

## Lesson Plan Template

<b>Grade:</b> 1 <sup>st</sup>		<b>Subject:</b> Language Arts-c/s/, g/j/	
<b>Materials:</b> red crayon, yellow crayon, blue crayon, green crayon, pencil, worksheet, words on word document		<b>Technology Needed:</b> Smartboard and computer	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> <b>1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Demonstrate use of beginning and ending blends d. Know final -e and common vowel team conventions for representing long vowel sounds. e. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. f. Decode two-syllable words following basic patterns by breaking the words into syllables. g. Read words with inflectional endings. h. Recognize and read grade-appropriate irregularly spelled words.		<b>Differentiation</b> <b>Below Proficiency:</b> Students will choose 2 of each sound to identify.  <b>Above Proficiency:</b> Students will write one sentence on the back of the sheet of paper using one word with a hard g, hard c, soft, g and soft c. (total of 4 sentences)  <b>Approaching/Emerging Proficiency:</b> Students will complete the assignment as assigned.  <b>Modalities/Learning Preferences:</b> Kinesthetic: Students will do an activity on the active board to practice identifying Hard and Soft G & C's. They will also be completing a coloring activity to identify them. Visual: Students will see words written on the board and on the smart board. Auditory: Students will listen to the teacher talk about the Hard and Soft G & C sounds and words.	
<b>Objective(s)</b> By the end of the lesson, the students will be able to choose which words have a hard G and which have a soft G.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <b>Talking should be at a 0 when at circle time and at work time</b> <b>Hands should be raised when asking questions</b> <b>The only colors that should be used are blue, green, red, and yellow</b>	
<b>Bloom's Taxonomy Cognitive Level:</b> Applying			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <b>Students will be called by table to come to the carpet.</b> <b>Students need to be quiet when transitioning</b>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <b>Talking should be at a 0 when at circle time and at work time</b> <b>Hands should be raised when asking questions</b> <b>The only colors that should be used are blue, green, red, and yellow</b>	
<b>Minutes</b>			
<b>2 minutes</b>	<b>Procedures</b> <b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>• Have worksheet printed out and exit slip papers ready.</li> <li>• Have the word document up with the words displayed.</li> </ul>		
<b>5 minutes</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• What are the vowels (A, E, I, O, U)</li> <li>• Our vowels make two sounds</li> <li>• There are consonants that also make two sounds.</li> <li>• We are going to talk about the C and the G</li> <li>• I'm going to write to words on the board that start with g(write the words gum and germ)</li> <li>• I'm going to write two words on the board that start with c (write the words cat and cent)</li> <li>• I'm going to say the word and then I want you to say it with me the 2<sup>nd</sup> time. (say the words one at a time.)</li> <li>• Can you hear the difference between the words even though they start with the same letter?</li> </ul>		
<b>10 minutes</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>• The consonant g makes two sounds-it makes a soft sound and a hard sound.</li> <li>• The hard sound is the g sound and the soft sound is the j sound.</li> <li>• Let's practice saying the hard g together, we are going to say it 3 times.</li> <li>• Now let's practice saying the soft g, say it 3 times</li> <li>• When it's time to figure out what sound the g is going to make, all you have to do is look at the letter following the g. If the letter after the g is an e,i, or y then it is most likely going to make the soft sound.</li> <li>• What is the soft g sound again? (j)</li> <li>• If the letter after the g is any other letter it will most likely make the hard g sound.</li> <li>• What is the hard g sound again?</li> </ul>		

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	<ul style="list-style-type: none"> <li>• Write one word at a time from the list and have students help determine if the word is a soft g or hard g. (gas, goat, gem, gym, glass, cage, go, age) (When students are saying if it is hard or soft underline the soft sounds and circle the hard sounds)</li> <li>• The consonant c makes two sounds-a hard and a soft sound</li> <li>• The hard sound is the k sound and the soft sound is the s sound</li> <li>• Let's practice the hard C, say it 3 times</li> <li>• Lets practice the soft C, say it 3 times</li> <li>• When determining if a word is going to make the hard c or soft c you need to look at the letter following the c just like you do with the g. If the letter after the c is an e, l or y than it is more than likely going to make the soft sound.</li> <li>• What is the soft C sound again? (s)</li> <li>• What is the hard c sound again? (k)</li> <li>• Write one word at a time from the list and have students help determine if the word is a soft c or hard c (corn, face, cop, cook, price, space)</li> <li>• I'm going to put up words on the smart board and call up students to determine if the word is a hard or soft g. If the word is a hard g or c then you will circle that word and if it is soft then you will underline the g. (pull up word document with word list)</li> </ul>
<p><b>13 minutes</b></p>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>• Now that we have gone over the hard and soft g and c sounds, we are going to complete a worksheet.</li> <li>• The worksheet has different words in bubbles. If the word has a hard g than you will color the circle blue and if it is a soft g then you will color the circle green. If the word has a hard c then you will color the circle red and if it is a soft c then you will color the circle yellow.</li> </ul>
<p><b>2 minutes</b></p>	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>• What sound does the hard g make? Soft g? hard c? soft c?</li> <li>• Think of one word that you heard today that has the hard g and one word that has the soft g.</li> <li>• Think of one word that you heard today that has the hard c and one word that has the soft c.</li> <li>• Write on the piece of paper provided.</li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <p>The formative assessment is how the students do on the worksheet and on their exit slips on their comprehension of the assignment.</p> <p><b>Consideration for Back-up Plan:</b></p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b>  The summative assessment is a worksheet that has both words with hard and soft g&amp; c on it. The worksheet is just like the ones that were give previously.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>This lesson went really well. Most of the students understood the difference between the hard and soft g and c words. There are a few things that I would change if I were to teach this lesson again. I would split the lesson into two separate lessons. We would do a G lesson and a C lesson. I think that doing them together was a bit confusing for the kids because they were trying to learn so many sounds. I would also give myself more time to teach the lesson. I felt that we were running out of time to teach it. I think by splitting the lesson it would have made more time for the lesson though. If I were to teach the hard and soft G and C together again I would do two separate worksheets. The students would complete a hard and soft g worksheet and then a hard and soft c worksheet. If the students finished early then they could complete the combined sound worksheet. I think having them combined right away was confusing for the below proficient students. I chose to have them do the combined one this time because of the time issue we had. I would have the advanced proficient students' think of other words that have the hard and soft G and C and write them on the back of the worksheet since they finished way before some of the other students. I would stress to them to make sure to look at the letters following the C and G to determine if the word contains a soft or hard C or G. The students would not look at the letter so they would keep saying it was the hard sound. It would have beneficial to have some of the below proficient students do some of the talking and answering of questions when we were going through the lesson. I realized when we were completing the worksheet that they did not really answer the questions I was asking. Since they were not answering the questions I did not realize that they did not understand what to do on the worksheet. I had to reteach it to those students and then they caught on what they were supposed to do. It would have been a good idea to write what color each sound was supposed to be on the board and to have an example of that word on the board so they could reference it. I wrote the e, l and y on the board so they could look up there to see what letters followed the C or G and made it a soft sound.</p>	

# Hard and Soft "C"

The letter "c" has two sounds- a "hard" and a "soft" sound. If the letter after the "c" is i, e, or y the "c" makes the /s/ sound (soft sound). If it's any other letter, the "c" makes the /k/ sound (hard sound). The hard sound of "c" occurs most often.



cat

/s/



e, i, y



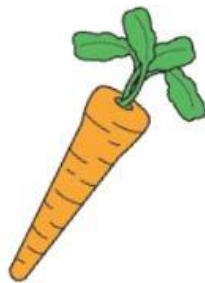
/k/



any other  
letter

## Hard "C" Words

corn  
card  
cat  
cook  
camp  
cake  
cup  
cast  
cold  
cuddle  
candle  
current



## Soft "C" Words

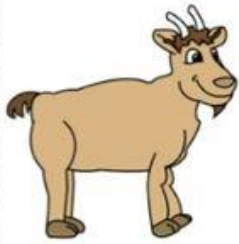
braces  
face  
lettuce  
police  
pencil  
rice  
price  
city  
cent  
mice  
cereal  
circle

space  
juice  
ice  
price  
ace  
voice  
recess  
icy  
celery



# Hard and Soft "G"

The letter "g" has two sounds- a "hard" and a "soft" sound. If the letter after the "g" is i, e, or y the "g" makes the /j/ sound (soft sound). If it's any other letter, the "g" makes the /g/ sound (hard sound). The hard sound of "g" occurs most often.



goat

/g/



any other letter

/j/



e, i, y



giraffe

## Hard "G" Words

- goat
- game
- gobble
- goal
- gap
- glue
- glass
- good
- go
- gas
- gum



## Soft "G" Words

- gist
- gentle
- gym
- giant
- genius
- germ
- gem
- general
- engine
- nudge
- wage
- angel
- huge
- sledge
- danger
- age
- bridge
- orange
- cage



Make, Take & Teach

## Lesson Plan Template

Cup

Mice

Cuff

Cent

Circle

Camel

Cake

Circle

Gum

Wage

Age

Gas

Orange

Go

Good

Germ