

## Hard g (page 13)



### Materials:

- letter flashcards Aa-Zz
- letter **g** flashcard
- picture cards (gum, goose, bug, guitar, pig, lion, dog, goat, bat and any other picture cards with or without the **hard g** sound)
- 2 flyswatters
- page 13

### Review: 3-5 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.
- You can also play a game to review the letter names and sounds called Around the World.
  - Have one child start and stand behind another child in the group. (The child in back is standing; the child in front is sitting.)
    - They can be sitting at their seats or on the floor, but it is easier if they are in some kind of a circle.
  - Show the two children a flashcard.
  - The first one to say the letter name and sound gets to move on.
    - If it is the child already standing up, they move behind the next person.
    - If it is the child sitting down, they get up and stand behind the next child and the child that was standing sits in that seat.
  - You continue on until someone has made it “around the world,” standing behind all the children in the classroom.

### Preview: 3-5 minutes

- Show the **hard 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 a few picture cards for the words that have the **hard g** sound and say the name of the picture, emphasizing the **hard g** sound and have the students repeat
  - Teacher: “/g/ /g/ gum”; students repeat
  - Teacher: “/g/ /g/ goose”; students repeat
  - Teacher: “/g/ /g/ bug”; students repeat
- Show the picture cards again and have the students say the words. Then ask them where they hear the hard /g/ sound.

### **Modeling:** 5 minutes

- Show the students a picture card that has the **hard g** sound.
  - Teacher: “/g/ /g/ guitar.” Since the word has the hard /g/ sound, play your air guitar.
- Show the students a picture card that doesn’t have the **hard g** sound.
  - Teacher: “/g/ /g/ lion.” Since the word doesn’t have the hard /g/ sound, sit in your chair.
- Repeat as many times as necessary with different picture cards.

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

- Spread all the picture cards out from this lesson and any other picture cards on the floor.
- Play Flyswatter Game.
  - Give two students a flyswatter.
  - The students walk around the pictures that are placed on the floor with the flyswatters behind their backs. Make sure they are not walking on the cards, but around them in a circle.
  - Teacher calls out one of the words from the picture cards on the floor. The students search for the card and then hit it with their flyswatters, saying the word as they do.
  - Give the flyswatters to two new students and start again.
- Continue play until all the cards have been swatted or all the students have had a turn.

### **Independent Practice:** 5 minutes

- Explain how to do page 13.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 13 to each student.

**Assessment:** (during Independent Practice)

- As the students are completing page 13, monitor and give guidance/support/correction/praise, as needed.
- Use page 13 as a record and be sure to take note of students who may need more practice and/or instruction.

**Closure:** 1-2 minutes

- Review a few picture cards and ask where they hear the hard /g/ sound.
  - Teacher: “/g/ /g/ pig”; students repeat, ending
  - Teacher: “/g/ /g/ dog”; students repeat, ending
  - Teacher: “/g/ /g/ goat”; students repeat, beginning

