

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


## Encoding Words with Digraph *ph*

### PLAN

**Component:** Encoding

**Instructional Activity:** Encoding 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).**

We're going to learn how to spell words containing the digraph *ph*, which makes the sound /f/.

### 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 *ph*. **Sound?** Students: /fff/ **Spelling?** Students: *ph*

**Remember, almost all of the time, when we hear the sound /fff/, the spelling is *f*. In a few words, though, /fff/ is spelled using the digraph *ph*. *Ph* can spell the sound /fff/ at the beginning or end of a word or syllable.**

*Teacher Tip: 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*.*

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

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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 /fff/ spelled *ph*.

I'm going to spell the word *graph*. I'll tap the sounds that I hear in *graph*. Show fingers tapping out the three sounds: /g/ /rrr/ /äää/ /fff/. There are four sounds. That means the word has four spelling patterns.

The first sound in *graph* is /g/. That's easy! I know /g/ is spelled *g*. Write *g*.

The next sound in *graph* is /rrr/. The sound /rrr/ is spelled *r*. Write *r*.

The next sound in *graph* is /äää/. The sound /äää/ is spelled *a*. Write *a*.

The last sound in *graph* is /fff/. I remember that the sound /fff/ is sometimes spelled using a digraph, and the two letters that work together to make the sound /fff/ are *p* and *h*. /fff/ is spelled *ph*. Write *ph*.

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: /g/ /rrr/ /äää/ /fff/. I spelled *graph*!

Scaffold: If I'm not sure which spelling to use for the sound /fff/, I can write the word using different spelling patterns that I know spell the /fff/ sound. Then I can check to see which word looks familiar and accurate. For example, "graf" and "graph." Which one looks correct?

In the word *graph*, we use *ph* to spell the /fff/ sound.

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

## Encoding Words with Digraph *ph*

WE DO IT!

### Provide guided practice.

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

Count the syllables in *photo*. Prompt: Hold up one finger for each syllable. Students and teacher: pho – to. Two syllables.

First syllable? Students and teacher: *pho-*

**Tap the sounds in the first syllable: *pho-*.** Students and teacher together: /fff/ /ōōō/

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

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

**What's the first sound in *pho-*?** Students and teacher: /fff/ Prompt: **Remember, the sound /fff/ is sometimes spelled with a digraph.**

**What two letters work together to spell /fff/?**

**How do you spell /fff/?** Students and teacher: *ph*

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

**What's the second sound in the first syllable *pho-*?** Students and teacher: /ōōō/

If you have taught the concept of open and closed syllables, add: What kind of syllable is *pho-*? Students and teacher: open; what sound does the vowel make in an open syllable: long or short? Students and teacher: long

**How do you spell /ōōō/?** Students and teacher: *o*

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

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

WE DO IT!

**Provide guided practice (continued).**

**What is the second syllable in *photo*?** Students and teacher: *-to*

**Tap the sounds in the second syllable: *to-*.** Students and teacher together: /t/ /ōōō/

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

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

**What's the first sound in *-to*?** Students and teacher: /t/

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

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

**What's the second sound in the second syllable *-to*?** Students and teacher: /ōōō/

If you have taught the concept of open and closed syllables, add: **What kind of syllable is *-to*?** Students and teacher: open

**What sound does the vowel make in an open syllable: long or short?** Students and teacher: long

**How do you spell /ōōō/?** Students and teacher: *o*

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

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

Students and teacher: /ffōōō/ /tōōō/ *Photo!*

Repeat the routine with the words *dolphin* and *gopher*.

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

## Encoding Words with Digraph *ph*

YOU DO IT!

**Provide independent practice.**

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

**Tap the sounds in *phone*.** Students: /fff/ /ōōō/ /nnn/

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

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

**What's the first sound in *phone*?** Students: /fff/

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

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

**Think: How do you spell /ōōō/? Write it.** Students write *o\_e*.

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

**Think: How do you spell /nnn/? Write it.** Students write *n* in the space between the *o* and *e*.

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

Continue the routine with words from the Word List.

Word List
phase
morph
trophy
triumph
phantom

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 *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.*

If students are doing well with spelling single syllable words with *ph*, have students practice reading and spelling multisyllabic words that include *ph* and other graphemes that have been taught.

SUPPORT

ENRICH/EXTEND