Lesson 1

☑️ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

☑️ Segment spoken four- and five-sound words into phonemes by moving one finger for each phoneme heard (RF.K.2d)

☑️ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds: ‘a’ for /a/, ‘m’ for /m/, ‘t’ for /t/, ‘d’ for /d/, ‘o’ for /o/, ‘c’ for /k/, ‘g’ for /g/, ‘i’ for /i/, ‘n’ for /n/, ‘h’ for /h/, ‘s’ for /s/, ‘t’ for /t/, ‘v’ for /v/, ‘z’ for /z/, ‘p’ for /p/, ‘b’ for /b/, ‘l’ for /l/, ‘r’ for /r/, ‘u’ for /u/, ‘w’ for /w/, ‘j’ for /j/, ‘y’ for /y/, ‘x’ for /x/, ‘k’ for /k/, and ‘ch’ for /ch/ (RF.K.1b)

☑️ Practice pronouncing the sound /ch/ by repeating words with the sound /ch/ in initial or final positions (RF.K.2d)

☑️ Indicate whether the phoneme for the digraph /ch/ is present in the initial position of a spoken word (RF.K.2d)

☑️ Differentiate between the initial consonants /ch/ and /j/ in spoken words and choose the correct spelling (RF.K.2d)

☑️ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by writing the letters ‘ch’ for /ch/ in the air and on paper (RF.K.1b)

☑️ Recognize, isolate, and write ‘ch’ for consonant sound /ch/ (L.K.2c)

☑️ Hold a writing utensil with a tripod (or pincer) grip and form the digraph ‘ch’ (L.K.1a)

☑️ Trace and copy the lowercase letters for the consonant digraph ‘ch’ (L.K.1a)

☑️ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sound /ch/ for ‘ch’ (RF.K.3a)

☑️ Read and write one-syllable short vowel words with initial or final consonant digraph ‘ch’ (RF.K.3b)

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Note to Teacher

Seth, the Reader for this unit is not introduced until Lesson 9 to allow ample time for instruction and practice of digraphs. For reading practice, we recommend students reread the Kit Reader.

Warm-Up

10 minutes

Segmenting and Sound/Spelling Review

Note: The Warm-Up exercise for Unit 7 has two sections. In Part A, you will segment words containing up to five sounds, with consonant clusters at the beginning and/or the end of the word. You will begin with a set of six words which will be repeated for the first few lessons. You will also add a new word in every lesson until you have a set of 10. At that point, you will drop the oldest word when adding a new word in the next lesson. This will maintain a set of 10 words at all times. In Part B of the Warm-Up, you will review selected sounds and spellings that have been taught.

Part A

Part A of the Warm-Up is designed to increase focus as students work with sounds and hone the ability to distinguish similar sounds. Working with four- and five-sound words can be challenging. For that reason, the same words are used repeatedly in the Warm-Ups. We encourage you to use the finger motions for cueing.

• Hold up five fingers and say the word *skips* (see Illustration 1).
• Have students repeat the word after you.
• Wiggle or move your thumb and say the first sound in the word, */s/* (see Illustration 2).
• Wiggle or move your index finger and say the second sound in the word, */k/* (see Illustration 3).
• Wiggle or move your middle finger and say the third sound in the word, */i/* (see Illustration 4).
• Wiggle or move your ring finger and say the fourth sound in the word, */p/* (see Illustration 5).
• Wiggle or move your pinkie and say the fifth sound in the word, */s/* (see Illustration 6).
• Say the word *skips* while making a fist to symbolize the blending of the sounds.

1 2 3 4 5 6

![Finger Positions](skips.png)
The numbers in parentheses indicate how many sounds are in each word.

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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>skips (5) /s/ /k/ /i/ /p/ /s/</td>
<td>4</td>
<td>pride (4) /p/ /r/ /i/e/ /d/</td>
</tr>
<tr>
<td>2</td>
<td>cloth (4) /k/ /l/ /o/ /th/</td>
<td>5</td>
<td>camp (4) /k/ /a/ /m/ /p/</td>
</tr>
<tr>
<td>3</td>
<td>sling (4) /s/ /l/ /i/ /ng/</td>
<td>6</td>
<td>hands (5) /h/ /a/ /n/ /d/ /z/</td>
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**Part B**

- Review the Large Cards for the 20 spellings that have been taught. Choose letter-sound correspondences students need to practice.
- Point to a Large Card spelling and ask students to provide the sound for the letter and provide the letter name.

### Introducing the Sound 10 minutes

#### Hearing Initial Sounds 5 minutes

- Tell students the new sound is /ch/.
- Have students say the /ch/ sound several times.
- Ask students to repeat a number of words having the /ch/ sound at the beginning: cheap, chip, cherries, chill, chin.
- Ask students to repeat a number of words having the /ch/ sound at the end: hitch, lunch, pinch, bench, finch.
- Ask students if /ch/ is a vowel sound or a consonant sound. (It is a consonant sound, made with a closed mouth.)
- Tell students you are going to say a number of words. Some of the words will begin with the /ch/ sound and some will not.
- Have students close their eyes and listen carefully.
- Ask students to raise their hands when they hear a word beginning with the /ch/ sound.

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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>pig</td>
<td>6</td>
<td>bottle</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>cheek</td>
<td>7</td>
<td>chant</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>sun</td>
<td>8</td>
<td>red</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>chase</td>
<td>9</td>
<td>chops</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>chair</td>
<td>10</td>
<td>boat</td>
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</table>
Minimal Pairs

5 minutes

- Tell students it can be difficult to tell the difference between the /ch/ sound as in chill and the /j/ sound as in Jill.
- Ask students to say /ch/ several times. Ask what their tongues are doing as they say this sound. (The rim of the tongue taps against the palate, i.e., the roof of the mouth.)
- Ask students to say /j/ several times. Ask what their tongues are doing as they say this sound. (Again, the rim of the tongue taps against the palate, i.e., the roof of the mouth.)
- Both sounds feel the same way in the mouth; however, there is a difference: /ch/ is voiceless and /j/ is voiced (or buzzy).
- Tell students you are going to say word pairs. The words will be very similar, but one word will contain the /ch/ sound and the other word will contain the /j/ sound.
- Have students close their eyes and listen as you say the first word pair. Ask students which word contains the /ch/ sound.
- Have students repeat both words to hear and feel the difference in articulation.
- Complete the word pairs.

1. jug—chug  
2. chest—jest  
3. chain—Jane  
4. junk—chunk  
5. jeep—cheep  
6. cherry—Jerry

Introducing the Spelling

20 minutes

Teacher Modeling

5 minutes

**Note:** The concept of a digraph is a major shift for students who have only studied one-to-one letter-sound correspondences. To minimize the potential for confusion, introduce the digraph ‘ch’, using the following steps.

- Draw a square, a triangle, and a triangle on top of a square (a house) on the board and ask students to identify the pictures.
- Tell students a triangle on its own is just a triangle, and a square on its own is just a square. However, when you put them together, these shapes look like something else altogether: a house.
- Tell students some letters work the same way.
- Write the spelling ‘ch’ on the board following the directions in the sidebar.
- Cover the letter ‘h’ with your hand. Explain the letter ‘c’ by itself is usually a picture of /k/. 
• Cover the letter ‘c’ with your hand. Tell students the letter ‘h’ by itself is usually a picture of /h/.

• Circle the spelling ‘ch’ and explain the two letters ‘c’ and ‘h’ in this order, stand for the sound /ch/.

• Explain as with the shapes, these two letters can be combined to make a picture of a sound which is different from either /k/ or /h/.

• Have students write the spelling in the air while saying the sound.

• Tell students whenever the spelling ‘ch’ appears on a worksheet or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them the two letters stand for a single sound.

• If you think students are interested, you may either read or paraphrase the following story explaining how digraphs came into the English language.

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**Why Some Sounds Are Spelled with Two Letters**

A long time ago, English was a language people only spoke, because no one knew how to read or write. When some religious men called monks came to England, they wanted people to be able to read the Bible, so they invented a writing system—a way of writing down sounds. The monks spoke, read, and wrote another language besides English—the Latin language. That language had a set of letters (the Roman alphabet) the monks could use to write down the sounds of Latin. The monks thought they would use the same system and the same letters to write down the sounds they heard in English. There was one problem. English had more sounds than Latin: there were more than 40 sounds in English and only 26 letters in the Roman alphabet. The monks might have solved this problem by inventing new letters, but instead they used combinations of the old letters to stand for extra sounds. This explains why English has several sounds written with letter teams or digraphs.
Meet the Spelling Worksheet

- Distribute and display Worksheet 1.1. Tell students everyone will practice writing the letters for the /ch/ sound.

- Work as a group, guiding students to complete each item in the rows of spellings as you model the handwriting process. Trace the gray dotted spellings in the row first; write the spellings, using the black dots as starting points. Say the sound as you finish each spelling.

- At the bottom of the page, show students how to read and trace the word much; have students trace and write the word using the black dots to start each letter. On the back of the worksheet, ask students to read each word, find the matching picture, and write the word on the corresponding line. Model each step so students can follow along.

Differentiated Instruction

Small Group Work

💎 Group 2

- Distribute and display Worksheet 1.2.

- For each picture, have students circle letters which spell the name of the depicted item and write the name on the line.

- Write the following decodable phrases on the board. As students finish, have them read, copy, and illustrate some of the phrases. Or suggest they partner read stories from the Kit Reader.

<table>
<thead>
<tr>
<th>1. big lunch</th>
<th>3. man on bench</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. crab can pinch</td>
<td>4. munch on chips</td>
</tr>
</tbody>
</table>

💎 Group 1

- Write chip on the board.

- Ask students to read the word together, first in a segmented fashion and then blended.

- Ask students which letters represent the /ch/ sound; circle the ‘ch’ after the students respond.

- Add ‘s’ to the end of chip and ask, “If that was chip, what is this?”

- Continue each step of this process with the remaining words.

- Complete the chaining.

<table>
<thead>
<tr>
<th>1. chip &gt; chips &gt; chops &gt; chaps &gt; chats &gt; chat</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. such &gt; much &gt; munch &gt; lunch &gt; bunch</td>
</tr>
</tbody>
</table>
• Distribute and display Worksheet 1.2.
• Point to the first picture and ask students to identify it. (If necessary, tell the class it is a chest.)
• Ask students for the first sound in chest.
• Ask students which of the first two spellings correctly spells the /ch/ sound.
• Have students circle the ‘ch’.
• Repeat for the remaining three sounds in chest.
• Have students write chest on the line provided and say each sound as they write it.
• Complete the remaining items.
• Alternatively, you may use different remediation exercises which address the needs of students.

**Supplemental Resources**

We recommend students reread stories from the previous Reader, Kit, to develop their reading accuracy and fluency.

- Newly decodable words:

| 1. such* | 6. inch | 11. chips |
| 2. much* | 7. chest | 12. bunch |
| 3. rich | 8. bench | 13. pinch |
| 4. lunch | 9. chin | 14. crunch |
| 5. branch | 10. ranch |

- Chains:

1. sip > chip > chips > chops > chaps > chats > chat > sat > spat > pat
2. rant > chant > chat > chap > champ > lamp > limp > chimp > chomp

- Phrases and Wiggle Cards:

1. munch on chips 6. sit on bench
2. pais chat 7. lunch and brunch
3. bad stench 8. chop it up
4. rich man 9. finch on branch
5. chin on chest 10. not much milk left
**Code Knowledge**

- Before today’s lesson: If students attempted to read 1,000 words in a trade book, on average between 170 and 217 of those words would be completely decodable.
- After today’s lesson: If students attempted to read 1,000 words in a trade book, on average between 173 and 219 of those words would be completely decodable.
- The sound /ch/ is the 35th most common sound in English.
- The sound /ch/ is found in approximately 4 percent of English words.
- The sound /ch/ is spelled ‘ch’ approximately 70 percent of the time.
- The spelling alternatives ‘tch’ as in *batch* and ‘t’ as in *century* are taught later in the program.
- The spelling ‘ch’ is a tricky spelling; it can be pronounced /ch/ as in *chip*, /k/ as in *school*, or /sh/ as in *chef*. In CKLA Kindergarten materials, however, ‘ch’ is always pronounced /ch/.
- Students have now learned at least one way to spell 25 of the 44 sounds in the English language.