

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

## Digraph *ch* Introduction

PLAN

**Component:** Phonics

**Instructional Activity:** Consonant Digraph *ch*

**Materials Needed:** *ch* sound-spelling card



**Approximate Time:**  
10 minutes



**Click here for video  
example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

**State the objective(s).**

We're going to learn a new letter combination called a *digraph*. Digraphs have two letters that make one new sound. Knowing the name, sound, and spelling of digraphs will help you read and write words.

REVIEW &  
VOCABULARY

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

Review digraphs previously taught.

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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 *ch*.

- Point to the picture. **The sound this digraph makes is /ch/, as in chick. Two letters make a new sound, /ch/.**
- **The sound /ch/ cannot be held a long time.**
- Point to the spelling pattern on the card. **/ch/ is spelled *ch*. If I'm writing a word, and I hear the sound /ch/ in it, many times, I will write TWO letters: *ch*. The most common spelling for /ch/ is *ch*.**
- **The name of the digraph is *ch*. The sound the letters make is /ch/. The spelling for /ch/ is *ch*. Remember, /ch/ is a sound that cannot be held.**

*Teacher Tip: If students need extra support in the pronunciation of a sound, incorporate the "Additional support" section at the end of this activity.*

WE DO IT!

**Provide guided practice.**

**Let's try it together!**

**I will say the steps as you do them.** Show students the card for *ch*.

**The sound the letters make is /ch/. Sound?** Students respond with the sounds of the letters: /ch/.

**The most common spelling for /ch/ is *ch*. Spelling?** Students respond with the spelling: *ch*.

Review 1-2 times, if needed: **Sound? Spelling?**

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YOU DO IT!

### Provide independent practice.

Your turn. I will hold the card in front of one student at a time. I will ask that student to tell me the *sound* or the *spelling*. Listen closely so you know which one to say out loud.

Hold the card up so everyone can see it. Then, hold the card directly in front of one student and say one of the following:

**Sound?** Student responds with the sound of the digraph.

**Spelling?** Student responds with the letters to spell the digraph.

Repeat the routine so that each student has the opportunity to say the sound and the spelling.

**Now we know the sound of the digraph is /ch/, and the most common spelling for /ch/ is *ch*.**

*Teacher Tip: When asking for individual student responses, do NOT go in a predictable order (round robin)! Keep the students on their toes by skipping around.*

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.

*Teacher Tip: As students learn more and more letter sounds, you can begin or end the session with a lightning round of sounds, where you flash students the sound-spelling cards and students make the sounds as quickly as possible.*

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**Additional support.** *Provide scaffolded opportunities for students who need more support.*

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?**

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

For students who demonstrate ease with sound-spelling correspondences, work toward automaticity of blending and segmenting words with known graphemes.

SUPPORT

ENRICH/EXTEND