

1 REVIEW

- Letter Sound Flashcards
- Rapid Recognition Chart #6

2 PHONEMIC AWARENESS

A. BLENDING

Teacher: "What word do these sounds make?"

/f/ă/n/ **fan** /f/ĭ/t/ **fit** /p/ŭ/f/ **puff**

/f/ŭ/n/ **fun** /h/ŭ/f/ **huff** /f/ĭ/n/ **fin**

/f/ĕ/l/ **fell** /f/ŏ/g/ **fog** /f/ă/t/ **fat**

B. SEGMENTING

Teacher: "What are the sounds in _____?"

fan /f/ă/n/ fit /f/ĭ/t/ puff /p/ŭ/f/

*Use same words as blending section.

TIP: Have students tap out the sounds with fingers or manipulatives

3 DIRECT TEACH

A. INTRODUCE LETTER

Teacher: Show letter card. "This is the letter F. F spells the /fff/ sound like in the word fish. Say /fff/."

Students: "/fff/"



B. MOUTH CUE

Teacher: "Our teeth are on our bottom lip. We do not feel any vibration. This is an unvoiced sound. It is just air and we can hold and stretch the sound."

Model and have students check their vocal cords.



C. KEYWORD PHRASE

Teacher: "This is our key phrase for the letter f. F, fish, /fff/. Repeat after me."

Student: "F, fish, /fff/"

D. HAND GESTURE

Teacher: "Let's pretend to cast out our rod and reel in a fish." Practice the movement with keyword phrase.

Students: Practice keyword phrase and movement together.

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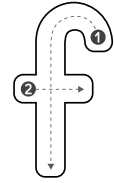
TRACE & WRITE

Teacher: "Let's practice forming the letter. This is a **tall letter**. Watch as I write it." Model.

f- Start at the top. Curve back, down, and cross.

Teacher: "Now it's your turn. As we trace the letter, let's say its name and sound. **"F, /fff/."**

Students: Practice tracing and writing the letter on student page.



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WORD READING**A. BLENDING PRACTICE**

Display or write word on board.

TEACHER MODEL: "Watch me first! I will blend each sound together."

Word: **fat**

Sentence: "The cat was lazy and fat."

GUIDED PRACTICE: "Let's do this one together. Say the sounds with me."

Word: **fin**

Sentence: "I can see the shark fin above the water."

INDEPENDENT PRACTICE: "Now it's your turn. Ready, Go."

Word: **fib**

Sentence: "I told a little fib."

B. BLENDING LINES:

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6

SPELLING**A. WORD DICTATION**

Say the word-Tap each sound-Spell the word.

TEACHER MODEL: "Watch as I break apart the sounds to spell."

Word: **fit**

GUIDED PRACTICE: "Let's break it apart together."

Word: **fin**

INDEPENDENT PRACTICE: "Now it's your turn."

Word: **fat**

WORD BANK

Pick 2-3 more words to practice.

PREVIOUSLY LEARNED WORDS: am, at, mat, sat, Sam, Pam, map, tap, sap, pat, sip, sit, pit, tip, tin, pin, nip, nap, man, tan, pan, bat, bin, tab, bib, nab, bit, ban, pot, mop, top, not, pop, cap, cat, can, cap, cop, cob, cot, cab

NEW WORDS: fat, fan, fin, fit

B. SENTENCE DICTATION

Count words. Break apart and spell each word.

SENTENCE: **The fin is on top.**