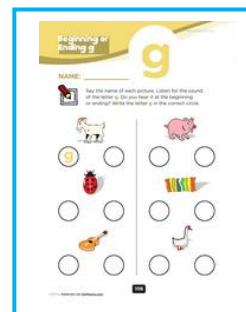


Beginning or Ending g (page 8)



Materials:

- letter flashcards Aa-Zz
- letter **g** flashcard
- picture cards (goat, pig, bug, rug, guitar, goose)
- page 8

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 **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/"
- Tell the students today they will be listening to see if the /g/ sound is at the **beginning** of the word or the **end** of the word.

Modeling: 2-3 minutes

- Show the students a picture card that **begins** with the /g/ sound.
 - Teacher: "/g//g/ goat"; students repeat. Since the word **begins** with the /g/ sound, gallop around the room.
- Show the students a picture card that **ends** with the /g/ sound.
 - Teacher: "/g//g/ pig"; students repeat. Since the word **ends** with the /g/ sound, oink like a pig.
- Repeat with other picture cards.

Guided Practice: 5-7 minutes

- Play Beginning or Ending Card.
 - Give each child a card with **beginning** on one side and **ending** on the other side.

- Show the students a picture card that either **begins** or **ends** with the /g/ sound
- Teacher: “/g/ /g/ goat”; students repeat
- The students will listen to the word and show the side of the card that matches where the sound is heard.
- The teacher then writes the word on the board and says the word again, pointing out where the sound is heard. The students can check to see if they are correct.
- Give them time to see if they showed the correct answer with their card. If they did not, allow them time to change and hold up the correct side.
- Repeat with other picture cards.
- Continue play until all the cards have been read by the teacher and repeated by the students.

Independent Practice: 5-7 minutes

- Explain how to do page 8.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 8 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 8, monitor and give guidance/support/correction/praise, as needed.
- Use page 8 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Review each picture card and students say **beginning** or **ending** for where they hear the /g/ sound.
 - Teacher: “/g/ /g/ goat”; students repeat and say beginning
 - Teacher: “/g/ /g/ pig”; students repeat and say ending
 - Teacher: “/g/ /g/ bug”; students repeat and say ending
 - Teacher: “/g/ /g/ rug”; students repeat and say ending
 - Teacher: “/g/ /g/ guitar”; students repeat and say beginning
 - Teacher: “/g/ /g/ goose”; students repeat and say beginning