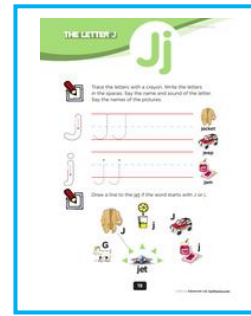


The Letter J - Sound (page 17)



Materials:

- letter **Jj** flashcard
- picture cards (iguana, jet, jacket, jeep, jam, kite, lion, and any other previously taught picture cards)
- string

Review: 3-5 minutes

- Sing the alphabet song while pointing at the letters
 - For students with less phonics exposure, the teacher should point to a wall chart while singing the song.
 - For students with more phonics exposure and experience, students should point to the letters on page 4 as they sing the song.
- Show the letter and jet picture flashcard for the letter **Jj**, while saying the letter name, letter sound, the picture name, and stroke count while air writing. Students repeat.
 - Teacher and students: "J, /j/, jet"; air write and count letter strokes

Preview: 3-5 minutes

- Show the letter **Jj** flashcard while saying the letter name and letter sound and have the students repeat
 - Teacher: "J, /j/ /j/ /j/" Students: "J, /j/ /j/ /j/"
- Show the picture cards for the words that begin with the **Jj** sound and say the name of the picture, emphasizing the beginning sound and have the students repeat
 - Teacher: "/j/ /j/ jet"; students repeat
 - Teacher: "/j/ /j/ jacket"; students repeat
 - Teacher: "/j/ /j/ jeep"; students repeat
 - Teacher: "/j/ /j/ jam"; students repeat

Modeling: 3-5 minutes

- Show the students a picture card that starts with the **Jj** sound.
 - Teacher: "/j/ /j/ jet". Since the word begins with the /j/ sound, jump around the room.

- Show the students a picture card that does not start with the **Jj** sound.
 - Teacher: “/j/ /j/ iguana”. Since the word doesn’t begin with the /j/ sound, just sit down on the floor.

Guided Practice: 5 minutes

- Continue the activity from above using the picture cards for iguana, jacket, jeep, jam, jet, kite, lion and any other previously taught cards.
 - Teacher says the /j/ sound, followed by the word from the picture card. If the word begins with the /j/ sound, teacher and students jump around the room. If not, just sit down on the floor.

Independent Practice: 5-10 minutes

- Make two large circles on the floor with string. Label one **Jj** and the other one leave blank.
- Give each student a picture card (iguana, kite, jet, jacket, jeep, jam, lion and any other previously taught cards).
- Have each student read their card and say the beginning sound.
 - If they are unable to do this alone, the teacher can say the beginning sound and the word and the student can repeat.
- Then the student will put their card in the correct circle. If it begins with the /j/ sound, it goes in the **Jj** circle. If not, it goes in the blank circle.
- Continue play until all the cards have been placed in the correct circle.

Assessment:

- During the guided and independent practice, take note of students’ ability to match the /j/ sound to the various picture cards.

Closure: 1-2 minutes

- Review each picture card.
 - Teacher: “/j/ /j/ jet”; students repeat
 - Teacher: “/j/ /j/ jacket”; students repeat
 - Teacher: “/j/ /j/ jeep”; students repeat
 - Teacher: “/j/ /j/ jam”; students repeat