

► INTRODUCE THE SOUND

- Today we are going to learn a new sound that has two different spellings.

- We will learn the spelling that comes at the beginning of a word and at the end of some words.

► INTRODUCE THE SOUND /ch/

Write the letters **ch** on the board. Say the sound /ch/ as you write it.

- Say the sound and write it in the air three times.

► HOW THE SOUND IS PRODUCED

/ch/ is made in the same way as the /j/ except you do not use your voice. /j/ is the voiced pair and some students will confuse the two sounds. Make sure they hear the difference.

- How do you make the sound? Where is your tongue?
- How is it different than the /j/?

► ACT OUT THE SOUND

Move arms at your side like the wheels on a train engine.

- /ch/ reminds me of engine of a train going down the tracks. Let's pretend we are trains and say /ch/.

► BUILD WORDS

chick	chickens
chicken	ranches
ranch	branches
branch	lunches
lunch	
chin	
which	
chicks	

Have students use individual whiteboards to write the words. Guide students in spelling the words correctly. **Always** have students write the base word first and then immediately have them add the suffix.

FOR EACH WORD:

- Say the word. Use it in a sentence.
- What sound do you hear at the beginning? In the middle? The end? How do you spell it?
- What spelling of /k/ will you use at the end of *chick*? Why? *after a short vowel* How do you change the word *chick* to the word *chicks*? Write *chick* again. How do you change *chick* to *chicken*? How do we spell /un/? *en* What letter says /uh/? *e*
- How do change *ranch* to *ranches*, etc.? How do you spell /uhs/? *es*
- Listen carefully to all the sounds in *branch* and *which*. What sounds do you hear at the beginning?

► READ THE WORDS AND SENTENCES

Have students read the words and sentences in *Words and Sentences*.

Have students use the words in oral sentences and help them extend the sentences by asking why, when, and how.

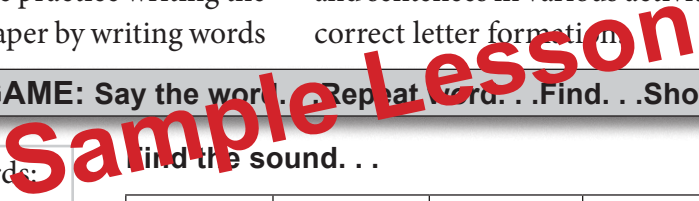
- What comes at the beginning of each sentence? What comes at the end of each sentence?
- What does the question mark tell us?
- What quotation marks do you see? What do those marks tell us?
- What do you see after the word “yes?” A comma goes after yes or no when they begin a sentence. Why does Mom have a capital letter? *It is a name.*

► PRACTICE WRITING

Students should continue practice writing the letters on penmanship paper by writing words and sentences in various activities. Encourage correct letter formation.

► SOUND CARD GAME: Say the word. . . Repeat word. . . Find. . . Show. . . Sound

Give students these cards:
Green cards th, c, sh x, ng, wh, j, and ch



/th/	/sh/	/ch/	/x/
/ng/	/wh/	/j/	/c/

What sound do you hear at the beginning of . . .

chat	share	chain	just	through
charming	judge	when	crush	them

What sound do you hear at the end of . . .

along	branch	ax	trick	launch
brush	thing	ranch	fix	bring

► DICTATION

Have students write on the dictation sheet found in *Roxie Reading 1: Words and Sentences*.

Display the answers for students to see.

Row 1: Write two ways you spell the sound /r/ . . .

Write the way to spell the sound . . .

/ r / / er / /ch / / j /

Row 2: Write the word. . .

chick chin two her

Row 3: Write the sentence. . .

I see his lunch.

Row 1	r	er	ch	j
Row 2	chick	chin	two	her
Row 3	I see his lunch.			

- One sound at a time, guide students in checking their work against the correct answers.
- Have students correct their errors.
- If they find all their errors, it is a perfect paper.