

Title of Lesson: Hard or Soft G?		
Name : Stephanie Skrocki		Date:
Grade Level : Pick One	Subject: Language Arts	Supervisor

PRELIMINARY PLANNING

PA Standards

- 1.1 K G. Develop knowledge of letters and their sounds
 - C. Demonstrate knowledge of the ALPHABETIC PRINCIPLE, the ability to associate sounds with letters and use these sounds to form words

Pre-assessment:

- Students will be asked to say the sound for a hard and soft "g"

Objectives:

- Students will be able to sort words into Hard or Soft C categories.

Individual Modifications:

-

Materials:

- Envelops with various words containing either a hard or soft "g"

LEARNING SEQUENCE

Description

Time

INTO

Introduction/Motivation/Focus Attention

- Review with students what sounds that hard and soft "g" make.
- Ask students for example of each kind of "g" sound.

Description

Time

THROUGH

Learning Activities (Input, Modeling, Check for Understanding, Guided Practice, Independent Practice)

- Hand each student an envelope of that has various words containing hard and soft "g" words.
- Tell the students to sort them into words with a hard "g" sound and a soft "g" sound.

- When students are done, have them write down on a the chart label a soft sound or a hard sound the words the sorted into those catergoiers/

Description

Time

BEYOND

Closure (Review/Check for Understanding/Summarize/Future forecast/Transition)

- After students have written the words down, and placed in the "Finished bin" they can either do an open sort using those words, or do an open sort using a different envelope from the Sorting Basket.

Invernizzi, Marcia, Francine Johnston, Donald R. Bear, and Shane R. Templeton. *Words Their Way Word Sorts for Within Word Pattern Spellers*. Upper Saddle River: Prentice Hall, 2003.