

Date: _____

Encoding Words with Digraph *sh*

PLAN

Component: Encoding

Instructional Activity: Encoding Words with Digraph *sh*

Materials Needed: *sh* 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 *sh*, which makes the sound /sh/.

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 *sh*. **Sound?** Students: /sh/ **Spelling?** Students: *sh*

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

Date: _____

Encoding Words with Digraph *sh*

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 /sh/.

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

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

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

The last sound in *dish* is /sh/. I remember that the sound /sh/ is spelled using a digraph, and the two letters that work together to make the sound /sh/ are *s* and *h*. /sh/ is spelled *sh*. Write *sh*.

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: /d/ /īīī/ /sh/. I spelled *dish*!

Date: _____

Encoding Words with Digraph *sh*

WE DO IT!

Provide guided practice.

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

Tap the sounds in *fresh*. Students and teacher together: /fff/ /rrr/ /ěěě/ /sh/

How many sounds? Students and teacher: *four*

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

What's the first sound in *fresh*? Students and teacher: /fff/

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

Write it. Students and teacher write *f*.

Stretch the sounds in *fresh* again and listen closely. /fff/ /rrr/ /ěěě/ /sh/ What's the second sound in *fresh*? Students and teacher: /rrr/

How do you spell /rrr/? Students and teacher: *r*

Write it. Students and teacher write *r*.

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

How do you spell /ěěě/? Students and teacher: *e*

Write it. Students and teacher write *e*.

What's the last sound in *fresh*? Students and teacher: /sh/ Prompt, if needed: **Remember, the sound /sh/ is a digraph. What two letters work together to spell the sound /sh/?**

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

Write it. Students and teacher write *sh*.

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: /fffrrrěěěsh/ *Fresh!*

Repeat the routine with the words *shelf* and *crash*.

Date: _____

Encoding Words with Digraph *sh*

YOU DO IT!

Provide independent practice.

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

Tap the sounds in *lush*. Students: /lll/ /üüü/ /sh/

How many sounds? Students: *three*

How many spelling patterns? Students: *three*

What's the first sound in *lush*? Students: /lll/

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

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

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

What's the last sound in *lush*? Students: /sh/

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

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

Students: /lllüüüsh/ *Lush!*

Continue the routine with words from the Word List.

Word List
shut
shock
brash
shin
posh

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 *sh*

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
/sh/	Tongue in the middle of mouth, teeth touching	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 sound it makes is /sh/. The spelling for /sh/ is *sh*. Remember, /sh/ is a sound that can be held.

When I make the sound /sh/, my mouth looks like this. Model the shape of your mouth as you make the sound /sh/. **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 /sh/, my tongue is in the middle of my mouth, and my teeth may touch towards the back. My mouth is open a little, and I slowly push air out to say /sh/. Can you feel the position of your tongue and teeth when you make the sound /sh/? Think of when you would like someone to be quiet – you say /sh/. Again, let students use handheld mirrors, if available.

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

SUPPORT

ENRICH/EXTEND

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

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