

Date: _____

Decoding Words with Digraph *wh*

PLAN

Component: Decoding

Instructional Activity: Decoding Words with Digraph *wh*

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



Approximate Time:
10 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

You've already learned this digraph. The sound /hw/ (like in the word *whale*) is spelled using two letters—*w* and *h*—that work together to make a new sound, /hw/. Most people today say /w/ for the letters *wh*, just like they do for the letter *w* in the word wing. The two letters make the sound /w/. In this lesson, you will learn how to read words containing /w/ spelled *wh*.

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. Today, we will learn about the digraph *wh*. There are two different ways that people say the sound for *wh*. Some people say /hw/ for the letters *wh*. If you hold your finger in front of your lips when you say /hw/, you'll feel a little puff of air. Most people today say /w/ for the letters *wh*, just like they do for the letter *w* in the word wing. The two letters make the sound /w/.

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I DO IT!

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

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

- Point to the picture. **The sound is /w/, as in the word *whale*. What's the sound?** Students: /w/
- Point to the spelling pattern at the bottom of the card. **Sometimes /w/ is spelled *wh*. What's the spelling for /w/?** Students: *wh*

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

Write the word *whisk* on the board.

First, I look for parts I know. I'll underline the vowel. Underline *i* and say /iii/. **I'll put a dot under each consonant sound I know. If I see two consonants that work together to make a 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 *s* and say /sss/; put a dot under *k* and say /k/; put a dot under *wh* and say /w/.

Now, I'll sound out the word, beginning on the left: /w/ /iii/ /s/ /k/. *Whisk!*

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 *wheel* 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. Say the sound they make.** Students and teacher underline *ee* and say /ēēē/. Prompt if needed: **The letters *ee* work together to make the long *e* sound /ēēē/.**
- **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 *wh* and *l* and say the sounds they make.

Step 2 is *Sound it out*.

- **Sound it out, beginning on the left.** Students and teacher: /wh/ /ēēē/ /l/.
- **What's the word?** Students and teacher: *wheel*

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
when
whim
white

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YOU DO IT!

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

Prompt, if needed. **Step 1 is *Look for parts you know*.**

Prompt, if needed. **Step 2 is *Sound it out*.**

Prompt, if needed. **Step 3 is *Check it*.**

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

Continue the routine using words from the Word List.

Word List
whine
wheat
whip
which
while

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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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
/w/	Pucker your lips, then push air out through them	Lips	Voice on

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 *wh*. The sound it makes is /w/. Another spelling for /w/ is *wh*. Remember, /w/ is a sound that cannot be held.

When I make the sound /w/, my mouth looks like this. My lips are rounded and sticking out. Model the shape of your mouth as you make the sound /w/. **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 /w/, my lips are puckered together, and then I push air out through my lips to make the /w/ sound. Can you feel the position of your lips when you make the sound /w/? Again, let students use handheld mirrors, if available.

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

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

For students who demonstrate mastery of sound-spelling correspondences, work toward automaticity of blending and segmenting words with known graphemes. You may also consider moving to the instructional protocol for encoding words with digraph *wh*.