

LESSON 7

Letter Introduction

Letters Mm and Jj



Learning Objectives

- Children will be presented with the printed forms of the letters Mm and Jj and will be introduced to the sounds /m/ and /j/.
- Children will print the uppercase and lowercase letters Mm and Jj.
- Children will combine onset and rime to form a one-syllable word, using pictures as support.
- Children will identify the initial consonant in a word.

Lesson 7 at a Glance



ESTIMATED TIME 26 MINUTES



Opening Activity (2 Minutes)

- Introduce “Name Cheer”

Letter Introduction: Letters Mm and Jj (8 minutes)

(Introduce uppercase and lowercase letters using multisensory teaching strategies)

- See It! Hear It! (Visual/Auditory Discovery)
Identify Uppercase and Lowercase Letters Mm and Jj
- Do It! Touch It! (Kinesthetic/Tactile Discovery)
Letter Shape Discovery

Letter Writing (5 minutes)

- Gel-Board Writing

Skill Practice (3 minutes)

- What’s the Word?

Reading Circle (5 minutes)

- Part 1: I See My Things (Letter Knowledge, Phonological Awareness and Comprehension)

Wrap-Up (3 minutes)

- “Jungle Walk”

Reflection

Family Connection

Adaptive and Accelerated Strategies for All Learners

Materials for Lesson 7



Classroom Materials to Gather**

Crayons: Green and Orange (one for each child)
Pencils (one for each child)
Tape (clear)
Small Sticky Notes

** Materials listed are not provided in kit. Teacher should have items available while implementing this lesson.

In Manipulatives Kit

Gel-Writing Board and Magic Writing Pencil (one for each child and the teacher)
Magnifying Glasses (one for each child)
Mirror
Reading Wand (use a craft stick, one for each child and the teacher)
Sand Tray (optional)

In Lesson Plan Kit

Air-Writing Letter Cards: Mm and Jj
Alphabet Cards: Mm, Jj (one of each for each child and the teacher)
Predictable Book Teacher's Copy: "I See My Things"
Tactile Letter Cards: Mm and Jj

Lesson-Specific Materials in Folder

Animal Picture Magnets: bat, lion, snake, tiger
Picture Cards: mouse, moon, jar, jet
Word Cards: I, see, my
Sound Slider Mat (onset and rime) individual mat for teacher

Activity Mat Books for each Child

NA

Chart Book

Chart: "Alphabet"
Chart: "Jungle Walk"

THINGS TO DO BEFORE YOU TEACH THIS LESSON

To Gather

- Name Pencils (uncut, created in Lesson 1 for each child)
- Name Pencil Puzzles (cut into syllables, created in Lesson 2 for each child)

To Reproduce for each child*

- Family Letter Lesson 7
 - Letter Bracelet Mm and Jj
 - Predictable Book Child's Copy: "I See My Things"
- *Master copies found in Reproducible Folder and on CD

To Prepare

- Letter Bracelet Mm and Jj - cut into individual strips. Use tape to fasten bracelet on child's wrist, or send home with Family Letter.
- Picture Cards and Word Cards- cut along dotted lines
- Predictable Book Child's Copy: "I See My Things"- create a book for each child.
- Picture Magnets – separate each magnet from magnet sheet

Opening Activity



Focus

- Children will segment and blend syllables in a word.
- Children will clap once for each syllable in their names.
- Children will identify some letters in their names.

Materials

Name Pencil Puzzles (cut into syllables, created in Lesson 2 for each child)
Reading Wand

Introduce “Name Cheer”

What to Do

- Separate the Name Pencil Puzzles and place pieces in a pile on the table/floor.
- Invite children to find their Name Pencil Puzzle pieces and put them together. Assist as needed.

*Okay, find your Name Pencil Puzzle pieces.
Put the parts together to make your name.*

- Display a child’s Name Pencil Puzzle on the Magnetic Board, and introduce the name.
- Invite children to repeat the name and then say it again faster.

*This is Jenny’s name.
Everyone say: Jenny
Say it fast: Jenny
Say it faster! Jenny*

- Separate the Name Pencil Puzzle parts in the child’s name.
- Touch and count each part.

*Watch how I move Jenny’s name apart.
Let’s count the parts together: one...two
Jenny’s name has two parts, or two syllables.*

- Clap and say the child’s name slowly.

*Let’s say it slowly: Jen...ny
Let’s clap it slowly: Jen...ny
How many syllables are in Jenny’s name?
That’s right! Jenny has two syllables in her name.*

- Push the Name Pencil Puzzle parts back together.

*Watch how I put the parts back together.
The word “Jenny” has two parts, or two syllables, but “Jenny” is just one word.*

- Introduce the “Name Cheer.”
- Touch and say each letter on the child’s Name Pencil Puzzle with the Reading Wand.
- Encourage the children to repeat the name of the letter. Say the letter name along with the children, until they begin to respond.

*I am going to teach you a cheer to help you say the letters in Jenny’s name.
I am going to touch a letter with the Reading Wand, and then you say the letter name. I will say it too!
Get ready!*

“Name Cheer”

*Jenny, Jenny
Let’s give a cheer,
We’re so glad that you are here!*

*Tell me the letter ... J!
Tell me the letter ...e!
Tell me the letter ...n!
Tell me the letter ...n!
Tell me the letter ...y!*

*What does that spell? Jenny!
Hip, hip hooray!*

- Repeat, using each child’s Name Pencil Puzzle.

Opening Activity



Introduce “Name Cheer” (continued)

Suggested Modifications

- Encourage the child whose name is being cheered to touch each letter on the Name Pencil Puzzle as the cheer is said. Guide his/her Reading Wand to touch the correct letter if necessary.
- Have children stand up to say the “Name Cheer.”
- Have children use their arms in a creative manner as they say each letter.

SAMPLE

Letter Introduction

(using multisensory teaching strategies)



Focus

- Children will be introduced to the name and sound of uppercase and lowercase letters Mm and Jj.

Materials

Alphabet Cards Mm, Jj
Chart: "Alphabet"
Mirror
Reading Wand
Small Sticky Notes

NOTE: Refer to the uppercase letters as either uppercase or capital, depending on your preference.

Alphabet Review

What to Do

- Display the Alphabet Chart. Place a Sticky Note over the letters Ff, Kk, Ss and Yy.
- Invite children to say the letters of the alphabet as you touch each letter with the Reading Wand. Pause in different places on the Alphabet Chart, or speed up to keep children engaged.

*Let's say the letters of the alphabet together.
When my Reading Wand stops moving, you should stop saying the letters.
If my Reading Wand moves faster, you should say the letters faster.
If my Reading Wand slows down, you should say the letters slower. Get ready!*

- When you come to a review letter, stop and remove the sticky note. Ask children to identify the name of the letter and the sound that it makes.

A B... C D E

*What is the name of this letter? Ff
What sound does it make? /f/*

...G H I...J...

*What is the name of this letter? Kk
What sound does it make? /k/*

...L..M...N...O...P Q R...

*What is the name of this letter? Ss
What sound does it make? /s/*

.....T U...V W X...

*What is the name of this letter? Yy
What sound does it make? /y/*

Z

Letter Introduction

(using multisensory teaching strategies)



**See It! Hear It!
(Visual/Auditory Discovery)**

IDENTIFY UPPERCASE AND LOWERCASE LETTER Mm

What to Do

- Display the picture side of Alphabet Card Mm.
- Touch and say the name of the letter on the Alphabet Card.

You can say your ABC's

Look at this letter, and say it with me: Mm

This is the letter Mm.

Everyone say: Mm

The letter Mm makes the /mmm/ sound.

Say it slowly: /mmm/

- Ask children to identify the name of the picture.

Tell me the name of this picture.

Letter Mm

That's right! mouse

Mouse begins with the letter Mm.

- Say the name of the picture and its beginning sound.

What sound do you hear first when you say "mouse"?

Listen: /mmm/ mouse

Mouse begins with the sound /mmm/.

TOOLBOX

If a child says the name of the letter instead of the letter sound, you might say:

That's right! Mouse begins with the letter Mm.

What sound does Mm make? That's right! /mmm/

The sound you hear first when you say /mmm/ mouse is /mmm/.

Mouse begins with the sound /mmm/.

- Touch and say the name of the picture, and then touch and say the letter name.
- Point to your mouth and say:
Watch my mouth: /mmm/ mouse ... /mmm/ M
Now, say it with me:
/mmm/ mouse... /mmm/ M
- Point to your mouth.
- Have children watch your mouth movement as you produce the sound.

- Describe the way your mouth moves.

*Watch my mouth as I make the /mmm/ sound:
/mmm/*

My lips are touching and my mouth is closed tight. Listen: /mmm/

- Give children an opportunity to describe how their mouths move when they produce the letter sound.
- If appropriate, have the Mirror available for children to use to look at their mouths as they produce the letter sound.

Now, you make the /mmm/ sound.

What does your mouth do when you say /mmm/?

- Guide the discussion as necessary.
- Repeat and encourage any and all responses from the children.

*Are your lips open or closed?
Yes, your lips are closed tight.*

- Encourage children to open their lips and try to make the /mmm/ sound.

Try to make the /mmm/ sound with your mouth open.

The sound can't come out if your lips are opened.

Now, close your lips and say /mmm/.

- Review the letter name and the letter sound.

The letter Mm makes the /mmm/ sound.

Say it slowly: /mmm/

What is the name of this letter? Mm

What sound does letter Mm make? /mmm/

Letter Introduction

(using multisensory teaching strategies)



See It! Hear It!
(Visual/Auditory Discovery)

IDENTIFY UPPERCASE AND LOWERCASE LETTER Jj

What to Do

- Display the picture side of Alphabet Card Jj.
- Touch and say the name of the letter on the Alphabet Card.
*This is the Letter Jj.
Everyone say: Jj
The letter Jj makes the /j/ sound.
Say it quickly: /j/ /j/ /j/*
- Ask children to identify the name of the picture.
*Tell me the name of this picture.
That's right! jar
Jar begins with the letter Jj.*

Letter Jj

- Say the name of the picture and its beginning sound.

What sound do you hear first when you say "jar"?

Listen: /j/ /j/ jar

Jar begins with the sound /j/.

TOOLBOX

If a child says the name of the letter instead of the letter sound, you might say:

*That's right! Jar begins with the letter Jj.
What sound does Jj make? That's right! /j/
The sound you hear first when you say /j/ /j/ jar is /j/.
Jar begins with the sound /j/.*

- Touch and say the name of the picture, and then touch and say the letter name.
- Point to your mouth and say:
*Watch my mouth: /j/ /j/ jar ... /j/ /j/ J
Now, say it with me: /j/ /j/ jar ... /j/ /j/ J*
- Point to your mouth.
- Have children watch your mouth movement as you produce the sound.
- Describe the way your mouth moves.

*Watch my mouth as I make the /j/ sound:
/j/ /j/ /j/*

My lips are open in a circle and my throat pushes the sound out.

Listen: /j/ /j/ /j/

- Give children an opportunity to describe how their mouths move when they produce the letter sound.
- If appropriate, have the Mirror available for children to use to look at their mouths as they produce the letter sound.

Now, you make the /j/ sound.

What does your mouth do when you say /j/ /j/ /j/?

- Guide the discussion as necessary.
- Repeat and encourage any and all responses from the children.
*Are your lips open or closed?
Yes, your lips are open in a circle.*
- Encourage children to place their fingertips on their throats, and make the /j/ sound.

*Place your fingertips on your throat and say:
/j/ /j/ /j/
Can you feel the sound as it pushes out of your throat?*

- Review the letter names and the letter sounds.

The letter Jj makes the /j/ /j/ /j/ sound.

Say it quickly: /j/ /j/ /j/

What is the name of this letter? Jj

What sound does letter Jj make? /j/ /j/ /j/

The letter Mm makes the /mmm/ sound.

Say it slowly: /mmm/

What is the name of this letter? Mm

What sound does letter Mm make? /mmm/

Letter Introduction

(using multisensory teaching strategies)



Do It! Touch It!
(Kinesthetic/Tactile Discovery)

Focus

- Children will form the letters Mm and Jj.

Materials

Air-Writing Letter Cards Mm and Jj
Alphabet Cards Mm, Jj
Sand Tray (optional)
Tactile Letter Cards Mm and Jj

NOTE: It is important to understand that the purpose of the Letter Shape Discovery practice is to help children connect the letter name and letter sound to the letter shape, using multisensory materials, muscle memory, and visualizations. **The Nemours BrightStart! Level Two Program** is not a handwriting program. Therefore, the language used to describe letter formation may not match traditional handwriting instruction. The terminology, language, and order in which the strokes are presented can be manipulated to meet the classroom teacher's school-wide curriculum or personal teaching preference.

Letter Shape Discovery

What to Do

Uppercase and Lowercase Mm

- Display the letter side of the Alphabet Card (without the picture), so that the uppercase and lowercase letters are facing the children correctly.
- Touch the uppercase and lowercase letters on the Alphabet Card.

*I see two letter Mm's on the Alphabet Card.
The uppercase letter is at the top, and the lowercase letter is at the bottom.*

- Discuss the shape of the uppercase letter.

*This is the uppercase letter M.
What can you tell me about the way this letter looks?
Do you see sticks? Do you see curves?
The uppercase letter M is tall and pointy like a mountain. It goes up and down and up and down.*

- Discuss the shape of the lowercase letter.

*This is the lowercase letter m.
What can you tell me about the way this letter looks?
Do you see sticks? Do you see curves?
The lowercase m is short with two humps*

Air Writing Letter Mm

- Display the uppercase letter M Air-Writing Card.
- Invite children to write the uppercase letter in the air. Remind children to keep their arms straight out as they write.

*Stand up. Now, get your writing finger ready.
Let's write the uppercase M in the air.
Start at the top and make a line down to the bottom.*

*Go back to the top and touch the line.
Now, slide down the mountain, climb up the mountain, and then go straight down.*

- Display the lowercase letter m Air-Writing Card.
- Invite children to write the lowercase letter in the air. Remind children to keep their arms straight out as they write.

*Let's write the lowercase letter m in the air.
Start in the middle and make a short line down to the bottom.*

*Come back up, curve around, and make one hump down to the bottom.
Come back up again, curve around, and make one more hump down to the bottom.*

- Invite children to make a movement to connect to the letter shape as they make the letter sound.
- Model how to make the movement.

Stand up tall and make mighty, mighty muscles.

Everyone say: /mmm/ M

Letter Introduction

(using multisensory teaching strategies)



Do It! Touch It! (Kinesthetic/Tactile Discovery)

- Review the letter name and the letter sound.

*What is the name of this letter? Mm
What sound does letter Mm make? /m/
Say it slowly: /mmm/*

Touch and Trace Letter Shapes Mm

NOTE: If a child is having difficulty following verbal instructions, direct his/her attention to the green and red dots on the Tactile Letters. Turn the letters so that they are facing the children correctly. Model how to touch the dots and move along the lines to form the shape of the letter.

- Place the Tactile Letter Card Mm on the table/floor.
- Invite children to touch and trace the uppercase and lowercase Tactile Letters.

Letter Shape Discovery (continued)

- Describe the formation of the uppercase and lowercase letter as described in the Air-Writing activity. Model how to trace the letter shape.

*The uppercase letter M is tall like a mountain.
Let's trace the uppercase M.
The lowercase letter m is short with two humps. Let's trace the lowercase m.*

What to Do

Uppercase and Lowercase Jj

- Display the letter side of the Alphabet Card (without the picture), so that the uppercase and lowercase letters are facing the children correctly.
- Touch the uppercase and lowercase letters on the Alphabet Card.

*I see two letter Jj's on the Alphabet Card.
The uppercase letter is at the top, and the lowercase letter is at the bottom.*

- Discuss the shape of the uppercase letter.
*This is the uppercase letter J.
What can you tell me about the way this letter looks?
Do you see sticks? Do you see curves?
The uppercase letter J is tall. It has a small stick across the top, and curves at the bottom like a giant fish hook.*
- Discuss the shape of the lowercase letter.
*This is the lowercase letter j.
What can you tell me about the way this letter looks?*

*Do you see sticks? Do you see curves?
The lowercase letter j looks like a fish hook that dips down into the water.
Look, it has a little dot on top.*

Air Writing Letter Jj

- Display the uppercase J Air-Writing Card.
- Invite children to write the uppercase letter in the air. Remind children to keep their arms straight out as they write.
*Stand up. Now, get your writing finger ready.
Let's write the uppercase letter J in the air.
Start at the top. Go down to the bottom and curve up to the middle, like a fish hook. Go to the top and make a short line across.*
- Display lowercase j Air-Writing Card.
- Invite children to write the lowercase letter in the air. Remind children to keep their arms straight out as they write.
*Let's write the lowercase letter j in the air.
Start in the middle. Go down to the bottom, dip down lower and curve just a little, like a fish hook. Go back to the top and make a dot on top.*
- Invite children to make a movement to connect to the letter shape, as they make the letter sound.
- Model how to make the movement.
*Stand up tall. Now, jump, jump, jump for letter Jj.
Everyone say: /j/ /j/ J*

Letter Introduction

(using multisensory teaching strategies)



Do It! Touch It!
(Kinesthetic/Tactile Discovery)

Letter Shape Discovery (continued)

- Review the letter name and the letter sound.

What is the name of this letter? Jj

What sound does letter Jj make? /j/

Say it quickly: /j/ /j/ /j/

Touch and Trace Letter Shapes Jj

NOTE: If a child is having difficulty following verbal instructions, direct his/her attention to the green and red dots on the Tactile Letters. Turn the letters so that they are facing the children correctly. Model how to touch the dots and move along the lines to form the shape of the letter.

- Place the Tactile Letter Card Jj on the table/floor.
- Invite children to touch and trace the uppercase and lowercase Tactile Letters.
- Describe the formation of the uppercase and lowercase letter as described in the Air-Writing activity. Model how to trace the letter shape.

The uppercase J is tall like a giant fish hook.

Let's trace the uppercase J.

The lowercase j dips down. Let's trace the lowercase j.

Letter Introduction

(using multisensory teaching strategies)



Additional Multisensory Activities

- The following activities are suggested as extension activities for additional practice in letter formation.

NOTE: If the teacher is facing the children when tracing on another surface, the teacher should write the letter backward, so it is represented correctly for the children.

TOUCH IT! (TACTILE DISCOVERY)

- Place an uppercase and lowercase Mm in a mystery bag. Invite children to feel inside the bag and find the letter Mm. Invite the children to identify whether it is the uppercase or lowercase letter Mm.
- Make a gel bag. Place Alphabet Card Jj behind the “Jungle Jelly Jj” for the children to touch and trace.
- Provide a “Mystery Mirror,” and have children trace an uppercase and lowercase Mm onto its surface.
- Invite children to touch and trace the uppercase and lowercase letter on the table, carpet, whiteboard, or other surface.
- Invite children to form the letters in the Sand Tray.
- Have children use the tip of two fingers to touch and trace the letter.

DO IT! (KINESTHETIC DISCOVERY)

- Create a large Mm on the floor, and have children move around the shape of the letter.
- Invite children to go on a Letter Hunt searching for the letters Mm and Jj.
- Hide the Alphabet Cards for letters Mm and Jj in an easy-to-find location with the same beginning sound as the letter (such as on a jacket or near music.) Invite children to “search” for the missing Alphabet Card(s).
- Create a large Jj on the floor, and have children jog (or jump) around the shape of the letter.

Letter Writing



Focus

- Children will print the uppercase and lowercase letters Mm and Jj.

Materials

Alphabet Cards Mm, Jj (one of each for each child and the teacher)

Gel-Writing Board and Magic Writing Pencil (one for each child and the teacher)

Tactile Letter Cards Mm and Jj

NOTE: The Nemours BrightStart! Level Two Program is not a handwriting program. Therefore, the language used in this program may not match traditional handwriting instruction. The terminology, language, and order in which the strokes are presented can be manipulated to meet the classroom teacher's school-wide curriculum or personal preference.

Gel-Board Writing

What to Do

- Give each child a Magic Writing Pencil and a Gel-Writing Board.
- Model how to hold the Magic Writing Pencil. Say and use whatever technique works well for you and the children you teach.

Here's a Magic Writing Pencil and a Gel-Writing Board.

When we write with the Magic Writing Pencil, we hold it just like this.

Letter Mm

- Place an Alphabet Card flat on the table/floor with the letter side showing (without the picture) next to each child's Gel-Writing Board.
- Encourage each child to trace the uppercase letter on his/her Alphabet Card, and then write the uppercase letter on his/her Gel-Writing Board.

Show me the uppercase letter M. Trace it with your Magic Writing Pencil.

Now, write it on your Gel Board.

- Review the letter name and letter sound.

Look! What letter did we write?

That's right! We wrote the uppercase letter M.

Everyone say: /mmm/ M

- Encourage children to touch and trace the shape of the letter with two fingers to erase it from the board. Children may need to push down to erase.

Now erase...just touch and trace.

- Encourage each child to trace the lowercase letter on his/her Alphabet Card, and then write the lowercase letter on his/her Gel-Writing Board.

Show me the lowercase letter m. Trace it with your Magic Writing Pencil.

Now, write it on your Gel Board.

- Review the letter name and letter sound.

Look! What letter did we write?

That's right! We wrote the lowercase letter m.

Everyone say: /mmm/ m

- Encourage children to touch and trace the shape of the letter with two fingers to erase it from the board. Children may need to push down to erase.

Now erase...just touch and trace.

- If a child is having difficulty forming letter Mm, see the Toolbox on page 15.

Letter Writing



Letter Jj

- Place an Alphabet Card flat on the table/floor with the letter side showing (without the picture) next to each child's Gel-Writing Board.
- Encourage each child to trace the uppercase letter on his/her Alphabet Card, and then write the uppercase letter on his/her Gel-Writing Board.

Show me the uppercase letter J. Trace it with your Magic Writing Pencil.

Now, write it on your Gel Board.

- Review the letter name and letter sound.

Look! What letter did we write?

That's right! We wrote the uppercase letter J.

Everyone say: /j/ /j/ J

Gel-Board Writing (continued)

- Encourage children to touch and trace the shape of the letter with two fingers to erase it from the board. Children may need to push down to erase.

Now erase...just touch and trace.

- Encourage each child to trace the lowercase letter on his/her Alphabet Card, and then write the lowercase letter on his/her Gel-Writing Board.

Show me the lowercase letter j. Trace it with your Magic Writing Pencil.

Now, write it on your Gel Board.

- Review the letter name and letter sound.

Look! What letter did we write?

That's right! We wrote the lowercase letter j.

Everyone say: /j/ /j/ j

- Encourage children to touch and trace the shape of the letter with two fingers to erase it from the board. Children may need to push down to erase.

Now erase...just touch and trace.

- If a child is having difficulty forming letter Jj, see the tool box on page 15.



TOOLBOX

If a child is having trouble forming a letter, describe the formation of the uppercase or lowercase letter as you model how to write the letter shape on your Gel-Writing Board. Encourage all attempts at writing. You might say:

We are going to play a writing game. You do whatever I do. Get ready!

Uppercase Letter M

*Watch how I write, that's my game.
Start at the top; now, you do the same.
Make a line down to the bottom. Pick up
your pencil. Go back to the top and touch
the line. Now, slide down the mountain,
climb up the mountain, and then go
straight down.*

Now, you try.

Lowercase Letter m

*Watch how I write, that's my game.
Start in the middle; now, you do the same.
Make a short line down to the bottom. Come
back up, curve around, and make one
hump down to the bottom. Come back up
again, curve around, and make one more
hump down to the bottom.*

Now, you try.

Uppercase Letter J

*Watch how I write, that's my game.
Start at the top; now, you do the same.
Go down to the bottom and curve up to
the middle, like a fish hook. Pick up your
pencil. Go to the top and make a short
line across.*

Now, you try.

Lowercase Letter j

*Watch how I write, that's my game.
Start in the middle; now, you do the same.
Go down to the bottom, dip down lower and
curve just a little, like a fish hook. Pick up
your pencil. Go back to the top and make
a dot on top.*

Now, you try.

Skill Practice



Focus

- Children will combine onset and rime to form a one-syllable word, using pictures as support.

Materials

Alphabet Cards Mm, Jj
Picture Cards (mouse, moon, jar, jet)
Sound Slider Mat (onset and rime)

NOTE: The Sound Slider Mat is used as a visual tool to help children identify the beginning and ending sounds of a word as they are spoken.

To use the Sound Slider for onset and rime segmenting, place your finger on the green square, and say the initial consonant sound of the word (or onset). Lift up your finger, and touch the red rectangle. Say the ending part of the word (or rime) as you slide your finger to the end of the rectangle. Repeat.

To use the Sound Slider for onset and rime blending, place your finger on the green square. As you say the whole word, slide your finger all the way to the end of the red rectangle.

What's the Word?

What to Do

- Display the Alphabet Cards Mm and Jj.
- Introduce the Sound Slider Flip Mat to the children.

*This is a Sound Slider.
The Sound Slider will help you listen to the beginning sound of a word and then its ending parts.*

- Touch the green square, and explain that the green square indicates the beginning sound of a word.

When I say the beginning sound of a word, I will touch the green square.

- Touch the red rectangle, and explain that the red rectangle indicates the rest of the word.

When I say the rest of the word, I will pick up my finger, move it to the red rectangle, and then slide it to the end.

Example: jar

- Choose a Picture Card and keep it hidden from view.
- Touch the green square and say /j/. (onset)
- Touch the red square and say /ar/. (rime)

Now, listen carefully as I say the beginning sound, and then the rest of the word.

See if you can guess what word I am trying to say.

Listen: /j/...ar /j/...ar

What's the word?

- Immediately say the name of the picture and place the Picture Card with the word showing on the Sound Slider Mat.

That's right! jar

- Touch the green square and the red rectangle, as you segment the word by onset and rime.

When I say /j/...ar together, I say jar.

- Blend the word parts together by saying the word quickly, and sliding your finger underneath the word on the Picture Card.

- Invite a child to place the picture underneath the Alphabet Card with that same letter.

Say: jar

Say it fast: jar

- Ask children to identify the first letter of the word printed on the Picture Card.

Look at the word "jar."

What letter does jar begin with?

Is it /j/ /j/ J or /mmm/ M?

That's right! Jar begins with the letter /j/ /j/ J.

Place the picture underneath the letter Jj

Alphabet Card.

Skill Practice



What's the Word? (continued)

Examples: mouse, moon, jet

- Repeat with each Picture Card, inviting children to place the picture underneath the Alphabet Card with that begins with the same letter.

*Listen: /mmm/...ouse /mmm/...ouse
What's the word? That's right! mouse
Say it fast!*

*Listen: /mmm/...oon /mmm/...oon
What's the word? That's right! moon
Say it fast!*

*Listen: /j/...et /j/...et
What's the word? That's right! jet
Say it fast!*

Suggested Modifications

- Place the Picture Cards on the table.
- Choose a picture card and slowly segment the name of the picture by onset and rime.
- Have children take turns choosing the picture that matches.

SAMPLE

Reading Circle



Focus

- Children will combine onset and rime to form a one-syllable word, using pictures as support.
- Children will identify uppercase and lowercase letters Mm and Jj.
- Children will explore word and print concepts (distinguish letters from words, locate print on a page, understand words are separated by spaces, left-to-right tracking, one-to-one correspondence, and identify parts of a book).

Materials

- Crayons (green and orange; one of each for each child)
- Magnifying Glasses (one for each child)
- Name Pencils (optional, used as visual support to assist children in writing their name)
- Pencils (one for each child)
- Predictable Book: "I See My Things" (Teacher's Copy and one reproducible for each child)

Part 1: I See My Things

NOTE: The Reading Circle is presented in two parts. You may combine the two parts together and teach them in a separate session or follow the format as it is presented in each lesson. The Predictable Book introduced in this lesson will be revisited during the next lesson.

What to Do

Before Reading

- Use the Teacher's Copy of the "I See My Things" Predictable Book to introduce the front cover and the title.

The title of this book is "I See My Things."

Say it with me: "I See My Things."

On the front cover of this book, I see some different things: a jar, a jet, a map, and a mat.

- Ask children to identify the beginning sound for the words on the front cover.

What sound do you hear first when I say these words? map, mat

That's right! /mmm/

What sound do you hear first when I say these words? jar, jet

That's right! /j/ /j/ /j/

- Segment the name of each picture by onset and rime.

- Encourage children to blend the word parts together, and guess the name of the picture.

I am going to say the name of one of these pictures in a different way.

See if you can guess the name of the picture I am trying to say.

Listen: /j/... ar /j/... ar

What's the word? That's right! jar

- Repeat with each picture on the front cover.

Let's try another one.

Listen: /m/...ap /m/...ap

What's the word? That's right! map

Listen: /j/...et /j/...et

What's the word? That's right! jet

Listen: /m/...at /m/...at

What's the word? That's right! mat

Name Writing

- Give each child his/her own "I See My Things" Predictable Book, Pencil, and a Magnifying Glass.
- Invite each child to write his/her name on the back cover of the book.

This book is for you. Turn to the back cover.

Write your name on the line on the back cover.

During Reading

- Invite children to turn to the first page in their books.
- Identify the name of the picture.

Now, let's turn to the first page.

What is the name of this picture?

That's right! jar

- Touch and read each word on the page without discussing yellow dots, number of words on a page, sight words, and so forth.

Look at the words on this page.

Read it after me: "I see my jar."

Reading Circle



- Identify the beginning sound of the word “jar.”
- Encourage children to locate the word with a Magnifying Glass.

The word “jar” begins with the letter /j/ /j/ J.

Listen: /j/...ar

Now, you say it: /j/...ar

Say it fast: jar

Find the word “jar” with your Magnifying Glass.

- Read the next page in the book.

Turn to the next page.

Look at the words on this page.

Read it after me: “I see my map.”

- Identify the beginning sound of the word “map.”

Part 1: I See My Things (continued)

- Encourage children to locate the word with a Magnifying Glass.

The word “map” begins with the letter /mmm/ M.

Listen: /mmm/...ap

Now, you say it: /mmm/...ap

Say it fast: map

Find the word “map” with your Magnifying Glass.

- Repeat with each remaining page with a picture.

Let’s turn to the next page.

Letter-Writing Pages

- Give each child a green crayon.
- On the page that reads “I see my Jj.,” invite children to write an uppercase and lowercase Jj on the line.

NOTE: The way the child forms the letters is his/her choice. It can be written as practiced, or he/she may want to mimic writing the letter using a font from the page.

I see lots of different letter Jj’s on this page.

Read it with me: “I see my Jj.”

Use the green crayon to write your own uppercase letter J. Then, write your own lowercase letter j in your book.

- Review the letter name and letter sound.

What is the name of this letter? Jj

What sound does it make? /j/

- Invite children to look back through their books, find the letter Jj’s, and color them green.

Look through your book, find the letter Jj’s, and color them green.

Did you find an uppercase or lowercase letter?

- Give each child an orange crayon.
- On the page that reads “I see my Mm.,” invite children to write an uppercase and lowercase Mm on the line.

I see lots of different letter Mm’s on this page.

Read it with me: “I see my Mm.”

Use the orange crayon to write your own uppercase letter M. Then, write your own lowercase letter m in your book.

- Review the letter name and letter sound.

What is the name of this letter? Mm

What sound does it make? /mmm/

- Invite children to look back through their books, find the letter Mm’s, and color them orange.

Look through your book, find the letter Mm’s, and color them orange.

Did you find an uppercase or lowercase letter?

Reading Circle



Part 1: I See My Things (continued)

Word Practice (Optional)

- Turn to the Word List on the last page.
- Read each word together.

*Look! Here is a Word List on the last page.
The Word list shows the words that we read today.*

*I see the words: see, I, my
Touch and say each word with me: see, I, my*

- Identify the word with the lowercase letter s.
- Invite children to touch and say the letters in the word "see."

Touch the word that has the lowercase letter s.

This is the word: see

Read it with me: see

Read it again: see

S-e-e spells "see."

Spell it with me: s-e-e

- Identify the word with the lowercase letter m.
- Invite children to touch and say the letters in the word "my."

Touch the word that has the lowercase letter m.

This is the word: my

Read it with me: my

Read it again: my

M-y spells "my."

Spell it with me: m-y

- Collect each child's book and save for the next lesson.

After Reading

- Ask questions that check comprehension, build vocabulary or activate prior knowledge. See Teacher's Book for examples.

Wrap-Up



Focus

- Children will identify some letters of the alphabet and their sounds.

Materials

Alphabet Cards Mm, Jj
Animal Picture Magnets (bat, lion, snake, tiger)
Chart: "Jungle Walk"
Magnifying Glasses (one for each child)
Reading Wand (optional)
Word Cards (I, see, my)

"Jungle Walk"

What to Do

- Display the Chart: "Jungle Walk"
- Place the tiger Picture Magnet on the blank on the second line of the Chart.

Okay, everyone stand up. We are going to learn a new rhyme about animals in the jungle.

- Touch each word with the Reading Wand, and invite children to repeat the words after you.
- Demonstrate the movements for each line of the song.

Let's pretend we are going on a walk through the jungle.

Listen as I say the words to the "Jungle Walk," and then you can say them after me.

"Jungle Walk"

*I walked through the jungle one June day.
(Walk in place)*

*I could see the tiger across the way.
(Place hand over eyes as if you are looking for something)*

*If he could see me, what would he say?
(Point to yourself; place hand behind ear as if you are listening for a sound)*

(Invite children to make the animal sound.)

Growl like a tiger!

Examples: snake, lion, bat

- Choose a different Animal Picture Magnet, and read the rhyme a second time.

Hiss like a snake.

Roar like a lion.

Squeak like a bat.

Letter Review

- Give each child a Magnifying Glass.
- Invite children to use their Magnifying Glasses to find and identify the letters Mm and Jj on the Chart.

There are lots of words and letters on this Chart. Let's be Letter Detectives and use the Magnifying Glasses to find the letter Mm in the words.

Now, find the letter Jj in the words.

Good detective work! You found an uppercase/lowercase letter Mm/Jj.

Reflection



What to Do

- Praise children for doing a great job learning today.
- Provide brief examples of skills that children practiced during the lesson.
- Provide specific positive feedback to the children.

- For example, you might say:
You were a great learner today.
You learned that letter Mm makes the /mmm/ sound.
Everyone say: /mmm/
You learned that letter Jj makes the /j/ sound.
Everyone say: /j//j//j/
You wrote the uppercase and lowercase letters Mm and Jj.
You put word parts together to make a new word.
See if you can guess what word I am trying to say.
Listen: /j/ ...ar /j/ ...ar
What's the word?
That's right! jar

Quick Check Indicators for Learning Objectives

Can the child:

- identify uppercase and lowercase letter Mm and its sound.
- identify uppercase and lowercase letter Jj and its sound.
- print the uppercase and lowercase letters Mm and Jj.
- combine onset and rime to form a one-syllable word, using pictures as support.
- identify words that begin with the letters Mm or Jj

Family Connection



Materials

Family Letter Lesson 7
Letter Bracelet Mm and Jj

What to Do

- At the end of Lesson 7, give each child a Family Letter and a Letter Bracelet to take home.

Here is a note to your family about all the exciting things you learned today.

What We Did Today!

EARLY LITERACY LESSON 7

Focus Letters: Mm and Jj

Skill Practice: Segmenting and Blending Word Parts

Dear Family,

Today, your child learned about the letters **Mm** and **Jj**, and the sounds they make. Encourage your child to show you the letters **Mm** and **Jj** on his/her Letter Bracelet. Ask your child to tell you what sounds these letters make. Encourage your child to write the letters **Mm** and **Jj** on the lines below.

Mm _____

Jj _____

Your child also learned a new rhyme today. Read the **“Jungle Walk”** to your child. Ask your child to look for the words **“I”** and **“see”** in the rhyme below. Change the rhyme using different animals and animal sounds!

“Jungle Walk”

I walked through the jungle one June day. (Walk in place)

I could see the tiger across the way.

(Place hands over eyes as if you are looking for something.)

If he could see me, what would he say?

(Point to yourself; place hand behind ear as if you are listening for a sound)

Growl like a tiger. (Name the jungle animal, and make the appropriate sound)

Thank you for taking the time to work with your child. Have fun learning together!

Nemours. BrightStart!

© 2012. The Nemours Foundation. Nemours BrightStart! All rights reserved.

Lesson 7 Strategies



Adaptive and Accelerated Strategies for All Learners

ADAPTIVE STRATEGY

For children who need more practice recognizing the letters in their first names

What to Do

- Write each letter of the child's name on the tip of clothespin (one clothespin per letter).
- Invite the child to clip the clothespin letters to the top of his/her Name Pencil in the correct order and to say each letter name.

ACCELERATED STRATEGY

For children who are able to recognize and write the letters in their first names

What to Do

- Invite children to practice writing their first and last names on Small Magnetic Whiteboards.
- Once each child has written his/her full name, hold up an Alphabet Card.
- Ask the children to identify the letter on the Alphabet Card, and then check to see if they have that letter in their names.
- If the letter is in a child's name, have him/her circle it, trace it in a different color, or erase it from the Whiteboard.
- If the letter is not found in a child's name, he/she can practice writing the letter on the Whiteboard.

SAMPLE



THE COMPLETE
PROGRAM FOR EARLY
LITERACY SUCCESS:
LEVEL TWO

SAMPLE