

Date: _____

Digraph *sh* Introduction

PLAN

Component: Phonics

Instructional Activity: Consonant Digraph *sh*

Materials Needed: *sh* sound-spelling card



Approximate Time:
7 minutes



**Click here for video
example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

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

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

Review any previously taught digraphs.

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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 *sh*.

- Point to the picture. **The sound this digraph makes is /sh/, as in *ship*. The letters *s* and *h* usually say /sss/ and /h/. But when they work together, they make a new sound: /sh/.**
- **The sound /sh/ can be held a long time. Listen: /sh/** Hold the sound for 1-2 seconds.
- Point to the spelling pattern on the card. **/sh/ is spelled *sh*. If I'm writing a word, and I hear the sound /sh/ in it, most of the time I will write TWO letters: *sh*. The most common spelling for /sh/ is *sh*.**
- **The sound this digraph makes is /sh/. The spelling for /sh/ is *sh*.**

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 *sh*.

The sound of this digraph is /sh/. Sound? Students respond with the sounds of the letters: /sh/.

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

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 that the sound this digraph makes is /sh/, and the most common spelling for /sh/ is *sh*.

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. *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.*

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