

Day 2 Spelling & Writing Connection

You may wish to complete this part of the lesson during your writing and/or spelling time.

Review High-Frequency Words 5 minutes

Review the high-frequency words *after*, *before*, and *want*. Then have students play Word Tic-Tac-Toe. Distribute copies of Blackline Master Template 2 to pairs of students. Have partners fill in each section with high-frequency words from their high-frequency Word Wall. Tell students they must use the words *after*, *before*, and *want*. Continue the game by having partners read a word and use it in a sentence before placing an X or O in the section. The winner is the first partner to have three Xs or Os in a row.

Spelling Practice 10 minutes

Have students number a piece of paper from 1–8. Dictate the following words with *ch* and high-frequency words for students to spell. You may wish to use the sample sentences provided.

1. *chip*—There is a *chip* in the paint.
2. *chat*—Let's have a *chat*.
3. *chick*—Do you hear the baby *chick*?
4. *bench*—I want to sit on the picnic *bench*.
5. *crunch*—I like to *crunch* peanuts.
6. *after*—I will take you *after* school.
7. *before*—Who came *before* Cassidy?
8. *want*—I *want* you to meet my friend.

Dictation Practice 10 minutes

The following sentences contain words with *ch* as well as the high-frequency words from this lesson. Have students write each sentence as you dictate it.

1. I want to chase you.
2. Rich looked in the chest.
3. The fish swam after that ship.
4. Let's sit on the bench before we go home.

Interactive Writing 15 minutes

Work together with students to write a list of foods that begin or end with *ch*. Explain to students that they are making a grocery list. Tell students that lists are important because they help people remember things and ideas.

Distribute drawing paper, crayons, and marking pens. Have students choose their favorite food from the grocery list and write a sentence about it. Ask them to draw a picture to illustrate the sentence.

Apply and Assess

Independent Practice Use Blackline Master p. 102 to give students more practice spelling words with *ch*. Be sure students understand the activity directions. Have them complete the page during center time.

Writing Center Stock the center with drawing paper, crayons and marking pens, paste, scissors, and old catalogs or magazines. Have students make a small book of words that begin and end with *ch*. Ask students to write one word on each page and illustrate it. Students may want to cut out *ch* words from old catalogs or magazines. You may also suggest that students look at the Word Wall and other charts in the classroom for *ch* words.

ELL or Reteach

Help students brainstorm a list of action words that begin or end with the sound /ch/. Write the words on the board, for example: *chase*, *cheer*, *chew*, *catch*, *pitch*, *touch*. To check understanding, have students act out each action word as you review them on the board.

Spur of the Moment

Say words that begin or end with either *sh* or *ch*. You may want to say: *shine*, *chin*, *inch*, *such*, *dish*, *chop*, *shop*. Ask a volunteer to tell whether the word has a /sh/ or /ch/ sound and where the sound is heard.

1. *chip*—There is a *chip* in the paint.
2. *chick*—Do you hear the baby *chick*?
3. *crunch*—I like to *crunch* peanuts.
4. *after*—I will take you *after* school.
5. *want*—I *want* you to meet my friend.

Dictation practice: We sat on the bench.

Interactive Writing

Reread *Chad is the Champ* aloud with students, or have them listen to the recording you made. Ask students to find words with the digraph *ch* in the book, and write them down. Have beginning and early intermediate level students illustrate some of the words, and encourage students at higher levels to use one or more of the words in a sentence.

Follow-Up

Give an action command using words that begin or end with /ch/. Have students repeat the word with the /ch/ sound, and say whether the sound occurs at the beginning or end of the word. Repeat the command, and have students perform the actions. For example: *Touch your head. Cheer. Pretend to chew gum.*

Distribute ELL Blackline Master p. 38 to support students with the digraph *ch*. Review the directions, and help beginning level students as necessary.

38 Digraph *ch* • Whole Class Lesson

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Pre-Teach

Write the high-frequency words *after*, *before*, and *want* on the board. Point to each word as you read the words with students. Call on volunteers to point to one of the words and create a sentence using it.

During

Spelling and Dictation Practice

Encourage intermediate and above level students to participate with the whole class. Give students who experience difficulty this shorter list of words and dictation sentence.