

# Beginning Sounds c, f, h, p (page 42)



## Materials:

- letter flashcards Aa-Zz
- letter **c**, **f**, **h** and **p** flashcards
- picture cards (car, cake, camel, foot, fish, flower, house, hand, hat, panda, pear, pencil and any other picture cards that begin with the **c**, **f**, **h** or **p** sound)
- page 42

## 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: "C, /k/ /k/ /k/" Students: "C, /k/ /k/ /k/"
  - Teacher: "F, /f/ /f/ /f/" Students: "F, /f/ /f/ /f/"
  - Teacher: "H, /h/ /h/ /h/" Students: "H, /h/ /h/ /h/"
  - Teacher: "P, /p/ /p/ /p/" Students: "P, /p/ /p/ /p/"

## Modeling: 5 minutes

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

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

- Set a flashcard in each of the four corners of the room (**c, f, h** and **p**)
- Stand in the center of the room
- Say a word, showing the picture card, that begins with one of the four sounds
- Emphasize the beginning sound and then move to the corner of the room with the flashcard that matches the sound you heard in the word.
- Have the students practice with you one or two times.
- Continue the Four Corners game above.
  - *Hint:* If the students are struggling, say the word slowly and break it apart into the individual sounds. Have the students repeat and then move to the corner with the correct beginning sound.
- Play as long as needed.

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

- Explain how to do page 42.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 42 to each student.

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

- As the students are completing page 42, monitor and give guidance/support/correction/praise, as needed.
- Use page 42 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: “C, /k/ /k/ /k/”
  - Teacher and students: “F, /f/ /f/ /f/”
  - Teacher and students: “H, /h/ /h/ /h/”
  - Teacher and students: “P, /p/ /p/ /p/”