

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.

