



## Phonics Lesson Plan #2

### Objective :

Students will write and read words that end with the consonant blend *ft*. It is important for students to recognize *ft* as a blend, in order to quickly and easily decode words.

### Materials :

- ⇒ White Board and Marker, 1 for the teacher
- ⇒ White Boards and Marker, 1 for each student
- ☑ Sentence Strips, 1 set with the following sentences:  
I gave my friend a gift.  
It was a soft kitten.  
The kitten sleeps in a loft.  
A soft kitten is a nice gift!

☑ item(s) provided with lesson    ⇒ item(s) included in program kit

### Special Note to the Teacher

The activity for the consonant blend *ft*, “Memory Game *ft*.” It must be practiced with students to ensure a 75–95% success rate prior to independent practice at the literacy center.

<p><b>1. Objective</b> <i>Objective and why it's important.</i></p>	<p>Students will write and read words that end with the consonant blend <i>ft</i>. It is important for students to recognize <i>ft</i> as a blend, in order to quickly and easily decode words.</p>
<p><b>2. APK</b> <i>Activate/Assess Prior Knowledge related to the skill to be learned.</i></p>	<p><b>“Listen to these words: stiff, whiff, cliff. Which sound do you hear at the end of each of these words?”</b> Wait for student responses. <b>“Now, listen to these words: bat, pit, shut. Which sound do you hear at the end of each of these words?”</b> Wait for student responses. <b>“Today, we will put the consonants f and t together to make a blend that sounds like /ft/. Blending the /f/ and /t/ sounds together will help you read words quickly and easily when you see f and t together at the end of words.”</b></p>
<p><b>PA Warm-Up</b> <i>Phonological Awareness Warm-Up connected to the phonics skill to be learned.</i></p>	<p><b>“Listen to this sentence: I put the raft on the shore. Listen to the word raft. Say the word raft. Which sound do you hear at the end of the word raft?”</b> Wait for student responses. If students give only the /t/ sound, repeat the word, emphasizing the /ft/ sound to help them hear the /f/ and /t/ sounds together. <b>“Listen to these words: craft, drift, send, shaft, pump. I will say these words again. This time, give the thumbs-up signal each time you hear the /ft/ sound at the end of a word.”</b></p>
<p><b>3. TIP</b> <i>Teacher Input: Explicit instruction and practice, including think-alouds, modeling, and teacher-directed practice.</i></p>	<p><b>“I will write some words that end with the blend ft. I will write what I hear on the white board. Listen as I say the word soft . . . /s/ /o/ /ft/. The word soft begins with the sound /s/ so I will write the letter s. The next sound in the word soft is /o/ so I will write an o. The ending sound is /ft/ so I will write the letters f and t.”</b> Continue the same process using the words <i>tuft</i> and <i>drift</i>—that is, think aloud how to write and read each word.</p>
<p><b>4. SAP</b> <i>Student Active Participation: Students practice with letter cards, word sorts, by comparing, writing, etc.</i></p>	<p><b>“Now, you will write some words that end with the blend ft.”</b> Give each student a white board and marker. <b>“Write the word sift.”</b> Continue with the words <i>craft</i> and <i>gift</i>. <b>“Turn to your partner and read the words you wrote.”</b> Students will write each word and then read them to a partner.</p>

<p><b>5. SAP: Decodable Text</b> <i>Students apply new learning in decodable text.</i></p>	<p>Display the four sentence strips. Read the first sentence aloud as you point to each word. Next, have students read the sentence as you point to each word. Have students tell a partner the word with the blend <i>ft</i>. Continue the same process with the remaining sentences.</p> <p><b><i>I gave my friend a gift.</i></b></p> <p><b><i>It was a soft kitten.</i></b></p> <p><b><i>The kitten sleeps in a loft.</i></b></p> <p><b><i>A soft kitten is a nice gift!</i></b></p>
<p><b>6. SAP: Leveled/ Authentic Text</b> <i>Students apply new learning in leveled/authentic text.</i></p>	<p>For added practice, new learning should be applied to leveled/authentic text. Carefully select the text according to the students' abilities. The selected text must not contain skills that have not been taught.</p>
<p><b>7. ISS</b> <i>Identify Student Success: Students provide evidence of learning and reflect on how the learned skill will help them as readers.</i></p>	<p>Have students write two words that end with the blend <i>ft</i>. Next, have students read the words they wrote to a partner. <b><i>"Tell your partner how knowing the blend ft will help you as a reader."</i></b></p>
<p><b>Literacy Center Extension</b></p>	<p>The activity, "Memory Game <i>ft</i>," may now be used in the literacy center to reinforce the consonant blend <i>ft</i> (ending) skill.</p>



## *Achieving Beyond Expectations*

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 Professional Development Institute, Inc.  
 3109 150th Place S.E. ♦ Mill Creek, WA 98012 ♦ (425)745-3029  
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