

## Ending Consonants d, g, n, t (page 6)



### Materials:

- letter flashcards Aa-Zz
- letter **d**, **g**, **n** and **t** flashcards
- picture cards (dog, bed, bug, net, moon, bird, rug, fan, foot)
- page 6

### 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: 1-2 minutes

- Show the flashcards while saying the letter names and letter sounds and have the students repeat
  - Teacher: "D, /d/ /d/ /d/" Students: "D, /d/ /d/ /d/"
  - Teacher: "G, /g/ /g/ /g/" Students: "G, /g/ /g/ /g/"
  - Teacher: "N, /n/ /n/ /n/" Students: "N, /n/ /n/ /n/"
  - Teacher: "T, /t/ /t/ /t/" Students: "T, /t/ /t/ /t/"
- Tell them today they will have to listen to words that end with these four sounds.

### Modeling: 5 minutes

- Set a flashcard in each of the four corners of the room (**d**, **g**, **n** and **t**)
- Stand in the center of the room
- Say a word that ends with one of the four sounds
- Emphasize the ending sound and then move to the corner of the room with the flashcard that matches the sound you heard in the word.
- Have the students practice with you one or two times.

### **Guided Practice:** 5-7 minutes

- Continue the Four Corners game above.
  - *Hint:* If the students are struggling, say the word slowly and break it apart into the individual sounds. Have the students repeat and then move to the corner with the correct ending sound.
- Play as long as needed.

### **Independent Practice:** 5-7 minutes

- Explain how to do page 6.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 6 to each student.

### **Assessment:** (during Independent Practice)

- As the students are completing page 6, monitor and give guidance/support/correction/praise, as needed.
- Use page 6 as a record and be sure to take note of students who may need more practice and/or instruction.

### **Closure:** 1-2 minutes

- Review the ending sounds.
  - Teacher: "D, /d/ /d/ /d/" Students: "D, /d/ /d/ /d/"
  - Teacher: "G, /g/ /g/ /g/" Students: "G, /g/ /g/ /g/"
  - Teacher: "N, /n/ /n/ /n/" Students: "N, /n/ /n/ /n/"
  - Teacher: "T, /t/ /t/ /t/" Students: "T, /t/ /t/ /t/"