

## Language Objectives

- Decode words using letter-sound relationships that include digraphs.
- Spell words with initial and final digraphs *sh* and *th*.

## Building Literacy

Phonics instruction teaches sound-spelling relationships so that students can decode words quickly and accurately. In this lesson:

- Children learn that sometimes two letters together, such as *sh* and *th*, represent a single sound.
- Children learn the spelling-sound correspondences for digraphs *sh/sh/* and *th/th/*.
- Children learn that combining digraphs *sh* and *th* with other consonants and vowels allows them to decode many CVCC and CCVC words.

## Focus on Language

These English words are used in this lesson. Consider displaying pictures of each or discussing non-picturable words to make sure the English learners have these words in their vocabulary.

shoe	shell
thorn	think
dish	path
tooth	thumb
ship	fish
cloth	shop
trash	wish
shed	thin
brush	then
bath	them
bush	



### ENGLISH LANGUAGE LEARNERS

The English sound /sh/ may be difficult for speakers of other languages and may be confused with the sound /s/ or /ch/. English learners may also have difficulty hearing and pronouncing the sound /th/ heard in *path*. To help children, provide additional practice with listening to and repeating words with *sh* and *th*.



## show me

Have children look at their Targeted Lessons Student Book, p. 25. Have them name the letter pairs that they see at the top of the page. Remind children that each letter in each pair is a consonant. **Today you will learn about some special pairs of consonants.**

The letters *sh* together in a word stand for the sound /sh/. The first picture under *sh* is a shoe. What is the first sound in *shoe*? (/sh/) The letters *sh* spell the sound /sh/. Have children write *sh* in front of the shoe.

Continue the activity with *th/th*, having children identify the sound /th/ spelled *th* at the beginning of *thorn*.

Now look at the dish. What sound do you hear at the end of *dish*? (/sh/) What letters spell the sound /sh/? (*sh*) Point out that *shoe* starts with the sound /sh/ spelled *sh* and *dish* ends with the sound /sh/ spelled *sh*. Have children write *sh* after the dish.

Continue the activity with *th/th*, having children identify the sound /th/ spelled *th* at the end of *tooth*. Have children write *th* on the lines after the picture.

### SPELLING PATTERNS

**sh/sh/** The sound /sh/ is almost always spelled *sh* and can appear at the beginning, middle, or end of a word.

**th/th/** The sound /th/ is usually spelled *th* and can appear at the beginning, middle, or end of a word. It can have the voiceless sound /th/ as in *thin* or the voiced sound /TH/ as in *that*.

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## Consonant Digraphs *sh, th*

show me

Name each picture. Write the letters that spell the first sound in each word.

sh	th
<div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-right: 10px;"> <u>s</u> <u>h</u> </div> </div>	<div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-right: 10px;"> <u>t</u> <u>h</u> </div> </div>

Name each picture. Write the letters that spell the last sound in each word.

sh	th
<div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-left: 10px;"> <u>s</u> <u>h</u> </div> </div>	<div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-left: 10px;"> <u>t</u> <u>h</u> </div> </div>

PHONICS AND SPELLING 25

## guide me

Have children look at their Targeted Lessons Student Book, p. 26. Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the letters that spell either the first or last sound in each word.)

The first picture is a ship. Let's say the sounds in *ship*. I'll go first and then you can say the sounds after me: /sh/ /i/ /p/, *ship*. Have children repeat the segmented sounds and blend the sounds to say the word. The first letters are missing. What is the first sound in *ship*? (/sh/) What letters spell the sound /sh/? (sh) Continue the activity, guiding students to write the letters for the missing final sound in *cloth* and the missing final sound in *trash*.

## work time

Have children name the pictures: *shed, brush, bath, bush, shell, think, path, thumb, fish*. Read the directions together. Remind children to say the sounds in each word to help determine the missing sound. Have children complete each item by writing the letters that spell the missing sound. For the last item, have children write the letters to spell the whole word. (*fish*)

### TEACHING STRATEGIES

If children have difficulty recognizing the sounds /sh/ and /th/, say word pairs containing those sounds, such as: *shake/show; crash/push; thick/thump; moth/with*. For each pair have children identify the sound that is the same, where in the word they hear the sound, and what letters make that sound.

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Consonant Digraphs sh, th

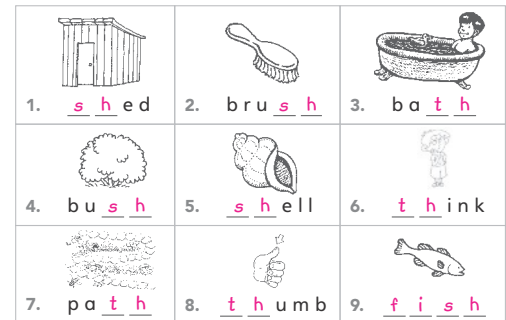
### guide me

Name each picture. Fill in the blanks with the missing sh or th.



### work time

Name each picture. Write the letters that spell the missing sound in each word. For the last one, spell the word.



26 PHONICS AND SPELLING

## guide me

**High-Frequency Words** Have children look at the two words at the top of p. 27 in the Targeted Lessons Student Book. Tell them there are some words that they can't sound out. They'll have to remember what the words look like to be able to read them. Have children look at the first word on the page, *said*. *This word is said. It starts with the sound /s/ spelled s and ends with /ed/. It is not spelled the way you would expect. What does it mean when you see the word said in a story? (someone spoke) The next word is she. It starts with the sound /sh/ spelled sh. We use it when we are talking about a girl or woman.* Have children repeat each word after you as you point to it. Tell children that they will read the words *said* and *she* as they read the story *A Pet Shop Wish*.

## work time

**Decodable Text** Have children look at *A Pet Shop Wish*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Ask children to read the words with the sound /sh/ (*shop, wish, fish, she*) and circle the letters that spell that sound.

Have children find the words with the sound /th/ (*Beth, thin, the, then, them*) and underline the letters that spell that sound.

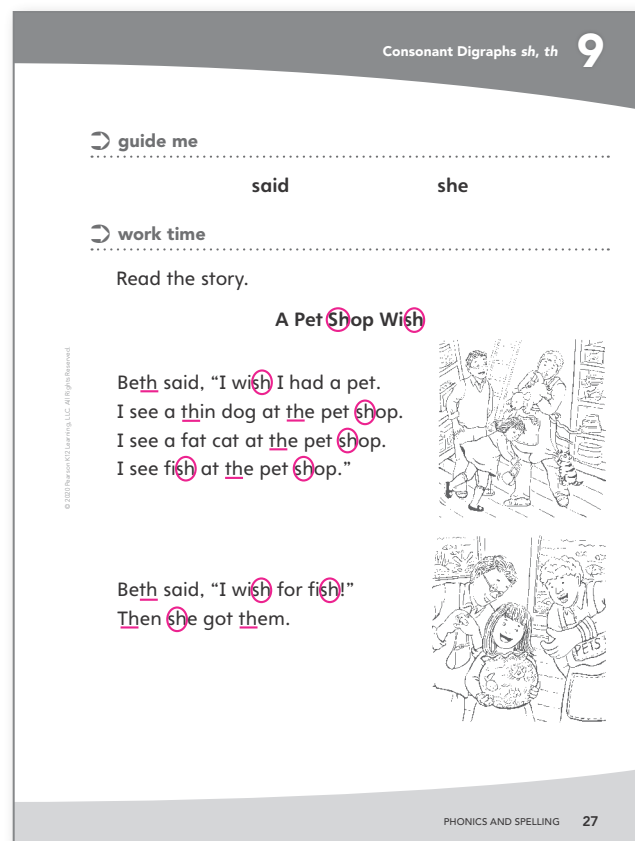
## check for understanding

Write the letters *sh*. *What is the sound for these letters? (/sh/)* Write the letter *o*. *What is the sound for this letter? (/o/)* Write the letter *p*. *What is the sound for this letter? (/p/)* Listen as I blend the sounds together: /sh/ /o/ /p/, *shop*. Blend the sounds with me: /sh/ /o/ /p/, *shop*. Blend the sounds without me and say the word: *shop*. Repeat with the word *wish*. Then continue the activity for *th*, using *them* and *Beth*. Make sure children identify the correct sounds for *sh* and *th*.

Let's spell words with the sounds and letters we have learned. The first word we will spell is *thin*. What sounds do you hear in *thin*? (/th/ /i/ /n/) What are the letters that spell the sound /th/? (*th*) Write the letters *th* on a sheet of paper. What is the letter for the sound /i/? (*i*) Write the letter *i*. What is the letter for the sound /n/? (*n*) Write the letter *n*. Let's read the word: /th/ /i/ /n/, *thin*. Continue with *Beth, shop, and wish*.

## reflect



Have children think about what they have learned. *What new words can you read and spell? How does being able to read and spell these words help you?*





# Consonant Digraphs *sh, th*

➤ show me

Name each picture. Write the letters that spell the first sound in each word.

sh	th
	

Name each picture. Write the letters that spell the last sound in each word.

sh	th
	

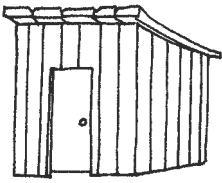

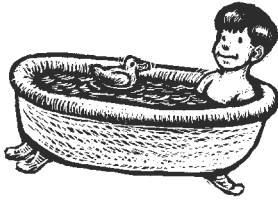



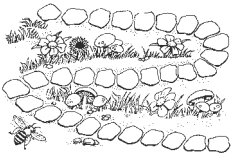

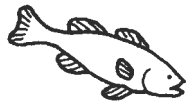
## ➤ guide me

Name each picture. Fill in the blanks with the missing *sh* or *th*.

 _ _ i p	 clo _ _	 tra _ _
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## ➤ work time

Name each picture. Write the letters that spell the missing sound in each word. For the last one, spell the word.

 1. _ _ e d	 2. b r u _ _	 3. b a _ _
 4. b u _ _	 5. _ _ e l l	 6. _ _ i n k
 7. p a _ _	 8. _ _ u m b	 9. _ _ _ _ _

➤ guide me

.....

said

she

➤ work time

.....

Read the story.

### A Pet Shop Wish

Beth said, "I wish I had a pet.  
I see a thin dog at the pet shop.  
I see a fat cat at the pet shop.  
I see fish at the pet shop."



Beth said, "I wish for fish!"  
Then she got them.

