PREPARE

CONCEPT The letter *c* makes its soft sound (/s/) before *e*, *i*, and *y*. Similarly, the letter *g* makes its soft sound (/j/) before *e*, *i*, and *y*. Knowledge of these letter-sound combinations helps students apply strategies for decoding unfamiliar words and checking their spelling

VOCABULARY hard sound, soft sound, vowel

MATERIALS Lesson reproducibles, highlighters, index cards, letter tiles, word lists (included)

INSTRUCT

Display Picture-Word Cards for the letter *c*, such as those included with this lesson. Tell students that you would like them to organize the cards into two groups. (Prompt students as necessary: What sounds does the letter *c* make in these words? Before which letters does *c* make a /s/ sound? Before which letters does *c* make a /k/ sound?)

Once students have sorted the cards, have them synthesize their ideas to describe the sounds made by the letter *c*.

State the rule: **The letter *c* makes its soft sounds (/s/) before *e*, *i*, and *y*.**

Repeat the process described above with Picture-Word Cards for the letter *g*.

Then, state the rule: **The letter *g* usually makes its soft sound (/j/) before *e*, *i*, and *y*.**

Then, refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the information in a notebook.

PRACTICE

- Distribute index cards that contain a mix of one-syllable words with hard or soft *c* (or *g*). Have students sort the cards into piles based on the sound *c* makes (hard or soft). Then, have students read each word.
- Have students play a version of Tic-Tac-Toe. First, give each pair a list of hard and soft *c* (or *g*) words, and have them work together to highlight the words with hard *c* in one color and those with soft *c* in a different color. Then, one student should focus on hard *c* words, while the other focuses on soft *c* words. For each turn, students should select a word, read it, and copy it in a Tic-Tac-Toe square. Players win when three of their words are written in a row.
- Display or distribute the Sample Text. Have students highlight the words with hard *c* (and/or *g*) in one color and the words with soft *c* (and/or *g*) in another color. Then, have students read each set of highlighted words, followed by the entire passage.
- Display or distribute a list of hard and soft *c* (and/or *g*) words. Have students use the words to create a variety of headlines (e.g., *Huge Gulls Race to Space*). Students should share their work with a partner, who may preview the headlines and then read them aloud to the group.

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ADAPT

SUPPORT

- Provide students with letter tiles. Dictate a variety of *c* (or *g*) letter combinations for students to create (e.g., *c-e*, *c-r*, *c-o*, *c-y*, *c-a*, *c-i*). For each example, students should say the sound that *c* makes.
- Display two words at a time, one that has a hard *c* sound (e.g., *craft*), and one that has a soft *c* sound (e.g., *cell*). Have students underline the *c* and the letter that follows. Then, have them say the sound that *c* makes in each word, followed by the entire word.
- Create index cards with a variety of one-syllable words where the letter *c* (or *g*) is followed by a vowel. Print the *c* and the vowel that follows in a different color from the other letters. Have students sort the cards into those in which *c* makes the hard sound and those in which *c* makes the soft sound. Then, have students read the words.

EXTEND

- Create a simple Venn diagram, with "soft sounds" on one side, "hard sounds" on the opposite side, and "both sounds" in the middle. Present a deck of index cards that contain words with soft *c* or *g* (e.g., *cent, gem*), hard *c* or *g* (e.g., *crab, gull*), or both (e.g., *cancel, suggest*). Have students read each word and place the card in the correct area of the Venn diagram.
- Display a list of nonwords that contain hard and soft *c* (or *g*). Have students read each word. Then, circle certain nonwords (e.g., *cel, cen, cin, clist, con, crat*). Challenge students to think of real words that contain each example (e.g., *celery, center, cinder, cyclist, contract, democrat*).

CONNECT

- Display a variety of content-related words that contain hard and soft *c* (or *g*) (e.g., *cyclone, candidate, convection, decibel, interference*). Have students underline each *c*, along with the letter that follows (e.g., *cy, cl, ca, co, ci*). Students should write /k/ or /s/ under each pair of letters to reinforce the sound made by the letter *c*. Then, support students as necessary to read the words and use them in oral sentences.

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WORD LISTS

These lists build on each other.

To Be Used with Concept 4 and Up

1 Syllable (Soft *c*)	ace, brace, cede, cell, cent, chance, cite, dance, dice, dunce, face, fence, France, glance, grace, hence, ice, lace, lance, lice, mace, mice, mince, nice, pace, place, price, prance, prince, quince, race, rice, since, slice, space, spice, splice, spruce, stance, trace, trance, truce, twice, vice, wince
1 Syllable (Hard *c*)	cake, camp, cane, cast, check, clad, clench, cod, cone, crack, cram, crest, crisp, crust, cuff, cut, deck, fact, ick, stick, tack, take, tick
2 Syllables (Soft *c*)	absence, advance, advice, census, central, citrus, distance, dulcet, efface, enhance, enlace, entice, entrance, excel, except, excess, excite, induce, pencil, sentence, stencil, suffice, unlace
2 Syllables (Hard *c*)	abduct, accost, accuse, attic, classic, combine, compete, compose, compute, confine, effect, escape, occult
2 Syllables (Mixed)	accent, accept, concede, concept, concise, convince, success
3 Syllables (Mixed)	compensate, concentrate

To Be Used with Concept 6 and Up

1 Syllable (Soft *c/g*)	age, binge, bulge, cinch, cyst, flange, forge, fringe, gel, gem, gene, gent, gist, gym, hinge, huge, lunge, page, plunge, rage, sage, singe, stage, tinge, twinge, wage
1 Syllable (Hard *g*)	bag, brag, flag, game, gap, gas, gasp, gate, gave, gaze, glass, glaze, glib, glum, gob, grab, grad, grade, graft, grant, grape, grate, grill, grime, grit, gum, gust, hug, lug, plug, rag, rig, sag, shrug, tag, twig, wag, wig
1 Syllable (Mixed)	cage, cringe, gage, glance, grunge
2 Syllables (Soft *c/g*)	challenge, cymbal, decent, decide, deduce, digest, enrage, exchange, expunge, finance, gentle, gently, gestate, gypsum, gypsy, impinge, indulge, infringe, ingest, oblige, pungent, precede, precept, precinct, rampage, recede, recent, recess, recite, reduce, stringent, tangent
2 Syllables (Mixed)	congest, cycle, engage, grocer, suggest
3 Syllables (Mixed)	calculate, commonplace, complacence, condolence, consistence, contingent, disengage, gigantic, gymnastics, indulgent

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WORD LISTS

These lists build on each other.

To Be Used with Concept 7 and Up

1 Syllable (Soft *c/g*)	cease, fleece, peace
1 Syllable (Hard *c/g*)	cease, clean, coax, creak, cream, crease, creed, creek, creep, gleam, glean, glee, grease, greed, green, greet, scream, screen
1 Syllable (Mixed)	Greece
2 Syllables (Soft *c/g*)	ageless, bungee, ceasing, decease, emcee, exceed, gently, peaceful, priceless, proceed, squeegee, wageless
2 Syllables (Mixed)	cageless, conceal, congeal, graceful, graceless, succeed
3 Syllables (Mixed)	concealer, exceeded, exceeding, proceeded, proceeding, succeeded, succeeding, unconcealed

To Be Used with Concept 8 and Up

1 Syllable (Soft c/g)	bounce, choice, lounge, ounce, pounce, trounce, voice
1 Syllable (Hard c/g)	coil, coin, couch, count, coy, crouch, gout, grouch, grout
1 Syllable (Mixed)	gouge, scrounge
2 Syllables (Soft c/g)	denounce, rejoice
2 Syllables (Mixed)	council

To Be Used with Concept 9 and Up

1 Syllable (Soft *c/g*)	barge, charge, farce, force, forge, germ, large, merge, surge, verge
1 Syllable (Hard *c/g*)	arc, car, carp, cart, cord, cork, corn, curb, curl, gar, garb, scar, scarf, scorn
1 Syllable (Mixed)	gorge
2 Syllables (Soft *c/g*)	birthplace, cinder, cistern, enforce, excerpt, forceps, gerbil, mercy, parcel, pincer, ulcer
2 Syllables (Mixed)	cancer, cigar, circle, circus, commerce, concern, concert, cornice, engorge, storage
3 Syllables (Mixed)	certify, concordance, concurrence, convergence, counterforce

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PICTURE–WORD CARDS

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PICTURE-WORD CARDS

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ANCHOR CHART

Hard & Soft c/g

Hard Sounds		Soft Sounds	

c says /k/		c says /s/ Before e, i, and y	
act	abduct	cent	citrus
cat	accost	cite	cymbal
claim	cascade	cyst	distance
clip	cupcake	mice	excel
coin	escape	peace	stencil
crease	occult	slice	unlace

g says /g/		g says /j/ Before e, i, and y	
gap	digress	age	challenge
glib	gamble	gent	digest
gob	struggle	gist	exchange
grip	unplug	gym	gypsum
gut	zigzag	twinge	stringent

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SAMPLE TEXT

Student may need support with bold words.

CONCEPT 6: Hard & Soft c

Come to Cedric's

Cedric's of Cape Cascade—the Best Place for **Treats** Since 1980
Our prices are right,
Come in for a bite!

- cold drinks
- homemade ice **cream** in crisp cones
- enticing slices of cake with icing
- rice **pudding** with spices
- cupcakes and muffins

It's a cinch to find us at 125 Central Street. Another entrance is on Cutting Road.

CONCEPT 6: Hard & Soft c/g

New Places

In the distant past, people found **food by** collecting **wild** plants and **by** fishing and hunting. If their **food** ran out or if other changes made life too **hard**, they **moved** on to **new** places. They had to face extreme challenges but somehow found success. Some people made homes in high **mountain** ranges. Some found **ways** to live in lands of ice, **snow**, and raging winds. Some people even **took** a huge chance and set out to find a speck of land in the vast ocean. Through the ages, people came to live in just about every **part** of the world.

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