

SOFT G AND SOFT C

LESSON 15

OBJECTIVES

- Students will recognize soft **g** and soft **c** spelling patterns.
- Students will read words in which the letter **g** makes its soft sound, /j/, and words in which the letter **c** makes its soft sound, /s/.
- Students will spell words that contain the soft **g** and soft **c** sounds.

MATERIALS

- Lesson 15 word cards*
- Construction paper
- Soft sounds wheels worksheet*
- Index cards
- Board and markers or chalk for teacher
- Personal whiteboards and dry-erase markers for students
- Notebook paper

*Blackline master available on CD.

TIPS

- Teach soft **c** and soft **g** on separate days. The activities in this lesson are designed to be used for both soft **c** and soft **g**. Each activity has a general description, followed by separate sample dialogues for teaching soft **c** on one day and soft **g** on another day. Adjust the wording and materials, depending on whether you are teaching soft **c** or soft **g**.
- Refer to the Appendix for list of soft **g** and soft **c** words.

- The soft **g** spelling pattern has some notable exceptions (e.g., *give, get, girl*). Teach these exceptions as sight words.
- Provide multiple opportunities for students to interact with high-utility words in decoding and encoding activities.
- Provide direct feedback to students.

DAILY REVIEW

SOUND OPTIONS

Write the following words on the board: *hound, group, soup, out, thousand*, and *cougar*. Remind students that some letters can make more than one sound. Have students read the words and identify the sound **ou** makes in each word.

Teacher: The letter combination **ou** makes the sound /ow/ in *hound* and /oo/ in *group*. Repeat after me: *hound, /ow/*.

Students: *hound, /ow/*

Teacher: *group, /oo/*

Students: *group, /oo/*

Teacher: Read each word as I point to it. Then, I will ask you to tell me what sound **ou** makes.

[Point to soup.]

Students: *soup*

Teacher: What sound does **ou** make?

Students: */oo/*

Point to the remaining words and have students read the words and identify the sound **ou** makes in each word.

OPENING

*[Write **Cindy** and **George** on the board.]*

Teacher: In this lesson, you will learn about two consonants that have more than one sound. Letter **c** sometimes makes an /s/ sound. Does anyone know someone named Cindy? The /s/ in **Cindy** is made with the letter **c**. Do you know someone named George? The letter **g** sometimes makes /j/ sound, as in **George**. This might seem confusing at first, but rules and patterns can help you figure out which sound to use for **c** and **g**.

MODEL AND TEACH: ACTIVITY 1

LEARNING ABOUT SOFT C AND SOFT G WORDS

DECODING

NOTE: Remember to teach soft **c** and soft **g** on separate days.

DAY 1: SOFT C

When **e**, **i**, or **y** follows **c**, it makes the sound /s/. Use **call** and **cell** to demonstrate how **c** changes from its hard to soft sound, depending on what follows it. Use **recite** and **recycle** to demonstrate the sound of **c** when it is followed by **i** or **y**.

*[Write **call** on the board.]*

Teacher: Let's start by learning the sounds for **c**. Please read this word.

Students: *call*

Teacher: What sound does **c** make in **call**?

Students: /k/

Teacher: When the sound of **c** is /k/, it's called a hard **c**.

*[Write **e**, **i**, and **y** on the board.]*

Teacher: When **e**, **i**, or **y** follows **c**, it makes the sound /s/. What sound does **c** make when it is followed by **e**, **i**, or **y**?

Students: /s/

Teacher: When the sound of *c* is /s/, it's called a soft *c*.

*[Write **cell** on the board and underline **c** and **e** as you discuss them.]*

Teacher: In this word, *c* is followed by *e*, so it becomes a soft *c*: /s/. The word is *cell*, like a cell phone or a cell in your body. What's the word?

Students: *cell*

Teacher: What sound does *c* make?

Students: /s/

*[Write **recite** and **recycle** on the board.]*

Teacher: In the next example, *c* is followed by *i*...

*[Circle **ci** in **recite**.]*

...and becomes a soft *c*. So what sound does *c* make?

Students: /s/

Teacher: Correct. Abby, please read the word.

Abby: *recite*

*[Circle **cy** and **cl** in **recycle**.]*

Teacher: The first *c* in this word is followed by *y*, so what sound does *c* make?

Students: /s/

Teacher: Now, let's look at the next *c*. It is followed by *l*, so what is the sound for *c*?

Students: /k/

Teacher: William, please read the word.

William: *recycle*

DAY 2: SOFT G

When *e*, *i*, or *y* follows *g*, it makes the sound /j/. Use *wag* and *wage* to demonstrate how the *g* changes from its hard to soft sound, depending on what follows it. Use *gym* and *gigantic* to demonstrate the sound of *g* when it is followed by *i* or *y*.

Teacher: Let's learn about the sounds for *g*.

[Write wag on the board.]

Teacher: Please read this word.

Students: *wag*

Teacher: What sound does *g* make in *wag*?

Students: /g/

Teacher: When the sound of *g* is /g/, it's called a hard *g*.

[Write e, i, and y on the board.]

Teacher: As with the letter *c*, the letter *g* makes its soft sound when it is followed by *e*, *i*, or *y*. That soft *g* sound is /j/. So, what sound does *g* make when it is followed by *e*, *i*, or *y*?

Students: /j/

Teacher: When the sound of *g* is /j/, it's called a soft *g*.

[Write wage on the board and underline g and e as you discuss them.]

Teacher: In this word, *e* follows the *g*, so it becomes a soft *g*: /j/. The word is *wage*. What's the word?

Students: *wage*

Teacher: What sound does *g* make in this word?

Students: /j/

[Write gym and gigantic on the board.]

Teacher: In the next example, *g* is followed by *y*...

[Circle gy in gym.]

Teacher: ...and becomes a soft *g*, so what sound does *g* make?

Students: /j/

Teacher: Correct. Beth, please read the word.

Beth: *gym*

Teacher: Correct. Everyone, repeat, please.

Students: *gym*

[Circle gi and ga in gigantic.]

Teacher: The first *g* in this word is followed by *i*, so what sound does *g* make?

Students: /j/

Teacher: Now, let's look at the next *g*. It is followed by *a*, so what sound does *g* make?

Students: /g/

Teacher: Gerald, please read the syllables and then read the whole word.

Gerald: *gi-gan-tic, gigantic*

Teacher: Nicely done, Gerald! You really used your knowledge of syllables and sounds to read the word. In fact, that was so good, I think we'll look at your name.

[Write Gerald on the board.]

Teacher: Why is the first sound in his name /j/, William?

William: Because the letter *e* comes after the *g*.

MODEL AND TEACH: ACTIVITY 2

**SPELLING WORDS WITH SOFT C AND SOFT G
ENCODING**

NOTE: Remember to teach soft **c** and soft **g** on separate days.

Dictate words containing /s/ or /j/, depending on whether you are teaching soft **c** or soft **g**. Model how to choose the correct spelling option. Remind students that it can be difficult to know which option is correct, just from the sound. Tell students that they have to practice spelling the words and memorizing which option goes with which words. Use the previously taught spelling strategy:

1. Say the word.
2. If the word has multiple syllables, break the word into syllables.
3. Spell each syllable.
4. Check your spelling by reading the word and looking at a word card or dictionary.

DAY 1: SOFT C

Think aloud to model how to choose the correct spelling for /s/, first with a word spelled with **c** and then with a word not spelled with **c**.

Teacher: We know that some sounds have more than one spelling option, or different ways to spell the same sound. We just learned that /s/ is sometimes spelled with **s** and sometimes with **c**. I'll think aloud to demonstrate how I figure out which spelling option to use.

The word is **center**. I hear two syllables in the word: /sen/ /ter/.

In the first syllable, /sen/, I hear /s/, followed by /e/. Hmm, I know that /s/ can be spelled with **s** or **c**. I just learned that when **e** comes after **c**, the **c** makes the /s/ sound. I will try spelling the first syllable with **c**: **c-e-n**. The next syllable, /ter/, is spelled **t-e-r**. I spelled the word: **c-e-n-t-e-r**.

I check the word by reading it and looking at a word card or dictionary: **center**.

[Demonstrate checking a word card or dictionary.]

Teacher: Listen to the next word: *solid*. I hear two syllables in the word: /sol/ /id/.

In the first syllable, /sol/, I hear /s/, followed by /o/. **O** isn't one of the vowels that can make a soft **c**, so I will use **s** for /s/. I'll spell the first syllable *s-o-l*. The next syllable, /id/, is spelled *i-d*. The word is spelled *s-o-l-i-d*.

I check the word by reading it and looking at a word card or dictionary: *solid*.

[Demonstrate checking a word card or dictionary.]

DAY 2: SOFT G

Think aloud to model how to choose the correct spelling for /j/, first with a word spelled with **g** and then with a word not spelled with **g**.

Teacher: We've learned that /j/ is sometimes spelled with **j** and sometimes with **g**. I will demonstrate how I figure out which spelling option to use.

The word is *gender*. I hear two syllables in the word: /gen/ /der/.

In the first syllable, /gen/, I hear /j/ followed by /e/. Is **e** one of the vowels that can create a soft **g**?

Students: Yes.

Teacher: Correct, so I will try spelling the first syllable with **g**: *g-e-n*. The next syllable, /der/, is spelled *d-e-r*. The word is spelled *g-e-n-d-e-r*.

I check the word by reading it and looking at a word card or dictionary: *gender*.

[Demonstrate checking a word card or dictionary.]

Teacher: Here is the next word: *enjoy*. I hear two syllables in the word: /en/ /joy/.

How is the first syllable, /en/, spelled?

Students: *e-n*

Teacher: That's right. The next syllable is /joy/. I hear /j/ followed by /oy/. Hmm, /oy/ is spelled *oy* or *ou*. Is **o** one of the vowels that can make a soft **g**?

Students: No.

Teacher: Correct, so /j/ is spelled with *j* in this word. The syllable is spelled *j-o-y*. The word is spelled *e-n-j-o-y*.

I check the word by reading it and looking at a word card or dictionary: *enjoy*.

[Demonstrate checking a word card or dictionary.]

TIPS

- Remind students know that it can be difficult to know which option is correct, just from the sound. Tell students that they need to practice spelling words and memorizing which option goes with which words.
- Provide multiple opportunities for students to interact with high-utility words in decoding and encoding activities.

GUIDED PRACTICE: ACTIVITY 1

RECOGNIZING SOFT C AND SOFT G LETTER PATTERNS

DECODING

NOTE: Remember to teach soft *c* and soft *g* on separate days.

Using the layout shown below, write a list of words containing *c* or *g* on the board, depending on whether you are teaching soft *c* or soft *g*. Have students take turns determining whether each word has a soft *c* (or soft *g*). If a word contains a letter pattern that creates soft *c* (or soft *g*), underline the letter pattern and write it in the column next to the word. Then, have students read the word.

WORD	SOFT <i>c</i> PATTERN
triceps	
cancel	

DAY 1: SOFT C

Teacher: We will determine the sound of **c** in each of the words on the board and then read the words. But first, let's review what we've learned about **c**. Beth, please remind everyone of the sounds for **c**.

Beth: /k/, /s/

Teacher: Very good. **C** says /s/ when followed by certain vowels. What are the three vowels that form the soft sound letter pattern, Abby?

Abby: *E, i, and y.*

Teacher: Yes, that is correct. For each word on the board, if **c** is followed by **e, i, or y**, underline the letter pattern and write it in the column next to the word. We'll do the first two words together.

[Point to triceps.]

Teacher: In this word, **c** is followed by **e**. Does that follow a soft sound letter pattern, Gerald?

Gerald: Yes.

Teacher: Because **ce** is a soft sound letter pattern, I underline **ce** and write it in the column next to the word. What is sound for **c** in this word?

Students: /s/

Teacher: And what is the word, Abby? Say the syllables and the whole word.

Abby: *tri-ceps, triceps*

[Point to cancel.]

Teacher: Beth, please come to the board for this word. Do you see a soft sound letter pattern?

Beth: Well, there are two **cs**, but only one has a special vowel after it.

Teacher: Tell me what you mean by a "special vowel."

Beth: One of the vowels that makes **c** say /s/: **e, i, and y**. This word has **e** after **c**.

Teacher: OK, thanks for explaining that to everyone. Please underline the soft **c** pattern you found and write it in the correct column.

*[Beth underlines **ce** and writes **ce** in the "Soft **c** Pattern" column.]*

Teacher: Everyone, what is the sound for **c** in the letters Beth underlined?

Students: /s/

Teacher: There is another **c** in the word. Why didn't Beth underline it, too?

Gerald: Because **a** is after that **c**.

Teacher: Right. And what is the sound for that **c**, Gerald?

Students: /k/

Teacher: Beth, please read the syllables and then the whole word.

Beth: *can-cel, cancel*

DAY 2: SOFT G

WORD	SOFT g PATTERN
<i>gist</i>	
<i>gumbo</i>	

Teacher: We'll determine the sound of **g** in each of the words on the board. If **g** is followed by **e**, **i**, or **y**, underline the letter pattern and write the letter pattern in the "soft **g** pattern" column. Then we'll read the words.

William, what are the two sounds for letter **g**?

William: /g/, /j/

Teacher: Perfect. Let's do the first word.

*[Point to **gist**.]*

Teacher: Raise your hand and tell me whether there is a soft sound letter pattern...William?

William: There is *gi*. *G* will sound like /j/.

Teacher: Good job recognizing the letter pattern and knowing the sound, William! I underline *gi* and write *gi* in the “soft *g* pattern” column. What is the sound for *g* in this word, everyone?

Students: /j/

Teacher: Everyone, read the word, please.

Students: *gist*

[Point to gumbo.]

Teacher: Gerald, it’s your turn to do the next word. Tell the group whether the word has a soft sound letter pattern.

Gerald: The *g* has *u* after it. That’s not one of the vowels that makes *g* say /j/.

Teacher: Correct. Please read the word.

Gerald: *gumbo*

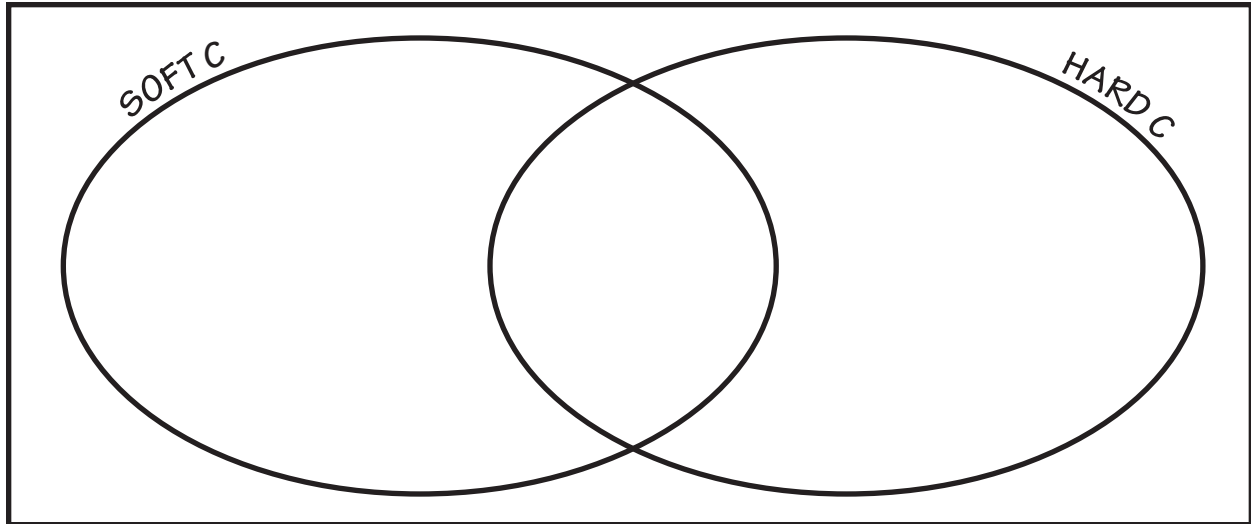
GUIDED PRACTICE: ACTIVITY 2

VENN DIAGRAM

DECODING

NOTE: Remember to teach soft *c* and soft *g* on separate days.

On a large sheet of construction paper, draw and label a Venn diagram for the soft sound being taught and place it on the table or floor. Have students read word cards and place them in the correct location in the diagram, depending on the sound of the *c* (or *g*) in the word. If a word has both hard and soft sounds, it belongs in the overlapping area. Your Venn diagram should look similar to the following graphic.



DAY 1: SOFT C

Teacher: After you read a word card, put it in the correct area of the Venn diagram. If the word has a soft *c*, as in *Cindy*, it belongs in the circle labeled “soft sounds.” If the word has a hard *c*, as in *Carmen*, it belongs in the “hard sounds” circle.

Abby, what letter follows *c* to make it say /s/?

Abby: *E, i, or y.*

Teacher: Excellent. Notice the area where the circles overlap. It’s for words with soft and hard *c* sounds.

Let’s read some words together and figure out where they belong. Here’s the first word.

*[The word is **city**.]*

Teacher: Look at the letter pattern and tell me what sound *c* makes.

Beth: /s/

Teacher: Correct. Please read the word.

Beth: *city*

Teacher: Abby, how did Beth know that *c* makes its soft sound in *city*?

Abby: Because *i* comes after *c*.

Teacher: Beth, where does *city* belong in the Venn diagram?

Beth: Put it in the soft sounds circle.

Teacher: Look at the next word.

*[The word is **capsize**.]*

Teacher: What letter follows *c*?

Students: *a*

Teacher: Gerald, what sound does *c* make in this word?

Gerald: It says /k/ because the first part of the word is *cap*.

Teacher: Gerald saw two clues about the sound of *c*. First, it is part of a word he recognizes, *cap*. Second, *c* is followed by *a*, so it is a hard *c*, /k/. Please read the whole word, Gerald.

Gerald: *capsize*

Teacher: Because it contains a hard *c*, I'll put *capsize* in the hard sounds circle.

Capsize is an interesting word because it has nothing to do with the size of a cap! *Capsize* means "to overturn." When a boat turns upside down in the water, it capsizes. Here's the next word.

*[The word is **nice**.]*

Teacher: How do you know the sound for *c*, William?

William: It has *e* after it, so it says /s/.

Teacher: What is the word?

William: *nice*

Teacher: That's right. Where does it belong in the Venn diagram?

William: With soft sounds.

DAY 2: SOFT G

Teacher: Today we'll read words, looking for soft **g**. After you read a word card, put it in the correct area of the Venn diagram. If the word has a soft **g**, as in **George**, it belongs in the circle labeled "soft sounds." If the word has a hard **g**, as in **Glen**, it belongs in the "hard sounds" circle.

What letters that follow **g** make it say /j/?

Students: *E, i, and y.*

Teacher: Look at this word.

*[The word is **agent**.]*

Teacher: What letter follows **g**?

Students: *e*

Teacher: Yes. Therefore, what sound does **g** make?

Students: */j/*

Teacher: William, please read the word.

William: *agent*

Teacher: Yes, so where does it go in the diagram?

William: With soft sounds.

Teacher: Correct! **Agent** has a soft **g**, /j/, so it belongs in the soft sounds circle.

Teacher: Let's analyze this next word.

*[The word is **suggest**. Point as you discuss the letters.]*

Teacher: The first **g** is followed by another **g**, so what is the sound of the first **g**?

Gerald: */g/*

Teacher: Yes. Now, look at the second **g**. It is followed by **e**, so what is the sound of the second **g**?

Students: /j/

Teacher: Say the first syllable, everyone.

Students: /sug/

Teacher: Say the second syllable.

Students: /jest/

Teacher: Put them together to form the word.

Students: *sug-gest, suggest*

Teacher: Excellent job. Although this word may have seemed confusing at first, it followed the rule of hard and soft sounds. *Suggest* has a hard sound and a soft sound, so it goes in the overlapping part of the Venn diagram.

ADAPTATION

Create Venn diagrams by using yarn, string, rope, or Hula-Hoops.

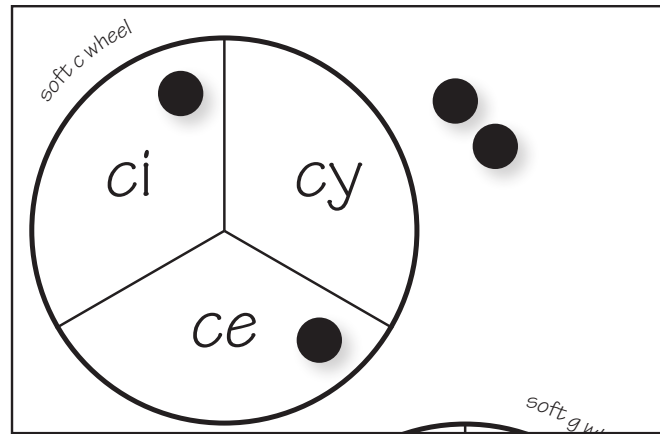
GUIDED PRACTICE: ACTIVITY 3

SOFT SOUNDS WHEEL

ENCODING

NOTE: Remember to teach soft **c** and soft **g** on separate days.

Gather 15 to 20 cards of high-utility words containing soft **c** (or **g**) letter patterns. Distribute the worksheet, which has two circles divided into thirds. The segments are labeled with soft **c** (or **g**) letter patterns. Dictate a word from the word cards. Have students write the word on their whiteboards and provide guidance as needed. After students spell the word correctly, have students put a token on the wheel segment that matches the letter pattern in the dictated word (see the following graphic).



DAY 1: SOFT C

Teacher: This activity will help you spell words with soft *c* sounds. I've chosen words that you frequently encounter, so learning how to spell these words will be useful. I will dictate a word, and you will write the word on your whiteboard. After you have spelled the word correctly, find the wheel segment on your worksheet with the soft sound letter pattern of the word and put a token on it. The goal is to get at least four tokens in each segment because that means you got some valuable spelling practice!

We will spell the first word together. The word is *advice*. Repeat, please.

Students: *advice*

Teacher: Say the syllables.

Students: /ad/ /vīs/

Teacher: The next step is to spell each syllable. Abby, please say and spell the first syllable.

Abby: *ad, a-d-d*

Teacher: The first syllable sounds just like the word *add* that you would say in math class, but in *advice*, it is just a word part, so it is spelled *a-d*. Write the first syllable on your whiteboards, please.

*[Write **ad** on the board as students write on their whiteboards.]*

Teacher: William, what is the second syllable in *advice*?

William: /vīs/

Teacher: Tell me the sounds you hear in *vice*.

William: /v/ /ī/ /s/

Teacher: We'll use the sounds in *vice* to spell the syllable.

[Write on the board as William says the letters.]

Teacher: What is the first sound and letter?

William: /v/, v

Teacher: What is the next sound and letter?

William: /ī/, i

Teacher: What is the next sound and letter?

William: /s/: I think it's spelled with c.

Teacher: It is spelled with c. So far, we have the second syllable spelled *v-i-c*. That would be pronounced /vik/. How do we make it say /vīs/?

William: It should have e at the end.

Teacher: Yes! It needs e for two reasons. First, e is needed to make a soft c. Second, e makes it a VCe syllable with a long i sound. Please finish writing *advice* and then hold your whiteboards up, so I can see them.

[Students write and hold up their whiteboards.]

Teacher: What soft c letter pattern is in the word?

Students: ce

Teacher: Put a token on the ce segment of the wheel.

DAY 2: SOFT G

Teacher: Today, we'll practice spelling words with soft **g** sounds. I will dictate a word, and you will write the word on your whiteboard. After you have spelled the word correctly, find the wheel segment with its letter pattern on your worksheet and put a token on it. Remember, the goal is to get at least four tokens in each segment.

Let's spell the first word together. The word is **germs**. Here it is in a sentence: *Hand sanitizer can prevent the spread of germs*. Repeat the word, please.

Students: *germs*

Teacher: What sounds are in **germs**, Beth?

Beth: /j/ /er/ /m/ /z/

Teacher: Let's spell the sounds we hear. What is the first sound?

Beth: /j/

Teacher: Hmm, how will you know which way to spell /j/?

Beth: Well, the sound after it is /er/, and that's **e-r**. So I think **j** is spelled with **g**.

Teacher: Excellent explanation, Beth. You put together a lot of your knowledge about sounds! Everyone please spell **germs** and then hold up your whiteboards. Where will you put a token on the wheel?

Students: The **ge** section.

TIP

Choose words by looking for trouble spots in students' writing.

ADAPTATION

Do this activity in pairs. Have Student A dictate a word to Student B, who spells it and checks it against the word card. Have Student B then dictate a word to Student A.

INDEPENDENT PRACTICE: ACTIVITY 1

MINGLE DECODING

NOTE: Remember to teach soft **c** and soft **g** on separate days.

Give each student an index card with four to six words, most with a soft **c** (or **g**). Do not put duplicate words on any of the cards. Follow these steps:

1. Have students read the words on their cards independently. Monitor and assist to ensure that each student masters his or her words.
2. Have students mingle and read one another's words. Have the student who has mastered the set of words critique his or her classmates' reading of those words.

Teacher: I've given each of you an index card with words on it. This activity has two parts:

First, you will read the words on your card and master them. That means you'll be able to read your words quickly and accurately.

Then, you will walk around the room and read one another's words. Because you have mastered your own words, you'll be able to determine whether your classmate is reading your words correctly.

ADAPTATIONS

- Alter the number of words on index cards to meet the level of your students.
- Have students initial their classmates' index cards after reading the words on them. The student who collects everyone's initials first is the winner.

INDEPENDENT PRACTICE: ACTIVITY 2

WHITEBOARD DICTATION ENCODING

NOTE: Remember to teach soft **c** and soft **g** on separate days.

Dictate words that contain learned sounds, mostly words containing soft **c** (or **g**) that students are likely to encounter in their reading and writing. Have students repeat each word and then spell it on their whiteboards. Have students hold up their whiteboards after they spell a word.

Teacher: I will dictate a word. Repeat the word in a whisper voice and then write it on your whiteboard. Follow the usual spelling process by listening for syllables and then spelling each syllable. I'll dictate words that you have read and spelled before, so use your memory to help you spell the words. After you write the word, hold up your whiteboard, so I can see it.

The first word is *city*.

[Students repeat the word in a whisper voice, write it on their whiteboards, and hold up their whiteboards.]

Teacher: Excellent job!

Continue dictating words.

MONITOR LEARNING

Encoding soft **c** and soft **g** words involves memorization and practice. Monitor students for accuracy and provide opportunities to practice high-utility words that are particularly difficult to spell.

GENERALIZATION

G makes the sound /j/ more often than **j** does. **C** frequently makes the /s/ sound. Because of this frequency, learning the letter patterns that produce soft **c** and soft **g** will increase the number of words students can read across texts.

LESSON 15 WORD CARDS

advice	cancel	charge
accident	agency	cell

First of 6 pages

SOFT SOUNDS WHEELS

soft c wheel

ci cy ce

soft g wheel

gi gy ge

WORD RECOGNITION AND FLUENCY: EFFECTIVE UPPER-ELEMENTARY INTERVENTIONS FOR STUDENTS WITH READING DIFFICULTIES
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LESSON 15

SOFT G AND SOFT C

Lesson 15 Word Cards

Guided Practice: Activity 3

Soft Sounds Wheels Worksheet

accident

advice

agency

cancel

cell

charge

citizen

city

civil

concentrate

concept

cycle

emancipate

engage

face

forge

gene

gentleman

germ

gigantic

huge

incident

large

legend

legislate

longitude

merge

place

race

recent

replace

sincere

suggest

surge

truce

wage

SOFT SOUNDS WHEELS

