



# /ch/



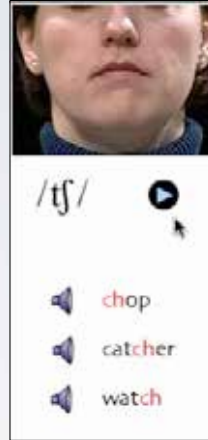
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## PHONEMIC AWARENESS

- 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.

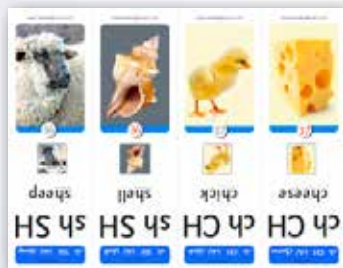


### Action for /ch/

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

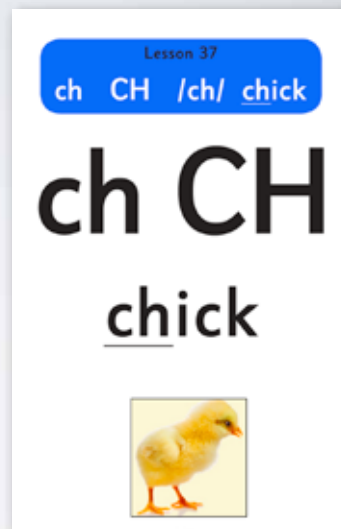
- Tell the students they should make the “choo-choo” movement and say /ch/ when they hear the /ch/ sound at the beginning or end of a word in the verse you are going to read them.
- Here’s the verse:

**“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.

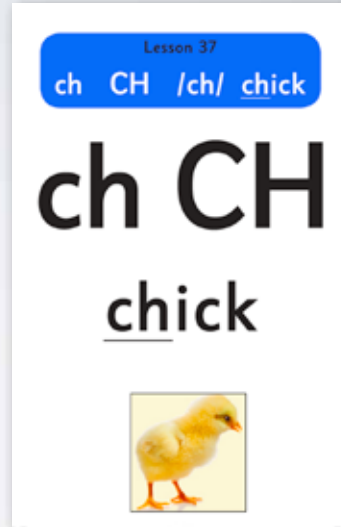


**Sound/Symbol Cards**  
[Ch Cards](#)



## 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.

