

Consonant Digraphs
By: Alessandra Garza

Subject: Reading Grade Level: Second

Objective(s):

- Student will be able to identify and pronounce **digraphs**.

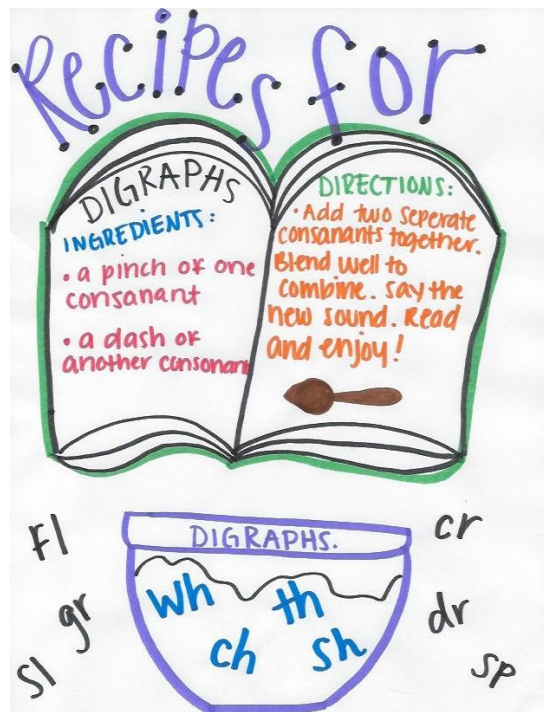
- **TEKS:**

§110.5. English Language Arts and Reading, Grade 2, Adopted 2017. (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: demonstrate and apply phonetic knowledge by: ii) decoding words with initial and final consonant blends, **digraphs**, and trigraphs;

Introduction

- Entry/Daily Review/Anticipatory Set:

We will start by going over what **digraphs** are. I will have a chart with the explanation. We will read this together and I will ask her for an example of a **digraph** she had used or heard before. I will have her use the letter examples on the page to come up with a word for each. Our four main digraphs we will focus on, are the ones inside the bowl of our chart.



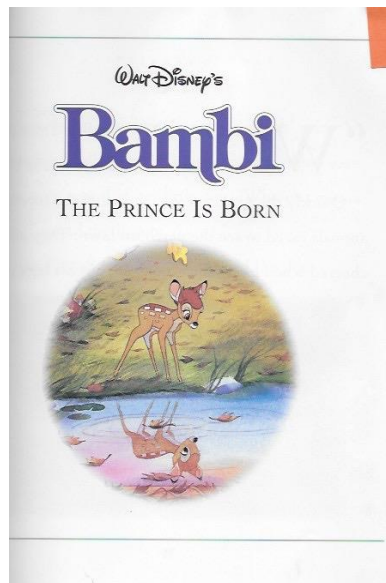
Q- What sounds do you hear when you say the word?

Q- What **digraph** can you identify when we write it out?

By the end of the activity, she should be feel comfortable with **digraphs** and be able to explain what it is.

- Independent Practice/Opportunities for Practice:

For the independent practice, I will have my student go on to read “Bambi: The Prince is Born” where there are multiples of the **digraphs** we have gone over. We will pause to see if she identifies them and observe how well she can now pronounce them.



- Modifications for Learners with Exceptionalities

Conclusion

- Assessment for learning:

This will be determined by how well the student fluently reads the **digraphs** in the story.

- Extension

I will ask my student what different ways she could have visualized her mini book.

- Closure

To close the lesson, I will review everything we did. I will remind her of tools and skills we used throughout the lesson. I will then ask her if there is anything she is still unsure about or wants

to know. Once she feels comfortable enough, we will end the lesson, pack up, and head back to the classroom.

Materials Needed

Digraph chart

4 containers

Tape

Digraph cut outs and pictures

Bambi: The Prince is Born – Walt Disney

Mini white board

Dry Erase Marker

References

Heller, S. E. (2000). *Bambi*. Lake Buena Vista, Disney Press.

Make Teach Take. Consonant Digraph Sorting Pictures. Teacher Pay Teachers. Retrieved at:
www.teacherspayteachers.com/Product/Consonant-Digraph-Sorting-Pictures-224267 .

Griffith, M. (2017). Cooking Up Blends! Smitten with First. Retrieved from:
<https://smittenwithfirstblog.com/cooking-up-blends/> .