

► INTRODUCE THE SOUND

- Today we will learn how to spell another sound so we can make words.

If students have been writing words, by this time they should begin to understand the consonant-vowel-consonant principle and be able to write and spell many words using the vowels.

► WRITE THE SOUND

Write a lowercase and capital *g* on the whiteboard. Demonstrate how to write them. Say the sound /g/ as you write them. Be careful not to say /guh/.

- Say the sound and write the small letter in the air three times.

► HOW THE SOUND IS PRODUCED

/g/ is produced deep in the throat.

Sample Lesson

- How do you make the sound?
- Put your hand on your throat. What do you feel?

► ACT OUT THE SOUND

Pretend to hold a glass up to your mouth and be gulping down the water. /g//g/g/g/g/g/g/.

- If I am drinking a glass of water fast, sometimes it sounds like /g/. Let's pretend we are drinking water and say /g/.

► FIND OBJECTS

Have students find objects that begin with the sound. Show pictures of objects and animals that begin with the /g/ sound.

- Look around the room. What do you see that begins with the sound /g/? (Give students 30 seconds to each think of something. Always include the names of students.)

► PRACTICE WRITING THE LETTER

Once fine muscles have developed, have students write 3 or 4 capital and small letters on lined penmanship paper rather than unlined paper,

saying the sound as they write them. Have students put an x on the best letter. Students can also trace and color the letters.

► ALPHABET

Choose various activities that help students develop the eleven alphabet skills (page 41).

► BUILD WORDS - Second Time

bug	bugs
rug	rugs
dug	
jug	

Have students use individual whiteboards, iPad, or letter tiles to form the words. Guide students sound by sound in spelling the words correctly.

FOR EACH WORD:

- Say the word. Use it in a sentence.
- What sound do you hear at the beginning? middle? at the end?
- How do you change the word *bug* to *bugs*, etc.? What sounds do you hear?

► READ WORDS AND SENTENCES - Second Time

Have students read the words and sentences in *Words and Activities*. Have them use the words in oral sentences and help them extend them to tell why, when, and how. Spend sufficient time helping each individual student learn how to decode.

- What comes at the beginning of a sentence?
- What comes at the end of each sentence?
- What does the question mark tell you?
- What do you see after the word "yes?" A comma goes after yes or no when they begin a sentence.

► SOUND CARD GAME: Say the word. . Repeat word. . Find. . Show. . Sound

Give students these cards:
Light blue cards a, e, i, and u

Find the sound. . .

/a/	/e/	/u/	/i/
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What sound do you hear in the middle of . . .

fun	luck	slant	sick	mess
rest	miss	stuck	guess	plunk
nest	hand	trick	pen	pin

► DICTATION

Have students write or use tiles. In Row 2, choose whether they write the ***beginning sound*** or the ***whole word***.

Row 1: Write the way to spell the sound . . .

/g/ /b/ /n/ /f/

Row 2: Write the sound you hear at the beginning of. . .

bug rug get ten

Display the answers for students to see.

Row 1	g	r	m	f
Row 2	bug	rug	get	ten

One sound at a time, guide students in checking their work against the correct answers. Have students correct their errors.