

## Day 2 Phonics

### 1 Build Words 15 minutes

#### Demonstrate

Review with students the digraph *ch*. Then draw on the board a sound-segment box with four sections. Write the letters *c* and *h* in the first section.

ch			
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**Think Aloud** If I want to make the word *champ*, I say the word slowly and think of the sounds I hear: *champ* /ch/ /a/ /m/ /p/. The /ch/ sound is at the beginning of this word. /a/ /m/ /p/ is at the end of the word. Those letters are *amp*, so I'll write those letters in the boxes.

#### Coach

Continue by asking volunteers to help build other words that begin with *ch*, such as: *chomp*, *chant*, and *chips*. Then erase the letters *ch* from the first section and write them in the last section. Tell students that they are now going to build words with *ch* at the end of words. Use these words: *bench*, *munch*, and *ranch*.

#### Apply

Supply construction paper, marking pens, and scissors. Have students draw chocolate-chip cookies. Ask them to pick a number between 1 and 10 and draw that number of chips on their cookie. Then, for each chip, have students write a word that begins or ends with *ch*. For example, if a student draws six chips, then he or she should write six *ch* words. Students can write the words on the back of their cookies.

### 2 Sort Words 10 minutes

#### Demonstrate and Coach

Read the rhyme "Lunch" again, tracking the print as you read. Then have students read it with you. Next, ask students to recall the words that begin and end with *ch*. Give students index cards and red and blue marking pens. Help them to write the words from the rhyme that begin with *ch* in blue and the words that end with *ch* in red. Ask students to divide the cards into two groups.

#### Apply

Ask students to write additional words on index cards: *chin*, *chip*, *chick*, *inch*, *bench*, *chest*, and *chase*. Remind students to write the words that begin with *ch* in blue ink, and the words that end with *ch* in red ink. Then ask them to add these cards to the piles they made earlier.

#### ELL or Reteach

Play Simon Says with students, using words that begin and end with *ch*. Give commands such as these: *Simon says touch your chin*. *Simon says do a cheer*. *Simon says pretend to eat lunch*. Write all *ch* words on the board. Have students underline the *ch* in each word.

### 3 Read Decodable Book 5 minutes

Use the decodable book *Chad Is the Champ* to have students practice reading words that begin and end with *ch*. Introduce the book by telling students the title and asking which words in the title begin with *ch*. Review the /ch/ sound at the beginning and the end of words. Also review the new high-frequency words *after*, *before*, and *want*.

During small-group instruction or during guided reading, you may wish to have a few students read the decodable book aloud to you. Monitor to be sure students can recognize and read words beginning and ending with *ch* and the high-frequency words. Tell students that they will read their new book during center time.

learners to read the book independently after instruction. If needed, give students extra listening and reading support. Create a classroom recording of the take-home decodable story. Either read the book aloud or play the recording. You can have a few students read parts of the decodable book aloud to you. Monitor to make sure students recognize and can read words from the book with the target sounds, such as *Chad*, *Chet*, *bench*, *itch*. You also may wish to introduce the concepts presented in this story, for example: contests, sketching, and chess.

## During Build Words

Have students repeat and orally segment each word before building it. List their words on a piece of chart paper. This list can be used to provide additional support during the Apply activity in this section and in Sort Words.

## Follow-Up

Provide reading practice of the decodable book for the skills in this lesson. Check for students' ability to read words with *ch* by having students read aloud from *Chad is the Champ*. Check students' comprehension of the story with questions such as:

1. Point to Chad. Point to Chet.
2. What kind of animal is Chet?
3. Where does Chad want Chet to sit? Why?
4. Look at page 4. What is Chet doing?
5. What else does Chet do?
6. Why did Chad play chess?

You may wish to ask beginning level students yes or no questions.

(38) Digraph *ch* • Whole Class Lesson

## Day 2 Phonics

### Pre-Teach

Review the lesson from the previous day. Say the following words and have students repeat them: *chin*, *check*, *lunch*, *chair*, *punch*, *match*. Ask them if the sound /ch/ is at the beginning or end of the word. Write the letters *sh*, *ch* on the board and have students point to the digraph that makes the /ch/ sound.

### Build Words

Draw a sound-segment box with three sections. Demonstrate how to listen to the sounds in the word *chin*, and build the word by writing one letter in each box. Add another section to the sound-segment box, and build the word *lunch*.

Before doing the whole-class activities, introduce the words students will be asked to build.

### Read the Decodable Book

Use the whole class lesson to pre-teach the decodable book, *Chad is the Champ*. Encourage English language