


## Consonant Digraphs *sh, ch, wh, th*

**Generalization** Some sounds are spelled with two letters. The letter *h* combines with the letters *s, c, w,* and *t* to represent the special sounds /sh/, /ch/, /wh/, and /th/.

**Student Objective** Sort pictures by their beginning sounds, and match their sounds with the letters *sh, ch, wh,* or *th* that name them.

### Materials

- *Big Book of Rhymes, "Watch Out, Sheep!"*
- Word Study Notebook, pages 65–68
- Classroom Library, *Chipmunk Chili*
- SavvasRealize.com
  - Interactive Sort
  - Writing Sort
  - Shear the Sheep 

Pictures			
<i>sh</i> sheep	<i>ch</i> cheese	<i>wh</i> wheel	<i>th</i> thumb
shoe	chin	wheelbarrow	thirteen
ship	chick	wheel	thick
shirt	chain	whistle	thermos
shelf	chair	whisker	thermometer
shell	cheese	whale	thorn

## Introduce, Model, and Reflect

**Read a Rhyme** Today we will read a rhyme that we have read before. Point to the title. Listen as I read “Watch Out, Sheep!” After reading, ask: *Who is Ming?* (a pig driving a jeep) *How do you think the sheep feel? Why?* (afraid because they might be hit by the jeep)

Read the rhyme again, and have children join in. Emphasize the words *sheep, when, chugs,* and *thump,* and their beginning sounds. Then write the words in a Word Hunt chart and underline each consonant digraph. Say: *You have seen these letter combinations before. The two letters at the beginning of each word stand for one sound. Let’s read the first word. What sound do you hear at the beginning of sheep? (/sh/)* Continue in the same way with the other words.

Remind children that they have already sorted pictures whose names begin with *sh* and *ch,* and they have also sorted pictures whose names begin with *th* and *wh.* Today we are going to sort pictures whose names begin with all four sets of letters: *sh, ch, wh,* and *th.*

**Explore Multiple Meanings** Display the pictures and say their names aloud. Talk about the different meanings of *whistle.*

- whistle**
- verb: make a clear, high-pitched sound with your lips
  - noun: the sound made by whistling
  - noun: an instrument for making whistling sounds

Discuss the different meanings and say: *The word whistle can be an action, a sound, or an object. Listen to how the word whistle is used in this sentence: When we play soccer, my coach uses a whistle. Which meaning of whistle did I use?* (object) Talk about other words children may be unfamiliar with such as *wheelbarrow* and *thorn.*

**Introduce the Sort** Say the picture names again and say: *We have sorted pictures like these before. How should we sort them today?* Accept responses and say: *We will sort these pictures by their beginning sounds. Point to the header for sh and say: Let’s review the sound we hear at the beginning of*

*sheep*. What sound is it? What letters are used to spell the sound /sh/? Repeat for the sounds /ch/, /wh/, and /th/. Keep in mind that /sh/ and /ch/ can be problematic sounds for Spanish speakers to contrast. Monitor those children who experience difficulty with these sounds and give them additional practice in saying words with /sh/ and /ch/.

**Model** Display the pictures randomly, and model how to sort one picture in each column. Say: I can sort the pictures by matching their beginning sounds with the pictures in the headers. This is a picture of a thermos. *Thermos* begins with the same sound as *thumb*, so I will put it under the letters *th* and the picture of the *thumb*. Continue with pictures that begin with /sh/, /ch/, and /wh/.

**Sort by Beginning Sound and Letters** Sort the rest of the pictures with children. Ask them to

name the picture, say the beginning sound, and identify the column where it belongs. Then check the sort. Say: Let's say the name of each picture in a column and listen to the beginning sound. Do all the picture names begin with the same sound? What sound do they begin with? What letters stand for that sound?

**Reflect** Ask: What did you learn from doing this sort? How are the four sounds /sh/, /ch/, /wh/, and /th/ special? Emphasize that the picture names in a column all begin with the same sound and letters. Remind children: When you listen carefully to the beginning sound in a word, it helps you figure out how to spell that sound. The four sounds are special because two letters are used to spell each sound.

## Practice and Extend

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**Sort Again** Have children sort the pictures several times. As they sort, remind them to say the picture name and compare the beginning sound to that of each picture shown in the headers. After sorting, ask children to say the picture names in each column and listen to the beginning sound. Ask: Do all the picture names in a column begin with the same sound? Should any pictures be moved?

**Cut and Paste** Have children look through magazines and catalogs to find pictures of objects whose names begin with *sh*, *ch*, *wh*, and *th*. Children can cut out and paste the pictures on a sheet of construction paper and label each picture with its consonant digraph.

**Writing Sort: Buddy Sort** Have children complete the Writing Sort on page 68 with a partner. Read aloud the directions and say: Take turns with your partner. One of you can draw a picture, and the other can write the word for that picture. Then switch roles. After children complete the page, have them share their words and pictures with the group.

**Read the Little Book** Ask: Have you ever eaten chili? It is a tasty dish that is usually made with beef, tomatoes, beans, cheese, and other good things. Today we are going to read a book about three chipmunks that have their own special recipe for chili. Let's find out how they make it. Read *Chipmunk Chili*. After reading, ask: What do the chipmunks put in their chili? How do you think it tastes?

**Word Hunt** Have children return to *Chipmunk Chili* to find words that begin with *ch* and the sound /ch/. (*chipmunk*, *chili*, *chop*, *chicken*, *cheese*, *chips*, *cherries*, *chocolate*) Display the words under the heading *ch* in the Word Hunt chart you began earlier and read them aloud together. Then say: One chipmunk wore a striped *shirt*. The chipmunks have *whiskers*. The chili was nice and *thick*. Write the word *shirt* under *sh*, *whiskers* under *wh*, and *thick* under *th*. Read all the words aloud together.

**More Practice** Schedule time for children to play *Shear the Sheep*, which you can download from [SavvasRealize.com](http://SavvasRealize.com).

## Apply and Assess

**Additional Words** *shack, shape, shine, shut; charm, chase, check, chirp; where, whisper, white, why; thing, third, thirty, thought*

**Additional Words Activity** Display the headers *sh, ch, wh,* and *th*. Say the additional words in random order. Have children repeat each word and identify the header it belongs under.

**Alternative Sort: What Is Alike?** Display twelve pictures. Have children find two or

three pictures that are alike in some way without telling how they are alike. For example, *shoe* and *shirt* are things to wear; *chin* and *whisker* are found on a face; *chair, shelf,* and *thermos* are found in the home. Other children guess the category.

**Assess** Select two or three words for each consonant digraph, and randomly say them aloud. Have children write the beginning letters for each word.

## Supporting All Learners

### School-Home Connections

**Sort and Match** Sort the pictures into their four categories, just as you did in school. Say the picture names aloud to a family member, and tell how the picture names in each group are alike.

**Story Time** Choose one or two picture cards from each category. Then make up a story using those words. Show the picture cards as you tell the story to a family member.

**Word Hunt** Search for pictures and words that begin with *sh, ch, wh,* and *th* in magazines and newspapers. Each time you find a picture or word, circle it. Then say or read the words with a family member.

### Supporting Multilingual Learners

**Language Acquisition** Display the picture card of the thermometer. Explain that a *thermometer* is used for measuring the temperature of something, in other words, how hot or cool it is. Help children pronounce this four-syllable word by breaking it up into its syllables: *ther-mom-e-ter*.

**L1 Considerations** Children who speak Spanish may find it difficult to contrast the sounds /sh/ and /ch/. Provide additional practice by having them say simple sentences that contain words with both sounds. For example: *Sheila should feed the chicks. She can shop for cheese and cherries. Shane put the chain on a shelf.*

### Differentiated Support

**Extra Support** Help children become more familiar with the picture cards by using them to build riddles. Choose a card without showing it, say the beginning sound of the picture name, and give a clue about the picture. Children guess the picture card. For example, *I begin with /sh/. You find me on the beach. I am a \_\_\_\_.* (*shell*)

**Challenge** Have children work in pairs to give each other clues about words that start with *sh, ch, wh,* and *th*. Children take turns giving clues and guessing the word, for example: *This tool helps you dig.* (*shovel*) *This is something sweet to eat.* (*chocolate*) *You do this with your brain.* (*think*) *It is the color of snow.* (*white*)



# Consonant Digraphs sh, ch, wh, th

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ch



wh



th



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➔ Draw two pictures of things that start with *sh*, *ch*, *wh*, and *th*.  
Write the beginning sound below each picture.

<p>sh </p>	<p>ch </p>	<p>wh </p>	<p>th </p>
<p>_____</p> <p>-----</p> <p>_____</p>	<p>_____</p> <p>-----</p> <p>_____</p>	<p>_____</p> <p>-----</p> <p>_____</p>	<p>_____</p> <p>-----</p> <p>_____</p>
<p>_____</p> <p>-----</p> <p>_____</p>	<p>_____</p> <p>-----</p> <p>_____</p>	<p>_____</p> <p>-----</p> <p>_____</p>	<p>_____</p> <p>-----</p> <p>_____</p>