

Date: _____

Digraph *wh* Introduction

PLAN

Component: Phonics

Instructional Activity: Consonant Digraph *wh*

Materials Needed: *wh* 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 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.

Let's review a letter and a sound that you already know. Show students the card for *Ww*.

Name? Students respond with letter name: *Ww*.

Sound? Students respond with letter sound: /w/.

Spelling? Students respond with the spelling: *w*.

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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 *wh*.

- **A digraph is when two letters are put together to make one sound.** Point to the picture. **There are two different ways that people say the sound for *wh*.** Some people say /hw/ for the letters *wh* like in the word *whale*. 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/.
- **The sound /w/ cannot be held a long time.**
- **Point to the spelling pattern on the card. /w/ can be spelled with a plain *w*, and today we're learning that /w/ can also be spelled with *wh*.** If I'm writing a word, and I hear the sound /w/ in it, sometimes I will write TWO letters: *wh*.
- **The name of the digraph is *wh*.** The sound the letters make is /w/. A spelling for /w/ is *wh*. Remember, /w/ 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 *wh*.

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

The most common spelling for /w/ is *w*, but sometimes we spell it *wh*. **Spelling?** Students respond with the spelling: *wh*.

Many question words start with *wh*. **What's a question word that starts with *wh*?** Students respond with *what, where, when, which, why*.

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 name, the sound, and the spelling.

Now we know that the sound this digraph makes is /w/, and sometimes we spell /w/ with *wh*.

OR: Now we know that sometimes we write the sound /w/ with the letters *wh*.

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
/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 sound-spelling correspondences, work toward automaticity of blending and segmenting words with known graphemes.