Phonemic Awareness

**Demonstrate**
Read aloud the rhyme. As you read, stress each /ch/ sound. Then say the word cheese. Ask students what sound they hear at the beginning of the word. Say the word bread and ask what sound they hear at the end of the word. Help students identify the sound (/ch/).

Connect Sounds to Symbols
Write the rhyme “Lunch” on chart paper. Have students listen for words that begin with /ch/, and then you read the rhyme, tracking the words. As students name the words, they trace the letters. Repeat, having students listen for words that end with /ch/. Help students identify the sound that is /ch/ sound made with /e/.

Apply and Assess
Have students play Hot Potato. Set up a round or 2 player. Ask students to sit in a circle, and give one word to a listening. Tell students to pass the word to the next person when they hear /ch/ sound. When you step on the moves, the student holding the board should say a word that begins with /ch/ sound. After several students have named words that begin with /ch/, have them list words that end with /ch/. Then erase the letters that students heard as they identify the sound. Help students name three words that begin with /ch/. Explain that /ch/ sound is made with /e/. Use words such as cheese, chomp, chop, chime.

Segment and Blend Sounds
Demonstrate and Coach
List words that begin and end with /ch/ sound. Ask students to label each of their foods. Remind students to write the words from the rhyme that begin or end with /ch/ sound. Then have students read the words to you. Next, ask students to make their own sentences with these words. Students can write the words on the board. Have students underline the /ch/ sounds in each word.

Apply and Assess
Demonstrative Practice Use Blackline Master p. 101 to give students more practice phoning all the at the beginning and ending of words. Be sure students understand the activity directions. Have them complete the page during center time.

Blends Sounds
Demonstrate
Students can recognize and read words beginning and ending with /ch/ sound. Tell students that they are now going to build words with /ch/ words. Students can write the words that begin or end with /ch/ sound. Use words such as church, march, reach.

Apply
Supply construction paper, marking pens, and scissors. Have students draw shapes and coins. Ask them to pick a number between 1 and 10 and draw that number of shapes or coins on the paper. Then, for each coin, have students write a number that begins or ends with /ch/. For example, if a student draws six coins, then he or she should write six /ch/ words. Students can write the words on the back of their cards.

Phonics

**Day 1**

**Phonics Instruction**

**Demonstrate**
Review with students the digraph /ch/. Then draw on the board a sound-segment box with four sections. Write the /ch/ sound in the beginning of the word, /ch/ sound in the middle of the word, and /ch/ sound in the end of the word. These letters are on, so write those letters in the boxes.

Coach
Continue by asking volunteers to help build other words that begin or end with /ch/. Give examples such as: chomp, chime, chomp.

Apply
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**Demonstrate and Coach**
Recreate the rhyme “Lunch” again, including the print on a word. Then have students read with you. Next, ask students to recall the words that begin and end with /ch/ sound. Give students index cards and red and blue marking pens. Help them to color the words from the rhyme that begin or end with /ch/ sound. Then use a red color to color the words that end with /ch.

**Sort Words**
Demonstrate and Coach
Read the rhyme “Lunch” again, including the print on a word. Then have students read with you. Next, ask students to recall the words that begin and end with /ch/ sound. Give students index cards and red and blue marking pens. Help them to color the words from the rhyme that begin or end with /ch/ sound. Then use a red color to color the words that end with /ch.

**Apply**
Ask students to write additional words on index cards: cheese, chop, chime, stretch, shock, march. Remind students to write the words that begin with /ch/ sound, and laugh the words that end with /ch/ sound. Then have students add these cards to the piles they made earlier.

**Read Decodable Book**
Use the decodable book Chad in the Change to have students practice reading words that begin and end with /ch/. Introduce the book by telling students the title and the author. As you read the /ch/ sound at the beginning of the end of words. Review the new high-frequency words before, after, and end words. During small-group instruction or during guided reading, you may wish to have a few students read the decodable book aloud to you. Monitor to be sure students can recognize and read words beginning and ending with /ch/ high-frequency words. Tell students that they will now read their new book during center time.

**Build Words**
Demonstrate
Review with students the digraph /ch/. Then draw on the board a sound-segment box with four sections. Write the /ch/ sound in the beginning of the word, /ch/ sound in the middle of the word, and /ch/ sound in the end of the word. These letters are on, so write those letters in the boxes.

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