

# Consonant Digraphs *ch, wh, ph*

# 10

## Language Objectives

- Decode words using letter-sound relationships that include digraphs.
- Spell words with initial and final digraphs *ch, ph*, and initial *wh*.

## 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 consonants together, such as *ch, wh*, and *ph*, can represent a single sound.
- Children learn the spelling-sound correspondences for digraphs *ch/ch/*, *wh/hw/* and *ph/f/*.
- Children learn that combining digraphs *ch, wh*, and *ph* 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.

chair	wheel
whistle	bench
phone	chest
beach	whale
graph	check
peach	inch
whisper	lunch
photo	munch
chop	crunch
whip	phoned
chin	chat



### ENGLISH LANGUAGE LEARNERS

Speakers of Hmong, Khmer, Korean, or Vietnamese may confuse /ch/ with /sh/ or /j/. The letter *w* is rarely used in Spanish, so Spanish speakers may spell *wh*- words with an initial *u*. To help children, provide additional practice with listening to and pronouncing *ch*- and *wh*- words.



## show me

Have children look at their Targeted Lessons Student Book, p. 28. Have them name the letter pairs they see at the top of the page. Remind children that the letters in each pair are consonants. We learned that *sh* and *th* are special pairs of consonants called digraphs. Digraphs are two letters that stand for just one sound when they are together in a word. Today we will learn about more digraphs.

When we see the letters *c* and *h* together in a word, they often stand for the sound /ch/. The first picture under *ch* is a chair. What is the first sound in *chair*? (/ch/) The letters *ch* spell the sound /ch/. Have children write *ch* in front of the chair.

Continue the activity with *wh/hw/*, having children identify the sound /hw/ spelled *wh* at the beginning of *whistle* and the sound /f/ spelled *ph* at the beginning of *phone*.

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

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

Now look at the picture of the peach. Do you hear the /ch/ sound in *peach*? Is it the first or last sound you hear? (last) What letters spell the sound /ch/? (*ch*) Have children write *ch* after the picture for *peach*.

Continue the activity with *wh/hw/* and *ph/f/*. Have children name each picture (*whisper*, *photo*) and identify the first or last sound they hear in each word. Have them identify the letters that make that sound (*wh* or *ph*) and write the letters in front of or after the picture to reflect where they hear the sound.

### SPELLING PATTERNS

**ch/ch/** The sound /ch/ is usually spelled *ch* but can also stand for /k/ (*chorus*) or /sh/ (*machine*). The sound /ch/ spelled *ch* can appear at the beginning or end of a word.

**wh/hw/** The sound /hw/ is usually spelled *wh* and can appear at the beginning of a word. It is hard to distinguish because people frequently pronounce it as /w/. The digraph *wh* can also represent the sound /h/ as in *who* or *whole*.




**ph/f/** The digraph *ph* stands for the sound /f/ and can appear at the beginning or end of a word.

# 10

## Consonant Digraphs *ch, wh, ph*

### show me

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

ch	wh	ph
<u>c</u> <u>h</u> 	<u>w</u> <u>h</u> 	<u>p</u> <u>h</u> 

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

ch	ph
 <u>c</u> <u>h</u>	 <u>p</u> <u>h</u>

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

ch	wh	ph
 <u>c</u> <u>h</u>	<u>w</u> <u>h</u> 	<u>p</u> <u>h</u> 

➤

guide me

Have children turn to p. 29 in the Targeted Lessons Student Book. 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 the missing sound in each word.)

The first picture shows the word *chop*. Let's say the sounds in *chop*. I'll go first and then you can say the sounds after me: /ch/ /o/ /p/, *chop*. 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 *chop*? (/ch/) What letters spell the sound /ch/? (*ch*) Continue the activity, guiding children to write the letters for the initial sound in *whip* and the initial sound in *photo*.

➤

work time

Have children name the pictures: *chin, wheel, graph, bench, phone, chest, whale, check, inch*. 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. (*inch*)

TEACHING STRATEGIES


If children have difficulty recognizing the sounds /ch/, /hw/, or /f/, provide additional practice by asking them to identify words with similar sounds. For example: Which words begin with the same sound: *chain, car, chase*? What is the sound? What letters make that sound?


Consonant Digraphs  
*ch, wh, ph*


10

➤ guide me

Name each picture. Fill in the blanks with the missing *ch, wh, or ph*.


  
*c h o p*


  
*w h i p*


  
*p h o t o*


➤ work time


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


  
1. *c h i n*


  
2. *w h e e l*


  
3. *g r a p h*


  
4. *b e n c h*

  
5. *p h o n e*

  
6. *c h e s t*

  
7. *w h a l e*

  
8. *c h e c k*

  
9. *i n c h*

PHONICS AND SPELLING 29

## guide me

**High-Frequency Words** Remind children that there are some words that they can't sound out. They have to remember what the words look like, so that they'll be able to read them. Have children look at the first word on page 30 of their Targeted Lessons Student Book, *what*. This word is *what*. It starts with the sound /hw/ spelled *wh*. We often use *what* when we ask questions about people or things. For example: *What is your name?* Have children repeat the word after you as they point to it.

The next word is *on*. We use it when we talk about where something is located. For example: *The book is on the table*. Have children repeat the word after you as they point to it. The last word is *do*. When you *do* something, you act or behave in some way. *Do* is often used in a question. For example: *Do you want to play a game?* Have children repeat the word after you as they point to it. Tell children that they will read the words *what, on, and do* as they read the story *On a Bench*.

## work time

**Decodable Text** Have children look at *On a Bench*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle and read the words with the sound /ch/. (*bench, Chad, lunch, munch, crunch, Chet, chat*) Have children point to and read the word with the sound /hw/ (*what*) and the word with the sound /f/. (*phoned*)

## check for understanding

Write the letters *ch*. What is the sound for these letters? (/ch/) Let's combine them with other letters to read some words. Write the letter *a*. What is the sound for this letter? (/a/) Write the letter *t*. What is the sound for this letter? (/t/) Listen as I blend the sounds together: /ch/ /a/ /t/, *chat*. Blend the sounds with me: /ch/ /a/ /t/, *chat*. Blend the sounds without me and say the word: *chat*. Repeat with the word *bench*. Then continue the activity for *wh*, using *when*, and for *ph*, using *graph*. Make sure children identify the correct sounds for *ch, wh, and ph*.

Let's spell words with the sounds and letters we have learned. The first word we will spell is *chum*. What sounds do you hear in *chum*? (/ch/ /u/ /m/) What are the letters that spell the sound /ch/? (*ch*) Write the letters *ch* on a sheet of paper. What is the letter for the sound /u/? (*u*) Write the letter *u*. What is the letter for the sound /m/? (*m*) Write the letter *m*. Let's read the word: /ch/ /u/ /m/, *chum*. Continue with *chop, bench, which, whip, and graph*.

## 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?

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Consonant Digraphs  
ch, wh, ph


guide me

what on do

work time

Read the story.

On a Bench




Chad sat on a bench.

What did Chad do?

Chad had lunch.

Munch, munch, crunch.



Chad phoned Chet.

Chet sat on the bench with Chad.

Chad and Chet had a chat.


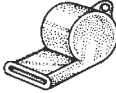

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PHONICS AND SPELLING


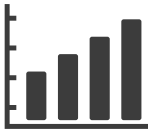
## Consonant Digraphs *ch, wh, ph*

➞ show me

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

ch	wh	ph
		

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



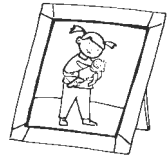
ch	ph
	

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

ch	wh	ph
		


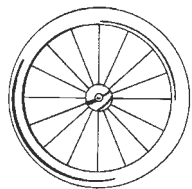
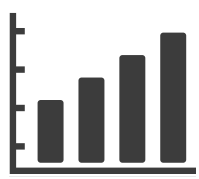
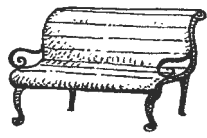




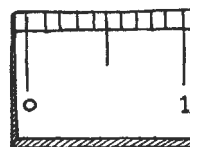
## ➤ guide me

Name each picture. Fill in the blanks with the missing *ch*, *wh*, or *ph*.

 _ _ o p	 _ _ i p	 _ _ o t o
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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. _ _ in	 2. _ _ eel	 3. gra _ _
 4. ben _ _	 5. _ _ one	 6. _ _ est
 7. _ _ ale	 8. _ _ eck	 9. _ _ _ _

## ➤ guide me

what

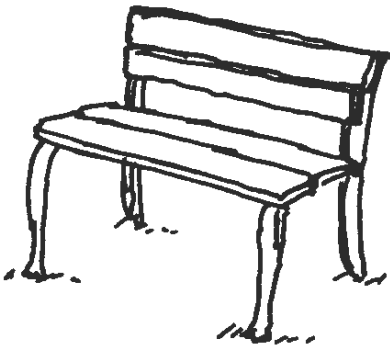
on

do

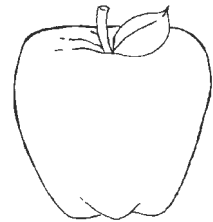
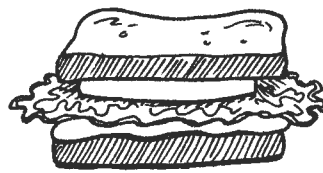
## ➤ work time

Read the story.

## On a Bench



Chad sat on a bench.  
What did Chad do?



Chad had lunch.  
Munch, munch, crunch.



Chad phoned Chet.  
Chet sat on the bench with Chad.  
Chad and Chet had a chat.