

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

## Objective

This lesson teaches 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

**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.

<b>city</b>	<b>dance</b>	<b>ice</b>	<b>pencil</b>	<b>center</b>
<b>place</b>	<b>nice</b>	<b>face</b>	<b>twice</b>	<b>space</b>

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 learns 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*.

## 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*.

p r i n c e

h i n g e



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

## Review



Review the Phonogram Cards that are behind the Review divider in your student's Reading Review Box. Show each 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 blending 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* uses 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

Move the c tile into the workspace. 

“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.”

Move the e, i, and y tiles into the workspace and arrange them next to the c tile.

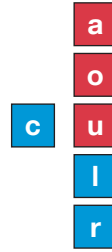
“If c is followed by an e, i, or y, it says /s/.”

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/.”

## New Teaching

(continued)

Move the a, o, u, l, and r tiles into the workspace and arrange them like this:




“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.

Once 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*

Leave the c tile in the workspace. 

“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/.

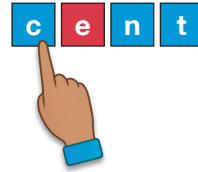
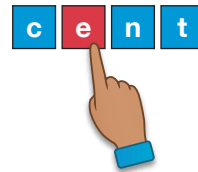
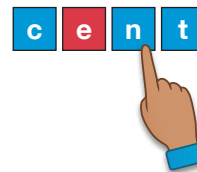
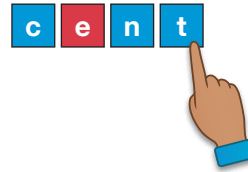
“Tell me the **soft** sound of c.” /s/.

**New Teaching**

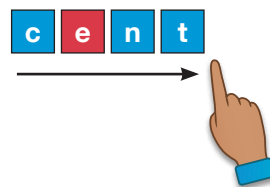
(continued)

**Blend Words with Soft C**Build the word *cent*.

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

Touch under the c and say /s/.Touch under the e and say /ě/.Touch under the n and say /n/.Touch under 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*.



## New Teaching


(continued)

## Teach the Second Job of Silent E


Build the word *fence*. **f e n c e**

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


Touch under the f and say /f/. **f e n c e**




Touch under the e and say /ē/. **f e n c e**




Touch under the n and say /n/. **f e n c e**



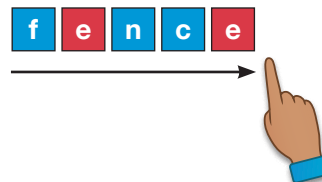
Touch under the c and say /s/. **f e n c e**



Touch under the e. “This is Silent E.” **f e n c 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.”

## New Teaching (continued)

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*.

p r i n c e

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.

Jobs of Silent E

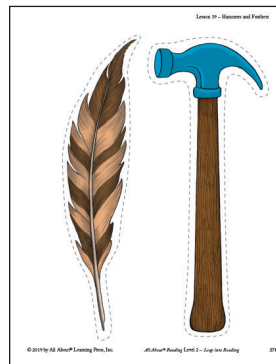
Job	Explanation
1	Silent E can make the vowel before it long. e.g. <b>ea</b> te, <b>ea</b> se, <b>ea</b> st
2	Silent E can make a vowel short. e.g. <b>ea</b> t, <b>ea</b> n, <b>ea</b> ch
3	Silent E can make a vowel a soft <i>c</i> . e.g. <b>ea</b> se, <b>ea</b> ch, <b>ea</b> ch
4	Silent E can make a vowel a soft <i>g</i> . e.g. <b>ea</b> se, <b>ea</b> ch, <b>ea</b> ch
5	Silent E can make a vowel a soft <i>h</i> . e.g. <b>ea</b> se, <b>ea</b> ch, <b>ea</b> ch
6	Silent E can make a vowel a soft <i>l</i> . e.g. <b>ea</b> se, <b>ea</b> ch, <b>ea</b> ch
7	Silent E can make a vowel a soft <i>n</i> . e.g. <b>ea</b> se, <b>ea</b> ch, <b>ea</b> ch
8	Silent E can make a vowel a soft <i>r</i> . e.g. <b>ea</b> se, <b>ea</b> ch, <b>ea</b> ch
9	Silent E can make a vowel a soft <i>s</i> . e.g. <b>ea</b> se, <b>ea</b> ch, <b>ea</b> ch
10	Silent E can make a vowel a soft <i>t</i> . e.g. <b>ea</b> se, <b>ea</b> ch, <b>ea</b> ch
11	Silent E can make a vowel a soft <i>v</i> . e.g. <b>ea</b> se, <b>ea</b> ch, <b>ea</b> ch
12	Silent E can make a vowel a soft <i>w</i> . e.g. <b>ea</b> se, <b>ea</b> ch, <b>ea</b> ch
13	Silent E can make a vowel a soft <i>x</i> . e.g. <b>ea</b> se, <b>ea</b> ch, <b>ea</b> ch
14	Silent E can make a vowel a soft <i>y</i> . e.g. <b>ea</b> se, <b>ea</b> ch, <b>ea</b> ch
15	Silent E can make a vowel a soft <i>z</i> . e.g. <b>ea</b> se, <b>ea</b> ch, <b>ea</b> ch

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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*.”

## Complete Activity Sheet

“Let’s discover whether these c’s are hard or soft.”



### Hammers and Feathers

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

Cut out the hammer, the feather, and the word cards. 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.

## New Teaching

(continued)

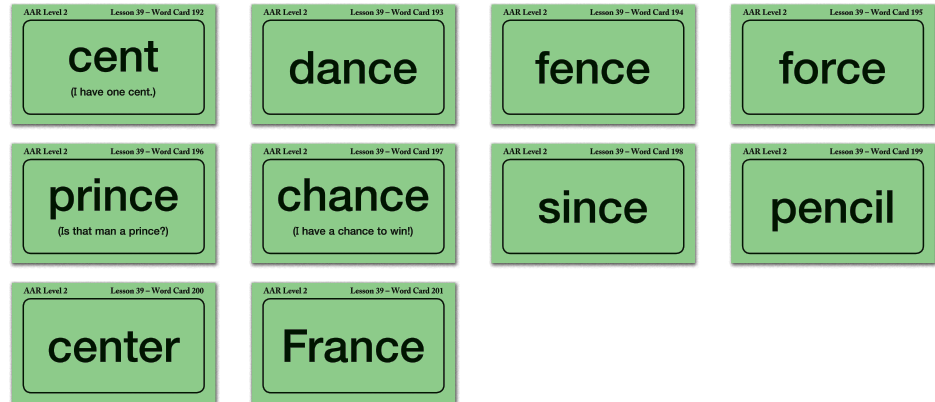
### Answer Key

*Hammer pile:* carpet, cold, cake, creek, plastic, cry, craft, cart

*Feather pile:* dance, force, fence, prince, since, chance, glance, cent

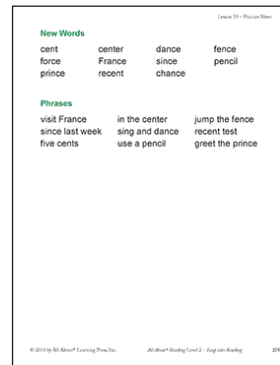
## Practice Reading Words

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



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

## Practice Fluency



Turn to pages 275-277 in the activity book.

Have your student read from the Practice Sheets.

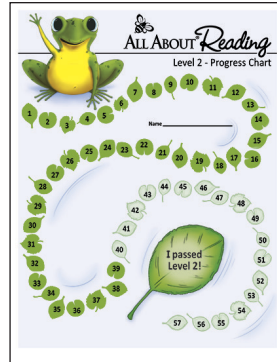
## Read-Aloud Time

### 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.

Hey there, buddy!  
Aren't the activity sheets fun?  
So far we've ...

investigated a crime  
rescued kittens from a tree  
split words with karate chops  
fed fish to a whale  
woken up sleepy sheep  
hunted for bugs

That's a lot of adventure!  
We are like superheroes.  
We should wear capes!

