

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

## Encoding Words with Digraph *ch*

### PLAN

**Component:** Encoding

**Instructional Activity:** Encoding Words with Digraph *ch*

**Materials Needed:** *ch* 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).**

We're going to learn how to spell words containing the digraph *ch*, which spells the sound /ch/.

### REVIEW & VOCABULARY

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

We already know that digraphs are two or more letters that work together to make one sound

Let's review. Display or hold the card for *ch*. **Sound?** Students: /ch/ **Spelling?** Students: *ch*

Remember, *ch* can spell the sound /ch/ at the beginning or end of a word or syllable.

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

## Encoding Words with Digraph *ch*

I DO IT!

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

I'm going to show you how to spell a word that contains the sound /ch/.

I'm going to spell the word *chip*. I'll tap the sounds that I hear in *chip*. Show fingers tapping out the three sounds: /ch/ /īīī/ /p/. There are three sounds. That means the word has three spelling patterns.

The first sound in *chip* is /ch/. I remember that the sound /ch/ is spelled using a digraph, and the two letters that work together to make the sound /ch/ are *c* and *h*. /ch/ is spelled *ch*. Write *ch*.

The next sound in *chip* is /īīī/. The sound /īīī/ is spelled *i*. Write *i*.

The last sound in *chip* is /p/. I know that the sound /p/ is spelled *p*. Write *p*.

I check my spelling by pointing under each letter or pattern and saying the sound it makes. Then I blend the sounds together to read the word: /ch/ /īīī/ /p/. I spelled *chip*!

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

## Encoding Words with Digraph *ch*

### Provide guided practice.

Distribute student whiteboards, markers, and erasers. **Let's try it together! The word is *lunch*. What word?** Students: *lunch*

**Tap the sounds in *lunch*.** Students and teacher together: /lll/ /üüü/ /nnn/ /ch/

**How many sounds?** Students and teacher: *four*

**How many spelling patterns?** Students and teacher: *four*

**What's the first sound in *lunch*?** Students and teacher: /lll/

**How do you spell /lll/?** Students and teacher: *l*

**Write it.** Students and teacher write *l*.

**Stretch the sounds in *lunch* again and listen closely. /lll/ /üüü/ /nnn/ /ch/ What's the second sound in *lunch*?** Students and teacher: /üüü/

**How do you spell /üüü/?** Students and teacher: *u*

**Write it.** Students and teacher write *u*.

**What's the next sound in *lunch*?** Prompt: Stretch the word again if you need to. Students and teacher: /nnn/

**How do you spell /nnn/?** Students and teacher: *n*

**Write it.** Students and teacher write *n*.

**What's the last sound in *lunch*?** Students and teacher: /ch/ Prompt: Remember, the sound /ch/ is a digraph.

**How do you spell /ch/?** Students and teacher: *ch*

**Write it.** Students and teacher write *ch*.

**Check your work.** Prompt: Point under each pattern and say the sound it makes, then blend the sounds together to read the word.

Students and teacher: /lll/üüü/nnn/ch/ *Lunch!*

Repeat the routine with the words *chop* and *bench*.

WE DO IT!

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

## Encoding Words with Digraph *ch*

YOU DO IT!

### Provide independent practice.

**Your turn. The word is *chin*. What word?** Students *only*: *chin*

**Tap the sounds in *chin*.** Students: /ch/ /īīī/ /nnn/

**How many sounds?** Students: *three*

**How many spelling patterns?** Students: *three*

**What's the first sound in *chin*?** Students: /ch/

**Think: How do you spell /ch/? Write it.** Students write *ch*.

**What's the next sound in *chin*?** Prompt: Stretch the word again if you need to. Students: /īīī/

**Think: How do you spell /īīī/? Write it.** Students write *i*.

**What's the last sound in *chin*?** Students: /nnn/

**Think: How do you spell /nnn/? Write it.** Students write *n*.

**Check your work.** Prompt: Point under each pattern and say the sound it makes, then blend the sounds together to read the word.  
Students: /chīīīnnn/ *Chin!*

Continue the routine with words from the Word List.

Word List
chant
chest
pinch
rich
champ
chick

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.

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

## Encoding Words with Digraph *ch*

SUPPORT

**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
/ch/	Tongue touching roof of mouth, lips sticking out	Tongue	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 sound it makes is /ch/. The spelling for /ch/ is *ch*. Remember, /ch/ is a sound that cannot be held.**

**When I make the sound /ch/, my mouth looks like this. My lips are rounded and sticking out.** Model the shape of your mouth as you make the sound /ch/. **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 /ch/, I am touching the tip of my tongue to the roof of my mouth, on the ridge behind my front teeth. I round my lips and stick them out, and then I shoot out a quick burst of air to say /ch/. Can you feel your tongue up on the roof of your mouth? Are you sticking your lips out? Now shoot the air out in a quick burst.** Again, let students use handheld mirrors, if available.

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

ENRICH/EXTEND

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

For students who demonstrate ease with spelling single syllable words with *ch*, have students practice reading and spelling multisyllabic words that include *ch* as well as previously taught graphemes.