

Teaching Day Two
of
'a', 'g' and 't' printed letters
Emphasis printed 'g'

(Teacher have available another book the children are familiar with reading. It would be good if it is a BIG BOOK, so they can all see what you are talking about. Make sure that the book you select has enough of the letter 'g' words, for the children to find some. The 'g' is, of course, not in as many words as 'a'.

- "Yesterday we talked about the printed 'a' and we added it to our Sight and Sound Reading Alphabet. I told you that there are five letters that are printed different than the way we write them. Today, let's look at the printed 'g'. "(Teacher, the children will grasp this concept and retain it, if you show them how hard it is to write the printed 'g' on the board as you talk about the letter 'g'. They will understand why we don't write it that way.)
- "It was easy for us to find the printed letter 'a' in words in the book yesterday. Today, I have a different book. We can see if we find some words in this Big Book that have the printed 'g' in them. I think you will really have to look very carefully, because there are not as many 'g' in words. We found a lot of 'a' words yesterday, but, 'g' words will be harder to find. " (Teacher, have the class help you find several words with 'g' in them.)
- "Now, since we have learned that there is another 'g', let's look at the printed 'g' on the Sight and Sound Reading Alphabet. (Use pointer and review the three 'g's, upper case, lower case and printed.) (Teacher, slip off the sleeve covering the "g".