

# Lesson Plan for Soft 'c' ('-ace' and '-ice')

**Phonics Pattern for Focus: Soft 'c'**

**OPEN WITH A LISTENING GAME:** Warm up with a phonemic awareness activity to get students hearing sounds.

Teacher says a word. Students segment and tap the sounds. Then they will isolate the initial sound.

**Materials Needed:**

- set of letter flash cards
- flash card for '-ace'
- flash card for '-ice'
- word list for soft 'c' ('-ace' and '-ice')
- pencil and paper for dictation

city (/s/)	gentle (/j/)	center (/s/)
cinder (/s/)	gist (/j/)	

**WARM UP WITH THE FLASH CARD DECK:** Have students practice the sounds they know.

Choose letter sounds to review. Use the flash cards without pictures and have students say the sound only. For example, "/t/."

*Important note:* Listen for sound production and correct as needed.

**Sounds to Review:**

c	k	g	j	s
i-e	a-e			
a	e	i	o	u

**INTRODUCE THE SOFT 'c':**

- Say, "Today we are going to learn about another sound that the letter 'c' can spell. What sound do we already know that 'c' can spell? [/k/] Yes, /k/. What vowels does 'c' like to look at when it's spelling the /k/ sound? ['a', 'o', 'u'] Yes! 'C' spells /k/ before 'a', 'o', and 'u'!"
- Write the following words on the board: *cat*, *cob*, and *cup*
- Say, "'C' spells /k/ before 'a', 'o' and 'u', like in the words *cat*, *cob*, and *cup*. When 'c' looks at 'e', 'i', or 'y', 'c' will spell the /s/ sound."

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- Take out and show the '-ace' card.
- Say, "Let's look at this card. I see the letters 'a', 'c', 'e'. I notice the magic 'e' and we know that a magic 'e' makes the 'a' say its long sound. I also notice that the 'c' is looking at 'e', so 'c' is going to spell /s/. This says /ās/. Listen to what we will say when we see this card: 'a', 'c', 'e', '-ace!'"
- Say and have students repeat, "'a', 'c', 'e', '-ace!'"
- Take out and show the '-ice' card.
- Say, "Now let's look at this card. I see the letters 'i', 'c', 'e'. I notice the magic 'e' and we know that magic 'e' makes the 'i' say its long sound. I notice that the 'c' is looking at 'e', so 'c' is going to spell /s/. This says, /īs/. Listen to what we will say when we see this card: 'i', 'c', 'e', 'ice.'"
  - Say and have students repeat, "'i', 'c', 'e', '-ice!'"
- On the board, write the following words: *face, space, rice, spice.*
- Say, "I am going to underline the patterns I see: '-ace' and '-ice!'"
- Underline the '-ace' and '-ice' in the words. Then have the students read the words together. *face, space, rice, spice.*

**DICTATION:** Have students listen to the sound and practice spelling the phonics pattern.

**Dictating Sounds:**

1. Model saying /ās/ and write 'a', 'c', 'e' as you say it.
2. Students repeat /ās/ and write the letters.
3. Do this three times.
4. Model saying /īs/ and write 'i', 'c', 'e' as you say it.
5. Students repeat /īs/ and write the letters.
6. Do this three times.
7. Check together.
8. Read back the sounds together.
9. Correct as needed.

**Sounds to Dictate:**

<b>-ace</b>	<b>-ace</b>	<b>-ace</b>
<b>-ice</b>	<b>-ice</b>	<b>-ice</b>

# Lesson Plan for Soft 'c' ('-ace' and '-ice')

**Dictating Words:**

1. Say a word and have students repeat it.
2. Tap each sound in the word.
3. Ask students to listen for the '-ace' and '-ice' sounds.
4. Students write the word.
5. Check together.
6. Read back the words together and correct as needed.

**Words to Dictate:**

<b>race</b>	<b>twice</b>	<b>place</b>	<b>trace</b>	<b>mice</b>	<b>slice</b>
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**Dictating Phrases and Sentences:**

1. Say the phrase or sentence.
2. Students repeat the phrase or sentence.
3. Say the phrase or sentence again and hold up a finger for each word you say.
4. Students write the phrase or sentence. (You can repeat the entire phrase or sentence once or twice more with fluency.)
5. Check together.
6. Read back the phrase or sentence together.
7. Correct as needed.

**Phrases to Dictate:**

<b>at the race</b>	<b>rice and shrimp</b>
<b>in my space</b>	<b>saw the mice</b>

**Sentences to Dictate:**

<b>I went on the big ride twice!</b>	<b>Can you trace that shape?</b>
<b>I will cut you a slice of cake.</b>	<b>Do I have mud on my face?</b>

# Lesson Plan for Soft 'c' ('-ace' and '-ice')

**BUILDING VOCABULARY:** Select word(s) to focus on meaning and use.

- Discuss the multiple meanings of the word *trace*. You can do this at any time throughout the lesson when words with multiple meanings or unknown words come up.

**PRACTICE READING TO BUILD FLUENCY:** Have students practice reading words with the sound alone and in context.

**Reading Dictation to Build Fluency:**

- Tell students to track with their finger from left to right as they read back what they wrote during the dictation part of the lesson.

**READING WORDS AND CONNECTED TEXT TO BUILD FLUENCY:** Use the Reading Universe read sheets for this portion of the lesson.

**Words:**

- Show students words using letters that have already been explicitly taught. Students should have a copy in front of them, but also display the words on a screen or under a document camera.
- Go across the page, tapping out the sounds in words, and then blending the sounds together to read the words. You can then reread and just have students try to read the word without tapping all the sounds.
- Students can then reread with a partner.

**Phrases and Sentences:**

- Display phrases or sentences for students and give them a copy. (Phrases and sentences should only contain words with patterns that have been taught and sight words that have been explicitly taught.)
- Say, "We will read each of these phrases/sentences three times. The first time is to be sure we read the words correctly. The second time is to be sure we read them at a good speed: not too slow and not too fast. The third time, let's be sure the way we read it matches what the words are trying to say."



—acc—ice

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# Soft 'c': List of Words, Phrases, and Sentences for Lesson Planning

Our word lists can help you plan for teaching the soft 'c' spelling pattern. Use them in your reading, spelling, and fluency-building lessons and activities. Remember that each interaction with words is an opportunity to build vocabulary. Consider pointing out words with multiple meanings to your students.

Use words, phrases, and sentences with '-ace' or '-ice' to initially introduce soft 'c' (after having taught magic 'e').

Words with the soft 'c' using '-ace' or '-ice'								
ace	pace	race	face	place	space	lace	ice	nice
lice	mice	spice	slice	twice	dice	rice		

Phrases with the soft 'c' using '-ace' or '-ice'					
picked an ace	was on pace	win the race	on your face	in my place	out in space
made with lace	with ice	is nice	get lice	saw two mice	will add a spice
a big slice	went twice	has the dice	shrimp and rice		

Sentences with the soft 'c' using '-ace' or '-ice'	
I picked an ace when we played cards.	I was on pace to win the race!
You have rice on your face.	You can stand in my place.
I do not want to go out into space.	My dress was made with lace.
I like ice in my drinks.	It is nice to help your pals.
I hope you do not get lice.	I saw two mice by the wall.
I will add spice to the dish.	Can I have a big slice of cake?
I went to see the film twice.	Can I have the dice?
I had shrimp and rice for lunch.	



# Soft 'c': List of Words, Phrases, and Sentences for Lesson Planning

## MULTISYLLABIC WORDS, PHRASES, AND SENTENCES WITH THE SOFT 'c'

### Words with the soft 'c' using 'ce', 'ci', or 'cy'

cinder	cement	icy	cycle	circle	princess	civic	center	city
spicy	citrus	celery	recess	fancy	science	process	decide	certain
ceiling	lettuce	distance						

### Phrases with the soft 'c' using 'ce', 'ci', or 'cy'

the cinder block	the icy streets	civic duty	poured the cement	endless cycle	prince or princess
very spicy	citrus juice	carrots and celery	out for recess	fancy dresses	in science class
is a long process	can decide	is not certain	on the ceiling	crunchy lettuce	in the center
in the distance					

### Sentences with the soft 'c' using 'ce', 'ci', or 'cy'

The workers lifted the heavy cinder blocks.	The cement was poured for a new sidewalk.
It is my civic duty to vote.	I placed carrots and celery in the center of the platter.
We wore fancy dresses when we went to meet the prince and princess.	In science class, I had to wear goggles.
I am not certain if the game will be played today.	Can you help me decide what to order?
I hear a loud voice in the distance.	What is hanging from the ceiling?