

Sample Pages from *Targeted Phonics: My First Consonants and Vowels*



The following sample pages are included in this download:

- **Teacher's Guide:** Table of Contents, *My J Words* Lesson Plan
- **Assessment Guide:** Table of Contents, Tile Test Pre-test, Oral Reading Record for *My J Words*
- **Student Guided Practice Book:** Table of Contents, My J Words activities
- *My J Words* book

Find our sample audio and Interactiv-eBook links for this product at <http://www.teachercreatedmaterials.com> . . .

For correlations to Common Core and State Standards, please visit <http://www.teachercreatedmaterials.com/correlations>.



Targeted Phonics

My First Consonants and Vowels

Teacher's
Guide



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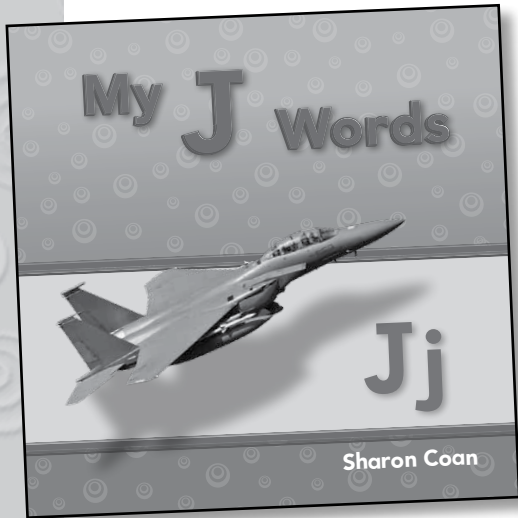
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My J Words



Letter: Jj

Sound: /j/ as in jet

Book Summary

In this book, there is a *jar*, a *jacket*, and even a *jack-o-lantern*. What other *j* words will your students find?

Sight Words

I see a

My J Words

jacket	jet
jack-o-lantern	jewel
jaguar	jug
jar	jump rope
jellyfish	

Learning Objectives

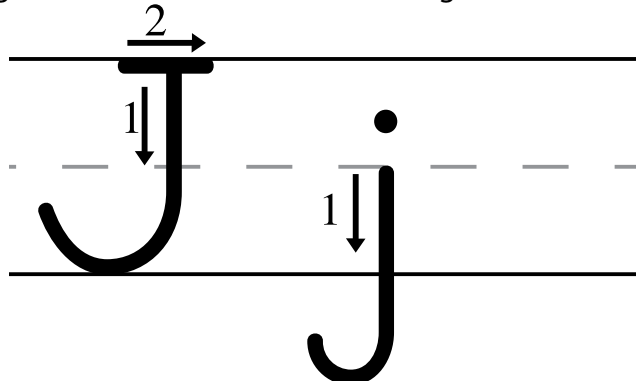
- Students will produce the capital and lowercase forms of *j*.
- Students will read sentences aloud.
- Students will recognize the cover of the book.
- **Language Objective:** Students will use English to interact in the classroom.

Materials

- **Introducing the Poem:** several small jars, scoop or measuring cup, and jelly beans
- **Using the Poem:** jars, jelly beans, jump ropes
- **Building Oral Language:** 6-inch square of paper for each student, crayons, sentence strips, pocket chart
- **Introducing the Book:** jewels (optional)
- **Below-Level Differentiating Instruction**
Activity 1: paper, glue, *j* objects (jelly beans, etc.)
Activity 2: A book with *j* in the title
- **On/Above-Level Differentiating Instruction**
Activity 1: pictures from the book found on the Teacher Resource CD (filename: jwordpictures.pdf)
- **Snack:** jam or jelly and saltine crackers
- **Center:** pictures of items in the book found on the Teacher Resource CD (filename: jwordpictures.pdf)
- **Listening:** grocery bag, index cards
- **Art:** drawing paper, crayons
- **Student Guided Practice Book:** pages 29–32

Letter Formation

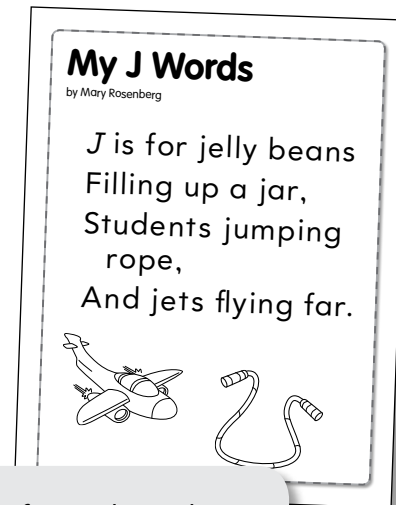
Teach students to form the capital and lowercase letters using the directions shown on the diagram below.



Reading the Poem

Introducing the Poem

1. Bring in several small jars, a scoop or measuring cup, and a large bag of jelly beans for students to observe.
2. Model how to “fill up jars,” using the jelly beans. Call on several students to practice filling up the remaining jars.
3. Discuss other objects that begin with the letter *j* that could not fit in a jar (*jaguar*, *jacket*, etc.)



Note: A professional recording and performance of the poem can be found on the Audio CD. A reproducible version of the poem can be found on page 148 and on the Teacher Resource CD.

Using the Poem

1. Divide the class into three groups.
2. Bring in small jars, jelly beans, and jump ropes.
3. Have each group do one activity mentioned in the poem. One group will fill jars with jelly beans, one group will jump rope, and the last group will fly around like jets with their arms stretched out to the side.
4. Provide copies of the poem for students to place in a poetry folder. They can practice reading the poems in this folder during free-choice time and independent- or paired-reading time.
5. Reread the poem throughout the day to help build fluency. Encourage students to create actions and gestures to go with the poem or develop a melody or tune for singing the poem.

Building Oral Language

1. In addition to the words found in the poem, have students brainstorm other items that begin with *j*. To preteach the *j* words from the book, you may wish to include *jacket*, *jack-o-lantern*, *jaguar*, *jar*, *jellyfish*, *jet*, *jewel*, *jug*, and *jump rope*.
2. Provide students with a 6-inch square of paper. Have them draw an item that begins with *j*. Help students label the items as needed.
3. On sentence strips, write the sentence frames *I see a _____*, and *I see _____*. Place them in a pocket chart. Use the *I see _____* sentence frame if the drawing is plural.
4. Have students complete each sentence with the picture they made and read it aloud to the group (*I see a jacket*, *I see a jump rope*, *I see a jewel*, and so on).

Reading the Book

Introducing the Book

Vocabulary

Determine students' familiarity with the term *jewel*. If possible, show them some jewels. Ask students where they may have seen jewels.



Using the Book

1. Show students the cover of the book. Point to the words in the title and have students repeat after you as you say them one by one.
2. Do a text walk through the book. Have students identify all the pictures in the book.
3. Read the book to students.
4. Have students chorally read the book with you. After each *j* word is read, have students say "/j/, /j/, /j/" and finish with the *j* word mentioned on that page (*/j/, /j/, /j/, jaguar*).
5. Place copies of the book in the Library Center for independent reading.

Differentiating Instruction

Below-Level Instruction for Beginning Language Learners

1. Have students glue objects that begin with the letter *j* onto a sheet of paper cut out in the shape of the letter *j*. Students can glue jelly beans onto the paper.
2. Read literature that begins with the target letter. For example, you could read the book, *Junglewalk* by Nancy Tafuri. Have students practice saying the /j/ sound as you discuss the title.
3. Have students act out words that begin with the letter *j*. Students can act out juggling, jousting, or jumping.

On/Above-Level Instruction for Extending Language Learning

1. Using the words from the Building Oral Language activity along with the pictures from the book found on the Teacher Resource CD (filename: *jwordpictures.pdf*), have students practice reading the words and then matching them to the correct picture.
2. Write the words *jacket* and *giraffe* on the board. Ask students to tell you what is similar (they begin with the same sound) and what is different (they begin with different letters) about these two words. Have students say each word aloud. Discuss how the *g* can make a *j* sound. Call on a volunteer to come up and circle the word that begins with the letter *j*. Repeat the process above with more *j* words and soft *g* words (*jam/gentleman, jaguar/gerbil*).

Extension Activities

Snack

Fill out and send home the snack permission slip found on the Teacher Resource CD (filename: permission.pdf) in advance to ensure students can have jam or jelly on crackers. Spread the jam or jelly on the crackers, and let your students enjoy! Have students say “/j/, /j/, /j/, jam (or jelly)” before each bite.

Center Activity

Place the pictures and words from the Building Oral Language activity at a center. Arrange the cards facedown in a five-by-four array. Have students play Memory, by matching the pictures and words. In this way, students can see both the words and the pictures as they play the game.

Listening Activity

Write each *j* word from the book along with other words that do not begin with *j* on individual index cards. Place a grocery bag on the table. Tell students that you will read some words on index cards. Tell students that only cards that have words beginning with *j* may go into the bag (*jar, jacks*). They should listen to each word carefully to decide if the card should go into the bag. If yes, they should turn their thumbs up. If no, they should turn their thumbs down.

Art Activity

Have students draw pictures of the different *j* items mentioned in the book. Place pictures in the order of their appearance in the book and point to them as you read the book together.

School-to-Home Connections

Send the books home with students so they have the opportunity to practice reading the books independently. Encourage them to read the books aloud to family members. Family members can participate by using the questions and activities provided on page 12 of each book.

Student Guided Practice Pages: Use these pages to support the lesson.

The answer key is on page 123.




My J Words

Name: _____ Date: _____

Directions: Trace and write the letter Jj.

J j





Directions: Name each picture below. Write the missing j's. Then color the pictures.

1. <u> </u> ar	
2. <u> </u> et	
3. <u> </u> ug	

My J Words

Name: _____ Date: _____









Directions: Name each picture below. Write the missing letter j's. Then color the pictures.

1. 	2. 
<u> </u> ewel	<u> </u> acket
3. 	4. 
<u> </u> ug	<u> </u> aguar

My J Words

Name: _____ Date: _____

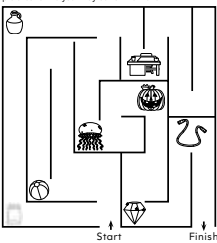
Directions: Name each picture below. Draw a line to match each picture to its home.

My J Words

Name: _____ Date: _____

Directions: Name each picture below. Follow the j pictures to find your way out of the maze.



Start Finish



Targeted Phonics

My First Consonants and Vowels

Assessment
Guide



Gg



Ss



Nn

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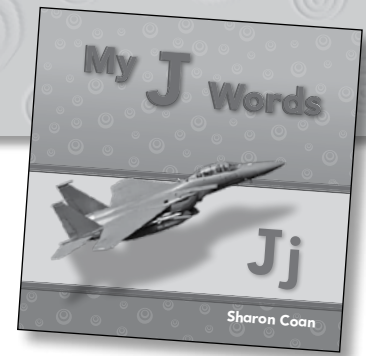
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Oral Reading Record for:

My Br Words










.....



Name: _____ Date: _____

Assessor: _____

Word Count	Codes				
34	E = errors	SC = self-corrections	M = meaning	S = structure	V = visual

Page	Text	E	SC	Cues Used	
				E	SC
2	Look at the bracelet. 			M S V	M S V
3	Where are the bracelets? 			M S V	M S V
4	Look at the bread. 			M S V	M S V
5	Where is the bread? 			M S V	M S V
6	Look at the broom. 			M S V	M S V
7	Where is the broom? 			M S V	M S V
8	Look at brown. 			M S V	M S V
9	Where is brown? 			M S V	M S V
10	Look at the bridge. 			M S V	M S V

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time:



Targeted Phonics

My First Consonants and Vowels

Student Guided
Practice Book

Cc

Bb

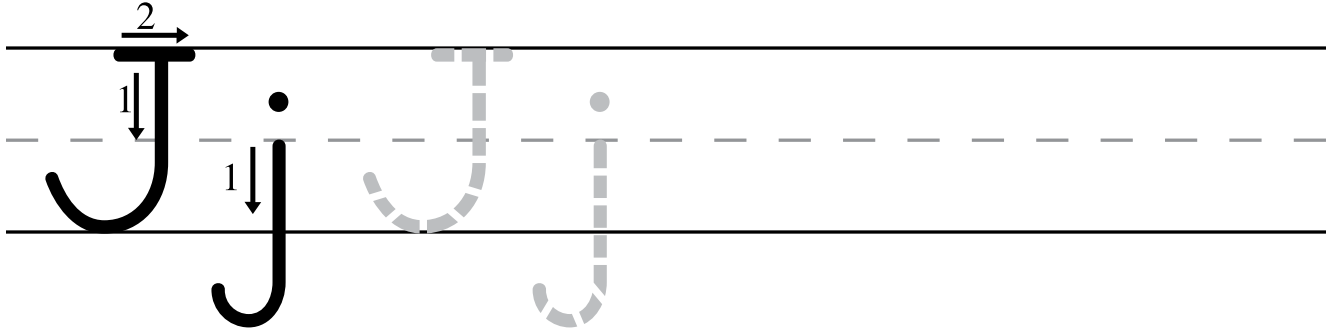
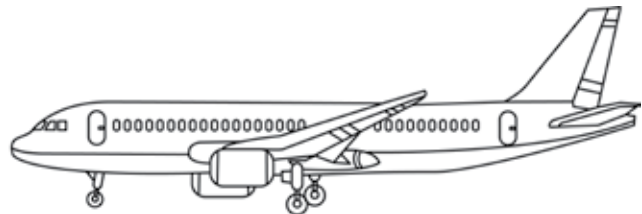
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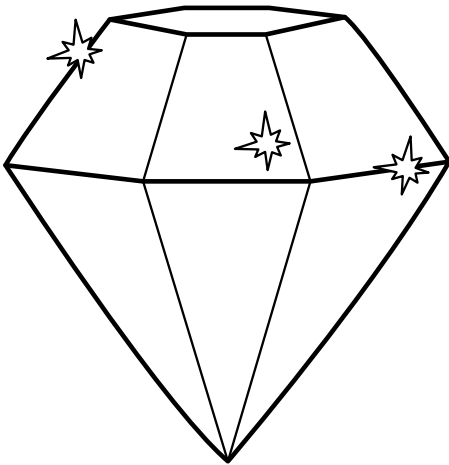
Name: _____ Date: _____

Directions: Trace and write the letter *Jj*.**Directions:** Name each picture below. Write the missing *j*'s. Then color the pictures.1.
j ar2.
et3.
ug

Name: _____ Date: _____

Directions: Name each picture below. Write the missing letter *j*'s. Then color the pictures.

1.



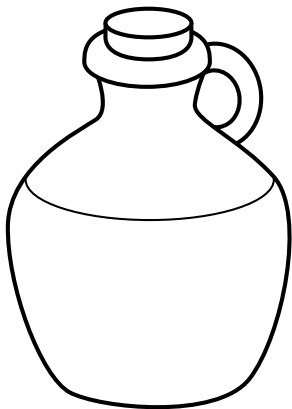
jewel

2.



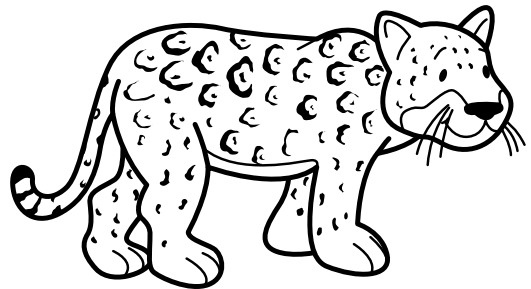
acket

3.



ug

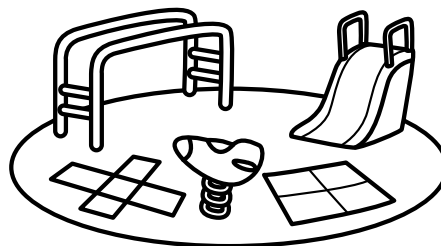
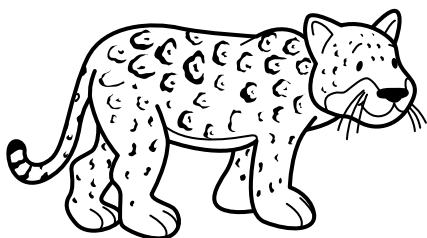
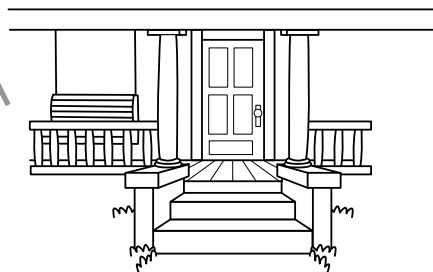
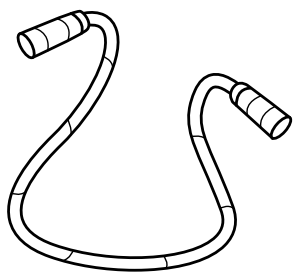
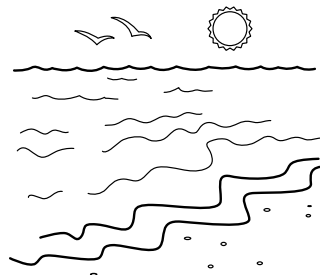
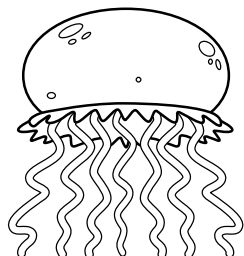
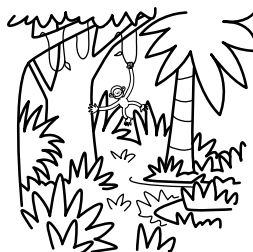
4.



aguar

Name: _____ Date: _____

Directions: Name each picture below. Draw a line to match each picture to its home.



Name: _____ Date: _____

Directions: Name each picture below. Follow the *j* pictures to find your way out of the maze.

A maze with a path of 'j' words leading from the start to the finish. The path consists of the following objects in order: a jar, a beach ball, a jellyfish, a jack-o'-lantern, a desk, and a jump rope. The start is marked with an upward arrow and the word 'Start', and the finish is marked with a downward arrow and the word 'Finish'. Other objects in the maze include a jug, a diamond, and a chair.

My **J** Words



Jj

Sharon Coan

My J Words

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I see a **j**ug.



I see a **j**aguar.



I see a **j**et.



I see a **j**ump rope.



I see a **j**ewel.



I see a **j**ellyfish.



I see a **j**acket.



I see a **j**ack-o-lantern.



I see a **j**ar.

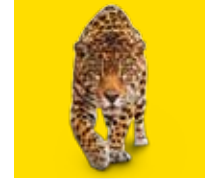
Glossary



jacket



jack-o-lantern



jaguar



jar



jellyfish



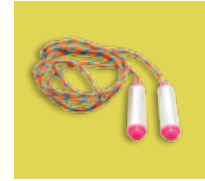
jet



jewel



jug



jump rope

Sight Words

I see a

Activities

- Read the book aloud to your child, pointing to the *j* words as you say them. After reading each page, ask, “What do you see?”
- Ask your child if he or she has ever heard of a jumbo jet. Describe what it looks like as your child draws a picture of it. Remind him or her the words *jumbo* and *jet* begin with the letter *j*.
- Have a jumping challenge to see how many times your child can jump without stopping. With each jump, have him or her make the *j* sound.
- Fill a jug with any type of juice and have your child help you have a juice sale for neighbors.
- Help your child think of a personally valuable word to represent the letter *j*, such as *jacket*.

My J Words

Let's find some words
that start with the letter *j*.
There is a *jar*, a *jet*, and
even a *jack-o-lantern*!
What other *j* words
can you find?



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