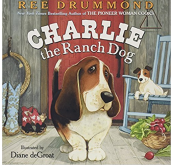


# Foundations for Literacy II

## Digraphs (ch, th, sh)



Read: Charlie the Ranch Dog, Ree Drummond

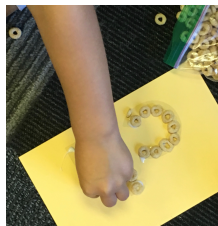
Notice the c-h in Charlie and in Ranch

Say: C-h says /ch/ like Cheerios. Point one finger to lips. (That's our motion.)

Notice, as you read the book, many of the words that have c-h in them. I also point out the word **stomach**. Make the /ch/ sound and notice that the word doesn't make sense with the /ch/ (like Cheerios) sound. The kids often use the context of the story to determine that the word actually says stomach. I say, "You're right. C-h, together can say /k/ like in Christmas. C-h together can also say /sh/ like Chicago. MOST of the time, however, c-h says /ch/ like Cheerios."

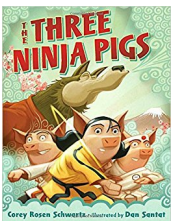
### C-H Mini Poster

materials: c-h mini poster, Cheerios, glue



Provide the c-h mini posters and have your readers glue the Cheerios onto the mini poster. Encourage your students to "write" the letters c and h, dragging the tip of the glue bottle along the printed letters, using correct letter formations. All letters start at the top.

Today, you could spend the remaining class time brainstorming and listing lots of words that begin with /ch/. When you're finished, hang a sample mini poster in a prominent place so that you'll remember to review the letters and corresponding sounds, often. Be sure to remove the poster after 2-3 weeks. We want our kids to recall the letters and sounds (not lean on visual cues), and too much information on the walls can be distracting and overstimulating.



Read: The Three Ninja Pigs, Corey Rosen Schwartz

Notice the t-h in The and Three. Say, “Give me two thumbs up. Now, point your thumbs to your lips, one on each side of mouth as you make the two sounds /th/ (puff) and /th/ (buzz).”

Say: t-h can make **two** sounds.

It can say /th/ (puff) like **thin** and **thick** (Use fingers to show thin & thick.)

It can say /th/ (buzz) like **this** and **that** (Point to the left & right thumbs.)

Notice, as you read the book, the many words that have t-h in them. Point a lot of them out to your readers and ask if they hear a **puff sound** or a **buzz sound**. (Notice, too, on occasion, words featuring c-h. It's good to continually review what you've learned.)

### **T-H Mini Poster**

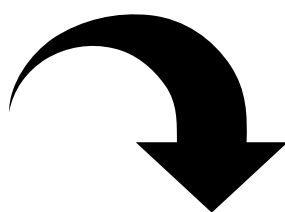
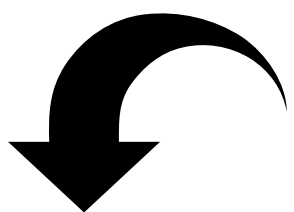
materials include: t-h mini poster, stamp pad, wipes



Provide the t-h mini posters and have your readers make thumbprints on the mini poster. Ask: “Will you use this thumb or that thumb?” (see two thumbs up visual aid) Remind the students to form the letters correctly, beginning at the top of each one.

You could spend the remaining class time brainstorming lots of things that begin with /th/ (puff) or /th/ (buzz)! When you're finished, hang a sample mini poster in a prominent place so that you'll remember to review the letters and corresponding sounds, often. Be sure to remove the poster after 2-3 weeks. We want our kids to recall the letters and sounds, and too much information on the walls can be distracting and overstimulating.

Will you use  
this thumb or that thumb?



puff

buzz



**Read: Should I Share My Ice Cream?**

Notice the s-h in Should and Share.

Say: s-h says /sh/ like SHH! (Put finger to lips as if to say, “Be quiet.”)

Notice, as you read the book, the many words that have s-h in them. Point a lot of them out to your readers. (Notice, too, on occasion, words featuring c-h and t-h. Again, it’s good to review what we’ve learned.)



**S-H Mini Poster**

materials include: s-h mini poster, silver glitter, glue

Provide the s-h mini posters and have your readers write on the letters with glue, forming each letter correctly (beginning at the tops of the letters), and then spread the glue out with a finger to make a wider ribbon of glue rather than a thin line. Then, together, shake the glitter onto the mini poster over a trash can. Vigorously tap off all excess glitter and admire the shine.

You can brainstorm lots of words with the /sh/ sound. When you’re finished, hang the mini poster in a prominent place so that you’ll remember to review the letters and corresponding sound, often. Be sure to remove the poster after 2-3 weeks. We want our kids to recall the letters and sounds, and too much information on the walls can be distracting and overstimulating.

**Making Words with Digraphs**

materials include: letter cards, letter pockets, star wands, digraph cards

Arrange the letter pockets in front of you, facing your readers, with the vowel pocket in the middle. Explain that you are going to take turns making the sounds you see, moving from left to right across each word. You’ll determine if the sounds, put together, make a word we know- or not. You, and then the students, will use the star wand to tap across the words, making each sound. This time, you’re going to add the digraphs c-h, t-h, and s-h. Do try to arrange the letters so as to make recognizable words. It is okay to have the kids make the sounds and say, “That’s not a word.” Again, commend that! Try, most of the time, however, to arrange and rearrange the letters to make words that your reader will know.

So now, if the letters say h-o-p, for example, put the s-h on top of the h and have the student decode

sh-o-p. If it says s-a-t, put the t-h on top of the s and have the student decode th-a-t. Be sure to make words where the digraph is at the ends of words, too. If the word says p-a-t, place the t-h on the t to make path. Or if the word says m-u-g, put the c-h at the end to change it to much. It's fun!

Review by having kids spell 5-7 words they made. Remind them to stretch each word out, sound by sound, while recording the letter or letters that represent those sounds on their papers. As always, coach your students so they form each letter correctly.

### **Sort Words With Digraphs**

materials include: digraph word cards, all three digraph mini posters

Place a pile of digraph word cards on the table. With the three mini posters used as headers, have the kids take turns drawing a card, decoding the word using what they know about how words work, and then placing the word under the correct mini poster. Play until all words have been decoded.

Review by having kids spell 5-7 words they read and sorted. Remind them to stretch each word out aloud, sound by sound, while recording the letter or letters that represent those sounds.

### **Reading Words With Digraphs**

materials include: digraph word cards, two movers, a die (Note that we're removing the mini poster support, encouraging our kids to recall the proper sounds *without* the visual aid.)

Arrange twelve or so of the word cards, face down, to make a circle or oval shape on a table or on the floor—wherever you're working. Each student will place his or her mover on a random word card. Your readers will take turns rolling the die, moving the designated number of spaces, flipping that card upright, and decoding their words. If the word is read correctly, with your support, the word stays right-side-up, and it will no longer be landed upon. The goal is to get all words facing upright. Play this game, again and again, until all words are easily decoded.

Review by having kids spell 5-7 words they read. Remind them to stretch each word out aloud, sound by sound, while recording the letter or letters that represent those sounds.

### **Words With Digraphs Board Game**

materials include: digraph board game, movers, dice, lighter colored crayons (so we can read the words that have been colored)

Provide each student with his/her own digraphs game board. The students will take turns rolling a die, moving the mover around the game board the indicated number of spaces on their own boards, and then decoding the word upon which they landed. When the students read their words correctly and are approved by their coaching and encouraging teacher, the words are colored in and are not to be landed upon again. Then the next student rolls, and the next, and play continues until all words (or nearly all words) have been colored in on each student's game board. Students may need support in decoding words, which you should offer freely. Remember that much of what we're doing is teaching. We're not just quizzing. (Though we are certainly monitoring students' progress, daily.)

When a lot of support is offered for decoding a word, at times you might want to say, "Let's not color that one in yet. I want you to land on it again and have the satisfaction of nailing it!" You decide how fragile each of your student's self-esteem is. We want this to be a time of building confidence in leaning into our code-based language. If you feel your student may "shut down,"

allow them to color in the word box. You can always play the game again another day.

Note: Even your “finished” game boards can be reused by simply inviting the kids to x out the words (with a dark crayon) as they play the second time with someone else. This is great to share with parents so they can reuse the games at home if they like.

### **Spelling Words With Digraphs**

materials include: digraph word cards, dry erase boards, dry erase markers and erasers

Put the word cards into a pile, word side down. Draw a word, read it to your readers, and ask them to spell it, making the sounds and writing the letters that go with those sounds. Rather than you saying it’s right or wrong, simply show the card to your readers and allow them to determine whether the spelling is correct or incorrect. Encourage your readers to make any needed corrections. Again, guide to ensure correct letter formation every time your students are writing. Remind them how it’s done as they’re writing the words as often as possible. Coach. Give reminders and cues. Don’t just say it’s wrong and make them fix it. This time should have a completely different vibe than that. Make it fun!

Again, when students are decoding words, whether on game boards, or word cards, or in any text, please encourage your readers to point to the words they are decoding. Prompt them to make the first sound aloud, move their finger to the right and make the next sound aloud, and the next, etc. Using that pointer finger reminds them to “Make the sounds you see. This is a NO GUESS ZONE.” When kids take their eyes off of the text they are moving into “guessing mode.” We **set up for good reading** by placing both hands on our reading materials.

### **Play Read It, Act It Out**

materials include: short vowel word cards with and without digraphs

Hold up word cards, one at time, and invite kids to quietly whisper each sound to themselves and then to silently begin acting out the word. If you’d like you can also play where kids *take turns* reading the words and acting them out. The students will confirm whether the word was read and acted out correctly by their classmates.

Do you see, here, that even though we’re *just* decoding word cards, comprehension is definitely in play? Our kids are decoding single words and those words are conveying meaning—with absolutely no additional supports. The students don’t *need* pictures, they don’t *need* context, and they don’t *need* to consider “What makes sense?” They simply make the sounds they see, and the image comes to mind. THAT’S comprehension with complete reliance upon our code-based language. Now, without sufficient background knowledge, students won’t know what to do when it’s time to act the word out. That’s a different ball game. But if our kids have schema for the words they’re decoding, they’ll recognize the words and will have no problem conveying appropriate actions.

### **Open Vowel Words**

materials include: open vowel spelling list, open vowels (& closed vowels) explanation sheet

Using the explanation sheet, the open vowel word list, and/or the making words letter pockets, demonstrate the difference between an open vowel (vowels at the ends of short words) and a closed vowel (single vowels within words). Share that closed vowels make the short sound that we learned in *Old MacDonald Had Some Vowels* and that open vowels say their names.

Say: **In really short words, where the vowel is at the end (open vowel), the vowel usually says its name.** (we, go, hi, she, no). You can teach this rule by taking the final pocket away, using the Making Words letter pockets, to make new words. (Note: It doesn't work for words ending with an **a**—except in the word *a* and in Chick-Fil-A.)

### **Open Vowels Game Board**

materials include: open vowel game board, movers, die, crayons

Provide each student with his/her own open vowels game board. The students will take turns rolling a die, moving the mover around the game board the indicated number of spaces on their own boards, and then decoding the word upon which they landed. When the students read their words correctly and are approved by you, the encouraging teacher, the words are colored in and are not to be landed upon again. Continually ask questions like, "Why does the o say its name in go? Kids will respond, **"It's a really short word with a vowel at the end, so the vowel says its name."** In the future, we'll teach kids to use this rule to spell by syllables. Think: di – no – saur, No – vem – ber, re – mem – ber,

***\*Rule breakers: to, do, who (These are irregularly spelled words, and they must be taught as such.)***

*\*You'll also find an information sheet regarding the sound a can make at the ends of words. Because we often say /u/ when we say/read the word a, this additional resource might be helpful.*

### **Dictated Sentence and Decoding Sentence Practice Page**

materials include: dictated sentence practice pages, pencils

Students will be challenged to write one sentence from the dictated sentence page for this lesson. You will read one sentence of your choosing, as many times as needed, as the students record that sentence— using capitals, spaces, and end marks. Of course, you'll also coach them to correctly use the phonics rule you've been teaching this week (and in previous weeks).

TIP: With the dictated sentence page in front of your students, on their table or at their desks, have them flip the paper upside down and fold on the dotted line so the handwriting lines show at the bottom of their papers. When done this way, it'll be easy for your students to flip that fold back up and check their sentence writing with the one on the page. Their sentences will be right side up when they unfold them to check their work.

This self-checking promotes skilled reading and writing. And remember, this work is not to be graded. This is our practice. We want to use no-stakes assessments, so our kids feel comfortable taking risks and trying out the skills they're learning.

Finally, your scholars will practice decoding words, featuring this new learning, as they decode the remaining sentences.

### **Additional Ideas:**

Using the three digraph mini posters to offer support, ask the students to use letter tiles (preferably lowercase) to make some words containing digraphs.

Continually remind kids to "Move across the words, from left to right, and make the sounds you

see, aloud.” (This is a NO GUESS zone!) Also, because comprehension is the very purpose of reading, please ask kids to demonstrate what each word means. Say, “What *is* that?” The kids can describe the item or use the word correctly in a sentence to convey comprehension.

To further promote FFL lessons, consider the following:

- Make review videos with your students so *they* are the ones reinforcing the sounds and motions for each lesson. Stack the lessons, in order, so that you can continually review each lesson. Play the videos in spare moments and send them home with students in emails so parents are better equipped to support their children from home.
- Make a video sharing how students are to “Set up for good reading.” They should have both hands on their word cards, papers, etc. One hand holds the text while the other has a pointer finger pointing to each word as it is read. Kids should constantly be watching to be certain that the words they say as they read actually match what the author wrote. They should . . . ‘Make the sounds you see. This is a no guess zone.’
- Continually take word cards from each lesson and mix them up in a big basket or bowl. When you have a few spare minutes, select some words and place them face down on a table. Make some geometric shape with the cards. (Name the shape so you’re promoting content vocabulary.) Use these cards as a game board path. Kids will each place a mover on a random card. They’ll take turns rolling a die, moving the indicated number of spaces, and reading the words using what they know about how words work. You can play, too, so you’re offering some scaffolding. Kids may request support from classmates (show the motion, make the sounds) to read the words correctly. Correctly read words remain face up and will no longer be landed upon. Play will continue until all words are facing upright on the table.
- Write words in sand or sugar in a thin layer on a dark colored plastic plate. Keep the plate flat on the table and jiggle back and forth to “erase” the words.
- Place a small piece of copy paper (Use a piece of copy paper that’s been cut into fourths), onto glittery craft paper or sandpaper and have kids spell with pencils the words you dictate. The rough surface complements the tactile experience and helps kids to recall the phonics rules. (Be sure the kids make the sounds aloud (subvocalize) as they spell words.
- Students can use a wet paintbrush on a chalkboard to *write* words using the phonics rules they know and then blow on the wet surface to *erase* the words.
- Cut half sheets of copy paper upon which you’ve written a letter or letter combination (e.g. **a** or **sh**) in bold marker. Place a piece of plastic canvas (used for needle point) on top of the papers so that you can see the rule from under the plastic. Kids simply trace their pointer fingers on the letters, forming the letters properly (You can mark the starting points for each letter with a star.), as they make the appropriate sounds.
- Write letters or letter combinations that you’ve taught with glue on a half piece of construction paper and let it dry. Place a half sheet of copy paper on top of the construction paper with the dried glue side up. Have kids do a rubbing to reveal the letters and have them produce the sound/s the letters represent. You can also use letters that have been cut using an Ellison machine or Cricut machine to do the rubbings.
- Have the students use Wiki Stix or pipe cleaners to show which letters represent the sounds you dictate.
- Have the students use modeling clay or dough to represent the sounds you dictate or a rule they recognize in a word you dictate. (E.g., When you say *ship*, the students will make an s and h to show they know that the word contains a rule they know. S-h says /sh/, like “Shake the shiny glitter.”)
- Kids can use wood styluses or rubber alphabet stamps to *write* words in modeling clay or dough.



- Prepare or purchase letter tiles (My First Bananagrams) so kids may make words or letter combinations to review phonics rules they've learned.
- Have kids record letter combinations or words in pudding or finger paint. You can secure the goop inside zipped baggies. Just place wide tape over the opening.
- Use cooked spaghetti noodles to spell words. (Just make a little extra and store it in an airtight container.)
- Teach students to make a mini book and have them record one of the phonics rules they're learning on each page. (origami)
- Teach students to make a paper box (2 pieces) for doing word sorts. (origami)
- Make pop-up book pages to review phonics rules.
- Provide students with blank game boards so they can mix up lots of word card words with which they've practiced and use them create their own review games. You could use each student's game board as a warm-up across a week.