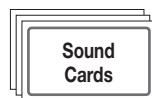
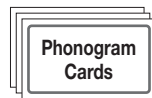


Step 3 – Consonant Team DGE

This lesson will teach how to choose between g and dge to spell the sound of /j/ at the end of a word.

You will need: Key Card 21, Silent E Book (optional), Word Cards 11-20, Homophones List

Review



New Teaching

Teach Key Card 21: Use DGE after a Short Vowel

“Pull down three ways to spell the sound of /j/.” *Student pulls down j, g, and dge.*



“Today we are going to talk about the sound of /j/ at the **end of a word**. One of these tiles can’t be used at the **end** of English words. Which one is that?” *The j.*

“Right. Set that tile aside.” *Student sets the j tile aside.*

Place an e tile next to the g. 

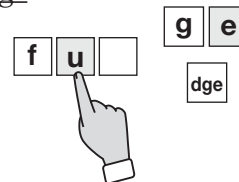
“At the **end of a word**, we have two ways to spell the sound of /j/: g followed by Silent E, and dge.”

Build the word *fudge*, placing a blank blue tile in place of the /j/ sound.



“I want to spell the word *fudge*. In place of this blank tile, I need to decide whether to use the g-e or the dge.”

“Is this a short vowel?” *Yes.*



“It is, so we use dge.”

Replace the blank tile with the dge tile.



New Teaching

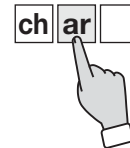
(continued)

“Let’s try another word. The word I want to spell is *charge*.”

ch ar g e
dge

“I need to decide whether to use the g-e or the dge.”

Point to the ar tile. “Is this a short vowel?” *No.*



“Ar is not a short vowel, so we use g-e.”

ch ar g e

“We only use dge **right after** a short vowel.”

When deciding whether to use g-e or dge at the end of a word, be sure to look **only** to the letter **IMMEDIATELY** preceding the /j/ sound. There may be a short vowel elsewhere in the word, but we are only concerned with the letter that comes directly before the /j/ sound.

Have your student practice this concept with the following words. Build the word for your student, putting a blank blue tile in place of the /j/ sound.

bridge **rage** **ledge** **large** **judge**

Read Key Card 21 with your student and place behind the Review divider.

<p>We have two options to spell /j/ at the end of a word. What are they? _____ or _____.</p> <p>Which one do we use right after a short vowel? _____.</p> <p>Level 4 – Step 3 Key Card 21</p>	<p>1. <u>g-e</u> or <u>dge</u> 2. <u>dge</u></p>
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Take a look at the dge phonogram in the word *bridge* (or any dge word). The d acts as a “buffer” so Silent E doesn’t make the vowel long. The d protects the vowel from Silent E.



Spotlight on Silent E

New! The Spotlight on Silent E is a quick activity that highlights words with Silent E. The jobs of Silent E are listed in Appendix C.

Your student can refer to his Silent E Book from Level Three. If you like, he can also add new spelling words to the book.

Build the word *judge*. **j** **u** **dge**

“The word *judge* ends in Silent E. What is the job of Silent E in this word?” *It makes the g soft (or, it makes the g say /j/).*

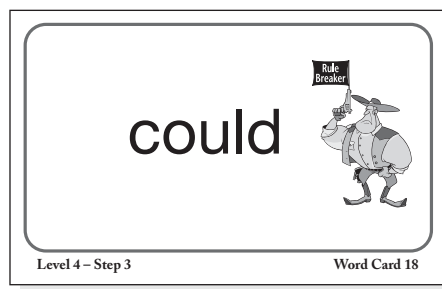
Teach Three Rule Breakers

“Three words on today’s word list are Rule Breakers.”

Build the word *could*. **c** **ou** **l** **d**

“This word is *could*. Which letters don’t say the sounds we expect them to say?” Lead your student to see that the ou sounds like /oo/ and the l is silent.

Show Word Card 18 to your student.



“Circle the oul in this word because those letters don’t make the sounds we expect them to make.” *Student circles the letters and fills in the circle with yellow pencil.*

“Spell the word *could* on paper.” *Student writes the word.*

New Teaching

(continued)

Take out Word Cards 19 and 20. “The words *would* and *should* are similar to the word *could* and are also Rule Breakers. Which letters don’t make the sounds we expect them to make?” *The ou sounds like /oo/ and the l is silent.*

“Right. Circle the ou in both words and color them yellow.”

“Spell the word *would* on paper.” *Student writes the word.*

“Spell the word *should* on paper.” *Student writes the word.*

Have your student practice these three words until they become easy.


If your student has a tough time with these words, try the following strategies:



1. Teach *could* first. Once your student has mastered that word, the others will come easily.
2. Try saying a “cheer” to help your student get the rhythm and spelling of these words: **C** (pause), **O** (pause), **U-L-D** (said quickly together).
3. Though the jail routine won’t be included in the Level Four lesson plans, by all means continue to use it if you think your student will benefit from and enjoy it.

New Teaching (continued)

Word Cards 11-20: Spell on Paper

Dictate the words and have your student spell them on paper. 

11. edge
12. bridge
13. judge
14. charge
15. fudge
16. ridge
17. rage
18. could
19. would
20. should

If a spelling word has a homophone—another word that sounds alike but is spelled differently—use the word in a sentence. The student does not write the sentence.

Tip!

Would you like some milk?

File the Word Cards behind the Review divider.

Reinforcement

More Words

The following words reinforce the concepts taught in Step 3. Have your student spell them for additional practice.

badge **ledge** **hedge**

Homophone Pairs

Have your student add the following homophone pair to the Homophones List. Students can start a new list for Level Four or continue the same list started in Level Three.

would / wood

Read the following sentences and have your student point to the correct word on the Homophones List.

Would you help me?

The baseball bat is made of wood.

I would never say that!

Bring me wood for the fire.

New! The Homophone Pairs activity will appear whenever a lesson introduces a new word that forms a homophone pair with another word that the student has already learned.

In this case, the student learned the word *wood* in Level Three, which can now be paired with the new spelling word *would*.

Reinforcement

(continued)

Dictate Sentences

Dictate several sentences each day.

Should we take the bus?

Don't stand on the edge of the cliff!

The judge said I was the best swimmer!

Could you speak louder?

There is a green hedge in front of my house.

We ran over the high bridge.

I have a red badge on my shirt.

The plant is on the window ledge.

I wish Mom would make us some fudge!

What can you see from the ridge of the hill?

That man is in a rage!

I had to pay a charge to cross the road.

Writing Station

Dictate each word and have your student write it on paper. Then have your student write original sentences using the new words.

sickness

weak (weak arms)

itches

some (some cats)

catching

You can use the Writing Station as a diagnostic tool. Is your student misspelling any words when he creates his own sentences? Take a look at the types of errors he makes to determine if you need to review or reteach any concepts.

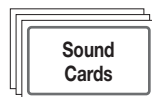
A small icon of a notepad with a pencil, containing the word "Tip!" in a decorative font.

Step 4 – Ways to Spell /j/

In this lesson, your student will analyze three ways to spell the sound of /j/.

You will need: Sound Card 63

Review



New Teaching

Introduce the Word Sort for /j/

Write these three headings across the top of lined paper. Draw vertical lines to form three columns:

j	g	dge
---	---	-----

Point to the column headings. “Here are three ways to spell the sound of /j/.”

Give your student a new sheet of lined paper. “I will dictate a word, and you will write it down on your paper. When you are satisfied that you have spelled the word correctly, copy the word to the correct column on this chart.”

Dictate the following words:

gentle

joyful

jumping

ledge

joking

stage

bridge

large

rage

badge

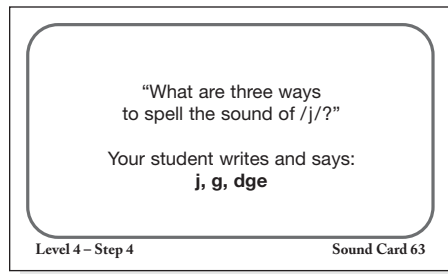
New Teaching

(continued)

Teach Sound Card 63

“Today we have a new Sound Card.”

Read Sound Card 63:



Practice this Sound Card with your student and then store it behind the Review divider.

Reinforcement

There are no new
Word Cards for
Step 4.



Dictate Sentences

Dictate several sentences each day.

That patch of grass is too dry.
We will chop wood today.
He made one stitch with the needle.
I hear the twigs crunch under my feet.
Did he punch you in the arm?
Stretch your legs a little.
Pam lights the fire with a match.
Amy rides her bike on hilly paths.
Stop scratching those bug bites!
Would you switch places with me?
I think I’m catching a cold.
My nose itches!

Writing Station

Dictate each word and have your student write it on paper. Then have your student write original sentences using the new words.

chopping

hikes

lighting

wood (made of wood)

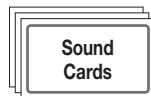
branches

Step 27 – The /ĭk/ Words

In this lesson, your student will learn how to spell words with the common word ending of ic.

You will need: Word Bank for IC, Word Cards 211-220

Review



Review All Word Banks



Review the cards behind the Mastered dividers. This is the last review for Level Four, so make it thorough!

New Teaching

Teach the /ĭk/ Words

“Repeat these words after me and pay special attention to the **last syllable**: *fabric, plastic, magic.*” *Student listens and repeats the words.*

“What was the last syllable in each word?” /ĭk/.

“Right. And at the end of a word, we spell /ĭk/ with i-c.” Pull down letter tiles i and c.

i c

“Here are some more words that end in /ĭk/.” Build the words *attic* and *music*.

a t t i c

m u s i c

“We call these the /ĭk/ *words* because the last part of the word says /ĭk/.”

This is a special group of words. Most of the time, when the /k/ sound comes right after a short vowel, it is spelled with ck. In multisyllable words ending in the sound /ĭk/, however, the /k/ sound is spelled with a c.

Tip!

New Teaching

(continued)

Introduce the Word Bank for IC

Have your student read through the **Word Bank for IC** to improve visual memory. There are several ways to spell the sound of /k/ and we want students to become very familiar with the words in this Word Bank. This will enable the student to choose the correct spelling of /k/ when he needs to spell one of these words.

Teach a Rule Breaker

Build the word *does*.

d	oe	s
---	----	---

“The word *does* is a Rule Breaker. Which letters don’t say the sound we expect them to say?” *The oe because they say /ū/ instead of /ō/.*

Take out Word Card 220. “What do we do with Rule Breakers?”
Student circles the oe and colors in the circle with yellow pencil.

“Write the word *does*.” *Student writes the word.*

Word Cards 211-220: Spell on Paper

Dictate the words and have your student spell them on paper.



- 211. music**
- 212. public**
- 213. magic**
- 214. traffic**
- 215. plastic**
- 216. attic**
- 217. fabric**
- 218. topic**
- 219. elastic**
- 220. does**

File the Word Cards behind the Review divider.

Reinforcement

More Words

The following words reinforce the concepts taught in Step 27. Have your student spell them for additional practice.

electric

garlic

basic

Dictate Sentences

Dictate several sentences each day.

My mother has hundreds of photographs in the attic.

This park is not open to the public.

What kind of music do you prefer?

Stitch the elastic onto the fabric.

Do you know any magic tricks?

There was a line of traffic ten miles long.

Our plastic toys are covered with dirt.

Which topic are you writing about?

The electric light does not work.

Sometimes I find great joy in the most basic things!

Garlic is a smelly but healthy addition to your cooking.

Does the teacher mind if I leave early?

Writing Station

Dictate each word and have your student write it on paper. Then have your student write original sentences using the new words.

gates

closed

locks

combinations

keys