

LESSON 10

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

New material:

J/j (as in “juice”)

- Make the sound with your student
- Have the student write the lowercase letter on a dry-erase board three times while saying the sound
- Make a flashcard for your sound/letter deck

Warm Up With Sound Play:

Explain that “j” is a consonant sound we find at the beginning of words. Brainstorm with your student some words that begin with the “j” sound.

Examples: January, jet, jar, justice, junk, jog, June, jump, jeans, Japan, jokes, jaw, job, jogging, jail, jewelry, jacket

To help your student distinguish all the sounds in a word, you might try the following. Say, “Now, I am going to say some words slowly, almost as if I were stretching a big piece of gum out of my mouth while I say them. We’ll separate each sound and then count them.”

bend b---e---n---d (4)

clam c---l---a---m (4)

stick s---t---i---ck (4)

jump j---u---m---p (4)

Words to read and write:

jab jib jat jam jit Jan Jim

Introduce the new high-frequency word you have written onto a flashcard. Have the student write the high-frequency word three times while pronouncing the word:

to¹

Have the student read:

Jan said, “A cat in the lap is good.”

Jim will have to nab the cat for Jan.

The cap is for Jim.

Have the student write from your dictation:

my jam

Jim and Jan will fit in the cab.

Jim and Jan have a bat for a pal.

Have the student do a “triple read” of some of the sentences above.

¹ to: t is decodable; o making the “oo” sound is irregular

Student View

jab jib jat jam jit Jan Jim

to

Jan said, “A cat in the lap is good.”

Jim will have to nab the cat for Jan.

The cap is for Jim.