

Beginning Digraph ch & Ending Digraph ch (pages 40 - 41)

Materials:

- letter flashcards Aa-Zz
- **ch** digraph flashcard
- c and h flashcards
- picture cards (chair, chop, chick, chain, chicken, beach, bench and any other picture cards with the beginning or ending **ch** digraph)
- pages 40 - 41



Review: 2-3 minutes

- Mix up the letter flashcards and show them to the students one at a time.
 - *Hint:* You should develop a routine when doing this.
 - Teacher: "Letter?" Students: "A."
 - Teacher: "Sound?" Students: "/a/."
 - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.
- You can also play a game to review the letter names and sounds called Around the World.
 - Have one child start and stand behind another child in the group. (The child in back is standing; the child in front is sitting.)
 - They can be sitting at their seats or on the floor, but it is easier if they are in some kind of a circle.
 - Show the two children a flashcard.
 - The first one to say the letter name and sound gets to move on.
 - If it is the child already standing up, they move behind the next person.
 - If it is the child sitting down, they get up and stand behind the next child and the child that was standing sits in that seat.
 - You continue on until someone has made it "around the world," standing behind all the children in the classroom.

Preview: 3 minutes

- Show the students the c flashcard and review the sound.
 - Teacher and Students: “C, /k/ /k/ /k/”
- Show the students the h flashcard and review the sound.
 - Teachers and Students: “H, /h/ /h/ /h/”
- Now show the c and h together and talk about how when c and h are together they make only one sound.
 - Teacher: “Ch, /ch/ /ch/ /ch/” Students: “Ch, /ch/ /ch/ /ch/”

Modeling: 3-5 minutes

- Show the students a picture card that has the **ch** sound at the beginning.
 - Teacher: “/ch/ /ch/ chicken.” Since the word has the /ch/ sound at the beginning, walk around like a chicken.
- Show the students a picture card that has the **ch** sound at the end.
 - Teacher: “/ch/ /ch/ beach.” Since the word has the /ch/ sound at the end, dig in the sand on the beach.
- Repeat as many times as necessary with different picture cards.

Guided Practice: 5-7 minutes

- Scatter the picture cards in the center of the room.
- Divide the class into four teams and place them in four lines around the scattered cards.
 - *Hint:* Think of the four lines as the four directions, north, south, east and west on a compass.
- Give the first person in line a beanbag. When you say go, tell them to gently toss the beanbag, trying to land on one of the picture cards scattered in the middle.
- Have the students say the name of the picture their beanbag lands on or near. They can then say if the **ch** sound is at the beginning or end.
- They can then go get their beanbag and hand it to the next person.
 - *Hint:* This activity is a lot of fun, but will take some management and control. The students can only throw when you say go and should not go to get their beanbag until all of the students in their group have thrown.
- Continue until all students have had a turn.

Independent Practice: 5-7 minutes

- Explain how to do pages 40 - 41.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out pages 40 – 41 to each student.
 - You may only want to pass out one page at a time, checking before you pass out the second page.

Assessment: (during Independent Practice)

- As the students are completing pages 40 - 41, monitor and give guidance/ support/correction/praise, as needed.
- While walking around the classroom, ask the students to read the sentences at the bottom of the pages to you.
- Use pages 40 – 41 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Review the **ch** digraph while showing a picture card. Have them say if the sound is at the beginning or the end.
 - Teacher and students: “Ch, /ch/ chair” Students: beginning
 - Teacher and students: “Ch, /ch/ beach” Students: end
 - Teacher and students: “Ch, /ch/ bench” Students: end
 - Teacher and students: “Ch, /ch/ chop” Students: beginning