

⚡ PREPARE

CONCEPT The letter *g* is pronounced with the hard sound, /g/, before *a*, *o*, *u*, or a consonant, as in the word *gasp*. The letter **g** is pronounced with the soft sound, /j/, before *e*, *i*, or *y*, as in the word *gentle*. Knowledge of this reading pattern helps students apply strategies for decoding unfamiliar words and for checking their spelling.

FLUENCY SUPPORT A key component of this lesson is supported fluency practice with the target word study concept. Additional oral reading fluency practice and assessment resources are available on the PowerUp Resources Hub.

TEACHER TIPS

- The Anchor Chart provides examples that contain hard and soft *g* for practice.
- Some words do not follow these spelling guidelines. For example, the letter *g* before *e* or *i* is sometimes pronounced /g/, as in *get* and *girl*.
- Review unfamiliar vocabulary.
- Read the directions with students.
- Refer to the Anchor Chart as necessary throughout.

⚡ INSTRUCT

ANCHOR CHART [Display Reproducible page 1.]

- **Introduce** the **Concept** of this lesson. (See above.)
- **Refer** to the **Anchor Chart** to review the definition of the **hard and soft g** pattern.
- **Point** to the letter **g** in the middle of the Anchor Chart, and explain that one letter can make two different sounds.
 - **Point to /g/.** Tell students that **g** makes the hard sound /g/ when it comes before the letters *a*, *o*, *u*, or another consonant. Read the example words *gap*, *gulp*, and *green*. Point to the letters that come right after each *g*, and have the students name them. (*a*, *u*, *r*)
 - **Point to /j/.** Tell students that **g** can also make the soft sound /j/ when it comes before the letters *e*, *i*, or *y*. Read the example words *gentle*, *gist*, and *gym*. Point to the letters that come right after each *g*, and have the students name them. (*e*, *i*, *y*).
 - Note: It may be easiest for students to remember the pattern by having them remember that *g* before *e*, *i*, and *y* often says /j/. Otherwise, it says /g/. However, there are common exceptions such as *girl*, *giggle*, *gift*, *get*.
- **Read** the words in the **At A Glance** section, noting the hard or soft sound of *g*.
- **Read** the words at the bottom with students. Have **students explain** how they know how to read words with the letter *g*.

PRACTICE

[Display Reproducible page 2, Reading and Sorting Words, Part A.]

- **Students read** the words in the box and underline the letters that follow the letter **g**. Then, **students write** the words in the correct spaces in the diagram.

[Display Reproducible page 2, Writing Words, Part B.]

- **Read** and **discuss** the definitions with students. Support them in determining the word that matches as necessary. **Students choose** the missing letter from the two choices provided and write it in the blank. Then, **students rewrite** the word on the line. **Prompt** students to note that the sound of the **g** changes depending on the letter that comes after it, even if all the other letters are the same.

[Display Reproducible page 2, Reading Sentences and Spelling Words, Part C.]

- **Students read** the sentences. **Students underline** words with hard **g** and **circle** words with soft **g**. (Support as necessary.)

[Display and distribute Reproducible pages 3-4, Oral Reading Fluency, Part D.]

- **Read the text** to model appropriate accuracy, rate, and expression as **students follow along** in their own copy. Encourage students to highlight punctuation marks and note any challenging words or phrases.
- **Students build fluency through oral reading practice:**
 - Choral Reading – teacher and student read the text in unison
 - Echo Reading – teacher reads one sentence at a time, student rereads with the same rate and expression
 - Repeated Reading – student reads the text aloud multiple times
 - Paired Reading – teacher circulates and offers feedback as students read to each other
- **Listen as students read, and provide feedback and support.** Focus on intonation, stress, and phrasing, as well as rate and accuracy.

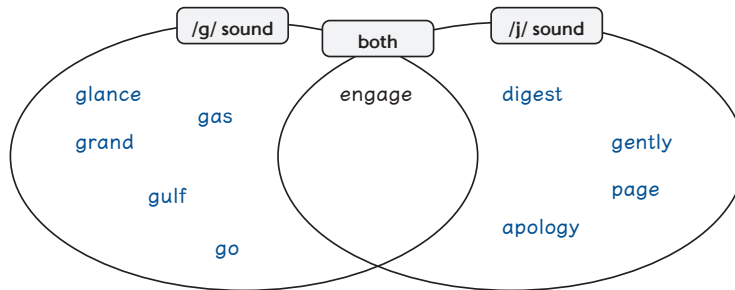
[Display and distribute Reproducible pages 3-4, Check for Understanding, Part E.]

- **Read and discuss** the questions with students. Provide support as necessary.

ANSWER KEY FOR TEACHER REFERENCE

[Reproducible page 2, Reading and Sorting Words, Part A]

engage	digest	gently	gulf	apology
glance	gas	grand	page	go



[Reproducible page 2, Writing Words, Part B]

<input type="checkbox"/> a	g <u>e</u> l	a thick substance like jelly	<u>gel</u>
<input checked="" type="checkbox"/> e	g <u>a</u> l	a girl	<u>gal</u>
.....			
<input type="checkbox"/> i	g <u>i</u> st	the basic meaning of something	<u>gist</u>
<input type="checkbox"/> u	g <u>u</u> st	a sudden strong wind	<u>gust</u>
.....			
<input type="checkbox"/> u	g <u>y</u> m	a room where you can play games	<u>gym</u>
<input type="checkbox"/> y	g <u>u</u> m	something you chew	<u>gum</u>

[Reproducible page 2, Reading Sentences and Spelling Words, Part C]

- I got a huge package from my friend today.
- My friend has a great job doing magic tricks on stage.
- Angela's goal is to become the best golf player on the team.

[Reproducible pages 3-4, Reading Sentences, Part E]

- The gigantic Greek gods are called the Titans.
- This text is mainly about giants in Greek mythology that have been defeated by Hercules.
- Answers may vary. A sample answer is: A word that describes Hercules is clever because he escapes from Atlas and discovers how to defeat Antaeus.

ANCHOR CHART

Hard & Soft g

The letter **g** is pronounced with the **hard sound**, /g/, before **a, o, u**, or a **consonant**. It is pronounced with the **soft sound**, /j/, before **e, i, or y**.

g

/g/

gap
gulp
green

/j/

gentle
gist
gym

AT A GLANCE

g = /g/

game
goal
gust
grumpy

g = /j/

gem
huge
tragic
gymnast



Now I know
how to read
words with the
letter **g**!

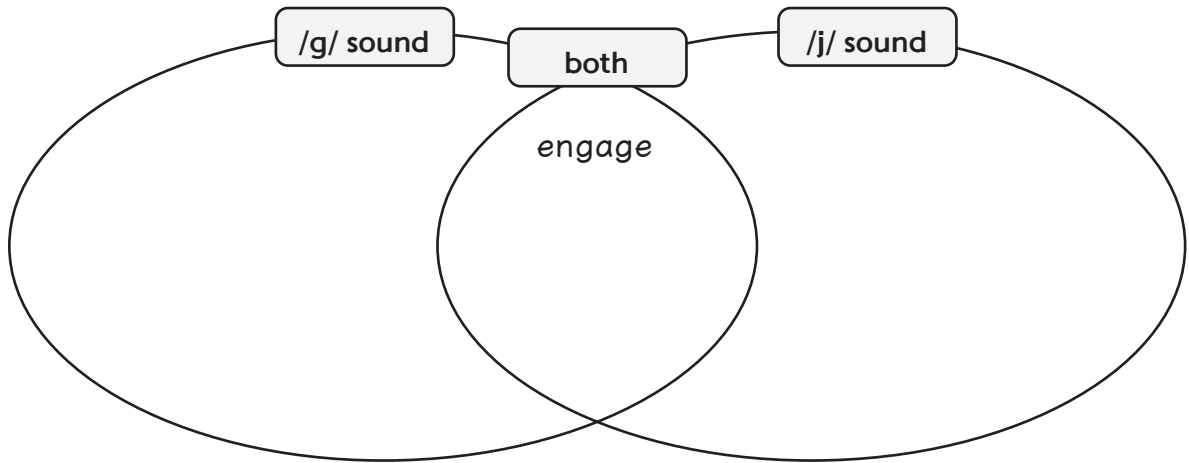
got	singe
giant	grab
glasses	plunge

⚡ PRACTICE

Reading and Sorting Words

A. Read each word in the box. Then, underline the letter that comes after **g**. Write the words where they belong in the diagram below.

engage	digest	gently	gulf	apology
glance	gas	grand	page	go



Writing Words

B. Read the definition with your teacher. Choose the correct letter to complete the word that matches the definition and write it in the blank. Then, rewrite the word on the line.

- | | | | |
|------------------------------------|-------|---------------------------------|-----------------|
| <input type="radio"/> a | g_e_l | a thick substance like jelly | _____ gel _____ |
| <input checked="" type="radio"/> e | g_l | a girl | _____ |
| | | | |
| <input type="radio"/> i | g__st | the basic meaning of something | _____ |
| <input type="radio"/> u | g__st | a sudden strong wind | _____ |
| | | | |
| <input type="radio"/> u | g__m | a room where you can play games | _____ |
| <input type="radio"/> y | g__m | something you chew | _____ |

Reading Sentences and Spelling Words

C. Read the sentences. Underline the words with hard **g** and circle the words with soft **g**. (Hint: There are four hard **g** words and five soft **g** words.)

- I got a huge package from my friend today.
- My friend has a great job doing magic tricks on stage.
- Angela's goal is to become the best golf player on the team.

Oral Reading Fluency

D. Listen as your teacher models fluent reading. Pay particular attention to the words in bold with hard or soft g. Then, read the passage with your teacher, with a partner, and independently.

Giants of Greek Myth

Some **Greek** myths tell about the Titans. The Titans are **gigantic** **Greek gods** whose mother is Earth. These **giants** are said to have ruled the world in a time called the **Golden Age**.

One of the Titans is Atlas. After he sides **against** another **Greek god** in a battle, Atlas is punished and must hold the weight of the sky on his back. In one myth, Atlas tries to **get** the **great** hero Hercules to take the weight from him. Atlas tricks Hercules, but the **gifted** hero escapes..

Antaeus is another **giant** of **Greek** myth. He is not a Titan, but he has the same mother, Earth. Antaeus stops people who pass through his land and makes them **engage** in combat with him. Hercules finds out that Antaeus **gains** strength every time he

makes contact with Earth. So, when Hercules **grapples** with Antaeus, he lifts the **giant** high above the **ground**. By preventing Antaeus from touching Earth, Hercules wins another contest **against a giant**.

Check for Understanding

E. *Discuss the answer to each question with your teacher.*

1. What are the gigantic Greek gods called?
2. What is this text mainly about?
3. Based on events in the text, what word could be used to describe Hercules?