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## Unit 2 Posttests

Pages 179-189

## Notes to teacher:

### Spelling and Reading

- The Spelling and Reading section of each lesson is set up to have the student spell the words first and then read them from a clean copy after his words have been checked and corrected. If it is helpful to your student, reverse the order of the exercise and allow the student to read the word list first and then spell the words.
- The word list progressively becomes longer throughout the units to provide words for extra practice. We recommend that the student spells a minimum of ten words per lesson. If this amount seems overwhelming to the student, work with words in tactile ways instead of on paper. See Training Book page 39 under “Auditory Drill” for creative materials to do finger-spelling or page 40 under “Spelling and Reading” for additional ways to work with words.


### Letter Tiles

- The use of letter tiles is not included in the daily exercises of Units 2-6 of Phonics Foundations. If it is helpful to your student, provide a multisensory component to spelling and syllabifying words by preparing a set of tiles (see page 45, *Teacher Training Book*).

### Story Background

- The stories to be read aloud are found in the *Student Book*. Some students may find the contrasting black text and white background difficult to read. If it is helpful to your student, copy the stories on cream or soft pastel colored paper before asking him to read them.

### Student Book

- A book of student worksheets is included for Unit 2. The icon  in the Teacher’s Guide or on an Instruction Card indicates that the activity described requires a worksheet in the *Student Book*. Use the Extra Practice Worksheets in the *Student Book* as needed.

Phonics Foundations | Christian Light Reading

# Consonants and Short Vowels

## Unit 2



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# Unit 2

## Phonemes and Red Words

Lesson	Skill	Red Word	Lesson	Skill	Red Word
2:1	d	the	2:16	c	done
2:2	s	do	2:17	k	don't
2:3	m	to	2:18	ck	gone
2:4	f	you	2:19	w	were
2:5	a	was	2:20	l	are
2:6	t	said	2:21	u	says
2:7	g	one	2:22	v	your
2:8	n	only	2:23	y	want
2:9	p	once	2:24	e	have
2:10	o	of	2:25	z	give
2:11	h	from	2:26	x	live
2:12	j	too	2:27	qu	also
2:13	r	two	2:28	sh	who
2:14	b	four	2:29	th	there
		for	2:30	wh	what
2:15	i	does	2:31	ch	where

# Lesson 1: Dd

## Lesson Preparation

- Flash cards for today's lesson (T1, S1)
- Copy of duck on page 7
- Red word supplies: the
- **Student Book** pages 1-4
- Set of Instruction Cards
- Items for additional activities if needed

## Drill and Review

**Review** No review until Lesson 2.

## Introduction of New Phoneme

**Dd | Key word: duck**

**Sound introduction** Tell the student that today he will learn about the /d/ sound. Ask the student to repeat the /d/ sound in a chant: /d/ /d/ /d/. Hold several fingers to your throat as you say /d/. Ask the student to tell if he feels vibrations in his throat while saying the sound /d/. The *d* makes a voiced sound. Demonstrate how your tongue taps the ridge behind your upper teeth as you repeat /d/ /d/ /d/.

**Flash card introduction** *Teaching Card:* Show the /Dd/ duck card and tell the student that the letter **d** spells the sound he is practicing today. The key word that will help him remember this sound is **duck**. Have the student repeat the sound several times along with the key word: (*d* says /d/ /d/ /d/; duck says /d/ /d/ /d/). Keep this card in front of the student for easy access throughout this lesson.

*Student Card:* Start student deck with the *d* card.

**Story introduction** Tell the student you are going to read part of a short story to him. Ask him to listen for the sound /d/ as you read.

Dale and Donna had a pet baby duck named Debbie. Every day they took Debbie Duck down to the pond. They liked to watch her dive into the deep water. They liked to watch her dash after the minnows darting back and forth down there.

**After the story** Ask the student to repeat any word beginning with /d/ from the story.

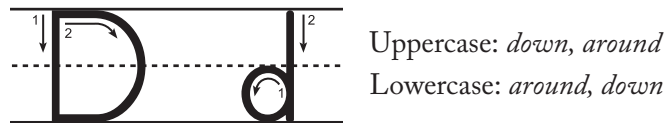
Ask the student the following 5W questions. Tell him that most answers should include the sound /d/. Give prompts as needed.

1. **Who** had a pet duck? (*Dale and Donna*)
  2. **What** was the pet duck named? (*Debbie*)
  3. **Where** did Dale and Donna take Debbie every day? (*down to the pond*)
  4. **When** they got to the pond, what did they like to watch? (*Debbie diving and dashing after the minnows darting back and forth*)
  5. **Why** do you think the water needed to be deep for Debbie to dive in? (*discuss*)
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**Key word introduction** Have the student draw a duck or color a picture of a duck that you have provided (see page 7). As you read each word, have the student finger-write *d* on the duck's back if the word begins with /d/.

<b>d</b> airy	<b>d</b> amp	park	<b>d</b> ear	<b>d</b> ebt
<b>d</b> eceive	<b>d</b> eck	<b>d</b> ash	<b>d</b> efine	save
<b>d</b> own	hat	<b>d</b> elicious	cat	<b>d</b> elight
funny	<b>d</b> eny	summer	<b>d</b> airy	<b>d</b> epth

**Letter formation** On lined paper or the board, demonstrate the proper way to write *d*. Have the student write *d* on the carpet sample or some other tactile surface three times while repeating “*d* says /d/.” If the student has not been taught letter formation prior to this, spend more time practicing the skill (see page 4, *Student Book*).



Choose one or more multisensory activities to demonstrate and practice forming the lesson letter.

1. Create the letter from playdough (see example chart, page 176).
2. Teach the sign for the letter. (see example chart, page 177).
3. Make the letter using body posture.

**Brainstorm** Have the student come up with more words that contain or begin with /d/. Give him clues to help him get started:

1. A pond is shallow, but the ocean is \_\_\_\_\_. (*deep*)
2. An animal that wags its tail and barks is a \_\_\_\_\_. (*dog*)
3. The opposite of up is \_\_\_\_\_. (*down*)
4. When you get sick, you go to the \_\_\_\_\_. (*doctor*)
5. An animal that can walk, swim, and quack is a \_\_\_\_\_. (*duck*)

## Spelling and Reading

Begins in Lesson 6.

## Syllabication

Begins in Unit 3.

**Red Words**

New word: the

■ IC: 8 Follow Instruction Card 8 (steps 1-8) to introduce the new word.

■ IC: 7 Refer to Instruction Card 7 to introduce arm tapping.

**Flash cards** Work with the student to create a set of red word flash cards. At the beginning of each session, write the new word(s) in red on a blank card. Brainstorm with the student about an illustration that could help him remember the word. Ask the student to draw a small picture or icon in the bottom right corner of the card. To eliminate the clue, the illustration can be covered with a thumb or finger while doing flash card drills.

A red word may be retired when the student has successfully read and spelled the word at least ten times. A check mark on the back of the student card is an easy and fun way for the student to keep track of his own progress.

**Oral Reading**

Begins in Lesson 7.

**Student Assessment**

Complete Teacher's Daily Preparation and Assessment Record. If the student demonstrates weakness on today's skill, see teaching tips for drill and practice (see pages 39-44, *Teacher Training Book*).

**Additional Activities**

Listed in this section are suggestions for additional activities to keep lessons interesting and focused.

**Unit 2 Student Book:**

- Extra Practice 1: Listen and Color exercise:  
Pronounce the following words to the student. Student listens, repeats the word, and colors the box that corresponds with the placement of the bold letter in the boxes. Finger-tap as necessary.  
Note: *Each box represents a sound, not a letter.*  
**suds, dams, bandbox, study, dance,**  
**ready, grades, candy, caddy**
- Extra Practice 2: On the coloring page, the student should trace the letters with a crayon and color the duck.

Unit 2 | Lesson 1 | Extra Practice 1

Listen. Repeat. Color.


3

## Multisensory activities and Dd crafts

- Create a special *Letter Box*. Label the box with the new letter, and throughout the day have the student place items that begin with the day's sound in the box. For example, for the Lesson Dd, the items in the box could include pictures or objects such as a *dog, door, dipper, dollar, dime, doll, dish, donut, dirt, domino*, etc. If this is a daily activity, keep a tally sheet for each sound to see what sound you found the most items for.
- Quack when you hear /d/.
- Draw a duck on paper and hold up the duck when you hear /d/.
- Give each student a sheet of paper with the outline of a duck on it. Have the student cut and paste pictures from magazines that begin with /d/ on the duck.

## Facts about ducks

- A baby duck is a *duckling*, a female is a *hen*, and a male is a *drake*.
- Ducks are related to swans and geese.
- Ducks can live in either fresh or sea water and are found on every continent but Antarctica.
- Duck feathers are waterproof due to their waxy coating and interlocking feathers.
- People like to feed domesticated ducks bits of old bread. In the wild, ducks eat small fish, insects, worms, and plants.

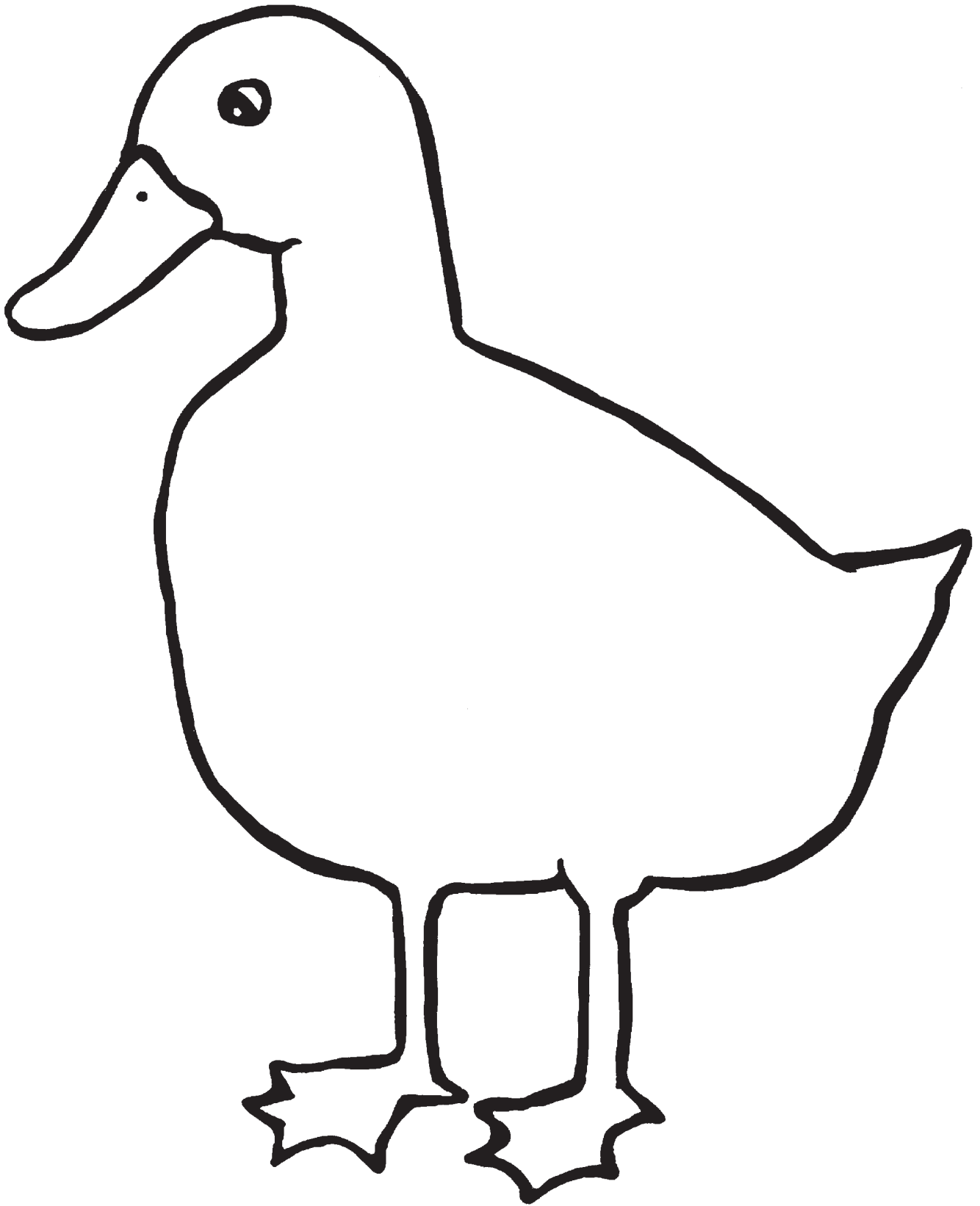
## Riddles

- What does a duck like to eat with soup? (*quackers*)
- Why do ducks fly south for the winter? (*It's too far to walk.*)
- What happens when a duck flies upside down? (*It quacks up.*)
- What did the duck say after she went shopping? (*Put it on my bill.*)

## Games and songs

- Play *Duck, Duck, Goose*.
- Teach the song "Five Little Ducks."





Permission is granted to copy this page for use with this course.

## Lesson 2: Ss

### Lesson Preparation

- Flash cards for today's lesson (T2, S2)
- Supplies for suncatcher craft on page 9
- Red word supplies: do
- **Student Book** pages 5-8
- Set of Instruction Cards
- Items for additional activities if needed

### Drill and Review

Student Card: 1

**Review** Show the flash card from Lesson 1 and review the sound.

### Introduction of New Phoneme

Ss | Key word: sun

**Sound introduction** Tell the student that today he will learn about the /s/ sound. Ask the student to repeat the /s/ sound in a chant: /s/ /s/ /s/. Hold several fingers to your throat as you say /s/. Ask the student to tell if he feels vibrations in his throat while saying the sound /s/. The *s* makes an unvoiced sound. Bring the tip of your tongue near the front of your mouth but do not touch your teeth. Notice that as you make the /s/ sound, your tongue and teeth do not move; only the air moves.

*Note:* Explain to the student that sometimes *s* sounds like /z/ depending where it is found in a word.

**Flash card introduction** *Teaching Card:* Show the /Ss/ sun card and tell the student that the letter **s** spells the sound he is practicing today. The key word that will help him remember this sound is **sun**. Have the student repeat the sound several times along with the key word: (*s* says /s/ /s/ /s/; sun says /s/ /s/ /s/). Keep this card in front of the student for easy access throughout this lesson.

*Student Card:* Add the *s* card to student deck.

**Story introduction** Tell the student you are going to read part of a short story to him. Ask him to listen for the sound /s/ as you read.

Sara and Steve sat up straight when Sunday school started. "Today I will tell you about something very special that God made," said Miss Suter. "It was on the fourth day. God said, 'Let there be lights in the sky.' Who can say what those lights were?"

"Sun, moon, and stars," said several students at the same time.

"Right," answered Miss Suter. "Which one is the most important to us?"

"The sun," said Sara.

**After the story** Ask the student to repeat any word beginning with /s/ from the story.

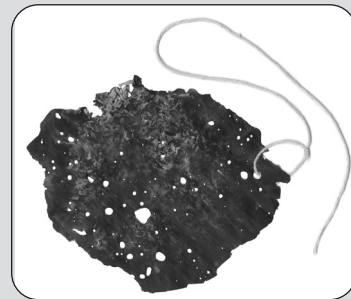
Ask the student the following 5W questions. Tell him that most answers should include the sound /s/. Give prompts as needed.

1. **Who** sat up straight when Sunday school started? (*Sara and Steve*)
2. **What** did God make on the fourth day? (*the sun, stars*)
3. **When** did Steve and Sara sit up straight? (*when Sunday school started*)
4. **Where** were the children when they heard the story? (*Sunday school*)
5. **Why** do you think the sun is the most important light God created? (*discuss*)

**Key word introduction**

Make suncatchers with crayon shavings and waxed paper.

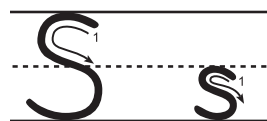
Lay a piece of waxed paper (the size of your choice) on the table and sprinkle different colors of crayon shavings on half of it. Fold the paper over and lightly touch with a warm iron. The shavings will melt and create patterns of color. Allow to cool and then cut in the shape of a circle, punch a hole at the top, and thread a string through for hanging the suncatcher in a window.



As you read the list of words, tell the student to raise his suncatcher whenever he hears /s/ at the beginning of the word.

sitting	silly	dandelion	match	soda
silage	something	sandal	Sunday	skip
sorry	Heaven	eat	salary	monitor
doughnut	sample	seal	soon	second

**Letter formation** On lined paper, demonstrate the proper way to write *s*. Have the student write *s* on the carpet sample or some other tactile surface three times while repeating “*s* says /s/.” If the student has not been taught letter formation prior to this, spend more time practicing the skill (see page 8, *Student Book*).



Uppercase: *around, curve, back*

Lowercase: *around, curve, back*

Choose one or more multisensory activities to demonstrate and practice forming the lesson letter.

1. Create the letter from playdough (see example chart, page 176).
2. Teach the sign for the letter (see example chart, page 177).
3. Make the letter using body posture.

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**Brainstorm** Have the student come up with more words that contain or begin with /s/. Give him clues to help him get started:

1. If you don't feel well, you are probably \_\_\_\_\_. (*sick*)
2. For lunch you might have a ham \_\_\_\_\_. (*sandwich*)
3. Before putting on your shoes, you must put on your \_\_\_\_\_. (*socks*)
4. The number that comes after five is \_\_\_\_\_. (*six*)
5. The day that comes after Friday is \_\_\_\_\_. (*Saturday*)

## Spelling and Reading

Begins in Lesson 6.

## Syllabication

Begins in Unit 3.



## Red Words

New word: do

- IC: 9 Follow Instruction Card 9 for red word reading review.
- IC: 8 Follow Instruction Card 8 (steps 1-8) to introduce the new word.

## Oral Reading

Begins in Lesson 7.

## Student Assessment

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Complete Teacher's Daily Preparation and Assessment Record. If the student demonstrates weakness on today's skill, see teaching tips for drill and practice (see pages 39-44, *Teacher Training Book*).

## Additional Activities

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Listed in this section are suggestions for additional activities to keep lessons interesting and focused.



### Unit 2 Student Book:

- Extra Practice 1: Listen and Color exercise: Pronounce the following words to the student. Student listens, repeats the word, and colors the box that corresponds with the placement of the bold letter in the boxes. Finger-tap as necessary.  
Note: *Each box represents a sound, not a letter.*

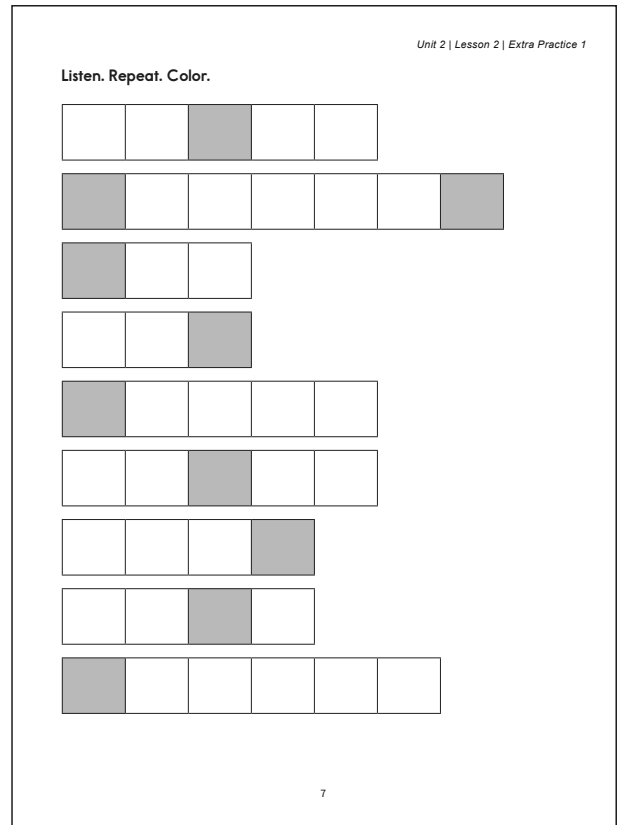
fasten, sentence, sad, mess, salmon,  
massive, place, lasso, cellphone

Note: *fasten* and *salmon* have silent letters

- Extra Practice 2: On the coloring page, the student should trace the letters with a crayon and color the sun.

### Multisensory activities and Ss crafts

- Create a special *Letter Box*. Label the box with the new letter and throughout the day have the student place items that begin with the day's sound in the box. For example, for the Lesson Ss, the items in the box could include *stickers, salt, sock, straw, scissors, sticky note, stamp, sunglasses*, etc. If this is a daily activity, keep a tally sheet for each sound to see what sound you found the most items for.
- Draw the sun; cut out pictures of words that begin with /s/ and glue them onto the sun.
- Tell the student to raise his hands in a circle over his head like the sun whenever he hears the /s/ sound at the beginning of the word.



### Facts about the sun

- The temperature of the sun is around 10,000 degrees Fahrenheit.
- The sun controls the seasons of the year and the way plants grow.
- The sun is the largest object in the solar system.
- The sun's strong gravitational pull keeps all parts of the solar system in their proper places. Without the gravity of the sun, the earth would spin out of orbit.

### Riddles

- What rises in the morning but does not get out of bed? (*the sun*)
- What travels all around the world but stays in one spot? (*a postage stamp*)
- What is full of holes but can hold water? (*a sponge*)

### Games and songs

- Play a version of *Upset the Fruit Basket* using the *sun, moon, stars, planets*, etc.
- Sing and do motions for "From the Rising of the Sun" or "Climb Up Sunshine Mountain."
- Sing and do motions for "The Eensy Weensy Spider."
- Act out "s" words: *sit, stand, stoop, sandwich, sucker, skunk, sour*.

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## Lesson 3: Mm

### Lesson Preparation

- Flash cards for today's lesson (T3, S3)
- Red word supplies: to
- **Student Book** pages 9-12
- Set of Instruction Cards
- Items for additional activities if needed

### Drill and Review

Student Cards: 1-2

**Review** Show the flash cards from Lessons 1 and 2 and review the sounds.

### Introduction of New Phoneme

Mm | Key word: monkey

**Sound introduction** Tell the student that today he will learn about the /m/ sound. Ask the student to repeat the /m/ sound in a chant: /m/ /m/ /m/. Hold several fingers to your throat as you say /m/. Ask the student to tell if he feels vibrations in his throat while saying the sound /m/. Explain that the /m/ sound is made with closed lips. The tongue position is not important when saying /m/; only the voice makes the /m/ /m/ /m/ sound in the throat. Notice that the nose is necessary to say /m/. Try saying /m/ while holding your nose shut.

**Flash card introduction** *Teaching Card:* Show the /Mm/ monkey card and tell the student that the letter **m** spells the sound he is practicing today. The key word that will help him remember this sound is **monkey**. Have the student repeat the sound several times along with the key word: (*m* says /m/ /m/ /m/; monkey says /m/ /m/ /m/). Keep this card in front of the student for easy access throughout this lesson.

*Student Card:* Add the *m* card to student deck.

**Story introduction** Tell the student you are going to read part of a short story to him. Ask him to listen for the sound /m/ as you read.

Marvin Monkey lived in the Montreal Zoo with his mother, Mandy. Three other monkeys, Mike, Missy, and Marty, also lived there. Many men, women, and children came to see the monkeys. Most days, many people stood there trying to make the monkeys do funny things. Marvin Monkey made funny faces at them. This made everyone laugh. Then he showed off more than ever.

**After the story** Ask the student to repeat any word beginning with /m/ from the story.

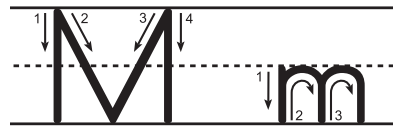
Ask the student the following 5W questions. Tell him that most answers should include the sound /m/. Give prompts as needed.

1. **Who** did many people come to see? (*monkeys*)
2. **What** were some of the monkey's names? (*Marvin, Mandy, Mike, Missy, Marty*)
3. **When** did people come to see the monkeys? (*most days*)
4. **Where** did Marvin Monkey live? (*Montreal Zoo*)
5. **Why** did the people laugh? (*Marvin Monkey made funny faces.*)

**Key word introduction** Tell the student you are going to read a list of foods. Some of the words begin with /m/. When the student hears the /m/ at the beginning of a word, he should rub his stomach and say “mmm.”

<b>m</b> ilk	bananas	<b>m</b> uffin	<b>m</b> ayonnaise	noodle
carrots	<b>M</b> & <b>M</b> 's	<b>m</b> arshmallow	sandwich	<b>m</b> eatball
bacon	rice	cereal	<b>m</b> ango	<b>m</b> elon
<b>m</b> ilkshake	<b>m</b> acaroni	<b>m</b> elon	apple	spaghetti

**Letter formation** On lined paper or the board, demonstrate the proper way to write *m*. Have the student write *m* on the carpet sample or some other tactile surface three times while repeating “*m* says /m/.” If the student has not been taught letter formation prior to this, spend more time practicing the skill (see page 12, *Student Book*).



Uppercase: *down, slant, slant, down*

Lowercase: *down, hump, hump*

Choose one or more multisensory activities to demonstrate and practice forming the lesson letter.

1. Create the letter from playdough (see example chart, page 176).
2. Teach the sign for the letter (see example chart, page 177).
3. Make the letter using body posture.

**Brainstorm** Have the student come up with more words that contain or begin with /m/. Give him clues to help him get started:

1. The day that comes after Sunday is \_\_\_\_\_. (*Monday*)
2. The sound a cat makes is \_\_\_\_\_. (*meow*)
3. The animal that swings by its tail and loves bananas is a \_\_\_\_\_. (*monkey*)
4. A drink that is white and comes from a cow is \_\_\_\_\_. (*milk*)
5. The person who puts letters in your mailbox is the \_\_\_\_\_. (*mailman*)

## Spelling and Reading

Begins in Lesson 6.

## Syllabication

Begins in Unit 3.

## Red Words New word: to

- ☐ IC: 9 Follow Instruction Card 9 for red word reading review.
- ☐ IC: 8 Follow Instruction Card 8 (steps 1-8) to introduce the new word.

## Oral Reading

Begins in Lesson 7.

### Student Assessment

Complete Teacher’s Daily Preparation and Assessment Record. If the student demonstrates weakness on today’s skill, see teaching tips for drill and practice (see pages 39-44, *Teacher Training Book*).

### Additional Activities

Listed in this section are suggestions for additional activities to keep lessons interesting and focused.

#### Unit 2 Student Book:

- Extra Practice 1: Listen and Color exercise:  
Pronounce the following words to the student. Student listens, repeats the word, and colors the box that corresponds with the placement of the bold letter in the boxes. Finger-tap as necessary.  
Note: *Each box represents a sound, not a letter.*  
  
tramps, **m**ade, **t**ime, **m**andate, **l**amb,  
pamphlet, **m**ilk, **m**ammoth, **c**ameo
- Extra Practice 2: On the coloring page, the student should trace the letters with a crayon and color the monkey.

Unit 2 | Lesson 3 | Extra Practice 1

Listen. Repeat. Color.


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## Multisensory activities and Mm crafts

- Create a special *Letter Box*. Label the box with the new letter and throughout the day have the student place items that begin with the day's sound in the box. For example, for the Lesson Mm, items in the box could include *money, marbles, magazine, microphone, mitten, marshmallows*, etc.
- Glue miniature marshmallows on an M template.
- Sort coins (money) into sections of a muffin pan.
- Draw a monkey face puppet (see page 16). Give each student a 3 x 3 piece of cardstock glued onto a popsicle stick. Show him how to draw a monkey face on his card.

## Facts about monkeys

- A group of monkeys is called a *troop, mission, or tribe*.
- Spider monkeys are named for their long legs, arms, and tail.
- Some monkeys live on the ground; others live in trees.
- Different types of monkeys eat different foods. Monkey food includes fruit, insects, flowers, and leaves.

## Riddles

- What kind of key opens a banana? (*mon-key*)
- Why did the monkey like the banana? (*It had a-peel.*)
- How do monkeys get down the stairs? (*Slide down the banana-ster.*)
- What has cities, towns, streets, and shops but no people? (*a map*)

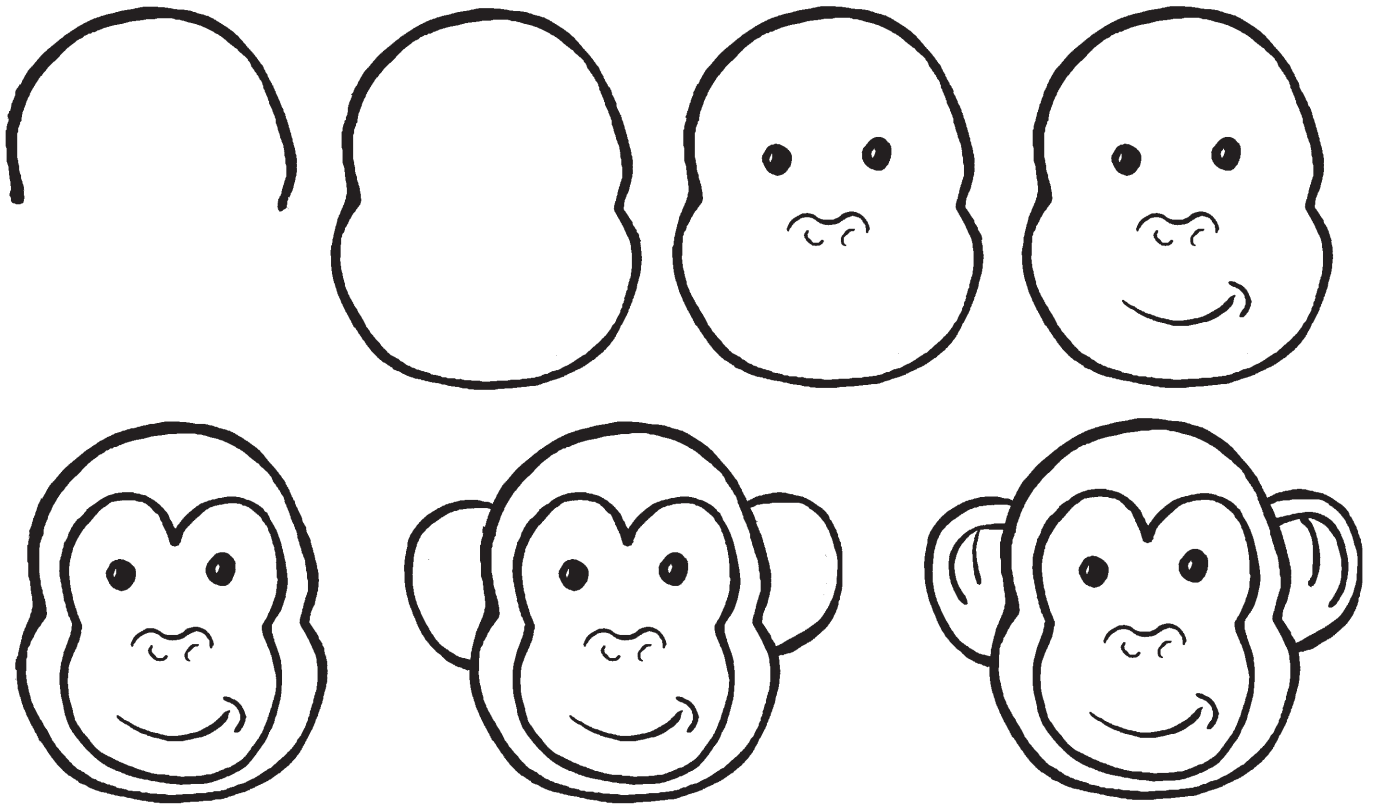
## Games and songs

- Play *Bingo* using M&M's for place markers.
- Read or sing "Five Little Monkeys Jumping on the Bed."

## Extra

- Read stories about the famous monkey "Curious George."
- Read *If You Give a Moose a Muffin*.
- Make monkey face cookies for a snack. Bake a batch of soft molasses cookies, adding 3 raisins in the position of eyes and mouth on each cookie before baking. The name "monkey cookie" comes from the funny expressions that the raisins make on the cookies as they are baked.

Monkey Face Pattern



## Lesson 4: Ff

### Lesson Preparation

- Flash cards for today's lesson (T4, S4)
- Red word supplies: you
- **Student Book** pages 13-16
- Set of Instruction Cards
- Items for additional activities if needed

### Drill and Review

Student Cards: 1-3

**Review** Show the flash cards from Lessons 1-3 and review the sounds.

### Introduction of New Phoneme

Ff | Key word: fish

**Sound introduction** Tell the student that today he will learn about the /f/ sound. Ask the student to repeat the /f/ sound in a chant: /f/ /f/ /f/. Hold several fingers to your throat as you say /f/. Ask the student to tell if he feels vibrations in his throat while saying the sound /f/. Demonstrate how your teeth bite your lower lip while you blow air.

**Flash card introduction** *Teaching Card:* Show the /Ff/ fish card and tell the student that the letter **f** spells the sound he is practicing today. The key word that will help him remember this sound is **fish**. Have the student repeat the sound several times along with the key word: (f says /f/ /f/ /f/; fish says /f/ /f/ /f/). Keep this card in front of the student for easy access throughout this lesson.

*Student Card:* Add the *f* card to student deck.

**Story introduction** Tell the student you are going to read part of a short story to him. Ask him to listen for the sound /f/ as you read.

Fred and Florence found a flat rock on the bank beside First River Falls. Far out in the middle, the water flowed fast, foaming down over the rocks. But here, leaves floated in a quiet pool, so they knew it was a fine place to fish.

“Let’s see who can catch the first fish,” suggested Fred. “Mother said she’d fry the first one for Father.”

**After the story** Ask the student to repeat any word beginning with /f/ from the story.

Ask the student the following 5W questions. Tell him that most answers should include the sound /f/. Give prompts as needed.

1. **Who** went fishing? (*Fred and Florence*)

2. **What** kind of rock was on the bank? (*a flat rock*)

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3. **When** they saw leaves floating on a quiet pool, what did they know? (*It was a fine place to fish.*)
4. **Where** were Fred and Florence? (*First River Falls*)
5. **Why** do you think Mother would fry the first fish for Father? (*discuss*)

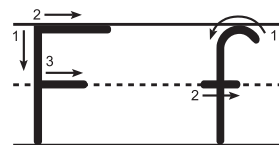
**Key word introduction**

Tell the student you are going to read a list of words. Some of the words begin with the /f/ sound. Show the student how to make a hand motion of a fish swimming. Place both hands, palms down on top of each other with thumbs sticking out on either side. Wiggle the thumbs in a circular motion as if they are fish fins. Ask the student to make the fish motion when he hears the sound /f/ at the beginning of a word.

<b>F</b> red	<b>f</b> lat	<b>f</b> oaming	catch	<b>F</b> ather
<b>F</b> lorence	<b>f</b> ast	pool	<b>f</b> irst	Mother
<b>f</b> an	master	<b>f</b> in	<b>f</b> eather	<b>f</b> un
<b>f</b> actory	sound	missionary	<b>f</b> our	<b>f</b> ancy

**Letter formation**

On lined paper or the board, demonstrate the proper way to write *f*. Have the student write *f* on the carpet sample or some other tactile surface three times while repeating “*f* says /f/.” If the student has not been taught letter formation prior to this, spend more time practicing the skill (see page 16, *Student Book*).



Uppercase: *down, across, across*

Lowercase: *curve, down, across*

Choose one or more multisensory activities to demonstrate and practice forming the lesson letter.

1. Create the letter from playdough (see example chart, page 176).
2. Teach the sign for the letter (see example chart, page 177).
3. Make the letter using body posture.

**Brainstorm**

Have the student come up with more words that contain or begin with /f/. Give him clues to help him get started:

1. A cat is covered with \_\_\_ and a bird is covered with \_\_\_. (*fur, feathers*)
2. An animal that swims and gets caught by a hook is a \_\_\_. (*fish*)
3. The number that comes after three is \_\_\_. (*four*)
4. My mouth, eyes, and nose are found on my \_\_\_. (*face*)
5. When I stand, my \_\_\_ touch the ground. (*feet*)

**Spelling and Reading**

Begins in Lesson 6.

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## Syllabication

Begins in Unit 3.



## Red Words

New word: you

- IC: 9 Follow Instruction Card 9 for red word reading review.
- IC: 8 Follow Instruction Card 8 (steps 1-8) to introduce the new word.

## Oral Reading

Begins in Lesson 7.

## Student Assessment

Complete Teacher's Daily Preparation and Assessment Record. If the student demonstrates weakness on today's skill, see teaching tips for drill and practice (see pages 39-44, *Teacher Training Book*).

## Additional Activities

Listed in this section are suggestions for additional activities to keep lessons interesting and focused.



### Unit 2 Student Book:

- Extra Practice 1: Listen and Color exercise:  
Pronounce the following words to the student. Student listens, repeats the word, and colors the box that corresponds with the placement of the bold letter in the boxes. Finger-tap as necessary.  
Note: *Each box represents a sound, not a letter.*  
**f**amily, muffin, **g**raph, buffoon, **f**ast,  
**r**aft, laugh, waif, **f**ast
- Extra Practice 2: On the coloring page, the student should trace the letters with a crayon and color the fish.

Unit 2 | Lesson 4 | Extra Practice 1

Listen. Repeat. Color.

■	□	□	□	□	□
□	□	■	□	□	□
□	□	□	■	□	□
□	□	■	□	□	□
■	□	□	□	□	□
□	□	■	□	□	□
□	□	■	□	□	□
□	□	■	□	□	□
■	□	□	□	□	□

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## Multisensory activities and Ff crafts

- Ff *Letter Box* ideas include *folder, flash card, feather, fork, etc.*
- Make a fishing pole and cut out paper fish for reviewing the /f/ words.
  - Make a fishing pole using a stick and a string with a magnet attached for the “hook.” Copy fish on colored paper (see page 21). Cut out the fish and write words on them, using some words that begin with “f” and some that do not. Attach a metal paper clip to each fish’s mouth. Put the fish in a container and allow the student to catch fish by letting the magnet on his string come into contact with the paper clip on the fish. Read the word on the fish to the student and ask him whether he hears the /f/ sound. If the word contains the /f/ sound, he keeps the fish. If it does not, he tosses it back into the container.
- Fork Flowers: paint stems and grass on cardstock. Use paint and a plastic fork to “stamp” tulips on each flower stem (see page 22).

## Facts about fish

- Fish are vertebrates (animals with backbones) that live in water.
- Fish do not have lungs but use their gills to extract oxygen from the water.
- The sailfish is known to be the fastest fish. It can swim up to 68 mph.
- Fish have small brains in comparison to most other animals.
- Although jellyfish and crayfish have “fish” in their name, they are not really fish.

## Riddles

- What has scales but cannot weigh things? (*a fish*)
- What do you call a rich fish? (*a goldfish*)
- Where do fish keep their money? (*in a riverbank*)

## Games and songs

- Play *Go Fish*, either with regular cards or with your own set of cards using only words that begin with “f” (word suggestions: *fun, fin, fog, fat, fan, fad, fig*).
- Use the same set of cards to play *Memory*.
- Hide goldfish crackers around the room and play *Find the Fish*.

## Extra

- Bring a goldfish in a bowl of water for the student to enjoy watching while doing this lesson. Allow the student to take turns feeding the fish.