

Lesson Plan for the Soft 'g' ('-ge')

Phonics Pattern for Focus: Soft 'c' and Soft 'g'

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 '-ge'
- word list for soft 'g' ('-ge')
- pencil and paper for dictation
- Soft 'g' ('-ge') Student Read Sheet with Words

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 a set of letter sounds to review. Using the flash cards without pictures, have students say only the sound for each letter. 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, "Today we are going to learn about another sound that the letter 'g' can spell. Do you remember when we learned that 'c' can spell /s/? What vowels does 'c' look at when it's spelling the /s/ sound? [e, 'i', and 'y'] **Yes!** Today we are going to learn that when 'g' looks at 'e', 'i', or 'y', 'g' will spell the /j/ sound."
- Take out and show the '-ge' card.
- Say, "Let's look at this card. I see the letters 'g', 'e'. I notice the magic 'e' and we know that it can make the vowel say its long sound. I notice that the 'g' is looking at 'e', so 'g' is going to spell /j/. This says /j/. Listen to what we'll say when we see this card: 'g', 'e', /j/'"

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- Say and have students repeat, "'g', 'e', /j/'."
- On the board, write the following words: *cage*, *age*.
- Say, "I am going to underline the '-ge' pattern."
- Underline the '-ge' in the words. Then have the students read the words together.
[cage, age]

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

Dictating Sounds:

1. Model saying /j/ and write 'g', 'e' as you say it.
2. Students say /j/ and write the letters.
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:

wage	stage	huge	large	lunge	bulge
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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:

at my age	fill the barge
on the stage	huge bug

Sentences to Dictate:

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

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.

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

Our word lists can help you plan for teaching the soft 'g' 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.

WORDS WITH THE SOFT 'g'

Words with '-ge'

age page gauge stage sage rage wage huge

Words with r-controlled vowels

barge charge large merge verge forge gorge

Words with '-nge'

hinge binge singe cringe twinge lunge plunge

Words with '-lge'

bulge

PHRASES WITH THE SOFT 'g'

Phrases with '-ge'

page of text on the stage felt rage not in charge on the barge small or large

did cringe



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

SENTENCES WITH THE SOFT 'g'

Sentences with '-ge'

We drove to the barge.

Who is in charge of this class?

I felt rage when my sister broke my game.

I got a large box from the shed.

The dog will lunge at the cat in the yard.

Will you perform the skit on stage?

I have a huge test in my math class.

MULTISYLLABIC WORDS WITH THE SOFT 'g'

Words with the 'ge', 'gi', or 'gy' spelling patterns

image	giant	magic	enlarge	gesture	vintage	cottage	gerbil	digit
logic	gypsy	danger	algebra	allergic	gentle	tragic	engine	origin
ginger	vegetable							

MULTISYLLABIC PHRASES WITH THE SOFT 'g'

Phrases with the 'ge', 'gi', or 'gy' spelling patterns

the giant boxes	a kind gesture	added the vegetables	magic tricks	the vintage dress	copied the image
at the cottage	watched the gerbil	the last digit	uses logic	the roaming gypsy	is not in danger
in algebra class	is allergic to	needs to be gentle	the tragic plot	the stalled engine	is the origin
made with ginger					

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

MULTISYLLABIC SENTENCES WITH THE SOFT 'g'

Sentences with the 'ge', 'gi', or 'gy' spelling patterns

I copied the image from the textbook.	We found a shiny gem while walking down the hill.
I was in the gym practicing my free throws.	Please try not to spread germs in class.
It was a kind gesture when you offered to move the giant boxes.	I could not believe my eyes when I saw the magic tricks.
I bought a vintage dress to wear to the party.	We planted vegetables in the garden by the cottage.
I watched the gerbil run on the wheel.	What is the last digit of your phone number?
The roaming gypsy was careful to stay out of danger.	In algebra class, we solve many logic problems.
I am allergic to pine nuts.	You need to be gentle when picking up the newborn baby.
The book we read had a tragic plot.	The engine is old and needs to be replaced.
What is the origin of your name?	I added ginger into the pan.

Soft 'g' ('-ge'): Student Read Sheet with Words

For this activity, students will practice reading words with a soft 'g', as in '-ge'. Students will have an opportunity to decode words, build accuracy and fluency, and strengthen their vocabulary.

Materials:

- soft 'g' ('-ge') read sheet for each student
- highlighter for each student

Directions:

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

Explain to the students, **"We will read each row of words 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 we read, we will be word detectives so we understand the meanings of the words we read."**

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

Steps:

1. On the three lines at the top, model writing '-ge' in lowercase letters. While you write, say, "g', 'e', /j/." Have students do this aloud three times on the lines provided.
2. Have each student highlight the '-ge' in the words. As they highlight, they say the sound, /j/.
3. Start with the first row and guide students to tap out or segment the sounds in the words.
4. To build fluency, read the page again. This time, after each word in the row has been decoded, have the students reread the row more fluently, without segmenting each sound. Continue doing this for all words.
5. For the third read, choose an emotion (happy, sad, angry, surprised, etc.) and have the students read the words that way.
6. After reading all the words, students will read the sentences. They'll do this three times as well: First, you'll read with them and focus on accurate decoding. Next, they'll reread for fluency. The third time, they'll read with expression.



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, you can discuss the multiple meanings of the word *barge*. You can say, **"The word *barge* can mean a boat used to carry things on rivers or to push in roughly."**

Name _____ Date _____

Soft 'g' ('-ge') Review

page	barge	sage
huge	cringe	lunge
stage	fudge	rage

I can see a huge barge.

Can I have some fudge?