

Who likes the jacket?

Who have the jacket?


Jacket is warm and it protects us from cold?

Ask the students who have the jacket and what colour of it?

Show the students the flashcard of lowercase letter 'j'. Tell them that 'j' is the tenth letter of the alphabets.


Introduce the sound of letter 'j' pointing towards each child. Ask them to repeat the name of the letter.

Play and sing jolly phonics letter 'j' song <https://youtu.be/-b9asCOIUxk>



j (Tune: Jingle Bells Track 20)


Jelly and jam,
jelly and jam,
jiggling on the plate.
Oh, what will I eat with it?
/j/-/j/-/j/-/j/-/j/.



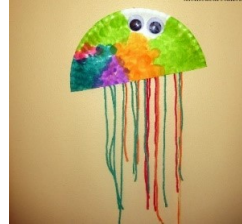
Action: Pretend to wobble on a plate, and say j, j, j.

Sing along the song with children two or three times and reinforce the sound with letter 'j' actions. .

Explain that the sound its make is beginning sound of word jacket. Ask them to repeat sound several times. Can they think any other words that begin with the same sound?

Language & Literacy		Title: Letter j	Day: 2	Class: Play group	
Learning Outcomes	Activity Plan/Methodology	Time: 40 minutes	Assessment of Learning	Resources	
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify the name, sound, action, vocabulary (4 words) and formation of small letter 'j'</p>	<p>Recap: Show the flashcard of letter 'j' and ask which letter is this? Reinforce the sound and action of the letter 'j'. Recall all vocabulary through flashcards. Play and sing jolly phonics letter 'j' song ' https://youtu.be/-b9asCOIUxk</p> <p>We Are Learning to: Identify the letter 'j' its sound, action and its related vocabulary.</p> <p>What I am looking for: How well you identify the letter 'j' sound, action and its vocabulary.</p> <p>Gained skill: This will help us to improve our listening, speaking skills.</p> <p>Introduction: At first show the picture sticks puppet of the letter 'j' words (jacket, juice, jelly, jeans, juggler, jellybeans, and jam). Now teacher will elicit that it is story time. During the story time use picture sticks puppet and ask the sound of the letter 'j'.</p> <p>Letter 'j' story It was jia's birthday. Her mother got her a jacket. Jia jumped with joy. Jia birthday party was fun. She was wearing blue jeans and white jumpers. There was juggler juggling colourful balls. There was juice, jelly, jam sandwiches and jelly beans in the party</p> <p>Guided practice: Provide the worksheet of letter j to the students. Ask them colour it orange to make an orange juice. Help them to stick the straw to make an orange juice.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p>	<p>Students will be assessed on Identifying the name, sound, action vocabulary, and formation of small letter "j".</p>	<p>Flash cards</p> <p>picture sticks puppet</p> <p>Worksheet of letter j</p> <p>Orange colour, glue, straw</p> 	

	<p>Encourage them to say j is for juice</p> <p>Wrap up: What starts with letter 'j'? What is the initial sound in jump?</p> <p>What is the initial sound in juggler?</p> <p>Reflection :</p>	5 mins		
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Language & Literacy		Title: Letter j	Day: 3	Class: Play group	
Learning Outcomes	Activity Plan/Methodology	Time: 40 minutes	Assessment of Learning	Resources	
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identified the name, sound, action, vocabulary (4 words) and formation of small letter 'j'</p>	<p>Recap: Teacher will show flashcards of letter 'j' and all vocabulary words. Play and sing jolly phonics letter 'j' song with action. https://youtu.be/-b9asCOIUxk</p> <p>Show them puppet sticks to recap the letter 'j' story.</p> <p>We Are Learning to: Identify the letter 'j', its sound, action and its related vocabulary</p> <p>Formation of small letter 'j' with a correct sequence of movement</p> <p>What I am looking for: How well you identify the letter 'j' sound, action and its vocabulary.</p> <p>Gained skill: This will help us to improve our listening, speaking, reading skills.</p> <p>Introduction: Ask the students to open their books at page 30. Draw their attention to the letter 'j'. Ask them to trace it with their pointing finger 2, 3 times. Encourage students to identify the letter 'j' pictures.</p> <p>Guided Practice:</p> <p>Cut the paper plate into half. Ask the students to do different colours on plate with paintbrush of their own choice. Let it dry then help the students to paste the googly eyes on it. Ask the students glue the back side on bottom. Help them to paste the coloured ribbons. Encourage them to say j is for jellyfish.</p> <p>Wrap up: What starts with letter 'j'? What is the initial sound in jar? What is the initial sound in jug?</p> <p>Reflection :</p> <p>Homework Colour the objects start with letter 'j'</p>	<p>5 minutes</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on Identifying the name, sound, action vocabulary, and formation of small letter "j".</p>	<p>flashcards</p> <p>Book page 30</p>  <p>Paper plate. Poster colours(blue green, yellow, red, orange)</p> <p>Glue.</p> <p>Paintbrush, coloured ribbons</p> <p>worksheet</p>	

Language & Literacy		Title: Letter j	Day: 4	Class: Play group	
Learning Outcomes	Activity Plan/Methodology	Time: 40 minutes	Assessment of Learning	Resources	
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify the name, sound, action, vocabulary (7 words) and formation of small letter 'j'</p>	<p>Recap: Show the flashcard of letter 'j' and ask which letter is this? Reinforce the sound and action of the letter 'j'. Recall all vocabulary through flashcards. Sing the rhyme with the students:</p> <p style="text-align: center;">Jack and Jill</p> <p>Jack and Jill went up the hill To fetch a pail of water. Jack fell down and broke his crown, And Jill came tumbling after.</p> <p>We Are Learning to: Identify the letter 'j' its sound , action and its related vocabulary Formation of small letter 'j' with a correct sequence of movement</p> <p>What I am looking for: How well you identify the letter 'j' sound, action and its vocabulary.</p> <p>Gained skill: This will help us to improve our listening, speaking, reading and writing skills.</p> <p>Introduction: Ask students to trace the letter 'j' in the air with your finger. Explaining your movement as you do so. E.g. fish hook down, dot on top. Explain that, as with the letter i, the dot is added at the end. Continue with other practice techniques, writing letter 'j' in the palm of your hand.</p> <p>Guided practice Students will be divided into groups and will be asked to find letter j as many as they can from the basket among all other letters and paste them on a big j shaped cut out</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p>	<p>Students will be assessed on Identifying the name, sound, action vocabulary, and formation of small letter "j".</p>	<p>Flash cards</p> <p>Letter j cuttings, chart paper cutting of letter j, glue</p>	

	<p>Draw 4 lines on board, show the formation of lower case letter 'j'. Encourage students to come and write on the board with correct formation within four lines.</p> <p>Ask the students to open their books page no 31. Help child to circle letter 'j' pictures and complete the tracing at the bottom of the page.</p> <p>Wrap up: What starts with letter 'j'?</p> <p>What is the initial sound in (jelly, jacket, juice, jeep, jug, jet, jam)</p> <p>Reflection :</p>	5 mins		Book page 31
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Language & Literacy		Title: Letter j	Day: 5	Class: Play group	
Learning Outcomes	Activity Plan/Methodology	Time	Assessment of Learning	Resources	
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify the name, sound, action, vocabulary (7 words) and formation of small letter 'j'</p>	<p>Recap: Show the flashcard of letter 'j' and ask which letter is this? Reinforce the sound and action of the letter 'j'. Recall all vocabulary through flashcards.</p> <p>We Are Learning to: Identify the letter 'j', its sound, action and its related vocabulary Formation of small letter 'j' with a correct sequence of movement</p> <p>What I am looking for: How well you identify the letter 'j' sound, action and its vocabulary.</p> <p>Gained skill: This will help us to improve our listening, speaking, reading and writing skills.</p>	3 mins	<p>Students will be assessed on Identifying the name, sound, action vocabulary and formation of small letter "j".</p>	Flash cards	
	<p>Introduction: Organize sand letter prior to tracing letter 'j' on the copy. Demonstrate how to trace the letter using the index and the middle finger. Ask them to trace it 2, 3 times.</p> <p>Guided practice: Ask students to open their copies. Trace letter 'j' on copy. Give them a set amount of time to complete the task and monitor their progress, ensuring that they complete each letter without eliminating their pencil from the page.</p>	5mins		Sand letter Copy work	
	<p>Teacher can send a note to parents to send children in jeans for the Jam and Jelly Party. Show the students how to make jelly by dissolving jelly crystals in hot water. Pour a little jelly into each plastic cup and leave it in a cool place or refrigerator to set. Place the bread, spoons, plates, butter, jam, and butter knives on tables. Help children spread the jam/butter on the bread and make a sandwich. Introduce the related vocabulary: spread, open, close, cut, jam, butter, jelly, bread, plates, and knife.</p>	30 mins		Jam, Butter, Butter knives Bread, Plates, Jelly, Spoons	
	<p>Wrap up: What starts with letter 'j'? What is the initial sound in (jelly, jacket, juice, jeep, jug, jet, jam)?</p>	2 mins			

	<p>Reflection :</p>			
	<p>Homework: Trace the letter 'j' on copies.</p>			