# Consonant Digraphs
## Lesson 3

### OBJECTIVE

Students will read and spell initial and final consonant digraphs in closed-syllable words.

### MATERIALS

- Lesson 1 letter cards*

- Lesson 3 letter cards*

- Lesson 3 word cards*

- Sentence reading worksheet*

- Cloze sentences worksheet*

- Pocket chart

- Board and markers or chalk for teacher

- Personal whiteboards and markers for students

- Notebook paper

*Blackline master available on CD.

### TIPS

- Refer to the Appendix for a list of consonant digraph words.

- A student should master one digraph before progressing to another. Depending on your students, introduce multiple digraphs during a single lesson.

- Include examples and nonexamples of words containing digraphs.

- Decode and encode, using real words and nonsense words.

## DAILY REVIEW

## VOWELS, CVC WORDS

Review vowel sounds and CVC words. For vowels, students should say the letter name, key word, and sound. Review blending and segmenting CVC words, and review that each letter makes its own sound. Ask for individual and group responses, and keep a brisk pace.

**Teacher:** Let's start by quickly reviewing vowels. I will point to a letter, and you will tell me the name of the letter, its key word, and its sound. For example, if I point to *e*, your response is, "*e*, *egg*, /e/." Be alert, because I will go quickly! Remember that the cue I give when it's time for you to repeat is an open palm, like this.

*[Gesture. Then, point to **i** and gesture.]*

**Students:** *i, itch*, /i/.

**Teacher:** Excellent!

*[Continue reviewing all short vowel sounds.]*

Let's review blending CVC words. Remember that each letter makes its own sound.

*[Write **bat** on the board. Say the sounds as you slide your finger under each letter.]*

**Teacher:** /b/ /a/ /t/, *bat*.

Complete a quick review of CVC words by having students read word cards.

## OPENING

**Teacher:** In the words we just reviewed, each letter made its own sound. /b/ /a/ /t/— three letters, three sounds. Today, we will learn about digraphs. A digraph is two consonants that combine to make one sound. Most of the time, that sound is different from the sound that each letter makes individually.

Digraphs are important to learn because if you did not know that the two letters in a digraph make one sound, you would be unable to read many new words.

## MODEL AND TEACH: ACTIVITY 1

### INTRODUCE DIGRAPHS
**DECODING**

Introduce one digraph, such as *sh*, by reviewing each letter's sound separately. Teach students that when these letters appear together, they make one sound. Point out that digraphs can appear at the beginning or end of a word.

**Teacher:**      We just reviewed that *s* says /s/ and *h* says /h/.

               *[Write **s** and **h** next to each other.]*

**Teacher:**      When *s* and *h* are together in a word, they make a new sound: /sh/. What sound does *sh* make?

**Students:**      /sh/

**Teacher:**      We'll use *shop* as the key word for /sh/. ***sh, shop***, /sh/. Repeat please.

**Students:**      *sh*, *shop*, /sh/.

               *[Write **o** and **p** after **sh** to form **shop**. Circle **sh**.]*

**Teacher:**      /sh/ can appear at the beginning of a word, like we just learned with ***shop***.

               *[Write **cash**, circling **sh**.]*

**Teacher:**      It can also come at the end of a word, as in ***cash***. What sound does *sh* make?

**Students:**      /sh/

After teaching the digraph, use letter cards to model blending /sh/ with other sounds to make words. Point to the letters as you blend the sounds. When counting the number of sounds in a word, a digraph counts as only one sound. Repeat the sequence with other words, gradually reducing your modeling to give students greater independence.

               *[Display **sh**, **o**, and **p** in a pocket chart or on the table, leaving some space between the letters.]*

**Teacher:**      You blend digraphs with other sounds to make words, as we did with CVC words.

> *[Point to **sh** and say /sh/. Point to **o** and say /o/. Then, slide your finger under each sound as you blend them.]*
>
> /sh/ /o/; your turn. Blend the sounds as I slide my finger under the letters.

**Students:**    /sh/ /o/

> *[Model adding the final /p/: Slide your finger under **sh** and **o**, stretching out the sounds until you point to **p**.]*

**Teacher:**    /sh/ /o/ /p/; your turn.

**Students:**    /sh/ /o/ /p/

> *[Move the cards next to each other. Slide your finger under the letters.]*

**Teacher:**    *Shop*—the whole word is *shop*. Now, I will slide my finger under the letters, and you will read the word.

**Students:**    *shop*

**Teacher:**    Although there are four letters, there are just three sounds because *s* and *h* make one sound, /sh/.

> *[Model counting with your fingers: /sh/, /o/, /p/.]*

Repeat the sequence with new words, gradually reducing your modeling.

**ERROR CORRECTION**

If a student makes an error with a digraph sound, guide the student by using questions about the key word. If necessary, have the student repeat the blending sequence to read the word.

**TIPS**

- Introduce new digraph sounds after your students master each sound. The following are suggested key words: *th–think*, *ph–phone*, *wh–whisper*, *ck–sock*, and *ch–cheer*.

- *th* can make two different sounds: unvoiced, as in *think* and *Beth*, and voiced, as in *the* and *that*. Teach students that the unvoiced /th/ feels like air over the tongue and that making the voiced /th/ causes the tongue to vibrate.

## MODEL AND TEACH: ACTIVITY 2

### SEGMENTING SOUNDS
**ENCODING**

Have students encode words containing digraphs by using the following sequence:

1. Dictate a word.

2. A student repeats the word (listen for correctness).

3. The student says each sound in the word and counts the sounds in the word.

4. The student says the letters that represent the sounds.

5. The student again says the letters while collecting the corresponding letter cards.

6. The student checks by reading the word.

Repeat the sequence with new words, gradually decreasing your modeling.

**Teacher**:      The first word is *rush*. What is the word?

**Students**:   *rush*

**Teacher**:      Next, I will count the sounds I hear in the word.

*[Model the following steps as you complete them.]*

/r/ /u/ /sh/. I hear three sounds.

Next, I think about what letters make those sounds. /r/–*r*, /u/–*u*, /sh/–*sh*.

Now, I say the letters while I get the letter cards: *r*, *u*, *s*, *h*.

Finally, I check the word by reading it: *rush*.

Repeat the sequence with new words, gradually decreasing your modeling.

**TIPS**

- Tell students that the digraph *ck* is never at the beginning of a word. /k/ at the beginning of a word is usually spelled *c* or, less often, *k*.

- Tell students that the digraph *wh* is never the final letters of a word.

- Use blank letter cards (different colors for vowels and consonants) as a visual clue to the structure of words. Have students put the letter cards on top of corresponding blank cards.

**ERROR CORRECTION**

If a student makes an error, say the word and have the student repeat it, emphasizing enunciation. Note which sound was incorrect, whether digraph or letter, and use a prompt similar to the following examples: "What digraph says /wh/?" or "What letter says /l/?"

Adapted from Wilson, B. A. (2002). ***Wilson reading system: Instructor manual.*** Oxford, MA: Wilson Language Training.

## GUIDED PRACTICE: ACTIVITY 1

## WHAT SOUND?
**DECODING**

Write on the board some digraphs and 10–12 other letters that have been taught. Point to a digraph or letter and have students say its sound.

**Teacher:**      I will point to a letter or digraph on the board. When I give you the cue, my open palm, everyone will say its sound.

*[Point to **ch** and gesture.]*

**Students:**    /ch/

*[Point to **wh** and gesture.]*

**Students:**    /wh/

*[Point to **sh**.]*

**Teacher:**      Sasha?

**Sasha:**        /sh/

**ERROR CORRECTION**

If a student makes an error, dictate the sound, point to the letter again, and have the student say the sound, such as in the following example script.

**Teacher:**     *ch* says /ch/.

[*Point to ch.*]

**Teacher:**     What sound?

TIPS

- Keep a brisk pace.

- Choose additional consonants and vowels with which students struggle.

- Point to target sounds at least twice for extra practice.

## GUIDED PRACTICE: ACTIVITY 2

### READ A WORD
DECODING

Gather word cards that contain digraphs and other sounds that the students have learned. Display one word card at a time. Have students read the word silently and then say the word. Randomly elicit group and individual responses. Maintain a rapid pace and question students, so they can demonstrate their knowledge.

**Teacher:**     I will show you one word card at a time. Read the word silently and then, when I point to the word, everyone say it aloud. Even if you know the word right away, wait for the cue before you say it. Let's practice.

*[Show first card, **whip**; pause 2–3 seconds; and then point to the word.]*

**Students:**    *whip*

**Teacher:**     Nicely done! Sometimes I might say someone's name instead of pointing. That person reads the word aloud, and everyone else reads it silently. Ready?

*[Show the next card, **rich**.]*

Kristen?

**Kristen:**     *rich*

**Teacher:**     Yes. Tony, what is the digraph in *rich*?

**Tony:**        *ch*, /ch/.

Continue showing words. Increase the pace as students gain proficiency.

**ERROR CORRECTION**

Ask questions to guide students to correct their errors, such as in the following example script.

> *[After a student reads* **shin** *as* **chin**, *point to the digraph.]*

**Teacher:**    What is the key word for *sh*?

> *[The student answers.]*

**Teacher:**    Read the word again, please.

**TIPS**

- Include words from previous lessons (e.g., CVC words).

- Include nonsense words to ensure that students grasp the sounds.

**ADAPTATION**

Use laminated word cards and have students circle the digraph in the word.

## GUIDED PRACTICE: ACTIVITY 3

### SENTENCE READING
**DECODING**

Distribute the sentence reading worksheet. Have students read the sentences silently, circling the digraphs. Then, call on students to read the sentences aloud. One way to structure the read-aloud is modeled below; other variations are described in the Adaptations section. Weave in questions to assess understanding and keep students engaged.

**Teacher:**    You each have a worksheet with 15 sentences on it. Please read each sentence silently. When you see a word with a digraph, circle the digraph. Read each sentence three times because you will read them aloud later.

Let's make sure everyone understands what to do. Tony, what is the first step?

**Tony:**          We're going to read the sentences and circle digraphs.

**Teacher:**       Yes, you will circle digraphs. Will you read silently or aloud, Sasha?

**Sasha:**         We will read silently, and we're supposed to read each sentence three times.

**Teacher:**       Exactly right. While you are reading, I might ask you to whisper-read, so I can listen. Please begin, everyone.

*[Circulate among students and listen to them read.]*

**Teacher:**       OK, now we will read aloud. I will call on someone and say a sentence number to read. After that person reads, he or she will choose the next person and sentence number. You don't have to go in numerical order; you can choose any sentence number. Stay alert, though, because I will ask questions between people reading.

Kristen, please read sentence 8.

*[Kristen reads.]*

**Teacher:**       Sasha, what word in Kristen's sentence had a digraph?

*[Sasha responds.]*

**Kristen:**       Nick, read sentence 13.

*[Nick reads.]*

**Teacher:**        Nick, what's the digraph in that sentence?

*[Nick responds.]*

Students continue calling on each other and reading sentences. Continue to ask questions.

**ADAPTATIONS**

   •   Write sentences on sentence strips.

   •   Write sentences on a whiteboard or overhead and have students circle the digraphs.

   •   Have students choose 3–4 sentences to practice and read aloud, using their best prosody.

   •   Have students read sentences to a partner.

## GUIDED PRACTICE: ACTIVITY 4

### WHAT SAYS…
#### ENCODING

Spread letter cards in front of students. Follow the steps below. Focus on digraphs, but also weave in previously learned sounds.

1. Ask students which letters make a particular sound.

2. Have students repeat the sound (listen for correctness).

3. Have students point to the corresponding letter cards.

**Teacher:** I will ask you which letters make a certain sound. You will repeat the sound and point to the letter cards that make the sound. If the sound is a digraph, you will point to the two letters that make the sound.

What says /ch/?

**Students:** /ch/

*[Students point to **c** and **h**.]*

**Teacher:** What says /k/, like you hear at the end of *sock*?

**Students:** /k/

*[Students point to **c** and **k**.]*

**Teacher:** What says /i/?

**Students:** /i/

*[Students point to **i**.]*

**Teacher:** What says /k/, as in *cat*?

**Students:** /k/

*[Students point to **c**.]*

**Teacher:** How about /k/, as in *kite*?

**Students:**     /k/

               *[Students point to **k**.]*

**Teacher:**      /th/?

**Students:**     /th/

               *[Students point to **t** and **h**.]*

Continue dictating sounds, making sure to include many digraphs.

**ERROR CORRECTION**

Tell students who answer incorrectly the letter that makes the sound as you point to the correct letter cards, as in the following example script.

**Teacher:**     *Sh* says /sh/.

               *[Point to s and h.]*

**Teacher:**     What says /sh/?

If the error is with a sound that has multiple spellings, say something similar to the following.

               *[A student points to **k** when asked for the /k/ in **cup**.]*

**Teacher:**     *K* can make the /k/ sound, but in *cup*, it is spelled *c*.

               *[Point to **c**.]*

**Teacher:**     What says /k/ in *cup*?

**ADAPTATION**

Instead of letter cards, print targeted letters and digraphs on paper.

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Adapted from Wilson, B. A. (2002). ***Wilson reading system: Instructor manual.*** Oxford, MA: Wilson Language Training.

## GUIDED PRACTICE: ACTIVITY 5

### WORD DICTATION
#### ENCODING

Dictate digraph and CVC words. Have students write the words on notebook paper. Emphasize that this activity is spelling practice and that you are there to help students. Monitor student responses and ask questions that guide students toward correcting errors and demonstrating knowledge.

**Teacher:**    I will dictate a word. You'll follow these steps to spell it. First, repeat the word. Next, say each sound in the word. Last, write the word on your paper. Remember to check by reading the word you wrote. If a word is difficult to spell, I'll help you get to the correct spelling.

The first word is *hush*.

*[Gesture with an open palm for students to repeat.]*

**Students:**    *hush*

**Teacher:**    Say each sound in *hush*.

*[Circulate and listen. ]*

Good. You each said /h/ /u/ /sh/. Now, write the word.

*[Students write **hush**.]*

**Teacher:**    The next word is *thick*.

*[Gesture.]*

**Students:**    *Thick*, /th/ /i/ /k/.

**Teacher:**    Before you write, I will give you a rule to follow that is true most of the time: When /k/ is at the end of words after a short vowel, spell it with the digraph *ck*. The word you're spelling is *thick*. In *thick*, /k/ is at the end after a short vowel, so that should tell you how /k/ is spelled.

Continue dictating words and providing feedback to students.

**ERROR CORRECTION**

If a student mispronounces a word (e.g., says **hutch** instead of **hush**), say the word and have the student repeat the word, enunciating carefully. Note which sound was incorrect (e.g., vowel, digraph) use a prompt similar to the following example: "What digraph says /wh/?" If a student misspells a word, use a prompt similar to this example: "The word is **Beth**. You spelled **bath**. What can you change to make it **Beth**?"

**TIPS**

- Include CVC words.

- Have students draw a circle around digraphs in words.

## INDEPENDENT PRACTICE: ACTIVITY 1

## POINT AND READ
### DECODING

Arrange 15–20 word cards faceup on the table. Point to a word and call on individual students to read the word. Use a quick pace. Occasionally include questions to assess understanding.

**Teacher:**     When I point to a word and say your name, read the word aloud. Everyone else, read silently. I will go quickly. Let's try it.

*[Point to **chick**.]*

Nick?

**Nick:**        *chick*

*[Point to **dash**.]*

**Teacher:**     Sasha?

**Sasha:**       *dash*

**Teacher:**     Nice job, everyone. Now I will really pick up the speed!

Continue until all the words have been read.

**ADAPTATIONS**

- Have students keep the cards they read correctly.

- Have students turn facedown cards that are read correctly.


## INDEPENDENT PRACTICE: ACTIVITY 2 ═══════════════

## WAR OF WORDS (READING)
### DECODING

This activity is similar to traditional War, played with a regular deck of cards. Deal a large stack (30–40 words) of well-shuffled word cards between two players. Both students each play one card faceup, saying the word on the card. The player with the card whose initial letter comes first alphabetically wins the round, adding both cards to his or her pile (e.g., *chat* beats *dish*). A "war" ensues when both players' words have the same initial letter (e.g., *when* and *wet*). Each player plays another card faceup. Whoever has the new card whose initial letter comes first alphabetically wins the round and all of the cards played.

**Teacher:**     Please raise your hand if you have ever played the card game War.

*[Students raise their hands.]*

**Teacher:**     We will play War of Words, which is similar. Each pair gets a stack of word cards, just like regular War. You split the deck and then each turn over a card. Then, you each read the word on your card aloud. Whoever has the card whose first letter comes first alphabetically wins the round and keeps both of the cards. If the first letter is the same, there is a war, and both players turn over another card. The winning player takes all of the cards from the round.

Let's say that Nick and Kristen are partners. Nick reads his word, *kick*. Kristen reads her word, *shot*. Who gets the cards in this round?

**Sasha:**       Nick gets the cards because *k* is earlier in the alphabet than *s*.

**Teacher:**     Exactly. What about this: Sasha reads her word, *bath*, and Tony reads his word, *back*. What would happen?

**Nick:**        It's a war because they both have words that start with the same letter.

**Teacher:**     You're right. So they each put a new card faceup and read it.

**Kristen:** Then they do the alphabetical thing again!

**Teacher:** Yes, they check the first letter of the new faceup cards, and the person who has the word that comes earlier in the alphabet gets all of the cards from the war.

TIPS

- Students can create their own word cards.

- Be sure students remember to read their word each time a card is placed on the table.

## INDEPENDENT PRACTICE: ACTIVITY 3

### WAR OF WORDS (SPELLING)
ENCODING

Have students play war, as in the decoding activity, except instead of turning the cards faceup and reading them, Student A dictates his or her word to Student B, who writes it. Student B then dictates his or her word to Student A, who writes it. The student who has the word card that comes first alphabetically wins the round.

**Teacher:** We will play War of Words again, but this time you won't just read words; you'll spell words, too. Instead of putting your cards faceup, you will read your word to your partner. For example, Nick and Kristen are partners. Nick reads his word. Kristen writes the word on notebook paper. Nick checks it against the card and helps Kristen correct any errors. Then Kristen dictates her word to Nick, and so forth. The person whose card has a word with an initial letter closer to the beginning of the alphabet gets to keep the cards.

## INDEPENDENT PRACTICE: ACTIVITY 4

### CLOZE SENTENCES
DECODING AND ENCODING

Distribute the cloze sentences worksheet. Have students select the correct word to complete the sentence and write it on the line. Have students take turns reading the completed sentences to a partner.

**Teacher:**        I have given each of you a worksheet of fill-in-the-blank sentences. Please read each sentence silently, select the correct word from the word bank to complete the sentence, and write it on the blank line. As a challenge, after you identify the word from the word bank, cover it and write it without looking. Then check your answer. In 3 minutes, you will read the sentences with a partner.
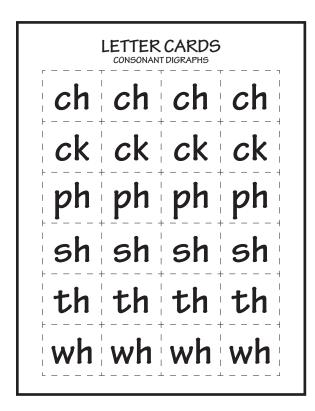
Have students complete the worksheet. As they finish, have them take turns reading the sentences to a partner.

## MONITOR LEARNING

Listen carefully for accurate reading of words, including blending and digraphs. Ensure that students pronounce words correctly. Check written work (sentence-reading worksheet, word dictation, and cloze activity) to determine whether students can identify digraphs by circling them.

## GENERALIZATION

Explain to the students that texts they will read in other subjects, like science, mathematics, and social studies, contain many words with digraphs. Point out that /ph/ is a digraph seen most often in mathematical and scientific words.

## LETTER CARDS
### CONSONANT DIGRAPHS

| | | | |
|---|---|---|---|
| ch | ch | ch | ch |
| ck | ck | ck | ck |
| ph | ph | ph | ph |
| sh | sh | sh | sh |
| th | th | th | th |
| wh | wh | wh | wh |

## LESSON 3 WORD CARDS

| chap | chick | chip |
|---|---|---|
| ash | check | chill |

First of 6 pages

## SENTENCE READING
### CONSONANT DIGRAPHS

1. Rick got cash from Beth for the bus.
2. The rock is on the path.
3. Rob cut his lip with the dish.
4. Jack had a chip with his dip.
5. The shed is in the back of the lot.
6. When will Pat chat with Mom?
7. This fog is thick!
8. It is bad to rush in math.
9. I wish to pack my red bag.
10. Which log will Ann chop?
11. Do not hit the dog with the whip!
12. Get a tux in that shop.
13. Meg has a red rash on her chin.
14. The sock is in the mesh bag.
15. The ship is not at the dock yet.

## CLOZE SENTENCES

Select the correct word from the word bank to complete each sentence. Write the word on the line. Read the completed sentence.

**WORD BANK**

| fish | chop | thud | whiz | thin |
|---|---|---|---|---|
| lock | hush | wish | pick | when |
| dash | rich | bath | chin | which |

1. Tim has no cash, so he is not _____.
2. _____! Sis is in bed for a nap.
3. Mom will _____ the shed and then dash to the shop.
4. _____ did Chuck hop on the bus?
5. Beth got 10 _____ in the net!
6. The _____ was too hot for the tot.
7. I _____ to be a whiz in math.
8. Rich did not _____ the log for the shed.
9. _____ job did Bev get?
10. Max got a bit of chip dip on his _____.

First of 2 pages:
Worksheet plus answer key

# LESSON 3
## CONSONANT DIGRAPHS

Lesson 3 Letter Cards

Lesson 3 Word Cards

**Guided Practice: Activity 3**

Sentence Reading Worksheet

**Independent Practice: Activity 4**

Cloze Sentences Worksheet
Cloze Sentences Worksheet Answer Key

# LETTER CARDS
## CONSONANT DIGRAPHS

| ch | ch | ch | ch |
| --- | --- | --- | --- |
| ck | ck | ck | ck |
| ph | ph | ph | ph |
| sh | sh | sh | sh |
| th | th | th | th |
| wh | wh | wh | wh |

chap

chick

chip

ash

check

chill

dash

gosh

lack

chop

deck

jack

mash

much

pack

lash

math

neck

| | |
|---|---|
| rash | quick |
| rush | rich |
| shell | shack |

| than | then | tick |
|------|------|------|
| shun | them | thud |

which

whiz

wish

whack

whim

wick

# SENTENCE READING
## CONSONANT DIGRAPHS

1. Rick got cash from Beth for the bus.

2. The rock is on the path.

3. Rob cut his lip with the dish.

4. Jack had a chip with his dip.

5. The shed is in the back of the lot.

6. When will Pat chat with Mom?

7. This fog is thick!

8. It is bad to rush in math.

9. I wish to pack my red bag.

10. Which log will Ann chop?

11. Do not hit the dog with the whip!

12. Get a tux in that shop.

13. Meg has a red rash on her chin.

14. The sock is in the mesh bag.

15. The ship is not at the dock yet.

# CLOZE SENTENCES

Select the correct word from the word bank to complete each sentence. Write the word on the line. Read the completed sentence.

## WORD BANK

| | | | | |
|---|---|---|---|---|
| fish | chop | thud | whiz | thin |
| lock | hush | wish | pick | when |
| dash | rich | bath | chin | which |

1. Tim has no cash, so he is not _____.

2. _____! Sis is in bed for a nap.

3. Mom will _____ the shed and then dash to the shop.

4. _____ did Chuck hop on the bus?

5. Beth got 10 _____ in the net!

6. The _____ was too hot for the tot.

7. I _____ to be a whiz in math.

8. Rich did not _____ the log for the shed.

9. _____ job did Bev get?

10. Max got a bit of chip dip on his _____.

# CLOZE SENTENCES ANSWER KEY

Select the correct word from the word bank to complete each sentence. Write the word on the line. Read the completed sentence.

## WORD BANK

| fish | chop | thud | whiz | thin |
|------|------|------|------|------|
| lock | hush | wish | pick | when |
| dash | rich | bath | chin | which |

1.  Tim has no cash, so he is not _____*rich*_____.

2.  _____*Hush*_____! Sis is in bed for a nap.

3.  Mom will _____*lock*_____ the shed and then dash to the shop.

4.  _____*When*_____ did Chuck hop on the bus?

5.  Beth got 10 _____*fish*_____ in the net!

6.  The _____*bath*_____ was too hot for the tot.

7.  I _____*wish*_____ to be a whiz in math.

8.  Rich did not _____*chop*_____ the log for the shed.

9.  _____*Which*_____ job did Bev get?

10. Max got a bit of chip dip on his _____*chin*_____.