

ph as /f/ (page 56)



Materials:

- letter flashcards Aa-Zz
- **ph** digraph flashcard
- p and h flashcards
- picture cards (phone, photo, pheasant, photographer, elephant, pencil and any other picture cards with or without the **ph** digraph)
- 2 flyswatters
- page 56

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.
- You can also play a game to review the letter names and sounds called Around the World.
 - Have one child start and stand behind another child in the group. (The child in back is standing; the child in front is sitting.)
 - They can be sitting at their seats or on the floor, but it is easier if they are in some kind of a circle.
 - Show the two children a flashcard.
 - The first one to say the letter name and sound gets to move on.
 - If it is the child already standing up, they move behind the next person.
 - If it is the child sitting down, they get up and stand behind the next child and the child that was standing sits in that seat.
 - You continue on until someone has made it “around the world,” standing behind all the children in the classroom.

Preview: 3 minutes

- Show the students the p flashcard and review the sound.
 - Teacher and Students: “P, /p/ /p/ /p/”

- Show the students the h flashcard and review the sound.
 - Teachers and Students: “H, /h/ /h/ /h/”
- Now show the p and h together and talk about how when p and h are together they make only one, completely different sound.
 - Teacher: “Ph, /f/ /f/ /f/” Students: “Ph, /f/ /f/ /f/”

Modeling: 3-5 minutes

- Show the students a picture card that has the **ph** sound.
 - Teacher: “/f/ /f/ photo.” Since the word has the /f/ sound, pretend to take photos with your camera.
- Show the students a picture card that doesn’t have the **ph** sound.
 - Teacher: “/f/ /f/ pencil.” Since the word doesn’t have the /f/ sound at, sit still in your chair.
- Repeat as many times as necessary with different picture cards.

Guided Practice: 5-7 minutes

- Scatter the picture cards in the center of the room.
- Play Flyswatter Game.
 - Give two students a flyswatter.
 - The students walk around the **ph** and non **ph** digraph picture cards that are placed on the floor with the flyswatters behind their backs. Make sure they are not walking on the cards, but around them in a circle.
 - Teacher calls out **ph** sound or no **ph** sound. The students search for a picture that matches what was called out and then hit it with their flyswatters, saying the name of the picture as they do.
 - Give the flyswatters to two new students and start again.
- Continue play until all the students have had a turn.

Independent Practice: 5-7 minutes

- Explain how to do page 56.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
 - You may want to read the sentences at the bottom together before having them work on the page independently.
- Pass out page 56 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 56, monitor and give guidance/ support/correction/praise, as needed.
- While walking around the classroom, ask the students to read the sentences at the bottom of the page to you.
- Use page 56 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Review the **ph** digraph while showing a picture card and have the students tell you where they hear the /f/ sound.
 - Teacher and students: “Ph, /f/ pheasant” Students: beginning
 - Teacher and students: “Ph, /f/ photographer” Students: beginning, middle
 - Teacher and students: “Ph /f/ elephant” Students: middle

