

Lesson 16 The Soft C Rule

Objective

This lesson teaches when c says /s/ and how to spell words beginning with c and k.

You Will Need

- ☐ Rule Card 3
- ☐ *Zip into Spelling* pages 123-134
- ☐ blank blue tile*
- ☐ Word Cards 91-100

Before You Begin

Preview The Soft C Rule



Remove the Soft C Rule poster from page 123 of the activity book and keep it handy for use in the lesson.

This rule explains that c says its “soft” sound, /s/, before e, i, or y.

Read the following examples and listen for the /s/ sound.

| | | |
|---------------|---------------|--------------|
| center | circle | fancy |
| cycle | place | city |

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/).

How to Handle Spelling Mistakes

Misspellings happen! And when they do, here are four tips for fixing them.

1. **Ask the student to slowly read exactly what he has written down.**
Often your student will see his own error and be able to fix it.
2. **Figure out what caused the mistake.**
 - Does he pronounce the word incorrectly?
 - Do you need to re-teach something?
 - Did he segment the word incorrectly?
 - Do you need to review a Rule Card or a Sound Card?
3. **Have your student spell the word again, first with tiles and then on paper.**
4. **Create a Word Card for the misspelled word so it can be reviewed in a later lesson.**

Before You Begin

(continued)

Customizing your student's instruction in this way will help him grow in spelling ability more quickly.

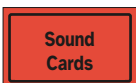
For more tips on correcting spelling mistakes, and what to do when your student makes a mistake *outside* of spelling lessons, see Appendix K.

*Blank blue tiles are included in the Letter Tiles kit. If you are using the Letter Tiles app, you'll find the blank blue tile at the end of the Alphabet tiles category.

Review



Review a selection of Phonogram Cards from behind the Review divider in your student's Spelling Review Box.



Review a selection of Sound Cards from behind the Review divider. Have your student write the phonograms in his dictation notebook.



Review a selection of Rule Cards from behind the Review divider.



Review a selection of Word Cards from behind the Review divider. Have your student write the words in his dictation notebook.



Always shuffle the Word Cards before reviewing them. By doing so, your student will practice words with a variety of patterns.



Read through the Word Bank for Short E.



Alphabetize letter tiles a to z with your student.

Teach Spelling Rule 3: The Soft C Rule

Move letter tile **c** into the workspace.

“Tell me the two sounds of the letter c.” /k/–/s/.

“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/.

“We have a way to tell which of these two sounds the c is going to make.”

Arrange letter tiles c, e, i, and red y in the workspace as follows.



“If c is followed by 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 e it says /s/. In front of i it says /s/. And in front of y it says /s/.”

“We can say that e, i, and y make the c soft.”



Take out the Soft C Rule poster and explore it with your student.

Read the sample words aloud and listen for the /s/ sound: *race*, *city*, *cycle*.

You may wish to hang the poster in your lesson area for future reference.

Read Rule Card 3 with your student and then file it behind the Review divider.

Spelling Level 1Lesson 16 – Rule Card 3

The Soft C Rule
C says /s/ before which
three letters?

e, i, or y

The answer is easier to memorize if you emphasize the rhythm of “e, i, or y.”



Decide If C Is Hard or Soft

Arrange letter tiles c, a, o, u, l, and r in the workspace as follows.



“C says /s/ before e, i, or y, but it says /k/ before everything else.”

Show the c tile visiting the letters a, o, u, l, and r one at a time.

“In front of a it says /k/. In front of o it says /k/. In front of u it says /k/.”
Repeat for 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 is hard or soft.

Before moving on, work with the tile activity above until you are confident that your student has mastered it.



New Teaching

(continued)

Choose between C and K

“Today we will spell words that have the sound of /k/ at the beginning. Repeat these words after me and listen for the /k/ sound: *camp*, *kid*, *kept*, *cash*.” *Student repeats the words.*

“Some of these words begin with c and some begin with k.”

Move letter tiles  and  into the workspace.

“Let’s spell the word *kid*.”

Build the word *kid*, placing a blank blue tile in place of the /k/ sound.




“In place of this blank tile, we need to decide whether to use c or k.”

“We always try c first.”   

“Does c work?” *No.*

“Why not?” *The c becomes soft. (Or, the c says /s/ because of the i.)*

“What would this word say?” */sɪd/.*

“So we know that we use k.”   

Build the following words using a blank blue tile for the /k/ sound. Dictate the word and have your student replace the blank tile with c or k. If necessary, remind him that we always try the c tile first.

cut   

kit   

craft     

club    

kept    

Here is an easy way for your student to remember whether to try c first or k first: c comes before k in the alphabet, so try c first.

 **Tip!**

Complete Activity Sheet (Optional)

“Let’s help these racers cross the finish line.”



Race to the Finish!

Remove pages 125-127 from the *Zip into Spelling* activity book.

Cut out the bicycle cards and place them in a pile on the racetrack in numerical order 1-9.

“These racers want to cross the finish line. I’ll say a word and you’ll decide whether the word needs a c or a k to spell the sound of /k/.”

One at a time, dictate the words below and have your student complete the word by writing either a c or a k on the line on the appropriate bicycle card. If he chooses correctly, he may send the bicycle to the finish line.

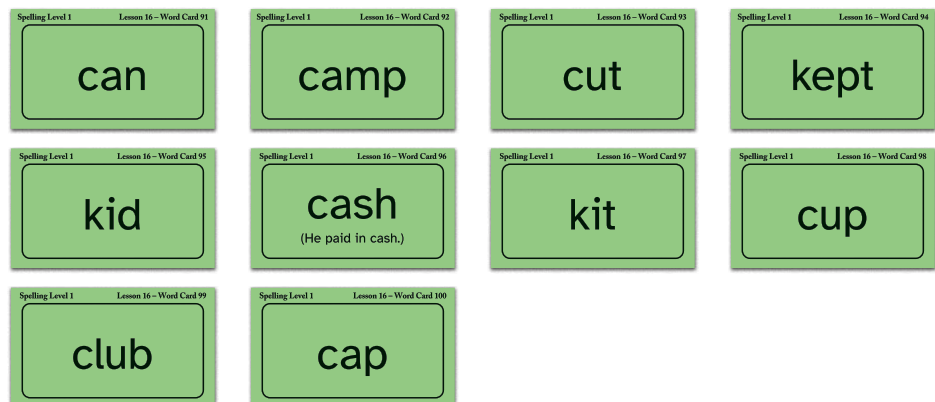
- | | | |
|---------|---------|----------|
| 1. kept | 2. camp | 3. can |
| 4. cap | 5. cut | 6. craft |
| 7. kid | 8. cup | 9. cast |

Continue until all the bicycles have crossed the finish line.

Spell Word Cards 91-100 with Letter Tiles

Dictate the words and have your student spell them with letter tiles.

For each of these spelling words, have your student select the blank blue tile when he hears the sound of /k/. He should spell the rest of the word and then go back and replace the blank with either a c or a k.



New Teaching

(continued)

Spell on Paper



Once your student is able to spell the words using the letter tiles, have him take out his dictation notebook. Dictate Word Cards 91-100 and have your student spell the words on paper.

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

Practice More Words

The following words reinforce the concepts taught in this lesson. For additional practice, have your student spell some of them in his dictation notebook.

| | | | | |
|--------------|----------------------------|------------|-------------|-------------|
| cab | cast (plaster cast) | cub | Ken | crab |
| crash | crop | Kim | cost | cod |
| cat | cloth | | | |

For the word *cost*, you may have to remind your student to “pronounce for spelling.” In many regions, it is pronounced *cawst*.



Complete Word Search



| | |
|-------|-------|
| crush | clap |
| clip | cot |
| Kip | clash |
| cop | Kent |
| crib | clam |

Turn to page 129 in the activity book.

Part 1: Dictate the following words and have your student write them on the lines provided.

| | | | |
|--------------|--------------|-------------|-------------|
| crush | clap | clip | cot |
| Kip | clash | cop | Kent |
| crib | clam | | |

Part 2 (Optional): Have your student find and circle the words hidden in the Word Search.

Complete Activity Sheet (Optional)

“Now let’s go on a treasure hunt!”



Bike Trail Treasures

Remove pages 131-134 from the activity book.

Cut a slit in the bike basket as indicated by the dotted line. Cut out the treasure cards and place them in a pile with the illustrations facing up.

Choose twelve words from this lesson that you think would most benefit your student to practice. Dictate the words one by one and have your student write each word on the back of a treasure card. After spelling the word correctly, he may put the treasure in the bike basket.

When your student selects a card that says “Lucky Find!,” he doesn’t need to write a word but instead may put the card directly in the bike basket.

Continue until all the treasures have been added to the basket and the student has practiced all twelve words.

Dictate Phrases

Dictate several phrases each day. Your student should repeat each phrase and write it in his dictation notebook.

Kim sent

kept fit

at camp

drop this cup

tent kit

last crab

that kid

bend and cut

his club

such cost

much cash

Ken can hop

Advanced Application

For advanced practice, have your student turn to the Advanced Application sheet on page 130 of the activity book.

“You can spell *can*. Now spell *candle*, as in *Don’t mishandle the candle, please!*” *Student writes can on the first line.*

Continue with the remaining words. Dictate the full word, read the sentence, and have your student fill in the missing syllable.

1. **candle** Don’t mishandle the candle, please!
2. **campground** What a spooky campground this is!
3. **shortcut** Let’s take a shortcut to the creek.
4. **cashier** Why did the cashier smush my marshmallows?
5. **cupcake** I decorated my cupcake with sprinkles.
6. **kitten** The kitten chewed up my shoelaces!
7. **clipboard** Place these forms on your clipboard, please.
8. **clubhouse** We painted our secret clubhouse bright yellow.
9. **capital** Does Snickerdoodle begin with a capital S?
10. **costly** The bungling burglars made a costly mistake.
11. **codfish** The fisherman’s net was full of codfish.
12. **cotton** My bunny’s ears are softer than cotton.
13. **caterpillar** A caterpillar must spend a fortune on shoes.
14. **crabapple** Her horse ate fruit from the crabapple tree.
15. **washcloth** Who left this soapy washcloth on the floor?

Mark the Progress Chart



Remember that each lesson may require several sessions to complete. Before moving on, ask yourself these questions:

1. Does your student have a firm grasp of the Soft C Rule?
2. Has your student mastered eight out of the ten Word Cards?

If the answer to both is yes, have your student mark Lesson 16 on the Progress Chart and move on to the next lesson!



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