

Phonics Instructional Routine: Read and Write Words with Consonant Digraphs

Preparation/Materials: Consonant Digraph Word Cards and Consonant Digraph Chart (provided), paper, and pencil for student(s).

2

- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- Teacher or student slides finger under underlined letter(s) or word(s)
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- ALL CAPS notes an emphasis in speech
- Letters and words in print are in “quotation marks”
- Sounds are noted using //

TEACHER EXPLAINS TASK

We are going to read words with consonant digraphs.

TEACHER MODELS TASK

Display Consonant Digraph Chart.

Look at this chart. Each consonant digraph has two consonants. The second consonant is an “h”. This is important. One consonant followed by the letter h makes a new sound.

Listen and watch.

The letters “s” “h” say /sh/.

The letters “c” “h” say /ch/.

The letters “t” “h” say /th/.

The letters “w” “h” say /wh/.

Display the word card “shut”.

Together, the letters “s” “h” say /sh/.

I will sound out and read the word.

/sh-u-t/, “**shut**”

The word “**shut**” begins with the digraph /sh/.

Now I will place the word “shut” under the digraph /sh/.

Place “shut” on the chart.

Repeat the above sequence with words “thin”, “when”, and “chop”.

I read words that start with consonant digraphs.

TEACHER & STUDENTS PRACTICE TASK TOGETHER

Display Consonant Digraph Chart.

Look at this chart. Each consonant digraph has two consonants. The second consonant is an “h”. This is important. One consonant followed by the letter h makes a new sound.

The letters “s” “h” say /sh/.

The letters “c” “h” say /ch/.

The letters “t” “h” say /th/.

The letters “w” “h” say /wh/.

Display the word card “chat”.

Together, the letters “c” “h” say /ch/.

What sound does “c” “h” make?

- /ch/

Let’s sound out and read the word.

- /ch-a-t/, “**chat**”

The word “**chat**” starts with the digraph /ch/.

What sound does “chat” begin with?

- /ch/

We will place “chat” under which digraph?

- /ch/

Now let’s do another one.

Repeat the above sequence with words “whip”, “thick”, and “shed”.

Yes. We read words that start with consonant digraphs.

EMPOWERING TEACHERS

STUDENTS PRACTICE TASK

Distribute Consonant Digraph Chart and word card “thud” to student(s).

Look at this chart. Each consonant digraph has two consonants. The second consonant is an “h”. This is important. One consonant followed by the letter h makes a new sound.

Remember:

The letters “s” “h” say /sh/.

The letters “c” “h” say /ch/.

The letters “t” “h” say /th/.

The letters “w” “h” say /wh/.

What sound does “t” “h” make?

/th/

Sound out and read the word.

/th-u-d/, “thud”

What digraph does “thud” start with?

/th/

“Thud” goes under which digraph?

/th/

Place the word on the chart.

Confirm that students have placed the word under the correct digraph.

Now try another one.

Repeat the above sequence with words “chip”, “shop”, and “whale”.

Yes. You read words with consonant digraphs.

Distribute paper and a pencil to student(s). Consonant Digraph Chart and cards remain in front of student(s).

Now you will write the words.

Listen: shut

Say shut

shut

Write shut

Students write “shut”.

Now read the word.

“shut”

Repeat dictation with words “chat”, “when”, and “thud”.

Yes. You read and wrote words with consonant digraphs.

INDEPENDENT PRACTICE

When students consistently read and write the words correctly, provide individual turns using other words. Call on students in an unpredictable order, calling more frequently on students who made errors.

SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students are saying the correct sounds and are writing the correct letters for each sound. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist when reading, reduce the number of digraph combinations and/or reduce the number of word cards used. If difficulties persist when writing, dictate the words to student(s) sound-by-sound, emphasizing the digraph.

Adaptations using this instructional routine:

- Practice words with middle and/or final digraphs (e.g., toothpaste, washtub, wishh).
- Use words with other digraphs such as /ph/ (e.g. phase) and the voiced /th/ (e.g., they).
- Have student(s) write words without the support of word cards during Students Practice Task.

For further independent student practice, refer to the following FCRR Second and Third Grade Student Center Activities at http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Phonics_1.pdf

- P.003
- P.005
- P.006
- P.007

EMPOWERING TEACHERS

wh

th

ch

sh

EMPOWERING TEACHERS

shut

chop

thin

when

shed

chat

thick

whip

shop

chip

thud

whale