Lesson 38 Blockline Masters pp. 101-103

The /ch/ sound is a combination of /t/ + /sh/. Most pronunciation problems occur because students don’t start with a quick tap behind the tooth ridge for /t/. Common substitutions:

- /ch/ = /jch/ = /jch/ = /ch/ = /jch/ = /jch/ = /ch/

Ell for Retell
Help students remember the key action words that begin or end with the sound (ch). Write the words on the board: for example, choose, chase, chat, catch, pitch, teach. To check understanding, have students use the key action words as you review them on the board.

Brandman’s Materials
chart paper, index cards, construction paper, scissors, glue, markers, crayons, 10-sided dice, masking tape, index cards, 12-sided die, and play cards.

Wright Group Books
Chester’s Way by Kevin Henkes (Greenwillow)
Feathers for Lunch by Lois Ehlert (Voyager Books)

Talk Books
Cheery and Cherry Alas by Van & Williams (HarperTrophy)
Cheer’s Way by Otte Herken (Greenwillow)

Apply and Assess
- Use the decodable book I’m the Champ with three students who still need more practice with the /ch/ sound and to review the high-frequency words after, and before.
- Place the decodable book I’m the Champ in book baskets for students to read independently.

Background Information
Unlike a consonant blend, which represents two sounds blended together, a consonant digraph represents one consonant sound. In the consonant digraph ch, the letters c and h must be written together in the word. If you separate the letters, the word changes in meaning. In the lesson, students will have the opportunity to hear, say, and play with the /ch/ sound and to connect that sound with the letters ch.

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 these letters ch.
- Recognize, read, and spell high-frequency words after, before, and in the correct position in words.

Add pictures of well-known authors and trade books to the classroom for home reading and enjoyment.

Trade Books
Chester’s Way
Feathers for Lunch
Ell for Retell
Take the /ch/ sound and place it in the correct position in decodable words:

- /ch/ = jack
- /ch/ = chick
- /ch/ = kick
- /ch/ = clock
- /ch/ = check

Day 2 Spelling & Writing Connection

You may need to complete this part of the lesson during your writing and/or spelling time.

Review High-Frequency Words
Review the high-frequency words after, before, and in. Then have students play Word Tic-Tac-Toe.

Distribute copies of Blackline Master Template 2 to pairs of students. Have partners fill in each section with high-frequency words from their High-Frequency Word Wall. Tell students they must read the words after, before, and next. Continue the game by having partners read a word and one in its correct position before the sound (ch) in the section. The winner is the first partner to have three in a row.

Spelling Practice
When students number pages of chapters 1–3.
Distribute the following words with c and high-frequency words for students to spell. You may wish to use the sample sentences provided.

1. ship—There is a ship in the paint.
2. ship—Let’s fill the ship!...Find the ship.
3. chick—Do you hear the chick?...Have you heard the chick?
4. bench—Look at the bench and bench.
5. ethnic—Like to speak languages.
6. off—We will take off school.
7. after—When it came to theafter. Can you?

Dictation Practice
The following sentences contain words with ch as well as the high-frequency words from this lesson. Have students write these sentences as you dictate them.

1. I want to chase you.
2. Rich looked in the chest.
3. I took that ship after that ship.
4. I want to chase you.
5. Rich made chewy chocolate chip cookies.

Say words that begin or end with either sh or ch. Have other students say words, such as, rich, rich, each, chip, shop. Ask a volunteer to tell whether the word has a sh or ch sound and where the sound is heard.

Interactive Writing
Write a word list of action words that begin or end with sh or ch. Explain to students that these are important because they help people remember things and ideas.
Distribute drawing paper, crayons, and mark pens. Have students choose their favorite food from the grocery list and write sentences about it. Ask them to draw a picture to illustrate the sentence.

Reinforce
- Use the decodable book I’m the Champ with those students who still need more practice with the /ch/ sound and to review the high-frequency words after, before, and in the correct position in words.
- Place the decodable book I’m the Champ in book baskets for students to read independently.

Day 1 Spelling & Writing Connection

Read aloud each of the following words one at a time: ship, shyn, chic, shop, rich, priss. Have students identify words that have the sound (ch). Ask them to tell where the sound occurs in the word. Then write the words on the board, have students read them, and have volunteers point to the letters that sound for the sound (ch).

Use the Management System CD-ROM for practice and assessment on the skills in this lesson.

Write the decodable book I’m the Champ and read it with three students who still need more practice with the /ch/ sound and to review the high-frequency words after, and before.

Post & Check
- Use Blackline Master BLM_G1_pp101-151.indd
- Use the decodable book I’m the Champ and read it with this student version of the decodable book I’m the Champ.
- Ask students to read the book aloud to a family member or friend.

To Do 1:
- Write the following sentence on the board and read aloud. Have students read the sentence with you.

Rich made chewy chocolate chip cookies.

Ask students to say the sound /ch/ as they hear the beginning of the words: chewy, chocolate, and chips.

Then ask them to say the sound they hear at the end of Rich.

Tell them to maneuver the letters in the sentence that sound for that sound.


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