Phoneme Awareness

1 Hear and Say the Sounds

Demonstrate
Read aloud the rhyme. As you read, cross each sound (/ch/).

Now say the whole rhyme. Ask students what sound they hear at the beginning of the word. Ask the word again and ask what sound they hear at the end of the word. Help students identify the sound (/ch/).

Now play the recording aloud and have the students identify the sound /ch/ to the whole group. Remind students that this is the beginning sound and the ending sound. For example, when we say, we say: /ch/. Listen to the sound I make: /ch/, /ch/. Make the sound /ch/. 

Coach
Tell students that you will say some words. Have them listen for the word /ch/. Use words such as chop, munch, pinch, bench.

Apply and Assess
Independent Practice
Read the decodable book aloud to you. Monitor to be sure students are reading with fluency. During small-group instruction or during guided reading, you may wish to have a few students read to you. Ask students to recall the words that begin with and end with /ch/. Give commands such as these: Demonstrate the /ch/ sound at the beginning and the end of the word. Tell students to pass the beanbag to each other while you say the words. When you stop the music, the student holding the beanbag should say a word that begins with /ch/. Ask students to make their own sentences with the words. Spell and read the words with students as you add them to the /ch/ sound Word Wall.

2 Segment and Blend Sounds

Demonstrate and Coach
Listen as I say a word from the rhyme: /ch/. Now I am going to say both parts of the word again: /ch/.

When we blend the two parts together, we can figure out the word: /ch/.

Coach
Tell students to reread the first section of the book. Ask students to reread the rhyme and draw a picture of a picnic lunch featuring foods that begin or end with /ch/. Have them complete the page during center time.

Apply
Play music. When you stop the music, the student holding the beanbag should say a word that begins with /ch/.

Segment and Blend Sounds

Demonstrate
Use the decodable book. Choose words that begin with and end with /ch/. Introduce the book by telling students the title and what the /ch/ sound is. Review the /ch/ sound at the beginning and the end of words. Have students complete the page during center time. Apply
Suppose construction paper, markers, and scissors. Have students draw a picture of a picnic lunch featuring foods that begin or end with /ch/.

3 Teach High-Frequency Words

Demonstrate
Write the high-frequency words before, after, and on the board. Read them and use each one in an oral sentence. Then have the students make their own sentences with the words. Spell and read the words with students as you add them to the High-Frequency Word Wall.

Blend Sounds

Demonstrate
Help students blend sounds at the end of the word. Think aloud as you blend the sounds together: “/ch/ /e/ /e/ /e/ /e/ /e/”.

Coach
Remind students that they can look at the rhyme for help with blending the sounds.

Apply
Students need help. Use the rhyme to help students blend the sounds.

Phonics

Day 1

Lunch
A sandwich with cheese, a peach, cherry pants—
I’m hungry right now! I want to eat lunch! My coleslaw is savory. They grill like a bear.
So I charge to the table and reach for a chair.

Apply and Assess
Independent Practice
Use Blackline Master p. 101 to give students more practice identifying words with /ch/.

Coach
Have students study the word “chop” on chart paper. Have them underline the word and then blend the parts to say the word. Have them read the word in parts as well as entire word.

Apply
Supply crayons, markers, and white paper plates. Have students draw pictures of their favorite foods or drinks. The plates might include cherries, chips, chicken, chocolates, cherry chip cookies, chili, sandwich, cheese, and cherry or peach pie. Have students trace and label their pictures and circle the /ch/ in each word.

Day 2

Presentation of Words

Demonstrate
Review with students the digraph /ch/. Then draw on the board a sound-segment box with four sections.

Coach
Say the following words: /ch/, /ch/, /ch/, /ch/. The /ch/ sound is at the beginning of this word, /ch/.

Apply
Think aloud as you write the word to show how you might say the word. Then ask students to say the word digitively and phonetically. Have them complete the page during center time.

Recognize and Read
Demonstrate
Review with students using a decodable book. Choose words that begin with and end with /ch/. Students should be able to identify the /ch/ sound at the beginning and the end of words.

Coach
Tell students that they are now going to build words with /ch/ sound. Use these words: cherry, sandwich, watch, and ranch.

Apply
Supply construction paper, markers, and scissors. Have students draw a picture of a picnic lunch featuring foods that begin or end with /ch/.

Sort Words

Demonstrate and Coach
Read the rhyme “Lunch” again, including the print in red on your board. Have students read with you. Have them visualize the /ch/ sound in each word. Have students identify words that end with /ch/.

Apply
Ask students to write additional words on index cards: chips, chop, chock, bench, watch. Remind students to write the words that begin with /ch/ in blue ink, and the words that end with /ch/ in red ink. Then ask them to add these cards to the piles they made earlier.

Decodable Book


Coach
Play Simon Says with students, using words that begin and end with /ch/.

Apply
Students need help identifying words with the /ch/ sound.