**Consonant Digraph Lesson**

**Grade Level:** 2nd Grade

**Subject Area:** Language Arts, Phonics, Consonant Digraphs

**Materials Needed:** White board or active board, markers, print out of consonant digraphs, highlighters, scissors, word work notebooks, pencils

**Standard:**

ELA-02.RF.03 Know and apply grade-level phonics and word analysis skills in decoding words.

**Objective:**

* Students will recognize consonant digraphs.
* Students will organize into columns, words with the same consonant digraphs.

**Learning Activities:**

* There are 26 letters in the alphabet. Who can guess how many sounds there are?
  + Students will likely guess 26.
* There are actually 44 sounds. Wait, if there are only 26 letters, how can we have so many sounds?
* One of the ways we can get more sounds is by putting certain letters together. When we do this, those are called consonant digraphs.
* Here, let me show you an example. When we put the letter “t” next to the letter “h” do you know what sound it makes? (Write letters on board so they can visualize.)
  + If no one answers, add “e” and spell the word “the” and ask someone to read the word.
* So “t” next to “h” says “th” and that is one example of a consonant digraph.
* Today we are going to work on a couple different ones.
  + ***Make columns on the board for the following digraphs: “th” ,“ch”, “tch”, “wh”, “ph”, “qu”, “sh”***
    - (do not necessarily need to list all; most likely choose 3 or 4)
    - Work with the class to think of words with these digraphs.

**Assessment:**

*Informal Assessment (to be done with students)*

* Hand out digraphs sheet.
  + Read through sheet as a class.
  + Have students highlight digraphs.
  + Cut out words.
  + Organize words under headings.
  + Transfer words into their word work note books

*Formal Assessment (not necessarily to be done during Practicum)*

* At the END of the unit, hand out a sheet with just digraph headings and have students write 3 words under each heading and use them in a sentence.
  + At the end have each student pick one sentence they wrote to share with the class aloud explaining which consonant digraph they used.

Because time is always a factor. I like the above activity but in order to save time this is a perfect opportunity to do a turn and talk. I have students turn and talk and share with their neighbor. So students could share one sentence they wrote with their neighbor so everyone gets to share and then I would call on two or three and have them share with the whole class. This way all students get to share. You might want to set up an active board chart for the columns of digraphs. Would you like me to do that for you? I really don’t have much board space. Or did you have something in mind. My words are not up yet on my expand vocabulary wall so we could use those columns I guess. Let me know. This looks good. Good Job!