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DISCRIMINATION OF DIPHTHONGS, DIGRAPHS AND TRIGRAPH

Subject

English

Prepared By

[Instructor Name]

Grade Level

4

Overview

This lesson plan covers teaching content for;

1. Learning identifying diphthongs, digraphs and trigraphs.
2. Learn to make sentences using diphthongs, digraph and trigraphs.

Objectives

Students should be able to;

- Articulate and identify words containing diphthongs, digraphs and trigraphs in initial, middle and final position.

Assessment Activity

- Choose a paragraph from the textbook.
- Ask the students to point out two diphthongs, two digraphs and two trigraphs in the paragraph.
- Continue to point out diphthongs, digraphs and trigraphs to students when such words come up in other subjects to.
- Involve the students in solving problems given in exercise at the end of unit/chapter.

Activity Starter/Instruction

1. Write the letters "oy" on the board.
2. Pronounce the sound that they make, emphasizing how your mouth moves around to make the sound.
3. Teach each diphthong individually or in pairs (e.g., "oy" and "oi"), leaving plenty of time for practicing each diphthong before moving on to another.

Guided Practice

Day 2/ Lesson 2: 15 Mins

1. Circulate during the paired practice session, and listen to how students are sounding out diphthongs.
2. If students need more help, give additional instruction on the specific diphthongs that seem to be throwing them off.
3. These activities have been successful if students are able to sound out most diphthongs most of the time.

Teacher Guide

Day 1/ Lesson 1: 15 Mins

1. Write some diphthongs on the board.
2. Divide students into pairs, and instruct each student to make up to three sentences with the diphthongs on the list.
3. For example, they might write "The boy had a toy" or "I set soil on the foil."
4. After they have written three sentences, encourage them to pair up and read each other's sentences.
5. The advantage of this practice activity is twofold. It not only gives students practice in reading the diphthongs.
6. This activity also enables them to write the diphthongs and to check each other's work.
7. Remind students to correct their partner's sentences gently, and explain that taking corrections is part of becoming a good writer.
8. This will minimize the hard feelings that students may feel during the correction

Materials Required

- Pictures / flashcards trigraphs words.
- Colored chalks/markers to high light the digraphs/trigraphs in words written on board

Additional Resources

- <https://www.brighthubeducation.com/lesson-plans-grades-1-2/101853-teaching-diphthong-activities/>
- https://www.123homeschool4me.com/trig-little-readers-for-first-grade_11/
- <https://www.brighthubeducation.com/lesson-plans-grades-1-2/101852-teaching-and-reviewing-vowel-digraphs/>
- <https://www.actionfactor.com/pages/lesson-plans/v1.07-consonant-digraphs.html>
- <https://aminghori.blogspot.com/2016/02/lesson-plan-of-digraph-and-trigraphs.html?m=1>
- <https://www.actionfactor.com/pages/lesson-plans/v2.05-diphthongs.html>

Additional Notes

Summary

1. Tell students the differences in diphthongs, digraphs and trigraphs
2. Ask students to write three sentences with each containing one example each on diphthongs, digraphs and trigraph
3. Tell students to continue doing this as it will help them to master diphthongs, digraphs and trigraphs.

Teacher Guide

Day 3/ Lesson 3: 20mins

1. Together with the class, make a poem containing a list of words that use the digraph that you are teaching.
2. Because many words with the digraph rhyme with each other, this is easier than creating a typical poem.
3. For example, you could put the words "feel," "heel," and "wheel" at the end of the lines of the poem so that the poem rhymes.
4. This is also a way to help students differentiate between two digraphs that make the same sound, such as "ea" and "ee."
5. Include all of the "ee" words (which are less common) in a poem, and students will remember those words as "belonging to the 'ee' poem."
6. This will help them learn how to spell easily misspelled words.

process and enable them to feel like a team with their partners.

Guided Practice

Day 4/ Lesson 4: 15mins

1. To complete this activity, pass out lists of words containing two or several digraphs to each group of students.
2. Then challenge each group to make a note-cards containing pictures of some of the words.
3. For example, one note-card might have the picture of a sheep, while another might have a picture of a pie.
4. Groups should then swap piles and sort the note-cards into two or several piles, based on the digraph that spells the picture.
5. For example, the picture of the sheep and the bee would be in one pile, while the pie and the die would be in another pile.

Teacher Guide

Day 5/ Lesson 2: 20 Mins

1. Write the following trigraphs on the board in the columns.

dge	tch	igh
Bridge	Patch	Sigh
Edge	Match	Flight
grudge	hatch	Hight

2. Now ask students to think of words that have a particular trigraph 'dge'.
 3. Repeat this activity with other trigraphs as well.
 4. After that, discuss the position of each trigraph in the given words on the board.
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5. Ask them to sort out trigraph in initial, middle, and final position in the given words.
 6. Hold a competition by dividing the class in two groups.
 7. Ask the students to suggest three words that would go under the headings in each of the columns on the board.
 8. Let the groups take turns, scoring one point for each correct answer.
 9. The team that gives more correct answers will be the winner.
 10. Students must copy the complete table of words in their notebooks.
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