

## Teaching notes

# Jolly jellybeans

### Things to collect and words to display

jacket	jack-in-the-box	jam
jar	jellybeans	jet
jigsaw	joey	joke
		jump

### Rhymes and jingles, songs and books

John Vernon Lord, *The Giant Jam Sandwich*,  
Houghton Mifflin, 1972

*Jack and Jill went up the Hill*

*Jack be Nimble, Jack be Quick*

### Reading the big book

#### Looks like

Take students outside. Using chalk, draw large lower case letter js on the ground. These will wash off in the rain. Ask students to '**jump** like a **jellybean**' from the top of the letter j shape to the bottom. Students should stay as close to the line as possible. When students get to the end of the curve, have them run up to the top and jump on the dot. This will help students to remember how to form the letter when they are writing.

#### In the alphabet

Show students the position of j in the dictionary or telephone directory. Explain the j is almost in the middle of the alphabet. Have students squat as they start to say the alphabet. When they get to j, have students **jump** up like jellybeans!

#### Odd one out

Have students isolate the long e sound in the word jellybean. Say /e/ and /eː/ and allow students to listen to the difference between the two. Provide students with a series of four words, three of which have long e and one which has short e. Ask students to recognise which is the odd one out. Use the following example: bean, me, bed, she.

#### Making noises

Prior to starting this activity, make sure that no student will be embarrassed by an offensive word if their name is changed in this way.

Have fun with students' names. Explain to students that for today, all their names are going to start with /j/. Names such as Samson will become Jamson and Meg will become Jeg. Have students practise introducing each other by their new names.

### Letting them loose with the little books

#### Starts with

Show students **Worksheet 1**. Explain to them that they will play this game in groups of 3. Each group will need a die, three counters and one Worksheet. Students will take it in turns to throw the die. When students land on a square they must say the name of the picture by emphasising the first sound and repeating it. For example, if a student landed on the picture of the jet they would need to say j-j-j-jet. If the picture starts with /j/, students can throw the die again. The winner is the first person to get to the end.

#### The syllable clap

Remind students that syllables are the parts of words that we can hear when we say them aloud. Have students 'clap' the syllables in 'Jolly jellybeans'. They should be able to hear five syllables. Show students **Worksheet 2**. Explain to them that you are going to read one page of the text at a time. Each time you read a page, students are going to count the syllables and 'jump' their jellybean along the line on the Worksheet. Show students the example and make sure they understand what they are required to do. For each page of the book, students should use a new line on the Worksheet.

#### Handle with care

Place some jellybeans along a ruler and see if students can pass this around the circle without dropping them. Talk to students about the need for passing the jellybeans carefully. Take this opportunity to remind students of the need to treat books with care, and to handle them carefully as well.

