



/f/



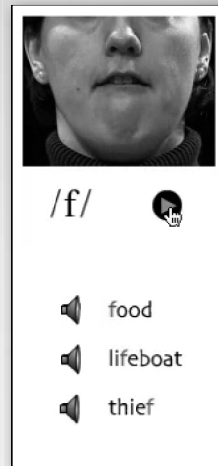
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PHONEMIC AWARENESS

- Let's start by learning how to make the /f/ sound.
- To make the /f/ sound, place upper teeth over the lower lip and gently blow.
- Use the link in the online lessons to go to the *Iowa University website* and click on the triangle to hear how the phoneme /f/ should be sounded.



American Pronunciation
[University of Iowa](#)

Australian Pronunciation
[Get Reading Right](#)

You must have Flash 7 or higher plug-in to use these pages.

PHONEMIC AWARENESS



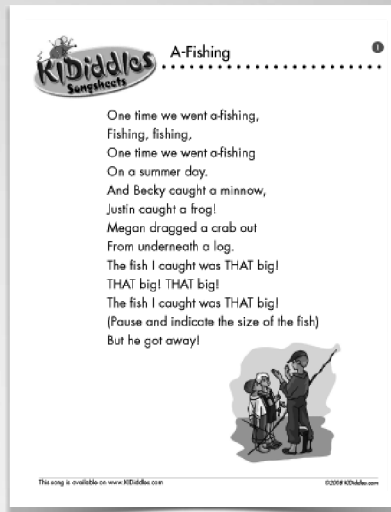
- Play "Fishy Fishy Fishy," the link to the song is in "resources."
- As students to listen out for the /f/ sounds.
- Play a second time, and ask students to join in when the singer sings the chorus: "Fish fish fishy fishy fish fish" four times.

Song Sheet
[Fishy Fishy Fishy](#)
 Song from KIDiddles



PHONEMIC AWARENESS

- Tell the students they are going to learn the **/f/** sound.
- Demonstrate how the word “fish” begins with the **/f/** sound.
- Download the Kididdles SongSheet “A-Fishing.”
- Read out, or sing the song, “A-Fishing,” emphasizing the **/f/** sounds at the beginning of words.



Song Sheet

A-Fishing

SongSheet from KIDiddles

PHONEMIC AWARENESS

- Tell the students that the word “feet” begins with the **/f/** sound.
- Tap your feet as you say “feet.” Emphasize the **/f/** sound.
- Ask students to do the same. Tell them to use this movement when they say or hear the **/f/** sound.



Action for /f/

To help students remember phonemes, we associate an action with the sound.

PHONEMIC AWARENESS

- Get *ReadingLessons* sound/symbol card 13.
- Show the front of the card and ask what animal is in the picture. Ask what sound “fish” begins with.
- Ask the students to listen for the /f/ sound and repeat it in the word “fish,” and do the “feet” motion as you say the /f/ sound.



Sound/Symbol Cards Cards

Print on a thick paper or card. Fold the sheet down the center on the dotted line. Cut the cards into four and glue. For extra durability, you can laminate the cards.

PHONEMIC AWARENESS

- Tell the students that you are going to say some words that begin with the /f/ sound and some that do not.
- Ask them to make the “feet” movement and say /f/ when they hear the sound at the beginning of the word.
- Here are the words:

**foot, fork, cat, feel,
book, fun, lamp, for**

- Be sure to leave enough time between saying each word for the students to respond.

More words to use that have the /f/ sound at the beginning of words:

fade, fail, fair, fake, fall, fame, fan, far, farm, fast, feather, fed, feed, fence, few, fib, fig, fight, film, fine, fire, first, fish, fit, five, fold, food, fool, foot, football, for, form, fort, four, fox, fun, fur



PHONEMIC AWARENESS

- Say the word **leaf** emphasizing the /f/ at the end of the word. Say that this word ends with the /f/ sound.
- Tell the students that you are going to say some words that end with the /f/ sound and some that do not.
- Ask them to make the “feet” movement and say /f/ when they hear the sound at the end of a word.
- Here are the words:

**bef, cat, off, can,
def, roof, pen, if**

- Leave time for the students to respond.

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More words to use that have the /f/ sound at the end of words:

chef, chief, elf, hoof, knife, leaf, loaf, proof, puff, roof, scarf, shelf, wife, wolf

PHONEMIC AWARENESS

- Tell the students they should make the “feet” movement and say /f/ when they hear the /f/ sound at the beginning of a word in the verse you are going to read them.
- Here’s the verse:

**Five furry cats, sitting on a fence
Feast on fish with a fox and a hen.
The fox eats four, and still wants more.
One fat fox sitting on a fence.**

- Repeat the verse until the students can identify all the beginning /f/ sounds in the verse.

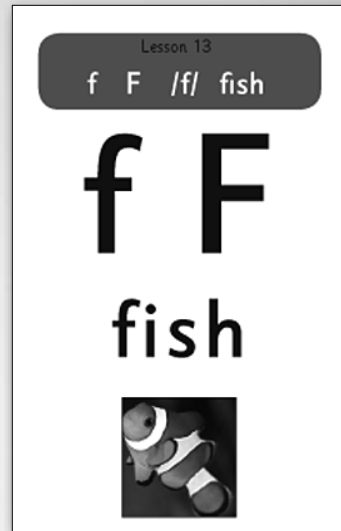
Another verse to help teach the /f/ sound

Fred is a very furry fox.
Fred’s friend is Fran the frog.
Fran is a funny frog, she lives in a bog.
Fred lives in the forest, under a log.



SOUND/LETTER RELATIONSHIP

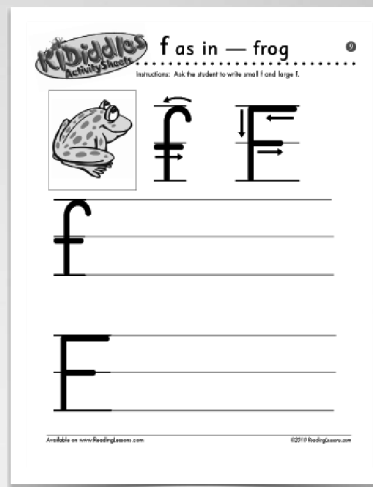
- Give out the sound/symbol card for /f/.
- Show the back of the card.
- Point to the small **f** and say this is how we write the letter for the sound /f/.
- Point to the capital **F** and say this is how we write big /f/ which is for important words like people's names.
- Point to the word "fish" and say this is how we write the word "fish." Point out the letter **f** and say this is how we write the /f/ sound at the beginning of the word "fish."



Sound/Symbol Cards Cards

SOUND/LETTER RELATIONSHIP

- Give out the *KIDiddles* writing practice sheets for **f F**.
- Point to the small **f** and say this is how we write the letter for the sound /f/.
- Point to the capital **f** and say this is how we write big /f/ which is for important words like people's names.
- Say the name "Fred" begins with the sound /f/.
- Model the formation of the letter **f** for the students.

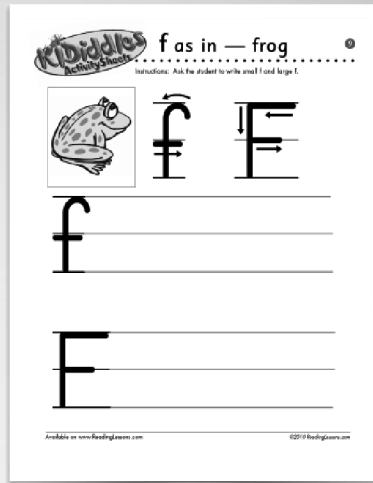


Writing Practice Sheets /f/ Writing Sheet



SOUND/LETTER RELATIONSHIP

- Have students write the letter **f** in the air as they watch you write it.
- Have students trace the letters on the practice worksheets with their fingers.
- Ask the students to practice writing the small **f** and the large **F** on the practice worksheets.



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Writing Practice Sheets /f/ Writing Sheet