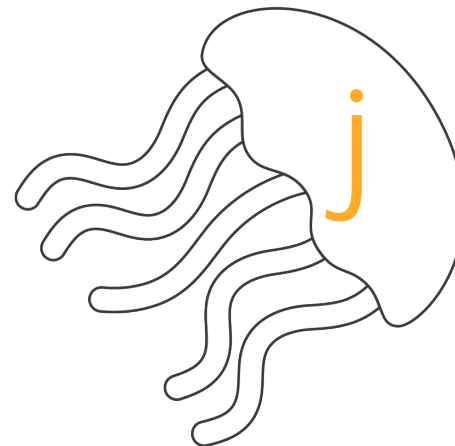
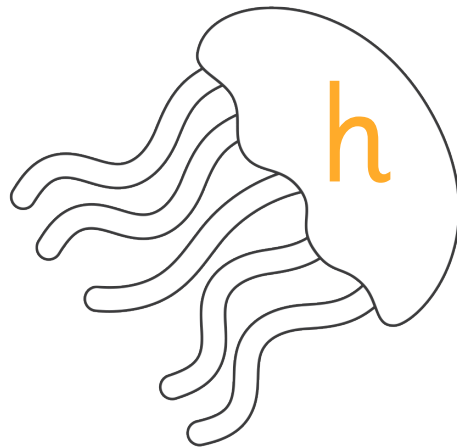
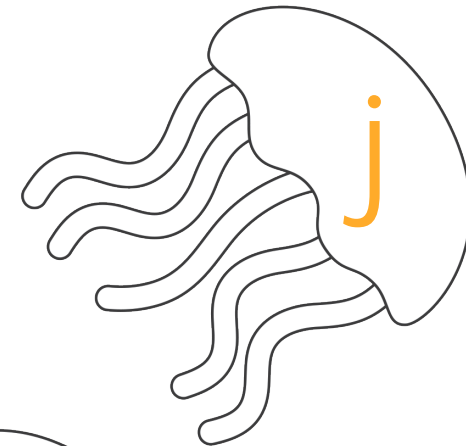
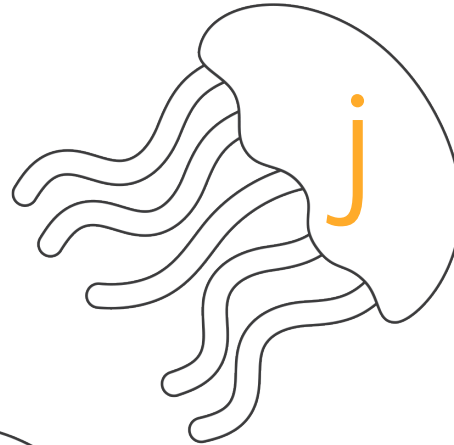
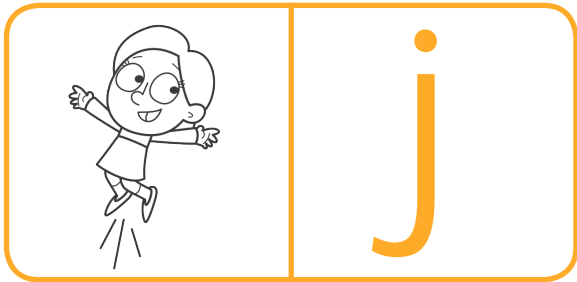


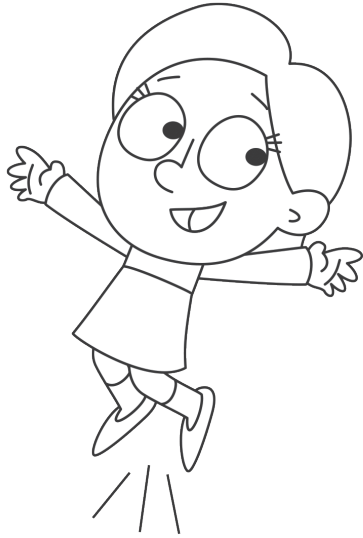
3

Letters: *j*, *f*, *g*
 Look.  Color.


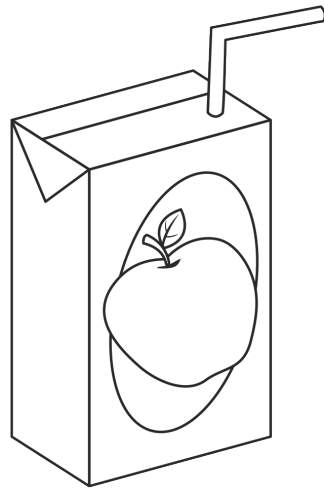
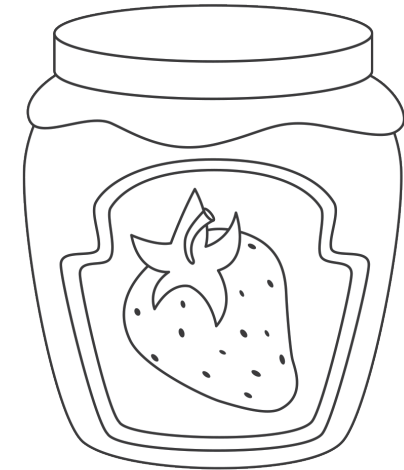
**Letter Recognition:** Write letters and draw pictures on the board. Children jump when you point to a letter and stand still when you point to a picture. Children open their books and identify the letter *j* and the picture for concept *jump*. Then they identify the letters in the jellyfish and color only the ones that have a letter *j* on them.

**Practice:** Show pairs of letter cards to children. One of the letters is always a letter *j*, and the other one changes. Children clap when you show them two letters *j* at the same time.

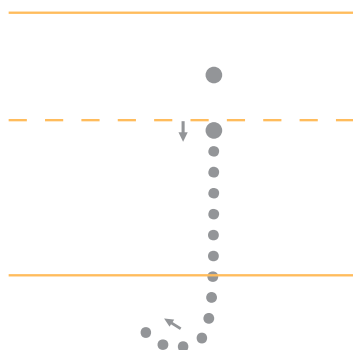
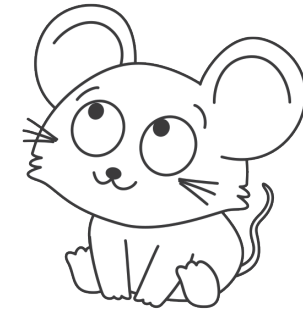
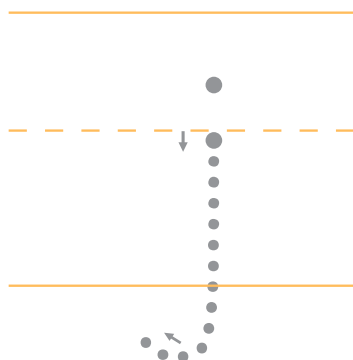
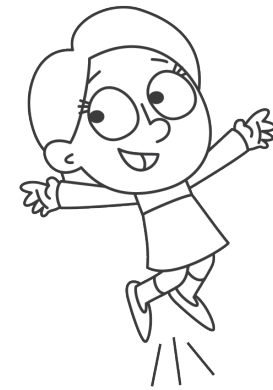
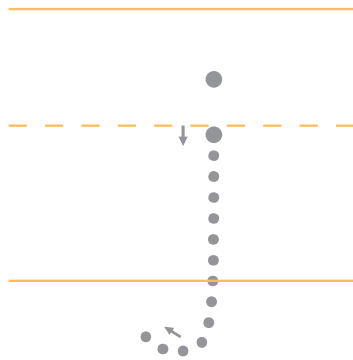
 Say.  Color.



**j**



 Say.  Trace.

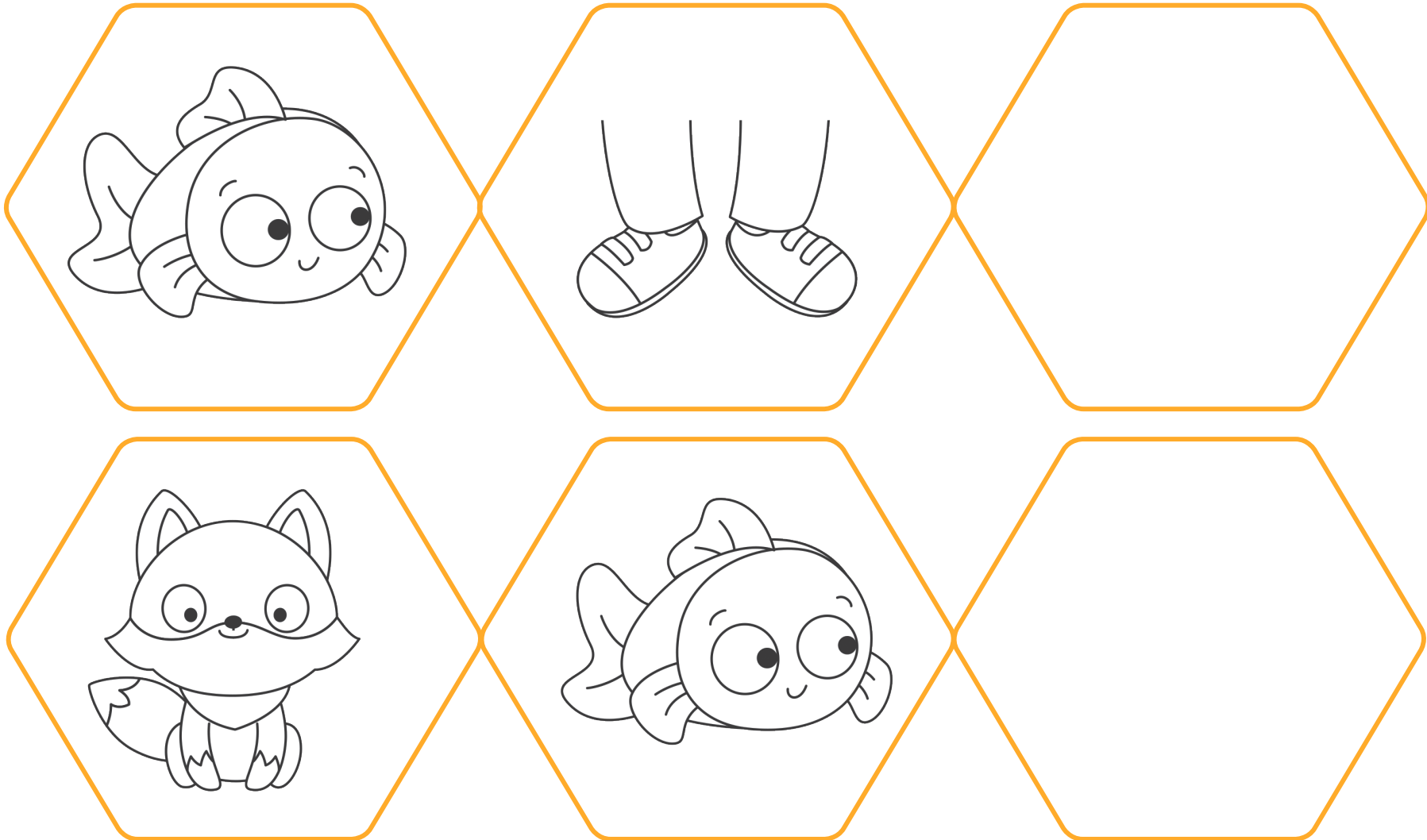


**Sound to Symbol:** Children sit in a circle and turn toward the left. They use their finger to practice writing the letter *j* on the back of the person in front of them as they say the sound: *j-j-j*. Children open their books and identify the letters *j* on the page. They point to the items and repeat as you say the words: *jump, mouse, jam*. Finally, children trace the letters *j* and join them only to the words that start with the *j* sound.

**Practice:** Using playdough, children form the letter *j* in different sizes and colors.



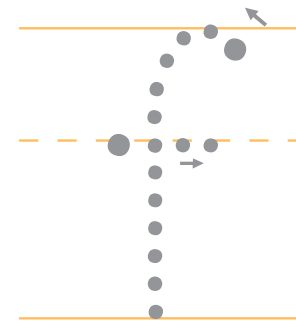
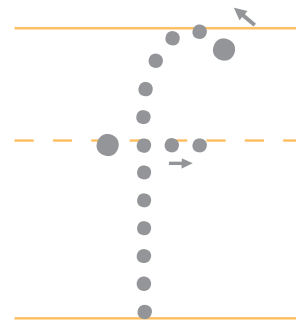
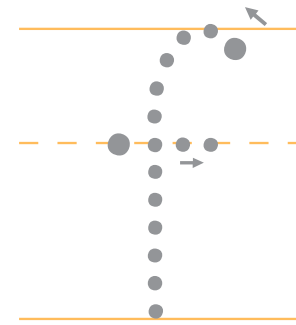
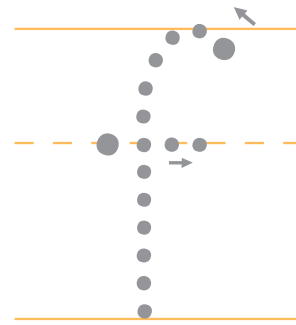
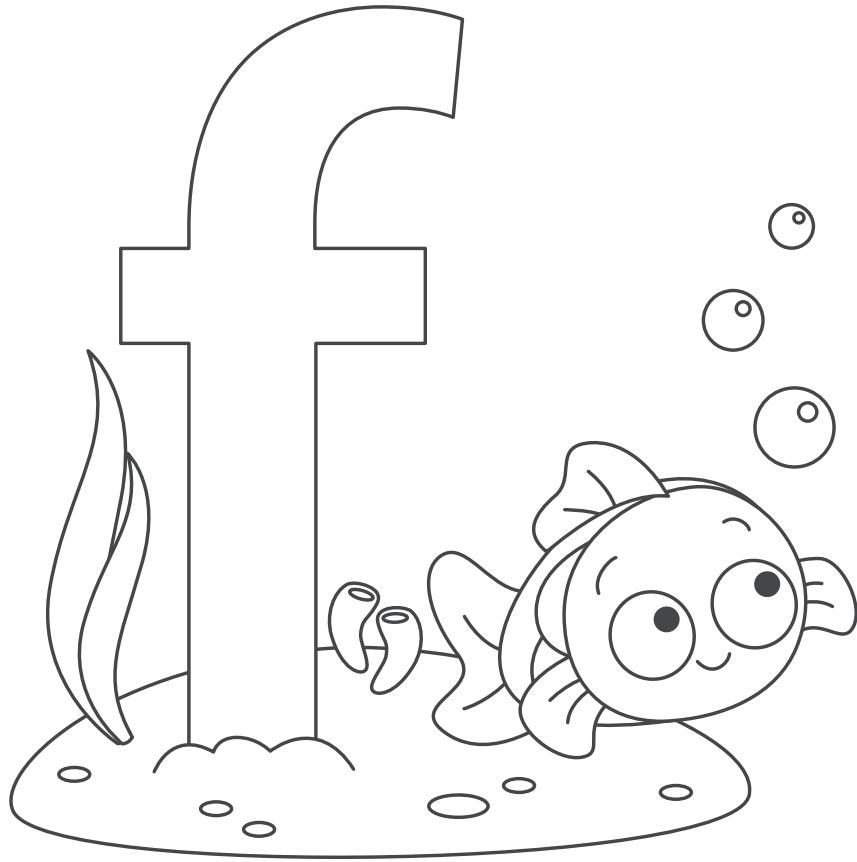
 Say.  Draw.



**Phonemic Awareness:** Show a picture of a fish and say the word, exaggerating the initial sound: *Fish, f-f-fish*. Children say the *f* sound. Repeat with *fox* and *feet*. Children open their books. Say *fish*, *fox*, and *feet* again, emphasizing the *f* sound. Children repeat and point to the corresponding pictures. Finally, they draw an item that starts with the *f* sound in the last hexagon of each row.

**Practice:** Teach this chant: *Fish in a fishbowl, fish with no feet. Funny fish, fast fish, fish with no feet!* Children say the chant, clapping when they say words that start with the *f* sound.

 Say.  Trace.  Color.

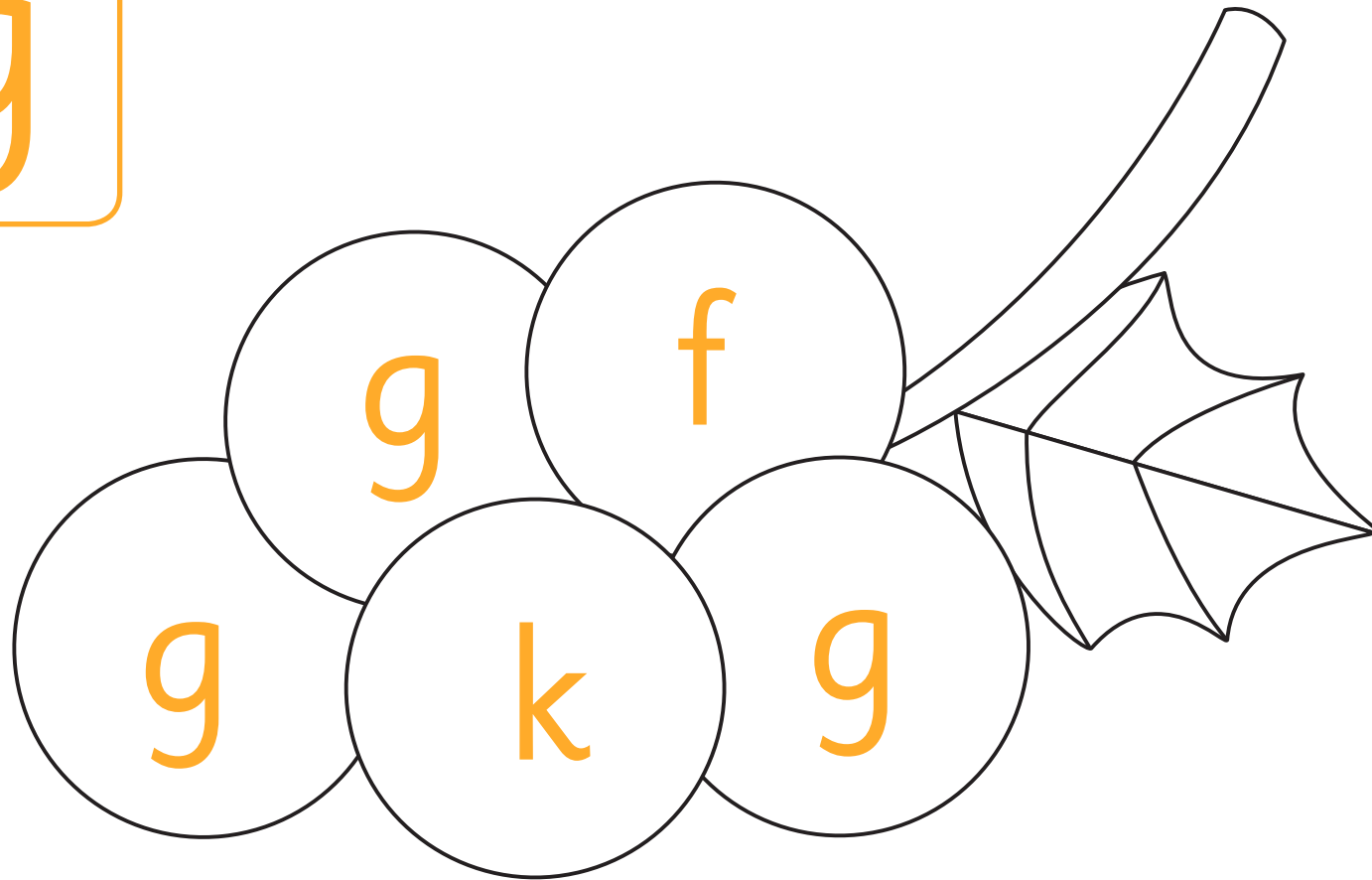
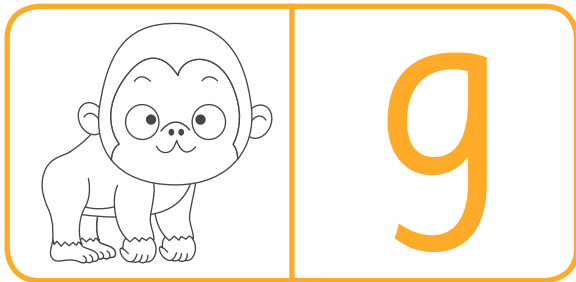


**Sound to Symbol:** Write several letters *f* on the board. Children erase them one by one, using only their index finger. Then they open their books and identify the fish and the letter *f*.

Say: *f-f-fish*. Children repeat. They trace the four letters *f* and color the fish and the letter *f*.

**Practice:** Children form the letter *f* with pieces of yarn. Help them glue their yarn letters onto pieces of paper and display them.

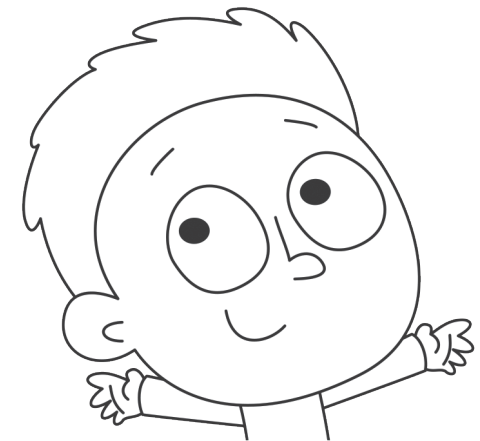
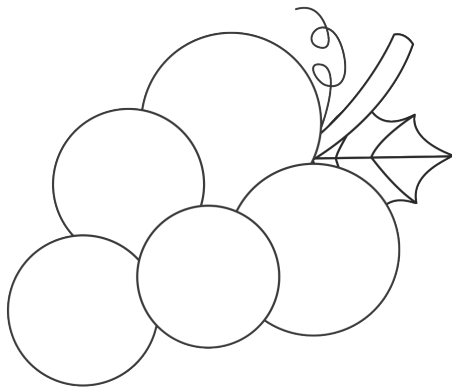
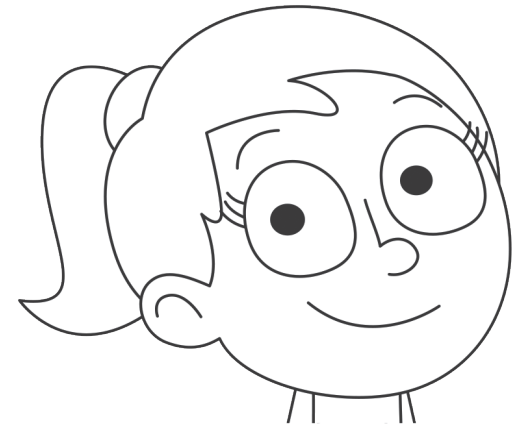
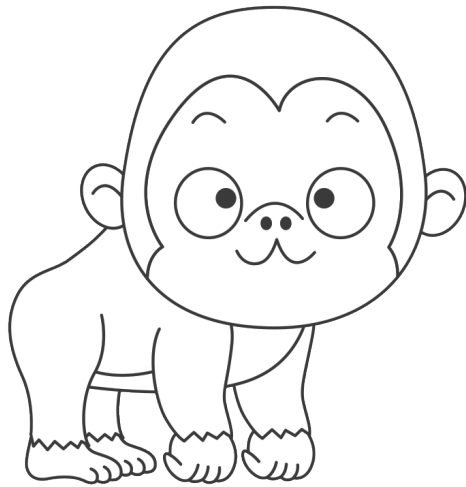
Look. Color.



**Letter Recognition:** Distribute cards with drawings and cards with the letters *s*, *t*, *b*, *h*, *m*, *k*, *j*, *f*, and *g* around the classroom. Children collect only the cards with letters and display them on the board. Then they open their books and identify the letter *g* and the gorilla. They identify the letters in the grapes and color only the grapes that have a letter *g* in them.

**Practice:** Distribute gorillas with different letters written on them. Children collect only the gorillas with the letter *g* written on them.

👁️ Look. 🗨️ Say. ✍️ Color.



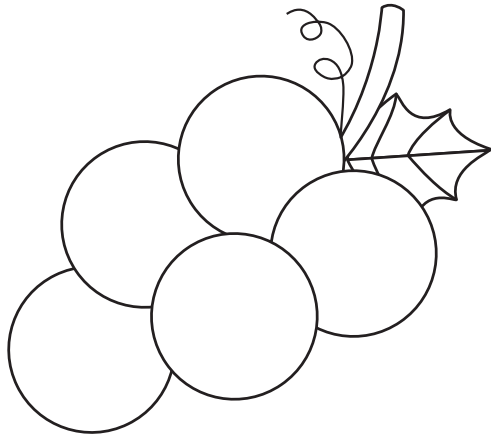
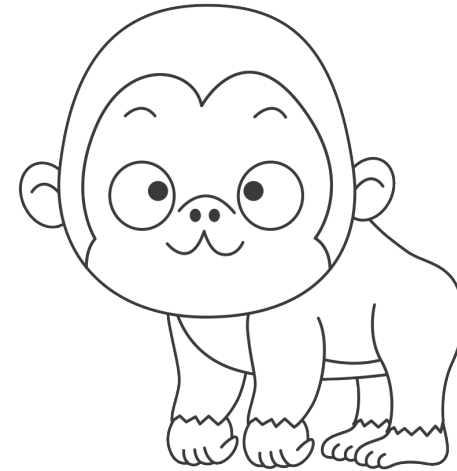
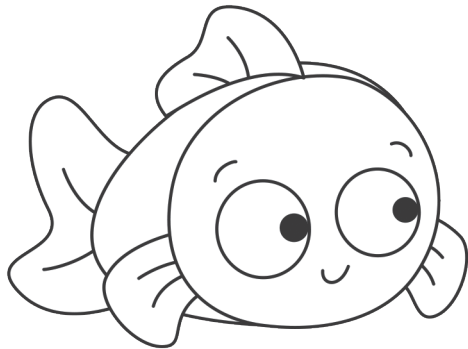
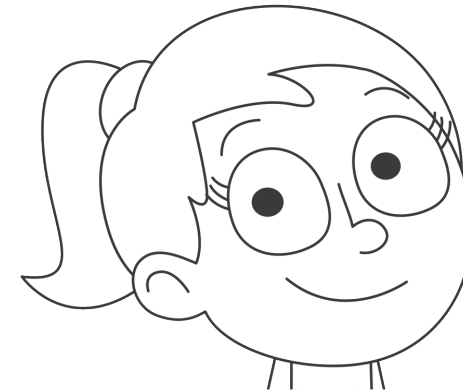
**Phonemic Awareness:** Show a picture of a gorilla. Pound your chest and say: *Gorilla, g-g-gorilla*. Children imitate the *g* sound. Repeat with *girl* and *grapes*.

Children open their books. They point to the pictures and repeat after you as you say the words: *gorilla, boy, grapes, girl*. Finally, children color only the pictures that start with *g*.

**Practice:** Say these words: *fish, jam, tree, grapes, juice, fox, girl, boy, sun, mouse, snake, book, gorilla*. Children say *Stop!* when they hear a word that starts with the *g* sound.



 Say.  Match.

*g**f**g**g*

**Sound to Symbol:** Children sit in a circle and turn toward the right. They use their finger to practice writing the letter *g* on the back of the person in front of them as they say the sound: *g-g-g*. Then they open their books and repeat the names of the items after you. They identify *grapes*, *girl*, and *gorilla* and draw lines from each item to one of the letters *g*. Finally, they draw a line from the fish to the letter *f*.

**Practice:** Children glue cotton balls onto a small piece of cardboard in the shape of a letter *g*.