.		

Name: _____

Circle the ‘s’ in each word found in the sentences. Then read each sentence and write the word with the tricky spelling ‘s’ under the heading *set* if the tricky spelling is pronounced /s/ or *his* if it is pronounced /z/.



	/s/ set	/z/ his
1. The robin flapped its wings.		wings
2. Get a pen from the desk.		
3. Ring the bells.		
4. The kitten is soft.		
5. Toss the egg shells in the trash can.		
6. What did the shop sell?		
7. Get in the pond and swim.		

Name: _____

Read and circle the spelling in each word that stands for the sound.

/j/	/v/
jumping	vast
magic	twelve
plunge	shelves
lunge	having
jacket	visit
jet	solve
legend	vet
hinge	elves

Name: _____

Write each word under its matching picture.

fringe

prince

shelves

twelve

fence

dance



fringe









12



Name: _____

Write each word under its matching picture.

<p>shells</p> <p>rinse</p>	<p>lettuce</p> <p>bandage</p>	<p>pulse</p> <p>elves</p>
 <p>_____</p>	 <p>_____</p>	 <p>_____</p>
 <p>_____</p>	 <p>_____</p>	 <p>_____</p>

Name: _____

Write each word under its matching picture. There will be words that will not be used.

patch

match

catch

pitch

kitchen

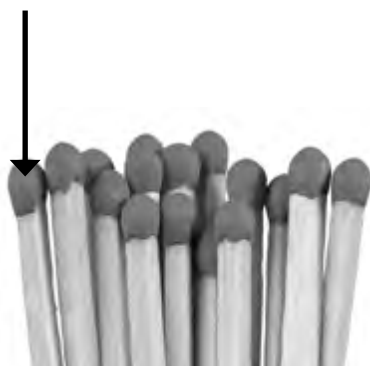
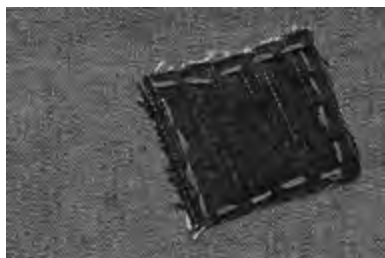
hatch

scratch

itch

stretch

stitch



Name: _____

Read and circle the spelling in each word that stands for the sound.

/s/	/ch/
pockets	itch
tense	catchy
miss	batch
chance	rematch
sudden	stretching
cell	butcher
cent	pitcher
prince	stitch

Name: _____

Write each word under its matching picture. There will be words that will not be used.

knob knot wrist knapsack wrapping

knitting wrench wrong which knock















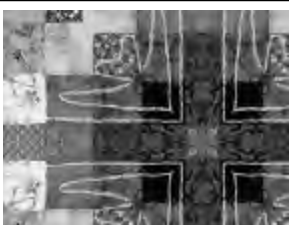
Name: _____


Circle the letters that spell the name of the depicted item. Then write the name of the item on the line.


	wr w	i a	p t
---	---------	--------	--------


wrap

	kn k	i ee	s t
---	---------	---------	--------


	wr qu	i a	l i	t d
--	----------	--------	--------	--------


	kn n	e o	t ck
---	---------	--------	---------


	qu k	a o	ed ck
---	---------	--------	----------


	wr r	i u	t s	t s
---	---------	--------	--------	--------


Name: _____


	f	e	ch
	v	i	sh

	d	w	e	ss
	b	r	a	z

	ch	i	ck
	th	u	n

	p	o	s
	b	u	n

	f	e	ll
	b	i	d

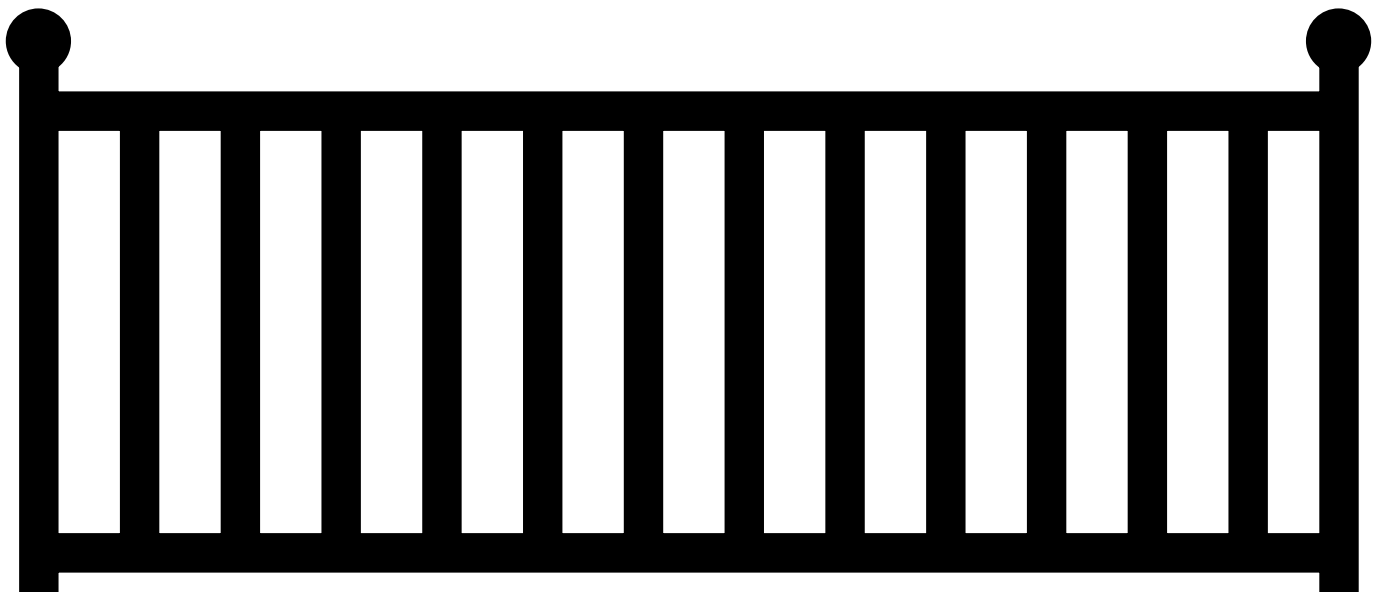
	kn	a	d
	m	o	t

Section II-E

Consonant Spelling Alternatives Practice Sentences and Stories for Oral Reading

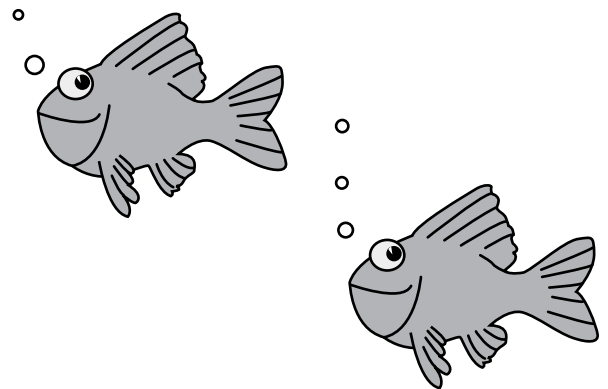
Name: _____

1. The man did a magic trick with a rabbit.
2. The Prince of France got up to dance.
3. Vince can't stand lettuce.
4. This thing cost us ten cents.
5. The princess got stuck on the fence.
6. Cedric is at college.
7. He thinks he can dance.
8. What's the chance of us winning?
9. He was in a trance.
10. The sentence was a challenge.



Name: _____

1. The cat scratched me.
2. The skunk left his stink on Dad.
3. A witch sat in the kitchen knitting a blanket.
4. What's in the trunk?
5. Send that junk to the dump.
6. She was itching and scratching.
7. A fish swam in the tank.
8. The tank sank in the mud.
9. The last chick is hatching.
10. He has bedbugs in his bed.



Name: _____

1. He has a cast on his wrist.
2. He fixed it with his wrench.
3. She yelled and cracked the whip.
4. He unwrapped his present.
5. The elves were singing and dancing.
6. It was twelve when we met.
7. She wrecked the van.
8. He sang the wrong song.



Section II-E

Consonant Spelling Alternatives Games

Name: _____

Spelling Search Game: 's', 'ss', 'c', 'ce', and 'se'

Whole Group or Small Group

This game is intended for groups of two to six students who have learned the spellings 's' as in *sun*, 'ss' as in *kiss*, 'c' as in *cent*, 'ce' as in *fleece*, and 'se' as in *moose*. This game can also be played in larger groups, but the game board may need to be enlarged slightly to accommodate additional tokens.

Tape the left side of the game board onto the right side. Make copies of the record cards printed four to a page.

Set up the board and make sure that each student has a record card, a game token, and a pencil. (You can use chips or small squares of colored paper for game tokens). You will also need one regular six-sided die.

Explain that the goal of the game is to be the first player to collect two examples of each of the spellings listed on the record card.

Have students place their tokens on the star. Have each student roll the die. The student with the highest score goes first.

Have the first player roll the die and move his or her token the number of spaces indicated on the die. Note that, after moving onto the board, the player will be able to choose to move up or down. Students can move up or down, left or right. Diagonal moves are not permitted.

Ask the player to read the word he or she landed on and then copy the word onto his or her record card on one of the lines for the spelling it contains.

Have the next player (moving clockwise) roll the die and move his or her token.

Play continues until a student fills the record card with two examples of each spelling.

Note: Spaces with an asterisk contain words that have more than one spelling for the /s/ sound. Students who land on a space with an asterisk can copy the word onto their card twice. By navigating to these spaces, students can fill up their record cards more quickly.

Spelling Search Game: 'j', 'g', and 'ge'

Whole Group or Small Group

This game is intended for groups of two to six students who have learned the spellings 'j' as in *jet*, 'g' as in *rage*, and 'ge' as in *twinge*. It is played the same way as the game described above.

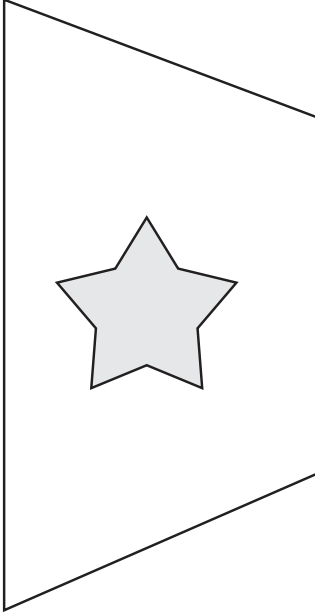
Spelling Card Game

Whole Group or Small Group

Give one or two students a subset of the Spelling Cards reviewed in this unit representing two to six sounds and six to fifteen spellings for those sounds. (Use the extra cards supplied).

Ask students to sort the cards by sound, so that each sound has its own row, e.g., there is one row for /s/, one row for /z/, one row for /k/, etc.

's'
'ss'
'c'
'ce'
'se'



banks <u> </u>	fit·ness <u> </u>	<u> </u> sink
lettuce <u> </u>		prance <u> </u>
dis·cuss* <u> </u>		wrist
dense <u> </u>		<u> </u> cells
prince <u> </u>	<u> </u> sen·tence* <u> </u>	danc <u> </u> ing



ch <u>an</u> ce	<u>c</u> ent	rin <u>se</u>	<u>c</u> itrus
	<u>s</u> wimming		trunk <u>s</u>
	cl <u>as</u> s		<u>s</u> natch
	France <u>e</u>		pul <u>s</u> e
<u>s</u> ense*	whi <u>s</u> k	fenc <u>e</u>	gl <u>as</u> s

Name _____

's _____

'ss _____

'c _____

'ce _____

'se _____

Name _____

's _____

'ss _____

'c _____

'ce _____

'se _____

Name _____

's _____

'ss _____

'c _____

'ce _____

'se _____

Name _____

's _____

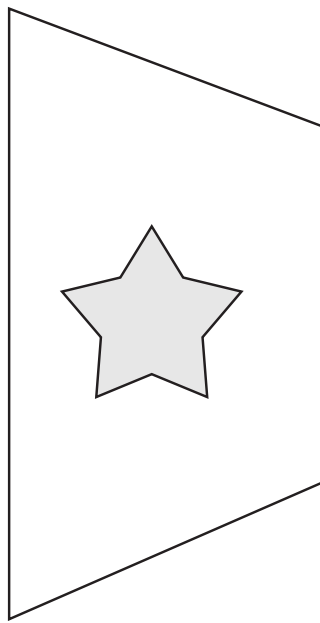
'ss _____

'c _____

'ce _____

'se _____

j
'g'
'ge'



<u>j</u> ust	h <u>ing</u> e	fr <u>ing</u> e
l <u>eg</u> end		<u>j</u> umped
cr <u>ing</u> e		<u>j</u> unk
<u>g</u> el		l <u>og</u> ic
m <u>a</u> gic	pl <u>ung</u> e	b <u>ing</u> e



tragic	subject	gem	challenge
	digit		twinge
	job		jam
	cringed		project
college	jot	gems	jacket

Name _____

‘j’ _____

‘g’ _____

‘ge’ _____

Name _____

‘j’ _____

‘g’ _____

‘ge’ _____

Name _____

‘j’ _____

‘g’ _____

‘ge’ _____

Name _____

‘j’ _____

‘g’ _____

‘ge’ _____

Section II-F

Consonant Spelling Alternatives Assessment

Name: _____

Read the following words aloud to your teacher.

- | | | |
|------------|--------------|--------------|
| 1. scratch | 11. glance | 21. knot |
| 2. fence | 12. Francis | 22. dancing |
| 3. wring | 13. valve | 23. kitchen |
| 4. involve | 14. hatching | 24. whisk |
| 5. whip | 15. legend | 25. fringe |
| 6. logs | 16. solve | 26. wrench |
| 7. dense | 17. process | 27. nonsense |
| 8. knock | 18. tense | 28. wings |
| 9. magic | 19. wreck | 29. knitting |
| 10. cell | 20. pins | 30. whack |

Score: ____/30 Students who correctly read 24 out of 30 words have mastered this skill.

g: ____/5 c: ____/5 ce: ____/2 se: ____/2 s: ____/7

kn: ____/3 tch: ____/3 ve: ____/3 wh: ____/3 wr: ____/3

Provide students with the worksheet on the following page. Tell students that you are going to say a word and that they should write the word that they hear you say.

- | | | |
|------------|--------------|--------------|
| 1. scratch | 11. glance | 21. knot |
| 2. fence | 12. Francis | 22. dancing |
| 3. wring | 13. valve | 23. kitchen |
| 4. involve | 14. hatching | 24. whisk |
| 5. whip | 15. legend | 25. fringe |
| 6. logs | 16. solve | 26. wrench |
| 7. dense | 17. process | 27. nonsense |
| 8. knock | 18. tense | 28. wings |
| 9. magic | 19. wreck | 29. knitting |
| 10. cell | 20. pins | 30. whack |

Analyze students' spelling errors to identify any patterns. Note that spelling mastery often lags behind the ability to read the same words.

Name: _____

Spell the words on the following blanks.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____
16. _____

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____

23. _____

24. _____

25. _____

26. _____

27. _____

28. _____

29. _____

30. _____

g: ____/5 c: ____/5 ce: ____/2 se: ____/2 s: ____/7
kn: ____/3 tch: ____/3 ve: ____/3 wh: ____/3 wr: ____/3