

# Beginning Sounds b, f, h, t (page 40)



## Materials:

- letter flashcards Aa-Zz
- letter **b**, **f**, **h** and **t** flashcards
- picture cards (ball, fish, tub, fan, hen, tiger, bell, turtle, horse and any other picture cards that begin with the **b**, **f**, **h** or **t** sound)
- page 40

## 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: 1-2 minutes

- Show the letter flashcards while saying the letter name and letter sound and have the students repeat
  - Teacher: "B, /b/ /b/ /b/" Students: "B, /b/ /b/ /b/"
  - Teacher: "F, /f/ /f/ /f/" Students: "F, /f/ /f/ /f/"
  - Teacher: "H, /h/ /h/ /h/" Students: "H, /h/ /h/ /h/"
  - Teacher: "T, /t/ /t/ /t/" Students: "T, /t/ /t/ /t/"

## Modeling: 5 minutes

- Show the students a picture card that starts with one of these sounds.
  - Teacher: "ball." The students should shout out the sound they hear at the beginning of the word, /b/.
- Repeat as many times as necessary with the different picture cards and sounds.

### **Guided Practice:** 5-7 minutes

- Put students in groups of two and review how to make the lowercase **b, f, h** and **t** with their bodies.
- Play Body Letters
  - Show the students a picture card and say the word.
    - Teacher: “ball”; students repeat
  - The students work with their partner to make the correct lowercase letter that matches the beginning sound of the word with their bodies.
  - Once they have made the letter, repeat the word, emphasizing the beginning sound so the students can check if they are correct.
    - Give students time to make the correct letter if they made a mistake.

### **Independent Practice:** 5-7 minutes

- Explain how to do page 40.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 40 to each student.

### **Assessment:** (during Independent Practice)

- As the students are completing page 40, monitor and give guidance/support/correction/praise, as needed.
- Use page 40 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 letter sound together.
  - Teacher and students: “B, /b/ /b/ /b/”
  - Teacher and students: “F, /f/ /f/ /f/”
  - Teacher and students: “H, /h/ /h/ /h/”
  - Teacher and students: “T, /t/ /t/ /t/”