

Consonant Digraphs  
Grade- 2

Teacher: Kristen Sadaly  
Subject: Title I Reading  
Week of 11/15/10—11/19/10  
Day 3 (Wednesday)

Standards:

- ✓ 1.1.2.B: Use knowledge of phonics and word recognition (consonant digraphs) to decode and understand new words during reading.
- ✓ 1.1.2. E: Demonstrate accuracy and automaticity in oral reading of grade level text.

Objectives/Skills

\*Students will be able to:

- Articulate the corresponding sounds for the consonant digraphs *sh, ch, th, th*.
- Distinguish between /th/ as in *three* and /th/ as in *that*.
- Locate consonant digraphs that appear at the beginning, in the middle, and at the end of words.
- Notice rhyming patterns in poetry.

Procedure/Resources:

1. Consonant Digraph Review (10 minutes)

- Tell students that you have a riddle for them that will give them a clue as to what we will be working with today.
- Write the following riddle on the whiteboard:  
  
*I am two letters, but only one sound. I am in either this or that. I begin thoughts and end all math. I am needed to create weather. You can't be without, without me. But without me, the Earth would only be an ear. What am I?*
- Discuss that the answer to the riddle is the letters “th.”
- Ask students to take turns explaining clues in the riddle and finding words that contain /th/.

- Discuss the difference between the /th/ in *weather* and the /th/ in *earth*.
  - Ask students to think of additional words that contain the letters “th.” Challenge students to think of words that not only begin with “th,” but also words that end in “th.”
2. Consonant Digraph Poetry (10 minutes)
- Read the /sh/ and /ch/ poems aloud to students.
  - Distribute copies of each poem and read the poems again, inviting the students to read along.
  - Have students find all words in the poems that contain either /sh/ or /ch/.
  - Allow students to share each word they found.
  - Read the poems together a final time and remind students to really emphasize the /sh/ and /ch/ sounds.
3. Consonant Digraph Webs (10 minutes)
- Tell students for the remainder of our time together they are going to work with a partner to create a word web.
  - Model what their web will look like by making a /th/ word web on the whiteboard.
  - Instruct students to come up with as many words for their group’s consonant digraph (either “sh” or “ch”) as they can. Students may also draw pictures that represent words that contain the /sh/ or /ch/ sound.
  - Assign partners and give each group markers and a piece of construction paper.

Closure/Review/Assessment:

- ❖ Invite students to share their consonant digraph webs with the group.

## The Milkshake Shop

When I am really thirsty, only one thing can quench my thirst,

A chilling chocolate milkshake is what I reach for first.

I love shakes in any flavor, but I do have a favorite three—

Mouth-Watering Marshmallow, Chocolate, and Cherry Jubilee,

If all of the milkshakes vanished, I don't know what I would do!

Begin mixing delicious flavors in my kitchen? That's what I'd  
have to do!

Then I'd share my milkshakes with my family and friends,

We would slurp them up cheerfully, wishing the treat would never  
end!

Across the Earth, word would spread that my milkshakes could not  
be outdone,

and I'd become rich from selling milkshakes because I'd surely  
sell a ton!