SAMPLE LESSON

Phonics PLUS™

Designed Specifically for the 3 Tiers of RTI
Grades K–3

Level K: Lesson 36
UNIT 2 Lesson 36a

Review Initial Consonants /f/, /bl/, /ml/, /dl/, and /rl/

Objectives
To review initial /f/, /bl/, /ml/, /dl/, and /rl/

Direct Instruction
- Write the letters Ff, Bh, Mm, Dd, and Rr on the board and have children recall the names of the letters. Write the key words that the letters represent (fish, boat, moon, duck, ring) under each letter and help the children to read the words.
- Play “Word Pairs.” Say each key word individually to the class and have the children identify another word that begins with the same initial sound. Write the words children suggest under the appropriate letter on the board and read the words as a class.
- Help the children find page 74 in their books.

Directions: Say the name of each picture in the first column. Circle the pictures in that row that begin with the same sound.

- Help the children identify the pictures (fish, fork, fox, house; moon, sun, motorcycle, mat; boat, barn, horse, bear; duck, door, doll, bicycle; ring, flower, robot, radio). Model the first row for the class, then have the students work independently or in pairs to complete the activity.
- As a follow up activity, plan a Sound Parade. Have the children form a large circle and walk counterclockwise as you say words beginning with the target sounds; for example, farm, fun, family, me, my, make, many, be, by, do, day, did, run, right, done, dust, dive, bus, below, before, butter, boot, finger, family, fire, made, mother, money, read, rest, ride, rock, room, and so on. As the initial sound of the word changes, the children reverse the direction they are walking.

English Language Learners
Provide vocabulary for ELLs as necessary. Have ELLs work with native English speakers to complete this activity.

Literature Connection
Read aloud or recite nursery rhymes with which the children may be familiar; for example, “Baa, Baa Black Sheep,” or “Mary Had a Little Lamb.” Have the children identify the initial consonant sounds in the titles that they have learned.

Centers
Alphabet
Have pairs of children stand back-to-back. Give each student a stack of alphabet cards containing the letters f, b, m, d, and r. Each student draws a
Which One Doesn’t Belong?

Objectives
To review initial /f/, /b/, /m/, /d/, and /r/.

Direct Instruction
- Write the key words fish, boat, moon, duck, and ring on the board. Help children to read the words and identify the initial sound of each. Have children think of words that rhyme with these five words.
- Divide the class in half. Pronounce the isolated phonemes /b/, /f/, /m/, /d/, and /r/, prolonging or repeating the sounds as you say them. As you pronounce each sound, have the two groups take turns suggesting words that begin with these phonemes. List their suggestions on the board and declare the group with the largest list the winner.
- Help the children find page 75 in their books. Directions: In each group of pictures, cross out the one that does not begin with the same sound as the other three. Then write the letter that begins the three words on the line.
- Help children identify the pictures (fish, fan, doll, fire truck; boat, bus, dog; moon, mop, dinosaur, monkey; ring, rabbit, sun, ribbon). Model the first quadrant for the class, then have the children work independently or in pairs to complete the activity.

English Language Learners
Have ELLs work with a native English speaker to complete this activity. When they have finished, have the children individually tell you the initial sound in all the words that “don’t belong.”

Language: Focus on Cooperative Learning
Write the letters /f/, /b/, /m/, /d/, and /r/ on the board. Have teams of children think of pairs of words that begin with the sounds represented by each of these letters, and pairs of words that do not begin the same; for example: face/fish, boat/balloon, mat/moon, bus/doll, ring/boat, and so on. Have teams present their word pairs to other teams.

Art/Writing
Provide magazines, catalogs, and newspapers and have children clip pictures of objects whose names begin with /f/, /b/, /m/, /d/, and /r/. Make classroom displays of the pictures under the heading of each target letter.
### Review Initial Consonants /f/, /b/, /m/, /d/, and /r/ 

**1.**
- Fish
- Fork
- Fox
- Wheelchair

**2.**
- Moon
- Sun
- Motorcycle
- Welcome

**3.**
- Boat
- Barn
- Horse
- Bear

**4.**
- Duck
- Door
- Doll
- Bicycle

**5.**
- Ring
- flower
- Transformer
- Radio

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Have your child make up and tell you a story about one of the things pictured on this page.

36a. Say the name of each picture in the first column. Circle the pictures in that row that begin with the same sound.
In each group of pictures, cross out the one that does not begin with the same sound as the other three. Then write the letter that begins the other three words on the line.

Play “Which One Doesn’t Belong?” with household items. Name two or three that begin with the same sound and one that doesn’t.