

# Lesson 25    Soft G

## Objective

This lesson teaches words containing soft g and explains that English words don't end in j.

## You Will Need

- ☐ *Burst into Spelling* pages 151-155
- ☐ Jobs of Silent E poster
- ☐ Rule Cards 9 and 12
- ☐ Word Cards 194-203
- ☐ The Never-Ending Rule poster

## Before You Begin

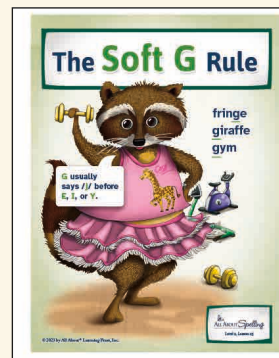
### Preview the Sound of /j/

The sound of /j/ can be spelled several different ways:

- j** as in *jeep* (taught in Level 1)
- g** as in *large* (taught in this lesson)
- dge** as in *fudge* (taught in Level 4)

The most common way to spell the sound of /j/ is g.

### Preview The Soft G Rule



Remove the Soft G Rule poster from page 151 of the activity book and keep it handy for use in the lesson.

This rule explains that g *usually* says its “soft” sound, /j/, before e, i, or y.

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

<b>gem</b>	<b>large</b>	<b>cage</b>
<b>orange</b>	<b>danger</b>	<b>germ</b>

It would be nice if the pattern for soft g was as reliable as the pattern for soft c, but with our given alphabet, this is not possible. Notice the hard g sound in these words, despite the e, i, or y.

**girl    begin    tiger    baggy    get**

G is soft in over seven hundred words, while it is hard in only forty or so words.

## Before You Begin Preview The Never-Ending Rule, Part 2

(continued)



Take out the Never-Ending Rule poster that was first introduced in Lesson 3. This rule explains that English words don't end in i, j, u, or v.

This lesson focuses on “English words don't end in j.” In Lesson 26, we'll focus on the part of the rule that says “English words don't end in u or v.”

## Review

Phonogram Cards

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

Sound Cards

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

Rule Cards

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

Word Cards

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



Read through the Word Banks for Soft C and EE.



Previous Concepts

Build the following words. Have your student divide them into syllables and label them with the proper syllable tags.

corner

Bossy R Syllable

c or

Bossy R Syllable

n er

price

Name Game Syllable

p r i c e

free

Vowel Team Syllable

f r ee

## Teach Spelling Rule 12: The Soft G Rule

Move the **g** tile into the workspace.

“Tell me the two sounds of the letter g.” /g/–/j/.

“When g says /j/, we say that the g is **soft**.”

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

“Tell me the **hard** sound of g.” /g/.

“Tell me the **soft** sound of g.” /j/.

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

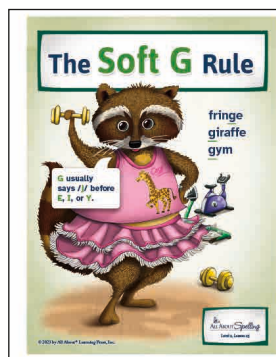
Arrange letter tiles g, e, i, and red y in the workspace as follows.



“If g is followed by e, i, or y, it *usually* says /j/.”

Show the g tile visiting the letters e, i, and y one at a time. “In front of e it *usually* says /j/. In front of i it *usually* says /j/. And in front of y it *usually* says /j/.”

“We can say that e, i, and y *usually* make the g soft.”



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

Read the sample words aloud and listen for the /j/ sound: *fringe*, *giraffe*, *gym*.

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

## New Teaching

(continued)

Build the word **a g e**.

“What sound does the g say in this word?” /j/.

“Why?” *Because of the e.*

“Good. What does this word say?” *Age.*

Build the word **g e m**.

“What sound does the g say in this word?” /j/.

“Why?” *Because of the e.*

“What does this word say?” *Gem.*

Replace the m with a t. **g e t**

“Don’t let me trick you! What is this word?” *Get.*

“So you see that g *usually* says /j/ before an e, i, or y, but not always. Sometimes it says /g/.”

If your student says *jet*, tell her to try the other sound of g. She already knows *get* from Level 1 but may try to apply the new concept of soft g.

**Tip!**

Read Rule Card 12 with your student and then file it behind the Review divider.

Spelling Level 2

Lesson 25 – Rule Card 12

### The **Soft G** Rule

G usually says /j/ before which three letters?

e, i, or y

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

**Tip!**

## New Teaching

(continued)

## Decide If G Is Hard or Soft

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



“G says /g/ before everything else.” Show the g tile visiting the letters one at a time.

“In front of a it says /g/. In front of o it says /g/. In front of u it says /g/. 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 g in front of each one.

“In front of which letters can g say /j/?” E, i, or y.”

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



## Teach Spelling Rule 9: The Never-Ending Rule, Part 2



Take out the Never-Ending Rule poster and read it with your student. “English words don’t end in i, j, u, or v. Today we will talk about how they don’t end in j.”

Move the **j** tile into the workspace.

“English words don’t end in j. But we do have words that end with the sound of /j/, so we need a way to spell it.”

## New Teaching

(continued)

“I want to spell the word *charge*.” Start spelling the word.

ch ar



“The last sound I hear in *charge* is /j/, but we know that English words don’t end in j. I need some other way to spell the sound of /j/.”

“We will spell it with a soft g followed by an e.”

ch ar g e



“What sound does the g have here?” /j/, *because of the e.*

“Now I want to build the word *page*.”

p a



“How do I spell the sound of /j/ at the end of this word?” G-e.

p a g e



Read the second part of Rule Card 9 with your student and then file it behind the Review divider.

Spelling Level 2	Lessons 3, 25, 26 – Rule Card 9
<p><b>The Never-Ending Rule</b></p> <p>English words don't end in _____</p>	<ol style="list-style-type: none"><li>1 Student response after Lesson 3: i</li><li>2 Student response after Lesson 25: i or j</li><li>3 Student response after Lesson 26: i, j, u, or v</li></ol> <p>[If you chant the rhythm of “i-j [pause] u-or-v” it is easier to remember.]</p>

## Emphasize the Second Job of Silent E



Take out the Jobs of Silent E chart and read Job #2 with your student.

“In the last lesson you learned that the second job of Silent E is to make c say /s/. But it also makes the g say /j/. So the complete second job of Silent E is to make c and g say their soft sounds.”

Build the word **b** **a** **r** **g** **e** and point to Silent E.



“The only job of Silent E in *barge* is to make the g say /j/.”

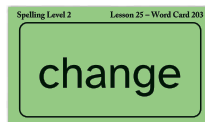
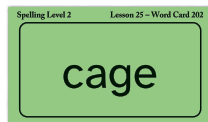
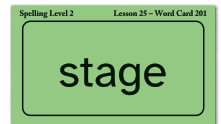
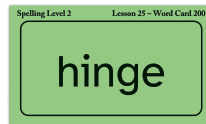
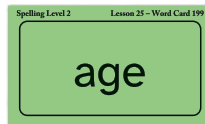
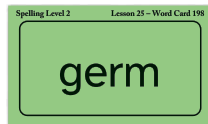
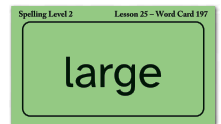
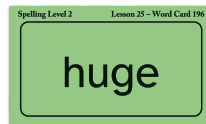
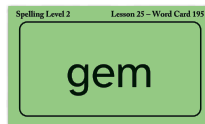
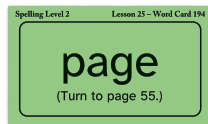
Build the word **c** **a** **g** **e** and point to Silent E.



“Silent E has two jobs in this word. What are they?” *It makes the a long and the g soft.*

## Spell Word Cards 194-203 with Letter Tiles

Dictate the words and have your student spell them with letter tiles. Use the Procedure for Spelling with Letter Tiles in Appendix J.



## New Teaching

(continued)

## Spell on Paper



Once your student is able to spell the words using the letter tiles, have her take out her dictation notebook. Dictate Word Cards 194-203 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 them in her dictation notebook.

**danger**

**rigid**

**legend**

**ginger**

**rage**

**digit**

**gel** (hair gel)

**sage**

**plunge**

**cringe**

**wage**

**charge**

**German**

**margin**

## Complete Activity Sheet (Optional)

“It’s time for some exercise!”



### Fun at the Gym

Remove pages 153-154 from the *Burst into Spelling* activity book.

Cut out the equipment cards and place them in a pile with the illustrations facing down.

Choose nine 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 an equipment card. After spelling all the words correctly, she may flip the cards over to reveal each item of gym equipment. Have your student arrange the equipment cards in her preferred order from most interesting to least interesting.

Continue until all the equipment has been sorted and the student has practiced all nine words.



## New Teaching

(continued)

## Dictate Phrases and Sentences

Dictate several phrases and sentences each day. Your student should repeat each phrase or sentence and write it in her dictation notebook.

**ice age**

**cage of mice**

**the huge hill**

**a fine gem**

**a bad germ**

**hinge on a gate**

**Cut the large thorns off the bush.**

**Did Dave cringe at the huge cobweb?**

**She had to force the cage open.**

**He is not in danger on the porch.**

**Will Grace go up on stage?**

**The German student went to France.**

## Advanced Application

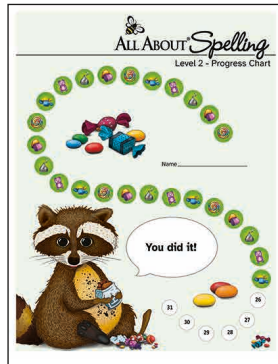
For advanced practice, have your student turn to the Advanced Application sheet on page 155 of the activity book.

*“You can spell stage. Now spell stagecoach, as in *The stagecoach rumbled along the road.*” Student writes stage 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. stagecoach    The stagecoach rumbled along the road.
2. enlarge    We must enlarge this treasure map!
3. gemologist    The gemologist examined the rare diamond.
4. exchange    I'd like to exchange this coat for a puzzle.
5. teenage    Her teenage sister is learning to drive.
6. turbocharge    Let's turbocharge this rocket and blast off!
7. germinated    Our tomato seeds finally germinated!
8. dangerous    The daredevil performed dangerous stunts.
9. digitize    The library plans to digitize all their books!
10. gelatinous    What is this green gelatinous stuff in the fridge?
11. semirigid    We built a fort with some semirigid materials.
12. legendary    His yodeling skills are legendary.

### 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 Rule Cards in this lesson?
2. Has your student mastered eight out of the ten Word Cards?

If the answer to both is yes, have your student mark Lesson 25 on the Progress Chart and move on to the next lesson!





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