Phoneme Awareness

### 1 Hear and Say the Sounds

**Demonstrator**

Read aloud the rhyme. As you read, cross out each sound.

Now say the sound name. Ask students what sound they hear at the beginning of the word. Say the sound name aloud, then ask what sound they hear at the end of the word. Help students identify the sound (ch).

Model the placement of the tongue and lips for making the sound (ch).

(See the Program Overview for pronunciation of other sounds.) Ask some or all of the following to help students hear the sound (ch). Explain that it is the sound that is heard in the word treasure.

For example, when we say, we say, we say in the word treasure.

Listen to the sound I make: /ch/ /o/ /m/ /p/. Now I make the sound /ch/. What do you hear me say? What sound do you hear in the word treasure? Notice the way I say this sound and the way /ch/ is said in treasure.

### 2 Segment and Blend Sounds

**Demonstrate and Coach**

Listen as I say a word from the rhyme: cheese.

Now I am going to say both parts in turn.

Then say the parts together.

Apply and Assess

**Independent Practice**

Use Blackline Master p. 101 to give students more practice blending words with ch.

Some students understand the activity directions. Have them complete the page during center time.

**Blends Sounds**

**Demonstrate**

Have students look again at the rhyme “Lunch.” Point to Lunch and demonstrate how to read the word by blending the sounds.

**Think Aloud**

When I see the letters ch in blue, I think the sound is at the beginning of this word. /Ch/ /e/ /e/ /e/ is at the end of this word.

### 3 Teach High-Frequency Words

**Write the high-frequency words before, after, and on the board.**

**Coach**

Continue by asking volunteers to help build other words that begin with ch, such as:

When I see the letters from the first section and write the /ch/ sound, I can say the word.

Then ask them to make these sentences with the words. Spell and write the words with students as you add them to the High-Frequency Word Wall.

### 4 Apply and Assess

**Demonstrate**

Review with students the digraph ch. Then draw on the board a sound-segment box with four sections. Write the high-frequency words:

**Coach**

Think about what I need to make the word chump. I say the word chump and think of the sounds I hear: /ch/ /u/ /m/ /p/. The /ch/ sound is at the beginning of this word, /u/ /m/ /p/ is at the end of this word. These letters are on, so I’ll write these letters in the boxes.

**Think Aloud**

I want to make the word chump. I say the word chump and think of the sounds I hear: /ch/ /u/ /m/ /p/. The /ch/ sound is at the beginning of this word, /u/ /m/ /p/ is at the end of this word. These sounds are on, so I’ll write these letters in the boxes.

Ask students to write additional words on index cards: chip, ship, shoe, rich, inch, each. Remind students to write the words that begin with 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.

### 1 Build Words

**Demonstrate**

Review with students the digraph ch. Then draw on the board a sound-segment box with four sections. Write the high-frequency words:

**Coach**

Play Simon Says with students, using words that begin and end with ch. Give commands such as: Simon say touch your chin. Simon says do a cheer. Simon says pretend to eat lunch. Write all the ch words on the board. Have students underline the ch in each word.

### 2 Read Decodable Book

Use the decodable book Chew! to help students with the ch sound. Have them practice reading words that begin and end with ch. Introduce the book by telling students the title and the words the student fits. Ask the /ch/ sound at the beginning of the word. Read the rhyme “Lunch” again, tracking the print as you read.

### 3 Sort Words

**Demonstrate and Coach**

Build the rhyme “Lunch” again, including the print as you read. Then have students read with you. Note: Ask students to recall messages that begin with and end with ch. Give students index cards and red and blue marking pens. Help them to underline the words from the rhyme that begin or end in the words that begin or end with ch sound. Ask students to write the words on the cards they made. Apply

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