



# /sh/

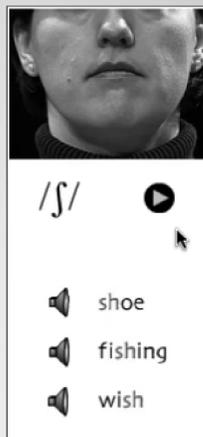


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## PHONEMIC AWARENESS

- Let's start by learning how the consonant digraph **/sh/** should be sounded.
- To make the **/sh/** sound, keep your teeth together and push air out of your mouth. It is the sound you make when you want someone to be quiet.
- 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 **/sh/** should be sounded.



**American Pronunciation**  
[University of Iowa](#)

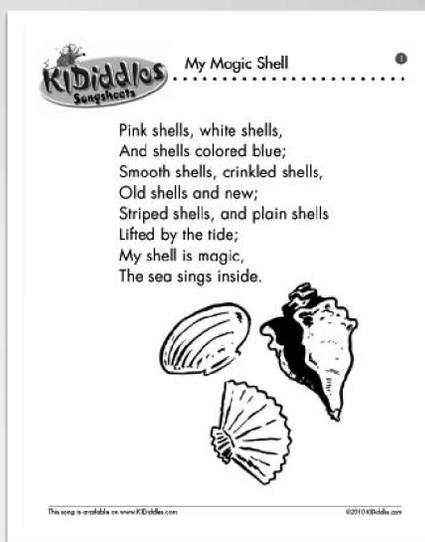
**Australian Pronunciation**  
[Get Reading Right](#)

**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 **/sh/** sound.
- Demonstrate how the word "shell" has the **/sh/** sound at the start of the word.
- Download the SongSheet "My Magic Shell."
- Read out, or sing the song, "My Magic Shell." emphasizing the **/sh/** sounds at the beginning of the word "shells."



**Song Sheet**  
[My Magic Shell](#)  
 SongSheet from KIDiddles

## PHONEMIC AWARENESS

- Tell the students that when you are asking someone to keep quiet, you say the **/sh/** sound.
- Put your finger in front of your mouth and say “sh-sh-sh.”
- Ask students to do the same. Tell them to use this movement when they say or hear the **/sh/** sound.



### Action for /sh/

To help students remember phonemes, we associate an action with the sound. The action for /sh/ is the “keep quiet” sound.

## PHONEMIC AWARENESS

- Get *ReadingLessons* sound/symbol card 36.
- Show the front of the card and ask what is in the picture. Ask what sound “sheep” begins with.
- Ask students to listen for the **/sh/** sound and repeat it in the word “sheep,” and do the “sh-sh-sh” motion as they say the **/sh/** sound.



### Sound/Symbol Cards 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 **/sh/** sound and some that do not.
- Ask them to make the “sh-sh-sh” action and say **/sh/** when they hear the sound at the beginning of the word.
- Here are the words:

**shark, chop, shop, thin,  
shot, ship, king, cans**

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

### More words to use that have the **/sh/** sound at the beginning of words:

shack, shade, shadow, shake, shall, shape, share, she, shed, sheep, sheet, shell, shine, shirt, shoe, shoot, short, should, shoulder, shout, shovel, show, shower, shut, shy

## PHONEMIC AWARENESS

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

**cassh, bussh, itch, bath,  
fish, with, match, dish**

- Leave sufficient time for the students to respond.

### More words to use that have the **/sh/** sound at the end of words:

blush, brush, crash, dash, flash, fresh, mash, push, rash, smash, splash, trash, wash, wish



## PHONEMIC AWARENESS

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

**Shut up the shutters,  
And open up the shop.  
The shop sells fresh sh and shells,  
Shop, shop, shop until you drop.**

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

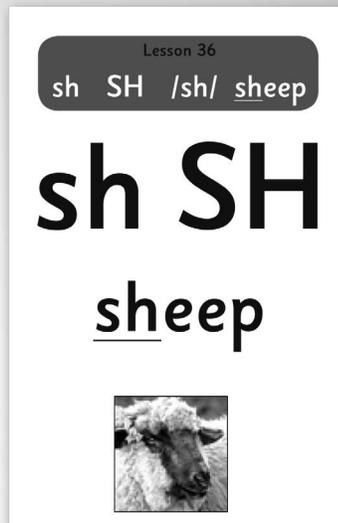
## SOUND/LETTER RELATIONSHIP

- Show the back of sound/symbol card for /sh/.
- Say the sound /sh/ is different from the ones we have already learned, because it takes **two** letters to represent it. Point to the small **sh** and say this is how we write the letters for the sound /sh/.

Sound/Symbol Cards  
Cards

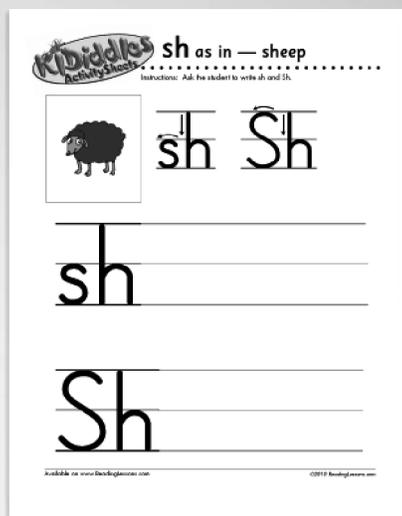
## SOUND/LETTER RELATIONSHIP

- Point to the word “sheep” and say this is how we write the word “sheep.” Point out the letter **sh** and say this is how we write the sound /sh/. Say the sound /sh/ is another sound that takes two letters to represent it, sound at the beginning of the word “sheep.”
- Remind students that the sound /sh/ is a sound that takes two letters to represent it.

Sound/Symbol Cards  
Cards

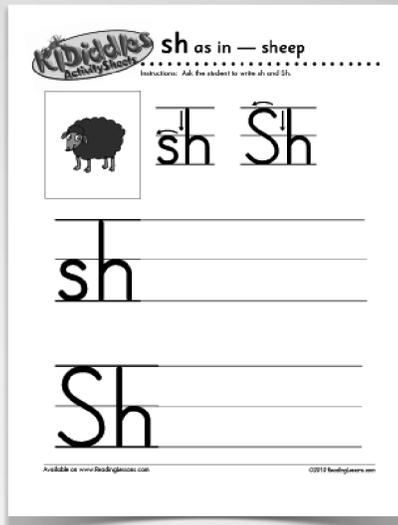
## SOUND/LETTER RELATIONSHIP

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

Writing Practice Sheets  
/sh/ Writing Practice Sheet

## SOUND/LETTER RELATIONSHIP

- Model the formation of the letters **sh** for the students.
- Have students write the letter **sh** 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 **sh** and **Sh** on the practice worksheets.

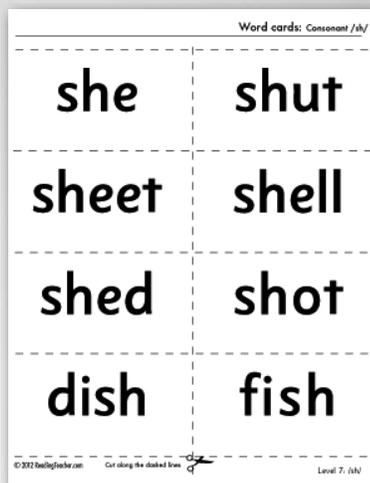


## Writing Practice Sheets

/sh/ 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.
- For example, for the word **shell** say **sh-e-ll**.
- Do this again more quickly until the word is pronounced naturally.



Cut where indicated to make eight cards

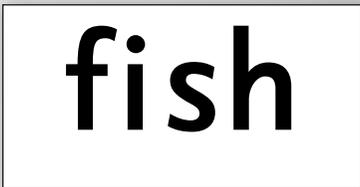
## Word Cards

Word Cards



BLENDING

- Show the Word Card for **fish**.
- Say that **fish** has the /sh/ sound at the end of the word.
- Ask a student to point to the letters that stand for /sh/.
- Sound out **fish** while running a finger under each letter: /f/i/sh/.
- Say the word quickly **fish**.
- Have the students sound out the word with you.



Word Cards

Word Cards