

## The Letter G - Sound (page 13)



### Materials:

- letter **Gg** flashcard
- picture cards (egg, guitar, hen, flower, goat and any other previously taught picture cards)

### Review: 3-5 minutes

- Sing the alphabet song while pointing at the letters
  - For students with less phonics exposure, the teacher should point to a wall chart while singing the song.
  - For students with more phonics exposure and experience, students should point to the letters on page 4 as they sing the song.
- Show the letter and guitar picture flashcard for the letter **Gg**, while saying the letter name, letter sound, the picture name, and stroke count while air writing. Students repeat.
  - Teacher and students: “G, /g/, guitar”; air write and count letter strokes

### Preview: 3-5 minutes

- Show the letter **Gg** 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 begin with the **Gg** sound and say the name of the picture, emphasizing the beginning sound and have the students repeat
  - Teacher: “/g/ /g/ guitar”; students repeat
  - Teacher: “/g/ /g/ goat”; students repeat

### Modeling: 3-5 minutes

- Show the students a picture card that starts with the **Gg** sound.
  - Teacher: “/g/ /g/ guitar”. Since the word begins with the /g/ sound, grow out of your chair.
- Show the students a picture card that doesn’t start with the **Gg** sound.

- Teacher: “/g/ /g/ flower”. Since the word doesn’t begin with the /g/ sound, fall to the ground.

### **Guided Practice:** 5 minutes

- Continue the activity from above using the picture flashcards for goat, guitar, egg, hen, flower and any other previously taught picture cards.
  - Teacher says the /g/ sound, followed by the word from the picture card. If the word begins with the /g/ sound, teacher and students grow out of their chair. If not, fall to the ground.

### **Independent Practice:** 5-10 minutes

- Play Which Side Game.
  - Label two sides of the room, the **Gg** side and the not **Gg** side.
  - Have the students stand in a line in the middle of the room, between the two sides.
  - Show a picture card and say /g/ /g/ and the word. Have the students repeat.
  - If the word begins with the /g/ sound the students slide to the **Gg** side. If the word doesn’t begin with the /g/ sound, the students slide to the not **Gg** side.
- Continue play until all the cards have been read by the teacher and repeated by the students.

### **Assessment:**

- During the guided and independent practice, take note of students’ ability to match the /g/ sound to the various picture cards.

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

- Review each picture card.
  - Teacher: “/g/ /g/ guitar”; students repeat
  - Teacher: “/g/ /g/ goat”; students repeat