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:

<table>
<thead>
<tr>
<th>jab</th>
<th>jib</th>
<th>jat</th>
<th>jam</th>
<th>jit</th>
<th>Jan</th>
<th>Jim</th>
</tr>
</thead>
</table>

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:

to

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
Jan said, “A cat in the lap is good.”

Jim will have to nab the cat for Jan.

The cap is for Jim.