UNIT 2 LESSON 30a

Firefly

Objectives
To recognize, name, and write the form of capital and lowercase Ff

DIRECT INSTRUCTION

- Write the letters Ff on the board. Explain that the letter has two forms, capital and lowercase. Have the children note the similarities in the forms of the matching letters.
- Post the poem “Firefly” on the Literature Chart at the front of the room. Read the title to the class, pointing to the words as you say them and prolonging the initial /f/ in Firefly. Point to the F and ask if any children recognize the letter. Talk about the picture.
- Help the children find page 62 in their books. Directions: Read this poem with me. Color the fish with partner letters Ff. Then write the letters Ff on the lines.
- Recite the poem “Firefly,” modeling tracking the lines of print as you go. Have the children track the lines of print in their own books as you do repeated readings. Call attention to rhyming elements (bysky, spark/dark) and to the Star Words in, and the.
- Explain any difficult vocabulary to the children. Many children will not be familiar with words such as flashing, spark, rhinestones, and jewel.
- Tell the children that the letters Ff represent the sound that they hear at the beginning of the word fish. Have the children color the fish with partner letters Ff. Model the first.
- Have the children examine the forms of Ff in the box at the bottom of the page. Have them trace the letters in the second box and write the letters independently in the two final boxes.

Letter Formation

Have the children skywrite the letters Ff or use their fingers to make the letter on a rug or other surface. As they do, have the children talk through the motion of writing the letter: (capital) start at the top, straight down; start at the top, go right; start in the middle, go right; (lowercase) up to the left over the top and straight down; straight line across.

English Language Learners

For ELLs, review or introduce direction words top, down, right, left, middle, and across.

Letter Recognition: Ff

DIEFFERENTIATED INSTRUCTION

Literature Connection

Read aloud books with alliterative titles such as First Flight by David McPhail, Four Fur Feet by Margaret Wise Brown, and Ff Fi Fo Fum by Allan Ahlberg. Have the children suggest original book titles that contain two or more words beginning with /f/.

CENTERS

Alphabet

Using the front pages of different sections of the daily newspaper, have groups of children search for the letters Ff in the headlines and make a
**Lesson 30b**

**Initial Consonant /f/**

**Objectives**
To isolate and recognize initial /f/

**Direct Instruction**

- Write the letters /f/ on the board and have the children recall the name of the letter. Note that the letters /f/ usually represent /f/ at the beginning of words like fish. Have the children whose names begin with /f/ stand up and say their names, emphasizing the initial sound. If no child’s name begins with /f/, dictate a list of names such as Fiona, Fred, Fran, and so on.

- Tell children that they are going to say some pairs of words with opposite meanings and ask them to raise their hands when they hear a word that begins with /f/: first/last, near/far, funny/sad, father/mother, few/many, plain/fancy, and so on. Have children suggest other words beginning with /f/.

- Help the children find page 63 in their books: **Directions: (top of page)** Read the sentence at the top of the page with me. Then cross out the pictures that do not begin with /f/.

- Have the children follow along as you read the sentence at the top of the page, prolonging the initial /f/ in each word. Ask the children to repeat the sentence and think of other words beginning with /f/.

- Help the children identify the pictures (turtle, finger, fan, fish, cow, fox). Model crossing out one item, then have the children complete the activity independently.

  **Directions: (bottom of page):** If the picture’s name begins with /f/, write the letters /f/ on the line.

- Help children identify the pictures at the bottom of the page (feather, table, fork, football). Review the formation of the letters /f/. Have the children complete the activity independently.

**English Language Learners**
Throughout this activity, provide vocabulary for ELLs as necessary. If children have trouble distinguishing /f/ from /s/, help use a mirror to see how their lips and tongues are positioned for each letter.

**Sound to Symbol: Initial /f/**

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**Language: Focus on Cooperative Learning**
Pairs or teams of the children can play the popular game I Spy by identifying words in the classroom or in the playground that begin with /f/. 

**Art/Writing**
Have the children use clay, flexible plastic rods, and other manipulative materials to form the capital and lowercase letters /f/.

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**Initial Consonant /f/**

Five funny friends feel fine.
Firefly
The firefly
Goes flashing by,
A lemon-golden spark,
A dancing Rhinestone in the sky,
A jewel in the dark.

—Effie Lee Newsome

Color the fish with partner letters Ff.
Then write the letters Ff on the lines.
Initial Consonant /f/

Five funny friends feel fine.

(top) Cross out the pictures that do not begin with /f/. (bottom) If the picture’s name begins with /f/, write the letters Ff on the line.
shoulder  shovel  sink  skate  skunk  sky