

First Stage Reader



Expanded Teacher's Edition

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G g (g) as in go (Reader Page 30)

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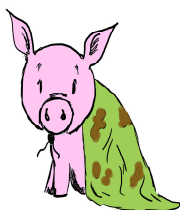
goat gob gum gap gas go
 game gain got gale gate gut
 bug tug mug nag snug bog
 bag dog sag peg snag dug

Pug

My dog Pug goes to my gate. I say "Stop," and Pug stops. Pug does not go past my gate. Pug is a good pup.

Ann's Pig

Ann used my cape. Ann needed my cape to keep snug, but Ann's big pig Pat dug in mud and tugged on my cape. Pat got mud gobs on Ann and on my cape.



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Objectives:

✓ to teach hard **G g** as an initial and ending consonant as in *go* and *dug*

✓ to teach the Hard **G g** Generalization

✓ to reinforce that the last consonant is doubled before adding the letters **_ed** to create the past tense of a verb

Generalization: Hard G g

When **G g** is followed by **a, o, or u**, the letter **g** represents the Hard **G g** sound heard in the words *gate, gold* and *gum*. **G g** also represents the Hard **g** sound when preceded by **a, e, i, o, or u**, as in *bag, dog, hug, beg* and *dig*.

Historical Note for Teachers: Double Consonants

Two types of words in the English language contain double-consonants. Some are derived from another language, such as *boss* and *mitt* from German. More commonly, the consonant at the end of a word is doubled in order to ensure that the short-vowel sound will be maintained when the word is used in other forms. For example, the **g** at the end of the word *bag* is doubled so that the short vowel sound is maintained when adding a suffix such as **_ing** or **_ed** (as in *bagging* or *bagged*).

Activities:



Read the vocabulary words and have the students read them after you as they point to the words printed in their books. Then have each student choose two words to use in sentences.



Have the students fill in the following blanks to create vocabulary words or words from "Pug" or "Anne's Pig":

 a **o** **u** **e** **i**
 (gap) (got) (pug, pup) (peg) (pig)

 a **a** **e** **o** **o** **u**
 (gate, gain) (cape) (gobs) (good) (dug, mud)

G g (g) as in go

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game gain got gale gate gut
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bag dog sag peg snag dug

Pug

My dog Pug goes to my gate. I say "Stop," and Pug stops. Pug does not go past my gate. Pug is a good pup.

Ann's Pig

Ann used my cape. Ann needed my cape to keep snug, but Ann's big pig Pat dug in mud and tugged on my cape. Pat got mud gobs on Ann and on my cape.



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Teach the students the Hard **G g** Generalization, and have them copy several vocabulary words from each row and highlight the vowels **a**, **e**, **i**, **o**, and **u** in each word.

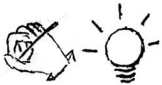


Ask each student to choose one of the words to illustrate and to write a title or sentence for his or her illustration.



Ask the students to write the following words, then double the **g** and add **_ed**. For example, *hug* becomes *hugged*. Have each student use some of the words in oral sentences.

tug	(tugged)	nag	(nagged)
bag	(bagged)	sag	(sagged)
snap	(snapped)	hug	(hugged)
peg	(pegged)	tag	(tagged)



Ask the students to write two or more vocabulary words that have the same vowel sound (for example, *sag*, *bag*, and *snag* or *bug*, *dug*, *tug*, *snug*, and *mug*). Then have them use the words to make rhymes or sentences.



Have each student read "Pug" with a partner. Have the partner ask questions about the story. Then have the students reverse roles so that the partner reads "Ann's Pig" and the other student asks questions.