Soft 'c' ('-ace' and '-ice'): Student Read Sheet with Words
Vocabulary and Language Comprehension Focus

For this activity, students will practice reading words, phrases, and sentences with the soft 'c', as in '-ace' and '-ice'. Students will have an opportunity to decode words, build accuracy and fluency, and strengthen their vocabulary.

Materials:

- '-ace' and '-ice' read sheet for each student

- pencil 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. Have each student highlight the '-ace' and '-ice' in the words. As they highlight, they say the sound /ās/ and /īs/.

2. Start with the first row and guide students to tap out or segment the sounds in the words.

3. To build fluency, read the page again. This second 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.

When your students are ready for it, you can also use these sheets to help them build their vocabulary and other language comprehension skills! This would be a great addition to day two or three of your lessons on a particular skill.

4. Have students read one row at a time on the read sheet. At the end of each row, you'll ask students a question pertaining to a different component of language. On the last page, you'll find examples of questions to ask. Embedding this work ensures students are developing both their word recognition and language skills simultaneously, so they'll be on the path to excellent reading comprehension.

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 multiple meanings of the word *lace*. You can say, **"*Lace* can be a fancy material that has patterns and openings. It can also be a string or cord like a *shoelace*. *Lace* can also be a verb, meaning to fasten or tighten."**

- Students turn and talk to their partner and use the word *lace* in a sentence.

Name _____   Date _____

Soft 'c' Review

lace	race	nice	space
spices	dice	vice	face
ice	ace	pace	twice
lice	place	trace	slice
price	brace	mice	rice

I hope that I do not get lice.

I got first place in the swim contest!

My pal Ace is nice to his sister Jan.

What is the price for that game?

Adding Language Development to Your Read Sheet Decoding Practice

lace	race	nice	space

Ask a phonology question.
Which word rhymes with *rice*?
Answer: nice

spices	dice	vice	face

Ask a morphology question.
Which word has a suffix?
Answer: spices

ice	ace	pace	twice

Ask a vocabulary question.
Which word means two times?
Answer: twice

lice	place	trace	slice

Ask a grammar question.
Which word is not a verb?
Answer: lice

price	brace	mice	rice

Ask a context question.
In the following sentence, what does the word *brace* mean? She put a *brace* on her leg before she stood up.

Example Answer: something that holds your leg in place