**Title:** Jonas, the Jumping “J”

**Subject Matter Emphasis and Level:** Kindergarten Phonics

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**Brief Description of the Lesson/Unit:**

Students will be able to name the letter “J”, write it, and identify its sound.

**SD Content Standards:**

Students are able to relate letters and sounds and identify patterns in words and phrases.

Unpacked: I can name the letter “J” and say its sound.

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**Stage 1: Identify Desired Results**

1. **What enduring understandings are desired?**

   Students will be able to name the letter “J” and say its sound. They will be able to print the letter /j/. 
2. What essential questions will guide this unit and focus teaching/learning?

Will a student be able to give the name for the letter /j/?
Will the student be able to give the correct sound for the letter /j/?
Will the student be able to say the name for the letter /j/ after hearing the sound of the letter?
Can the student pick from a group of pictures the object that starts with the letter /j/?
Can the student write the letter /j/ when asked?

3. What key knowledge and skills will students acquire as a result of this unit?

Students will learn that letters have sounds and that these sounds can be heard in words and written down.

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?

Prior leaning will include names of students in the classroom or family members that they can relate to. Also a favorite ball team, pet, or activity like jumping rope. Misconceptions include the soft sound of /g/, especially if it belongs to a person or thing that they know well and can “spell”. There may also be visual reversals – making the letter the wrong way or confusing it with the letter /i/.

Stage 2: Determine Acceptable Evidence

1. What evidence will show that students understand?

Performance Tasks:

The student will be able to pick out the picture with the initial /j/ sound from a group of other pictures, saying the picture with initial sound of /j/.
The student can make the /j/ sound when asked to.
The student can write the letter /j/ after identifying pictures that begin with the /j/ sound or when asked to write the letter /j/.

**Other Evidence:**

*Quizzes, Tests, Prompts, Work Samples (summarized):*

Choosing picture tiles beginning with the /j/ sound from other picture tiles

Worksheets that require a student to identify the /j/ sound in the initial position and write it or where all the /j/ pictures are circled or colored with a particular color.

Listening to words given orally and identifying those with the initial /j/ sound.

Internet programs such as [www.Starfall.com](http://www.Starfall.com)

DIBELS requires a student to pick out a picture from a group of pictures that begins with a certain sound.

DIBELS uses nonsense words in the second semester of Kindergarten that requires students to sound out a three letter nonsense word. The /j/ sound could be in a word like “jok” that a students would sound out or “read”.

**Unprompted Evidence: (observations, dialogues, etc.)**

Student is observed by the teacher making the /j/ sound

**Student Self-Assessment**

Students will do an activity sheet

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**Stage 3: Plan Learning Experiences and Instruction**

1. What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

**Major Learning Activities:**

The Letter Center – practice for letter J
Alphabet Song – using pointer for each letter
Alphabet Sheet – point and sing or say the letter, picture, letter sound
Call out letter game
Letter BINGO – using a developmental smaller group of letters and progressing more letters as they are mastered.
Board Games that allow practice for initial sounds when landing on a letter
Rapid Fire Game – called out a group of letters rapidly when pointing to a certain letter. Good drill and practice.
Using shaving cream to practice letter names, sounds, and writing depending on the particular skill being worked with.

**Materials & Resources (technology & print):**

CD Player – Games and songs
Picture Tiles
Alphabet letter game
Matching game – picture to letters

**Management:**

Small group activity
Individual play and assessment

**Support Services and Special Teacher Notes:**

Title 1 teacher
Other students in a game situation
Extra writing practice on white boards

**Extensions and Adaptation:**

Shaving cream activity
Writing and tracing letters
Forming clay letters
Using “sticky” pipe cleaners for creating letters
2. **What differentiated instruction strategies are being used in this lesson/unit?**

The “J” sound can be heard in the beginning, middle, or end. Students will learn the initial sound and later move on to the middle, and then the end.

Movement – practice moving with jog, jiggle, jump so that children can hear and feel and /j/ sound.

Let those with names beginning with /j/ write their names on the board and everyone say or sing them. Use classmate’s names as much as possible.

Everyone gets to eat a “jelly bean” for /j/.

3. **Differentiated Process:**

Where is the /j/ sound heard in the word. Students can work with the placement of that sound. Use a three-box diagram and place the letter /j/ in the beginning, middle, or end box for the sound being heard.

**Differentiated Content:**

Discuss the sound at the beginning. For students who are ready, move on to the middle or end of words. Write the letter showing when the /j/ sound is in the word.

**Differentiated Product:**

Write on white boards – “flash the correct letter”
Activity sheet
Teacher observations