

Review ch, ck, ng, sh, and th

✓ Preparation and materials

- PCCs: Review PCCs plus **h, m, n, p, s, t**
- Copies of *What Did Sammy See?* booklet, TG TR
- Assessment of Consonant Digraphs, copy p 1-2, TG TR
- A selection of noisemakers for the Ring-A-Ling game (see game for details)
- Make a picture-coded word card for **see** as on page 175

✓ Small group/independent

- *Letterland Word Builders* or other letter sets
- *My LL Reading Booklet*

Review

- **Word-Stretching Warm Up** We are going to listen and think about some words and say all the sounds in the words. All the words will be clues to a kind of animal. Say the word and have children repeat it. Then have one children rubber-band stretch the word and then say each sound in sequence. Have the class repeat the stretching and segmenting. (Mystery Word: **bird**)
- **Words shell (sh-e-ll), beak (b-ea-k), wing (w-i-ng), chirp (ch-ir-p).** (You may need to repeat the clue words without segmenting to help the children work out the mystery word.)
- **PCCs** **ă, d, ě, ĭ, ō, ŭ, ch, ck, ng, sh, th, th.** Use the 'Guess Who?' activity (page 234).
- **Note:** When you say the sound of the digraphs (**ch, ck, ng, sh, and th**) in the 'Guess Who?' game children should respond first, as always, by repeating the sound, then by naming both the Letterlanders, e.g. Noisy Nick and Golden Girl, or the letter names (**n g**). You might then ask a child to briefly tell the Letterland story that explains the sound.

Review Practice: three sounds (ch, sh, th)



- **Alliterative word pairs** Display the picture side of the PCCs for **ch, sh,** and **th** (unvoiced) and quickly review the sounds and Actions. Tell the children to listen to the *two* words you are going to say and then repeat the words. Ask what sound they hear at the beginning of *both* words. Children respond with the sound and Action. Then let one child name the two Letterlanders. Word pairs: **short shoes, three thumbs, chilly chin, thin threads, shiny ship, chopped cheese.**
- **Single words** Do the same as above with these single words: **ship, three, chip, she, chipmunk, shower, think, chin, thank you, show.**

Listen for ending sounds

- **Pairs that end the same** Display PCCs for **ch, ck, ng, sh,** and **th** (unvoiced). Review the sounds. Write the pairs of words below on the board with blanks for the last two letters in each word: **bla_ _ so_ _**, etc. Say the two words. Have children repeat them and decide which digraph ends both words. Write in the two letters and read the two words with the class. Do the same with the next pair. Each time you complete a new pair, go back and reread all the previous words together.

Word Pairs: black sock, long wing, fresh fish, tenth bath, munch lunch.



Live Spelling: The Ring-a-ling Game

- **Distribute PCCs, and Noisemakers** You will need noisemakers of some kind for the 6 children holding digraph PCCs (**th, ng,** etc.) in this game below, (or 12 noisemakers if you choose to have pairs of children holding each digraph). Noisemakers could be jingle bells, maracas, tin cans with pebbles, whistles, etc. They can all be the same kind of noisemakers or they can be different.

This game can involve up to 24 children holding PCCs. To use fewer children, let one child hold a digraph such as **ch** instead of two children. You could also let a child hold more than one vowel, if needed, since two vowels will not appear in any of these words.

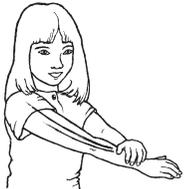
- Give out each digraph PCC to a pair or to a single child: **ch, ck, ng, sh, th** and **th**. Also, give the same children a noisemaker (see suggestions above). Have the digraphs stand on one side of the class in a row. Tell them they can only make noise if they hear their sound in a word.

Harry Hat Man on Noise Patrol

- Appoint the child with the **h** card to control the noise. Explain that his signal to stop the noise will be putting his hands to his ears like Harry Hat Man. Warn the others that if they make noise at any other time, Harry Hat Man will send them back to their seats and give their noisemakers to someone else.
- Give out these PCCs to other children: **ă, d, ě, h, ĭ, n, m, ō, p, s, t, ũ**. These children may remain seated until their letter is needed.

Say the word, all repeat, children with a digraph in the word step out and make noise

- Call out a word from one of the three groups listed below and have children repeat it and stretch it. Then no one says a word or moves until the child, or children, holding the relevant digraph take one step forward and shake their noisemakers. (They stop making noise when Harry Hat Man puts his hands to his ears.)



Stretch the word. Digraph children and other letters find their place in the word

- Then all stretch the word and listen to confirm the digraph and where it occurs. Is it at the beginning...or the end of the word?
- Have the digraph child, or children, move into place to Live Spell the word. Then the other children who heard the sounds they are holding join them.

Check the word with arm-blending

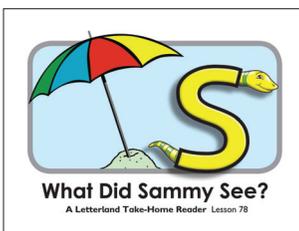
- Check the word by saying the sounds with the class and arm-blending them. Then all return quickly to their seat or their place with the digraphs.
- Say the next word, etc.
- After each group of words below, you may want to change the children playing the digraphs in order to give everyone a turn at being a noise-maker. Or save some of the words and play again another day.

Word group 1 thin, pick, chop, dish, them, hang

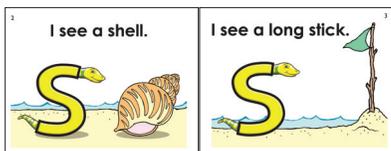
Word group 2 that, chip, shop, sing, sack, path

Word group 3 song, shed, such, this, chick, thing

Decodable Booklet: 'What Did Sammy See?'



- **What Did Sammy See?** This booklet (in a printable format and also for projection) can be found in the *Teacher's Guide* TR. Make a copy for each child, and distribute them (or project or enlarge into a big book).
- **Introduce the booklet** Suggested steps for sharing this booklet:
- Read the title and discuss where Sammy is (at the seashore). **I want you to think about what Sammy might see as he slithers along on the beach, but don't say it yet. First we are going to look at that new word in the title.**
- Show them the word card you have made for **see** with the two **e**'s picture-coded with stick men.



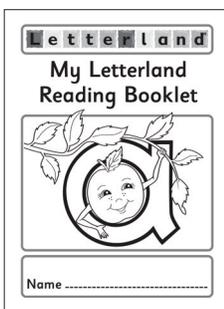
- Whenever you see two e's side by side in a word it will never be two elephants! They would take up too much room! Instead it will always be Mr. E together with his twin brother. Can you hear two e's saying /ē/ in the word **see**? Listen. **Sssssee**. Did you hear /ē/, /ē/? No! You could only hear /ē/ once. That is Mr. E saying his name. His twin brother is being completely silent, and for a good reason, which we'll find out about later. Have a few children use **see** in sentences predicting what Sammy might see. ("**Sammy might see...**")
- Read the pages, with the class helping to figure out the words.
- After decoding the name of each object, discuss why this object might be found on a beach.
- Continue reading with the whole group. Alternatively, let pairs of children finish the book reading to each other.
- Reread the book with the whole class a few times until they can read it fairly fluently.
- Reread the book with half the class reading the even pages and the half reading the odd pages. Then switch parts and read it again.
- Let children spread out for reading in pairs.
- Practice reading later in small groups and send the story home when it has been mastered. Keep a few copies in your classroom library.

Assessment of Consonant Digraphs

Assessment		
Teacher	Date	Name
Consonant Digraphs Initial Position		
sh	th	ch
		
--ell	--in	--oes
		
--umb	--ark	--ree
		
--op	--imble	--ildren

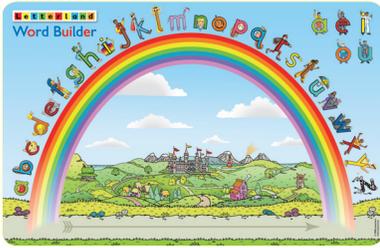
Assessment			
Teacher	Date	Name	
Consonant Digraphs Final Position			
sh	ch	ck	ng
			
du--	ri--		
			
fi--	wi--		
			
so--	sandwi--		

- Use the 'Digraphs Assessment' (*TG TR*) now or in a week or two to assess retention of these digraph letter sounds. The assessment can be done with the whole class or in small groups. If you are assessing the whole class at once, you may want to project a copy of the assessment pages to get the children started.
- Since you may want to use this assessment again to check on progress and retention, do not give corrective feedback at this time and do not return the pages to the children. Separate the children as they work so that they are not able to see each others' papers.
- **Consonant Digraphs: Initial Position** (page 1) First point to the digraph letters in boxes at the top and say the sounds with the children. Then point to and name the pictures on the page. Have the children do the same. Tell them that they need to say each picture-word, listen for the beginning sound and write the two missing letters from the choices at the top. Do the first picture **shell** with them. Tell them that they can choose the same sound for more than one word.
- **Consonant Digraphs: Final Position** (page 2). Point to and say all the digraph sounds together. Name the pictures on the page, and then have the children do the same. Instruct them to say each picture-word, listen for the ending sound and write in the two missing letters from the choices in boxes at the top. Do the first picture **duck** with them. Tell them that the same sound can be used in more than one word. The children complete the page on their own.



Small group/independent activities

- **Practice rereading** (**SG/Ind**) *What Did Sammy See?* and/or *My Letterland Reading Booklet*. Point to a few words in the text for children to identify.
- **Sh, th, ch sounds** (**SG**) Repeat some of the games played in the whole group lesson above, but ask for individual children to take turns responding to the sounds or words.



- **Spelling with letter sets (SG)** Distribute *Letterland Word Builders* or other letter sets with a full alphabet or just the letters below. Spell as many words as time allows. (Details, see page 242).

Letters needed: a, c, c, e, f, g, h, i, k, n, o, r, s, t

Words: rang, sang, song, sock, thin, shin, chin, fish, check

- **Handwriting practice** Say the sounds of recently learned digraphs for children to repeat and then write: **ng, ck, th, sh, ch, th.**

Lesson 79: Day 1

Lucy Lamp Light's Sound

Review

- **PCCs** *ă, ě, g, l, ĭ, ō, s, s=z, ŭ, ck, ss, th* Use the 'Quick Dash' and/or 'Sounds Race' (page 233).

Lucy Lamp Light, her sound, action and song

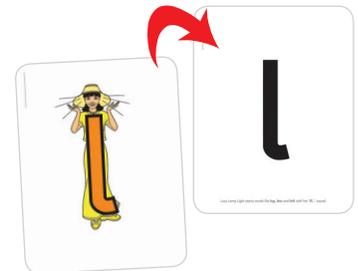
✓ Preparation and materials

- *BPCC: l* and Review PCCs plus **h, t, w**
- *Alphabet Songs CD # 13*
Option: Project lyrics, *TG TR*
- *ABC Book*, p 28
or *Living ABC Software*
- *Vocabulary Cards* for **l**, Word Wall words
- Classroom labels
- *A-Z Copymasters*, **l**

✓ Small group/independent

- *Beginning Sound Pictures* for **l**, and several others
- a flashlight
- *Phonics Workbook 2*
- **l** to picture-code, *TG TR*

- **Lucy Lamp Light** It's listen-and-think time again! (Speak slowly.) This Letterlander has a sweet face...and has shoulder length black hair. When it is dark in Letterland, this is one person who loves to help others find their way. She lives in a tall, tall house with a lovely, light on top. She loves lemons so much that she has a lemon colored dress. Who is she? "**Lucy Lamp Light!**" Use the *BPCC* to remind everyone what this long and lovely lady looks like when she is in Letterland. Can you see that her letter curves at the bottom just a bit, and she is turning one foot that way too? Can you point in that direction? What direction is it? "**The Reading Direction.**"



Big Picture Code Cards

- **Show her plain letter** and ask the children to point out where her head and lamp shade would go, and her feet. Turn the card over to confirm their answers.
- **Sound** Show her plain letter (*BPCC*) again and rediscover her letter sound using the Sounds Trick, **Lucy Lamp Light, /lll/**. Teach Lucy Lamp Light's Action Trick.
- **Lucy Lamp Light or Number 1** At times you will see Lucy's letter without that curve at the bottom. Then she looks like number one. But if you see her straight line in a word, you can be sure it will be Lucy, hiding behind that letter while she makes her lovely little /lll/ sound.
- **Song** Sing Lucy Lamp Light's *Alphabet Song*. Show the picture side of her *PCC* when you sing her name and the plain side for her sound and Action. (Or use the *Software*.)
- **Letter name** People who don't know about Letterland call this letter an 'l' (ell). We will be using that name later on, too, but right now we want to remember the most important thing about Lucy Lamp Light, and that is her sound. We want to only open our mouths just a lllittle bit when we say it. Say it with me, /lll/. Can you feel your tongue touching the top of your mouth? If you don't let your tongue drop, you can make her sound lllast a lllong time. Let's say it and stretch it out, "/lllll.../".



Lucy Lamp Light's Alphabet Song



Look, look, look, that lovely light.
It's Lamp Lady's light so bright.

Listen, 'lll...' is what she'll say,
'lll...' for lamp, both night and day.

Look, look, look, that lovely light.
It's Lamp Lady's light so bright.