

Digraph *ch*

The Wright Skills™

Background Information

This lesson focuses on the digraph *ch*. Among the pronunciation challenges this sound presents for English language learners is the substitution of *sh* for *ch*. In addition, some students may try to pronounce each letter separately rather than producing the /ch/ sound. Students at different levels of language acquisition will need differing amounts of support, but most students will benefit from being introduced to the vocabulary. Use this lesson to provide support before, during, and after whole-class instruction. Pair an English language learner with an English-speaking classmate during whole-

class activities for additional support.

ELL Lesson 38 offers these specific strategies:

- Students are given extra practice hearing and pronouncing the /ch/ sound.
- Manipulatives are used to actively engage students in segmenting and blending sounds.
- New words that are essential to understanding the rhyme are introduced and practiced.

Objectives

- Recognize the sound /ch/ in oral language.
- Correctly produce the sound /ch/.
- Hear /ch/ at the beginning and end of words.
- Associate the sound /ch/ with the letters *ch*.
- Recognize, read, and spell high-frequency words: *after*, *before*, *want*.
- Write *ch* in the correct position in words.
- Work on the pronunciation challenges of the digraph *ch*.
- Understand the meaning of vocabulary words that represent the phonetic elements of the lesson.

Pre Check

Use this activity with beginning and early intermediate level students to assess their ability

to identify the sound /ch/ and recognize the digraph *ch* that makes that sound. Students who are at or above the intermediate level should receive the pre-check from the whole class lesson.

Write the following sentence on the board and read it aloud as you point to each word. Reread it with students.

We ate chips for lunch.

Kit Materials

(See the whole class lesson for other kit materials.)

- Whole Class Lesson 38 Digraph *ch*
- ELL Blackline Masters pp. 37–38

Classroom Materials

pictures or realia: peach, cherry punch; small lunch bag; labeled pictures of a peach, cheese, cherry punch, chips, chocolate, sandwich

Listen to the beginning of this word: *chips*. What sound do you hear at the beginning of *chips*? Now listen to the sound at the end of this word: *lunch*. What sound do you hear at the end of *lunch*?

Underline the words *chips* and *lunch*, and read them again with students. Ask a volunteer to point to the letters in each word that make the /ch/ sound.