

Lesson 3 DGE and the DGE Rule

Objective

This lesson teaches consonant team dge and how to spell the sound of /j/ after a short vowel.

You Will Need

- Twirl into Spelling* pages 35-44
- letter tile dge
- Phonogram Card 54
- Sound Card 54
- Rule Card 20
- Silent E Book
- Word Cards 11-20

Before You Begin

Preview Consonant Team DGE

Consonant team dge says /j/ as in *badge*. Read the following examples and listen for the /j/ sound.

judge bridge edge lodge hedge

When we practice the Phonogram Card for dge, we say “/j/, three-letter /j/.” We add the phrase “three-letter /j/” to distinguish dge from phonograms j and g.



The dge tile is stored under the Consonant Teams category.



Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the dge phonogram sound.

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.

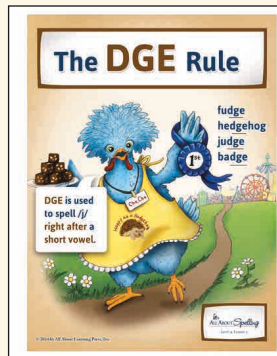


Before You Begin

(continued)

Preview the DGE Rule

Your student has already learned that /j/ can be spelled with phonograms j and g.



Remove the DGE Rule poster from page 35 of the activity book and keep it handy for use in the lesson.

This rule explains that when the sound of /j/ comes right after a short vowel, we spell it with dge.

When deciding whether to use dge, j or g, 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.

Review

Phonogram Cards

Review a selection of Phonogram Cards from behind the Review divider in your student's Spelling Review Box.

Sound Cards

Review a selection of Sound Cards from behind the Review divider. Have your student write the phonograms in her dictation notebook.

Rule Cards

Review a selection of Rule Cards from behind the Review divider.

Word Cards

Review a selection of Word Cards from behind the Review divider. Have your student write the words in her dictation notebook.

Teach Consonant Team DGE

“We have a new tile today.”

Move the  tile into the workspace.

“This phonogram says /j/. Repeat after me: /j/.” *Student repeats the sound.*

“Good. Since three letters work together to say a consonant sound, we’ll store this tile under the Consonant Teams label.” Point to the category label.



Take out Phonogram Card 54 and practice it with your student. Be sure to say the full phrase: “/j/, three-letter /j/.” Mix in several other Phonogram Cards for mixed review and practice until your student can say the sounds accurately.

Teach Sound Card 54




Take out Sound Card 54.

“I am going to dictate a sound. Write the three letters that work together to make that sound.”

Dictate the new Sound Card. Practice until your student can easily write the correct phonogram in her dictation notebook. Mix in several other Sound Cards for mixed review.

File the flashcards behind the Review divider in the Spelling Review Box.

Teach Rule Card 20: The DGE Rule

Move  into the workspace.

“Dge is interesting because it only comes after a short vowel.”

Build the word *badge*, using a blank blue tile for the /j/ sound.

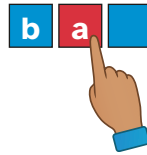


New Teaching

(continued)

“I want to spell the word *badge*. Let’s figure out if we can use dge in place of this blank tile.”

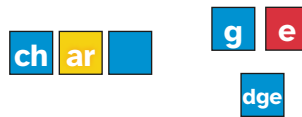
Point to the a. “Is this a short vowel?” *Yes*.



“It is, so we use dge.”

Replace the blank tile with the dge tile. **b a dge**

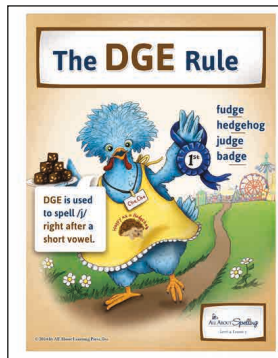
“Let’s try another word. I want to spell the word *charge*.”



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

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

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



Take out the DGE Rule poster and explore it with your student.

“Dge is used to spell /j/ right after a short vowel.”

Read the sample words aloud and point out the short vowel sound in each: *fudge*, *hedgehog*, *judge*, *badge*. Notice how dge is only used immediately after a short vowel.

You may wish to hang the poster in your lesson area for future reference.

New Teaching

(continued)

Read Rule Card 20 with your student and then file it behind the Review divider.

Spelling Level 4 Lesson 3 – Rule Card 20

The DGE Rule










Dge is used to spell /j/
right after _____.

a short vowel

Complete Activity Sheet

“Let’s eat some fudge!”

Lesson 3 – Fudge Time

 nu _____	 pie _____	 ra _____
 bri _____	 hu _____	 lo _____
 sta _____	 bu _____	

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Fudge Time

Turn to page 37 in the *Twirl into Spelling* activity book.

One at a time, dictate the words below and have your student decide whether the word ends with g-e or dge. Your student should then write the letters on the line provided. If the word ends in dge, your student can pretend to eat the piece of fudge.

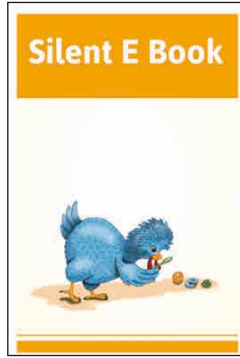
If necessary, remind your student that dge is used only if the letter immediately before it is a short vowel.

nudge pledge rage bridge
huge lodge stage budge

Answer Key

<u>g-e</u>	<u>dge</u>
rage	nudge lodge
huge	pledge budge
stage	bridge

Identify the Job of Silent E



Take out the Silent E Book.

Have your student enter the following words in the correct section of the book.

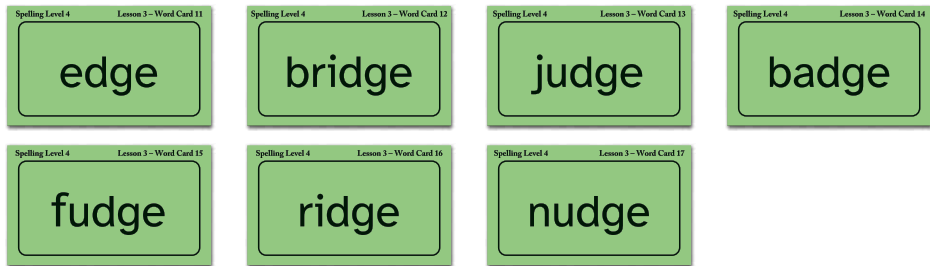
judge (Job #2)

love (Job #3)

owe (Job #7)

Spell Word Cards 11-17

Dictate the words and have your student spell them in her dictation notebook.



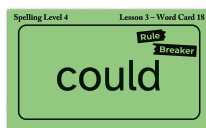
Teach Three Rule Breakers: *could*, *would*, and *should*

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

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

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

Show Word Card 18 to your student.



New Teaching

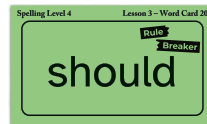
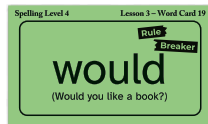
(continued)

“Circle the ou in this word because those letters don’t make the sounds we expect them to make.” Have your student fill in the circle with yellow pencil.

Build the words **w** **ou** **l** **d** and **sh** **ou** **l** **d**.

“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.*

Show Word Cards 19 and 20 to your student.



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

Review these Rule Breakers several times today.

File the Word Cards behind the Review divider in the Spelling Review Box.

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. See our blog post blog.allaboutlearningpress.com/spelling-rule-breakers/ for more activities for practicing rule breakers.

New Teaching

(continued)

Practice More Words

The following words reinforce the concepts taught in this lesson. For additional practice, have your student spell some of them in her dictation notebook.

ledge	pledge	hedge	lodge
sludge	hedgehog	budge	wedge
footbridge	smudge	trudge	grudge
fridge	badger	dodge	drawbridge

Complete Activity Sheet (*Optional*)

“Which type of fudge is your favorite? In this activity, you’ll be the judge!”



Judge the Fudge

Remove pages 39-41 from the activity book.

Cut out the fudge cards and place them in a pile with the illustrations facing down. Cut out the ribbon cards and set them aside.

Choose nine words from this lesson that you think would most benefit your student to practice. Dictate the words one by one and have your student write a word on the back of each fudge card. If she spells the word correctly, flip the card over and place it on the table.

Once your student has practiced all nine words, give her the three ribbon cards and encourage her to award ribbons to her three favorite types of fudge.

New Teaching

(continued)

Dictate Sentences

Dictate several sentences each day. Your student should repeat each sentence and write it in her dictation notebook.

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 by 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!

How much do you charge for ketchup?

Writing Station



Turn to page 43 in the activity book.

Dictate the words below and have your student write the words on the five lines provided.

Then have your student create original sentences using the new words and write them on the lines.

sickness

drippy

itches

weak (weak arms)

catching

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

Tip!

Advanced Application

For advanced practice, have your student turn to the Advanced Application sheet on page 44 of the activity book.

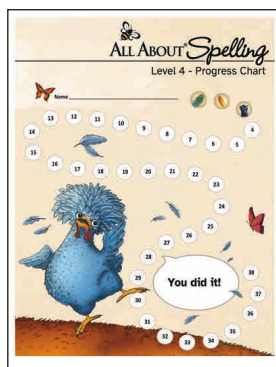
“You can spell *lodge*. Now spell *dislodge*, as in *We tried to dislodge the stone from the garden.*” *Student writes lodge on the first line.*

Continue with the remaining words. Dictate the full word, read the sentence, and have your student fill in the missing syllable(s).

1. **dislodge** We tried to dislodge the stone from the garden.
2. **abridge** That book is so long they had to abridge it.
3. **acknowledge** Did Tod acknowledge that the painting was fake?
4. **adjudge** The court will adjudge the case.
5. **porridge** Goldilocks may like porridge, but I sure don't!
6. **begrudge** I don't begrudge anyone buying books.

Track Your Progress

Mark the Progress Chart



Remember that each lesson may require several sessions to complete.

1. Does your student have a firm grasp of the DGE Rule?
2. Has your student mastered eight out of the ten Word Cards?

If the answer to both is yes, have your student mark Lesson 3 on the Progress Chart and move on to the next lesson!

Lesson 4 Ways to Spell /j/

Objective

This lesson analyzes three ways to spell the sound of /j/.

You Will Need

- Twirl into Spelling* pages 45-54
- Summary Sound Card for /j/

Before You Begin

Review Spellings of /j/

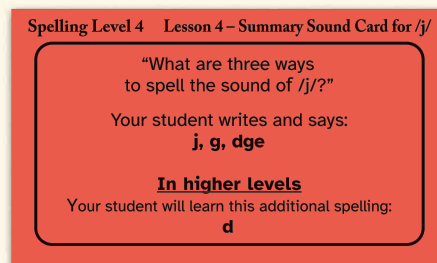
Your student has learned three ways to spell the sound of /j/:

- j as in *jam*
- g as in *gem*
- dge as in *badge*

The sound of /j/ can also be spelled d as in *gradual*. This spelling will be covered in Level 7.

Review the Summary Sound Cards

Summary Sound Cards were introduced in Level 3, and Level 4 contains eight additional Summary Sound Cards. When you review this type of card, you will ask your student how to spell a sound and he will write down all the ways he has learned to spell that sound. If your student happens to know additional ways to spell the target sound, he can write those as well.



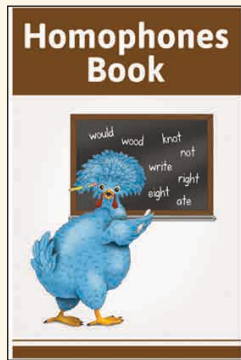
Store the Summary Sound Cards with the rest of the Sound Cards in your student’s Spelling Review Box.

Review the Word Sort Activity

Your student will complete the first Word Sort activity. Word Sorts give your student another strategy for spelling words. If he can’t recall the spelling of a word, he should test out various ways of spelling the sound and choose which one looks right. This is one more skill that will enable him to become a strong, independent speller.

Before You Begin Review the Homophones Book

(continued)



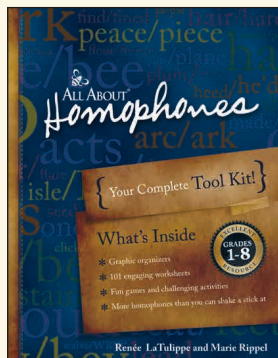
Remove pages 45-48 from the activity book. Assemble the Homophones Book by stacking the pages, folding in half, and stapling in the middle where indicated.

As in Level 3, the Homophones Book activity appears when a lesson introduces a new word that forms a homophone pair with another word that has already been taught.

Homophones are words that sound alike but are spelled differently, such as *rain/reign*, *mail/male*, *eye/I*, *hour/our*, and *oh/owe*. **They occur in English because there are multiple ways to spell the same sound.** Take a look at the samples below.

- The sound of /n/ can be spelled with the letter n or the letter combination kn, resulting in the homophones *night* and *knight*.
- The sound of /ā/ can be spelled a-consonant-e or ay (among other possible spellings), giving us *daze* and *days*.
- The schwa sound (the muffled /uh/ sound of vowels in unstressed syllables) causes words like *complement* and *compliment* to be pronounced alike.

Regional accents can affect whether words are homophones. For example, in certain parts of the United States, *weather* and *whether* are pronounced the same, but in other regions the wh in *whether* has retained a distinct /hw/ sound. The words *boy* and *buoy* have the same pronunciation in England (and therefore are homophones), but not in the U.S.



For additional practice with homophones, consider purchasing the *All About Homophones* book. This companion book emphasizes proper usage of hundreds of homophones, providing fun ways to practice through games, worksheets, riddles, and puns.

Review

Phonogram Cards

Review a selection of Phonogram Cards from behind the Review divider in your student's Spelling Review Box.

Sound Cards

Review a selection of Sound Cards from behind the Review divider. Have your student write the phonograms in his dictation notebook.

Rule Cards

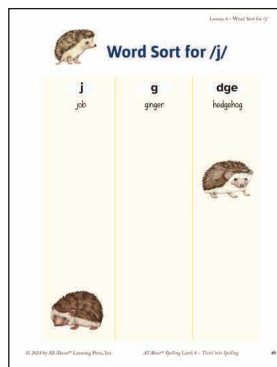
Review a selection of Rule Cards from behind the Review divider.

Word Cards

Review a selection of Word Cards from behind the Review divider. Have your student write the words in his dictation notebook.

New Teaching

Complete Word Sort for /j/



Remove pages 49-52 from the *Twirl into Spelling* activity book.

Cut out the hedgehog cards and place them in two stacks, one yellow stack and one blue stack.

Point to the column headings on page 49. "Here are three ways to spell the sound of /j/." Read the sample words with your student.

Point to the yellow hedgehog cards. "I will dictate a word and you will write it down on the back of a hedgehog card. Then you will place the card in the correct column." Dictate the following words.

gentle joyful jumping ledge stage
joking charge large badge rage

Answer Key - Yellow

j		g		dge
joyful	joking	gentle	stage	ledge
jumping		large	rage	badge
		charge		

New Teaching

(continued)

Optional: Have your student read the words on the back of the blue hedgehog cards and sort them into the correct columns. It is interesting to note that there are more words with /j/ spelled g. This is the most common spelling for /j/; dge is the least common of these three spellings.

Answer Key - Blue

j	g				dge
jarring	germy	sage	danger	gel	bridge
jazz	agent	margin	rigid	page	
joined	legend	wage	cringe	gemstone	
jungle	plunge	digit	German	change	
	barge				

Teach the Summary Sound Card for /j/

“Today we have a new flashcard.”

Read the Summary Sound Card for /j/ to your student.

Spelling Level 4 Lesson 4 – Summary Sound Card for /j/

“What are three ways to spell the sound of /j/?”

Your student writes and says:
j, g, dge

In higher levels
Your student will learn this additional spelling:
d

“Write and say the three ways like this.” Say the name of the letters as you write them down: “j, g, dge.”

Practice this Summary Sound Card with your student and then file it behind the Sound Card Review divider in the Spelling Review Box.



Any time you introduce a new flashcard in a lesson—Phonogram, Sound, Word, or Rule Card—remember to file it behind the appropriate **Review** divider in your student’s Spelling Review Box. Shuffle the cards before reviewing them with your student.

New Teaching

(continued)

Start the Homophones Book

Build the word **w** **ou** **l** **d**.

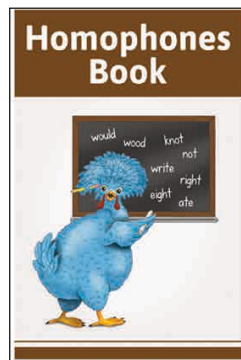
“Read this word.” *Would*.

“*Would*, as in *Would you like a book?*”

Build the word **w** **oo** **d**.

“Read this word.” *Wood*.

“*Wood*, as in *My uncle chops wood.*”



Take out the Homophones Book and have your student write his name on the inside cover.

“You know that words that sound alike but are spelled differently are called homophones. *Would* and *wood* are homophones. Write these words in your Homophones Book.”

Read the following sentences and make sure your student points to the correct word in the Homophones Book.

Would you like to go to the movies?

Let's go see *Walter Chops Wood*.

Doesn't a movie about wood sound fun?

I would rather mow the lawn!

There are no new Word Cards for Lesson 4.



New Teaching

(continued)

Dictate Sentences

Dictate several sentences each day. Your student should repeat each sentence and write it in his dictation notebook.

The hinge on the gate is rusty.

The queen paused on the drawbridge.

Please turn to page nine.

Three hedgehogs cuddled under the bush.

I stood on the stage and trembled.

He lives in a house on the edge of town.

I need to change my shirt.

Could you put the cream in the fridge?

Don't smudge the ink on the paper!

The cows trudged up the hill.

We let the mice out of the cage.

I would like a wedge of cheese.

Writing Station

Lesson 4 - Writing Station

Writing Station

Words

- 1
- 2
- 3
- 4
- 5

Sentences

- 1
- 2
- 3
- 4
- 5

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Turn to page 53 in the activity book.

Dictate the words below and have your student write the words on the five lines provided.

Then have your student create original sentences using the new words and write them on the lines.

chopping

hikes

dragged

wood (made of wood)

branches

Mark the Progress Chart



Remember that each lesson may require several sessions to complete.

If your student has a good grasp on the three ways to spell /j/, have him mark Lesson 4 on the Progress Chart and move on to the next lesson!