

# Soft G (page 53)



## Materials:

- letter flashcards Aa-Zz
- **soft g** flashcard
- picture cards (giraffe, giant, huge, ginger, gymnast, guitar, goat and any other picture cards with the hard or **soft g** sound)
- string or 2 hula hoops
- page 53

## 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.
- 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: 5-7 minutes

- Show the **soft g** flashcard while saying the letter name and letter sound and have the students repeat
  - Point out that the students already learned the hard g sound /g/, but today they will learn the other sound g can make.
  - Teacher: “G, /j/ /j/ /j/” Students: “G, /j/ /j/ /j/”

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

### **Modeling:** 5 minutes

- Show the students a picture card that has the **soft g** sound.
  - Teacher: “/j/ /j/ giant.” Since the word has the /j/ sound, stand up and make yourself into a giant.
- Show the students a picture card that doesn’t have the **soft g** sound.
  - Teacher: “/j/ /j/ guitar.” Since the word doesn’t have the /j/ sound, sit in your chair.
- Repeat as many times as necessary with different picture cards.

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

- Play Relay Sort.
  - Make two circles at one end of the room. Label one **soft g** and one hard g.
  - Divide the class into two teams.
  - Give the first students in each line a picture card. Use the picture cards from this lesson and any other cards that have the /j/ or /g/ sound.
  - Teacher says go and the students move to the end of the room with the circles and place their picture card in the correct circle. Then they return back to line.
- Continue until all students have placed a card in a circle.
- Hold up each card and have the students tell you if it is in the correct circle and whether it has the /j/ or /g/ sound.

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

- Explain how to do page 53.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 53 to each student.

**Assessment:** (during Independent Practice)

- As the students are completing page 53, monitor and give guidance/support/correction/praise, as needed.
- Use page 53 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 /j/ sound.
  - Teacher: “/j/ /j/ age”; students repeat, end
  - Teacher: “/j/ /j/ gypsy”; students repeat, beginning
  - Teacher: “/j/ /j/ ginger”; students repeat, beginning and middle

