# Consonant Digraphs By: Alessandra Garza

Subject: <u>Reading</u> Grade Level: <u>Second</u>

# **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 min digraphs we will focus on, are the ones inside the bowl of our chart.



• Lesson Rationale:

I will then explain we are going to use our new knowledge and awareness of **digraphs**, to sort out the cut outs of picture I have brought. I will explain, "Being able to identify and correctly pronounce **digraphs**, will make her a better reader through fluency of her reading, make her more aware of the pronunciation of words, and help her be able to better comprehend future readings."

# Body

• Input/Presentation/Modeling:

I will present my tutee with some pictures I have printed and cut out. Each picture is an item or thing that has a **digraph** in its' name. I will then have four little buckets. Each bucket will be entitled with our four main **digraphs**; 'wh', 'sh', 'th', and 'ch'. I will start off by doing an example of each and then have her take over. I will have a mini white board and dry erase marker so we can write out the word and identify the **digraph**. I will let her work independently, helping when I am needed.



• Guided practice/Monitoring and Adjusting/Checking Understanding:

Throughout this activity, I will guide my student with the **digraphs** by asking her: Q- What is the name of the item/object?

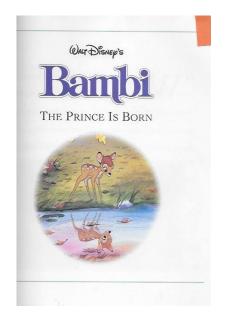
Q- What sounds do you hear when you say the word?

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
Таре
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/.