

New concepts
reading and spelling consonant *f*
the blend *fl*

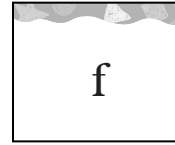
Lesson Preparation

Materials

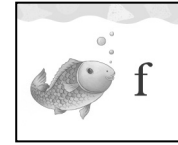
- alphabet handwriting strips
- *f* letter tiles
- letter tiles (in containers)
- Review Decks
- Letter Card 11 (*f*)
- Picture Card 15 (fish)
- Sight Word Card 3 (*of*)
- Spelling Card 14 (*/f/*)
- Worksheet 16
- Spelling List 1
- Handwriting Masters 6 and 27 (optional)
- ◆ *Max the Bear™ Big Book of Songs; Max the Bear™ Sing-Along CD* (optional)

Before class

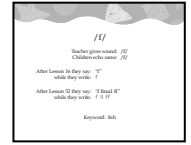
- Cover the picture on the Ff Alphabet Wall Card.
- Fold Spelling List 1 in half lengthwise (with the words facing out).
- Although two *f* letter tiles are included in each letter tile set, the additional *f* will not be needed until Lesson 52.



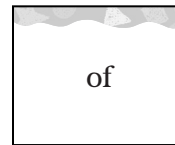
Letter Card 11



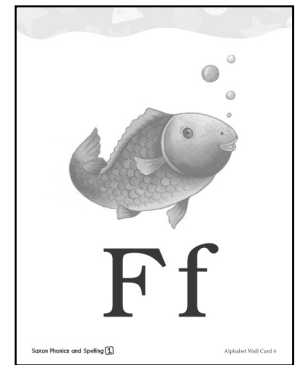
Picture Card 15



Spelling Card 14



Sight Word Card 3



Ff Alphabet Wall Card

Lesson Warm-Up

Alphabet Activity

Objective: To review vowels and the alphabet

- Children should have their alphabet handwriting strips available.

“How many letters are in the alphabet?” 26

“What two kinds of letters make up the alphabet?” vowels and consonants

“A, e, i, o, and u are called _____.” vowels

“All of the other letters are called _____.” consonants

“The initial letter of the alphabet is _____.” a

“The final letter of the alphabet is _____.” z

“What are the medial letters of the alphabet?” all letters b–y

“Point to each letter as we say the alphabet.”

- Set a steady pace so children cannot sing the alphabet.

Review facts about the alphabet.

Together, touch and name all the letters on the alphabet handwriting strips.

Together, count the number of sounds in words.

Quickly review the Letter, Affix, Picture and Sight Word Decks.

Distribute **Worksheet 16**.

Quickly review ten spelling sounds.

For #11 and #12, have children spell "last" and "snap."

Phonological/Phonemic Awareness

Objective: To count sounds in words

"Let's listen to words to decide how many sounds we hear."

"Let's try the word 'it.' We'll unblend it first. Hold up a finger for each sound you hear."

- Hold up a finger as you say each sound:

"/ĭ/, /t/. How many sounds do you hear?" two

- Repeat with the following:

pan (3)

tip (3)

in (2)

list (4)

sand (4)

rag (3)

Daily Letter and Sound Review

Objective: To practice letter recognition, affixes, letter sounds, and sight words

- Quickly review **Letter Cards 1–10**. Have children name each letter.
- Show **Affix Card 1**.

"What is this called?" suffix -s

- Quickly review **Picture Cards 1–14**. Have children name each keyword and sound.
- Show **Sight Word Cards 1 and 2**. Have children read each word.

Spelling Review

Objective: To practice spelling letter sounds and words

- Seat children where they can write comfortably.
- Distribute **Worksheet 16**. Make sure children turn to the correct side.
- Quickly review the following ten spelling sounds. Children should echo the sounds, name the letters that make them, and write the responses on the lines by #1–#10.

1. /ŏ/ o

6. /ĭ/ i

2. /ă/ a

7. /z/ z, s

3. /ĭ/ i

8. /ā/ a

4. /s/ s

9. /l/ l

5. /d/ d

10. /ō/ o

- **Reminder:** You may choose instead to review ten sounds children most need to practice; or let children use their own paper, and review the entire Spelling Deck.

"Let's practice spelling words. Put your finger by #11. Spell the word 'last.'"

► **Tip:** Words with blends may be especially difficult for children to spell. If children need help, unblend and count the sounds in the word. Then have children name and write the letter that makes each sound.

- Spell each word out loud after children write it, so they can check and correct their work immediately.
- Repeat with #12 (snap).
- Have children set their worksheets aside for use later in the lesson.

New Increment: The Letter F

Have children echo the following words and identify the initial sound: fan, fog, fill.

Discuss that /f/ is an unvoiced sound.

Introduce consonant *f*.

Introduce blend *fl*.

“Echo these words and listen for the sound that’s the same in the initial position. Raise your hand when you know the sound, but don’t say it out loud.”

- Point to your mouth as you say each word:

“Fan.” fan “Fog.” fog “Fill.” fill

- Slowly repeat the words until most children have raised their hands.

“What sound do you hear in the initial position?” /f/

- Make sure children give the short, crisp sound of /f/ and do not add a short u sound, as in /fuh/.

“Put your fingers on your vocal cords and say /f/. Do you feel any vibration?” no

“Is /f/ voiced or unvoiced?” unvoiced

“How do you know that it’s unvoiced?” no vibration

- Write the following on the board:

fan fog fill

- Point to each word as you read it aloud.

“What letter do you see that might make the /f/ sound?” f

- If children do not know the name of the letter, say it for them.

“All of these words begin with the /f/ sound, and f is the first letter in all of these words. F must be the letter making the /f/ sound.”

“Is ‘f’ a vowel or a consonant?” consonant

- Write the following on the board:

fl

“We have a new blend today: fl. This blend makes the /fl/ sound. What is a word that begins with /fl/?” floss, flute, fly, etc.

“Today we also have a new sight word.”

Introduce the sight word “of.”

- Write the following on the board:

of

“This is the word ‘of.’ Who can use ‘of’ in a sentence?”

various answers

“‘Of’ will always be a sight word, so you’ll have to memorize it.”

“What should you do when you see ‘of’ on your worksheet or in your reader?” *circle it*

“Right! We circle sight words to remind us that we can’t sound them out.”

- Have children check off “of” in their reference booklets on page 33.

“From now on, you should read and spell the word ‘of’ correctly.”

- **Optional:** Show children the pictures on pages 12 and 13 of Max the Bear™ Big Book of Songs. Introduce the letter f verse from “We Love the Alphabet” on Max the Bear™ Sing-Along CD. Tell children to listen for words that begin with /f/. After the song has finished, ask children to say the /f/ words they heard.

Handwriting F

- Seat children where they can write comfortably.
- Write a capital F on the board in the handwriting you want children to learn. (Specific handwriting strokes are described in the Handwriting Instruction booklet.)

“This is a capital F. Let’s practice skywriting capital F’s.”

- Have children skywrite capital F’s.

“Get out your worksheet.”

- Draw handwriting lines on the board. Write a capital F on the lines, using the strokes taught earlier.
- Have children write a capital F on their worksheets. They should name the letter as they write it. Assist any children who need help.
- Write a lowercase f on the lines in the handwriting you want children to learn.

“This is a lowercase f.”

- Have children skywrite lowercase f’s and then practice writing a lowercase f beside the capital F on their worksheets. They should name the letter as they write it. Assist any children who need help.
- Have children set their worksheets aside for use later in the lesson.
- Leave the handwriting lines and letters on the board for the remainder of the lesson.

Introduce capital F and how to write it.

Have children skywrite capital F’s.

Have children practice writing a capital F on their worksheets.

Introduce how to write lowercase f.

Have children skywrite lowercase f’s and then practice writing a lowercase f on their worksheets.

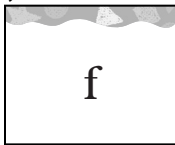
Distribute the letter tile containers and *f* letter tiles.

Have children show you the capital and lowercase *f*'s.

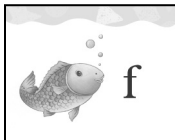
Have children spell the following: fan, if, soft, said.

Collect the containers.

Introduce *f* (Letter Card 11).



Introduce the keyword "fish" (Picture Card 15) with the riddle.



- **Optional Handwriting Practice:** For additional handwriting practice in class or as homework, distribute Handwriting Master 6. Have children practice writing capital and lowercase *f*'s using the strokes you've taught. For review of previously taught sight words, distribute Handwriting Master 27. Have children complete the sheet in class or as homework.

Spelling with Letter Tiles

- Distribute the letter tile containers and *f* letter tiles. (Make sure patterns match.)
- Point out the capital and lowercase *f*'s, and let children examine the two sides.

"Hold up your letter tile. Turn it so I can see the green capital F."

- Make sure children have the capital *F* turned toward you.
- ***"Now turn it so I can see the purple lowercase f."***
- Have children take the other tiles out of their containers. Tell children which side to use, and have them lay their tiles in a row.

- Have children spell the following with their letter tiles:

fan if soft

"Let's try spelling one of our sight words today."

"Use your letter tiles to spell the word 'said.' If you can't remember how to spell it, look it up in your booklet."

- Make sure children arrange the tiles correctly.
- Choose additional words from the Spelling Word List, if desired.
- Have children return the tiles to the containers. Collect the containers.
- Reinforce the name, sound, and shape of *f* throughout the day.

New Deck Cards for *F*

- Show **Letter Card 11** and have children name the letter.

"Our new keyword for *f* begins with /f/. See if you can guess it."

- Introduce the keyword "fish" with the following riddle:

"This animal lives in the water. It swims all the time. It has fins, scales, and gills. What do you think it is?" *fish*

- Show **Picture Card 15** and uncover the picture on the wall card.

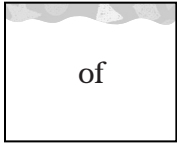
"When you see this card, say 'fish, /f/.'"

"The keyword 'fish' helps us remember the /f/ sound because 'fish' begins with /f/."

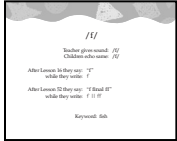
- Show **Sight Word Card 3**.

"What is this word?" *of*

Introduce “of” (Sight Word Card 3).



Introduce /f/ (Spelling Card 14).



Code “pans” on the board with children.

Review the meaning of suffix -s in the word “pans.”

“Get out your worksheet and put your finger by #13.”

- Follow the instructions on **Spelling Card 14**. Children should write a lowercase *f* beside #13.
- Have children set their worksheets aside for use later in the lesson.
- Add the four new cards to the Review Decks.

Application and Continual Review

Boardwork

“Let’s practice coding words like those on today’s worksheet.”

- Write the following on the board:

pans

“What part of ‘pans’ will we code first, and how will we code it?”
suffix -s, put a box around it

“What is the vowel in this word?” *a*

“How will we code this vowel?” *short; breve*

“Why?” *followed by a consonant*

“Is this s voiced or unvoiced?” *voiced*

- Code the word as children instruct:

păns

“What is this word?” *pans*

“What does the suffix -s mean?” *plural; more than one*

- Cover the s with your hand or a piece of paper.

“Take away the suffix -s. What is the root word?” *pan*

“How many pans is that?” *one*

- Show the s again.

“And with the suffix -s?” *more than one*

“Who can use ‘pans’ in a sentence?” *various answers*

Review capitalization and punctuation of sentences, using the example on the board (shown at right).

Discuss coding only those words children don't know.

Demonstrate by reading the sentence and then coding only the last word.

Select a child to read the sentence, and discuss what it says about the doll.

For #14–#16, have children spell the following: if, sift, soft.

- Write the following on the board:

The doll is sad.

“This is a sentence. Does anyone remember what a sentence is?”
a group of words that tells or asks something

- Point to the capital T in “The.”

“What does a sentence always begin with?” ***capital letter***

- Point to the period.

“Who remembers what this is called?” ***period***

“Correct! A sentence always ends with a period, question mark, or an exclamation point.”

“You will read some sentences on your homework tonight. When you come to a sentence, try to read it without coding any words. If you find a word you don't know, code it to help you figure it out.”

“Let's practice what to do using this sentence on the board.”

- In the following demonstration, pretend that you cannot read “sad.”
- Point to each word in the sentence as you say:

“ ‘The doll is ... ’ ” (Point to sad.)

“I'm not sure what this word says. Let's code it. Which letter is a vowel?” ***a***

“How will I code it?” ***short; breve***

“Why?” ***followed by a consonant***

- Code the a:

săd

“What is this word?” ***sad***

- Select a child to read the sentence.

“What does the sentence tell you about the doll?” ***that it's sad***

Worksheet

- Seat children where they can write comfortably.

“Get out your worksheet.”

“Let's practice spelling words with the /f/ sound.”

“Put your finger by #14. Let's spell ‘if.’ What is the first sound in ‘if?’” ***/i/***

“Write the letter that says /i/ on the first line by #14.”

- Repeat with /f/. Children should write f on the remaining line.

“What word did you spell?” ***if***

For #17–#26, have children code and read the words. Then have them match two words to the pictures (fist, slip).

Check each child's worksheet.

Discuss the homework with children.

Have children practice spelling the words on **Spelling List 1**.

- Repeat with #15 (sift) and #16 (soft).

“Using the rules we’ve been practicing, code the words by #17 through #21. Then blend the sounds and read each word quietly.”

- When children finish, have them draw a line from one of the words (fist) to its picture. Assist any children who need help.
- Repeat with #22–#26. Children should match “slip” to its picture.
- Work individually with children who need help while the others work independently.
- Try to call each child to your desk during the day to read from the worksheet or High Frequency Word Box.
- Always check each child's worksheet, and have him/her correct it before sending it home. Worksheets should not be graded.

Homework

“Turn your paper over to the homework side.”

- Discuss writing capital and lowercase f's on the handwriting lines.

“Look at the sentences by #1 and #2. Do you see any sight words? yes, the word “the”

“Let's circle the sight words now so you'll remember them tonight. Code any words you don't know to help you read them, and then match one of the sentences to its picture.”

“For the last part of your homework, match each blend to the picture that begins with that blend.”

- Discuss each picture to make sure children understand the word it represents: snake, spider, flag, stick.

“When you finish your paper, read the words in the box to someone at home. Then have that person check your paper, and bring it back to me tomorrow.”

- Have children set their worksheets aside.

Spelling List

- ▶ **Enrichment:** For advanced children or accelerated classes, give the following spelling list introduction as a test. Let children who score 100 percent study and practice a harder list of sight words that you select. Use the word lists in the Teacher's Manual as a guide.

“Leave your paper the way I put it on your desk.”

- Distribute **Spelling List 1**, folded with the blank lines faceup.

“Today you'll spell some words without ever seeing them.”

Have children turn their papers over.

Have children spell the following sentences and then check their work on both sides:

Pin it on.

Tip it in.

- Say the following words in the order shown, sounding them out as needed:

- | | | |
|--------|--------|---------|
| 1. on | 5. pop | 8. it |
| 2. no | 6. I | 9. pin |
| 3. not | 7. in | 10. tip |
| 4. top | | |

- Walk around the room to identify children who need extra help.

► **Note:** Dictation sentences are included on the back of each spelling test. Allow children who are easily spelling the words on the front to practice these sentences as an additional challenge. If children are not ready to begin spelling sentences, have them focus only on the words listed and begin dictation later in the year. Consider making the sentences extra credit.

- When children finish, have them turn over their papers and refold them widthwise so the blank handwriting lines are faceup and the sentences do not show.

“Let’s practice spelling sentences. What does a sentence begin with?” capital letter

“What does it end with?” period, question mark, or exclamation point

“All of the sentences we will spell today will end with a period. Spell them on the handwriting lines on your paper. Ready? Here is the first one: ‘Pin it on.’”

- Say the sentence as often as necessary until children finish writing.
- Repeat with the other sentence: Tip it in.
- When children finish, have them unfold their papers and check their work on both sides.

“This is your spelling list. Practice these words and sentences at home. We’ll have a spelling test in a few days.”

- Have children put their worksheets and spelling lists in their Homework Folders.

“Bring your worksheet back to me tomorrow.”

Classroom Practice

Play Kid Card games.


- If time permits, play the Kid Card games listed in Lesson 15.
- **Optional Fluency Practice:** To obtain the maximum benefit of fluency instruction, children should practice fluent reading for at least 15 minutes every day. The Fluency Instruction booklet suggests a variety of reading activities.

School/Home Reinforcement

- Send the following home with children at the end of the day:
Worksheet 16
Spelling List 1
Handwriting Masters 6 and 27 (optional)

Saxon Phonics and Spelling 1 WORKSHEET 16

Name _____



Ff

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. l a s t

12. s n a p

13. _____ f _____


14. i f

15. s i f t

16. s o f t

17. o f f

18. f i z z


19. f i s t 

20. f a s t

21. f a n s

22. f i t

23. n o

24. p o n d 

25. s l i p


26. a s

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HOMEWORK 16 Saxon Phonics and Spelling 1


F


f


1. The ant is fast. 

2. The ant is sad.

3. st 

4. sp 

5. fl 

6. sn 

High Frequency Word Box

of	off
if	said
fast	land

Dear Parent/Guardian:
Today your child learned the following for the consonant **f**: name, sound, written form, and keyword (fish). Your child also learned the sight word "of." Please have him/her practice writing **f**'s on the lines provided, read sentences #1 and #2, match a sentence to its picture; and read blends #3-#6 and match them to the pictures (stick, spider, flag, snake). Finally, have him/her read the high-frequency words. Please return the paper to school.

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For use with or after Lesson 16 • Saxon Phonics and Spelling 1 SPELLING LIST 1

Name _____

Spelling Words

1. on

2. no

3. not

4. top

5. pop

6. I

7. in

8. it

9. pin

10. tip

1. o n

2. n o

3. n o t

4. t o p

5. p o p

6. I

7. i n

8. i t

9. p i n

10. t i p

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SPELLING LIST For use with or after Lesson 16 • Saxon Phonics and Spelling 1

Pin it on.

Tip it in.

1. Pin it on.

2. Tip it in.

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