

Day 1 Phonics

1 Connect Sounds to Symbols 10 minutes

Demonstrate

Write the rhyme "Lunch" on chart paper. Have students listen for words that begin with /ch/ as you read the rhyme, tracking the words. As students name the words they hear, frame them. Repeat, having students listen for words that end with /ch/. Help students see that the /ch/ sound is made with *ch*.

Coach

Have students play Hot Potato. Set up a tape or CD player. Ask students to sit in a circle, and give one of them a beanbag. Tell students to pass the beanbag to each other while you play music. When you stop the music, the student holding the beanbag should say a word that begins with the /ch/ sound. After several students have named words that begin with the sound, have them list words that end with the /ch/ sound. If students need help, have them look at the rhyme for ideas.

Apply

Supply drawing paper and crayons and marking pens. Have students draw a picture of a picnic lunch featuring foods that begin or end with *ch*. Tell students to label each of their foods. Remind students that they can look at the rhyme for help with different food names.

2 Blend Sounds 5 minutes

Demonstrate

Have students look again at the rhyme "Lunch." Point to *lunch* and demonstrate how to read the word by blending the sounds.

Think Aloud When I see the letters *l-u-n-c-h*, I think of the sound that each letter stands for. Then I blend the sounds together: /l/ /u/ /n/ /ch/. *lunch*.

Coach

Write the following words on the board: *champ*, *chip*, *chant*, *chop*, *munch*, *pinch*, *bench*. Ask students to read each word with you by blending the sounds for letters. Have volunteers underline the *ch* in each word.

Apply and Assess

Independent Practice Use Blackline Master p. 101 to give students more practice identifying words with *ch*. Be sure students understand the activity directions. Have them complete the page during center time.

ELL or Reteach

Supply crayons, marking pens, and white paper plates. Have students draw pictures of their favorite *ch* foods on the plates. Items might include cheeseburgers, *chips*, *chicken*, *chocolate*, *chocolate chip* cookies, *chili*, *sandwich*, *cheese*, and *cherry* or *peach* pie. Have students draw and label their pictures and circle the *ch* in each word.

3 Teach High-Frequency Words 5 minutes

Write the high-frequency words *before*, *after*, and *want* on the board. Read them aloud and use each one in an oral sentence. Then ask students to make their own sentences with the words. Spell and cheer the words with students as you add them to the high-frequency Word Wall.

Spur of the Moment

Several times during the day, say words with *ch*. Have students repeat each word and tell whether the /ch/ sound is at the beginning or the end of the word.

Blend Sounds

Point to the word *chin* on the board. Remind students that the letters *ch* make a single sound. Move your hand under the letters as you model blending the sounds together to read the word *chin*. Repeat, having students blend the sounds and read the word. Write the word *lunch* on the board and repeat the process.

Teach High-Frequency Words

Write *before* and *after* on the board, and give students commands to illustrate the words. Point to each word as you say it, and model the actions. **Clap your hands before you sit down. Touch your nose after you sit down.** Say a sentence using each word, and ask students to point to the word. Write *want* on the board, and point to it as you ask, **What do you want?** Have students answer using the sentence frame, "I want ____."

During

Blend Sounds

During the Coach activity, use words with which the students are familiar. Beginning and early intermediate level students gain confidence from working with words to which they already have been introduced.

Follow-Up

Assess students' understanding. Write the following words on the board:

chin lunch punch chip

Ask students to point to the letters that make the /ch/ sound in each word. Then read the words with the students.

(38) Digraph *ch* • Whole Class Lesson

Day 1 Phonics

Pre-Teach

Blend Sounds

Touch your chin. Write *chin* on the board, and point to it as you read it. **What sound do you hear at the beginning of *chin*?** Circle the letters *ch*. **Together, these letters make the /ch/ sound we hear at the beginning of *chin*. Whenever we see the letters *ch* together, we make the sound /ch/.** Repeat with the word *touch*, pointing out that the letters *ch* make the ending sound.

Introduce labeled pictures of the following items and put them in a lunch bag: *chips*, *chocolate*, *sandwich*, *cheese*, *peach*, *cherry punch*. Have students take turns pulling out something for lunch, name the picture, and point to the *ch* in the word. Ask them whether the *ch* appears at the beginning or end of the word.

Students can use these pictures during the whole-class Coach activity.