

Date: \_\_\_\_\_

## Decoding Words with Digraph *ph*


### PLAN

**Component:** Decoding

**Instructional Activity:** Decoding Words with Digraph *ph*

**Materials Needed:** *ph* sound-spelling card, whiteboards, markers, erasers

 **Approximate Time:** 7 minutes

 **Click here for video example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

### OBJECTIVE

**State the objective(s).**

You've already learned this digraph. Most of the time, the sound /fff/ is spelled with an *f*. But in a few words, /fff/ is spelled *ph*. This spelling is usually used in words that come from the Greek language, and a lot of those words have to do with science and math, like *photosynthesis*, *atmosphere*, and *physics*. If I'm writing a word, and I hear the sound /fff/ in it, instead of spelling the sound with *f*, I might need to use TWO letters: *ph*. Most of the time, when we hear the sound /fff/, the spelling is *f*. In some words, though, /fff/ is spelled using the digraph *ph*. In this lesson, you will learn how to read words containing /fff/ spelled *ph*.

### REVIEW & VOCABULARY

**Review prerequisite skills and teach related vocabulary.**

Review, if needed: A **consonant digraph** is two or three consonants that work together to create a new sound. In a **consonant digraph**, the new sound may be completely different than the sound of the letters used to spell it. For example, in the digraph we will be learning in this lesson, the letter *p*, which usually says /p/, and the letter *h*, which usually says /h/, work together to create a completely different sound: /fff/.

Note: Many words containing *ph* contain multiple syllables. Consider teaching and/or reviewing syllable types and long vowel patterns prior to teaching how to decode and spell words with *ph*.

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## Decoding Words with Digraph *ph*

I DO IT!

**Demonstrate.** *Teach the new skill, model with clear explanations, verbalize your thinking process.*

Display or hold the sound-spelling card for *ph*. **Let's review.**

- **The name of the digraph is *ph*. The sound the letters make is /fff/. What's the sound? Students: /fff/**
- **In some words, the spelling for /fff/ is *ph*. What's the spelling? Students: *ph***

**Now, watch and listen as I sound out and read some words containing /fff/ spelled *ph*.**

Write the word *graph* on the board.

- **First, I look for parts I know. I'll underline the vowel.** Underline *a* and say /ăăă/. **I'll put a dot under each consonant sound I know. If I see two consonants that work together to make a new sound—a digraph—I'll put one dot under the pair of letters, because I know they only make one sound.** Put a dot under *g* and say /g/; put a dot under *r* and say /rrr/; put a dot under *ph* and say /fff/.
- **Now, I'll sound out the word, beginning on the left: /g/ /rrr/ /ăăă/ /fff/. *Graph!***

*Teacher Tip: If students need extra support in the pronunciation of a sound, incorporate the "Additional support" section at the end of this activity.*

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WE DO IT!

**Provide guided practice.**

Distribute student whiteboards, markers, and erasers.

**Let's read some words together. If you know the word, don't say it aloud. Pretend you haven't seen it before.**

Write the word *phone* on the board. **Write this word on your board** (or, *make your board look like mine*).

**Step 1 is *Look for parts you know*.**

- **Underline the vowels.** I see an *e* at the end of the word. It has one consonant before it, and then a vowel before that. I know that the final *e* is silent, so I won't underline it. It works with the *o* to make the long *o* sound. I underline *o*, because *o\_e* is a *silent e* pattern. Students and teacher underline *o* and say /ōōō/.
- **Dot under each consonant sound and say the sound it makes. Remember, if you see two consonants that work together to say one sound, put one dot under the pair.** Students and teacher put dots under *ph* and *n* and say the sounds they make.

**Step 2 is *Sound it out*.**

- **Sound it out, beginning on the left.** Students and teacher: /fff/ /ōōō/ /nnn/.
- **What's the word?** Students and teacher: *phone*

**Step 3 is *Check it*.**

- **Does it sound like a real word? Have you heard it before?**
- **If you found the word in a sentence, you would read the sentence again and see if it makes sense.**

Repeat the routine 2-3 times with words from the Word List:

Word List
phase
photo
dolphin

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**Provide independent practice.**

**This time, you'll do it independently. I'll remind you of the steps to take, if needed. I'll call on one person to read the word aloud.**

Write the word *triumph* on the board. **Write this word on your board** (or, *make your board look like mine*).

Prompt, if needed. **Draw a line under each vowel sound.**

**Think: How many syllables does this word have?** (2)

**Draw a line after the first vowel to divide the word into two syllables.** Prompt: Draw a line after the *i*.

**Sound out and read the first syllable.** Students sound out and read *tri-*.

**Sound out and read the last syllable.** Students sound out and read *-umph*.

**(Student name), what's the word?** Student: *triumph*

**(Student name), what's the word?** Selected student responds.

Continue the routine using words from the Word List:

Word List
phantom
elephant
morph
phrase
gopher

YOU DO IT!

ASSESS

**Assess students (formally or informally).** Determine the level of mastery for the stated objective.

Observe individual students as they respond during guided and independent practice.

Scaffold or correct all errors. Provide specific feedback for accurate responses.

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## Decoding Words with Digraph *ph*

**Additional support.** *Teach students how and where the sound is made. Allow them to use handheld mirrors with the lesson, if available.*

Sound	Where	What	How
/fff/	Tongue in the middle of mouth, teeth touching bottom lip. Bottom lip curled in.	Tongue, teeth, lips	Voice off

Students may benefit from understanding how and where a letter-sound is made. Teaching the shape of the mouth, the articulators (the parts of the mouth that block the flow of air when making sounds), and the voice can aid in correct pronunciation of each sound. Here's a sample lesson:

The name of this digraph is *ph*. The sound it makes is /fff/. The spelling for /fff/ is *ph*. Remember, /fff/ is a sound that can be held.

When I make the sound /fff/, my mouth looks like this. Model the shape of your mouth as you make the sound /fff/. Can you make your mouth look like mine? If possible, let students use handheld mirrors to check the shape of the mouth.

When I make the sound /fff/, my tongue is in the middle of my mouth, and my teeth are touching my bottom lip. My bottom lip curls in a little. I push air out to say /fff/. Can you feel the position of your tongue and teeth when you make the sound /fff/? Again, let students use handheld mirrors, if available.

When I make the sound /fff/, my voice is off. I don't use my voice to make the sound /fff/. If I put my hand on my throat when I make the sound /fff/, I can't feel a vibration. Put your hand on your throat and say the sound /fff/. Do you feel a vibration?

**Enrichment/Extension.** *Provide enrichment and extension activities for students who need less support.*

For students who show mastery of sound-spelling correspondences, work toward automaticity of blending and segmenting words with known graphemes. Also consider moving to the instructional protocol for encoding words with digraph *ph*.

SUPPORT

ENRICH/EXTEND