Lesson Objectives

Day 1

Students will:
• Understand initial g usually has the hard sound when followed by a, o, or u
• Understand initial g usually has the soft sound when followed by e, i, or y
• Write and identify words with hard and soft g

Day 2

Students will:
• Understand rules for hard and soft g
• Sort words with initial hard and soft g
• Sort spelling words according to the sound of g

Materials:
• Anchor Poster
• BLM 2: Category Cards
• BLM 3: Word Cards
• BLM 6: Take-Home Activity
• Teacher Category Cards—Hard g, Soft g
• Teacher Word Cards—gossip, gymnast

Day 3

Students will:
• Understand soft g can be at the beginning, middle, and end of words
• Sort words according to where the soft g sound falls in words
• Choose words that meaningfully complete sentences

Materials:
• BLM 2: Category Cards
• BLMs 4–5: Word Cards
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Category Cards—Beginning, Middle, End
• Teacher Word Cards—angel, message, giraffe

Day 4

Students will:
• Recognize words with hard and soft g in a reading passage
• Organize the hard and soft g words from the reading passage
• Correctly spell words with hard and soft g

Materials:
• BLM 9: Reading Passage
• BLM 10: Spelling Dictation
• BLM 11: Spelling Peer Check

Day 5

Students will:
• Correctly spell the words with hard and soft g

Additional Materials:
• Word Study Notebooks
• Pocket Chart
• Stopwatches (Day 3)
Day One

Providing Support

English Learners and struggling readers may have trouble identifying the hard and soft sounds. Reinforce the sounds of hard g and soft g by overemphasizing them as you say the words. If students have difficulty hearing the soft g sounds, write ge, gi, and gy on the chalkboard and have them say the sounds with you. Then write several words with soft g on the chalkboard and have students circle the soft g patterns in the words.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word gingerbread on the chalkboard. Tell students that you know the word has three syllables because it has three vowel sounds. Remind them that the ea digraph has one sound. Point out that we often divide words between two consonants: gin/ger/bread. Tell them they should recognize the short vowel sound in the first syllable and the r-controlled vowel in the second syllable. The ea digraph could have either a long or short sound, but in this word it has a short sound. Say each syllable and blend them together: gin/ger/bread: gingerbread. Reinforce how much easier it is to read a long word when we read it in chunks.

Review Hard and Soft c

Focus Words: center, advice, sentence, circus, recess

Write the following words on the chalkboard: center, advice, sentence, circus, recess. Ask students to read each word and listen for the sound of /s/ in the words and say which examples they hear. Ask them to tell you the letters that stand for that sound. Make sure they realize that both the letter c and the letter s can stand for the same sound. Ask them which word also contains a hard c sound.

Introduce Hard and Soft g

Model

Write the words golden, giraffe, and gentle on the chalkboard and read the words aloud. Say: When the letter g is at the beginning of a word, it can have a hard sound /g/ as in the word golden or a soft g sound /j/ as in the word gentle. When the letter g is followed by the vowels a, o, or u, it usually has the hard sound. When the letter g is followed by e, i, or y, it usually has the soft sound.

Circle the go in golden, the gi in giraffe, and the ge in gentle. Then write the words budget and message on the chalkboard. Say: The soft /j/ can also be in the middle or end of words. In budget, the /j/ is in the middle and the letter g is followed by e. In the word message, the /j/ is at the end and the g is also followed by the letter e.

Guide

Write the words gutter, danger, and genuine on the chalkboard. Guide students to read the first word, identify the sound of the letter g, and note which vowel follows the letter g. Then have them read the words danger and genuine to tell where the soft g sound falls in these words. Have them take note of the vowels that follow the letter g in both words.

Apply

Write the following words on the chalkboard: gymnast, gallon, challenge. Have students write each word in their word study notebooks, and work with a partner to identify the sound of the letter g in the words. Tell them to write Hard or Soft next to each word, and then circle the letter g and the vowel that follows it in each word.
Spelling Words with Hard and Soft g

**Unit Spelling Words:** gallon, gymnast, arrange, danger, message, guilty, gently, gingerbread

Write all of the spelling words on the chalkboard and read them aloud with students. Ask them to first name the words that have a hard g sound and tell what vowels follow the letter g in each word. (gallon, guilty) **Say:** Remember that when the letter g is followed by vowels a or u, the g usually has a hard sound.

Then have them look at the spelling words to find the words that have soft g at the beginning. Have them tell what vowels follow the letter g in these words. (gymnast, gently, gingerbread) **Say:** Remember that when the letter g is followed by vowels y, e, or i, the g usually has a soft sound. Notice that the word gingerbread has soft g in the beginning and in the middle.

Finally, ask students to find the words that have soft g in the middle or at the end. Again, ask them to note the vowels that follow the soft g. (arrange, danger, message) **Say:** The letters age at the end of message is a common pattern. You’ll see this pattern on many other words.

Ask students to read the words again. Discuss the meanings of the words and encourage volunteers to use the words in oral sentences.

Have students write the spelling words in their word study notebooks. Tell them to underline the letter g when it has a hard sound and to circle the letter g when it has a soft sound. Have them draw a box around the vowel that follows each letter g.

Assessment Tip

Observe students to make sure they can hear the hard and soft g sounds at the beginning of words and also the soft g in final syllables. Note whether students make the connection that hard g is usually followed by a, o, or u and soft g is usually followed by e, i, or y.

Home/School Connection

Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.
Day Two

Provide Support
Reinforce the rule that hard g is usually followed by a, o, or u and soft g is usually followed by e, i, or y by having students alphabetize words that start with the letter g. Remind them that they will need to look at the second, and sometimes the third, letter in a word in order to alphabetize it.

Sound Sort

<table>
<thead>
<tr>
<th>Hard g</th>
<th>Soft g</th>
</tr>
</thead>
<tbody>
<tr>
<td>gather</td>
<td>gentle</td>
</tr>
<tr>
<td>gossip</td>
<td>gymnast</td>
</tr>
<tr>
<td>golden</td>
<td>bandage</td>
</tr>
<tr>
<td>gutter</td>
<td>manage</td>
</tr>
<tr>
<td>gallon</td>
<td>general</td>
</tr>
<tr>
<td>gamble</td>
<td>gingerbread</td>
</tr>
<tr>
<td>gully</td>
<td>genie</td>
</tr>
<tr>
<td>(garage)</td>
<td>gerbil</td>
</tr>
<tr>
<td></td>
<td>(garage)</td>
</tr>
</tbody>
</table>

Home/School Connection
Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

Supporting ELs
Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand what they are supposed to do on the BLM.

Review Hard and Soft g
Display the anchor poster and use it to review the sounds of hard and soft g. Write the following words on the chalkboard: gallon, general, budget, giraffe. Ask students to read the words with you, one at a time, and identify the sound of hard or soft g and tell what vowel follows the letter g.

Sound Sort
Teacher Word Cards: gossip, gymnast
Teacher Category Cards: Hard g, Soft g

Place the category cards in the pocket chart. Hold up the word cards gossip and gymnast. Say: Listen as I say these words: gossip, gymnast. Which word has a hard g, or /g/, sound? What vowel follows the hard g in gossip? What is the sound of g in gymnast? What vowel follows the soft g, or /j/, sound in gymnast?

Place the word cards in the pocket chart under the appropriate category. Then give students the word cards from BLM 3 and the g category cards from BLM 2. Have them sort words into Hard g and Soft g categories. Tell them there will be one word that can be sorted into both categories. After students have sorted the words, ask them to tell why garage can be sorted in both categories.

Spelling. Have students create a chart at the top of a new page in their word study notebooks, with the headings Hard g and Soft g. Ask them to sort their spelling words into the categories on the chart. Then have them circle the vowels that follow each letter g.
Day Three

Sound Sort

Teacher Word Cards: angel, message, giraffe
Teacher Category Cards: Beginning, Middle, End

Place the category cards in a row in the pocket chart and the word cards in a group to the side in the pocket chart.

Say: Let’s read each word aloud and listen for the soft g sound: angel, message, giraffe. Which of these words has the soft g sound in the middle?

After students identify angel as the word with the soft g sound in the middle, place it in the pocket chart in the category Middle. Then have students tell you where to place the remaining two cards and why.

Give partners the word cards from BLM 4 and the category cards. Ask them to sort the words according to where they hear the soft g sound.

Once students have sorted their words, ask them what they notice about the words that end with soft g. Help them see that all the words end with e and that many of the words have the pattern age at the end.

Speed Sort

Give pairs of students a set of words from BLM 5, the category cards for Hard g and Soft g, and a stopwatch. Ask the pairs to see how quickly they can work together to sort the words into the categories. Have them repeat the sort to see if they can sort the words any faster.

Applying Meaning. Give students BLM 7 and have them complete the cloze activity, choosing the words with the correct sound of g.

Assessment Tip

Use students’ completed BLM 7 to assess their understanding of hard and soft g and the meanings of the words.

Providing Support

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner to read and complete it.

Home/School Connection

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

Supporting ELs

Make sure that ELs understand what to do on BLM 8 since there may not be anyone at home who speaks English well enough to help them complete it.
Day Four

Providing Support

Some ELs and struggling readers may have difficulty reading the passage. Have these students read with an on-level reader. Alternatively, you could read the passage to them while they follow along or echo-read with you. Ask students to look and listen for examples of words with hard and soft g.

Prairie Dogs

Prairie dogs are small mammals in the rodent family. Squirrels, mice, beavers, and scurvy are some of their cousins. They are all rodents. ELs often have trouble with these words that never stop. Sometimes students choose a word which helps to keep their teeth short.

Prairie dogs are sometimes called ground squirrels. They look like tree squirrels, without the fluffy tails, and they have fur that is sometimes gray and white. There are five kinds of prairie dog. The best known is the black-tailed.

Black-tailed prairie dogs live in towns, which can be home to hundreds of animals. Each town has one main burrow that connects many smaller burrows. These burrows are the town’s underground roads. They are how the animals recognize each other. To humans, however, it often looks like a kiss!

Today, the first place many kids see prairie dogs is at the zoo. Perhaps this is why they love them so much. They are not as strange or mysterious as other zoo animals, like giraffes or gorillas. But prairie dogs are fun to watch. They pop in and out of their homes underground. They watch out for attacks from other animals, and gather food. Prairie dogs eat mostly vegetable material like grasses, seeds, and roots. They also include meat in their diet. Prairie dogs often eat a variety of insects like grasshoppers, caterpillars, and beetles.

In 1900, 800 million wild prairie dogs lived on the prairies and grasslands of the American West. Farmers and settlers thought of them as pests and got rid of most of them. Now there are only a few million left.

Black-tailed prairie dogs live in towns, big groups of up to hundreds of animals. Each town has one main burrow that connects many smaller burrows. These burrows are the town’s underground roads. They are how the animals recognize each other. To humans, however, it often looks like a kiss!

Spelling Practice

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then students switch roles.
Spelling Assessment

Use the following procedure to assess students’ spelling of the unit spelling words:
• Say a spelling word and use it in a sentence.
• Have students write the word on their papers.
• Continue with the remaining words on the list.
• When students have finished, collect their papers and analyze their spelling of the words.
• Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students’ mastery of words with hard and soft g using the Quick-Check for Unit 26.

Suggestions for Independent Practice

What’s the Order? Give individual students word cards from BLM 5. Have them alphabetize the words. Remind them to look at the second or even third letter in a word to determine the correct alphabetical order. When they have completed alphabetizing their words, have them circle the patterns that make the hard and soft g sounds.

Open Sort. Have students work with a partner. Give students word cards from BLMs 3–4. Have them decide on ways they can sort the words—by meanings, by endings, by syllables, etc. After the words are sorted, have pairs check another pair’s sort to figure out how the words are sorted.

Play a Card. Give pairs of students word cards from BLMs 3–4. Have them each draw six word cards and place the rest of the cards facedown. Tell them to take turns asking another player for a word card with the same sound of g plus vowel as the card they have in their hand, for example, Do you have a card with ge? If the other player has the card, he or she gives it to the first player. If the other player doesn’t have the card, the first player draws a word card until he or she finds a match.

Word Hunt. Have students search through classroom materials for words with initial hard and soft g and words with final soft g. Tell students to list their words as they find them.
Unit 26 Quick-Check: Hard and Soft g

Answer Questions
Directions: Choose the correct word to answer each question.

1. Which word has a hard g sound? gutter danger general
2. Which word has two soft g sounds? gadget gingerbread luggage
3. Which word has a soft g sound at the beginning? gopher image gerbil
4. Which word has a soft g sound in the middle? goalie urgent bandage

Apply
Directions: In the space below, list one word with an initial hard g sound, one word with an initial soft g sound, one word with a middle soft g, and one word with a final soft g.

_________________________________________  ___________________________________  ___________________________________  ___________________________________

Directions: Using the words from the word bank, complete the following sort by writing the words in the appropriate category. Some words might fit under more than one category.

<table>
<thead>
<tr>
<th>Initial Hard g</th>
<th>Initial Soft g</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Middle Soft g</th>
<th>Final Soft g</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Word Bank
gadget, guilty, storage, emergency, gently, giraffe, beverage

Think and Write about Hard and Soft g
Directions: In the space below, explain how understanding hard and soft g sounds helps you as a reader, speller, and writer.