

# Instructions SOS PowerPoint Lesson 18

**Slide 2:** Counting sounds in a word. The answer is frequently not the same as the number of letters in the word.

**Slide 3:** Finding rhyming words.

**Slide 4:** Hearing initial 'j' sound.

**Slide 5:** knowing vowels and consonants is vital for learning spelling rules. Multisensory learning (feeling the formation of a sound) is useful for many students. Rule 1: If the short vowel pronunciation doesn't work to make a word try the long vowel.

**Slide 6:** The two ways of writing initial 'j'– with 'j' or 'g'. Hard g soft 'j'. 'G' followed by 'e', 'i' or 'y' often makes a soft 'j' sound.

**Slide 7 - 8:** Read the story for 'j' aloud. Ask each student to keep a tally of how many 'j' sounds they hear in the story. Compare results. They need to use ears not eyes.

Jane loves jelly. Her mother has promised to make her some this afternoon.

When Jane gets home from school she has a slice of bread and jam and a glass of juice. She tells her mother that she and her friend, Javinda, have made a giant jigsaw of a juggler. Then her mother shows Jane the jelly she has made.

“Wow,” says Jane. It is tall, red and has four layers. As she carries it to the table, it wobbles and wobbles. Jane pretends to wobble just like the giant jelly.

Print the story on the next page. Hand each student a copy of the story. Read it aloud again and have students mark each 'j' sound as they go. Compare results. They need to use ears not eyes.

**Slide 9:** Writing 'J' and 'j' and linking. Handwriting I have used Segoe Script because it is freely available on most computers. Research is now showing that linked script is more ergonomic and helps with retention of spelling. Many prospective employers are expecting job applications to be handwritten and many exams have to be handwritten. It is still a necessary skill.

**Slide 10:** The 5 ways of writing 'j' sound in English. 'j' – jet, 'ge' cage, 'dge' edge – after short vowel, 'di' soldier – not common, 'gg' exaggerate- doubling rule.

**Slide 11:** Introduce soft 'g'- 'j' sound when followed by 'e', 'i' or 'y'.

**Slide 12-13:** Worksheets provided below. Answers on screen.

**Word Sort—Hard G and Soft G (Initial Consonant)**

The letter “g” can have a hard sound, like in the words goat and game.

The letter “g” can have a soft sound, like in the words gems and giraffe. Soft g sounds like “j”.

REMEMBER: “g” followed by “e”, “i”, or “y”—OFTEN has a soft sound—but not always!!

DIRECTIONS: Read each word. Work out what they say.

If it has the hard g sound, write it in on the lines under the goat.

If it has the soft g sound, write it in on the lines under the giraffe.

goes giant green gym golf garden gentle germ gingerbread goal gems gifts




CHALLENGE: There is one word above that does NOT fit the “REMEMBER” pattern.

Which word is it? \_\_\_\_\_

Can you find any others that don’t follow this pattern?

Can you find other words to fit in each group?

**Word Sort Hard G Soft J Middle and end of words.**

DIRECTIONS: Read each word. If it has the hard g sound, write it in on the lines under the flag. If it has the soft g sound, write it in on the lines under the cage.

REMEMBER: "g" followed by "e", "i", or "y"—OFTEN has a soft sound—but not always!!

frogs rage rags image stage page imagine engine beg digging huge jogger orange hug




CHALLENGE: There are two words above that do NOT fit the "REMEMBER" pattern.

Which words are they? \_\_\_\_\_ and \_\_\_\_\_

Do you know why they don't fit the pattern?

Can you find others that do not fit the pattern? ■

**Slide 14:** Read the sentences working out how to pronounce the g- with hard sound or soft sound. Explain any word meanings as necessary.

**Slides 15:** Students are asked to build words (use bottle top letters) – it is more fun and easier to correct if it is not a word. A letter sound can be repeated as many times as they like in a word. Encourage multi syllable words. Don't worry if they do not double consonants we will learn this later. Encourage them to try to apply the doubling rule. Encourage building hard and soft 'g' words.

**Slides 16 - 17:** Tricky words. These words are high frequency, often non phonetic and have to be learnt by rote for both spelling and reading. Spell with alphabet names. Do not sound.