

# Beginning Digraphs (page 50)



## Materials:

- letter flashcards Aa-Zz
- **ch**, **sh**, **wh** and **th** digraph flashcards
- picture cards (chair, chain, chop, ship, shark, shoe, three, thumb, throw, whale, wheel, wheat and any other picture cards with one of the beginning digraphs)
- page 50

## 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 beginning digraph flashcard, pointing out that the two letters only make one sound when the letters are together.
  - Teacher: “ch, /ch/ /ch/ /ch/”          Students: “ch, /ch/ /ch/ /ch/”

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|---------------------------------|--------------------------------|
| ○ Teacher: “sh, /sh/ /sh/ /sh/” | Students: “sh, /sh/ /sh/ /sh/” |
| ○ Teacher: “wh, /wh/ /wh/ /wh/” | Students: “wh, /wh/ /wh/ /wh/” |
| ○ Teacher: “th, /th/ /th/ /th/” | Students: “th, /th/ /th/ /th/” |

### Modeling: 5-7 minutes

- Set each digraph flashcard on the floor in a line.
- Give each student and yourself a picture card that begins with one of the digraphs.
- Show the students your picture card and say the word, emphasizing the digraph.
- Place your picture card under the correct digraph flashcard that is on the floor.
- Now call on the students, one at a time to share their picture card and word and place it under the correct digraph flashcard on the floor.
  - To keep all of the students engaged, ask them for a thumbs up when the student has it under the correct digraph flashcard. They can help the student if they are unsure or make a mistake.

### Guided Practice: 5-7 minutes

- Play Four Corners.
  - Place the four digraph flashcards in different places around the room.
  - Gather the students in the middle of the room.
    - Show a digraph picture card.
    - Teacher: “/ch/ /ch/ chair”; students repeat
  - Teacher looks around the room to find the correct digraph flashcard and moves (walks, hops, crawls, etc.) to that card; students follow.
  - Teacher: “/ch/ /ch/ chair”; students repeat and check to make sure they are at the correct digraph flashcard.
  - All return to the middle of the room and continue the game using different picture cards.
  - As the students are more aware of the picture cards and digraphs, you can call on individual students to come and select a picture card and play the teacher role.

### Independent Practice: 5-7 minutes

- Explain how to do page 50.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 50 to each student.

**Assessment:** (during Independent Practice)

- As the students are completing page 50, monitor and give guidance/ support/correction/praise, as needed.
- Use page 50 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 digraphs while showing a picture card.
  - Teacher and students: “ch, /ch/ chop”
  - Teacher and students: “sh, /sh/ shoe”
  - Teacher and students: “th, /th/ three”
  - Teacher and students: “wh, /wh/ wheat”

