



/g/

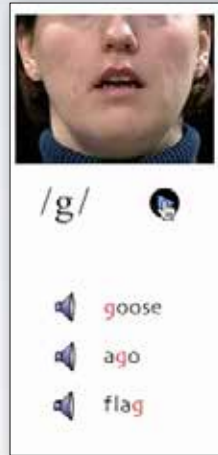


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PHONEMIC AWARENESS

- Let's start by learning how to make the /g/ sound.
- To make the /g/ sound, elevate the back part of your tongue against the soft palate at the top of your mouth. Let out air by lowering the tongue, producing a burst of noise.
- Use the link in the online lessons to go to the *Iowa University website* and click on the triangle to hear how the phoneme /g/ should be sounded.



American Pronunciation
[University of Iowa](#)

Australian Pronunciation
[Get Reading Right](#)
 You must have Flash 7 or higher plug-in to use these pages.

PHONEMIC AWARENESS

- Tell the students they are going to learn the /g/ sound.
- Demonstrate how the word "goodbye" begins with the /g/ sound.
- Download the SongSheet "Go Tell Aunt Rhody."
- Read out, or sing the song, "Go Tell Aunt Rhody," emphasizing the /g/ sounds at the beginning of words.



Song Sheet
[Go Tell Aunt Rhody](#)

Song
[Green Grasshopper](#)
 A song from Sandi & Stevie

Song Sheet
[Green Grasshopper](#)

PHONEMIC AWARENESS

- Tell the students that the word “gorilla” begins with the **/g/** sound.
- Take your hands and beat on your chest as you say the word “gorilla.” Emphasize the **/g/** sound.
- Ask students to do the same. Tell them to use this movement when they say or hear the **/g/** sound.

Action for /g/

To help students remember phonemes, we associate an action with the sound.

PHONEMIC AWARENESS

- Get *ReadingLessons* sound/symbol card 14.
- Show the front of the card and ask what animal is in the picture. Ask what sound “gorilla” begins with.
- Ask the students to listen for the **/g/** sound and repeat it in the word “gorilla,” and do the “beating on the chest” motion as you say the **/g/**.



Sound/Symbol Cards

Sound/Symbol Cards

Print on a thick paper or card. Fold the sheet down the center on the dotted line. Cut the cards into four and glue. For extra durability, you can laminate the cards.



PHONEMIC AWARENESS

- Tell the students that you are going to say some words that begin with the /g/ sound and some that do not.
- Ask them to make the “gorilla” action and say /g/ when they hear the sound at the beginning of the word.
- Here are the words:

**gate, gum, dot, go,
pest, get, ten, girl**

- Be sure to leave plenty of time between saying each word for the students to respond.

More words to use that have the /g/ sound at the beginning of words:

game, gas, gave, gear, geese, gift, give, goal, goat, goes, gold, golf, gone, good, goose, guitar, gush

PHONEMIC AWARENESS

- Say the word **bag** emphasizing the /g/ at the end of the word. Say that this word ends with the /g/ sound.
- Tell the students that you are going to say some words that end with the /g/ sound and some that do not.
- Ask them to make the “gorilla” movement and say /g/ when they hear the sound at the end of a word.
- Here are the words:

**hug, cat, twig, can,
but, bug, pen, dig**

- Leave sufficient time for the students to respond.

More words to use that have the /g/ sound at the end of words:

bag, big, chug, dog, drag, dug, fig, flag, fog, frog, hog, jug, leg, log, mug, pig, plug, rag, rug, snug, tug, wig, zig, zag



PHONEMIC AWARENESS

- Tell the students they should make the “gorilla” movement and say /g/ when they hear the /g/ sound at the beginning of a word in the verse you are going to read them.
- Here’s the verse:

**Goofy girls gave gum to a gorilla today.
For gorillas gifts of gum cannot be fun.
Good girls give gifts gorillas use to play.
Give them guitars, drums and water guns.**

- Repeat the verse until the students can identify all the beginning /g/ sounds in the verse.

Another verse to help teach the /g/ sound

Goosey Gander crawled under the garden gate,
Goosey ate green beans and grapes by a crate.
Gordon the goat was very glad,
To gobble grandma’s gloves, the only pair she had.

SOUND/LETTER RELATIONSHIP

- Give out the sound/symbol card for /g/.
- Show the back of the card.
- Point to the small **g** and say this is how we write the letter for the sound /g/.
- Point to the capital **G** and say this is how we write big /g/ which is for important words like people’s names.
- Point to the word “gorilla” and say this is how we write the word “gorilla.” Point out the letter **g** and say this is how we write the /g/ sound at the beginning of the word “gorilla.”



Sound/Symbol Cards

[Sound/Symbol Cards](#)



SOUND/LETTER RELATIONSHIP

- Give out the writing practice sheets for **g G**.
- Point to the small **g** and say this is how we write the letter for the sound **/g/**.
- Point to the capital **G** and say this is how we write big **/g/** which is for important words like people's names.
- Say the name "Grace" begins with the sound **/g/**.
- Model the formation of the letter **g** for the students.



SOUND/LETTER RELATIONSHIP

- Have students write the letter **g** in the air as they watch you write it.
- Have students trace the letters on the practice worksheets with their fingers.
- Ask the students to practice writing the small **g** and the large **G** on the practice worksheets.





BLENDING

- Blending is the skill of sounding out letters all through a word into a natural sounding word.
- Using a Word Card, point to the first letter of the word and say the sound.
- Then pass your finger to the next letter and say the sound, and so on.
- For example, for the word **gas** say **g-aaa-sss**.
- Do this again more quickly until the word is pronounced naturally.



Cut where indicated to make eight cards

Word Cards
[Word Cards](#)

BLENDING

- Show the Word Card for **get**.
- Say that the word begins with **/g/**.
- Ask a student to point to the letter that stands for **/g/**.
- Sound out **get** while running a finger under each letter: **/g/e/t/**.
- Say the word quickly **get**.
- Have the students sound out the word with you.

