Lesson 38 ELL Blackline Masters pp. 37-38

Day 3: Spelling & Writing Connection

Objectives
• Recognize the sound (/ch/ or /tʃ/) in oral language.
• Correctly produce the sound (/ch/).
• Hear (/ch/) at the beginning and end of words.
• Associate the sound (/ch/) with the letters ch.
• Recognize, read, and spell high-frequency words: after, before, want.
• Write the letters in the correct position in words.
• Work on the pronunciation challenges of the digraph ch.
• Understand the meaning of vocabulary words that represent the phonetic elements of the lesson.

Pre-Teach
Write the High-frequency words after, before, and want on the board. Point to each word as you read the words with students. Call on volunteers to point to each of the words and create a sentence using it.

Day 2: Spelling & Writing Connection

Directions:
Have students circle the word that names the picture and write it on the line to complete the sentence.

Directions:
Have students to write one word on each page and illustrate and to review the high-frequency words from this lesson. Have students write each sentence as you dictate it.

Use the following sentences for students to spell. You may wish to use the Trade Books Print and Read CD-ROM to print the following sentences:

1. The fish swam after that ship.
2. The fish swam after that ship.
3. The fish swam after that ship.
4. The fish swam after that ship.
5. The fish swam after that ship.
6. The fish swam after that ship.
7. The fish swam after that ship.
8. The fish swam after that ship.

The following sentences contain words with the /ch/ sound, for pronunciation strategies.

Directions:
Have a volunteer point to the letters that stand for the sound /ch/. Students who are at or above the intermediate level should recognize the digraph ch that makes that sound. Students who are at or above the intermediate level should review the pre-checks for the whole class.

Draw a picture to illustrate the sentence.

Create a list of action words that begin or end with the sound /ch/. Write the words on the board, for example:

To check understanding, have students act out the situation.

During Spelling and Diction Practice
Encourage intermediate and above level students to participate with the whole class. Give students who experience difficulty this shorter list of words and dictate sentences.

Day 1: Spelling & Writing Connection

Objectives
• Understood the meaning of vocabulary words that represent the phonetic elements of the lesson.
• Understands the concept of a consonant digraph and to connect that sound to language learners.
• Language learners.

Objectives
• Recognize the sound (/ch/) in oral language.
• Correctly produce the sound (/ch/).
• Hear (/ch/) at the beginning and end of words.
• Associate the sound (/ch/) with the letters ch.
• Recognize, read, and spell high-frequency words: after, before, want.
• Write the letters in the correct position in words.
• Work on the pronunciation challenges of the digraph ch.
• Understand the meaning of vocabulary words that represent the phonetic elements of the lesson.

Day 2: Wrap Up

Day 3: Wrap Up

Day 1: Wrap Up

Use this activity with beginning and early intermediate level students to assess their ability to identify the sound (/ch/) and recognize the digraph ch that makes that sound. Students who are at or above the intermediate level should review the pre-checks for the whole class.

Write the following sentences on the board and read it aloud as you point to each word. Re-read it with students.

Write the following sentences on the board and read it aloud as you point to each word. Re-read it with students.

We are chips the chunk.

We are chips the chunk.

We are chips the chunk.

We are chips the chunk.

We are chips the chunk.

We are chips the chunk.

We are chips the chunk.

We are chips the chunk.

Listen to the beginning of this word: chips. What sound do you hear at the beginning of chips? Now listen to the sound at the end of this word: lunch. What sound do you hear at the end of lunch?

Underline the words chips and lunch, and read them again with students. Ask a volunteer to point to the letters in each word that make the /ch/ sound.

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Day 2: Spelling & Writing Connection

Day 1: Spelling & Writing Connection

Spelling and Dictation Practice
Encourage intermediate and above level students to participate with the whole class. Give students who experience difficulty this shorter list of words and dictate sentences.