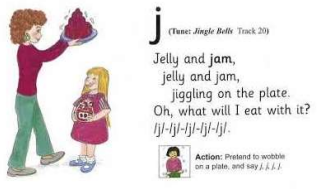


Learning Outcomes	Activity Plan/Methodology	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify the letter sound of 'j' as initial sound</p>	<p>Start Up: Show small and capital letter and ask which is small / which is capital? Ask sound.</p> <p>Introduction: Show letter 'j' flashcard and utter /j/ sound loud in the class and ask students to repeat it. Play letter 'j' story and song. Ask students to listen it carefully. (Note: teacher can either play the video or can tell a story)</p> <p>https://www.youtube.com/watch?v=JanL_jpewvOM</p>  <p>Storyline for the 'j' sound: Mum has made some jelly for tea. When it is ready she tips it on to a plate. Bee and Snake wobble like the jelly saying j j j j j jelly.</p> <p>Flash Card: Teacher shows the letter Jj both capital and small.</p> <p>Action: ask students to pretend to be the jelly. They wrap arms round their body saying j j j j j j j j j.</p> <p>Letter Formation: Teacher shows how to form the small letter j (e.g. fish hook down, dot on top). Show how to form capital letter J (e.g... fish hook). Students will form the letter in the air'. Tell students that 'j' is a root letter and it is written in last three lines.</p> <p>Focused Task: Ask students to open book page 20. Read the rhyme and ask students to repeat after you. <i>Julie and Jenny have juice, jam and jelly party in June /j/ /j/ /j/</i></p> <p>Help students to read words given on page 21. Help them to identify 'j' as initial sound. Write words like jeep, jacket, and jelly on board and ask students to identify and circle the 'j' as initial sound.</p> <p>Wrap up: Show the words flashcards and ask students to tell the beginning sound.</p> <p>Reflection :</p>	<p>Students will be assessed on identifying the letter sound of 'j' as initial sound</p>	<p>Flash cards</p>