

Ending Digraphs (page 51)



Materials:

- letter flashcards Aa-Zz
- **sh, ch, th** and **ck** digraph flashcards
- picture cards (cash, bench, bath, lock, French, trash, block and math)
- individual sets of picture cards for each pair of students
- page 51

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: 5-7 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/"
 - Teacher: "sh, /sh/ /sh/ /sh/" Students: "sh, /sh/ /sh/ /sh/"
 - Teacher: "ck, /k/ /k/ /k/" Students: "ck, /k/ /k/ /k/"
 - Teacher: "th, /th/ /th/ /th/" Students: "th, /th/ /th/ /th/"

Modeling: 5 minutes

- Spread out the above picture cards on the floor, face down.
- Sit the class around the cards in a large circle.
- Draw a card from the picture cards on the floor. Look at the card and say the word, emphasizing the digraph sound.
- Draw another card and do the same, say the word, emphasizing the digraph sounds.
- If the digraph sounds are the same, you keep the two cards. If they are different put the cards back and it is the next person's turn.
- Model as many times as needed for the students to understand the game.

Guided Practice: 5-7 minutes

- Play Memory.
 - Put students into groups of 2 with their own set of the above flashcards.
 - They spread the picture cards out, between them, face down.
 - The students will play with their partner as it was modeled above.
 - They continue play until all of the cards are gone. If there is time left they can spread the cards out and play again.

Independent Practice: 5-7 minutes

- Explain how to do page 51.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 51 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 51, monitor and give guidance/support/correction/praise, as needed.
- Use page 51 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Show and review each ending digraph flashcard.
 - Teacher and students: "sh, /sh/ /sh/ /sh/"
 - Teacher and students: "ch, /ch/ /ch/ /ch/"
 - Teacher and students: "th, /th/ /th/ /th/"
 - Teacher and students: "ck, /k/ /k/ /k/"