

Focus Question:

What sounds are made by the letter Cc?

Book Summary

Text Type: Fiction/Realistic

Do you prefer cereal or cookies? How about carrots or celery? In *The Sisters C*, readers will be introduced to two sisters, Ceci and Coco, who love things that begin with the letter Cc. But each sister prefers a different sound made by the letter Cc: Ceci prefers the /s/ sound while Coco prefers the /k/ sound. The simple text and detailed illustrations will keep students interested in this engaging phonics lesson while practicing their reading fluency. Additionally, this book can be used to teach students to compare and contrast as well as to connect to prior knowledge to better understand text.



Lesson Essentials

Instructional Focus

- ☐ Connect to prior knowledge to understand text
- ☐ Compare and contrast information in a text
- ☐ Understand the importance of illustrations to enhance the text
- ☐ Discriminate between initial consonant /k/ sound and /s/ sound
- ☐ Identify initial consonant Cc
- ☐ Recognize and use quotation marks correctly in sentences
- ☐ Identify and use homophones

Materials

- ☐ Book: *The Sisters C* (copy for each student)
- ☐ Compare and contrast, quotation marks, homophones worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com. (*) word appears in the lesson but not the book.

- **High-frequency words:** *and, are, like*
- **Words to Know**
Story critical: *ceiling (n.), cement (n.), cereal (n.), concerts (n.), hard (adj.), soft (adj.)*
- **Academic vocabulary:** *compare (v.)*, contrast (v.)**

Guiding the Reading

Before Reading

Build Background

- Place on the board a picture of a carrot. Ask students to name the picture and then tell a partner which letter the word *carrot* begins with. Repeat with a picture of celery. Come to a class consensus that both the words *carrot* and *celery* begin with the letter Cc.
- Ask students about the different sounds they hear when they say *carrot* and *celery*. Share that the letter Cc makes two sounds: the hard Cc sound and the soft Cc sound. Review or explain that when the letter Cc is followed by e, i, or y, it makes the soft Cc sound, the /s/ sound. Review or explain that when the letter Cc is followed by any other letter, it makes the hard Cc sound, the /k/ sound. Invite volunteers to look around the room for items that begin with the letter Cc. Have students share their words with the class.

Introduce the Book

- Give students their copy of *The Sisters C*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy:

Connect to prior knowledge

Explain to students that effective readers make connections between what they already know and new information they read, which is called *connecting to prior knowledge*. Remind them that thinking about what they already know about the topic of a book will help them better understand what they read. Read the title of this book and ask students to look at the front and back covers. Share with students that this book is going to be teaching all about the two sounds the letter Cc makes: the hard Cc sound and the soft Cc sound. Place students into groups,

Guiding the Reading (cont.)

and have groups brainstorm to generate a list of words that begin with the letter Cc. Have students write each word on one index card or sticky note.

Introduce the Comprehension Skill:

Compare and contrast

- Explain to students that readers better understand a story when they compare and contrast details such as characters, settings, and subjects. Explain that, to compare, readers look at how things are alike, and to contrast, readers look at how they are different.
- Refer back to the words that begin with the letter Cc that students generated. Make a T-chart on the board, and label one side *Hard Cc Sound* and the other side *Soft Cc Sound*. Have students take turns sharing words that begin with the letter Cc and then placing the words into the correct columns on the board.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and, as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about the sounds made by the letter Cc. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Who are the two sisters? Why do they like the letter Cc?* (level 2) pages 3–5
- *How are the words corn and celery alike? How are they different?* (level 3) page 6
- *Why does Ceci like the city?* (level 3) page 8
- *Where does each sister prefer to read?* (level 1) page 10
- *Why do both sisters like concerts?* (level 3) page 12
- *Which sister would like carnivals? Why?* (level 3) multiple pages

Text Features: Illustrations

Explain that illustrations help readers better understand and decode the text. Have students look at the illustrations on page 8. Ask students: *If you could not read the text on this page, how could the illustrations give you clues? What details do you see in the illustrations that you could use to decode any unknown words?* Have students review other illustrations in the book and discuss in groups how the details in these illustrations can be used to better decode the text. Invite volunteers to share their ideas with the class.

Skill Review

- Model for students how you connect with prior knowledge as you read. Ask students to think of other words that begin with the letter Cc and to infer which sister would like that word. Ask students to share any experiences they have with words that begin with the letter Cc.
- Have students stop now and then to compare the sisters in the book.
- Model comparing and contrasting.
Think-aloud: *The two sisters in this book are alike and different. They are alike because they both like the letter Cc. But they are different because Ceci prefers words that begin with the soft Cc sound, just like her name, whereas Coco prefers words that begin with the hard Cc sound, just like her name. When it comes to food, Ceci likes cereal and Coco likes cookies. This is because cereal begins with the soft Cc sound and cookies begins with the hard Cc sound. Comparing and contrasting the two sisters and the Cc words they prefer helps me better understand and remember the information presented in this book about the sounds the letter Cc makes.*
- Model how to complete the [compare-and-contrast worksheet](#). Have students compare and contrast words that begin with the letter Cc.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: Compare and contrast

Review the compare-and-contrast worksheet that students completed. Have students share their work in groups. Invite volunteers to share their answers with the rest of the class. Ask students to share how comparing and contrasting helped them better understand the information presented in this book about the letter Cc.

Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Guiding the Reading (cont.)

Response to Focus Question

Have students cite specific evidence from the book to answer the focus question. (Answers should include that the letter Cc makes two sounds: the hard Cc sound, as in *country*, and the soft Cc sound, like *city*. Students may also add that the letter Cc only makes the soft Cc sound when it is followed by *i*, *e*, or *y*.)

Comprehension Checks

- Book quiz
- Retelling rubric

Book Extension Activities

Build Skills

Phonological Awareness:

Initial consonant /k/ sound and /s/ sound

- Say the word *coin* aloud to students, emphasizing the initial /k/ sound. Have students say the word aloud and then say the /k/ sound. Have students practice saying the /k/ sound to a partner. Repeat with the word *cent* and the initial /s/ sound.
- Remind students that the letter Cc makes the /s/ sound when it is followed by *e*, *i*, or *y*, and that it makes the /k/ sound when it is followed by any other letter.
- Say the following word pairs, and have students identify the word in each pair that begins with the /k/ sound: *cold/circle*, *castle/circus*, *center/cloud*, *cobra/celebrate*.
- Repeat the activity but ask students to identify which word in each pair begins with the /s/ sound: *cupcake/celery*, *city/camera*, *certain/camel*, *computers/concert*.
- **Check for understanding:** Say the following words one at a time, and have students give the thumbs-up signal when they hear a word that begins with the /k/ sound and a thumbs-down signal when they hear a word that begins with the /s/ sound: *crayon*, *cake*, *central*, *cereal*, *coconut*, *clap*, *centipede*, and *Cindy*.

Phonics: Initial consonant Cc

- Write the word *coin* on the board and read it aloud with students.
- Have students say the /k/ sound aloud. Then, run your finger under the letters in the word *coin* as students say the whole word aloud. Ask students to identify which letter represents the /k/ sound in the word *coin*.
- Repeat activity with the word *cent* and the /s/ sound. Ask students how the words *coin* and *cent* are the same and how they are different. Point out that the words *coin* and *cent* both begin with the letter Cc, but *coin* has the /k/ sound at the beginning of the word while *cent* has the /s/ sound at the beginning of the word.
- **Check for understanding:** Have students work with a partner to find all of the words that begin with the letter Cc in the book. Have students sort the words

into words that begin with the /k/ sound and words that begin with the /s/ sound. Have students share their sorting with the class.

Grammar and Mechanics: Quotation marks

- Explain to students that *quotation marks* are marks that go around the words that characters say in a story. Have students make quotation marks in the air as they say *quotation marks* with you.
- Write the following sentence on the board: *"I love eating cereal," Ceci says.* Invite a volunteer to come to the board and circle the quotation marks in the sentence.
- Write another sentence on the board, this time leaving out the quotation marks: *My favorite food is a cookie, said Coco.* Ask a volunteer to come to the board and add the quotation marks where they belong. Point out to students that readers would get confused if they did not see quotation marks indicating someone is talking.
- **Check for understanding:** Write five sample sentences on the board, leaving out quotation marks in each sentence. Have students work with a partner to identify the correct location of quotation marks for each sentence.
- **Independent practice:** Introduce, explain, and have students complete the [quotation marks worksheet](#). If time allows, discuss their answers.

Word Work: Homophones

- Write the words *stairs* and *stares* on the board. Read the following sentence aloud to students: *She stares at the stairs in the hallway.* Ask a volunteer to circle the word on the board that he or she heard first in the sentence (*stares*). Ask a volunteer to underline the word on the board that he or she heard last in that sentence (*stairs*).
- Explain or review that *stares* and *stairs* are *homophones*, which are words that sound the same but are spelled differently and have different meanings.
- Put students into small groups. Write the words *sew/so* and *mail/male* on the board and discuss each word's meaning. Have students work together to create a sentence for each word. Invite volunteers to share their sentences with the class.
- **Check for understanding:** Write the following sentences on the board: *He _____ the spelling bee. (one, won) Jennifer is _____ years old. (two, too) The _____ lives in the forest. (deer, dear)* Have students choose the correct homophone to complete each sentence.
- **Independent practice:** Introduce, explain, and have students complete the [homophones worksheet](#). If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.