

Ending Consonants d, g (page 5)

Materials:

- letter flashcards Aa-Zz
- letter **d** and **g** flashcards
- picture cards (dog, bed, bird, frog, bread, log, rug, hand, sled)
- page 5



Review: 2-3 minutes

- Mix up the letter flashcards and show them to the students one at a time.
 - *Hint:* You should develop a routine when doing this.
 - Teacher: “Letter?” Students: “A.”
 - Teacher: “Sound?” Students: “/a/.”
 - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.

Preview: 5-7 minutes

- Show the **d** flashcard while saying the letter name and letter sound and have the students repeat
 - Teacher: “D, /d/ /d/ /d/” Students: “D, /d/ /d/ /d/”
- Show the picture cards for the words that end with the **d** sound and say the name of the picture, emphasizing the **d** sound and have the students repeat
 - Teacher: “/d/ /d/ bed”; students repeat
 - Teacher: “/d/ /d/ bird”; students repeat
 - Teacher: “/d/ /d/ bread”; students repeat
 - Teacher: “/d/ /d/ hand”; students repeat
 - Teacher: “/d/ /d/ sled”; students repeat
- Show the **g** flashcard while saying the letter name and letter sound and have the students repeat
 - Teacher: “G, /g/ /g/ /g/” Students: “G, /g/ /g/ /g/”
- Show the picture cards for the words that end with the **g** sound and say the name of the picture, emphasizing the **g** sound and have the students repeat
 - Teacher: “/g/ /g/ dog”; students repeat
 - Teacher: “/g/ /g/ frog”; students repeat
 - Teacher: “/g/ /g/ log”; students repeat
 - Teacher: “/g/ /g/ rug”; students repeat

Modeling: 5 minutes

- Show the students a picture card that ends with the **d** sound.
 - Teacher: “/d/ /d/ bird.” Since the word ends with the /d/ sound, fly like a bird.
- Show the students a picture card that ends with the **g** sound.
 - Teacher: “/g/ /g/ frog”. Since the word ends with the /g/ sound, hop like a frog.
- Repeat as many times as necessary with different picture cards.

Guided Practice: 5-7 minutes

- Put students with a partner and review how to make the lowercase **d** and **g** with their bodies.
- Play Body Letters
 - Show the students a picture card and say the word.
 - Teacher: “bed”; students repeat
 - If the picture card ends with the **d** sound, the students work with their partner to make a lowercase **d** with their bodies.
 - If the picture card ends with the **g** sound, the students work with their partner to make a lowercase **g** with their bodies.

Independent Practice: 5-7 minutes

- Explain how to do page 5.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 5 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 5, monitor and give guidance/ support/correction/praise, as needed.
- Use page 5 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Review some picture cards.
 - Teacher: “/d/ /d/ bed”; students repeat
 - Teacher: “/d/ /d/ bird”; students repeat
 - Teacher: “/d/ /d/ bread”; students repeat
 - Teacher: “/g/ /g/ frog”; students repeat
 - Teacher: “/g/ /g/ log”; students repeat
 - Teacher: “/g/ /g/ rug”; students repeat