Phonemic Awareness

Pre-Teach: Hear and Say the Sounds
Put your fingers on your chin. Touch your chin. Listen to the word chin. Repeat the word, bringing the beginning sound in. Hear how this sounds different from "shin" or "yin". What sound do you hear at the beginning of "chin"? Let’s make that sound together. (You can say other sounds that begin with /ch/.) I want you to cheer after you hear each word. Say: chin, child, chin.

Introduction: /ch/ as an end sound in the same way, using the word touch. Have students touch their mouth as they repeat the following words: sandwich, beach, clock, match.

Segment and Blend Sounds
Listen to /ch/ in the word chin. Say: chin. Then repeat, separating the sounds into chin and /ch/. (You) Then, students repeat the sound and chin. As you say each word part, put down a block. I can say each part separately, or I can blend them together like this. Push the blocks together as you say chin. Now let’s say some other words. /ch/ is the sound in the word chin. Ask students to read each word, then blend the parts together.

Blending Sounds
Point to the word chin on the board. Remind students that the letters /ch/ make a single sound. When you hear a sound like the letters /ch/ sound, blend them together to make the word chin. Repeat, having students blend the sounds and read the word. Write the word lunch on the board and repeat the process.

Teach High-Frequency Words
Write before and after the word, and give students commands to illustrate the words. Point to each word as you say it, and make the action. Clap hands before you sit down. Touch your nose after you sit down. Say a sentence using each word, and ask students to point to the word. Write on the board, and point to it as you ask, What do you want? Have students answer using the sentence frame, I want...

During Build Words
Have students repeat and orally segment each word before building it. List their words as a piece of chart paper. This list can be used as a word bank. During the Apply activity in this section and in Sort Words, students can use this list and picture cards to help them build words.

Follow-Up
Provide practice of the decodable book for the skills in this lesson. Check students’ ability to read words with silent letters. Read aloud the decodable book, Chad is the Champ. Check students’ comprehension of the story with questions such as: What is Chad doing? What is his favorite food? What is the title of the story? Who is Chad’s rival? Why is Chad learning to read? Why does Chad play chess? What else does Chad do?

Phonics

Pre-Teach: Phonics
Touch your chin. Touch the chin on the board, and point at it as you read it. What sound do you hear at the beginning of chin? Correct the letters in. Together, these letters make the /ch/ sound we hear at the beginning of chin. Whenever we see the letters /ch/ together, make the sound /ch/. Repeat with the word lunch, pointing at the letters /ch/ to make the ending sound.

Introduce labeled pictures of the following items and put them in a lunch box: items, chopsticks, sandwiches, cheese, punch. Have students take turns pulling out something for lunch, name the picture, and point to the /ch/ sound. Ask them whether /ch/ appears at the beginning or end of words.

Students can see these pictures during the whole-class Coach activity.

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Read the Decodable Book
Use the whole-class frame to teach the decodable book, Chad is the Champ. Encourage English language learners to read the book independently after instruction. If needed, give extra extra cues and feedback. Create a Classroom recording of the take-home decodable story. Either read the book aloud or play the recording. You can also have students read parts of the decodable book aloud to you. Motivate to make sure students recognize and can read words from the book with the target sounds, such as: Chad, cheese, chomp, chin. You may also wish to introduce the concepts presented in this story, for example: contests, drawing, and chess.