

Date: \_\_\_\_\_


## Letter *Jj* Introduction


PLAN

**Component:** Phonics

**Instructional Activity:** Introducing the Letter *Jj*

**Materials Needed:** *Jj* sound-spelling card, previously taught cards

 **Approximate Time:**  
10 minutes

 **Click here for video example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

**State the objective(s).**

We're going to learn a new letter. Knowing the name, sound, and spelling of each letter will help you read and write words.

REVIEW &  
VOCABULARY

**Review prerequisite skills and teach related vocabulary.**

Review letters previously taught.

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**Demonstrate.** Teach the new skill, model with clear explanations, verbalize your thinking process.

Display or hold the sound-spelling card for Jj.

- Point to the letter at the top of the card. **The name of this letter is Jj.**
- Point to the picture. **The sound this letter makes is /j/, as in jump.**
- **The sound /j/ cannot be held a long time. I make the sound quickly. I have to “jump” off the sound.** Model.
- Point to the spelling pattern at the bottom of the card. **/j/ can be spelled j. If I'm writing a word, and I hear the sound /j/ in it, sometimes I will write the letter j. One spelling for /j/ is j.**
- **The name of the letter is Jj. The sound the letter makes is /j/. A spelling for /j/ is j. Remember, /j/ is a sound that cannot be held.**



I DO IT!

If students need support with:	Then try this:											
<p>Sound production/identification</p> <p><i>Allow them to use handheld mirrors with the lesson, if available.</i></p>	<table border="1" data-bbox="669 704 1837 784"> <thead> <tr> <th data-bbox="669 704 919 743">Sound</th> <th data-bbox="919 704 1339 743">Where</th> <th data-bbox="1339 704 1587 743">What</th> <th data-bbox="1587 704 1837 743">How</th> </tr> </thead> <tbody> <tr> <td data-bbox="669 743 919 784">/j/</td> <td data-bbox="919 743 1339 784">Tongue touching roof of mouth</td> <td data-bbox="1339 743 1587 784">Tongue</td> <td data-bbox="1587 743 1837 784">Voice on</td> </tr> </tbody> </table> <p>Students may benefit from understanding how and where a letter-sound is made. Teaching the shape of the mouth, the articulators (the parts of the mouth that block the flow of air when making sounds), and the voice can aid in correct pronunciation of each sound. Here’s a sample:</p> <p><b>The name of this letter is Jj. The sound it makes is /j/. A spelling for /j/ is j. Remember, /j/ is a sound that cannot be held.</b></p> <p><b>When I make the sound /j/, my mouth looks like this. My lips are rounded.</b> Model the shape of your mouth as you make the sound /j/. <b>Can you make your mouth look like mine?</b> If possible, let students use handheld mirrors to check the shape of the mouth.</p> <p><b>When I make the sound /j/, I am touching my tongue to the roof of my mouth, towards the front of my mouth. I start the air, and then I drop my tongue down and blow out air to make the sound /j/. Can you feel your tongue on the roof of your mouth when you start to make the sound /j/?</b> Again, let students use handheld mirrors, if available.</p> <p><b>When I make the sound /j/, my voice is on. I use my voice to make the sound /j/. If I put my hand on my throat when I make the sound /j/, I can feel a vibration. Put your hand on your throat and say the sound /j/. Do you feel a vibration?</b></p>				Sound	Where	What	How	/j/	Tongue touching roof of mouth	Tongue	Voice on
Sound	Where	What	How									
/j/	Tongue touching roof of mouth	Tongue	Voice on									

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WE DO IT!

### Provide guided practice.

Let's try it together! I will say the steps as you do them. Show students the sound-spelling card for *Jj*.

The name of the letter is *Jj*. **Name?** Students respond with letter name: *Jj*.

The sound the letter makes is /j/. **Sound?** Students respond with letter sound: /j/.

A spelling for /j/ is *j*. **Spelling?** Students respond with the spelling: *j*.

Review 1-2 times, if needed: **Name? Sound? Spelling?**

YOU DO IT!

### Provide independent practice.

Your turn. I will hold the card in front of one student at a time. I will ask that student to tell me the *name*, the *sound*, or the *spelling*. Listen closely so you know which one to say out loud.

Hold the card up so everyone can see it. Then, hold the card directly in front of one student and say one of the following:

**Name?** Student responds with letter name.

**Sound?** Student responds with letter sound.

**Spelling?** Student responds with letter name.

Repeat the routine so that each student has the opportunity to say the name, the sound, and the spelling.

Now we know that the name of the letter is *Jj*. The sound the letter makes is /j/, and a spelling for /j/ is *j*.

OR: Now we know that when we want to write the sound /j/, we can use the letter *j*.

*Teacher Tip: When asking for individual student responses, do NOT go in a predictable order (round robin)! Keep the students on their toes by skipping around.*

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ASSESS

**Assess students (formally or informally).** *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice.  
Scaffold or correct all errors. Provide specific feedback for accurate responses.

*Teacher Tip: As students learn more and more letter sounds, you can begin or end the session with a lightning round of sounds, where you flash students the sound-spelling cards and students make the sounds as quickly as possible.*

ENRICH/EXTEND

**Enrichment/Extension.** *Provide enrichment and extension activities for students who need less support.*

For students who show mastery of letter-sound correspondences, work toward automaticity in blending words with two or more sounds using known graphemes.