

Lesson 39 - Soft C and the Second Job of Silent E

In this lesson, students will learn the second job of Silent E and words containing soft c.

You will need: *Leap into Reading* pages 271-277

Word Cards 192-201

Jobs of Silent E chart

Before You Begin

Review Phonogram C

Phonogram c can say two sounds:

- /k/ as in *cat*, also known as hard c (emphasized in Level 1, Lesson 3)
- /s/ as in *city*, also known as soft c (emphasized in this lesson)

In almost every instance, c is soft when followed by e, i, or y. Read the following examples and listen for the /s/ sound.

city	dance	ice	pencil	center
place	nice	face	twice	space

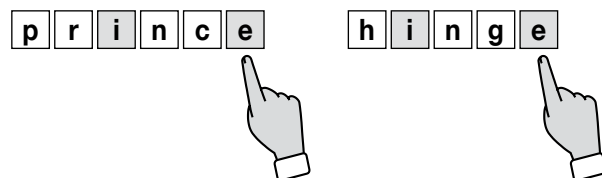
This is a highly reliable pattern with very few exceptions. The exceptions occur in higher level words of foreign origin, such as *cello* and *concerto* (in which c followed by e says /ch/) and *Celtic* (in which c followed by e says /k/).

In *All About Spelling* Level 1, your student learned that the letter k is used when the /k/ sound is needed before the vowels e, i, and y, as in the words *kept*, *kind*, and *sky*.

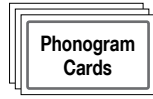
Today's lesson will focus on soft c, and Lesson 42 will focus on soft g.

Preview the Second Job of Silent E

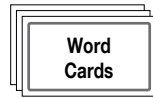
The second job of Silent E is to make c and g soft, as in the words *prince* and *hinge*.



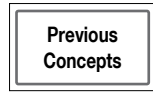
Review



Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show the card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the decoding procedure shown in Appendix C.



Build the following words with letter tiles. Have your student divide the words where necessary, label with syllable tags, and read.

Lemon is divided using the One Consonant Tile rule.



green

Vowel Team Syllable

g r ee n

lemon

Closed Syllable

l e m

Closed Syllable

o n

New Teaching

Determine the Sound of C

Pull down the c tile. c

“You know that the letter c can say /k/ or /s/. We have a way to tell which of these two sounds the c is going to make.”

Pull down the letter tiles e, i, and y and arrange them next to the c tile.

	e
c	i
	y

“If c is followed by an e, i, or y, it says /s/.”

Show the c tile visiting the letters e, i, and y one at a time. “In front of the e it says /s/. In front of the i it says /s/. In front of the y it says /s/.”

Pull down the letter tiles a, o, u, l, and r and arrange them like this:

	a
	o
c	u
	l
	r

New Teaching

(continued)

Excerpted from *All About Reading Level 2*

“If the c is before any other letter, it says /k/.”

Show the c tile visiting the letters one at a time. “In front of the a it says /k/.” Repeat for o, u, l, and r.

When your student understands this concept, mix up the e, i, and y with the a, o, u, l, and r and place the c in front of each one. Ask your student to tell you whether the c says /k/ or /s/.

Continue this activity until it has been mastered by your student.

Teach the Terms *Hard C* and *Soft C*

Pull down the c tile. c

“When c says /s/, we say that the c is **soft**.”

“When c says /k/, we say that the c is **hard**.”

“Tell me the **hard** sound of c.” /k/.

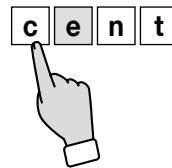
“Tell me the **soft** sound of c.” /s/.

Blend Words with Soft C

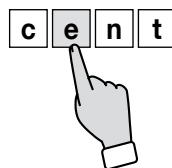
Build the word *cent*. c e n t

“We just learned that when c is followed by e, i, or y, it says /s/. I will sound out this word.”

Touch the c and say /s/.



Touch the e and say /ĕ/.

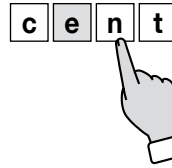


New Teaching

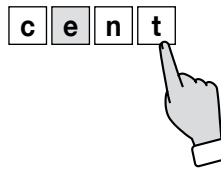
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Excerpted from *All About Reading Level 2*

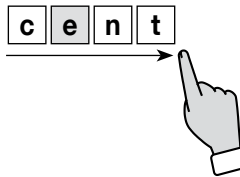
Touch the n and say /n/.



Touch the t and say /t/.



Now go back to the beginning of the word. Slide your finger under the letters c-e-n-t and say *cent* slowly.



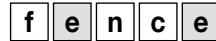
Finally, read the word *cent* at a normal pace, as we do when we speak.

Using the same procedure for blending, have your student sound out the word *cell*.



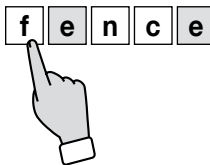
Teach the Second Job of Silent E

Build the word *fence*.

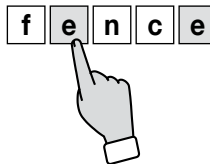


“Today you will learn the second job of Silent E. Silent E makes the c say /s/. I will sound out this word.”

Touch the f and say /f/.



Touch the e and say /ē/.

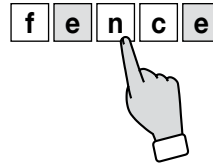


New Teaching

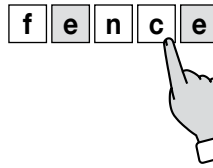
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Excerpted from *All About Reading Level 2*

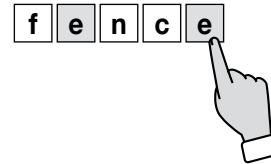
Touch the n and say /n/.



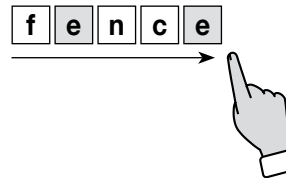
Touch the c and say /s/.



Touch the e. "This is Silent E."



Now go back to the beginning of the word. Slide your finger under the letters f-e-n-c-e and say *fence* slowly.



Finally, read the word *fence* at a normal pace, as we do when we speak.

"Silent E usually doesn't jump over two consonants to make the vowel say its name."

Point to the first e. "This e is short. The only job of Silent E here is to make the c say /s/."

Using the same procedure for blending, have your student sound out the word *prince*.



Take out the Jobs of Silent E chart and read Job #2 with your student. "This the second job of Silent E. In a later lesson, you'll learn words in which g is soft. Today we are learning just about soft c."

For words like *fence* and *prince* in which Silent E does its second job, we won't label with syllable tags. These words don't fall into a clear-cut category like most other words do. They could be considered closed syllables with Silent E added, but that information isn't needed in order to read the words.

New Teaching

(continued)

Complete Activity Sheet

“In this next activity, you’ll get to decide if c is hard or soft.”

Answer Key

“Hammer” pile:

- carpet
- cold
- cake
- creek
- plastic
- cry
- craft
- cart

“Feather” pile:

- dance
- force
- fence
- prince
- since
- chance
- glance
- cent



Hammers and Feathers

Remove pages 271-274 from the *Leap into Reading* activity book.

Cut out the word cards. Cut out the hammer and the feather on page 271. Your student may color them, if desired.

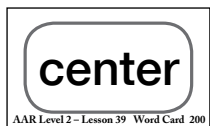
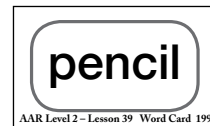
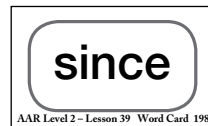
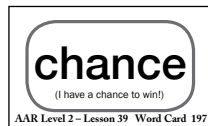
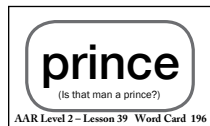
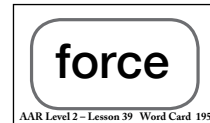
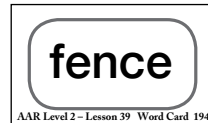
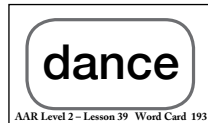
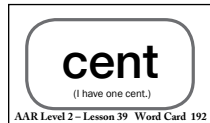
Mix up the cards and place them in a pile with the words facing down.

Have your student choose a card, locate the letter c in the word, and then decide whether c says its hard or soft sound. If the c is hard, he can hit the word with the hammer. If the c is soft, he can tickle the word with the feather. Place the word cards in separate piles depending on their sound.

After all the words have been sorted, have your student read each word aloud.

Practice Reading Words

Have your student practice reading the words on Word Cards 192-201.

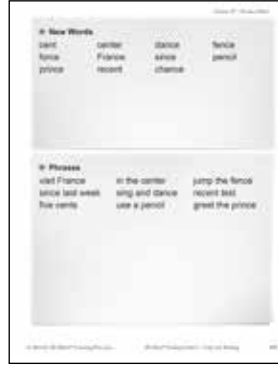


File the Word Cards behind the Review divider in the Reading Review Box.

New Teaching

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Practice Fluency



Turn to pages 275-277 in the activity book.

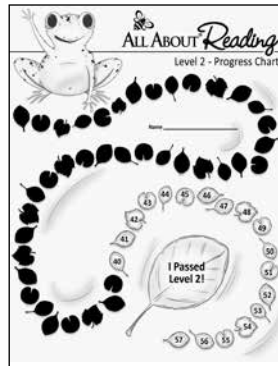
Have your student read from the Practice Sheets.

Read-Aloud Time Read a Story or Poem

Read aloud to your student for twenty minutes.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 39 on the Progress Chart.