



/j/



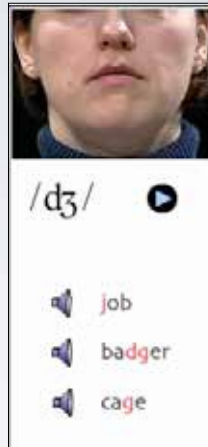
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PHONEMIC AWARENESS

- Let's start by learning how to make the /j/ sound.
- To make the /j/ sound, round and protrude the lips, keep the teeth together with the tongue against them. The teeth spring apart to let out the vibrating sound.
- Use the link in the online lessons to go to the *Iowa University website* and click on the triangle to hear how the phoneme /j/ should be sounded.



American Pronunciation
[University of Iowa](#)

Australian Pronunciation
[Get Reading Right](#)

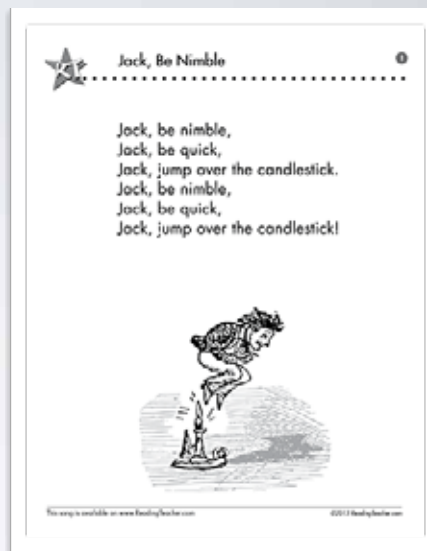
British Pronunciation
[Phonics International](#)

Scroll to the middle of the page.

You must have Flash 7 or higher plug-in to use these pages.

PHONEMIC AWARENESS

- Tell the students they are going to learn the /j/ sound.
- Demonstrate how the word "Jack" has the /j/ sound at the beginning of the word.
- Download the SongSheet "Jack, Be Nimble."
- Read out, or sing the song, "Jack, Be Nimble," emphasizing the /j/ sounds at the beginning of Jack and jump.



Song Sheet
[Jack be Nimble](#)

SongSheet from KIDiddles



PHONEMIC AWARENESS

- Tell the students that the word “jump” begins with the /j/ sound.
- Jump in the air and say “jump.”
- Ask students to do the same. Tell them to use this movement when they hear the /j/ sound.



Action for /j/

To help students remember phonemes, we associate an action with the sound. The action for /j/ is jump.

PHONEMIC AWARENESS

- Get sound/symbol card 24.
- Show the front of the card and ask what is shown in the picture. Ask what sound the word “jellyfish” begins with.
- Ask the students to listen for the /j/ sound and repeat it in the word “jellyfish.” They should do the “jump” motion as they say the /j/ sound.



Sound/Symbol Cards Cards

Print on a thick paper or card. Fold the sheet down the center on the dotted line. Cut the cards into four and glue. For extra durability, you can laminate the cards.



PHONEMIC AWARENESS

- Tell the students that you are going to say some words that begin with the /j/ sound and some that do not.
- Ask them to “jump” and say /j/ when they hear the sound at the beginning of the word.
- Here are the words:

**goat, jump, jam, lock,
jeans, bus, jet, junk**

- Be sure to leave plenty of time between saying each word for the students to respond.

More words to use that have the /j/ sound at the beginning of words:

jab, jacket, jail, jar, jaw, jeep, jet, jig, job, jog, join, joke, joy, jug, juice, July, June, just

PHONEMIC AWARENESS

- Say the word **bridge** stressing the /j/ sound at the end of the word. Say that in this word the /j/ sound is at the end of the word.
- Tell the students that you are going to say some words that end with the /j/ sound and some that do not.
- Ask them to “jump” and say /j/ when they hear the sound at the end of a word.
- Here are the words:

**edge, bridge, wish,
cute, smudge, pest,**

- Leave sufficient time for the students to respond.

More words to use that have the /j/ sound at the end of words:

badge, dodge, fudge, ledge, ridge, smudge



PHONEMIC AWARENESS

- Tell the students they should “jump” and say /j/ when they hear the /j/ sound at the beginning of a word in the verse you are going to read them.
- Here’s the verse:

**Jenny just jumped for joy,
She jerked her legs and did a jig.
She got a job, making jugs of juice.
Now she’ll work in June and July.**

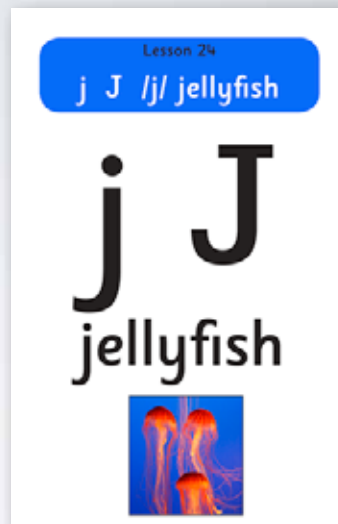
- Repeat the verse until the students can identify all the beginning /j/ sounds in the verse.

Another verse to help teach the /j/ sound

John had a new jacket in July,
Jenny had new jeans in June.
John got jam on his jacket,
Jenny spilt juice on her jeans.

SOUND/LETTER RELATIONSHIP

- Give out the sound/symbol card 24 for /j/. Show the back of the card.
- Point to the small **j** and say this is one way to write the letter for the sound /j/.
- Point to the capital **J** and say this is how we write big /j/ which is for important words like people’s names.
- Point to the word “jellyfish” and say this is how we write the word “jellyfish.” Point out the letter **j** and say this is how we write the /j/ sound at the beginning of the word “jellyfish.”



Sound/Symbol Cards [Cards](#)



SOUND/LETTER RELATIONSHIP

- Give out the writing practice sheet for **j J**.
- Point to the small **j** and say this is one way write the letter for the sound /j/.
- Point to the capital **J** and say this is how we write big /j/ which is for important words like people's names.
- Say the name "Jessica" begins with the sound /j/.
- Model the formation of the letter **j** for the students.



SOUND/LETTER RELATIONSHIP

- Have students write the letter **j** in the air as they watch you write it.
- Have students trace the letters on the practice worksheets with their fingers.
- Ask the students to practice writing the small **j** and the large **J** on the practice worksheets.





BLENDING

- Blending is the skill of sounding out letters all through a word into a natural sounding word.
- Using a Word Card, point to the first letter of the word and say the sound.
- Then pass your finger to the next letter and say the sound, and so on.
- For example, for the word **jet** say **jjj-eee-t**.
- Do this again more quickly until the word is pronounced naturally.



Cut where indicated to make eight cards

Word Cards
[J Word Cards](#)

BLENDING

- Show the Word Card for **jam**.
- Say that the word begins with **/j/**.
- Ask a student to point to the letter that stands for **/j/**.
- Sound out **jam** while running a finger under each letter: **/jjj/aaa/m/**.
- Say the word quickly **jam**.
- Have the students sound out the word with you.

