

# Phonics Shed

## Phonological and Phonemic Awareness

### Grade 1 - Lesson 2

/ch/ Charlie the Chicken



15 mins

#### Resources (Optional)

- Sound Boxes & Manipulatives
- Blending & Segmenting Visuals
- Ch.3 Set 3 'ch' Flashcard

### Sentence Segmentation

2 mins



Read a sentence aloud and ask students to repeat. Students will count the number of words in the sentence. Students can use manipulatives to help count if needed.

- Chester chews chestnuts. (3)
- The chick chirps. (3)
- The child had chili on his chin. (6)

Repeat this sentence after me and count the number of words in the sentence.

**Extend:** Students try to identify words that begin with the /ch/ sound.

### Segmenting & Blending Words

2 mins



**Blending - Onset Rime:** Say each word in two parts. First say the onset and then the rime with a pause in between. Students repeat each word also pausing between the onset and rime, and then say the whole word.

**Ex. Teacher:** /s/ - at » **Student:** /s/ - at, sat

- /ch/ at - chat
- /ch/ ug - chug
- /m/ uch - much

I will say two word parts, and you will repeat them with a pause in between. Then repeat the word parts again without a pause as one word.

**Make It Multisensory:** Hold one fist in front when saying the onset and the other when saying the rime. Connect the two fists to say the word.

**Segmenting - Onset and Rime:** Say the whole word and have the students repeat the word and then say the onset, a pause and then the rime.

**Ex. Teacher:** hat » **Student:** hat, /h/ at

- chomp - /ch/ omp
- check - /ch/ eck
- chess - /ch/ ess

I will say a word. Repeat the word, say the first sound, then the rest of the word.

**Differentiate:** If students need additional support, use the words from the blending activity for segmenting before moving to the new words in this list.

## Syllable Segmentation & Blending

2 mins



**Blending:** Say the syllables in a word. Students repeat the syllables, then blend them together and say the whole word. Ask students to either hum the word or hold their hand under their chin as they say the whole word again, and count the hums or chin drops to figure out how many syllables are in each word.

**Ex. Teacher:** jump - ing » **Student:** jump - ing, jumping, 2

- chick - en; chicken (2)
- chis - el; chisel (2)
- chee - tah; cheetah (2)
- check - er; checker (2)

I will say some word parts. Repeat the word parts with a pause in between each, and then say the word parts again without any pauses in between. Count how many hums or chins drops are in the new word.

**Segmenting:** Say a word and ask students to repeat the word. Have students choose to either hum the syllables, or hold their hand under their chin as they say the whole word again, to feel the syllables in each word. Then have the students say the syllable parts.

**Ex. Teacher:** yogurt » **Student:** yogurt, (hum or say with flat hand under chin) yo-gurt, yo-gurt

- chimney; chim - ney (2)
- cheerful; cheer - ful (2)
- chapter; chap - ter (2)

I will say a word. Repeat the word and count how many hums or chins drops are in the word. Say the words parts with a pause in between each part.

**Extend:** Students try to identify where they hear the /ch/ sound in each word.

## Rhyming

2 mins



Read a pair of words and students repeat words. If they rhyme, students will clap their hands and shake their heads yes. If the pair of words does not rhyme, students will stomp their feet and shake their heads no.

- chop, stop (yes)
- chat, pin (no)
- chug, mug (yes)
- chest, best (yes)
- chap, bin (no)
- chin, win (yes)

I will say two words, if they rhyme, clap, and shake your head yes. If they don't rhyme, stomp, and shake your head no.

**Extend:** Students try to produce more rhyming words for the rhyming pairs.

## Isolate Initial, Medial, & Final Sounds

3 mins



**Initial:** Read the alliteration sentence and ask students to identify the first sound they hear in each word.

- Charlie chews chestnuts. (/ch/)

**Initial & Final:** Read the following words and ask students to listen for the /ch/ sound. Ask the students to determine if the /ch/ sound is at the beginning or the end of the word.

**Ex. Teacher: much » Student: much, end**

- chip (beginning)
- chance (beginning)
- beach (end)
- touch (end)
- chew (beginning)
- chain (beginning)

I will say a word. Tell me if the /ch/ sound is at the beginning or end of the word.

**Medial:** Read the pair of words, segment the sounds while visually counting the sounds (on your fingers, arm, sound boxes, etc. **NOTE:** If you use fingers, and are facing the students, make sure to start the word from YOUR right to left, as that will be left to right of students.) “Do these words have the same sound in the middle (point to the middle position of what you were counting on)? What sound do you hear?” Repeat segmentation if needed.

**Ex. Teacher: cat - rad, /k/-/a/-/t/, /r/-/a/-/d/ » Student: Yes, /a/**

- chip - chin (yes, /i/)
- much - chug (yes, /u/)
- cheek - chick (no, /ee/ & /i/)

I will say two words and sound them out. Tell me yes or no if they have the same middle sound, and tell me what the middle sounds are.

**Final:** Read the following words and ask students to repeat the words and determine if the word ends with the /ch/ sound.

**Ex. Teacher: much » Student: much, yes**

- reach (yes)
- chair (no)
- chop (no)
- coach (yes)
- ranch (yes)
- teach (yes)

I will say a word. Repeat the word, and tell me yes or no if the final sound is /ch/.

**Make It Multisensory:** Hold your arm out horizontally and use the other hand to slide down the arm as you say the word. Your hand will be on the shoulder for initial sound, inner elbow for medial sound and wrist for final sound.

Teacher: “mat, /m/-/a/-/t/ (while sliding hand down arm) What sound do you hear at the end?” (while pointing to the wrist.) Students can use their arms to say the word as well.

**Extend:** Students try to identify where they hear the /ch/ sound in each word.

## Adding, Deleting, Substituting; Compound Words

3 mins



**Adding:** Say a word and students repeat. Tell students to add \_\_\_\_ before it, and ask them what the new word is.

**Ex. Teacher: car » Student: car » Teacher: Add 'race' » Student: racecar**

- box - Add 'lunch' - lunchbox
- man - Add 'watch' - watchman
- pad - Add 'touch' - touchpad
- saw - Add 'chain' - chainsaw

I will say a word. Repeat the word. Then I will say another word, add that word before the first word, and say the new word without any pauses in the middle.

**Deleting:** Say a word and students repeat. Tell students to leave off the last syllable/word. Ask them what word is left.

**Ex. Teacher: rainbow » Student: rainbow » Teacher: Leave off 'bow' » Student: rain**

- witchcraft - Leave off 'craft' - witch
- matchbox - Leave off 'box' - match
- checkout - Leave off 'out' - check
- armchair - Leave off 'chair' - arm

I will say a word. Repeat the word. I will ask you to leave off a word part, then tell me the new word.

**Substituting:** Say a word and students repeat. Tell students to change \_\_\_\_ to \_\_\_\_, and ask them what the new word is.

**Ex. Teacher: cupcake » Student: cupcake » Teacher: Change 'cup' to 'pan' » Student: pancake**

- lunchbox - Change 'box' to 'room' - lunchroom
- checkbook - Change 'book' to 'list' - checklist
- chalkboard - Change 'chalk' to 'chess' - chessboard

I will say a word. Repeat the word. I will ask you to change one of the word parts, then tell me the new word.

**Extend:** Students try to identify where they hear the /ch/ sound in each word.



1 min

### Closing

**See** - Show flashcard, "Charlie the chicken. Say hi to Charlie." Children (and Joe) wave.

**Sound** - We just practiced saying words with the /ch/ sound. Run your finger (or Joe's hand) over the letter on flashcard and model sound. Students finger trace in air or on arm.

- "Charlie the chicken has the /ch/ sound. Can you say /ch/?"  
Children join in and repeat the sound. "/ch/"

**Name** - "The letter names for Charlie the chicken are... 'c', 'h', can you say these letter names?" Point to the letters as the child says the names. Explain that 'ch' is a digraph, which means two letters that spell one sound, /ch/.

**Action** - Show children the action (or use Joe to show) while saying the sound; **(moving head backwards and forward like a chicken pecking)** children repeat. "When we see Charlie, we say hello by doing this action." Repeat action and sound together.

(Omit closing if PPA lesson is followed by the Phonics Shed Ch. 3 explicit phonics lessons and/or intervention lessons.)