

LESSON 2

New material:

F/f (as in “fox”)

- Make the sound with your student
- Have the student write the lowercase letter on a dry-erase board three times while saying the sound
- Make a flashcard for your sound/letter deck

Warm Up With Oral Brainstorming:

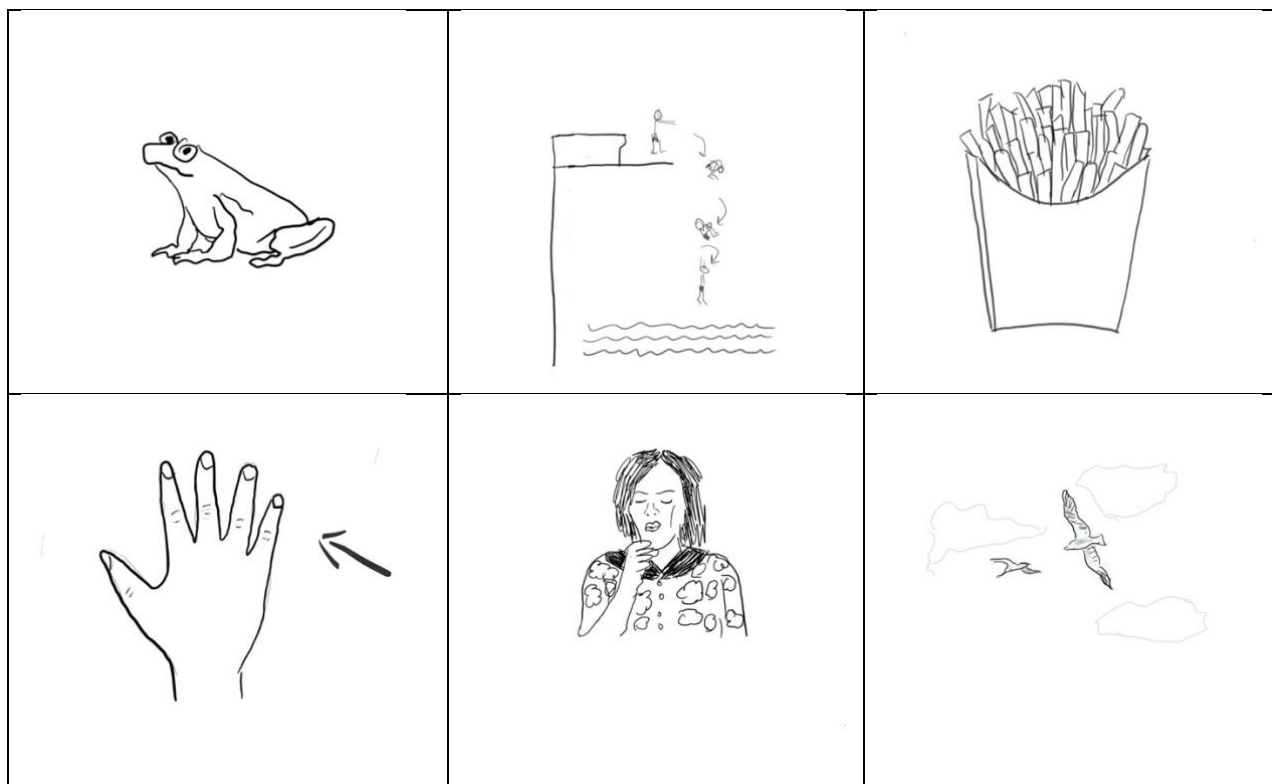
Say, “‘f’ is another consonant sound that can be found in the beginning, middle, and end of words. Let’s think of some words that begin with ‘f.’”

Examples: fight, fine, feel, fantastic, fix, family, phone, fender, fountain, fish, food, French fries, fans, fingers, face

Say, “Now let’s think of some words that end with ‘f.’” (Again, remember to make the sound rather than name the letter and to pronounce a quick “f,” not “fuh.”)

Examples: laugh, off, cough, sniff, huff, stuff, giraffe, tough, rough, fluff, puff, bluff, if, stiff

Or, brainstorm by taking turns drawing pictures:



(Words with “f” as in “fox”

Row 1: frog, flip, French Fries Row 2: fingers, cough, fly)

Continue to Warm Up With Sound Play:

Say, “Now, listen to the word ‘it.’ What happens if you add the ‘f’ sound to the beginning of the word?” (fit)

Say, “Listen to the word ‘laugh.’ Now take away the ‘l’ sound at the beginning. What do you have left?” (af)

Ask the student, “Should we do one more? Should we start by adding or taking away the ‘f’ sound?”

To add:

“Listen to the word ‘able.’ Add ‘f’ and what do we get?” (fable)

“Now take away the ‘f’ and what do we get?” (able)

“Now let’s add the ‘t’ sound to the beginning and what do we get?” (table)

To take away:

“Listen to the word ‘file.’ Now take away the ‘f’ sound and what do you get?” (ile)

“Now listen to the word ‘ile.’ What do you get if you put ‘m’ sound at the beginning?” (mile)

“Listen to the word ‘sniff.’ Now take away the ‘sn’ at the beginning. What do you get?” (if)

Introduce the new high-frequency word you have written onto a flashcard. Have the student write the high-frequency word three times while pronouncing the word:

good¹

Have the student read:

maf

am

fat

¹ **good**: **g** will be decodable in Lesson 13; **oo** (rhyming with book) in Lesson 91; **d** in Lesson 12

Have the student write from your dictation:

the good mat

fat and tat

tam and am

Student View

good

maf

am

fat