Lesson Objectives

Day 1
Students will:
- Read and write words with ch, gh, ph, sh
- Understand that consonant digraphs are two letters that stand for one sound
- Understand that different digraphs can stand for the same sound—gh, ph = /f/

Materials:
- Anchor Poster
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—chopsticks, tougher, daughter

Day 2
Students will:
- Sort words by digraphs ch, gh, ph, sh

Materials:
- BLM 2: Category Cards
- BLM 5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity

Day 3
Students will:
- Sort words by digraph sounds /ch/, silent gh, /f/, /sh/
- Identify digraphs ch, gh, ph, sh and their sounds in words

Materials:
- BLM 2: Category Cards
- BLM 5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity

Day 4
Students will:
- Identify words with ch spelling
- Identify words with ph spelling
- Identify words with gh = /f/
- Identify words with silent gh
- Identify words with sh
- Create lists of words organized by their spelling patterns
- Write and spell words with ch, gh, ph, and sh

Materials:
- BLM 9: Reading Passage
- BLM 10: Spelling Dictation
- BLM 11: Spelling Peer Check

Day 5
Students will:
- Spell words with ch, gh, ph, and sh

Materials:
- Quick-Check Assessment

Additional Materials:
- Word Study Notebooks
- Pocket Chart
- Stopwatches (Day 3)
Supporting ELs
Point out to Spanish-speaking ELs that many Spanish cognates for English words with ph are spelled with f in Spanish, for example: la física/physics; el teléfono/telephone; el elefante/elephant. Write these words on the chalkboard and explain that remembering the Spanish spelling will help students correctly pronounce these words in English.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, write the word photocopy on the chalkboard. Point out how you look for vowel sounds to tell you how many syllables there are. Show how you divide the word into four syllables: pho/to/cop/y. Model using the rules for open and closed syllables to determine the vowel sounds. Read each syllable and then blend the syllables together: pho/to/cop/y: photocopy. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Silent Consonants t, g, w, k, h, gh
Focus Words: castle, design, wrinkle, knuckle, honest, through
Ask students what they remember about words such as design, castle, and through. If needed, remind them that these words contain silent consonant sounds.
Say the focus words aloud and have students write the words in their word study notebooks. Then have students underline the silent consonants in each word.
Ask students to work with a partner to check their work and then use each of the words in an oral sentence.

Introduce Consonant Digraphs ch, gh, ph, sh
Model
Write the words phantom, alphabet, and enough on the chalkboard and read them aloud to students. Underline the digraphs ph and gh in the words. Discuss any word meanings that students might not know, such as phantom. Say: All of these words have consonant digraphs that stand for the /f/ sound. These digraphs can be found in the beginning, middle, or end of words. Point to each word and ask students where they hear the /f/ sound.
Write teach on the chalkboard and say it aloud. Underline the ch digraph. Say: The ch at the end of teach is another consonant digraph. This digraph stands for the /ch/ sound. This digraph can appear at the beginning, middle, or end of words.
Next write shiny on the chalkboard and say it aloud. Underline the sh. Say: The sh at the beginning of shiny is a consonant digraph that stands for the /sh/ sound. This digraph can also appear at the beginning, middle, or end of words.
Write daughter on the chalkboard and read it aloud. Point out the gh in the middle of daughter and remind students that in some words, such as daughter, the gh is silent.

Guide
Draw a five-column chart on the chalkboard with the headings: ch, ph, gh, sh, and silent gh. Then write reach, phrase, cough, eggshell, and naughty on the chalkboard. With students, decide in which category each of the words on the chalkboard belongs and write the words in the correct column of the chart.

Apply
Ask students to work with a partner to create sentences in their word study notebooks with the words from the chalkboard.
**Spelling Words with Consonant Digraphs**

*Unit Spelling Words: alphabet, nephew, coughing, laughter, approach, champion, accomplish, shortage*

Write the words *alphabet, nephew, laughter,* and *coughing* on the chalkboard. Ask students what all the words have in common. After students have identified the /f/ sound, ask them to tell you what letters make the sound. Circle the digraphs *ph* and *gh* in the words.

Write the words *approach* and *champion* on the chalkboard. Ask volunteers to come up and circle the consonant digraph that stands for the /ch/ sound in the words.

Repeat with the words *accomplish* and *shortage,* asking volunteers to circle the digraph that stands for the /sh/ sound.

Make sure students understand the meanings of the words. Ask volunteers to use the words in oral sentences.

Ask students to copy the spelling words in their word study notebooks. Ask students to underline the *ch, gh, ph,* or *sh* spelling in each word. Then have partners check each other’s spelling and underlining.

**Assessment Tip**

If students are having difficulty with the *ch, gh, ph,* or *sh* spellings or sounds, give them the anchor chart on BLM 1 to use as a reference. Encourage them to add other examples of words with these consonant digraphs to the chart.

**Home/School Connection**

Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.
Day Two

Sound Sort

<table>
<thead>
<tr>
<th>/ch/</th>
<th>/f/</th>
</tr>
</thead>
<tbody>
<tr>
<td>approach</td>
<td>alphabet</td>
</tr>
<tr>
<td>attach</td>
<td>elephant</td>
</tr>
<tr>
<td>chopstick</td>
<td>phantom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/sh/</th>
<th>Silent gh</th>
</tr>
</thead>
<tbody>
<tr>
<td>fashion</td>
<td>daughter</td>
</tr>
<tr>
<td>shortage</td>
<td>naughty</td>
</tr>
</tbody>
</table>

Buddy Sort

<table>
<thead>
<tr>
<th>/ch/</th>
<th>/f/</th>
</tr>
</thead>
<tbody>
<tr>
<td>charming</td>
<td>nephew</td>
</tr>
<tr>
<td>coach</td>
<td>orphan</td>
</tr>
<tr>
<td>speechless</td>
<td>telephone</td>
</tr>
<tr>
<td>champion</td>
<td>phonics</td>
</tr>
<tr>
<td>pouch</td>
<td>photograph</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/sh/</th>
<th>Silent gh</th>
</tr>
</thead>
<tbody>
<tr>
<td>brush</td>
<td>caught</td>
</tr>
<tr>
<td>shutter</td>
<td>fought</td>
</tr>
</tbody>
</table>

Home/School Connection

Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

Supporting ELs

Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand the directions.

Review Consonant Digraphs ch, gh, ph, sh

Show students the anchor poster and ask volunteers to come up with their own example sentences for each word shown in the example sentences on the chart.

Sound Sort

Teacher Word Cards: chopstick, tougher, daughter
Teacher Category Cards

Place the category cards next to each other in a pocket chart. Hold up the word card chopstick and model how to sort it.

Think aloud: I see the digraph ch at the beginning of this word and, when I say the word, I hear the /ch/ sound. I will place the word into the category for /ch/.

Hold up the word card tougher. Ask students which digraph they see in the word. Have them read the word aloud to hear that sound that the digraph stands for. Ask a volunteer to come up and place the word in the pocket chart.

Hold up the word card daughter and ask students which digraph they see. Ask students to read the word aloud and tell you what they notice about the digraph. (silent gh) Ask a volunteer to come up and place the word in the pocket chart.

Give pairs of students the word cards from BLM 3 and the category cards from BLM 2. Ask them to work together to sort the rest of the cards according to the sounds of the consonant digraphs. Remind them to watch for words in which the gh digraph is silent.

Buddy Sort

Give pairs of students the category cards from BLM 2. Have them use word cards from BLM 4 to sort the words according to the sounds of the consonant digraphs in the words. Invite one student to read a word and ask in which category to place the word. When the other student responds and the word is placed, the other student chooses a word and asks where the word should be sorted. Have students sort words with silent consonant digraphs in the Silent gh category.

Spelling

Select an example of each of the various spellings and sounds from the unit spelling words and ask students to use their word study notebooks to write sentences that use these words.
**Speed Sort**

Remind students that yesterday they sorted words according to the sounds of the consonant digraphs. Ask them to explain what was different about the consonant digraphs in words like *caught* and *naughty*. Make sure students understand that the gh digraph in these words is silent. Remind them that they need to remember this when they spell the words.

Give students the category cards from BLM 2, the word cards from BLM 5, and a stopwatch. Have them time themselves as they sort the words.

After all the words have been sorted, ask partners to compare their sorts and point out the consonant digraph in each word.

**Applying Meaning.** Give students BLM 7 and ask them to complete the activity, choosing the word that doesn’t fit with the others in the set.

<table>
<thead>
<tr>
<th>/ch/</th>
<th>/\i/</th>
</tr>
</thead>
<tbody>
<tr>
<td>attach</td>
<td>autograph</td>
</tr>
<tr>
<td>childhood</td>
<td>hyphen</td>
</tr>
<tr>
<td>spinach</td>
<td>laughter</td>
</tr>
<tr>
<td>screech</td>
<td>pharaoh</td>
</tr>
<tr>
<td></td>
<td>physical</td>
</tr>
<tr>
<td></td>
<td>roughest</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>/sh/</th>
<th>Silent gh</th>
</tr>
</thead>
<tbody>
<tr>
<td>accomplish</td>
<td>taught</td>
</tr>
<tr>
<td>shipping</td>
<td>thought</td>
</tr>
<tr>
<td>shower</td>
<td></td>
</tr>
<tr>
<td>washer</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Tip**

Use students’ completed BLM 7 to assess their understanding of the spelling patterns for the words. Note whether they need more practice in applying the different spellings.

**Providing Support**

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner and a dictionary to read and complete it.

**Home/School Connection**

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

**Supporting ELs**

Make sure that ELs understand what to do on BLM 8 since there may not be anyone at home who speaks English well enough to help them complete it.
Providing Support

Some ELs and struggling readers may have difficulty reading the passage. Have these students read with an on-level reader. Alternatively, you could read the passage to them while they follow along or echo-read with you. Ask students to look and listen for examples of words with the target spellings ch, gh, ph, sh.

Word Hunt

Give each student a copy of the passage on BLM 9. Tell them that they will be going on a word hunt, looking for examples of words that are spelled with ch, gh, ph, or sh.

Ask students to complete the word hunt on their own, circling words that contain ch, gh, ph, or sh.

After students have completed the word hunt, have them sort the words by digraph, using a chart in their word study notebooks.

Then, have students meet together in small groups and read the words they found aloud to the group. Have students work together to use some of the words in sentences.

Spelling Dictation

Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: align, rhyme, brought.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: alphabet, approach, accomplish.

Dictate the following sentence and have students write it on their papers:

There’s certainly not a shortage of laughter when my nephew is around.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then students switch roles.
Spelling Assessment

Use the following procedure to assess students’ spelling of the unit spelling words:
• Say a spelling word and use it in a sentence.
• Have students write the word on their papers.
• Continue with the remaining words on the list.
• When students have finished, collect their papers and analyze their spelling of the words.
• Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students’ mastery of words spelled with ch, gh, ph, or sh using the Quick-Check for Unit 23.

Suggestions for Independent Practice

Crossword Puzzle. Students can work with a partner to make a crossword puzzle that uses some of the words from the word cards. Pairs can swap their puzzles with another pair.

Fishing for Digraphs. Provide a set of word cards from any of this week’s BLMs to pairs of students. Have one partner deal four cards to each player, leaving eight cards in the pile. Then students play “Go Fish,” pairing cards with the same digraph, such as furnish and punish. The object is to make the most pairs.

Funny Fill-Ins. Have pairs of students each write a short cloze paragraph story that is missing some words with digraphs ch, ph, gh, or sh. Have students leave blanks that in place of the words with the digraphs. Then, without allowing their partners to look at the paragraph, have students ask their partners to name words to complete the story. Then partners read the stories to each other.

Digraph Rhymes. Have pairs of students write poems using words with this unit’s consonant digraphs. Encourage them to use alliteration if possible.
Unit 23 Quick-Check:
Consonant Digraphs ch, gh, ph, sh

Answer Questions
Directions: Choose the word that contains a silent gh.
1. enough daughter
2. coughing naughty
3. taught tough
4. rough caught
5. fought laughter

Directions: Choose the word that contains the /f/ sound.
6. screech alphabet
7. reach tough
8. taught elephant
9. phone coach
10. orphan caught

Apply
Directions: In the space below, write a word you know for each of the consonant digraphs ch, gh, ph, or sh.

_________________  __________________  __________________  __________________  __________________

Directions: Using the words from the word bank, complete the following sort. Write each word in the appropriate sort category.

<table>
<thead>
<tr>
<th>ch</th>
<th>ph</th>
<th>gh</th>
<th>sh</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Word Bank
physical, phonics, catcher, shutter, enough, telephone, naughty

Think and Write about Consonant Digraphs ch, gh, ph, sh
Directions: In the space below, explain how understanding words with ch, gh, ph, or sh helps you as a reader, speller, and writer.

_____________________________________________________________________________