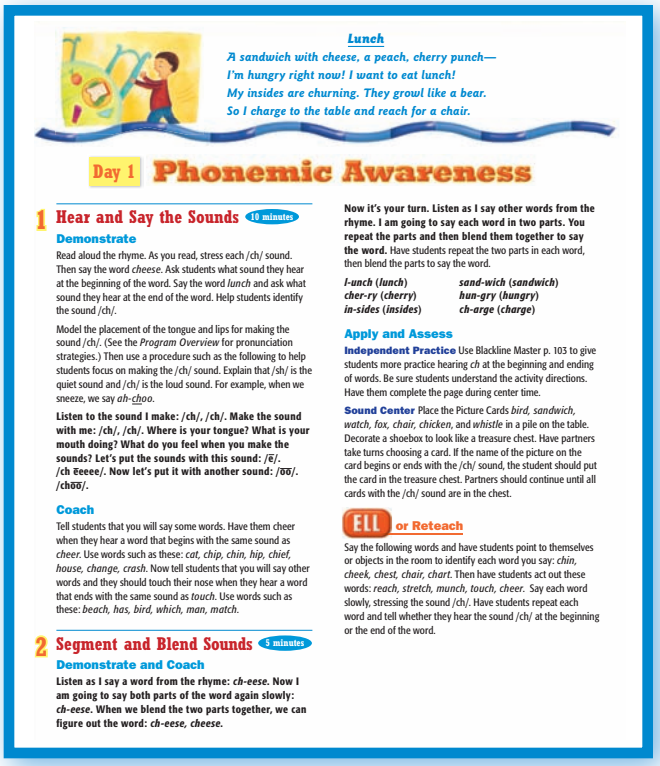

Lunch

A sandwich with cheese, a peach, cherry punch—
I'm hungry right now! I want to eat lunch!
My insides are churning. They growl like a bear.
So I charge to the table and reach for a chair.

Day 1 Phonemic Awareness

1 Hear and Say the Sounds 10 minutes

Demonstrate

Read aloud the rhyme. As you read, stress each /ch/ sound. Then say the word *cheese*. Ask students what sound they hear at the beginning of the word. Say the word *lunch* and ask what sound they hear at the end of the word. Help students identify the sound /ch/.

Model the placement of the tongue and lips for making the sound /ch/. (See the *Program Overview* for pronunciation strategies.) Then use a procedure such as the following to help students focus on making the /ch/ sound. Explain that /sh/ is the quiet sound and /ch/ is the loud sound. For example, when we sneeze, we say *ah-choo*.

Listen to the sound I make: /ch/, /ch/. Make the sound with me: /ch/, /ch/. Where is your tongue? What is your mouth doing? What do you feel when you make the sounds? Let's put the sounds with this sound: /ē/. /ch ēēēē/. Now let's put it with another sound: /o͞o/. /chō͞o/.

Coach

Tell students that you will say some words. Have them cheer when they hear a word that begins with the same sound as *cheer*. Use words such as these: *cat, chip, chin, hip, chief, house, change, crash*. Now tell students that you will say other words and they should touch their nose when they hear a word that ends with the same sound as *touch*. Use words such as these: *beach, has, bird, which, man, match*.

2 Segment and Blend Sounds 5 minutes

Demonstrate and Coach

Listen as I say a word from the rhyme: *ch-eese*. Now I am going to say both parts of the word again slowly: *ch-eese*. When we blend the two parts together, we can figure out the word: *ch-eese, cheese*.

Now it's your turn. Listen as I say other words from the rhyme. I am going to say each word in two parts. You repeat the parts and then blend them together to say the word. Have students repeat the two parts in each word, then blend the parts to say the word.

***l-unch* (*lunch*)** ***sand-wich* (*sandwich*)**
***cher-ry* (*cherry*)** ***hun-gry* (*hungry*)**
***in-sides* (*insides*)** ***ch-arge* (*charge*)**

Apply and Assess

Independent Practice Use Blackline Master p. 103 to give students more practice hearing *ch* at the beginning and ending of words. Be sure students understand the activity directions. Have them complete the page during center time.

Sound Center Place the Picture Cards *bird, sandwich, watch, fox, chair, chicken*, and *whistle* in a pile on the table. Decorate a shoebox to look like a treasure chest. Have partners take turns choosing a card. If the name of the picture on the card begins or ends with the /ch/ sound, the student should put the card in the treasure chest. Partners should continue until all cards with the /ch/ sound are in the chest.

ELL or Reteach

Say the following words and have students point to themselves or objects in the room to identify each word you say: *chin, cheek, chest, chair, chart*. Then have students act out these words: *reach, stretch, munch, touch, cheer*. Say each word slowly, stressing the sound /ch/. Have students repeat each word and tell whether they hear the sound /ch/ at the beginning or the end of the word.

Day 1 Phonemic Awareness

Pre-Teach

Hear and Say the Sounds

Put your finger on your chin. **Touch your chin. Listen to the word *chin*.** Repeat the word, stressing the beginning *ch* sound. **Now say *chin* with me. What sound do you hear at the beginning of *chin*? Let's make that sound together. /ch/ I'm going to say other words that begin with /ch/. I want you to cheer after you hear each word.** Say *chip, child, chase, chair.*

Introduce /ch/ as an end sound in the same way, using the word *touch*. Have students touch their nose as they repeat the following words: *sandwich, bench, lunch, match.*

Segment and Blend Sounds

Listen as I say the word *chin*. Say *chin*, then repeat it, separating the word into onset and rime: /ch/ /in/. Have students repeat the onset and rime. As you say each word part, put down a block. **I can say each part separately, or I can blend them together like this.** Push the blocks together as you say *chin*. **Now let's say some other words. I'll say the word in two parts, then you blend them together to say the word.** Use the blocks as students repeat the onset and rime in each word, then blend the parts together.

ch-air (*chair*)	*t-ouch* (*touch*)
ch-ild (*child*)	*m-atch* (*match*)
ch-eck (*check*)	*b-ench* (*watch*)

During

Hear and Say the Sounds

In the Demonstrate activity, beginning and early intermediate level students may not be able to describe what their tongue, teeth, and lips are doing. Describe the placement of your own tongue, teeth, and lips, and ask students whether theirs are in the same position. For example, **My tongue is behind my teeth. Is your tongue behind your teeth?**

During the Coach activity, have students repeat each word before cheering or touching their nose.

Follow-Up

Review words in the rhyme that students may not understand. Show pictures and pantomime words. Have students repeat the words and act them out when possible. Have them point to the appropriate pictures.

peach (show a peach or a picture)
cherry punch (show a picture or a can of cherry punch)
churning (demonstrate churning a bucket of sand with your hands)
growl (growl)
charge (act out charging around the room)

Distribute ELL Blackline Master p. 37 to support students in understanding the rhyme. Review the directions, and help beginning level students as necessary.