

Date: _____

Encoding Words with Digraph *wh*

PLAN

Component: Encoding

Instructional Activity: Encoding 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. In the past, *wh* spelled the sound /hw/. If you put your finger in front of your lips and say /hw/, you'll feel a 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/.

In this lesson, you will learn how to spell words containing /w/ spelled *wh*.

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 *wh*. **Sound?** Students: /w/ **Spelling?** Students: *wh*

Remember, *wh* can spell the sound /w/ at the beginning of a word or syllable. The digraph *wh* never comes at the end of a syllable or word.

Teacher Tip: Several words with wh- include long vowel patterns, so it may be helpful to review common long vowel patterns prior to the independent practice (You Do It!).

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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 /w/ spelled *wh*.

I'm going to spell the word *whim*. A *whim* is a sudden thought or wish. I'll tap the sounds that I hear in *whim*. Show fingers tapping out the three sounds: /w/ /īīī/ /mmm/. There are three sounds. That means the word has three spelling patterns.

The first sound in *whim* is /w/. I remember that the sound /w/ can be spelled using a digraph, and the two letters that work together to make the sound /w/ are *w* and *h*. /w/ is spelled *wh*. Write *wh*.

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

The last sound in *whim* is /mmm/. I know that the sound /mmm/ is spelled *m*. Write *m*.

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: /w/ /īīī/ /mmm/. I spelled *whim*!

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Provide guided practice.

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

Tap the sounds in *whisk*. Students and teacher together: /w/ /īīī/ /sss/ /k/

How many sounds? Students and teacher: *four*

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

What's the first sound in *whisk*? Students and teacher: /w/ Prompt, if needed: Remember, the sound /w/ can be a digraph at the beginning of a word or syllable. If you are unsure if you should use the digraph, write the word both ways and see which spelling looks accurate.

What two letters can work together to spell the sound /w/? Students: *wh*

How do you spell /w/? Students and teacher: *wh*

Write it. Students and teacher write *wh*.

Stretch the sounds in *whisk* again and listen closely. /w/ /īīī/ /sss/ /k/ **What's the second sound in *whisk*?** Students and teacher: /īīī/

How do you spell /īīī/? Students and teacher: *i*

Write it. Students and teacher write *i*.

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

How do you spell /sss/? Students and teacher: *s*

Write it. Students and teacher write *s*.

What's the last sound in *whisk*? Students and teacher: /k/

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

Write it. Students and teacher write *k*.

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: /wīīīsssk/ *Whisk!*

Repeat the routine with the words *whip* and *whiz*.

WE DO IT!

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YOU DO IT!

Provide independent practice.

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

Tap the sounds in *white*. Students: /w/ /ī/ /t/

How many sounds? Students: *three*

How many spelling patterns? Students: *three*

What's the first sound in *white*? Students: /w/

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

Prompt if needed: remember that the sound /w/ is sometimes spelled with a digraph at the beginning of a word or syllable. If you are unsure if you should use the digraph, write the word both ways and see which spelling looks accurate.

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

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

What's the last sound in *white*? Students: /t/

Think: How do you spell /t/? Write it. Students write *t* in the space between the *i* 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: /wīīt/ *White!*

Continue the routine with words from the Word List.

Word List
whale
wheel
wheat
when
whine
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 ease with spelling single syllable words with *wh*, have students practice reading and spelling multisyllabic words that include *wh* as well as previously taught graphemes.

SUPPORT

ENRICH/EXTEND