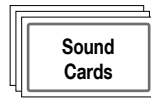
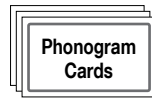


Step 3 - Consonant Team DGE

This lesson will teach how to choose between g and dge to spell the sound of /j/ at the end of a word.

You will need: Key Card 21, Silent E Book (optional), Word Cards 11-20, Homophones List

Review



New Teaching

In a previous lesson, the student learned that phonogram DGE says /j/.

In this lesson, the student will learn how to choose between G and DGE to spell the sound of /j/.

Teach Key Card 21: Use DGE after a Short Vowel

“Pull down three ways to spell the sound of /j/.” Student pulls down j, g, and dge.

j g dge

“Today we are going to talk about the sound of /j/ at the **end of a word**. One of these tiles can’t be used at the **end** of English words. Which one is that?” *The j.*

“Right. Set that tile aside.” Student sets the j tile aside.

Place an e tile next to the g. g e dge

At the **end of a word**, we have two ways to spell the sound of /j/: g followed by Silent E, and dge.”

Build the word *fudge*, placing a blank tile in place of the /j/ sound.

f u □

“I want to spell the word *fudge*. In place of this blank tile, I need to decide whether to use the g-e or the dge.”

“Is this a short vowel?” Yes.

f u □ g e dge

“It is, so we use dge.”

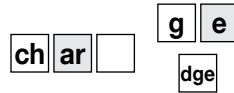
Replace the blank tile with the dge tile.

f u dge


New Teaching

(continued)

“Let’s try another word. The word I want to spell is *charge*.”



“I need to decide whether to use the g-e or the dge.”

Point to the ar tile. “Is this a short vowel?” *No.* 

“Ar is not a short vowel, so we use g-e.”



“We only use dge **right after** a short vowel.”

When deciding whether to use g-e or dge at the end of a word, be sure to look **only** to the letter **IMMEDIATELY** preceding the /j/ sound. There may be a short vowel elsewhere in the word, but we are only concerned with the letter that comes directly before the /j/ sound.

Have your student practice this concept with the following words. Build the word for your student, putting a blank blue tile in place of the /j/ sound.

bridge

rage

ledge

large

judge

Read Key Card 21 with your student and place behind the Review divider.

We have two options to spell /j/ at the end of a word. What are they?
_____ or _____.

Which one do we use right after a short vowel?
_____.

Level 4 – Step 3 Key Card 21

1. g-e or dge
2. dge

Take a look at the dge phonogram in the word *bridge* (or any dge word). The d acts as a “buffer” so Silent E doesn’t make the vowel long. The d protects the vowel from Silent E.

New Teaching

(continued)



Spotlight on Silent E



The Spotlight on Silent E is a quick activity that highlights words with Silent E. The jobs of Silent E are listed in Appendix C.

Your student can refer to his Silent E Book from Level Three. If you like, he can also add new spelling words to the book.

Build the word *judge*. **j** **u** **dge**

“The word *judge* ends in Silent E. What is the job of Silent E in this word?” *It makes the g soft (or, it makes the g say /j/).*

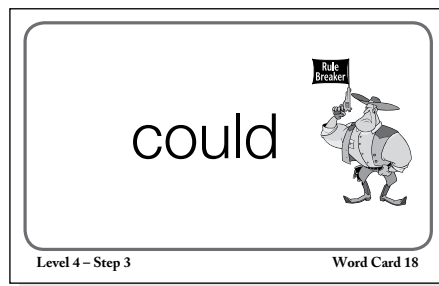
Teach Three Rule Breakers

“Three words on today’s word list are Rule Breakers.”

Build the word *could*. **c** **ou** **l** **d**

“This word is *could*. Which letters don’t say the sounds we expect them to say?” Lead your student to see that the ou sounds like /ōō/ and the l is silent.

Show Word Card 18 to your student.



“Circle the oul in this word because those letters don’t make the sounds we expect them to make.” *Student circles the letters and fills in the circle with yellow pencil.*

“Spell the word *could* on paper.” *Student writes the word.*

New Teaching

(continued)

Take out Word Cards 19 and 20. “The words *would* and *should* are similar to the word *could* and are also Rule Breakers. Which letters don’t make the sounds we expect them to make?” *The ou sounds like /oo/ and the l is silent.*

“Right. Circle the oul in both words and color them yellow.”

“Spell the word *would* on paper.” *Student writes the word.*

“Spell the word *should* on paper.” *Student writes the word.*

Have your student practice these three words until they become easy.

If your student has a tough time with these words, try the following strategies:



1. Teach *could* first. Once your student has mastered that word, the others will come easily.
2. Try saying a “cheer” to help your student get the rhythm and spelling of these words: C (pause), O (pause), U-L-D (said quickly together).
3. Though the jail routine won’t be included in the Level Four lesson plans, by all means continue to use it if you think your student will benefit from and enjoy it.

New Teaching

(continued)

Word Cards 11-20: Spell on Paper

Dictate the words and have your student spell them on paper.



11. edge
12. bridge
13. judge
14. charge
15. fudge
16. ridge
17. rage
18. could
19. would
20. should

If a spelling word has a homophone—another word that sounds alike but is spelled differently—use the word in a sentence. The student does not write the sentence.



Would you like some milk?

File the Word Cards behind the Review divider.

Reinforcement

More Words

The following words reinforce the concepts taught in Step 3. Have your student spell them for additional practice.

badge

ledge

hedge

Homophone Pairs

Have your student add the following homophone pair to the Homophones List. Students can start a new list for Level Four or continue the same list started in Level Three.

would / wood

Read the following sentences and have your student point to the correct word on the Homophones List.

Would you help me?

The baseball bat is made of wood.

I would never say that!

Bring me wood for the fire.

New!

The Homophone Pairs activity appears whenever a lesson introduces a new word that forms a homophone pair with another word that the student has already learned.

In this case, the student learned the word *wood* in Level Three, which can now be paired with the new spelling word *would*.

Reinforcement

(continued)

Dictate Sentences

Dictate several sentences each day.

Should we take the bus?

Don't stand on the edge of the cliff!

The judge said I was the best swimmer!

Could you speak louder?

There is a green hedge in front of my house.

We ran over the high bridge.

I have a red badge on my shirt.

The plant is on the window ledge.

I wish Mom would make us some fudge!

What can you see from the ridge of the hill?

That man is in a rage!

I had to pay a charge to cross the road.

Writing Station

Dictate each word and have your student write it on paper. Then have your student write original sentences using the new words.

sickness

weak (weak arms)

itches

some (some cats)

catching

You can use the Writing Station as a diagnostic tool. Is your student misspelling any words when he creates his own sentences? Take a look at the types of errors he makes to determine if you need to review or reteach any concepts.

