



The Sound of CH

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Word Count: 10

Grade Level: PreK–2

GRL: B

Subject: Phonics

Genre: Nonfiction

Featured Words: *beach, chair, children, chin, chips, couch, finch, mariachi, teacher, winch*

Key Idea: Identify the consonant digraph **ch** in familiar words

Standards Addressed: RF.1.3.A Reading: Foundational Skills

1. Before Reading

Build Background/Access Prior Knowledge

Students can make predictions by looking at the cover of the book and book title. Have them discuss what they see and what they think the book is going to be about.

Another great idea is to have students fill the Letter Shape page with pictures whose names have the /**ch**/ sound and with words they know that include **ch**. Alternately, you may wish to have students trace the letter shapes or fill them with checkmarks or with marks made with colored chalk.

Introduce Words

beach: An area covered with sand or small rocks that is next to an ocean or lake.

chair: A seat for one person that usually has a back and four legs.

children: Young people.

chin: The part of the face below the mouth and above the neck.

chips: Thin slices of potato that are fried or baked and then salted.

couch: A long piece of furniture on which a person can sit or lie down.

finch: A small bird with a short, thick beak.

mariachi: A type of lively Mexican street music played by a band of trumpets and guitars.

teacher: A person whose job is to teach students about certain subjects.

winch: A machine with a rope or chain that is used for pulling or lifting heavy things.

Introduce the Genre

You can tell this is a nonfiction book because the pictures are photographs of real things. The pictures help explain what the words mean.

Establish a Purpose for Reading

We are going to read words that have the consonant team **ch**.

2. During Reading

Explain that **ch** spells the /**ch**/ sound. Enunciate the sound clearly for students and have them repeat it after you, taking care to isolate /**ch**/ and not combine it with any vowel sounds. Ask students to notice how their mouths feel as they make the sound. Point out that **ch** is a consonant team that makes its own single sound; it is not a blend of the sounds made by the letters **c** and **h**. Read the book aloud, emphasizing /**ch**/ in each word and asking students to repeat after you.

During a second reading of the book, provide clues and ask students to identify the words:

- Which words have **ch** at the beginning of the word? (chair, chin, chips, children)
- Which words have **ch** at the end of the word? (beach, couch, winch, finch)
- Which words have **ch** in the middle of the word? (teacher, mariachi)
- Which words have two syllables? (children, teacher)
- Which word has four syllables? (mariachi)
- Which word rhymes with *win*? (chin)
- Which word is *hair* plus **c**? (chair)
- Which words name more than one? (chips, children)
- Which word rhymes with *teach*? (beach)
- Which words contain the small word *inch*? (winch, finch)

Finally, you may wish to provide for each student a copy of My CH Words. Students can cut apart the word cards, mix them up, and decide which one matches each page of the book. Have students trace **ch** in each word.

3. After Reading

- Recall letters and words from the text.
- Identify the author’s purpose for the nonfiction text.
- Students can choose to read additional books about sounds and letters.

Follow-Up Lessons:

- Ask students to work in groups to write and illustrate tongue twisters with words that have **ch**. (Example: Charlie chooses cherries and cheese.) Each group can perform their tongue twister, trying to speed it up as they repeat it and inviting classmates to join in.
- As students encounter more words that match the target sound, they can write them on a Word Bank page. Completed pages can be collected in a binder.
- Ask students to choose a word from the book and use it to complete a My Dictionary graphic organizer.

Small Group/Partner Activities:

- Reread the book in pairs with partners helping to segment and blend sounds as needed.
- Students can ask and answer questions about word meanings, letters, and sounds.

Phonics:

- Ask students to identify initial, medial vowel, and final phonemes in consonant-vowel-consonant words and other single-syllable words. (Meets standards RF.K.2.D, RF.1.2.C)
- Ask students to identify and spell words from the text that have short and long vowel sounds. (Meets standard RF.1.2.A)

School-to-Home Connection:

- Send home the word clues from page 2 of this *Teacher Note* along with the book.

4. ESE/SWD

- Use diagrams, graphics, and pictures to enhance spoken information.
- Ask questions about process, such as “How is this activity working for you? Would it help to change any of the steps?”
- Use a variety of materials and teaching styles to engage students.
- Create a comfortable learning environment.

Have students create flashcards with the **ch** words. Pair the students to review and read the flashcards together. Have students write the words on paper.

5. ELL/ESOL

- Use visuals to represent spoken words.
- Speak slowly and enunciate words clearly.
- Be mindful of your gestures and facial expressions to make sure they support understanding.
- Pause frequently to check for understanding.
- Ask a few more questions to make sure that students really understand.
- Introduce new vocabulary before it is used in a read-aloud, lesson, or activity.
- Provide a language experience approach that integrates speaking, listening, reading, and writing to respond to real-life experiences.
- Use a variety of materials and teaching styles to engage students.

NEW Digital Read-Alongs With Audio and Word Highlighting



Tips for Teachers

- Connect to your SMART Board or projector for teacher and student interaction.
- Read aloud together standing up.
- Highlight, underline, and circle information (e.g., sight words, phonics, vocabulary).
- For each page, have a student be in charge of pointing to each highlighted word as it is read.
- Play “I Spy” and have students find sight words, phonics patterns, vocabulary words, punctuation, etc.
- Use with ELL/SWD as a center to listen and then practice reading for fluency.
- Share with parents at home so students can practice reading.

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<https://www.crabtreebooks.com/resources/graphic-organizers>

