Lesson Objectives

Day 1

Students will:
- Understand that the same sound can be spelled in different ways
- Understand that the letter c stands for the hard sound /k/ and the soft sound /s/
- Read and write words with soft c
- Articulate rules for when c stands for the soft sound and when it stands for the hard sound

Materials:
- Anchor Poster

Day 2

Students will:
- Sort words by spelling patterns
- Understand that some words have both hard and soft c sounds
- Sort words by hard and soft c sounds

Materials:
- Anchor Poster
- BLM 2: Category Cards
- BLM 4: Word Cards
- BLM 7: Classroom Activity
- Teacher Word Cards—same as BLM 3

Day 3

Students will:
- Recognize the soft c sound in the beginning, middle, and end of words
- Sort words according to where soft c appears in words
- Use knowledge of spelling patterns for /s/ to select correct spellings of words
- Sort words according to soft c spelling

Materials:
- BLM 2: Category Cards
- BLM 4: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—Initial Sound, Medial Sound, Final Sound
- Teacher Word Cards—same as BLM 4

Day 4

Students will:
- Identify words with soft c in a passage
- Create lists of words organized by their spelling patterns
- Write and spell words with soft c

Materials:
- BLM 9: Reading Passage
- BLM 10: Spelling Dictation
- BLM 11: Spelling Peer Check

Day 5

Students will:
- Spell words using the correct pattern for the /s/ sound

Materials:
- Quick-Check Assessment
Day One

Supporting ELs
Reinforce the effect of the vowels following the letter c by using concrete objects and simple words that students will understand or that you can show either through pictures, movements, or objects—for example, cup, cap, cord, cent, circle.

Make sure ELs understand the meaning of the words careful, contest, cupboard, cement, cider, and cycle. If necessary, provide examples of the words used in oral sentences and/or ask students to suggest oral sentences using the words or to act out the meaning of the words.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word contest on the chalkboard. Show how you divide the word into two syllables between the two consonants, n and t. Explain that you now have two closed syllables with short vowel sounds. Read each syllable and then blend the syllables together: con/test: contest.

Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Final -y, -ey, -ie
Focus Words: turkey, brownie, July, twenty, valley, reply, goalie, story

Write the word turkey on the chalkboard and ask students where you should divide the word to make two syllables. Ask them to tell you what they know about the sound of y in an unaccented syllable in a two-syllable word (long e sound).

Repeat with the words brownie and the sound of ie in an unaccented syllable, and July with the sound of y in an accented syllable.

Write these words on the chalkboard and have students tell what the sound of y is in each word: twenty, valley, reply, story.

Introduce Hard and Soft c

Model
Write the following words on the chalkboard and read them aloud: careful, contest, cupboard. Say: Each of these words starts with the /k/ sound. In these words, /k/ is spelled with the letter c.

Write these words on the chalkboard and read them aloud: cement, cider, cycle. Say: Each of these words start with the /s/ sound. In these words, the letter c spells the /s/ sound. How do I know if the letter c stands for the /k/ or the /s/ sound? I look at the vowels that come after the letter c.

Circle the vowel that follows the letter c in each of the words. Say: A good rule to remember is that when c is followed by a, o, or u, the sound is usually hard. When c is followed by e, i, or y, the sound is usually soft.

Guide
Ask a volunteer to say how he or she can tell whether the letter c has the soft or hard sound. Ask students what other letters they know that make the /k/ and /s/ sounds. (k and s) Reinforce the spelling rules by showing students the anchor poster and going over the examples with them.

Write the words Hard c, Soft c, and Other Spelling in columns on the chalkboard. Ask students to brainstorm words with /k/ or /s/ at the beginning of a word and tell you in which column you should write the word. If students say a word that is spelled by a letter other than c, such as k or s, write this word under the third heading.
Apply

Ask students to look at the words in the lists on the chalkboard to come up with rules about soft and hard c. Ask them to work with a partner to write the rules in their own words in their word study notebooks.

Spelling Words with Hard and Soft c

Unit Spelling Words: center, advice, sentence, circus, office, decide, recess, cider

Write the word center on the chalkboard and point out the c followed by the letter e. Say: This is an example of a word with soft c. The c is followed by the letter e.

Tell students that they will find some words with soft c in the middle or at the end. Write advice on the chalkboard and say it, stressing each syllable and then saying the word quickly. Say: I can use what I know about syllables to help me spell this word. I hear two syllables. The first syllable has a short vowel sound, so it’s probably a closed syllable. Write ad on the chalkboard. The second syllable has a long i sound. This part of the word is probably vowel-consonant-silent e. Add vice to the letters ad on the chalkboard and read the word: advice. The soft c sound is spelled ce.

Write the word sentence on the chalkboard. Point out that the /s/ sound in this word is spelled in two different ways—by the s and by the ce. Explain that as they read and spell more and more words, they will be able to better guess whether the /s/ sound is spelled by the letters s or c. Tell students they should look carefully at the word to see if it looks right. If they are unsure, they can always check in the dictionary.

Write the word circus on the chalkboard. Ask a volunteer to tell what he or she notices about the letter c in this word. Then circle the i and the u and remind students that when c is followed by i, it usually has the soft c sound, and when it is followed by u, it usually has the hard sound.

Write the remaining spelling words on the chalkboard and read them with students. Ask volunteers to use a spelling word in an oral sentence.

Ask students to copy the spelling words in their word study notebooks. Have partners check each other’s spellings. Ask students to circle the vowels that come after the letter c in each of the words.

Assessment Tip

Notice which students have difficulty telling you in which column to write the words or who do not suggest words during the brainstorming. You may want to work with these students, using simple words to review the concept of soft c.

Note which students have difficulty using the spelling words in meaningful sentences and telling what the words mean. Provide sentences that use the words in a meaningful way for practice.

Providing Support

You may need to reinforce the concept of the soft c sound in different places in words for both ELs and for other students having difficulty with the concept. Provide practice with simple one-syllable words that have the soft sound at the beginning and at the end: cell, city, rice, pace, etc.

Home/School Connection

Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.
Day Two

Common Features Sort

<table>
<thead>
<tr>
<th>address</th>
<th>center</th>
<th>princess</th>
</tr>
</thead>
<tbody>
<tr>
<td>lesson</td>
<td>advice</td>
<td>recess</td>
</tr>
<tr>
<td>message</td>
<td>lettuce</td>
<td>process</td>
</tr>
<tr>
<td>compass</td>
<td>dancer</td>
<td>fortress</td>
</tr>
<tr>
<td></td>
<td>office</td>
<td></td>
</tr>
<tr>
<td></td>
<td>circle</td>
<td></td>
</tr>
<tr>
<td></td>
<td>celery</td>
<td></td>
</tr>
<tr>
<td></td>
<td>distance</td>
<td></td>
</tr>
</tbody>
</table>

Buddy Sort

<table>
<thead>
<tr>
<th>Hard c</th>
<th>Soft c</th>
</tr>
</thead>
<tbody>
<tr>
<td>actress</td>
<td>central</td>
</tr>
<tr>
<td>contest</td>
<td>central</td>
</tr>
<tr>
<td>college</td>
<td>cellar</td>
</tr>
<tr>
<td>captain</td>
<td>certain</td>
</tr>
<tr>
<td>cough</td>
<td>lattice</td>
</tr>
<tr>
<td>collect</td>
<td>pencil</td>
</tr>
<tr>
<td></td>
<td>recede</td>
</tr>
</tbody>
</table>

Left Over: concert, cancel, cycle

Review Hard and Soft c

Show students the anchor poster and ask volunteers to tell you in their own words the rules for soft and hard c. Ask them to tell you the vowels that follow a soft c.

Write the words decide, contest, and concert on the chalkboard. Ask students to turn to a buddy and explain whether the c is soft or hard in each word and how they know this.

Common Features Sort

Teacher Word Cards: same as BLM 3

Place the word cards for address, center, and princess next to each other in a pocket chart. Read the words aloud.

Think aloud: I hear the /s/ sound in all the words, and I hear it twice in the word princess. In the word address, the sound is spelled by double s, in center it is spelled by ce, and in the word princess, the sound is spelled by ce AND by double s.

Hold up the word card advice. Ask students where they hear the soft c and under which word in the pocket chart it belongs.

Ask students to help you place the remaining cards in the pocket chart and ask them to explain why each word belongs in the category. (The common features are words where /s/ is spelled by ss, by ce, and by both ss and ce.)

Home/School Connection

Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

Supporting ELs

Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand what they are supposed to do on the BLM.

Buddy Sort

Give pairs of students the category cards for Hard c and Soft c and the word cards from BLM 4. Have one student read a word and ask in which category to place the word. When the other student responds and the word is placed, that student chooses a word and asks where the word should be sorted. Tell students they will have three cards left over. Ask them to tell why they couldn’t sort these three words in the categories provided. (Concert, cyclist, and cancel have both hard and soft sounds.)

Spelling. Point out that two of the spelling words for the unit spell the /s/ sound in different ways. Write the words recess and sentence on the chalkboard. Underline the letters that spell the /s/ sound in the words.
Day Three

Teacher-Directed Sound Sort

Teacher Word Cards: same as BLM 4
Teacher Category Cards: Initial Sound, Medial Sound, Final Sound

Give each pair of students one of the teacher word cards from BLM 4. Have pairs hold up their cards for the group to read. Read each word aloud and have the group discuss the meaning of the word. Gather the cards into a stack after all the words have been discussed.

Place the three teacher category cards in a pocket chart. Tell students that they will sort the words according to where they hear the /s/ sound in the word. Four words do not have a soft c sound, so they will be left over. Ask students what sound the letter c makes in these words.

Take a card and read it to students. Ask them to tell you in which category you should place the word card. Repeat with all the cards.

After all the words have been sorted, read each list of words and ask students if they are sure the words are sorted in the correct columns.

Pattern Sort

Discuss with students how the /s/ sound is spelled: ss, ce, ci, or cy.

Pair students or place them in groups. Give the groups the category cards from BLM 2 for the spellings of the sound /s/ and the word cards from BLM 5. Ask them to sort the word cards into the appropriate categories according to the spelling of the /s/ sound.

Five words can’t be sorted because the /s/ sound is spelled in two ways in the words. Make sure students recognize this and can identify the ways the /s/ sound is spelled in each word.

Applying Meaning. Give students BLM 7 and have them complete the cloze, choosing the word with the correct spelling of the /s/ sound.

Patterns Sort

/s/ Spelled ci
decide
cider
cinder

/s/ Spelled ce
concert
cancel
recede

/s/ Spelled cy
police
century

cement

/s/ Spelled ss or s
fancy
passage

cyclist
progress
cyclone
dresser

Assessment Tip

Use students’ completed BLM 7 to assess their understanding of the spelling patterns for the sound of /s/. Note whether they need more practice in applying the different spellings.

Providing Support

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner to read and complete it.

Home/School Connection

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

Supporting ELs

Make sure that ELs understand what to do on BLM 8 since there may not be anyone at home who speaks English well enough to help them complete it.
Word Hunt

Give students a copy of the reading passage on BLM 9. Tell them that they will read the passage and circle words of two or more syllables that have hard sound /k/ spelled with c. They will underline words of two or more syllables that have the hard sound /k/ spelled with c. If a word has both hard and soft c sounds spelled by the letter c, they should draw a smiley face next to the word.

After students have completed the word hunt, ask volunteers to share the words that they found.

As an extra challenge pairs of students could reread the passage and tell each other which words of two or more syllables have /s/ spelled with s or ss. (summer, singing, swinging, instead, glasses, listen, scenery, secretly, success)

Ask pairs of students to begin lists of words in their word study notebooks—those spelled with ce, those with cl, those with cy, and those with ss or s. They can start the lists by using the words in the passage.

Spelling Dictation

Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: classify, hockey, twenty.

Dictate the following words from this week’s unit, one at a time, having students write them on their BLMs: center, circus, decide.

Dictate the following sentence and have students write it on their papers: My advice is to decide right now whether you want to go to the circus.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then students switch roles.
Spelling Assessment

Use the following procedure to assess students’ spelling of the unit spelling words:

- Say a spelling word and use it in a sentence.
- Have students write the word on their papers.
- Continue with the remaining words on the list.
- When students have finished, collect their papers and analyze their spelling of the words.
- Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students’ mastery of hard and soft c using the Quick-Check for Unit 25.

Suggestions for Independent Practice

Concept Sort. Give pairs or small groups of students a set of word cards. Ask them to sort them into categories of related meanings. For example, celery might be sorted with cereal, ceiling, cider, compass, pencil, lettuce, and cellar because these are things that could be found in a home. Then have the groups try to guess how each group has sorted their words.

Speed Read. Have pairs of students select up to twenty word cards and read the words to each other. Then have them take turns reading the words while the other student times their reading with a stopwatch.

Guess My Word? Have pairs of students work as a team against other pairs of students. Have students place the word cards facedown in a pile. One member of a team draws a card without his or her partner seeing. The student then tries to draw clues for his or her partner to guess the word. The pairs have one minute to guess the word. If they guess it correctly, they get a point. Then the next pair repeats the process.

Write the Words. Have students make up meaningful cloze sentences that use words from the word cards. Students can exchange sentences and try to complete them.
Unit 25 Quick-Check: Hard and Soft c

Answer Questions
Directions: Circle the word in each question that does NOT have the correct spelling of the /s/ sound. Write the correct spelling of the word on the blank line.

1. actress     lettuce     senter     cereal __________________
2. concert     circus     center     offise __________________
3. recess     sentense     police     decide __________________
4. pensil     lesson     cancel     surface __________________

Apply
Directions: In the space below, list three to five words you know that have the soft c sound.
____________   ____________   ____________   ____________   ____________

Directions: Using the words from the word bank, complete the following sort by writing the words in the appropriate category.

<table>
<thead>
<tr>
<th>Soft c</th>
<th>Hard c</th>
</tr>
</thead>
</table>

Word Bank
crime, compass, distance, cellar, custom, college, recess, fancy

Think and Write about Hard and Soft c
Directions: In the space below, explain how understanding hard and soft c helps you as a reader, speller, and writer.