

# Lesson Nine

## The Letter j, the Word I and More Practice with oa, ai and the Sandwich

**Summary:** This lesson will introduce the letter j and provide more practice for the peanut butter and jelly sandwich clue. New vocabulary will be discussed. Students will prepare to read longer passages and apply two new spelling steps to oa and ai words.

**Materials:** For the teacher, Beginning Level Teaching Card 19, and copies of word cards rain, ran, tail and tall added to previous cards from Appendix D. For each student, copies of Appendix B, pages 18-20 from the *Beginning Green Reading Book One*, and pages 41-43 from *Beginning Green Workbook A* and spelling strips from Appendix E.

**Integral:** 18

*For many first grade students and primary grade students who have specific learning difficulties, the previous lesson presented a new level of challenges. The number of vowel patterns and the potential reading vocabulary doubled. This lesson not only introduces the letter j, it gives these students an opportunity to integrate and practice the new skills introduced in the previous lesson. If, on the other hand, your students handled the last lesson with ease, you may be able to expedite this lesson by following the suggestions in "Hints on Pacing."*

### Part 1: The Letter j, the Word jail and the Word I

Warm up by printing pail and moat on the board and asking students to read these words. If they struggle, lead the pupils through the Seven Special Reading Steps. Also review the meaning of the word moat if necessary.

Hold up Teaching Card Number 19 or recreate Figure 9.1 on the board. Read from the back of the card or paraphrase the following:

This is a picture of a jug. You can keep apple cider, water or milk in a jug. The word jug begins with this letter that makes the /j/ sound. [Point to the printed j.] Can you find the letter that makes the /j/ sound in the picture of the jug? (Students point.) We cannot make the /j/ sound without closing

pail moat

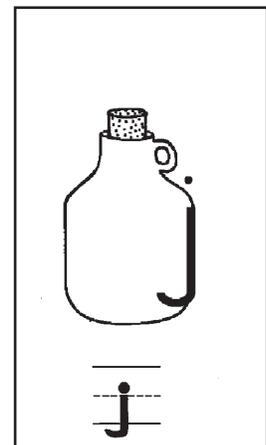


Figure 9.1  
Card 19

our jaws. The /j/ sound gets closed into the **jail** of our **jaws** when we say the sound /j/. Can you make the first sound you hear in jug? (/j/)

Ask the following questions:

- What is this a picture of? (a jug)
- What is the first sound you hear in the word jug? (/j/)
- What sound does this letter make? (/j/)

If students answer the second question with the letter name, Jay, correct them by saying, “That’s the letter’s name, I want its sound.” Before your teaching period ends, return to this card at least once and repeat the questions above. Repeat this exercise as often as necessary on subsequent days.

Use the following word lists for Phonemic Awareness Exercises 1 & 2:

Exercise 1: jug, jump, jar, paint, job, farm, jaw, tail

Exercise 2: jail, sink, jealous, rejoice, January, major, join, mice

Now tell students that you want them to print the letter that makes the /j/ sound. Pass out copies of Appendix B and have students follow along as you demonstrate on the board. Repeat or paraphrase the following:

Now we are going to print the letter that makes the /j/ sound. This letter is another letter that goes down into the cellar. Put your pencils on the ceiling line and pull straight down through the floor into the cellar, then curl over like **g** does to say “Hi, hand” or “Bye, hand.” Then pick up your pencils and make a dot in the middle of the space between the ceiling and the roof, like **i**. Very good, that’s how you print **j**!

Have students print several more **j**’s on their paper. Then print the word jail on the board and ask either an individual student or your class to read the word. If your students need the assistance you can lead them through the following version of the Seven Special Reading Steps:

What is the first step we take when we read a new word? (Look at the whole word.) Do you see the two friends? (yes) Who’s first in line? (a) Is he crunchy peanut butter or quiet jelly? (crunchy peanut butter) Who’s second in line? (i) Is he crunchy peanut butter or quiet jelly? (quiet jelly) Which friend speaks? (a) So what sound do the friends make together? (/a/) What sound does this letter [point to j] make? (/j/) Slide that sound into the friends’ sound. (/ja/). What sound does this letter [point to l] make? (/l/) Put this sound onto the end and say the sounds together. (jail)

Then erase the board and distribute spelling strips. Have students spell the word following each step for practice as illustrated in Figure 9.3. You can read or paraphrase the following:

**At this point, if your students are struggling significantly to perform these simple Phonemic Awareness exercises, you should probably supplement your instruction with additional exercises in Stevenson’s Letters Teacher’s Manual.**

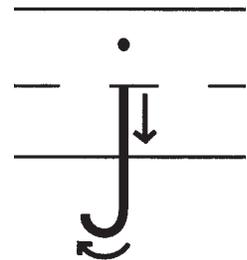


Figure 9.2

**jail**

What is the first step you take when I give you a spelling word? (Listen to the whole word.) The word is jail. It's a peanut butter and jelly word. What sound do you hear in the middle of jail? (/a/) So where do you put the letter that makes the /a/ sound? (in the middle room) That's the crunchy peanut butter letter. Can a make his sound all alone? (no) Who is a's jelly friend? (i) Where does he go? (next to a in the middle room) Good.

Again, the word is jail. What is the first sound you hear in jail? (/j/) Where do you put the letter that makes the /j/ sound? (in the first room) [Make sure students are printing j correctly.] The word is jail. What's the last sound you hear in jail? (/l/) Where do you put the letter that makes the /l/ sound? (in the last room) Good. Now turn your spelling strip over and spell the word jail the regular way.

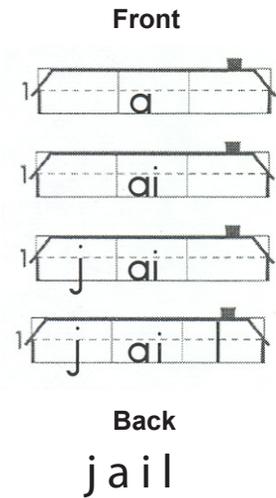


Figure 9.3

i  
I  
l

Next print the lower case letter i on the board and ask students to tell you what sound the letter makes. (/i/) Then tell them this letter can also be the word we all use all the time the word I. However, when we write the word I we make it into a big letter, capital I. Print I on the board. Tell students that it is easy to confuse this tall capital I with the letter that makes the sound /l/ and print l on the board. Point out the two little lines on the top and bottom of the capital I.



At this time have students take turns reading from Section A on page 18 of *Beginning Green Reading Book One* for reinforcement of both j and I.



Page 41 of *Beginning Green Workbook A* can be assigned now or later to reinforce the sound and shape of j.

## Part 2: Vocabulary Building with maid, pair and raid and Discussing a Paragraph

Print the word maid on the board and ask students to read it. If students have difficulty, lead them through the Seven Special Reading Steps. Students may be familiar with the word as someone who cleans hotel rooms for a living or someone who is a paid servant. Now tell students that there is an old fashioned meaning of the word that they may have heard in fairy tales.

maid

Have your class imagine olden times when there were knights in suits of armor who lived in stone castles. [The imaging step] Have them imagine the young ladies who lived in those castles. They were often called maidens or maids. In those olden times a maid was an unmarried woman. If you can find an illustration of Maid Marian from Robin Hood or a similar picture, show it to the class. [The demonstrating step] At some point have students draw a picture of a maid from that era. [The illustrating step] You may omit the chanting of a definition.

## pair

Print pair on the board, ask students to read it and assist them with the Special Reading Steps if necessary. Many students will struggle with this word because the terminal /r/ sound changes the /a/ sound slightly. Remember (or review) the points covered in Lesson Five, Part 2 and be prepared to spend time on this issue as necessary. Then discuss the meaning of pair:

This word pair refers to two things that are alike. It sounds just like the name of the fruit you eat, but we spell it differently. Let's make pictures in our mind about this word. [Point to pair.] Imagine a person with a big boot on one foot and a sneaker on the other. Would these two things on his feet be a pair? (no) Imagine someone with a mitten on one hand and a glove on the other. Would that be a pair? (no) Can someone give me an example of a pair of something? (students respond).

If students have any difficulty at all coming up with examples, move immediately to the Demonstrating step. Hold up a pair of socks, pants or gloves (or a picture) for demonstration. At a convenient time, students should draw a picture to illustrate a pair of something. You do not need to define the word.

Next print raid on the board, ask students to read it and assist them with the Special Reading Steps if necessary. For the Imaging step, use a concrete example of a small group of soldiers who attack an enemy camp and then return to their base. You may choose a few historical examples if you prefer. Make sure students understand that a raid is smaller and shorter than a battle or a war. Students can illustrate a raid if they want to. If you wish to avoid the military reference (which is the original meaning), you can discuss raiding the refrigerator or raiding your brother's or sister's closet for clothes.

## raid



Have students read Section B on page 18 of the *Reading Book* to practice these words. When you have finished with students taking turns reading these sentences, ask them to keep their books open. Then return to this lesson and read or paraphrase the following:

See sentences number 1, 4, and 5. At the end of each of these sentences is a dot that we call a period. What do you do when you reach the period? (stop) Right. Now, when we move from Sentence Number 4 [read sentence] to sentence number 5 [read sentence], the sentences have nothing to do with each other. Next we are going to read several sentences that are connected. Each ends with a period, and I want you to stop when you reach the period. But I also want you to notice how the sentences seem to fit together.

Look at the next page, page 19. The group of words on the top in the middle is called the "title." This title is The Not-So-Fair Fair. Now let's look at the other sentences. When they are bunched together like these are, they are called a "paragraph." Let's take turns reading the paragraph.

Select different students to read one sentence each, but for this one reading, do not let them work too hard to sound out words. You can treat any word as a feed word (feed it to the student) so the class gets to see how the sentences relate to each other.

If you wish, you could mention that the word “paragraph” contains “graph.” Students may have heard of ‘graphics’ on a computer, which basically are pictures. The sentences in a paragraph work together to form a picture in our minds that is more complete than individual sentences. However, do not labor too much to teach the word paragraph. Students will get used to seeing a bunch of sentences separated from another bunch of sentences by a blank line or by indentation. The sheer concrete experience of hearing the word used repeatedly in connection with the act of reading a “paragraph” will probably be enough for students to learn a functional meaning of the word.



Page 42 of *Beginning Green Workbook A* can be assigned now.

**Tell students that they will read more sentence groups like this as they learn more and more words.**

***It is actually very difficult to define clearly what makes a paragraph a paragraph. At some point students will need to understand the word paragraph for standardized testing, but functional knowledge should be sufficient.***

### **Part 3: Visual and Auditory Discrimination and Two New Spelling Steps**

Add the next four word cards from Appendix D - rain, tail, ran, tall - to the eight cards you created in Lessons Two and Seven. You should have 12 cards with the following words: goat, got, coat, cot, roam, load, you, lot, rain, tail, ran and tall. Shuffle the cards, hold them up and go through them in random order.

Before you start, ask students “What is the first step they should take when trying to figure out a word?” (Look at the whole word.) For each word ask:

- Do you see the peanut butter and jelly friends?

If it is a sandwich word and the answer is yes, proceed to ask:

- Who is crunchy peanut butter?
- Who is jelly?
- What sound do the friends make together in this word? (/a/)
- Can you read this word? [If the student has difficulty reading the word, finish using all the Seven Special Reading Steps.]

If it is not a peanut butter and jelly word and the answer is no, simply say:

- Good. We will learn this word later on. [Do **not** have students try to decode these words.]

Next, repeat the same Phonemic Awareness exercises you performed in Part 2 of Lesson Eight. You only need to do the oral exercises, not the written spelling

***This is a simple visual discrimination exercise, but it can be very important. Now that students have two different peanut butter and jelly patterns, it can be challenging as well. You may find it valuable to repeat this exercise several times, or even make it a part of your daily warm-up.***

strip work. These oral exercises act as a kind of warm up for practicing auditory discrimination.

When you have completed the phonemic awareness exercises from Part 2 of Lesson Eight, pass out spelling strips and dictate the word mail for students to print on their strips. When they have gone through the first five spelling steps as they have before, tell them you want to add two more steps. At the point where they have turned their strips over and printed the word mail the conventional way, (see Step 5 in Figure 9.4) tell them you want them to:

- Underline the peanut butter and jelly friends. (Step 6)
- Write the friends next to the word. (Step 7)

Continue to dictate the rest of the words in the list below until students complete their spelling strips. When finished, the strips should look like Figure 9.5 on the front and Figure 9.6 on the back.

Word List: mail, toad, rain, fail, foam, maid, roam, pair, sail, loaf



Figure 9.5



Figure 9.6

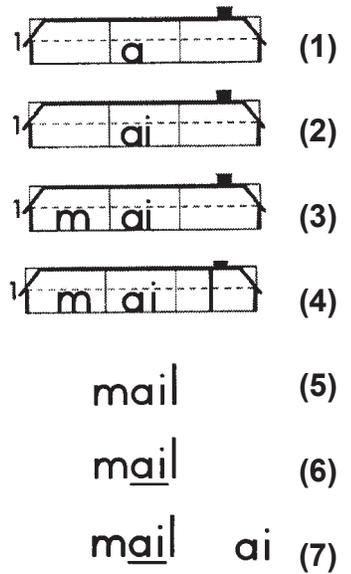


Figure 9.4

*For many students ten words is too many for one sitting. They cannot attend that long or they become overloaded and struggle. Do not hesitate to have them spell only five words now. They can finish the other five on another day or after the lesson has been broken up with a workbook or reading book activity.*

Steps 6 and 7 taken together constitute an activity we call “pattern marking” where the student underlines the vowel pattern and writes it next to the word. However, do **not** use the phrase “pattern marking” with students **yet**, as they are not going to be introduced to the term “vowel pattern” until later in this book.

*At this point, you can simply ask students to underline the crunchy peanut butter and jelly friends and then print the friends next to the word.*



The Practice Reading on Page 20 of *Beginning Green Reading Book One* provides a break from spelling. You could have students complete only five spelling words then cover some or all of these little stories before completing the last five words.



Page 43 of *Beginning Green Workbook A* reinforces the new spelling steps.

## ***Hints on Pacing***

If your students worked very hard to adjust to the new ai vowel pattern in Lesson Eight, then you will want to complete this lesson carefully and deliberately. You will probably require three teaching sessions to do so. However, many students will find the lesson easy and you could combine Parts 1 and 2 or Parts 2 and 3, completing the lesson in two teaching sessions. If students seem to find the lesson easy, they already know the sound j makes and they print it correctly, you can omit page 41 of the workbook. If these pupils also can handle all ten spelling words in Part 3 (with the two new spelling steps included), you can omit page 43 of the workbook as well. Such students could also omit some of the practice reading on page 20 of the reading book. With such students you could consider completing the lesson in a single teaching session or more likely, starting it on one day, finishing on the next day and being able to move on to Part 1 of Lesson 10 during that next day. This is the kind of variation in timing (a range of about 100%) you can expect with Stevenson, depending on whether your students have no learning issues, minor ones or major ones. Age also plays a large role. Many educators using Stevenson will need to be prepared for widely differing rates of progress with different kinds of students.

## ***Additional Reinforcement***

For the sound of j and the jug clue, a real, old-fashioned jug can provide some good fun. You can show how to make sounds with it, show pictures of jug bands and/or play some jug band music. During all the discussion, you can be emphasizing the /j/ sound in jug.

Also, please remember that the special exercises given in this and any lesson can be repeated for brief periods of time as often as students need them. The visual discrimination exercises involving the cards from Appendix D are quick and make a good daily warm-up activity. The auditory discrimination of vowel patterns that are described in Part 2 of Lesson Eight and used again in this lesson are helpful. They are basically versions of Phonemic Awareness Exercises 1 and 2, which can also be repeated from time to time if students find particular sounds hard to recall. Another simple activity you can repeat occasionally is printing a few words on the board, asking students to copy the words, underline the vowel pattern in each one and print the vowel pattern next to the word. (This activity is called “pattern marking and it comprises Steps 6 and 7 of the spelling steps.) For more “hands-on” reinforcement, remember the PAL materials mentioned in this section in Lessons 7 and 8.

## ***Modifications***

Notice that this lesson discusses what happens to your jaw when you make a /j/ sound. With most instruction on letter sounds in the Stevenson Program, this manual discusses either tongue, lip, mouth or jaw movement to help students connect physically to sound pro-

duction. In general, students with diagnosed speech issues will find this letter instruction helpful, but if your student is receiving speech therapy, we also recommend that you discuss your reading instruction with the therapist. Speech therapy makes a large positive difference for students with dyspraxia, articulation issues and similar problems. If the therapist knows how you are teaching sounds to speech students, she or he may have suggestions as to how you can enhance or modify your reading instruction a little to complement the therapy.

Here is a suggested keyboard activity. You can alter it to focus on particular letters your students need to practice.

### **Keyboard Work**

j j j j j j j j  
i j i j i j i i  
ai ai ai ai ai ai ai ai  
jail jail jail jail  
mail nail jail sail

### **Commentary**

This lesson adds only one letter, but it is also designed to give those students who need it an opportunity to practice alternating between both oa and ai words. You may have students who are progressing rapidly or those who move slowly and steadily. (See “Hints on Pacing.”) At this point it is worth noting two points.

First, remember that your typical lesson in Stevenson should begin with some kind of warm-up activity. Usually we suggest having students simply read and/or spell a few words from the previous day, but there are many activities like pattern marking words or various visual and auditory discrimination exercises (See the Additional Reinforcement section of this lesson) that can also be used. A good five minute warm-up session can make the rest of your teaching session more productive.

Second, remember that frequently changing the kinds of tasks students do is valuable, particularly for young students or students with learning differences. If you ask students to take turns reading for an uninterrupted half hour, you will lose their attention. If they try to spell continuously for even fifteen minutes, they may tire. Changing between reading and writing, between auditory and visual discrimination, moving between reading books, board work and workbooks while mixing in some tactile/kinesthetic tasks, are all built into each lesson. Run your class accordingly. Some teachers have only a half hour with their Stevenson groups. Most have between 45 minutes and a hour. However, if you manage your class period correctly, you could easily spend more than an hour on the same lesson without ever overloading your students. You need to be ready to shift between tasks often, but relate the tasks to each other.

**Feed Words:** can for had if in is it not on the will with

Section A is an opportunity to practice J, jail and capital I. Section B is an opportunity to practice and discuss maid, pair and raid.

Lesson 9 - Instructional Reading (IR)

**A**

1. Can toads go to jail?
2. I paid to go to jail.
3. The jail is on the main road.
4. I am in the jail with a toad.
5. I will moan in jail.
6. I can not roam in the jail
7. Can Joan go to jail?
8. Can it rain on the toad in jail?

**B**

1. A pair of goats can roam on the road.
2. I paid the maid for a loaf.
3. I will go to jail if I raid the mail.
4. The maid had a pail of soap foam.
5. Can a toad raid a jail?
6. Can it rain on a pair of maids?

18

**Feed Words:** and by home in is it to the then they when will

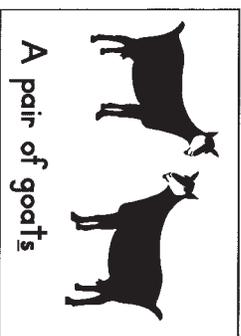
Remind students that these sentences together in one group make a "paragraph." After students read the story, have them read the questions and answer them orally yes or no. Most students will not have trouble with the two meanings of fair, but some will. Read the commentary on Lesson Eight for suggestions.

Lesson 9 - Practice Reading (PR)

### The Not-So-Fair Fair

Joan and Mike go to the fair. The pair roar when they see a goat with a coat. Gail waits for Mike and Joan by the road. Then it rains. Gail waits in the rain and moans. Mike and Joan go to the road and meet Gail. The rain soaks Mike and Joan and Gail. They go home. The fair is not so fair.

1. Is a goat with a coat at the fair?
2. Does Gail wait in the rain and moan?



19

**Feed Words:** *all and beside both for from goes  
has his how hugged in innocent  
met on of puts saw set takes the  
then they to took with*

*There are many Feed Words on this page. Please be very forthcoming with them. Most students will recognize on or and by now, some might be able to guess correctly at takes or puts, but no pupil will be able to read innocent or hugged. If any student struggles with any Feed Word, please feed it to them right away.*

*The reason for the large number of Feed Words on this reading page is that we want students to develop a sense of being able to read for pleasure. These "stories" are not long or full of information, but they are fanciful and can be fun. Discuss them, not only in terms of what is going on in each one, but also how they make the reader use his or her imagination. Find out what students like and don't like about these passages.*

**Lesson 9- PR (continued)**

**A Nail in His Tail**

A goat has a nail in his tail. Oh, how the goat moans in pain. Joan, a maid, hears the goat moan. Joan goes to the goat, takes the nail from his tail and puts soap on his tail. Then they both set sail for the fair.

**Pairs**

A pair of toads paid a pair of goats to raid a jail and free a pair of innocent maids. The pair of maids paid the pair of goats with a loaf, hugged the toads, and they all set sail for the fair.

**More Pairs**

A pair of maids met a pair of goats and a pair of foals on the road to the jail. Beside the road, the pair of maids and the pair of goats and the pair of foals saw a pair of toads in a pair of pails. So the pair of maids took the pair of pails with the pair of toads and they all set sail for the fair.

20

*When you cover this page, you can point out that each of these little "stories" is one paragraph. When we get to longer selections, you will need to point out when a story has more than one paragraph.*

# Lesson Nine - Outline

## The Letter j, the Word I and More Practice with oa, ai and the Sandwich

**Please Note:** *This outline is designed to assist you with lesson plans. If you are using the Stevenson Program for the first time and/or you have not received training, you must read the full lesson to assure that you correctly implement the unusual teaching techniques and special clues. If you are very familiar with the essential Stevenson strategies and the materials, you might find that this outline can act as a lesson guide. Please, however, refer to the full lesson as soon as your students show any signs of struggling. An icon key is given at the end of this outline. You should begin each new day of instruction with a warm-up review of the previous day's work. However, that activity is often assumed and has not been given an icon.*

**Objectives:** Students will connect the sounds and symbols of the letter j, discriminate the sound of the letter in words, and print the letter with correct orientation. Students will learn the word I and read in sentences. Students will use the letter j to decode and encode the word jail. Students will visualize and/or experience the meanings of maid, pair and raid. Students will prepare to read longer passages and apply two new spelling steps to oa and ai words.

### Materials:

For teacher

- Beginning Level Teaching Card Number 19
- Word cards rain, tail, ran, tall from Appendix D added to previous word cards

For student

- Copy of Appendix B
- Pages 18-20 from the *Beginning Green Reading Book One*
- Pages 41-43 from *Beginning Green Workbook A*
- Spelling Strips from Appendix E

### Part 1: The Letter j, the Word jail and the Word I

- 7** Warm up by having students decode pail and moat with the Seven Special Reading Steps. Review the meaning of the word moat.
- C** Follow directives on back of Card 19 to teach the sound symbol association of the letter j using the mnemonic clue.
- PA** Have students discriminate /j/ by performing Phonemic Awareness Exercises 1 and 2 with the following word lists:  
**Exercise 1:** jug, jump, jar, paint, job, farm, jaw, tail  
**Exercise 2:** jail, sink, jealous, rejoice, January, major, join, mice
-  Have students print letter j on Appendix B.

## Lesson Nine Outline - Continued

**7** Print jail on the board and have students use the Seven Special Reading Steps to read it.

**SS** Erase board. Then have students print jail on their spelling strips by leading them through the Seven Special Steps. Make sure students are printing the j correctly.

- Write the letter i on the board and ask students to tell you what sound the letter makes. Introduce the capital I and the meaning of the word I. Discuss confusion between capital I and lower case i. Refer to the full lesson for more details.



Section A, Page 18, *Beginning Green Reading Book One*.



Page 41, *Beginning Green Workbook A*.

### Part 2: Vocabulary Building with maid, pair and raid and Discussing a Paragraph

**7** Print maid on the board and have students use the Seven Special Steps to read it. Then use vocabulary steps to teach the meaning of the word. Then print pair on the board and use

**V** the Reading and Vocabulary Steps for that word. Then print raid on the board and use the Reading and Vocabulary Steps for that word, refer to the full lesson.



Section B, Page 18, *Reading Book One*. After reading, point out that each of these sentences is separate. The idea in one sentence has nothing to do with the ideas in the other.



The Not-So-Fair Fair, page 19. Before reading, point out that this story has a title. The sentences in this story work together. All together they make a paragraph. For more explanation of the words paragraph and title, see the complete lesson.



Page 42, *Beginning Green Workbook A*.

### Part 3: Visual and Auditory Discrimination and Two New Spelling Steps

- Add the words rain, tail, ran, tall from Appendix D to the cards used in Lessons Two & Seven. Shuffle and perform a visual discrimination exercise. See full lesson for specific wording.

**PA** Repeat the new Phonemic Awareness Exercises from Part 2 of Lesson Eight as a warm up. Omit the spelling strip work.

## Lesson Nine Outline - Continued

**SS** Dictate the word mail and have students complete the first 5 spelling steps. At the point where they have turned their strips over and printed the word mail the conventional way, tell them you want them to:

- Underline the peanut butter and jelly friends. (step 6)
- Write the friends next to the word. (step 7)

Refer to the full lesson for an explanation of “pattern marking” Use all seven spelling steps on the following words: mail, toad, rain, fail, foam, maid, roam, pair, sail, loaf.



Page 20, *Beginning Green Reading Book One*.



Page 43, *Beginning Workbook A*.

### Icon Key



= Use Teaching Card



= Students read word from board with Seven Special Reading Steps



= Phonemic Awareness



= Students Spell Words on Spelling Strips



= Student prints letters or words



= Beginning Green Reading Book Pages



= Vocabulary steps used to teach word(s)



= Beginning Green Workbook Pages