



/ch/

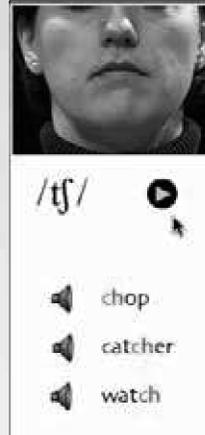


Contents

Page 2	Phonemic Awareness	Resources:	<u>American Pronunciation</u>	website
			<u>Australian Pronunciation</u>	website
			<u>British Pronunciation</u>	website
			<u>I Love Cheese</u>	PDF b+w sheet
Page 3	Phonemic Awareness	Resources:	<u>Sound/Symbol Cards</u>	PDF color sheets
Page 4	Phonemic Awareness			
Page 5	Sound/Letter Relationship	Resources:	<u>Sound/Symbol Cards</u>	PDF color sheets
Page 6	Sound/Letter Relationship	Resources:	<u>/ch/ Writing Sheet</u>	PDF b+w sheets
Page 7	Blending	Resources:	<u>Word Cards</u>	PDF b+w sheets

PHONEMIC AWARENESS

- Let's start by learning how the sound **/ch/** should be pronounced.
- To make the **/ch/** sound, stick out your lips a little, keep your teeth together at first and then open them up, making a sound like a steam engine.
- Use the link in the online lessons to go to the *Iowa University website* and click on the triangle to hear how the consonant digraph **/ch/** should be sounded.



American Pronunciation
[University of Iowa](#)

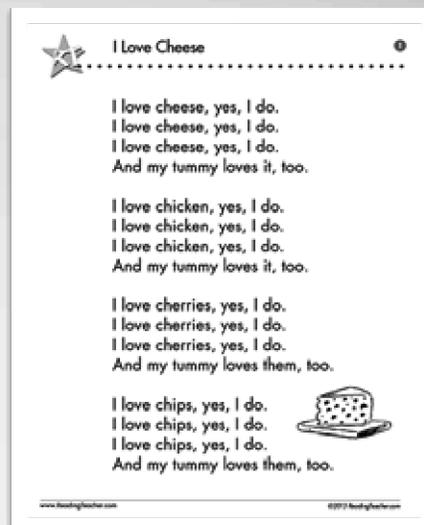
Australian Pronunciation
[Get Reading Right](#)

British Pronunciation
[Phonics International](#)
Scroll to the middle of the page.

You must have Flash 7 or higher plug-in to use these pages.

PHONEMIC AWARENESS

- Tell the students they are going to learn the **/ch/** sound.
- Demonstrate how the word "cheese" has the **/ch/** sound at the start of the word.
- Download the SongSheet "*I Love Cheese.*"
- Read out, or sing the song, "*I Love Cheese,*" emphasizing the **/ch/** sound at the beginning of the words "cheese," "chicken," "cherries," and "chips."



Song Sheet
[I Love Cheese](#)
SongSheet

PHONEMIC AWARENESS

- Tell the students that the word “choo-choo” begins with the **/ch/** sound.
- Pretend to put be a steam engine and pump your arms like pistons, say the sounds /ch/.../ch/.../ch/.
- Ask students to do the same. Tell them to use this movement when they say or hear the **/ch/** sound.



Action for /ch/

To help students remember phonemes, we associate an action with the sound. The action for /ch/ is ‘choo-choo.’

PHONEMIC AWARENESS

- Get sound/symbol card 37.
- Show the front of the card and ask what is in the picture. Ask what sound “chick” begins with.
- Ask students to listen for the **/ch/** sound and repeat it in the word “chick,” and do the “choo-choo” motion as they say the **/ch/** sound.



Sound/Symbol Cards Ch Cards

Print on a thick paper or card. Fold the sheet down the center on the dotted line. Cut the cards into four and glue. For extra durability, you can laminate the cards.



PHONEMIC AWARENESS

- Tell the students that you are going to say some words that begin with the **/ch/** sound and some that do not.
- Ask them to make the “choo-choo” action and say **/ch/** when they hear the sound at the beginning of the word.
- Here are the words:

**shin, chin, shop, chip,
jets, chop, giant, chat**

- Be sure to leave plenty of time between saying each word for the students to respond.

More words to use that have the /ch/ sound at the beginning of words:

chain, chair, chalk, change, charge, chart, chase, cheap, cheat, check, sheese, cherry, chest, chew, chick, chicken, child, children, chilly, choose, chop, chunk

PHONEMIC AWARENESS

- Say the word **itch** stressing the **/ch/** at the end of the word. Say that in this word the **/ch/** sound is at the end of the word.
- Tell the students that you are going to say some words that have the **/ch/** sound at the end of the word and some that do not.
- Ask them to make the “choo-choo” movement and say **/ch/** when they hear the sound at the end of the word.
- Here are the words:

**rich, dish, such, rash,
much, bus, pest, inch**

- Leave sufficient time for the students to respond.

More words to use that have the /ch/ sound at the end of words:

beach, bench, branch, bunch, church, couch, crunch, each, lunch, munch, peach, pinch, punch, reach, sandwich, search, teach, touch, catch, ditch, fetch, itch, match, patch, scratch, sketch, stretch, watch, witch



PHONEMIC AWARENESS

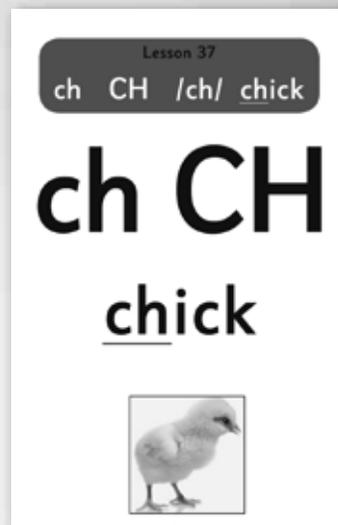
- Tell the students they should make the “choo-choo” movement and say /ch/ when they hear the /ch/ sound at the beginning or end of a word in the verse you are going to read them.
- Here’s the verse:

“Cheep, cheep,” said the chick,
“I am the child of a chicken.
I like to chew and chunch.
“I have chopped chease for my chunch.”

- Repeat the verse until the students can identify all the /ch/ sounds in the verse.

SOUND/LETTER RELATIONSHIP

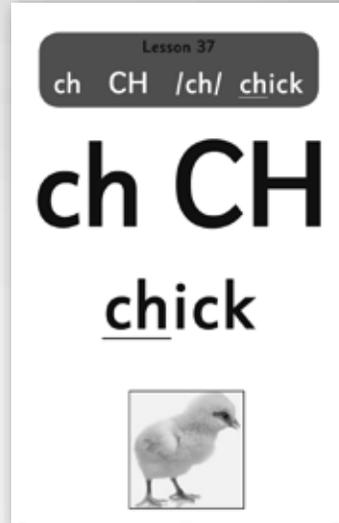
- Show the back of the sound/symbol card for /ch/.
- Say the sound /ch/ is another sound that takes two letters to represent it.
- Point to the small **ch** and say this is how we write the two letters for the sound /ch/.
- Point to the capital **CH** and say this is how we write big /ch/ which is for important words like people’s names.



Sound/Symbol Cards
Ch Cards

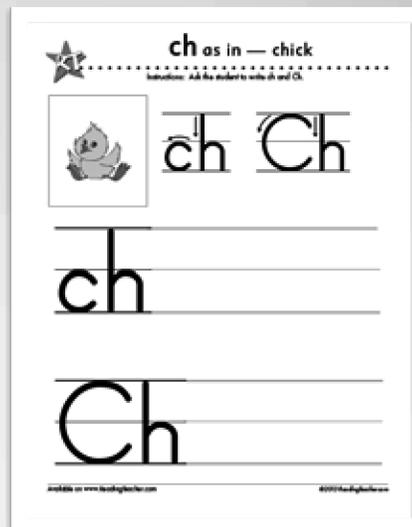
SOUND/LETTER RELATIONSHIP

- Point to the word “chick” and say this is how we write the word “chick.” Point out the letter **ch** and say this is how we write the **/ch/** sound at the beginning of the word “chick.”
- Remind students that it takes **two** letters to represent the **/ch/** sound.

Sound/Symbol Cards
Ch Cards

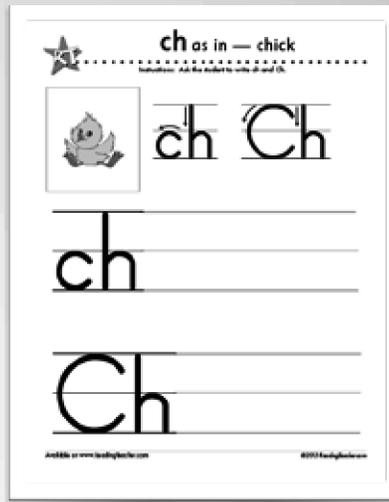
SOUND/LETTER RELATIONSHIP

- Give out the writing practice sheet for **ch Ch**.
- Point to the small **ch** and say this is how we write the letters for the sound **/ch/**.
- Remind students that it takes **two** letters to represent the **/ch/** sound.
- Point out that for important words like people’s names, only the **C** becomes a capital letter

Writing Practice Sheets
/ch/ Writing Practice Sheet

SOUND/LETTER RELATIONSHIP

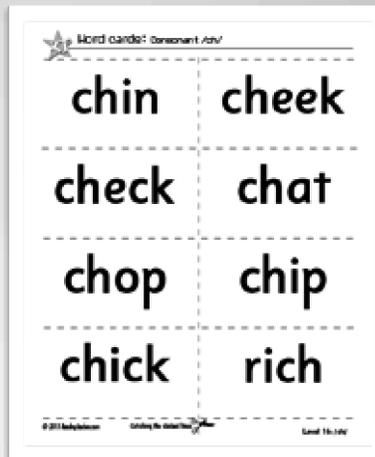
- Model the formation of the letters **ch** for the students.
- Have students write the letters **ch** in the air as they watch you write it.
- Have students trace the letters on the practice worksheets with their fingers.
- Ask the students to practice writing the small **ch** and **Ch** on the practice worksheets.



Writing Practice Sheets /ch/ Writing Practice Sheet

BLENDING

- Blending is the skill of sounding out letters all through a word into a natural sounding word.
- Using a Word Card, point to the first letters of the word and say the sound.
- Then pass your finger to the next letter and say the sound, and so on.
- Remind students that two letters represent the sound **/ch/**.
- For example, for the word **chin** say **ch-ii-nn**.
- Do this again more quickly until the word is pronounced naturally.



Cut where indicated to make eight cards

Word Cards ch Word Cards



BLENDING

- Show the Word Card for **chop**.
- Say that **chop** has the /ch/ sound at the beginning of the word.
- Ask a student to point to the letters that stand for /ch/.
- Sound out **chop** while running a finger under each letter: /ch/o/p/.
- Say the word quickly **chop**.
- Have the students sound out the word with you.

