

# Lesson Plan for the Soft 'g' ('-dge' vs. '-ge')

Phonics Pattern for Focus: PH24

**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.

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

## Materials Needed:

- ☐ set of letter flash cards
- ☐ flash card for '-ge' and '-dge'
- ☐ '-dge' and 'ge': Student Read Sheet with Words, Phrases, and Sentences
- ☐ pencil and paper for dictation

**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 'g':

- Say, "What are the two ways we have learned that you can spell the /j/ sound? [j] and '-dge' Let's review the rule for when we use '-dge'. Immediately after a short vowel, at the end of a one-syllable word, spell /j/ ... 'd', 'g', 'e'! So we know that if we hear a short vowel and then there is a /j/ after it, we use '-dge'. But what if we hear /j/ at the end of a word and it isn't after a short vowel? We have to learn another way to spell the /j/ sound."
- Say, "Let's think about the word *page*. Say *page*. [page] The sounds are /p/, /ā/, /j/. The first sound we hear in *page* is /p/, which we spell with the letter 'p'. What vowel sound do you hear in the word *page*? [/ā/] Yes, and in the word *page*, what sound do you hear after the long 'a' sound? [/j/] So, we hear /j/ at the end but it is not after a short vowel sound. It is after a long vowel sound. That means we can't use '-dge'. The other way we are going to spell /j/ at the end of a word is with '-ge'!"

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- Write *page* on the board.
- Say, "Remember, English words do not end in the letter 'j' so when we hear a long vowel sound with a /j/ right after it at the end of the word, we spell the /j/ with '-ge'."
- Write the following words on the board: *huge, age, stage*.
- Say, "I am going to underline the pattern I see: '-ge'."
- Underline the '-ge' in the words. Then have the students read the words together. [*huge, age, stage*]
- Say, "We also use '-ge' to spell /j/ after we hear a consonant at the end of a word. Remember with '-dge', do we hear the 'd' sound? [No] That's right! '-dge' spells one sound, /j/. We do not hear the 'd' sound."
- Write the following words on the board: *charge, hinge, bulge*.
- Say, "This word is *hinge*. The sounds are /h/, /i/, /n/, /j/. I hear a short 'i' sound, but the /j/ is not right after it: /h/, /i/, /n/, /j/. What is the sound right before the /j/ sound? [/n/] Yes, /n/. So the /j/ sound is after a consonant and at the end of the word. That means we are going to use '-ge' to represent the /j/ sound."
- Point to the next word and say, "This word is *charge*. The sounds are /ch/, /ar/, /j/. Is /ar/ a short vowel sound? [no] So I hear /j/ at the end of the word but it is not after a short vowel. It is after the /ar/ sound, which is spelled 'a', 'r'. So I have to use '-ge' to spell /j/ because the /j/ is coming after a consonant."

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

## Dictating Sounds:

1. Say, "/j/ after a long vowel or consonant at the end of a word." Write the letters 'g', 'e' as you say it.
2. Students repeat, "/j/ after a long vowel or consonant at the end of a word." Have students write the letters as they say it.
3. Have students do this for each line in the sound section.
4. Read back the sound together.
5. Correct as needed.

## Sounds to Dictate:

-ge	-ge	-ge	-ge
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## 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 /j/ sound.
4. Students write the word.
5. Check together.
6. Read back the words together and correct as needed.

## Words to Dictate:

<b>wage</b>	<b>stage</b>	<b>huge</b>	<b>large</b>	<b>lunge</b>	<b>bulge</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 my age</b>	<b>fill the barge</b>
<b>on the stage</b>	<b>huge bug</b>

## Sentences to Dictate:

<b>The tank in the yard is huge.</b>	<b>I am in charge of the task.</b>
<b>He felt a sharp twinge in his leg.</b>	<b>There is a big bulge in that bag.</b>

# Lesson Plan for the Soft 'g' ('-dge' vs. '-ge')

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

- Discuss the multiple meanings of the word *bulge*. 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."



— ge

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— dge

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# '-dge' and 'ge': Student Read Sheet with Words, Phrases, and Sentences

For this activity, students will practice reading words, phrases, and sentences with '-dge' and '-ge'. Students will decode words, build accuracy and fluency, and strengthen their vocabulary.

## Materials:

- '-dge' and '-ge' read sheet for each student
- pencil for each student

## Directions:

This activity can be used with a whole class or in a small group.

The initial reading of this page should focus on decoding the words accurately. Subsequent readings should focus on fluency.

## STEPS FOR READING WORDS IN ISOLATION:

1. Have each student highlight the '-dge' or '-ge' in the single words at the top. As they highlight, they say its sound '/j/'.
2. Start with the first row and guide students to tap out or segment the sounds in the words.
3. Tell students that they will see the words repeated on the following lines. Say, **"If you see the word and can read it, say the whole word without making each sound in the word."** (The repeated words aid students in moving from decoding every sound in the words to reading the whole word without segmenting.)
4. Have students continue reading the words in isolation.
5. If you feel that they would benefit from rereading all rows of the words in isolation before moving on to the phrases, have them do so.
6. Next, tell students that the phrases and sentences contain the words above that they have already decoded and have practiced reading.

## STEPS FOR READING PHRASES AND SENTENCES:

### Option A

1. Read one phrase at a time with students and make sure that they can accurately decode each word in the phrase.
2. After a phrase has been decoded, have the students reread the phrase, this time trying to read the whole phrase without segmenting the sounds in each word.
3. For the third reading, choose an emotion (happy, sad, angry, surprised, etc.) and have the students read the phrases that way.
4. Continue until all phrases have been read.
5. Follow this procedure with each sentence on the activity page.

# '-dge' and 'ge': Student Read Sheet with Words, Phrases, and Sentences

## Option B

1. For the first reading, read each phrase and have students follow along (track) as you read.
2. For the second reading, read each phrase together with the students.
3. For the next reading, have the students read together without you.
4. Tell students, **"If you get stuck or are moving too fast or slow, I will turn my voice back on."**
5. Repeat the process with the sentences.
6. For the final reading, which can be done during the lesson or at a later time, students can partner-read or whisper-read the whole page independently.

**For Vocabulary Building:** You can help build students' vocabulary by addressing words on the activity page that have multiple meanings or words that students may not know.

- For example, students may not know the meaning of the word *dodge*. You can say, **"To *dodge* means to avoid someone or something quickly."**
- Have students repeat, "To *dodge* means to avoid someone or something quickly."
- Say, **"When you play dodgeball, you have to quickly *dodge* or avoid the ball."**
- Students can turn and talk about something or someone they may have to *dodge*.

**Teacher Tip:** Store each student's read sheets in a folder or binder so they can use them for additional practice, if needed.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Review: '-dge' and '-ge'

Read the words.

**'-dge'****'-ge'****judge****page****pledge****huge****bridge****stage****edge****cringe****badge****charge****dodge****urge****ledge****lunge****nudge****cage**

Name \_\_\_\_\_ Date \_\_\_\_\_

## Review: '-dge' and '-ge'

Read the phrases.

gold badge	edge of the ledge	will cringe
with the judge	on the stage	not in charge
will dodge it	in the cage	will not budge
made a pledge	on the bridge	feels the urge
on the page	did a lunge	a huge crane

Read the sentences.

My mom got a badge at the mall.

Do not put the glass on the ledge or it will crack.

My dad will not budge from the bed.

I am not good at dodgeball.

Do not smudge the wet ink.

The class said the pledge and then started to work.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Review: '-dge' and '-ge'

The farmer cut the tall hedges.

What page are we reading from?

I am not in charge of planning the party.

I feel the urge to help those in need.

There is a huge crane next to the bridge.

The birds do not like being kept in a cage.

I do not like being on stage.