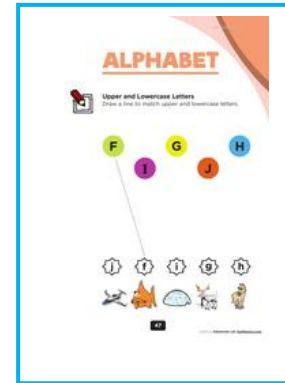


Alphabet Ff- Jj (page 45)

Materials:

- alphabet chart or page 4
- letter flashcards **Ff-Jj**
- uppercase flashcards **F-J**
- lowercase flashcards **f-j**
- picture cards (fish, goat, horse, igloo, jet)
- crayons
- page 45



Review: 5-7 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 students the letter flashcard and the picture card.
 - Teacher: F, /f/, fish; students repeat.
 - Teacher: G, /g/, goat; students repeat.
 - Teacher: H, /h/, horse; students repeat.
 - Teacher: I, /i/, igloo; students repeat.
 - Teacher: J, /j/, jet; students repeat.

Modeling: 3-5 minutes

- Hold up the uppercase F and lowercase f flashcard and discuss how both of the letters are Ff; they are the same letter.
- Hold up the uppercase F with the lowercase g flashcard and discuss both of the letters are not Ff; they are different.

Guided Practice: 5-7 minutes

- Play Memory.
 - Have all the students sit in a circle on the floor.

- Spread all uppercase **F-J** and lowercase **f-j** flashcards inside the circle, on the floor, so that you cannot see the letters.
- Choose one card and turn it over. Say the name and sound of the letter.
- Then turn over another card. Say the name and sound of the letter.
- If the letters are the same, pick up and keep both of the cards. If the letters are different, turn the cards back over.
- Now it is the next person's turn. Continue play until all of the cards have been matched and taken by a person in the group.
- *Hint:* This may work better in smaller groups. After you have done a few turns of the game, you can split them into small groups. Make sure you have enough flashcards for the number of groups you make.

Independent Practice: 5-7 minutes

- Explain how to do page 45.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students. Also, make sure to leave up the **Ff-Jj** flashcards, in order, that you used during the review.
- Pass out and complete page 45.

Assessment: (during Independent Practice)

- As the students are completing page 45, monitor and give guidance/support/correction/praise, as needed.
- Use page 45 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 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.
 - To add a little twist, change the voice you use while singing the song.