

Digraph wh (page 49)



Materials:

- letter flashcards Aa-Zz
- **wh** digraph flashcard
- w and h flashcards
- picture cards (whale, wheel, any other picture cards with the beginning wh digraph and any other picture cards without the **wh** digraph)
- 2 pieces of string for each student
- page 49

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 w flashcard and review the sound.
 - Teacher and Students: "W, /w/ /w/ /w/"
- Show the students the h flashcard and review the sound.
 - Teachers and Students: "H, /h/ /h/ /h/"
- Now show the w and h together and talk about how when w and h are together they make only one sound.
 - Teacher: "Wh, /wh/ /wh/ /wh/" Students: "Wh, /wh/ /wh/ /wh/"

Modeling: 3-5 minutes

- Show the students a picture card that has the **wh** sound at the beginning.
 - Teacher: “/wh/ /wh/ whale.” Since the word has the /wh/ sound, use your hands to spout water like a whale.
- Show the students a picture card that doesn’t have the **wh** sound.
 - Teacher: “/wh/ /wh/ mouth.” Since the word doesn’t have the /wh/ sound at, sit still in your chair.
- Repeat as many times as necessary with different picture cards.

Guided Practice: 5-7 minutes

- Say a word that begins with the /wh/ sound.
 - Teacher: “/wh/ /wh/ what”; students repeat
- If the word has the /wh/ sound, the students use their string to make a w and h together on the table or floor.
- If the word doesn’t have the /wh/ sound, the students leave their string on the table or floor, without making a w and h
- Continue as long as is necessary.

Independent Practice: 5-7 minutes

- Explain how to do page 49.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 49 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 49, 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 page to you.
- Use page 49 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 **wh** digraph while showing a picture card.
 - Teacher and students: “Wh, /wh/ whale”
 - Teacher and students: “Wh, /wh/ wheel”