

Get Ready for The Code **Book A**

Teaching the Letter *f*

Materials: Wall Chart **fish**; Picture–Letter Cards for **f**
Picture book suggestions: *Fish is Fish* or *Frederick* by Leo Leoni

Link to Prior Knowledge

Tell the class that today they will be thinking about the sounds at the beginning of words. Ask a volunteer to say his or her name aloud. Then ask the student to say only the first sound in his or her name. Assist as necessary. Ask the class if anyone else has a name that begins with that same sound. Have students repeat names that have the same beginning sound, and isolate the beginning sound with the students.

Tell students that letters of the alphabet stand for the different sounds we hear in names and all other words. Ask the class if they can name the letter that stands for the beginning sound in the names discussed above. Then ask volunteers to say their names, the beginning sound in their names, and the letter that stands for the beginning sound in their names. Help students, as necessary.

Tell students that they are going to be learning about some other sounds and the letters of the alphabet that stand for those sounds.

Phonemic Awareness

Display the Wall Chart **fish** and ask students to name it. Have the class repeat the word fish several times. Then ask the class to say only the first sound in fish [/f/]. Have them repeat the f sound.

Ask the class what sound they hear at the beginning of fox. Is this the same sound as at the beginning of fish? Then ask the class to indicate with thumbs up or thumbs down if the following words begin with /f/: feather, farm, mud, fast, shoe, finger, goat, feet, pick, rush, first.

Phonics

Introduce the Skill Say the word fish, emphasizing the initial consonant sound. Ask students if they can name the letter that stands for the sound /f/ that they hear at the beginning of fish, feet, and four.

Write the letter *f* on the board or display the *f* picture–letter card. Tell the class that this is the letter *f*, and it stands for the sound at the beginning of fish. Hold up the fish from the Wall Chart or fish picture card. Say the letter name, the sound, and key word: "f says /f/ as in fish." Have the class repeat the phrase.

Ask students to name other words that begin like fish, then ask what letter the words begin with. Clarify any incorrect responses.

Vocabulary

Introduce New Vocabulary Words from this lesson include fish, fan, football, fork, foot, fence, finger, and fishing. Clarify meaning of any of these words, as necessary, during the lesson.

Review Direction Words In this and subsequent lessons, students are asked to: color objects; trace, copy, and write letters; follow a path with a pencil; circle letters; draw objects; work with colors; identify numbers 1, 2, and 3; and understand meanings of *same/different*, *below*, and *left/right*. Review the directions with the class before beginning each exercise.

Completing Student Pages 1–12

Page 1. Read the directions aloud. As necessary, assist students by asking them if all figures are pointing in the same direction.

Page 2. Model formation of the letter *f* for the class. Have students write the letter in the air as you write it on the board. Have students look at the letter *f* in the middle of the page. Then have them find the number 1 and place their index fingers on it. Ask students to start tracing the letter, beginning at number 1 and following the stroke of the first line. To continue, have them find the number 2 and follow that line. They should say the letter name and its sound as they trace it. Point out the capital letter *F* in the bottom corner of the page and tell students that capital letters are used to begin names and sentences. Reinforce letter formation with the writing suggestions provided for this lesson or by having students practice writing the letter on lined paper.

Page 3. Read the directions aloud, and remind students to work carefully. Make sure they move from left to right. Ask them to say both the word and the first sound in the word when they get to the picture. Students who have trouble staying within the lines may need more exercises to strengthen small-muscle coordination.

Page 4. Read the directions aloud. For each row, make sure students are tracking from left to right. Point out that the bottom line shows capital letters.

Page 5. Read the directions aloud, pausing for students to respond to each part. As they color the sections, have them say the letter name, the sound of the letter, and the name of the pictured word. Remind students that they are looking for both lowercase and capital letters.

Page 6. Have the class point to each picture as you name it: fork, fence, football, fishing, finger, fan, fish, foot. Pause between each word, allowing students time to respond. Then read the questions below and have them follow the directions.

1. I am thinking of something that is **often** made of wood. It keeps animals in a yard. What is it?[fence] Put your finger on the fence. What sound does fence begin with? Color the fence.
2. I am thinking of something that you plug in. It moves the hot air and makes you feel cool. What is it?[fan] Put your finger on the fan. What sound does fan begin with? Draw a circle around the fan.
3. Now find a picture of something that we use when we eat. What is it?[fork] Put your finger on the fork. What sound do you hear at the beginning of fork? Draw an X on the fork.
4. I am thinking of something that lives in water and swims with its fins. What is it?[fish] Put your finger on the fish. Say the sound at the beginning of fish. Color the fish many colors.
5. I am thinking of a part of the body that is attached to your leg. You each have a left one and a right one. What body part is it?[foot] Put your finger on the foot. What sound does foot begin with? Draw a shoe on the foot.
6. Now I am thinking of something I like to do. To do it, I need a rod, a hook, and some bait. It is fun to go _____. [fishing] Put your finger on the girl fishing. Have you ever gone fishing? What sound do you hear at the beginning of fishing?
7. I am thinking of something you can kick or throw. You can run with it and score a touchdown. What is it?[football] Put your finger on the football. What sound does football begin with? Color the stripes on the football.
8. The last picture shows a part of the hand. You can wiggle it. What is it called?[finger] Put your finger on the picture of the finger. What sound does finger begin with? Draw a box around the finger.

Page 7. Read the directions aloud, pausing for students to complete each part. Give praise for slow, careful work.

Page 8. Together, slowly identify all the pictures on the page. (Note: For the last picture in line four, students need to say fishing, not girl.) Read the directions aloud. Students may also mark the correct picture with an X.

Page 9. Review the letter name f and the sound /f/. Remind students that the letter f is two spaces tall. Read the directions aloud, pausing for students to complete each section. Identify pictures, as necessary.

Page 10–12. Read the directions aloud. If the directions have multiple steps, pause for students to complete each task. Identify pictures, as necessary.

Building Fluency

Modeling Fluent Reading Select a read-aloud book or a poem that features words beginning with the letter *f*. Read the book or poem several times throughout the week, modeling left to right reading and appropriate expression. After you read the book, you may ask students to recall words from the story that begin with the letter *f*.

Building Comprehension

Extending Word Knowledge Give students opportunities to talk about new words in different contexts. For example, have students talk to a partner about different situations where people would use a fan. Encourage examples from their own experiences.

Understanding Text After a read-aloud, reinforce understanding of the story by asking students to describe what happened in the story. Clarify order of events, as necessary. Ask students who or what the story was about and where the story happened. If the story is informational, ask students what facts they remember.

Writing

To reinforce letter formation, have students practice writing the letter *f* in the following fun way. Lightly cover the bottom of a tray or other flat surface with sand, salt, or sugar. Have students write individual letters in the tray with their fingers, making the letters as large as possible.

Reinforcement Activities

1. Have students search the classroom for objects or pictures of objects that begin with /f/. Possible answers: folder, *friends*, floor, flag, finger, feet.
2. On the board or an overhead, write some simple words that include the letter *f*. Ask volunteers to identify and circle the letter *f* in each word.