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Specialized Program Individualizing Reading Excellence

4th Edition

Level 5, Lesson 2: soft *g*

SAMPLER

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S.P.I.R.E. STAR gives teachers new capabilities for digital instruction and assessment. It also affords digital access to existing *S.P.I.R.E.* teacher materials, including the lessons and activities in the Teacher’s Guide, all structured in parallel to printed *S.P.I.R.E.* with clear connections between the two formats. Instruction is organized online by scene, with each scene referenced on the left of the Teacher’s Guide instructional pages.

S.P.I.R.E. STAR

1.5 • Short e (Preview)

Step 1: Phonogram Cards

1/2 of 3 scenes

Display Phonogram Card 25.

The name of this letter is **e**. What is the name of this letter? (e) The letter **e** is a vowel. You will learn how to read and spell words with the vowel **e**.

15

1.5 • Short e (Preview)

Step 1: Phonogram Cards

1/2 of 3 scenes

The key word for **e** is **bed**. The key word helps us “unlock” the sound to remember it. What is the key word? (bed) Listen as I say the key word slowly.

Say **bed** slowly, emphasizing the /ē/ sound.

What is the key word for **e**? (bed) What is the letter’s name? (e) The sound the letter **e** makes is /ē/. What sound does **e** make? (/ē/) Say **bed**, /ē/. (bed, /ē/)

Have students repeat **e**, /ē/, **bed**, /ē/ several times.

1.5 • Short e (Preview)

Step 3: Word Building

Students use the Small Letter Set from their Manipulatives Kit to build words.

Listen as I say a word: **met**. Say **met**. (met) Let’s sound out **met** using our fingers.

S.P.I.R.E.

a b c d e

Teacher’s Guide

Short e

Lesson 5 Short e introduces students to the concept of the short vowel e. This sound is often difficult for students, which is why it is presented as the last of the short vowels. The key word, *bed*, has been deliberately chosen not only to develop the short-e concept, but also to assist with frequent *b/d* confusion. The key word *bed* is easily recalled because we can make the word look like an actual bed. The student can visualize the *b* forming the headboard and the *d* forming the foot of the bed.

1 **Step 1: Phonogram Cards**

Review all previously learned Phonogram Cards. Display Phonogram Cards 1–24.

I will show these letters one at a time. When I show a letter, say the letter’s name and then its sound.

Model the first item for students. For example, for Phonogram Card 1, say the following:

This is the letter **p**. The letter **p** stands for the /p/ sound. When I show this card, you say: **p**, /p/.

Review Phonogram Cards 1–24.

2 Display Phonogram Card 25.

The name of this letter is **e**. What is the name of this letter? (e) The letter **e** is a vowel. You will learn how to read and spell words with the vowel **e**.

3 Display Key Word Sheet **e**.

The key word for **e** is **bed**. The key word helps us “unlock” the sound to remember it. What is the key word? (bed) Listen as I say the key word slowly.

Say **bed** slowly, emphasizing the /ē/ sound.

What is the key word for **e**? (bed) What is the letter’s name? (e) The sound the letter **e** makes is /ē/. What sound does **e** make? (/ē/) Say **bed**, /ē/. (bed, /ē/)

Have students repeat **e**, /ē/, **bed**, /ē/ several times.

4 **Step 2: Phonological Awareness**

Sound Identification

Students listen for the short e sound in the words you say, raising their hands when they hear the sound.

Use your eyes. I will say a word. Repeat the word, and if you hear the /ē/ sound, raise your hand.

met. (met) Do you hear /ē/ sound in **met**? (yes) So, you should raise your hand.

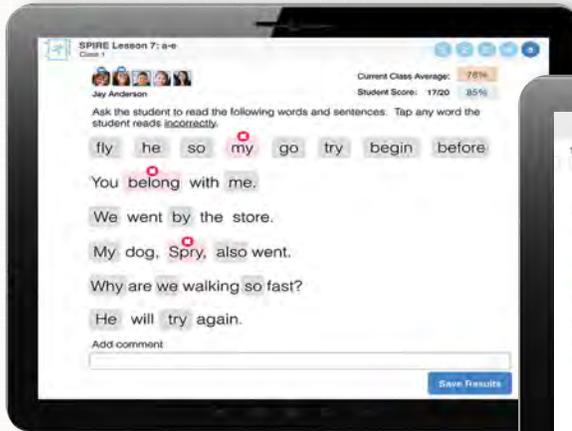
run. (run) Do you hear /ē/ in **run**? (no) So, you should not raise your hand.

Use the activity with the following words: *let, red, cat, yes, get, sun, bed, hat, left, and best*.

Introductory Lesson 5 189

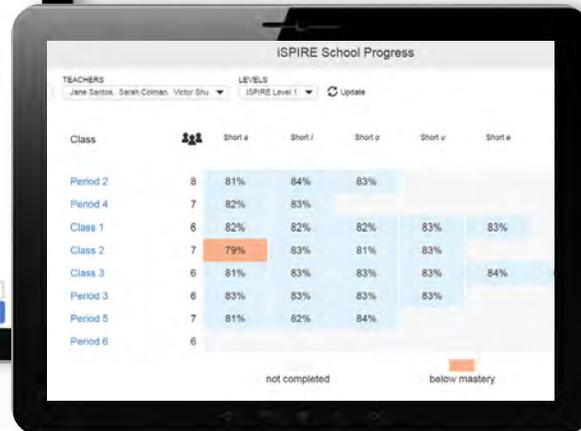
ASSESSMENT WITH DIGITAL SCORING AND REPORTING

S.P.I.R.E. STAR lets teachers score students' print assessments, record their fluency and accuracy, and track student progress online in real time. It also consolidates this information into at-a-glance reports you can share at the class, school, or district level.



Concept Assessment

As the student reads from the print assessment, the teacher records the student's responses digitally. The responses are automatically scored and the data entered to create individual and class reports.



Report shows how individual students and groups of students are mastering each new skill in the Concept Assessment.

Pre/Post Test

S.P.I.R.E. Progress Report

REPORT: Pre/Post-Test LEVEL: Level 2

		Pre-Test				Date	Post-Test				Date
		DW	DS	CWPM	Comp		DW	DS	CWPM	Comp	
AC	Amanda ...	90%	75%	77	60%	9/15/19	93%	95%	103	80%	2/10/20
CL	Carlie Lig...	63%	85%	125	80%	9/15/19	98%	95%	65	80%	2/10/20
CS	Charlie S...	70%	85%	22	40%	9/15/19	88%	90%	108	80%	2/10/20
FM	Frank Mo...	80%	50%	67	60%	9/15/19	90%	80%	62	80%	2/10/20
GD	Gordon D...	85%	90%	149	40%	9/15/19	93%	95%	91	100%	2/10/20
TB	Tom Brown	78%	85%	184	60%	9/15/19	80%	85%	72	100%	2/10/20

DW - Decodable words
DS - Decodable sentences
CWPM - Correct words per minute
Comp - Comprehension

Compare the progress of individual students and groups of students from the beginning of each level to its completion.

CREATED EXPRESSLY FOR TEACHERS

Note that students cannot sign in to the digital platform, nor use it directly. *S.P.I.R.E. STAR* is a resource built exclusively for teachers to facilitate class instruction and individual student assessment, scoring, and tracking.



S.P.I.R.E.®

Specialized Program Individualizing Reading Excellence

4th Edition



Level 5

Teacher's Guide

Sheila Clark-Edmands

EDUCATORS PUBLISHING SERVICE



Introductory Lesson 2: Soft g

Lesson Overview		
Step	Materials	Activity / Procedure
Step 1: Phonogram Cards	<ul style="list-style-type: none"> Phonogram Cards 1–91 Key Word Sheet: Soft <i>g</i> (BLM p. 4) 	<ul style="list-style-type: none"> Review previously taught Phonogram Cards Introduce Phonogram Card 91 (<i>g /j/</i>) Introduce key words <i>cage, gingerbread, gym</i>
Step 2: Phonological Awareness	<ul style="list-style-type: none"> 2 green and 4 white circles and 2 syllable rectangles (Manipulatives Kit)—1 set per student Phoneme Segmentation Sheet (Workbook p. 5 or BLM p. 1) 	<ul style="list-style-type: none"> Segmentation: use circles to represent sounds in syllables, then say the sounds to make a word
Step 3: Word Building	<ul style="list-style-type: none"> 2 green and 3 white circles (Manipulatives Kit)—1 set per student Phoneme-Grapheme Sheet (BLM p. 2) 	<ul style="list-style-type: none"> Use circles to represent sounds, then write letters to make a word
Step 4: Decoding and Sentence Reading	<ul style="list-style-type: none"> Words and Sentences (Workbook p. 35) 	<ul style="list-style-type: none"> Word decoding Soft <i>g</i> automaticity Vocabulary development
Step 5: Prereading		<ul style="list-style-type: none"> Phoneme-grapheme analysis: letter/sound analysis
Step 6: Reading	<ul style="list-style-type: none"> Word Find (Workbook p. 36) Words and Sentences (Workbook p. 35) 	<ul style="list-style-type: none"> Word Find Sentence reading
Step 7: Sound Dictation	<ul style="list-style-type: none"> Lesson Dictation Paper (BLM p. 17)—1 per student 	<ul style="list-style-type: none"> Write known spellings for sounds
Step 8: Prespelling		<ul style="list-style-type: none"> Phonological awareness: identify phonemes in <i>wage</i>
Step 9: Spelling	<ul style="list-style-type: none"> Lesson Dictation Paper (from Step 7) <i>Optional:</i> Alternate Dictation Words (Appendix) 	<ul style="list-style-type: none"> Say and spell words Identify spellings of soft <i>g</i>
Step 10: Sentence Dictation	<ul style="list-style-type: none"> Lesson Dictation Paper (from Step 7) <i>Optional:</i> Alternate Dictation Sentences (Appendix) 	<ul style="list-style-type: none"> Make a dash for each word in a sentence Write and say sentences
Independent Practice & Assessment	<ul style="list-style-type: none"> Independent Practice 1 and 2 (Workbook pp. 37–38) Concept Mastery Fluency Drill 5.2 (BLM pp. 51–52)—1 master copy and 1 copy per student 	<ul style="list-style-type: none"> Assign Independent Practice while assessing individual students Assess student fluency reading soft <i>g</i> words

▼ scene

Soft *g*

Lesson 2 Soft *g* introduces the soft sound for the letter *g*: /j/. The concept of soft *g* is the same as soft *c* in that the sound of *g* changes from /g/ to /j/ when *g* comes before *e*, *i*, or *y*. Students should already be completely familiar with the hard /g/ sound for *g*.

①

Step 1: Phonogram Cards

Review all previously learned Phonogram Cards. Display Phonogram Cards 1–90.

I will show these consonants, vowels, letter teams, and vowel teams one at a time. When I show a consonant or vowel, say the name of the letter and then say its sound. When I show a letter team or vowel team, say the name of the letters and then say their sound.

Model the first item for students. Review Phonogram Cards 1–90.

②

You already know one sound for the letter *g*. The letter *g* usually says /g/.

Display Phonogram Card 91.

But the letter *g* also says /j/ when it is followed by *e*, *i*, or *y*.

③

Display Key Word Sheet: Soft *g*.

There are three key words. First, look at the picture of the cage. The first key word is *cage*.

Say *cage*. (cage) What sound does the letter *g* make in *cage*? (/j/) What comes after the letter *g*? (e) The *e* makes the *g* say /j/. Let's say the word aloud together. (cage)

Now look at the picture of the gingerbread cookie. The second key word is *gingerbread*.

Say *gingerbread*. (gingerbread) There are two letter *g*'s in this word. What sound do both letter *g*'s make in *gingerbread*? (/j/) What comes after the first letter *g*? (i) The *i* makes the *g* say /j/. What comes after the second letter *g*? (e) As you've learned, the *e* makes the *g* say /j/. Let's say the word aloud together. (gingerbread)

Now look at the picture of the gym. The last key word is *gym*. Say *gym*. (gym) What sound does the letter *g* make in *gym*? (/j/) What comes after the letter *g*? (y) The *y* makes the *g* say /j/. Let's say the word aloud together. (gym)

④

Display Phonogram Card 91.

Listen and watch as I say this letter's name when it's followed by an *e*. I'll also say one of its sounds: *ge*, /j/.

Have students repeat *ge* and /j/ several times.

⑤

Display Key Word Sheet: Soft *g*.

Now listen and watch as I say the first key word and its sound: *cage*, /j/.

Have students repeat *cage* and /j/ several times.

⑥

Display Phonogram Card 91.

Listen and watch as I say this letter's name when it's followed by an *i*. I'll also say another one of its sounds: *gi*, /j/.

Have students repeat *gi* and /j/ several times.

Digital
scene

7

- Display Key Word Sheet: Soft *g*.

- **Now listen and watch as I say the second key word and its sound: *gingerbread*, /j/.**

- Have students repeat *gingerbread* and /j/ several times.

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- Display Phonogram Card 91.

- **Listen and watch as I say this letter's name when it's followed by a y. I'll also say the last of its sounds: *gy*, /j/.**

- Have students repeat *gy* and /j/ several times.

9

- Display Key Word Sheet: Soft *g*.

- **Now listen and watch as I say the last key word and its sound: *gym*, /j/.**

- Have students repeat *gym* and /j/ several times.

10

Step 2: Phonological Awareness

Segmentation

- Students use 2 green and 4 white circles and 2 syllable rectangles from their Manipulatives Kit to identify and manipulate sounds in words.

- Students can use the Phoneme Segmentation Sheet on page 5 of their workbook, or you may choose to make a copy for each student.

- **Put your circles and rectangles in the gray box at the top of your sheet. I will say a word, and you will bring a rectangle down for each syllable you hear.**

- **The first word is *ginger*. How many syllables do you hear in the word *ginger*? (2) Bring down a rectangle for each syllable you hear.** Wait for students to finish.

- Check to be sure that students bring down two rectangles.

- **Say the first syllable. (/jɪŋ/) Say the second syllable. (/jɛr/) Now you will bring a circle down for each sound you hear in each syllable. Remember to use green circles for vowel sounds and white circles for consonant sounds. Place your circles on top of each syllable rectangle.** Wait for students to finish.

- Check to be sure that students bring down five circles and have used a green circle in place of the vowel sounds.

- **Point to each circle and say its sound. (/j/ /ɪ/ /ŋ/ /j/ /ɛr/) Now say the whole word. (ginger)**

- Repeat the activity with the following words: *page*, *change*, *plunge*, and *gerbil*.

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Step 3: Word Building

- Students use 2 green and 3 white circles from their Manipulatives Kit to identify and manipulate sounds in words. Then students write the letters that represent those sounds to build words.

- Distribute a copy of the Phoneme-Grapheme Sheet to each student.
- **Put your circles in the gray box at the top of your sheet. Today we will build words with soft g. I will say a word, and you will bring a circle down for each sound you hear. Use green circles for vowel sounds. Use white circles for consonant sounds.**
- **The first word is *page*. How many sounds do you hear? (3) Bring down a circle for each sound you hear. Remember to use a green circle for a vowel sound.** Wait for students to finish.
- Check to be sure that students bring down three circles and have used a green circle for the vowel sound.
- **Sound out the word, pointing to each circle. (/p/ /ā/ /j/) Now say the whole word fast. (page)**
- **Now touch the first circle you brought down and say the sound it makes. (/p/) Push the circle up, and write the letter that says /p/ in the first box. What is the letter? (p) What sound does the green circle make? (/ā/) Push the circle up, and write the letter *a*. What letter makes *a* say its name? (e) Touch the last circle you brought down and say the sound it makes. (/j/) What letter says /j/ before the letter *e*? (g) Push the circle up, and write the letter *g* in the last box. Now write the letter *e* in the bottom corner of the box with *g*, and make the *e* small to show that it is silent. Draw a line through the magic *e*. Then draw a curved line back to the *a* to show that the magic *e* reaches back to make the *a* say its name. The letter *e* has two jobs in the word *page*. First, it makes the *a* say its name, and second, it makes the *g* say the sound /j/. Now look at the word. Put your finger under each letter, team, prefix, suffix, or trigraph and say its sound or sounds. (/p/ /ā/ /j/) Now say the word fast. (page)**
- Tell students that when they hear a /j/ sound at the end of a word, and the /j/ sound is after a vowel that says its name (as in the word *page*), the word will usually be spelled with a *g*. We do not have English words with the letter *j* at the end of a syllable.
- Repeat the procedure with the following words: *stage*, *age*, *ginger*, *germ*, and *gerbil*.

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Step 4: Decoding and Sentence Reading

Decoding

- Use the top half of workbook page 35, "Words and Sentences."
- **Open your workbook to page 35 and look at the words on the top of the page. Put your finger under the first word and say it aloud. (age) Underline the vowels and circle the soft g. Look at the letter that comes after the *g*. Is it *e*, *i*, or *y*? (e) What will *g* say? (/j/) Cross out the magic *e* and draw an arrow back to the vowel.**
- **Point to each letter, team, prefix, or suffix and give its sound. (/ā/ /j/) Go back to the beginning of the word and glide your finger under the word, saying it fast. (age) Who can use this word in a sentence? (Answers will vary.)**

- Continue reading the words, from left to right and row by row, using the same procedure. Have students underline the vowels or any vowel teams, draw a smile under any letter teams, draw a line between any syllables, mark any silent *e*'s by crossing out the *e* and drawing a curved line from the *e* back over the consonant (omitting the curved line for any silent *e*'s that don't change the sound of the vowel or vowels in the word), draw a circle around any *s* that comes before a silent *e*, draw a box around any suffixes or prefixes, cross out any silent *gh*'s, underline any trigraphs, and circle any soft *c*'s or soft *g*'s. Ask students to use the word in a sentence if you are unsure whether they understand it.

• After five minutes, move on to Step 5.

Vocabulary Development

• The following words may present meaning challenges for some students: *ginger*, *gent*, *sage*, and *gentry*. Check that students understand the meanings of the words. Discuss unknown vocabulary with students using the strategies described in Vocabulary Development, in the Appendix.

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Step 5: Prereading

Phoneme-Grapheme Analysis

• Write *sage* on the board.

• **This is the word *sage*. What is this word?** (*sage*)

• **In the word *sage*, what letter says /s/?** (*s*)

• **In the word *sage*, what letter says /ā/?** (*a*)

• **In the word *sage*, what letter says /j/?** (*g*)

• **In the word *sage*, what letter makes the *a* say its name and the *g* say /j/?** (*e*)

• **In the word *sage*, what does the letter *s* say?** (/s/)

• **In the word *sage*, what does the letter *a* say?** (/ā/)

• **In the word *sage*, what does the letter *g* say?** (/j/)

• **In the word *sage*, what does the letter *e* say?** (Nothing; it is silent.)

• **Say *sage*.** (*sage*) **Say *sage* again, but this time say /p/ instead of /s/.** (*page*)

14

Step 6: Reading

• Use workbook page 36, "Word Find."

• **Open your workbook to page 36. What letters do you see in the center of your Word Find?** (*ge*, *gi*, *gy*) **What sound does the *g* make in each of these boxes?** (/j/)

• **Look at all the words. Find the words in which the *g* makes the sound /j/ and color the *ge*, *gi*, or *gy*. Then read each word and circle it. See how many words with the soft *g* you can find and read in five minutes.**

- After five minutes, have students take turns reading their circled words aloud. As a word is read, write it on the board and have students check it off on their page.

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- Use the bottom half of workbook page 35, "Words and Sentences."
- **Open your workbook to page 35 and look at the sentences on the bottom of the page.**
- **Look at the first sentence: 1. I cringed at the scratchy sound of chalk. Circle the word in the sentence that has a soft g in it. What is the word? (cringed) Now say each sound in the word. (/k/ /r/ /i/ /n/ /j/ /d/)**
- Ask students to read the sentence aloud. Then read the sentence together with students.
- Repeat the procedure with each sentence. Remind students to make a picture in their minds as they read to make sure they understand each sentence.

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Step 7: Sound Dictation

- Distribute Lesson Dictation Paper to each student.
- **1. Say /j/. (/j/) What letter have you learned that makes the /j/ sound if it is followed by e, i, or y? (g) What is another way you know to write this sound? (j) When I dictate the sound /j/, write j and g. Write j and g on your paper, naming the letters as you write. (j, g) Now look at the letters you just wrote. What are the names of the letters? (j, g) What sound does j make? (/j/) What sound does g make when it is followed by an e, i, or y? (/j/)**
- Repeat with the following sounds. If a sound can be represented multiple ways, students should write all known ways to represent that sound. 2. /i/ (i-e, y, igh, ie); 3. /ë/ (e, ea); 4. /ô/ (o-e, o, ou, oa); 5. /ë/ (e-e, e, y, ea, ee, ie); 6. /ä/ (a-e, ay, ea, ai); 7. /ch/ (ch, tch); 8. /s/ (s, ss, c); 9. /ëst/ (est); 10. /üng/ (ung)

17

Step 8: Prespelling

Phonological Awareness

- **Say wage. (wage) Now say a word that rhymes with wage. (Sample answers: page, stage, cage) What is the first sound you hear in wage? (/w/) What vowel sound do you hear in wage? (/ä/) What is the last sound you hear in wage? (/j/)**

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Step 9: Spelling

- Students use the same sheet of Lesson Dictation Paper distributed in Step 7.
- Alternate Dictation Words covering the same skills, found in the Appendix, are available for older students.
- **1. Say wage. (wage) Who can spell the word wage, writing the letters on the board as you name them? Have a student come to the board to write the word. (w, a, g, e) Let's spell wage together. (w, a, g, e) Now pick up your pencil and write wage, naming the letters as you write. (w, a, g, e) What letter comes after g? (e) What two jobs does the e do in this word? (The e makes a say its name, and the e makes g say /j/.) You spell with the letters ge when you hear the sound /j/ at the end of a word in which the vowel says its name.**

Look at the word you just wrote and underline the *g*. What sound does *g* make in *wage*? (/j/) Go back to the beginning of the word and sound out each letter, team, prefix, suffix, or trigraph. (/w/ /ā/ /j/) Now glide your finger under the word and say it fast. (wage)

Repeat with the following words. Remind students to spell multisyllabic words syllable by syllable. 2. strange; 3. rage; 4. hinge; 5. indulge; 6. tinge; 7. page; 8. gem; 9. age; 10. magic

When finished, have students take turns reading the words aloud.

19

Step 10: Sentence Dictation

Students use the same sheet of Lesson Dictation Paper distributed in Step 7.

Alternate Dictation Sentences covering the same skills, found in the Appendix, are available for older students.

Listen carefully as I say a sentence, and watch as I make a dash on the board for each word in the sentence.

1. Gently reach into the cage and take out the gerbil.

Make a dash on the board as you say each word.

Say the sentence as I point to each dash. (Gently reach into the cage and take out the gerbil.) **Let's say the sentence again, and this time you make a dash on your paper for each word.** (Gently reach into the cage and take out the gerbil.) **Look at your dashes again and say the sentence, pointing to each dash as you say each word.** (Gently reach into the cage and take out the gerbil.)

Now write the sentence on your paper, writing one word on each dash. (Wait for students to finish writing.)

Put your pencil down when you finish, and go back and check the sentence. If you find a mistake, do not erase it. Put brackets around the mistake, and write the correct word above it.

You may need to demonstrate bracketing a mistake and making a correction, as shown in Sentence Dictation, in the Appendix. Help students check and correct the sentence.

Which three words in this sentence have the /j/ sound spelled with a *g*? (Gently, cage, gerbil) **Did you remember to spell the /j/ sound with a *g* when you heard it in these words?** (Answers will vary.) **What letter did you write after *g* to make the *g* say /j/ in each word?** (e)

Repeat the procedure with the following sentence:

2. Ginger Rogers was a gem of a dancer.

When students finish, have them read both sentences aloud.

20

Independent Practice

While you are administering the Concept Mastery Fluency Drill to students one at a time, the other students may complete Independent Practice for extra reinforcement of this lesson's concepts.

Independent Practice 1: Have students turn to page 37 in their workbook. Read the directions and discuss the illustrations with students. Then have them look at the letters and words at the top of each column. Briefly review with students that *g*, as in *gerbil*, makes the sound /j/, and *g*, as in *gas*, makes the sound /g/. Read the words in the box with students. Then look at the first word in the box, *again*, and help students decide whether the *g* in *again* makes the /j/ sound or the /g/ sound. Tell students to write *again* in the *gas* column. Encourage students to complete the page independently.

Independent Practice 2: Have students turn to page 38 in their workbook. With students, read the words below the sentences and then read the first sentence. Have students find a word that completes the sentence and write it in the space. Encourage students to complete the page independently.

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Concept Mastery Fluency Drill

Test students one at a time. Select the student being tested and give the student Concept Mastery Fluency Drill 5.2. For information on using the Concept Mastery Fluency Drill for fluency instruction and additional assessment, see Rereading for Fluency, in the Appendix.



Paper Assessment: Follow the directions for administration and scoring, found in *Blackline Masters for Instruction and Assessment*.



Digital Assessment: Follow the directions for administration and scoring, found in Lesson 5.2, Scene 21.



Reinforcing Lesson 2a: Soft g

Lesson Overview		
Step	Materials	Activity / Procedure
Step 1: Phonogram Cards	<ul style="list-style-type: none"> Phonogram Cards 1–91 Decodable 1 Word Cards 17–22 	<ul style="list-style-type: none"> Review previously taught Phonogram Cards Introduce Decodable 1 Word Cards 17–22
Step 2: Phonological Awareness	<ul style="list-style-type: none"> 1 green and 3 white circles (Manipulatives Kit)—1 set per student Phoneme Segmentation Sheet (Workbook p. 5 or BLM p. 1) 	<ul style="list-style-type: none"> Segmentation: use circles to represent sounds, then say the sounds to make a word Substitute a sound to make a new word
Step 3: Word Building	<ul style="list-style-type: none"> Small Letter Set (Manipulatives Kit)—1 per student 	<ul style="list-style-type: none"> Use letters to build words and sound them out Delete or substitute a letter to make a new word
Step 4: Decoding and Sentence Reading	<ul style="list-style-type: none"> Words and Sentences (Workbook p. 39) 	<ul style="list-style-type: none"> Word decoding Sentence comprehension
Step 5: Prereading		<ul style="list-style-type: none"> Phoneme-grapheme analysis: letter/sound analysis Identify syllables Introducing the article: build background, vocabulary, and concepts
Step 6: Reading Comprehension	<ul style="list-style-type: none"> Passage (Workbook pp. 40–42) Graphic Organizer (Workbook p. 43 or BLM p. 24) Fluency Tracking Sheet (Workbook p. 307) 	<ul style="list-style-type: none"> Guided reading Comprehension activity: graphic organizer Rereading for fluency
Step 7: Sound Dictation	<ul style="list-style-type: none"> Lesson Dictation Paper (BLM p. 17)—1 per student 	<ul style="list-style-type: none"> Write known spellings for sounds
Step 8: Prespelling		<ul style="list-style-type: none"> Phonological awareness: identify syllables and phonemes in <i>gingerbread</i>
Step 9: Spelling	<ul style="list-style-type: none"> Lesson Dictation Paper (from Step 7) <i>Optional:</i> Alternate Dictation Words (Appendix) 	<ul style="list-style-type: none"> Say and spell words Identify syllables Identify spellings of soft <i>g</i>
Step 10: Sentence Dictation	<ul style="list-style-type: none"> Lesson Dictation Paper (from Step 7) <i>Optional:</i> Alternate Dictation Sentences (Appendix) 	<ul style="list-style-type: none"> Make a dash for each word in a sentence Write and say sentences
Independent Practice & Assessment	<ul style="list-style-type: none"> Independent Practice 1 and 2 (Workbook pp. 44–45) <i>Optional:</i> Decodable Reader <i>Stage Fright</i> (Set 5B) Concept Assessment 5.2a (BLM p. 89)—1 master copy and 1 copy per student 	<ul style="list-style-type: none"> Assign Independent Practice while assessing individual students Assess student fluency reading soft <i>g</i> words

①

Step 1: Phonogram Cards

Review all previously learned Phonogram Cards. Display Phonogram Cards 1–91.

I will show these consonants, vowels, letter teams, and vowel teams one at a time. When I show a consonant or vowel, say the name of the letter and then say its sound. When I show a letter team or vowel team, say the name of the letters and then say their sound.

Model the first item for students. Review Phonogram Cards 1–91.

②

Today you will learn some new words. These words are important to practice because you use them often. They are on green cards because you can sound out these words.

Display Decodable 1 Word Card 17.

This is the word *age*. What is this word? (*age*) Do you see the soft *g* in the word *age*? (yes)

Who can use the word *age* in a sentence? (Answers will vary.)

Using the same procedure, introduce Decodable 1 Word Cards 18–22.

③

Review Decodable 1 Word Cards 17–22.

④

Step 2: Phonological Awareness**Segmentation**

Students use 1 green and 3 white circles from their Manipulatives Kit to identify and manipulate sounds in words.

Students can use the Phoneme Segmentation Sheet on page 5 of their workbook, or you may choose to make a copy for each student.

Put your circles in the gray box at the top of your sheet. I will say a word, and you will bring a circle down for each sound you hear. Use green circles for vowel sounds. Use white circles for consonant sounds.

The first word is *stage*. How many sounds do you hear in *stage*? (4) Bring down a circle for each sound you hear. Remember to use a green circle for a vowel sound. Wait for students to finish.

Check to be sure that students bring down four circles and have used a green circle for the vowel sound.

Sound out the word, pointing to each circle. (/s/ /t/ /ā/ /j/) Now say the whole word fast. (*stage*)

Let's change *stage* to *sage*. Sound out *stage*. (/s/ /t/ /ā/ /j/) Now sound out *sage*. (/s/ /ā/ /j/)

How will you change the sounds? (take away /t/) Push up the second white circle and then move all the other circles to the left toward the first white circle to show that the sound has been taken away. Wait for students to finish.

Point to each circle and say its sound. (/s/ /ā/ /j/) Now say the whole word. (*sage*)

Repeat the second part of the activity by having students change *sage* to *page*, *page* to *cage*, *cage* to *cake*, and *cake* to *rake*.

Step 3: Word Building

Students will use the Small Letter Set from their Manipulatives Kit to build words.

What are two sounds the letter *g* makes? (/g/, /j/) Let's build some words that have the /j/ sound, as in the words *cage*, *gingerbread*, and *gym*.

Say *stage*. (stage) How many sounds do you hear in the word *stage*? (4) What is the first sound you hear in *stage*? (/s/) Bring down the Small Letter that makes the sound /s/. What is the letter? (s) What is the second sound you hear in *stage*? (/t/) Bring down the Small Letter that makes the sound /t/. What is the letter? (t) What vowel sound do you hear in *stage*? (/ā/) Bring down Small Letter *a*. What is the last sound you hear in *stage*? (/j/) The vowel *a* makes the sound /ā/ in *stage*. What letter makes the vowel *a* say its name? (e) And when the vowel *e* comes after the letter *g*, what does the *e* make the *g* say? (/j/) Bring down the new white Small Letter *ge*. The letter *e* has two jobs in the word *stage*. First, it makes the *a* say its name, and second, it makes the *g* say the sound /j/. Sound out the word, pointing to each letter, team, prefix, suffix, or trigraph as you say its sound or sounds. (/s/ /t/ /ā/ /j/) Now go back to the beginning of the word and glide your finger under the word, saying it fast. (stage)

Now let's change *stage* to *sage*. First, sound out *stage*. (/s/ /t/ /ā/ /j/) Now sound out *sage*. (/s/ /ā/ /j/) How will you change the letters? (take away the t) Push up Small Letter *t* and push *age* to the left. Sound out the new word, pointing to each letter, team, prefix, suffix, or trigraph as you say its sound or sounds. (/s/ /ā/ /j/) Now go back to the beginning of the word and glide your finger under the word, saying it fast. (sage)

Repeat the second part of the activity by having students change *sage* to *page*, *page* to *wage*, *wage* to *rage*, and *rage* to *rag*.

Step 4: Decoding and Sentence Reading**Decoding**

Use the top half of workbook page 39, "Words and Sentences."

Open your workbook to page 39 and look at the words on the top of the page. Put your finger under the first word and say it aloud. (ginger) Underline the vowels and circle the two soft *g*'s. Look at the letter that comes after the first *g*. Is it *e*, *i*, or *y*? (i) What will *g* say? (/j/) Look at the letter that comes after the second *g*. Is it *e*, *i*, or *y*? (e) What will *g* say? (/j/) Draw a line between any syllables.

Point to each letter, team, prefix, suffix, or trigraph and say its sound or sounds. (/j/ /i/ /n/ /j/ /er/) Go back to the beginning of the word and glide your finger under the word, saying it fast. (ginger) Who can use this word in a sentence? (Answers will vary.)

- Continue reading the words, from left to right and row by row, using the same procedure. Have
- students underline the vowels or any vowel teams, draw a smile under any letter teams, draw
- a line between any syllables, mark any silent e's by crossing out the e and drawing a curved
- line from the e back over the consonant (omitting the curved line for any silent e's that don't
- change the sound of the vowel or vowels in the word), draw a circle around any s that comes
- before a silent e, draw a box around any suffixes or prefixes, cross out any silent gh's, underline
- any trigraphs, and circle any soft c's or soft g's. Ask students to use the word in a sentence if
- you are unsure whether they understand it.

• After five minutes, move on to Sentence Comprehension.

7

Sentence Comprehension

• Use the bottom half of workbook page 39, "Words and Sentences."

• **Open your workbook to page 39 and look at the sentences on the bottom of the page. Read the first sentence silently. We will discuss any words you don't know when you are finished. Remember to make a picture in your mind as you read to make sure you understand what you're reading. Look up when you are finished.**

• **Let's read the first sentence aloud together.**

1. Ginny Chin came in tenth in the race.

How well did Ginny Chin do in the race? (She came in tenth place.)

• **Read the next sentence silently. Look up when you are finished.**

2. The fog was so thick that they could not see the coast.

What couldn't they see through the thick fog? (the coast) Choose a student to read the sentence aloud. (The fog was so thick that they could not see the coast.) **Now let's read the sentence aloud together.** (The fog was so thick that they could not see the coast.)

• Repeat the activity with the remaining sentences:

3. There was a sadness in his face.

How was he feeling? (sad)

4. The race across the rocky ground took a lot out of me.

What type of ground did they race over? (rocky ground)

5. At the foot of the hill is a stream, teeming with fish and frogs.

What is at the foot of the hill? (a stream teeming with fish and frogs)

6. She ran down to the basement and found the things she needed.

Where did she find the things she needed? (in the basement)

7. When she had everything ready, she left.

When did she leave? (when she had everything ready)

Digital
scene

8. Mother looked at her with a sad little smile.

How did Mother look at her? (with a sad little smile)

9. I put my sick cat in a cage and took him to the vet.

Where did this person take the sick cat in the cage? (to the vet)

10. Luz put some whipped cream on top of a piece of gingerbread.

What did Luz put whipped cream on top of? (a piece of gingerbread)

8

Step 5: Prereading

Phoneme-Grapheme Analysis

Write *cookie* on the board.

This is the word *cookie*. What is this word? (cookie)

How many syllables do you hear in the word *cookie*? (2)

What is the first syllable in the word *cookie*? (/koo/)

In the first syllable /koo/, what letter says /k/? (c)

In the first syllable /koo/, what two letters say /oo/? (oo)

What is the second syllable in the word *cookie*? (/kē/)

In the second syllable /kē/, what letter says /k/? (k)

In the second syllable /kē/, what two letters say /ē/? (ie)

In the first syllable /koo/, what does the letter *c* say? (/k/)

In the first syllable /koo/, what do the two letters *oo* say? (/oo/)

In the second syllable /kē/, what does the letter *k* say? (/k/)

In the second syllable /kē/, what do the two letters *ie* say? (/ē/)

Say *cookie*. (cookie) **Say *cookie* again, but don't say /ē/.** (cook)

9

Introducing the Article

Build Background, Vocabulary, and Concepts

Who knows what a recipe is? (directions for how to cook something) **Have you ever made a food or drink using a recipe? What did you make?** (Answers will vary.) **Did you need help using the recipe? How did your food or drink turn out?** (Answers will vary.) **What are some things a recipe might tell you?** (Sample answers: ingredients, how much to measure, directions for how to mix or bake) **Does anyone know what baking soda is?** (It's a powder used in baking that creates air holes in dough or batter to make it light.)

Today we will read a recipe. This recipe is for a gingerbread gent. *Gent* is short for "gentleman," a polite way of saying *man*. Teaspoons and cups are measurements used in cooking. Let's read to find out how to make a gingerbread gent.

10

- Before reading, identify and discuss any difficult vocabulary words in the recipe, such as *container*, *cinnamon*, *vinegar*, *molasses*, and *dough*.

Step 6: Reading Comprehension

- Use the passage on workbook pages 40 through 42: *Make a Gingerbread Gent*.
- In this step, students read sections of the passage silently, answer questions about each section, and then read the passage again. The passage, with numbered sections, can be found in the annotated workbook pages in the Appendix.
- **Open your workbook to the article on pages 40 through 42 and read the title aloud.** (*Make a Gingerbread Gent*) **Read the first section silently. Remember to make a picture in your mind as you read. Look up when you are finished.**
- **Section 1: Have you ever eaten anything made with ginger? (Answers will vary.) Name the six foods and drinks made of ginger listed in this section.** (gingersnaps, gingerbread, ice cream, tea, ginger ale, gingerbread people)
- Use the same procedure with the following passage sections:
 - **Section 2: How many cups of flour will you need? (2½ cups) How much butter? (½ cup) What kind of egg will you need? (a big egg) Can you name the spices that this recipe calls for? (cinnamon, ginger, cloves) How many teaspoons of baking powder will you need? (1 teaspoon) How much baking soda? (½ teaspoon) Who can tell us what molasses tastes like? (Sample answer: sweet) Where would you go to buy all these ingredients? (Sample answer: the grocery store) What would you need to measure these ingredients? (measuring cups and measuring spoons)**
 - **Section 3: How many ingredients go into the first bowl? (7) What are they? (flour, cinnamon, ginger, cloves, baking powder, baking soda, salt) What goes into the second bowl? (butter, sugar) How long do you mix the butter and sugar? (until light and fluffy) What do you add next? (vinegar, molasses, egg) What do you add last? (the flour mixture from the first bowl) What do you think would happen if you forgot to add an ingredient? (The recipe wouldn't taste right.)**
 - **Section 4: What temperature should you set the oven to? (375 degrees) What should you put on the cutting board? (a little flour) How thick should you roll the dough? (¼ inch) Why do you need to dip the cookie cutter in flour? (to keep the dough from sticking) How long do you bake the cookies? (6–8 minutes) What do you think would happen if you baked the cookies for longer than 8 minutes? (They would burn.) Why does the recipe tell you to let the cookies cool on the sheet? (Sample answers: so you don't burn yourself touching them; so the cookies become firmer before you move them) Why does the recipe tell you to be gentle when placing the cookies on a wire rack to cool? (The cookies could break.) What details can you add to the gingerbread cookies with the icing? (a face, tie, buttons, mittens, pants, boots)**
- **Go to the beginning and silently read the entire passage without stopping. When you finish, look at me.**
- Choose students to take turns reading sections of the passage aloud to the group.

Digital
scene

11

Comprehension Activity**Sequencing**

Have students open their workbook to the Graphic Organizer on page 43. You may also draw or project the Graphic Organizer found in *Blackline Masters for Instruction and Assessment*. Work with students to fill in the answers as they put in order the numbered list that tells how to mix the ingredients in *Make a Gingerbread Gent*.

We just read a recipe for making a gingerbread gent. Why do you think it's important to follow the steps of a recipe in order? (so the food or drink comes out right)

We will use the passage to complete the Graphic Organizer. Starting with the top box, we need to write the first step when mixing the ingredients in *Make a Gingerbread Gent*. In the second box, we need to write the next step when mixing the ingredients. Then we'll fill in the rest of the boxes, telling the order in which to mix the ingredients in the recipe.

Complete the Graphic Organizer using the passage.

5.2a: Soft g **Graphic Organizer**

1 Mix flour, cinnamon, ginger, cloves, baking powder, baking soda, and salt.

↓

2 Mix butter and sugar until light and fluffy.

↓

3 Add vinegar, molasses, and egg to the butter and sugar.

↓

4 Add and mix in the flour mixture.

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Rereading for Fluency

To strengthen oral reading fluency and to obtain a words-correct-per-minute (wcpm) score, have students complete a one-minute fluency probe using the passage *Make a Gingerbread Gent* on pages 40–42 of their workbook.

Students should use the Fluency Tracking Sheet in their workbook to track their wcpm score.

For directions, see Rereading for Fluency, in the Appendix.

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Step 7: Sound Dictation

Distribute Lesson Dictation Paper to each student.

- Say /j/. (/j/) What are two ways you know to spell the sound /j/? (j, g) When I dictate the sound /j/, write j and g. Write j and g on your paper, naming the letters as you write. (j, g) Now look at the letters you just wrote. What are the names of the letters? (j, g) What sound does j make? (/j/) What sound does g make when it is followed by e, i, or y? (/j/)**

- Repeat with the following sounds. If a sound can be represented multiple ways, students should write all known ways to represent that sound. 2. /bŭl/ (ble); 3. /ĕ/ (e-e, e, y, ea, ee, ie); 4. /ĕ/ (e, ea); 5. /k/ (k, c, ck); 6. /s/ (s, ss, c); 7. /ĕn/ (en); 8. /ā/ (a-e, ay, ea, ai); 9. /ī/ (i-e, y, igh, ie); 10. /j/ (j, g)

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Step 8: Prespelling

Phonological Awareness

- **Say *gingerbread*.** (gingerbread) **How many syllables do you hear in the word *gingerbread*?** (3) **Let's clap the syllables.** (/jĭn/ /jer/ /brĕd/) **Let's break up the word into *ginger* and *bread*.**
- **How many sounds do you hear in *ginger*?** (5) **What is the first sound you hear in *ginger*?** (/j/) **What is the first vowel sound you hear in *ginger*?** (/ĭ/) **What is the next sound you hear in *ginger*?** (/n/) **What is the next sound you hear in *ginger*?** (/j/) **What is the last vowel sound you hear in *ginger*?** (/er/)
- **How many sounds do you hear in *bread*?** (4) **What is the first sound you hear in *bread*?** (/b/) **What is the next sound you hear in *bread*?** (/r/) **What vowel sound do you hear in *bread*?** (/ĕ/) **What is the last sound you hear in *bread*?** (/d/)

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Step 9: Spelling

- Students use the same sheet of Lesson Dictation Paper distributed in Step 7.
- Alternate Dictation Words covering the same skills, found in the Appendix, are available for older students.
- **1. Say *gingerbread*.** (gingerbread) **How many syllables do you hear in the word *gingerbread*?** (3) **What is the first syllable?** (/jĭn/) **What is the second syllable?** (/jer/) **What is the third syllable?** (/brĕd/) **What vowel team makes the sound /ĕ/ in *gingerbread*?** (ea) **Who can spell *gingerbread* syllable by syllable, writing the letters on the board as you name them?** Have a student come to the board to write the word. (g, i, n, g, e, r, b, r, e, a, d) **Let's spell *gingerbread* together.** (g, i, n, g, e, r, b, r, e, a, d) **Now pick up your pencil and write *gingerbread*, naming the letters as you write.** (g, i, n, g, e, r, b, r, e, a, d)
- **Look at the word you just wrote and underline the vowel team and the two soft g's.** **What sound does *ea* make in this word?** (/ĕ/) **What sound do both g's make in this word?** (/j/) **Go to the beginning of the word and sound out each letter, team, prefix, suffix, or trigraph.** (/j/ /ĭ/ /n/ /j/ /er/ /b/ /r/ /ĕ/ /d/) **Now glide your finger under the word and say it fast.** (gingerbread)
- Repeat with the following words. Remind students to spell multisyllabic words syllable by syllable. 2. gentle; 3. cookie; 4. cloudy; 5. page; 6. huge; 7. mince; 8. gerbil; 9. sight; 10. range
- When finished, have students take turns reading the words aloud.

Step 10: Sentence Dictation

Students use the same sheet of Lesson Dictation Paper distributed in Step 7.

Alternate Dictation Sentences covering the same skills, found in the Appendix, are available for older students.

Listen carefully as I say a sentence, and watch as I make a dash on the board for each word in the sentence.

1. Germs are too small to see, but they can make you sick.

Make a dash on the board as you say each word.

Say the sentence as I point to each dash. (*Germs are too small to see, but they can make you sick.*) **Let's say the sentence again, and this time you make a dash on your paper for each word.** (*Germs are too small to see, but they can make you sick.*) **Look at your dashes again and say the sentence, pointing to each dash as you say each word.** (*Germs are too small to see, but they can make you sick.*)

Now write the sentence on your paper, writing one word on each dash. (Wait for students to finish writing.)

Put your pencil down when you finish, and go back and check the sentence. If you find a mistake, do not erase it. Put brackets around the mistake, and write the correct word above it.

You may need to demonstrate bracketing a mistake and making a correction, as shown in Sentence Dictation, in the Appendix. Help students check and correct the sentence.

Which word in this sentence has the /j/ sound spelled with a *g*? (*Germs*) **Did you remember to spell the /j/ sound with a *g* when you heard it in *Germs*?** (*Answers will vary.*)

Which letter did you write after *g* to make it say /j/? (*e*)

Repeat the procedure with the following sentence:

2. The gerbil is a gentle pet.

When students finish, have them read both sentences aloud.

Independent Practice

While you are administering the Concept Assessment to students one at a time, the other students may complete Independent Practice for extra reinforcement of this lesson's concepts.

Independent Practice 1: Have students turn to page 44 in their workbook. Read the directions and the words at the top of the page with students. Then read the first incomplete sentence with students. Have them find the word that completes the sentence and write it in the space. Encourage students to complete the page independently.

▼ scene

Soft g

- **Independent Practice 2:** Have students turn to page 45 in their workbook. Discuss the illustration, prompting them to tell what they remember about the passage *Make a Gingerbread Gent*. Then read and discuss the first question with students. When possible, students should answer in complete sentences. For the last item, read the directions to draw a gingerbread gent. Encourage students to complete the page independently.
- If students are ready to read a new decodable book independently or in pairs, invite them to read Set 5B: Decodable Reader *Stage Fright*.

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Concept Assessment

- Test students one at a time. Select the student being tested and give the student Concept Assessment 5.2a.



Paper Assessment: Follow the directions for administration and scoring, found in *Blackline Masters for Instruction and Assessment*.



Digital Assessment: Follow the directions for administration and scoring, found in Lesson 5.2a, Scene 18.



S.P.I.R.E.®

4th Edition



Level 5
Workbook

Sheila Clark-Edmands

EDUCATORS PUBLISHING SERVICE

5.2: Soft *g*

Words and Sentences

- | | | | | |
|----|------|-------------|--------|--------|
| 1. | age | ginger ale | hinge | gene |
| 2. | gel | gymnastics | plunge | gent |
| 3. | gee | gingerbread | stage | page |
| 4. | gym | gemstone | ginger | change |
| 5. | sage | gentle | gentry | giblet |
-

1. I cringed at the scratchy sound of chalk.
2. I have to exchange this huge jacket.
3. Go ahead and indulge in some ginger snaps!
4. Roger fixed the hinges on his rabbit's cage.
5. The second page of Sage's Magic Book is missing.

5.2: Soft g

Word Find

germ

sigh**Dreams**

Old

change

plunge

Pie

candy

gem

father

gi

age

Gerbil**ge**

file

magic

boating

gymnastics

gy**PEANUT**

stage

SPICE

place

Sage**ginger**

cringe

gym

5.2: Soft g

Independent Practice 1

Write each word from the box under the right sound.

again	gymnast	ground	huge
gerbil	germ	game	great
stage	gas	age	eagle
gush	rage	ginger	good

g sounds like /j/ as in *gerbil*



g sounds like /g/ as in *gas*



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5.2: Soft *g*

Independent Practice 2

Find the best word to complete each sentence.

1. This is my favorite book. I have read each _____ five times.
2. My dad loves practicing his _____ tricks for us.
3. Explorers found a twinkling _____ deep inside the cave.
4. My dream last night was so weird and _____ .
5. At what _____ can I babysit my cousin?

strange

page

age

magic

gem

5.2a: Soft *g*

Words and Sentences

- | | | | | |
|----|--------|----------|---------|-------|
| 1. | ginger | earmuffs | pumpkin | place |
| 2. | muffin | sometime | puppies | spied |
| 3. | games | cookbook | blanket | fight |
| 4. | cuddle | mailbox | toaster | today |
| 5. | rotten | shuffle | painter | mouse |
-

1. Ginny Chin came in tenth in the race.
2. The fog was so thick that they could not see the coast.
3. There was a sadness in his face.
4. The race across the rocky ground took a lot out of me.
5. At the foot of the hill is a stream, teeming with fish and frogs.
6. She ran down to the basement and found the things she needed.
7. When she had everything ready, she left.
8. Mother looked at her with a sad little smile.
9. I put my sick cat in a cage and took him to the vet.
10. Luz put some whipped cream on top of a piece of gingerbread.

5.2a: Soft g

Passage

Make a Gingerbread Gent

Ginger is a spice that is added to many things that people eat and drink. You can nibble on gingersnaps and gingerbread. You can lick a ginger ice cream cone. You can sip ginger tea and ginger ale. And you can make gingerbread people. Here's what you need to do to make them.

You will need

2 ½ cups flour

½ teaspoon ground cinnamon

1 teaspoon ground ginger

½ teaspoon ground cloves

1 teaspoon baking powder

½ teaspoon baking soda

a pinch of salt

1 tablespoon white vinegar

½ cup butter

½ cup sugar

½ cup molasses

1 big egg

In one container, mix the flour with the cinnamon, ginger, cloves, baking powder, baking soda, and salt. In another container, mix the butter and sugar until they are

5.2a: Soft g

Passage

light and fluffy. Then add the vinegar, molasses, and egg,	137
and mix them in too.	142
Last, add the flour mixture, and mix all of it to make a	155
stiff dough.	157
Give the dough plenty of time to chill. Then:	166
1. Preheat oven to 375°.	170
2. Grease a cookie sheet, and set it aside.	178
3. Lightly flour a clean cutting board.	184
4. Get out the chilled dough. Take a rolling pin, and roll	195
out the dough on the cutting board—until it is about	206
¼ inch thick.	209
5. Use a cookie cutter in the shape of a gingerbread	219
man. Press the cookie cutter all the way into the	229
dough, and carefully pull it out. Drop the cookie	238
cutout onto the cookie sheet. Dip the cookie cutter	247
sides into flour from time to time—to keep dough	257
from sticking to them.	261
6. When the cookie sheet is full, bake the gingerbread	270
cookies at 375° for 6–8 minutes.	276
7. Let the cookies cool on the sheet for a minute. Then	287
place them on a wire rack so that they can cool a bit	301
more. Be gentle with each cookie, since it will still be	312
soft and can break.	316

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5.2a: Soft g**Passage**

8. When the cookies have cooled, use plastic tubes filled 325
with icing. Make a face on each gingerbread cookie, 334
and add some cute details. You might put on an icing 345
tie, buttons, mittens, pants, and boots. Really dress up
your gingerbread gent!

Have fun—but don't eat too much!

5.2a: Soft *g*

Graphic Organizer

1

Four horizontal lines for writing.



2

Four horizontal lines for writing.



3

Four horizontal lines for writing.



4

Four horizontal lines for writing.

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5.2a: Soft g

Independent Practice 1

Finish each sentence with a word from the box.

gypsy moth	gingerbread	gymnastics	gerbil
rage	gym	stage	huge
age	gem	pages	gentle

If something is very big, it is _____.

This is a kind of cookie or cake: _____.

A long book has many _____.

You stand on the _____ when you act in a play.

A _____ is a cute little pet.

This kind of moth eats tree leaves: _____.

To be careful and kind is to be _____.

_____ is also sometimes called *tumbling*.

When you tell someone you are ten, you tell them your _____.

If you are so mad you can't think of anything else, you are in a _____.



5.2a: Soft g

Independent Practice 2

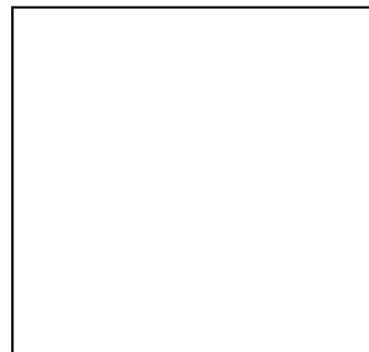
Make a Gingerbread Gent

1. What does this reading passage tell you to do?

2. Have you ever baked something like this? What did you bake?

3. When you make the gingerbread gents, do you mix everything together at once, or little by little? Explain.

4. Make a gingerbread gent. Give it clothes.





4th Edition



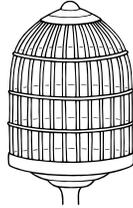
Level 5

**Blackline Masters for
Instruction and Assessment**

Sheila Clark-Edmands

EDUCATORS PUBLISHING SERVICE

g = /j/ before e



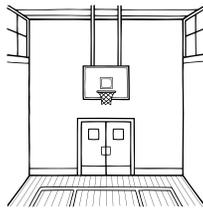
cage

g = /j/ before i



gingerbread

g = /j/ before y



gym

Name: _____

Date: _____

Sounds

Words

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

1. _____

2. _____

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Lesson 5.2 Concept Mastery Fluency Drill

age page stage sage huge gym magic strange sage huge
 gym page huge magic change magic age stage magic gym
 page sage page huge change stage age gym huge change

age page stage sage huge gym magic	7
strange sage huge gym page huge magic	14
change magic age stage magic gym page	21
sage page huge change stage age gym	28
huge change magic strange change sage	34
gym page huge magic change sage stage	41
gym huge magic sage gym huge page	48
sage page huge change stage age gym	55
magic strange page sage page huge	61
change stage age gym magic age page	68
stage sage huge strange change sage	74
gym page magic sage gym huge page	81

Level 5 • Soft g

sage page huge change sage gym huge	88
sage gym huge page sage page huge	95
change stage age gym stage age strange	102
huge page sage page magic change sage	109
gym huge sage page sage page huge	116
change stage age page huge change	122
stage age gym magic age page stage	129
sage huge gym magic strange change	135
sage gym page magic change	140

Lesson 5.2a Concept Assessment

sage huge age germ wage

page ginger singe range rage

Can we change at the gym?

The magic trick made me cringe.

What strange animal is in this cage?

Ginger and Roger make a great team.

We hung a fancy fringe around the stage.