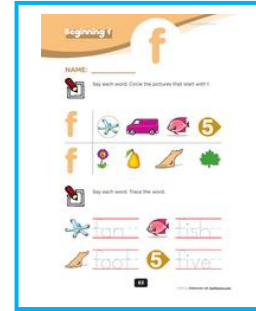


# Beginning f (page 15)



## Materials:

- letter flashcards Aa-Zz
- letter **f** flashcard
- picture cards (fan, van, fish, five, flower, pear, foot, leaf)
- string or 2 hula hoops
- page 15

## Review: 2-3 minutes

- Mix up the letter flashcards and show them to the students one at a time.
  - *Hint:* You should develop a routine when doing this.
  - Teacher: “Letter?” Students: “A.”
  - Teacher: “Sound?” Students: “/a/.”
  - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.

## Preview: 5-7 minutes

- Show the **f** flashcard while saying the letter name and letter sound and have the students repeat
  - Teacher: “F, /f/ /f/ /f/” Students: “F, /f/ /f/ /f/”
- Show the picture cards for the words that begin with the **f** sound and say the name of the picture, emphasizing the **f** sound and have the students repeat
  - Teacher: “/f/ /f/ fan”; students repeat
  - Teacher: “/f/ /f/ fish”; students repeat
  - Teacher: “/f/ /f/ five”; students repeat
  - Teacher: “/f/ /f/ flower”; students repeat
  - Teacher: “/f/ /f/ foot”; students repeat

## Modeling: 5 minutes

- Show the students a picture card that starts with the **f** sound.
  - Teacher: “/f/ /f/ fan.” Since the word begins with the /f/ sound, swim around the room like a fish.
- Show the students a picture card that doesn’t start with the **f** sound.
  - Teacher: “/f/ /f/ van”. Since the word doesn’t begin with the /f/ sound, stand still.
- Repeat as many times as necessary with different picture cards.

### Guided Practice: 5-7 minutes

- Play Relay Sort.
  - Make two circles at one end of the room. Label one **f** and one not **f**.
  - Divide the class into two teams.
  - Give the first students in each line a picture card. Use the picture cards from this lesson and any other cards that do not have the /f/ sound.
  - Teacher says go and the students move to the end of the room with the circles and place their picture card in the correct circle. Then they return back to line.
- Continue until all students have placed a card in a circle.
- Hold up each card and have the students tell you if it is in the correct circle and whether or not it has the /f/ sound.

### Independent Practice: 5-7 minutes

- Explain how to do page 15.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 15 to each student.

### Assessment: (during Independent Practice)

- As the students are completing page 15, monitor and give guidance/support/correction/praise, as needed.
- Use page 15 as a record and be sure to take note of students who may need more practice and/or instruction.

### Closure: 1-2 minutes

- Review each picture card.
  - Teacher: “/f/ /f/ fan”; students repeat
  - Teacher: “/f/ /f/ fish”; students repeat
  - Teacher: “/f/ /f/ five”; students repeat
  - Teacher: “/f/ /f/ flower”; students repeat
  - Teacher: “/f/ /f/ foot”; students repeat