



at Marshall University's  
June Harless Center

# West Virginia Phonics and Word Recognition Standards Companion

## WVCCRS ELA II: Digraph *ch* Skill Set

*This skill set provides examples for explicit teaching with educator modeling and guided practice. The skill set addresses key components that best support learners in cementing their learning and provides an opportunity for students to practice applying this skill in an authentic way. The activities each day build on the previous day's practice. The activities are designed to supplement phonics instruction in the classroom in a way that meets the needs of individual learners within a variety of instructional approaches. (Whole group, small group, intervention, etc.)*

*This skill set includes three weeks of suggested daily activities, word lists, word cards, and picture cards. The decodable reader suggested for use with the text and writing application sections can be found immediately following each week's activities. The total suggested time for each day is approximately thirty minutes.*

*Supporting documents such as an educator guide, suggested materials, and printable resources can be found [here](#) for preparation purposes. Please note that the activities and materials listed are suggestions. Both may be substituted for other activities and manipulatives found in your classroom.*

*The digraph *ch* skill is first identified in West Virginia's College- and Career-Readiness Standard ELA.1.II under the Phonics and Word Recognition Cluster.*

## WVCCRS ELA II: Digraph ch

### Suggested Activities: Set One

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<b>Phoneme Isolation:</b> Orally provide students with a focus skill word and say, “What is the first sound you hear in the word _____?” Students should orally respond with the first sound they hear in the word. Activity should use words from the list provided.	2
<b>Articulation</b>	<b>Mouth Formation Practice Activity:</b> Model the sound for the focus skill and describe the proper mouth formation. Students can then be given the opportunity to practice demonstrating proper mouth formation in their mirrors, working to replicate the mouth formation of the teacher as they orally produce the skill sound.	3
<b>Letter-Sound Correspondence</b>	<b>Erase the Sound:</b> Draw a picture on a dry erase board. One at a time, ask students to erase something that begins with certain letters. For example, draw a picture of a snowman. Display the letter “H” and ask students to erase something that begins with the same letter sound (hat) or the letter “B” (buttons.) Continue until the entire picture is erased.	2
<b>Decoding and Encoding</b>	<b>Erase the Sound:</b> Provide students with word cards, including focus skill words and non-focus skill words. Students can sort word cards with a partner, reading each word aloud as they sort.  Activity should use words from the list provided.	3
<b>Irregular and High Frequency Words</b>	<b>Read, Spell, Write, Find:</b> Show and read an irregular or high frequency word from this week’s list. With students, spell and write the word. Finally, provide students with this week’s decodable text. Students will highlight the new irregular or high frequency word as it appears.  Word List: were, little, good	5
<b>Text Application</b>	<b>Highlighting Fun Activity:</b> Read decodable text aloud while students follow along using individually distributed copies of the decodable text. Students should be encouraged to notice and highlight skill words and high-frequency words within the text. Provide students the opportunity to share words found.	10
<b>Writing Application</b>	<b>Writing Spotlight:</b> Students will revisit the decodable text to write words that are highlighted.	10

Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.

<b>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
<b>Phonemic Awareness</b>	<p><b>Phoneme Isolation:</b> Orally provide students with a focus skill word and say, “What is the first sound you hear in the word _____?” Students should orally respond with the first sound they hear in the word.</p> <p>Activity should use words from the list provided.</p>	2
<b>Articulation</b>	<p><b>Mouth Formation Practice Activity:</b> Model the sound for the focus skill and describe the proper mouth formation. Students can then be given the opportunity to practice demonstrating proper mouth formation in their mirrors, working to replicate the mouth formation of the teacher as they orally produce the skill sound.</p>	3
<b>Letter-Sound Correspondence</b>	<p><b>Erase the Sound:</b> Draw a picture on a dry erase board. One at a time, ask students to erase something that begins with certain letters. For example, draw a picture of a snowman. Display the letter “H” and ask students to erase something that begins with the same letter sound (hat) or the letter “B” (buttons.) Continue until the entire picture is erased.</p>	2
<b>Decoding and Encoding</b>	<p><b>Word Sort:</b> Provide students with word cards, including focus skill words and non-focus skill words. Students can sort word cards with a partner, reading each word aloud as they sort.</p> <p>Activity should use words from the list provided.</p>	3
<b>Irregular and High Frequency Words</b>	<p><b>Sensory Words:</b> Students can be given the opportunity to practice writing high-frequency words in sensory materials. For example, students could write words in shaving cream, paint, sand, salt, etc.</p> <p>Word List: were, little, good</p>	5
<b>Text Application</b>	<p><b>Independent Whisper Reading:</b> Observe as students independently read decodable text. Encourage students to track their reading during independent reading time.</p>	10
<b>Writing Application</b>	<p><b>Writing Spotlight:</b> Students will revisit the decodable text to write words that are highlighted.</p>	10

*Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.*

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<b>Articulation</b>	<p><b>Mouth Formation Practice Activity:</b> Model the sound for the focus skill and describe the proper mouth formation. Students can then be given the opportunity to practice demonstrating proper mouth formation in their mirrors, working to replicate the mouth formation of the teacher as they orally produce the skill sound.</p>	3
<b>Letter-Sound Correspondence</b>	<p><b>Erase the Sound:</b> Draw a picture on a dry erase board. One at a time, ask students to erase something that begins with certain letters. For example, draw a picture of a snowman. Display the letter “H” and ask students to erase something that begins with the same letter sound (hat) or the letter “B” (buttons.) Continue until the entire picture is erased.</p>	2
<b>Decoding and Encoding</b>	<p><b>Word Sort:</b> Provide students with word cards, including focus skill words and non-focus skill words. Students can sort word cards with a partner, reading each word aloud as they sort.</p> <p>Activity should use words from the list provided.</p>	3
<b>Irregular and High Frequency Words</b>	<p><b>Sensory Words:</b> Students can be given the opportunity to practice writing high-frequency words in sensory materials. For example, students could write words in shaving cream, paint, sand, salt, etc.</p> <p>Word List: were, little, good</p>	5
<b>Text Application</b>	<p><b>Echo Reading:</b> Echo read words identified from previous day. Then echo read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students’ understanding of the text.</p>	10
<b>Writing Application</b>	<p><b>Guided Writing:</b> Choose a sentence that includes this week’s skill words and high-frequency words. Then dictate the sentence to the students and observe their writing.</p>	10

*Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.*

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<b>Phonemic Awareness</b>	<p><b>Phoneme Isolation:</b> Orally provide students with a focus skill word and say, “What is the first sound you hear in the word _____?” Students should orally respond with the first sound they hear in the word.</p> <p>Activity should use words from the list provided.</p>	2
<b>Articulation</b>	<p><b>Mouth Formation Practice Activity:</b> Model the sound for the focus skill and describe the proper mouth formation. Students can then be given the opportunity to practice demonstrating proper mouth formation in their mirrors, working to replicate the mouth formation of the teacher as they orally produce the skill sound.</p>	3
<b>Letter-Sound Correspondence</b>	<p><b>Erase the Sound:</b> Draw a picture on a dry erase board. One at a time, ask students to erase something that begins with certain letters. For example, draw a picture of a snowman. Display the letter “H” and ask students to erase something that begins with the same letter sound (hat) or the letter “B” (buttons.) Continue until the entire picture is erased.</p>	2
<b>Decoding and Encoding</b>	<p><b>Word Sort:</b> Provide students with word cards, including focus skill words and non-focus skill words. Students can sort word cards with a partner, reading each word aloud as they sort.</p> <p>Activity should use words from the list provided.</p>	3
<b>Irregular and High Frequency Words</b>	<p><b>Memory Game:</b> Using two sets of word cards, students can take turns choosing a card to find its match. As students turn over cards, they should read the word they have chosen.</p> <p>Word List: were, little, good</p>	5
<b>Text Application</b>	<p><b>Choral Reading:</b> Chorally read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students’ understanding of the text.</p>	10
<b>Writing Application</b>	<p><b>Guided Writing:</b> Choose a different sentence that includes this week’s skill words or high-frequency words. Then dictate the sentence to the students and observe their writing.</p>	10

*Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.*

<b>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
<b>Phonemic Awareness</b>	<p><b>Phoneme Bead String Counting:</b> Model the process of isolating the phonemes in a word by moving one bead on a string, from one side of the string to the other, for each sound. Then guide students in isolating the phonemes within each word.</p> <p>Activity should use words from the list provided.</p>	2
<b>Articulation</b>	<p><b>Mouth Formation Mirror Practice:</b> Model the sound for the focus skill and describe the proper mouth formation. Students can then be given the opportunity to practice demonstrating proper mouth formation in their mirrors, working to replicate the mouth formation of the educator as they orally produce the skill sound.</p>	3
<b>Letter-Sound Correspondence</b>	<p><b>Letter Formation Activity:</b> Students will practice writing the letters a, e, i, o, and u using proper letter formation and appropriate pencil grip. As students are writing letters, they should orally produce the letter sound for each letter.</p>	2
<b>Decoding and Encoding</b>	<p><b>Elkonin Box Activity:</b> Use sound boxes to have students encode sounds into written words. Next, have students decode by reading words chorally or to a shoulder partner.</p> <p>Activity should use words from the list provided.</p>	3
<b>Irregular and High Frequency Words</b>	<p><b>Word Swat:</b> Spread out previously created word cards facing up. Then can orally provide students with a word, asking them to identify the word by swatting it with their hand. This activity could be done as a group, or with individual students. Tip: If doing the activity with a group, make a game out of it! The first student to identify the word and swat the card keeps that card. The student with the most cards at the end of the game wins.</p> <p>Word List: the, of, was, to, are, from, you, have, like, see, by, said, play, with, my</p>	5
<b>Text Application</b>	<p><b>Partner Reading:</b> Observe as students partner read decodable text. If time allows, facilitate a discussion of students' understanding of the text.</p>	10
<b>Writing Application</b>	<p><b>Independent Writing:</b> Use verbal prompts to guide students to write a sentence connected to the text. The sentence should include skill words or high-frequency words. If needed, a sentence frame can be used.</p> <p>Example: Pop and Nan _____.</p>	10

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# The Lunch

Chad is a little chap. Chad likes lunch a lot.

Chad sees his chum, Chaz on a bench. Chaz has a lunch bag on his lap.

“Chaz, is that your lunch?” said Chad.

“Yes! It is a bit of ham I dip in ranch,” said Chaz.

“Is it good?” said Chad.

“Yes!” said Chaz.

“Can I have a little?” said Chad.

“Yes! I can chop up a bit of ham for you and dip it in ranch,” said Chaz.

“I am a big fan of lunch. But I am not a fan of your lunch!” said Chad.

## Skill: Digraph ch

### Suggested Activities: Set Two

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<b>Phoneme Blending:</b> Ask students to listen to a sequence of separately spoken phonemes and combine them to form a word. For example, you can say, “What is the word /ch/ /o/ /p/?” Students should respond with, “The word /ch/ /o/ /p/ is chop.” You can include hand motions, such as clapping or making a chopping motion, to incorporate movement into the activity.  Activity should use words from the list provided.	2
<b>Articulation</b>	<b>Mystery Bag:</b> Prepare a bag of focus skill word items or picture cards prior to the start of the activity. Students can take turns selecting an item or picture card from the bag. Once the student has selected an item, they should say the name of the item or item on the picture card, emphasizing the skill sound. For example, if working on the skill /ch/, you could include pictures of the following items: chair, cheese, beach, couch, bench, cherry.	3
<b>Letter-Sound Correspondence</b>	<b>Letter Dice:</b> Create a letter dice with one letter on each side. For each turn, students should roll the dice and name the letter and sound that the dice lands on. Activity continues as time allows.	2
<b>Decoding and Encoding</b>	<b>Blind Word Sort:</b> Provide students with word cards, including focus skill words and non-focus skill words. Students can work with a partner to complete a blind sort. Student one can read word cards, while student two can write the words into the appropriate category. If time allows, students may switch roles.	3
<b>Irregular and High-Frequency Words</b>	<b>Read, Spell, Write, Find:</b> Show and read an irregular or high frequency word from this week’s list. With students, spell and write the word. Finally, provide students with this week’s decodable text. Students will highlight the new irregular or high frequency word as it appears.  Word List: were, little, good	5
<b>Text Application</b>	<b>Highlighting Fun Activity:</b> Read decodable text aloud while students follow along using individually distributed copies of the decodable text. Students should be encouraged to notice and highlight skill words and high-frequency words within the text. Provide students the opportunity to share words found.	10
<b>Writing Application</b>	<b>Writing Spotlight:</b> Students will revisit the decodable text to write words that are highlighted.	10





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<b>Phonemic Awareness</b>	<b>Phoneme Blending:</b> Ask students to listen to a sequence of separately spoken phonemes and combine them to form a word. For example, you can say, “What is the word /ch/ /o/ /p/?” Students should respond with, “The word /ch/ /o/ /p/ is chop.” You can include hand motions, such as clapping or making a chopping motion, to incorporate movement into the activity.  Activity should use words from the list provided.	2
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<b>Irregular and High-Frequency Words</b>	<b>Sensory Words:</b> Students can be given the opportunity to practice writing high-frequency words in sensory materials. For example, students could write words in shaving cream, paint, sand, salt, etc.  Word List: were, little, good	5
<b>Text Application</b>	<b>Independent Whisper Reading:</b> Observe as students independently read decodable text. Encourage students to track their reading during independent reading time.	10
<b>Writing Application</b>	<b>Writing Spotlight:</b> Students will revisit the decodable text to write words that are highlighted.	10

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<b>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
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<b>Letter-Sound Correspondence</b>	<p><b>Letter Dice:</b> Create a letter dice with one letter on each side. For each turn, students should roll the dice and name the letter and sound that the dice lands on. Activity continues as time allows.</p>	2
<b>Decoding and Encoding</b>	<p><b>Blind Word Sort:</b> Provide students with word cards, including focus skill words and non-focus skill words. Students can work with a partner to complete a blind sort. Student one can read word cards, while student two can write the words into the appropriate category. If time allows, students may switch roles.</p>	3
<b>Irregular and High-Frequency Words</b>	<p><b>Sensory Words:</b> Students can be given the opportunity to practice writing high-frequency words in sensory materials. For example, students could write words in shaving cream, paint, sand, salt, etc.</p> <p>Word List: were, little, good</p>	5
<b>Text Application</b>	<p><b>Echo Reading:</b> Echo read words identified from previous day. Then echo read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students’ understanding of the text.</p>	10
<b>Writing Application</b>	<p><b>Guided Writing:</b> Choose a sentence that includes this week’s skill words and high-frequency words. Then dictate the sentence to the students and observe their writing.</p>	10

*Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.*

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<b>Articulation</b>	<p><b>Mystery Bag:</b> Prepare a bag of focus skill word items or picture cards prior to the start of the activity. Students can take turns selecting an item or picture card from the bag. Once the student has selected an item, they should say the name of the item or item on the picture card, emphasizing the skill sound. For example, if working on the skill /ch/, you could include pictures of the following items: chair, cheese, beach, couch, bench, cherry.</p>	3
<b>Letter-Sound Correspondence</b>	<p><b>Letter Dice:</b> Create a letter dice with one letter on each side. For each turn, students should roll the dice and name the letter and sound that the dice lands on. Activity continues as time allows.</p>	2
<b>Decoding and Encoding</b>	<p><b>Blind Word Sort:</b> Provide students with word cards, including focus skill words and non-focus skill words. Students can work with a partner to complete a blind sort. Student one can read word cards, while student two can write the words into the appropriate category. If time allows, students may switch roles.</p>	3
<b>Irregular and High-Frequency Words</b>	<p><b>Word Swat:</b> Spread out previously created word cards facing up. Then can orally provide students with a word, asking them to identify the word by swatting it with their hand. This activity could be done as a group, or with individual students. Tip: If doing the activity with a group, make a game out of it! The first student to identify the word and swat the card keeps that card. The student with the most cards at the end of the game wins.</p> <p>Word List: were, little, good</p>	5
<b>Text Application</b>	<p><b>Partner Reading:</b> Observe as students partner read decodable text. If time allows, facilitate a discussion of students’ understanding of the text.</p>	10
<b>Writing Application</b>	<p><b>Independent Writing:</b> Use verbal prompts to guide students to write a sentence connected to the text. The sentence should include skill words or high-frequency words. If needed, a sentence frame can be used.</p> <p>Example: Chip and Jed _____.</p>	10

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# The Bench

Chip and his chum, Jed, like to play tag. Chip ran and hit Jed on the leg.

Jed ran to hit Chip on the hip. Bam! Jed hit the ram and the ram hit the bench.

Jed and Chip were in a pinch!

“I can set the bench. Can you cut an inch from the log by the van?” said Jed.

“You bet!” said Chip.

Chip cut the log and ran to Jed. Jed hit a peg in to the bench. The bench was good to go!



## WVCCRS ELA II: Digraph ch

### Suggested Activities: Set Three

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<p><b>Phoneme Segmenting:</b> Ask students to break a focus skill word into separate sounds and say each sound as it is tapped out. For example, you can say, “For example, teacher will say, “What are the sounds in the word chop?” Students should respond with, “/ch/ /o/ /p/ are the sounds in the word chop.” Include hand motions, such as clapping or making a chopping motion, to incorporate movement into the activity.</p> <p>Activity should use words from the list provided.</p>	2
<b>Articulation</b>	<p><b>Simon Says:</b> Provide students with a focus skill word and movement. For example, you can say, “Simon says, touch your head and say the word _____.” Students can perform the movement while saying the skill word.</p>	3
<b>Letter-Sound Correspondence</b>	<p><b>Dry Erase Board Letters:</b> Orally provide students with a letter sound. Students will write letters associated with the sound provided.</p>	2
<b>Decoding and Encoding</b>	<p><b>Magnet Letter Switch Up:</b> Use letter magnets to create skill words. For example, if working on /ch/, you can start with the word “chop” and take away the o and the p, having students add new letters to create /ch/ words. Students can read and write the new words they create.</p>	3
<b>Irregular and High Frequency Words</b>	<p><b>Read, Spell, Write, Find:</b> Show and read an irregular or high frequency word from this week’s list. With students, spell and write the word. Finally, provide students with this week’s decodable text. Students will highlight the new irregular or high frequency word as it appears.</p> <p>Word List: were, little, good</p>	5
<b>Text Application</b>	<p><b>Highlighting Fun Activity:</b> Read decodable text aloud while students follow along using individually distributed copies of the decodable text. Students should be encouraged to notice and highlight skill words and high-frequency words within the text. Provide students the opportunity to share words found.</p>	10
<b>Writing Application</b>	<p><b>Writing Spotlight:</b> Students will revisit the decodable text to write words that are highlighted.</p>	10

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<b>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
<b>Phonemic Awareness</b>	<p><b>Phoneme Segmenting:</b> Ask students to break a focus skill word into separate sounds and say each sound as it is tapped out. For example, you can say, “For example, teacher will say, “What are the sounds in the word chop?” Students should respond with, “/ch/ /o/ /p/ are the sounds in the word chop.” Include hand motions, such as clapping or making a chopping motion, to incorporate movement into the activity.</p> <p>Activity should use words from the list provided.</p>	2
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<b>Irregular and High Frequency Words</b>	<p><b>Sensory Words:</b> Students can be given the opportunity to practice writing high-frequency words in sensory materials. For example, students could write words in shaving cream, paint, sand, salt, etc.</p> <p>Word List: were, little, good</p>	5
<b>Text Application</b>	<p><b>Independent Whisper Reading:</b> Observe as students independently read decodable text. Encourage students to track their reading during independent reading time.</p>	10
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<b>Text Application</b>	<p><b>Echo Reading:</b> Echo read words identified from previous day. Then echo read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students’ understanding of the text.</p>	10
<b>Writing Application</b>	<p><b>Writing Spotlight:</b> Choose a sentence that includes this week’s skill words and high-frequency words. Then dictate the sentence to the students and observe their writing.</p>	10

*Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.*

<b>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
<b>Phonemic Awareness</b>	<p><b>Phoneme Segmenting:</b> Ask students to break a focus skill word into separate sounds and say each sound as it is tapped out. For example, you can say, “For example, teacher will say, “What are the sounds in the word chop?” Students should respond with, “/ch/ /o/ /p/ are the sounds in the word chop.” Include hand motions, such as clapping or making a chopping motion, to incorporate movement into the activity.</p> <p>Activity should use words from the list provided.</p>	2
<b>Articulation</b>	<p><b>Simon Says:</b> Provide students with a focus skill word and movement. For example, you can say, “Simon says, touch your head and say the word _____.” Students can perform the movement while saying the skill word.</p>	3
<b>Letter-Sound Correspondence</b>	<p><b>Dry Erase Board Letters:</b> Orally provide students with a letter sound. Students will write letters associated with the sound provided.</p>	2
<b>Decoding and Encoding</b>	<p><b>Magnet Letter Switch Up:</b> Use letter magnets to create skill words. For example, if working on /ch/, you can start with the word “chop” and take away the o and the p, having students add new letters to create /ch/ words. Students can read and write the new words they create.</p>	3
<b>Irregular and High Frequency Words</b>	<p><b>Silly Sentences:</b> Provide students with a previously learned word and ask students to orally produce a sentence using that word. For example, you can say, “The word is small.” The student would then produce a sentence using the word “small.”</p> <p>Word List: were, little, good</p>	5
<b>Text Application</b>	<p><b>Choral Reading:</b> Chorally read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students’ understanding of the text.</p>	10
<b>Writing Application</b>	<p><b>Guided Writing:</b> Choose a different sentence that includes this week’s skill words or high-frequency words. Then dictate the sentence to the students and observe their writing.</p>	10

*Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.*



<b>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
<b>Phonemic Awareness</b>	<p><b>Phoneme Segementing:</b> Ask students to break a focus skill word into separate sounds and say each sound as it is tapped out. For example, you can say, “For example, teacher will say, “What are the sounds in the word chop?” Students should respond with, “/ch/ /o/ /p/ are the sounds in the word chop.” Include hand motions, such as clapping or making a chopping motion, to incorporate movement into the activity.</p> <p>Activity should use words from the list provided.</p>	2
<b>Articulation</b>	<p><b>Simon Says:</b> Provide students with a focus skill word and movement. For example, you can say, “Simon says, touch your head and say the word _____.” Students can perform the movement while saying the skill word.</p>	3
<b>Letter-Sound Correspondence</b>	<p><b>Dry Erase Board Letters:</b> Orally provide students with a letter sound. Students will write letters associated with the sound provided.</p>	2
<b>Decoding and Encoding</b>	<p><b>Magnet Letter Switch Up:</b> Use letter magnets to create skill words. For example, if working on /ch/, you can start with the word “chop” and take away the o and the p, having students add new letters to create /ch/ words. Students can read and write the new words they create.</p>	3
<b>Irregular and High Frequency Words</b>	<p><b>Silly Sentences:</b> Provide students with a previously learned word and ask students to orally produce a sentence using that word. For example, you can say, “The word is small.” The student would then produce a sentence using the word “small.”</p> <p>Word List: were, little, good</p>	5
<b>Text Application</b>	<p><b>Partner Reading</b> Observe as students partner read decodable text. If time allows, facilitate a discussion of students’ understanding of the text.</p>	10
<b>Writing Application</b>	<p><b>Independent Writing:</b> Use verbal prompts to guide students to write a sentence connected to the text. The sentence should include skill words or high-frequency words. If needed, a sentence frame can be used.</p> <p>Example: Pip and Viv _____.</p>	10

*Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.*

# Lunch Chat

Pip and Viv were chums and like to chit-chat at lunch.

“Viv, I have a bunch of little chips in my lunch,” said Pip.

“Little chips are good! I like them a lot,” said Viv.

“I like punch a lot! I like to chug punch with my little chips,” said Pip.

“Yum! I like punch so much! Do you like pop?” said Viv.

“Yes! Pop is so good! Do you dip your chips in ranch?” said Pip.

VW

chap

chat

chin

chip

chop

chub



chug

chum

bench

bunch

inch

lunch



much

punch

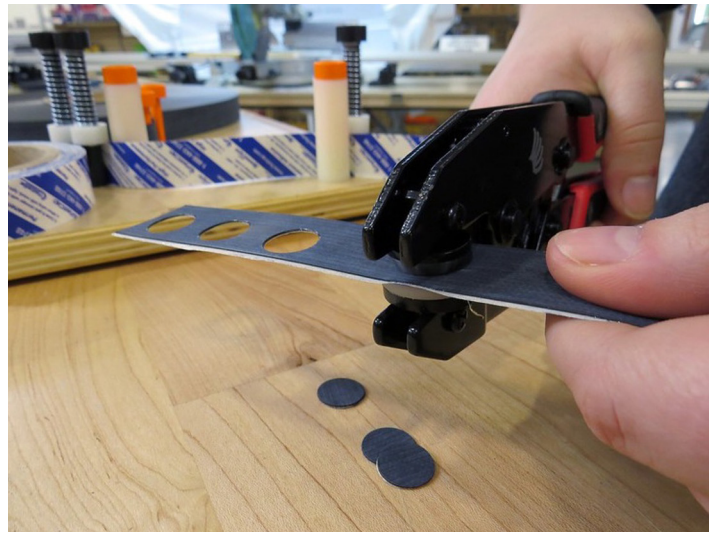
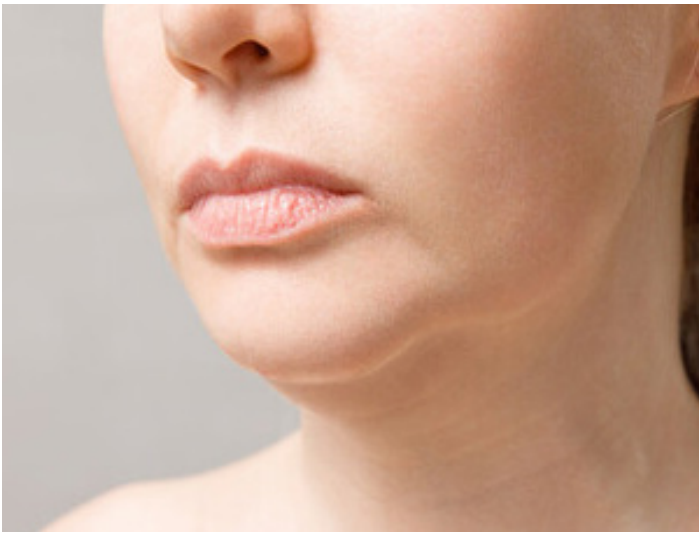
ranch

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## Digraph ch Picture Card List

bench

rich

chop

lunch

ranch

chin

chat

punch

