

# Foundations for Literacy IV

## FFL 4.4

### Soft c and Soft g

#### Introducing Soft c and Soft g

materials include: lowercase letter cards- c, g, e, i, y

Before reading *The Gingerbread Man, Loose in School*, present your students with the letter cutouts, one at a time, in the order listed above. For each letter, ask your students, “What sound do we make when we see this letter? And this one? How about this one?” Continue in this way until all the students have accurately produced the most common sound for each letter. The students are expected to produce the hard c and g sounds, the short vowel sounds for e and i, and the consonant sound for y. You will say, “Y can also act like a vowel. When it does, it will sound like vowels i or e.” (NOTE: When we slowly stretch out the sounds in the name of letter y, we can hear the letter names for i and e.)

Say the word *gingerbread* making the **hard g sound** for both g’s. Notice, together, that it doesn’t make a word we know. Explain that both g’s in the word *gingerbread* make the **soft g sound** and that soft g’s sound like j’s. They say /j/. (Note that when we say the name of the letter g, we can hear the /j/ sound. It sounds like this: /jee/.) Share that there are many, many words with g’s representing the /j/ sound and that today we’re going to learn how it works.

Place the e, i, and y facing your students. Say: (placing the g in front of the e), “In most cases, **g-e says /j/**, (placing the g in front of the i) **g-i says /j/**, and (placing the g in front of the y) **g-y says /j/**.”



**Read: *The Gingerbread Man Loose in the School* by Laura Murray**

As you’re reading, when you spot a word with a soft g, every now and then note it aloud with your students— but be deliberate in keeping the pace of the story going. We don’t want to stop so often that the story is not fully enjoyed. To help kids recognize what it will sound like when they make a hard g sound when it should actually be read as a soft g, it can be helpful to read some words incorrectly (like we did with *gingerbread*, above). Explain that if they read a word making a hard g sound and it doesn’t make a word they know, all they have to do is “flip it” to the soft g sound and see if *that* makes a word they know.

#### Soft g Word Decoding

materials include: soft g word cards, soft g sorting papers (g-e, g-i, g-y)

Invite students to decode the soft g words and place them in the proper columns according to which vowel is making the g make its soft sound.

### **Soft g Word Spelling**

materials include: soft g word cards, soft g spelling papers

Use a handful of the soft g word cards and invite your students to try spelling them using what they now know about how soft g works. Remember to guide your students as they're spelling. We're not quizzing. We're equipping. That means we're reminding students about what they're learning about how words work. When spelling words with soft g, the vowel sound is usually apparent and is therefore fairly easy to spell. For example, in the word *gentle*, we can hear that it's a short e following the g, and in the word *ginger*, we can hear that it's a short i following the g.

### **Soft c Word Decoding**

materials include: soft c word cards, soft c sorting papers

Refer back to the *Gingerbread Man Loose in the School* book. Notice, together, some words with a soft c (e. g., principal, recess, icing). Notice together the soft c sound when vowels e, i, and y follows that c. Invite students to decode the soft c words and place them in the proper columns according to which vowel is making the c make its soft sound.

### **Soft c Word Spelling**

materials include: soft c word cards, soft c spelling papers

Draw a few word cards and invite your students to try spelling the words, using what they now know about how soft c works. Remember to guide your students as they're spelling. We're not quizzing. We're equipping. That means that we're reminding students about what they're learning to be true about how words work. When spelling words with soft c, the vowel sound is usually apparent and is therefore easy to spell. For example, in the word *center*, we can hear that it's a short e following the c, and in the word *cinnamon*, we can hear that it's a short i following the c.

### **Soft c and Soft g Game Board**

materials include: game board (2 are included), movers, dice, crayons

Students will place their movers on start. They'll roll their dice and move the given number of spaces. Next, they'll decode the words, and when they've read them correctly (with your coaching), they (or you) will color in the spaces indicating that those spaces have been read and will no longer be in play. Play continues until all spaces are colored. The game can be played across a few days, though nearly completed work may be sent home to be finished with the students' family members if students are consistently decoding the words accurately.

*\*Note that one game board offers a color-coding option. The game board spaces featuring words with each letter combination to make the g "soft" may be noted by coloring the words with a different colors (e.g., words with g-e- red, g-i- green, and g-y- yellow. You can do the same for c-e, c-i, and c-y.*

### **Mixed Up Secret Agent Spelling Practice**

materials include: soft c & soft g word cards (mixed together), secret agent pens (invisible ink with UV lights), secret agent spelling practice papers, pencils



For secret agent spelling practice

To add a little interest to the soft c & soft g lessons, allow students to use secret agent pens to practice spelling some of the soft c and soft g words we've been decoding. Students will draw soft c and soft g word cards, one at a time, from a pile. They'll decode the words and then, without looking at the word card again, spell them on the provided paper. Remind the students to check the box with their pencils when they've written a word in a space so they may avoid accidentally writing one word on top of another. When they're finished writing some words, they can invite a classmate to decode the words they've written using the secret agent lights at the ends of their pens. What a fun way to promote enthusiasm for writing!

### **Soft c and Soft g Sweet Treat**

materials include: orange slices candies



Please have the students decode the words orange slices. Discuss the spellings for the sounds and enjoy the treat!

### **Additional Notes:**

If you try the soft c/soft g rule and it doesn't make a word you know, just flip back to the other expected sound for c or g. It works!

Rule Breakers examples:

get  
gift  
girl  
give  
giggle  
bagel  
tiger  
finger  
target  
together

FYI- Over time, a handful of words have lost their trailing e's when affixes were added. These words are especially tricky to spell because we hear a "soft g sound" but there's no e, i, or y telling the g to *make* its soft sound.

abridgment  
acknowledgment  
fledgling  
judgment

Some words have double g's and both g's make soft g sounds with added endings while other words with double g's that have the first g (the one not followed by an e, i, or y) making its hard sound while the one that is followed by the e, i or y makes its soft sound.

exaggerate (both soft)

suggest (one hard, one soft)

### **Dictated Sentence and Decoding Sentence Practice Page**

materials include: dictated sentence practice pages, pencils

Students will be challenged to write one sentence from the dictated sentence page for this lesson. You will read one sentence of your choosing, as many times as needed, as the students record that sentence— using capitals, spaces, and end marks. Of course, you'll also coach them to correctly use the phonics rule you've been teaching this week (and in previous weeks).

TIP: With the dictated sentence page in front of your students, on their tables or at their desks, have them flip the paper upside down and fold on the dotted line so the handwriting lines show at the bottoms of their papers. When done this way, it'll be easy for your students to flip that fold back up and check their sentence writing with the one on the page. Their sentences will be right side up when they unfold them to check their work.

This self-checking promotes skilled reading and writing. And remember, this work is not to be graded. This is our practice. We want to use no-stakes assessments, so our kids feel comfortable taking risks and trying out the skills they're learning.

Finally, your scholars will practice decoding words featuring this new learning as they decode the remaining sentences