

Unit 6 | Lesson 1

Materials	
Phonics Kit – color tiles and digraph letter tiles	
Instructional Objective	DESCRIPTION
The English learner student will be introduced to digraph sh and will be able to understand what a digraph is and how it functions in the English language.	The English learner will be able to understand how digraphs are read.
Functional Objective	DESCRIPTION
The student will be able to apply their understanding of digraphs through the reinforcement of their already learned skills of letter to sound correspondence.	The student will be able to provide application for the function of a digraph by using letter tiles and color tiles as well as the Touch & Say routine so that this can be later applied independently.
Cultural Objective	
The teacher will use the introduction of the digraph sh due to its more universal articulation and use in "quieting" someone, which is relatable within several cultures and contexts.	

Sociocultural Component

Research shows that making content relatable increases engagement and understanding of new concepts being learned. Our approach to teaching the concept of digraphs will be done through the concept of friendship and through choosing a digraph that is orally used in several cultural and linguistic contexts. The social expression of /sh/ is widely seen throughout many cultures and social contexts and will be beneficial in providing relatability to the concept of the function of digraphs and the single sound *two letters can make in the English language*.

Begin Lesson

Say:

- “We know that every letter has a sound and when we put those sounds together, we can make real words, silly words, and even Heart Words!
- You have been doing such a great job using your color tiles as you make each sound in the words we have built and read.
- Today, we are going to learn about what happens when certain letters become best friends! Best friends love to go everywhere together and there are certain letters in the alphabet that are the best of friends. These letters are such good friends that when they are together, they don't make their own sounds, but instead, they share a single sound! There are only a few of these best friends that get together to make one sound in the English alphabet. These best friends are called digraphs. Can you say that word with me? Repeat after me, ‘digraph.’
- One of these digraphs that are best friends are the letters **s** and **h**.”

Do:

Place the letter tiles **s** and **h** down and have students do the same with their kit.

Say:

- “By themselves, each of these letters has its own sound. The letter **s** makes the /s/ sound and the letter **h** makes the /h/ sound. *(Place the letter tile followed by the color tile as you say and make each letter sound.)*
- When these best friends get together, however *(remove the digraph **sh** letter tile from the phonics kit)*, they share one special sound!
- The digraph **sh** makes the sound /sh/.
- When these letters are together, they form a digraph. A digraph has two letters but when these best friends are together, they share only one sound. We only need one color tile because a digraph shares one sound. Can you choose a color tile and set it above the digraph **sh** tile? Great job!
- The digraph **sh** makes a /sh/ sound *(touch and say the color and letter tiles)*. This sound is the one we hear when someone is trying to get us to be quiet! *(Place your index finger over your mouth.)* /sh/
- Have you ever heard this sound before? Let's touch the digraph letter tile and color tile and make the sound together: /sh/. Excellent! The digraph **sh** makes the sound /sh/.
- As you learn to read more words in English, you will be learning about a few more digraphs – letters that are best friends. When these special letters get together they are known as digraphs. They are such good friends that together they make one new special sound!
- Let's Touch & Say the sounds for the letters **s** and **h** and then Touch & Say the shared sound the digraph **sh** makes.”

Teacher and student touch the **s** and **h** letter tiles first, making each of their sounds separately, and then they touch the digraph **sh** letter tile and make the /sh/ sound.

Say “Great job! *(If possible, speak in student's native language.)* Now you know that digraphs are two letters that are best friends and share one special sound. One of these digraphs is the digraph **sh**, /sh/.”

Unit 6 | Lesson 2

Materials	
Phonics Kit – color tiles and digraph letter tiles	
Instructional Objective	DESCRIPTION
The English learner student will be able to understand what digraphs are and how they function.	The English learner will be able to actively understand and recognize digraphs, specifically digraph sh .
Functional Objective	DESCRIPTION
The student will be able to apply their understanding of digraphs through reinforcement using their letter tiles and color tiles.	To recognize and read digraphs through the Touch & Say practice routine.
Cultural Objective	
The teacher will continue to use the concept of friendship, relatable across cultures, for understanding and recognition of digraphs and their function when reading words in English.	

Sociocultural Component

Remember that making content relatable increases engagement and understanding of new concepts. Our approach to teaching the concept of digraphs is to connect it to the universal concept of friendship, a concept that is easily relatable and understood across the globe.

Begin Lesson**Say:**

- "In the previous lesson, we learned all about some special letters that are best friends and when they get together they are known as digraphs. Say it with me, 'digraph.'"
- We looked at the digraph **sh**. Although each letter has its own sound by itself like all the other letters in the alphabet, when these best friends are together, they become a digraph and share one new sound."

Ask "Do you remember what sound the digraph **sh** (*place index finger over mouth for prompting*) makes?" (**A:** /sh/)

Say:

- "Great job! It makes the sound /sh/, like when someone is trying to tell us to be quiet."
- In English, most letters have their own sounds even when they are next to each other. Digraphs, however, are special because they are letters that are best friends. When these best friends are together, they make one new sound, like the digraph **sh**. Not all the letters in the alphabet are best friends, but there are a few more best friends that when they get together become digraphs."

Place all six letter tile digraphs in a line with the digraph **sh** letter tile first. Place one color tile above each.

Say "These are the only other letters that are best friends. When these letters get together, they become digraphs and share one new special sound."

Ask "Can you find the digraph letter tiles and place them in a line?"

Say:

- "Great job!"
- These are all the letters that are best friends and when they get together they become a digraph, sharing one new special sound!
- Can you get one color tile for each digraph? (*Have student place one color tile over each digraph tile.*)"

Do:

Point as you say each digraph name and sound. (*Purposefully begin with the digraph **sh**.*)

- "Digraph **sh** says /sh/. (*Have the student repeat.*)"
- Digraph **ch** says /ch/. (*Have the student repeat.*)"
- Digraph **th** says /th/. (*Have the student repeat.*)"
- Digraph **wh** says /w/. (*Have the student repeat.*)"
- Digraph **ck** says /k/. (*Have the student repeat.*)"
- Digraph **ph** says /f/. (*You may refer to this digraph later for grades K-1.*)"
- By themselves, these letters make their own sounds, but when they are together, they are digraphs and make one new sound!"

Say:

- "In the next lesson, we are going to build real words and nonsense, or silly, words with digraph **sh** for practice."
- Remember, digraph **sh** makes one new sound, /sh/."
- Let's touch the digraph **sh** letter tile and then, as we touch the color tile above it, make its sound, /sh/."
- Great job! Now you can recognize digraph **sh** and make its sound."

Unit 6 | Lesson 3

Materials	
Phonics Kit English Picture Vocabulary Cards for digraph sh words and nonsense words	
Instructional Objective	DESCRIPTION
The English learner student will be able to use their decoding knowledge to read and spell words with digraph sh .	The English learner will be able to read and spell words with digraph sh so that understanding can be applied when reading the same type of words independently.
Functional Objective	DESCRIPTION
The student will reinforce their basic decoding and letter-sound knowledge skills alongside their understanding of digraph sh through the Build a Word activity.	The student will be able to apply reading words that contain the digraph sh through the Build a Word practice activity so that they can more confidently approach reading new words that contain a digraph, particularly the digraph sh .
Cultural Objective	
The teacher will purposely use the digraph sh to approach reading beginning words with digraphs. The background knowledge built in previous lessons and the universally understood and used sound of /sh/ in several different cultures and contexts will allow for this new skill to be approached with relativity and confidence.	

Sociocultural Component

Research shows that content that is relatable (like the concept of /sh/) alongside the “building” of existing skills (such as letter-sound knowledge, vowel, consonant identification, reading CVC words, and the basic function of a digraph) further strengthens the neural connections being formed in the learning process. These new skills can actively grow when they are combined and applied together. This is because each of these skills are naturally intertwined as they evolve through literacy development. This final lesson aims to apply all applied skills thus far, to continue to enable proactive and active growth for a strong foundation and for long-term development in English literacy.

Begin Lesson**Say:**

- "Now that you know all about our 'best friends' that are digraphs, we are going to be looking at the digraph **sh** and building new words with it!"
- You already know how to put letters and their sounds together when reading real words, practicing silly nonsense words, and even remembering Heart Words!
- Today, we are going to continue to put our letters and sounds together to build words that include the digraph **sh**!"

Do:

Show the picture side of the card for **mash**.

Say:

- "This first word is **mash** (*pointing to picture*).
- **Mash** has the sound /sh/ in it... **mash**. Can you hear the /sh/ sound?
- Let's use our color tiles and letter tiles to build this word below this picture.
- The first sound is /m/. Place a color tile down for that sound. Great job! (*If needed, demonstrate with your color tiles.*)
- The next sound is the short vowel sound /ă/. Place a red color tile down for that sound. Awesome.
- The last sound is /sh/. Place a color tile down for that sound. Amazing!
- Now we are ready for our letter tiles!"

Ask "What letter makes the sound /m/?" (**A:** m)

Say:

- "That's right! We need the letter **m**. Can you choose the letter tile **m** and place it below its color tile?
- The next sound is the short vowel sound /ă/."

Ask "What letter spells the short vowel sound /ă/?" (**A:** a)

Say:

- "Yes! We need the vowel letter tile **a**. Can you choose the vowel letter tile and place it below the red color tile?
- The last sound is /sh/ (*place index finger over mouth for prompting*).
- This sounds like a digraph we have been talking about!"

Ask "Which digraph makes the sound /sh/?" (**A:** sh)

Say:

- "That's right, digraph **sh** spells the sound /sh/! Can you find that letter tile and place it below the last color tile?
- Let's read it together with Touch & Say (*point or have student point from left to right as they read*) – /m/ /ă/ /sh/, **mash**.
- You built and read a word with a best friend digraph in it!" (*Flip the picture card over to reveal the matching word.*)

Do:

Put the letter and color tiles back in the kit and place the **mash** picture card with the written word facing up to the side.

Say:

- "Let's build and read another word. *(Place the picture side of the vocabulary card for the word **shut** on the table.)*
- This word is **shut**.
- Let's use our color tiles and letter tiles to build the word **shut** above this picture.
- The first sound is /sh/. Place a color tile down for that sound.
- The next sound is the short vowel sound /ŭ/. Place a red color tile down for that sound.
- The last sound is /t/. Place a color tile down for that sound.
- Wonderful! Now we are ready for our letter tiles!"

Say "What letter tile do we need for the sound /sh/ *(place index finger over the mouth while making the sound)?*" (**A:** sh)

Do:

Check if student can independently identify the digraph **sh** letter tile. If they cannot, prompt them.

Ask "Can you find the digraph **sh** letter tile and place it below the color tile?"

Say "The next sound is the short vowel sound /ŭ/."

Ask "What letter do we need for the short vowel sound /ŭ/?" (**A:** u)

Say:

- "That is right! We need the vowel letter **u** tile. Can you find the vowel letter tile and place it below the red color tile?
- This last sound is /t/."

Ask "What letter tile do we need for the sound /t/?" (**A:** t)

Say:

- "Can you find that letter tile and place it below its color tile?
- Awesome job! Let's Touch & Say to read the word!
- /sh/ /ŭ/ /t/, **shut**." *(Flip the picture card over to reveal the matching word.)*

Place the picture card for **mash** with the written word facing up next to the picture and built word **shut**.

Ask:

- "Can you find the digraph **sh** in the word that we just built, **shut**?"
- "Great job! Now can you see the **sh** in the word **mash** *(point to the word on the card)?*"
- "Can you point to it? Amazing!"

Say:

- "Digraphs can be at the beginning of words, in the middle of words, or at the end of words."

- Wherever they are, you know how to recognize them by the one special sound they make.
- Whenever you see the digraph **sh** or hear the sound /sh/, no matter where it is in your word, you know that the **s** and **h** have gotten together side by side as best friends to form a digraph!"

Do:

Have student point to and say "digraph **sh**" at the beginning of the built word **shut** and at the end of the word **mash** on the card.

Say:

- "You are doing so great at understanding what a digraph is and how to recognize and read them in words!
- Let's build one more word with digraph **sh**, but let's make it a silly nonsense word just for practice!
- I want you to do the same thing we just did with the last two words for this silly word all by yourself! I will be here to help you if you need me."

Do:

Place the nonsense word vocabulary picture card face card down.

Say:

- "The silly word is **shem!**" *(Repeat the word as the student independently builds it using their phonics kit.)*
- Let's check our work together using Touch & Say – /sh/ /ě/ /m/, **shem!**
- Now you know how digraphs work and how to read them in real words and in nonsense or silly words!
- Guess what? Digraphs are in Heart Words too! As you learn and remember your Heart Words, you will see some words with the digraph **sh**.
- When you see it, it won't be tricky. You will know it is a digraph and you will know just how to read it!"