

Consonant Digraphs

Summary

Second grade students will learn about four consonant digraphs (ch, th, wh, sh) by participating in individual and group activities. Students will be able to identify each digraph and their sound, and apply that understanding to a picture and reading the word correctly. Finally, the students will be able to write a story using each of the four consonant digraphs and circling each digraph throughout the story.

Time Frame

2 class periods of 45 minutes each

Group Size

Pairs

Materials

1. Kidspiration digraph (see attachment)
2. Computer lab to practice the softschool program (see website)
3. Regular pencil
4. Red correcting pencil/pen
5. Paper
6. Flashcards with 16 words - four of each digraph (see attachment).
7. Tray with items using each digraph (enough for each child to have one)

Background for Teachers

Teacher needs to know the different sounds of the four digraphs (ch, sh, th, wh) and how to enunciate those sounds for children to hear the distinction between the sounds.

Student Prior Knowledge

No prior knowledge needed. Intro lesson for consonant digraphs.

Intended Learning Outcomes

Students will demonstrate an understanding of the relationship between letters and sounds by identifying consonant digraphs and their sounds, applying their understanding of the digraph sounds to a picture, and reading the word correctly. Additionally, the students will be able to write a story using each of the four consonant digraphs and circling each digraph throughout the story.

Instructional Procedures

Listed below are instructions for the activities to help teach the students about consonant digraphs in order to complete the listed objectives.

1. Use the diagram on kidspiration which identifies all four digraphs and pictures for each digraph. The children will read the sentence together and identify the digraph that is in red. Teacher should enunciate the sounds to help the students learn the sound of each digraph and how they help to form a word.
2. Have the children sit in a circle on the floor. Pass around a tray with items such as cherry, fish, thorn, wheel, etc. Each child will select an item from the tray. The teacher will then hold up a digraph

word. The students will identify the digraph presented. The students with that same digraph will then take turns sharing the item they selected from the tray and using the word in a sentence.

3. Split the students up into pairs and give each partner the flashcards to play memory with. They will put them in 4 rows with 4 flash cards in each row. The key to the game is the child must read each word before turning over the next card he/she chooses. A match is made by finding two words with the same digraph. When a match is made, the student must read the words aloud and identify the digraph.

4. The teacher will then take the students to the computer lab where they will play the game found at: (http://www.softschools.com/language_arts/phonics/games/ch_sh_wh_th_sounds.jsp). This program will allow more practice with the digraphs and how they are used in words.

5. Lastly the students will come back to the classroom where they will write a short story individually, or as partners, using as many digraph words as they can. The student will circle the digraph words throughout the story with a red pencil. The students will then share their stories and illustrations with the class or in small groups.

Strategies for Diverse Learners

This lesson can be modified for diverse learners by pairing the student with an excelling student in order to help the diverse learner as needed. The teacher should supervise the partnership to provide extra assistance.

Extensions

1. Each student can be given an extra set of memory flash cards that can be practiced at home with a parent or sibling.

2. The students can bring home their stories and share them with a sibling or parent. The student should emphasize the digraphs found in the story and how each one helps formulate words.

3. Students can look around their homes and neighborhoods for items that contain the any of the four digraphs learned in this lesson. The students should make a list of the items they identify and share it with the class the following day.

Assessment Plan

The assessment will consist of the child being able to read his/her short story and have the correct digraphs circled. The child will also be able to identify each digraph and the sound that each one makes individually from a verbal assessment given by the teacher or classroom aide. Use the rubric below to assess the students' level of accomplishment with respect to the intended learning outcomes.

Rubrics

[Consonant Digraph Assessment](#)

Bibliography

(http://www.softschools.com/language_arts/phonics/games/ch_sh_wh_th_sounds.jsp)

Authors

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