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## Targeted Phonics— My First Consonants and Vowels

**This sample includes the following:**

**Teacher's Guide Cover** (1 page)

**Teacher's Guide Table of Contents** (2 pages)

**How to Use This Product** (5 pages)

**Lesson Plan** (9 pages)

**Reader Sample** (6 pages)

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# Targeted Phonics

## My First Consonants and Vowels

Teacher's  
Guide

Uu

Pp

Kk

Teacher Created Materials  
PUBLISHING

# Table of Contents

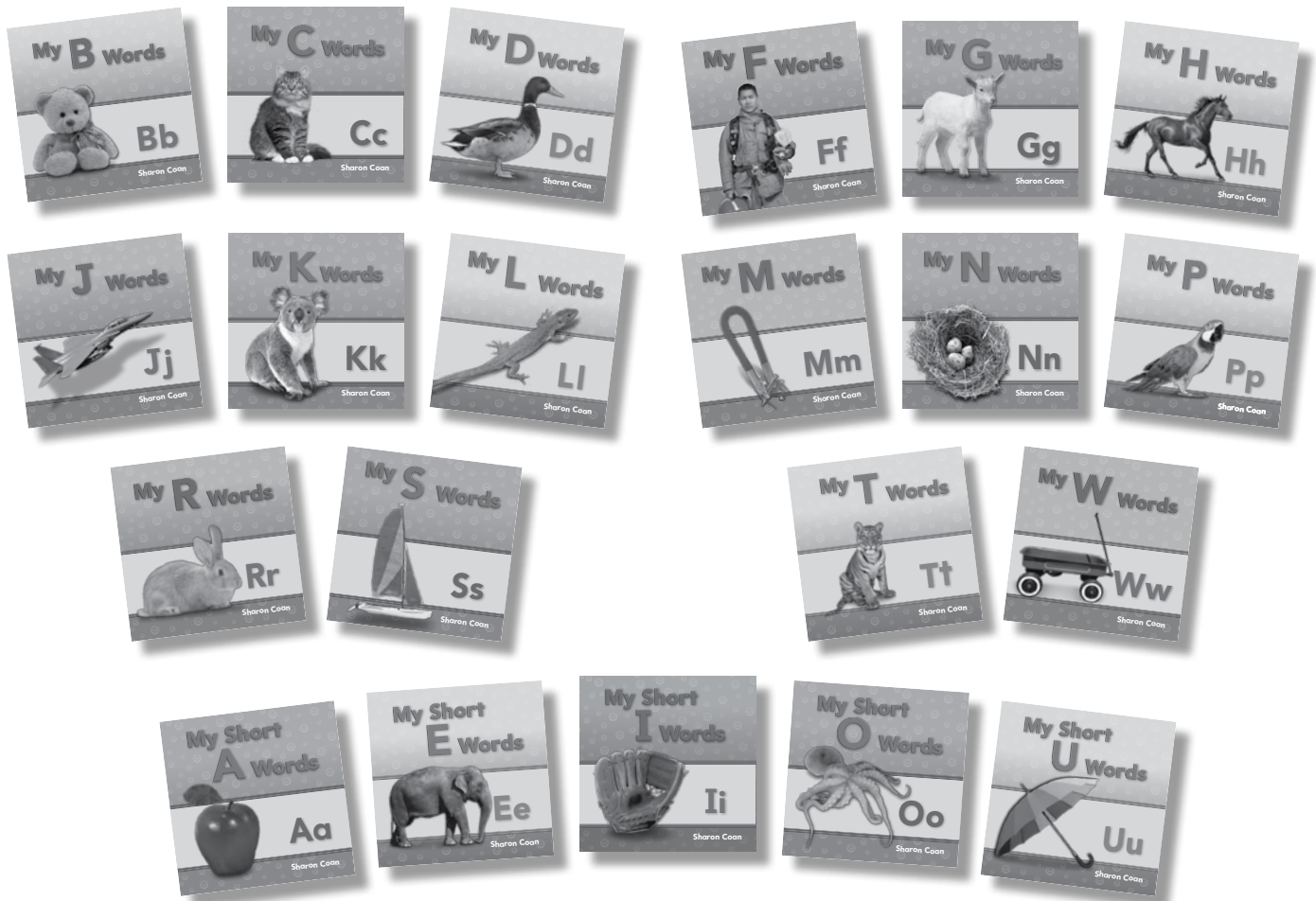
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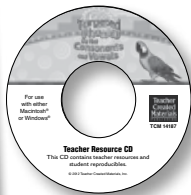
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# How to Use This Product

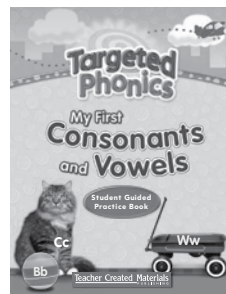
## Kit Components



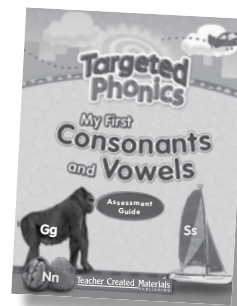
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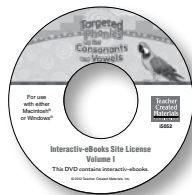
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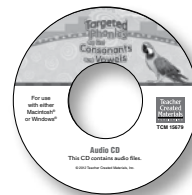
## Assessment Guide and Assessment CD



## Interactiv-eBook DVDs



## Audio CD



# How to Use This Product *(cont.)*

## How to Use This Kit

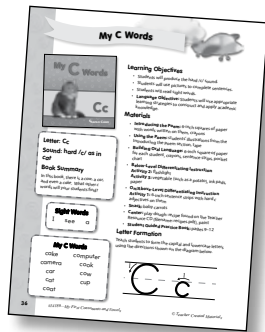
This program is designed for flexibility. The variety of pre- and postreading instructional activities provides strategies for addressing the needs of both below-level and on/above-level students. Further, the listening, art, movement, and drama activities create a rich curriculum.

## Organization of the Teacher's Guide

This Teacher's Guide includes a lesson plan for each of the 21 books. Each lesson contains the following components:

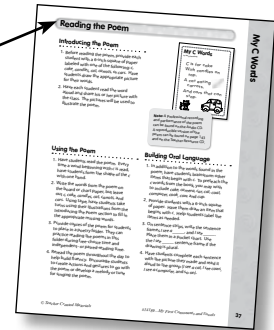
## Instructional Components for Each Book

- learning objectives
- language objective
- materials needed
- book summary
- letter and sound
- letter formation
- word list
- poem instruction
- building oral language instruction
- book instruction
- differentiating instruction
- extension activities



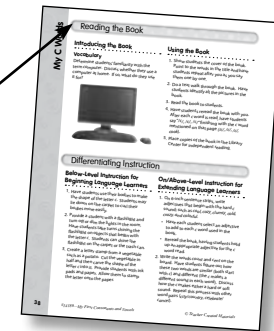
## Reading the Poem

- short poem to introduce the target letter
- materials for the poem activities
- one or more activities to introduce the target letter
- oral language activity



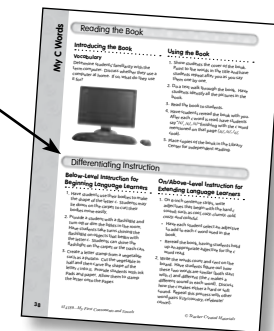
## Reading the Book

- vocabulary activity to introduce the book
- text walk with the book
- practice with the sound of the target letter



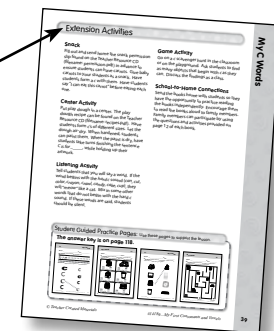
## Differentiating Instruction

- two or more below-level instructional activities
- two or more on/above-level instructional activities



## Extension Activities

- snack activity
- center activity
- listening, art, movement, drama, and game activities
- Student Guided Practice Book pages



## How to Use the Lesson Plans, Books, and Student Guided Practice Book

This program is designed for flexibility. The variety of pre- and postreading activities provides many opportunities for reinforcing the letter-sound relationships that are the objectives of this set of materials. Following is a list of the elements of each lesson with generic suggestions for using that part of the lesson. These can be used in addition to the specific suggestions within each lesson.

### Letter Formation

Each lesson begins with a diagram of the correct formation of the upper- and lowercase version of the targeted letter. Generic suggestions for printing practice can be found on pages 16–19 of this introduction. The teacher should use the correct letter formation when writing the letters for the students. If your school district uses a handwriting program that forms the letters differently, you should adhere to that program.

### Materials

A list of materials that will need to be gathered is included at the beginning of each lesson.

### Poems

A short poem introduces each letter. Its purpose is to paint a picture in the students' minds. The lesson includes a section with ideas for introducing the poem, a small, illustrated version of the poem, and a Poem Activities section.

Follow these general steps to introduce the poem to the students:

- Write the poem on chart paper, or reproduce it from the Teacher Resource CD and project it on a wall, screen, or whiteboard.
- Provide copies of the poem for students to place in a poetry folder. Students can read the poem during free-choice or independent- and paired-reading time.
- Have students illustrate the poems. This will make the poems more meaningful to them. This can be done with the whole class on a large version or on individually reproduced copies for each student.
- Have students reenact parts of the poem or use gestures as they read them.
- Have pointers available for students to use when reading the poems.
- Write each poem on sentence strips placed in a pocket chart. Students can arrange the sentence strips in the correct order.
- For students who need more of a challenge, write the poem on sentence strips, leaving out a key word from each line. Write the key word on a separate sentence strip. Have students read the poem and complete each line with the correct word.

# How to Use This Product (cont.)

## Books

Each letter has its own book for you to share with students.

1. Show students the cover of the book. Point to each word in the title.
2. Do a text walk through the book. Have students identify each item in the book.
3. Read the book to students.
4. Have students chorally read the book aloud with you.

Once you have read a book to students, make it available for them to read on their own. For beginning readers, play the Audio CD so they can follow along and “read” the book.

## Building Oral Language

Suggestions for working with the words and sentences in each book are provided in each lesson. You can prepare sets of the sentence frames used in each book on sentence strips: *I see a \_\_\_\_\_* and *I like this \_\_\_\_\_*. You may wish to laminate the sentence strips for durability.

Pocket charts are recommended for these activities. Students can practice putting the sentences in the correct order to match the book. You can make another set of sentence strips cut into individual words. Students can practice putting the words in the correct order to form sentences.

Have the following materials available for students to do drawings of the items in the books:

- 6-inch pieces of sentence strips
- 6-inch squares of paper
- Markers and/or crayons

## Extension Activities

Additional ways to reinforce the sound of each target letter are included with each lesson. These are optional and are particularly helpful for use with students who need extra support. Some extension activities include: Art, Listening, Movement, Drama, and Game.

## Snack Activities

A fun and playful snack activity is included in each lesson. Students will practice the target letter sound as they enjoy a delicious snack. A permission slip can be found on the Teacher Resource CD (filename: permission.pdf). Send home the permission slip to parents to ensure that the students can eat the food safely.

## Center Activities

A simple center idea is presented for each book. The center activity is designed to reinforce the target letter or sound. Students can work at the centers independently or in pairs.

## Guided Practice Pages

Each consonant or short vowel has four activity pages in the Student Guided Practice Book. These pages reinforce the letter’s name, shape, and sound. The pages can be done with small groups of students or with the whole class. Advanced students can complete the pages independently.



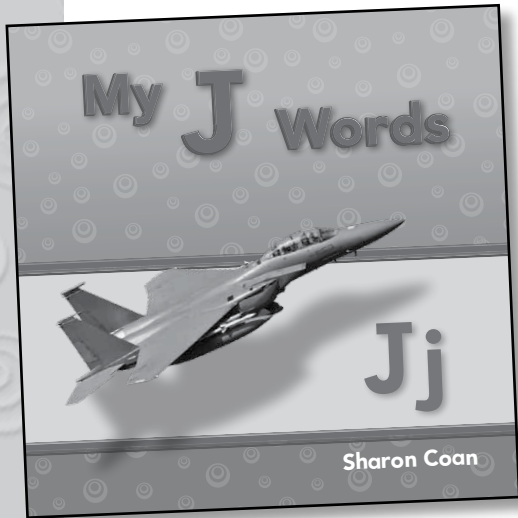
# How to Use This Product (cont.)

## Level Correlations

The chart below includes the reading level designations from TCM (Teacher Created Materials) and the corresponding Guided Reading (GR), Early Intervention (EI), Developmental Reading Assessment (DRA), and Lexile® levels.

<b>Book Title</b>	<b>TCM Level</b>	<b>Guided Reading Level</b>	<b>Early Intervention Level</b>	<b>DRA Level</b>	<b>Lexile® Level</b>
<i>My B Words</i>	1.2	C	4	4	BR
<i>My C Words</i>	1.2	C	4	4	BR
<i>My D Words</i>	1.2	C	4	4	BR
<i>My F Words</i>	1.1	B	2	2	BR
<i>My G Words</i>	1.2	C	4	4	BR
<i>My H Words</i>	1.2	C	4	4	BR
<i>My J Words</i>	1.2	C	4	4	BR
<i>My K Words</i>	1.2	C	4	4	BR
<i>My L Words</i>	1.2	C	4	4	BR
<i>My M Words</i>	1.2	C	4	4	BR
<i>My N Words</i>	1.2	C	4	4	BR
<i>My P Words</i>	1.2	C	4	4	BR
<i>My R Words</i>	1.2	C	4	4	BR
<i>My S Words</i>	1.1	B	2	2	BR
<i>My T Words</i>	1.2	C	4	4	BR
<i>My W Words</i>	1.2	C	4	4	BR
<i>My Short A Words</i>	1.2	C	4	4	BR
<i>My Short E Words</i>	1.2	C	4	4	BR
<i>My Short I Words</i>	1.2	C	4	4	BR
<i>My Short O Words</i>	1.2	C	4	4	BR
<i>My Short U Words</i>	1.2	C	4	4	BR

# My J Words



**Letter: Jj**

**Sound: /j/ as in jet**

## Book Summary

In this book, there is a *jar*, a *jacket*, and even a *jack-o-lantern*. What other *j* words will your students find?

## Sight Words

I see a

## My J Words

jacket	jet
jack-o-lantern	jewel
jaguar	jug
jar	jump rope
jellyfish	

## Learning Objectives

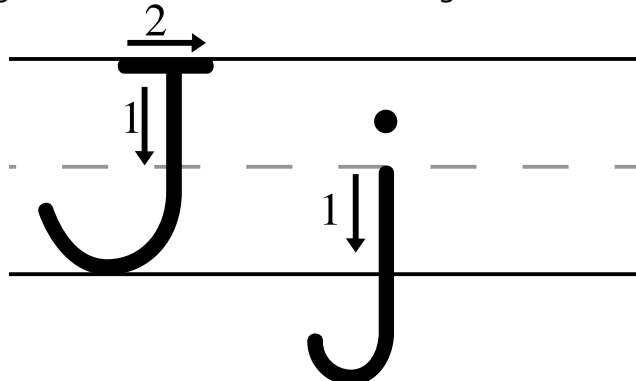
- Students will produce the capital and lowercase forms of *j*.
- Students will read sentences aloud.
- Students will recognize the cover of the book.
- **Language Objective:** Students will use English to interact in the classroom.

## Materials

- **Introducing the Poem:** several small jars, scoop or measuring cup, and jelly beans
- **Using the Poem:** jars, jelly beans, jump ropes
- **Building Oral Language:** 6-inch square of paper for each student, crayons, sentence strips, pocket chart
- **Introducing the Book:** jewels (optional)
- **Below-Level Differentiating Instruction**  
**Activity 1:** paper, glue, *j* objects (jelly beans, etc.)  
**Activity 2:** A book with *j* in the title
- **On/Above-Level Differentiating Instruction**  
**Activity 1:** pictures from the book found on the Teacher Resource CD (filename: jwordpictures.pdf)
- **Snack:** jam or jelly and saltine crackers
- **Center:** pictures of items in the book found on the Teacher Resource CD (filename: jwordpictures.pdf)
- **Listening:** grocery bag, index cards
- **Art:** drawing paper, crayons
- **Student Guided Practice Book:** pages 29–32

## Letter Formation

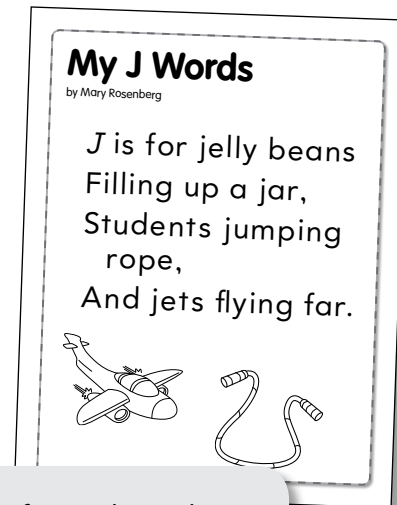
Teach students to form the capital and lowercase letters using the directions shown on the diagram below.



## Reading the Poem

### Introducing the Poem

1. Bring in several small jars, a scoop or measuring cup, and a large bag of jelly beans for students to observe.
2. Model how to “fill up jars,” using the jelly beans. Call on several students to practice filling up the remaining jars.
3. Discuss other objects that begin with the letter *j* that could not fit in a jar (*jaguar*, *jacket*, etc.)



**Note:** A professional recording and performance of the poem can be found on the Audio CD. A reproducible version of the poem can be found on page 148 and on the Teacher Resource CD.

### Using the Poem

1. Divide the class into three groups.
2. Bring in small jars, jelly beans, and jump ropes.
3. Have each group do one activity mentioned in the poem. One group will fill jars with jelly beans, one group will jump rope, and the last group will fly around like jets with their arms stretched out to the side.
4. Provide copies of the poem for students to place in a poetry folder. They can practice reading the poems in this folder during free-choice time and independent- or paired-reading time.
5. Reread the poem throughout the day to help build fluency. Encourage students to create actions and gestures to go with the poem or develop a melody or tune for singing the poem.

### Building Oral Language

1. In addition to the words found in the poem, have students brainstorm other items that begin with *j*. To preteach the *j* words from the book, you may wish to include *jacket*, *jack-o-lantern*, *jaguar*, *jar*, *jellyfish*, *jet*, *jewel*, *jug*, and *jump rope*.
2. Provide students with a 6-inch square of paper. Have them draw an item that begins with *j*. Help students label the items as needed.
3. On sentence strips, write the sentence frames *I see a \_\_\_\_\_*, and *I see \_\_\_\_\_*. Place them in a pocket chart. Use the *I see \_\_\_\_\_* sentence frame if the drawing is plural.
4. Have students complete each sentence with the picture they made and read it aloud to the group (*I see a jacket*, *I see a jump rope*, *I see a jewel*, and so on).

# Reading the Book

## Introducing the Book

### Vocabulary

Determine students' familiarity with the term *jewel*. If possible, show them some jewels. Ask students where they may have seen jewels.



## Using the Book

1. Show students the cover of the book. Point to the words in the title and have students repeat after you as you say them one by one.
2. Do a text walk through the book. Have students identify all the pictures in the book.
3. Read the book to students.
4. Have students chorally read the book with you. After each *j* word is read, have students say "/j/, /j/, /j/" and finish with the *j* word mentioned on that page (*/j/, /j/, /j/, jaguar*).
5. Place copies of the book in the Library Center for independent reading.

# Differentiating Instruction

## Below-Level Instruction for Beginning Language Learners

1. Have students glue objects that begin with the letter *j* onto a sheet of paper cut out in the shape of the letter *j*. Students can glue jelly beans onto the paper.
2. Read literature that begins with the target letter. For example, you could read the book, *Junglewalk* by Nancy Tafuri. Have students practice saying the /j/ sound as you discuss the title.
3. Have students act out words that begin with the letter *j*. Students can act out juggling, jousting, or jumping.

## On/Above-Level Instruction for Extending Language Learning

1. Using the words from the Building Oral Language activity along with the pictures from the book found on the Teacher Resource CD (filename: *jwordpictures.pdf*), have students practice reading the words and then matching them to the correct picture.
2. Write the words *jacket* and *giraffe* on the board. Ask students to tell you what is similar (they begin with the same sound) and what is different (they begin with different letters) about these two words. Have students say each word aloud. Discuss how the *g* can make a *j* sound. Call on a volunteer to come up and circle the word that begins with the letter *j*. Repeat the process above with more *j* words and soft *g* words (*jam/gentleman, jaguar/gerbil*).

# Extension Activities

## Snack

Fill out and send home the snack permission slip found on the Teacher Resource CD (filename: permission.pdf) in advance to ensure students can have jam or jelly on crackers. Spread the jam or jelly on the crackers, and let your students enjoy! Have students say “/j/, /j/, /j/, jam (or jelly)” before each bite.

## Center Activity

Place the pictures and words from the Building Oral Language activity at a center. Arrange the cards facedown in a five-by-four array. Have students play Memory, by matching the pictures and words. In this way, students can see both the words and the pictures as they play the game.

## Listening Activity

Write each *j* word from the book along with other words that do not begin with *j* on individual index cards. Place a grocery bag on the table. Tell students that you will read some words on index cards. Tell students that only cards that have words beginning with *j* may go into the bag (*jar, jacks*). They should listen to each word carefully to decide if the card should go into the bag. If yes, they should turn their thumbs up. If no, they should turn their thumbs down.

## Art Activity

Have students draw pictures of the different *j* items mentioned in the book. Place pictures in the order of their appearance in the book and point to them as you read the book together.

## School-to-Home Connections

Send the books home with students so they have the opportunity to practice reading the books independently. Encourage them to read the books aloud to family members. Family members can participate by using the questions and activities provided on page 12 of each book.

Student Guided Practice Pages: Use these pages to support the lesson.

**The answer key is on page 123.**


My J Words


Name: \_\_\_\_\_ Date: \_\_\_\_\_


Directions: Trace and write the letter Jj.

J j

Directions: Name each picture below. Write the missing j's. Then color the pictures.

1. . . . ar 


2. . . . et 


3. . . . ug 


My J Words


Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Name each picture below. Write the missing letter j's. Write the missing letter j's. Then color the pictures.

1.  jewel

2.  acket



3.  . . . ar



4.  aguar



My J Words



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Name each picture below. Draw a line to match each picture to its home.

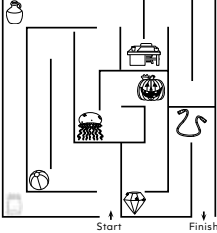
 



 

My J Words

Name: \_\_\_\_\_ Date: \_\_\_\_\_

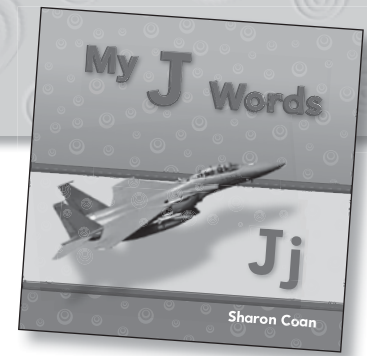
Directions: Name each picture below. Follow the j pictures to find your way out of the maze.



Start  Finish 

# Oral Reading Record for:










## My J Words



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor: \_\_\_\_\_

Word Count	Codes				
39	E = errors	SC = self-corrections	M = meaning	S = structure	V = visual

Page	Text	E	SC	Cues Used	
				E	SC
2	I see a jug. 			M S V	M S V
3	I see a jaguar. 			M S V	M S V
4	I see a jet. 			M S V	M S V
5	I see a jump rope. 			M S V	M S V
6	I see a jewel. 			M S V	M S V
7	I see a jellyfish. 			M S V	M S V
8	I see a jacket. 			M S V	M S V
9	I see a jack-o-lantern. 			M S V	M S V
10	I see a jar. 			M S V	M S V

Error Rate:

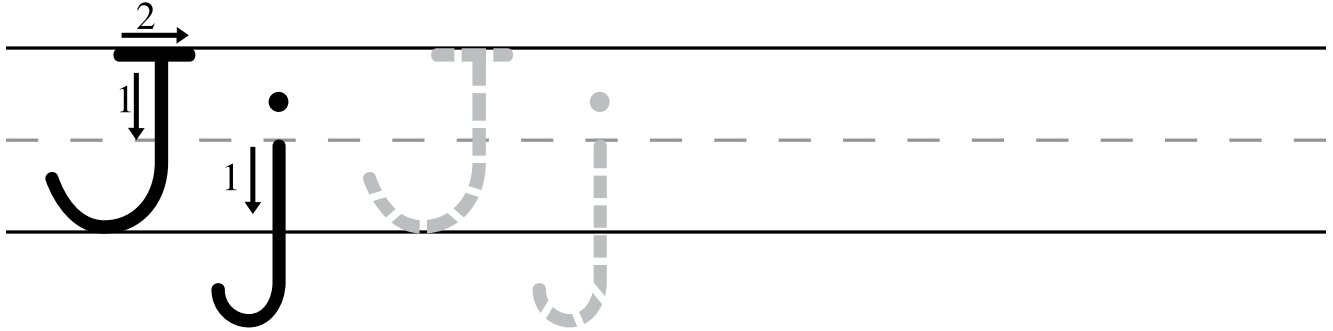
Self-Correction Rate:

Accuracy Percentage:

Time:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Trace and write the letter *Jj*.

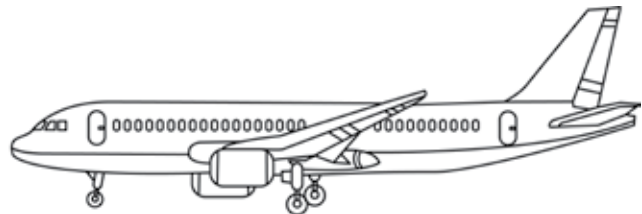


**Directions:** Name each picture below. Write the missing *j*'s. Then color the pictures.

1.         
 j ar



2.         
 et



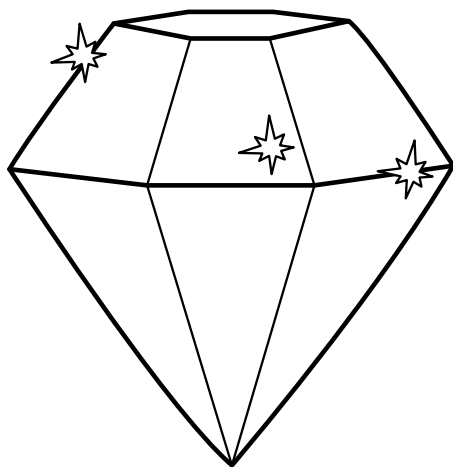
3.         
 ug



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Name each picture below. Write the missing letter *j*'s. Then color the pictures.

1.



\_\_\_\_\_

jewel

\_\_\_\_\_

2.

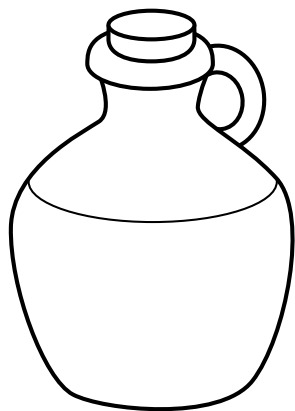


\_\_\_\_\_

acket

\_\_\_\_\_

3.

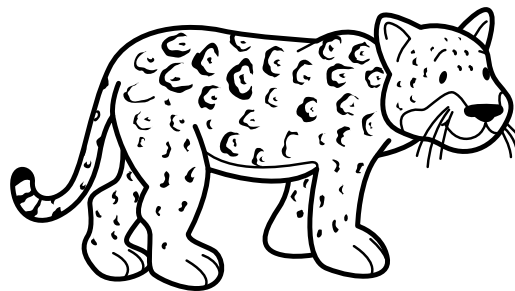


\_\_\_\_\_

ug

\_\_\_\_\_

4.



\_\_\_\_\_

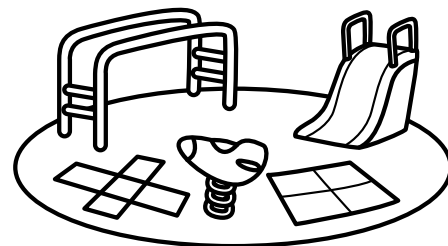
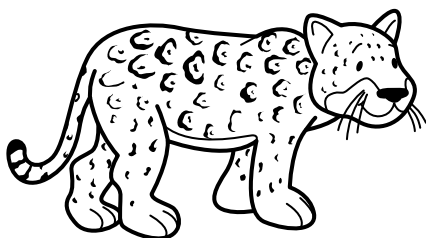
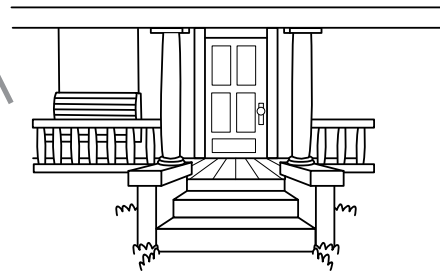
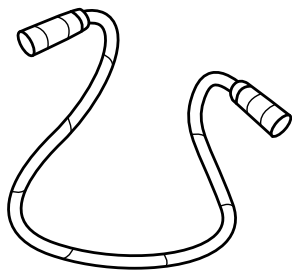
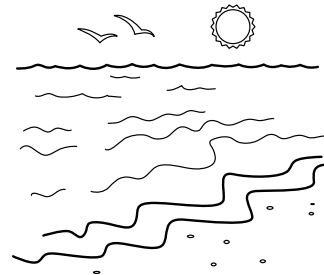
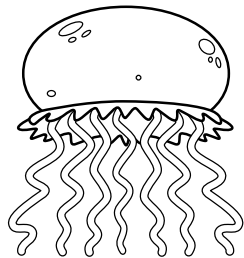
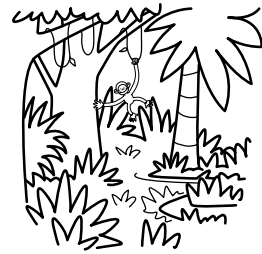
aguar

\_\_\_\_\_



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Name each picture below. Draw a line to match each picture to its home.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Name each picture below. Follow the *j* pictures to find your way out of the maze.

A maze with a 'Start' arrow at the bottom center and a 'Finish' arrow at the bottom right. The path of 'j' words is: Start (up arrow) → Jellyfish → Juice → Jack-o'-lantern → Juice → Jellyfish → Juice → Finish (down arrow). Other objects in the maze include a jar, a beach ball, a jug, a desk with a chair, and a diamond.

# My **J** Words



**Jj**

Sharon Coan



I see a **j**ug.



I see a **j**aguar.



I see a **j**et.



I see a **j**ump rope.



I see a **j**ewel.



I see a **j**ellyfish.



I see a **j**acket.



I see a **j**ack-o-lantern.



I see a **j**ar.

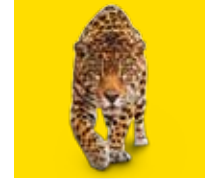
## Glossary



**j**acket



**j**ack-o-lantern



**j**aguar



**j**ar



**j**ellyfish



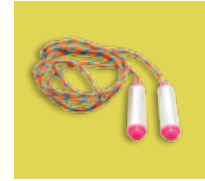
**j**et



**j**ewel



**j**ug



**j**ump rope

## Sight Words

I see a