LESSON 1

Digraph *sh*

LEARNING OBJECTIVES

- Decode and blend words with digraph *sh* in isolation.
- Learn and practice handwriting: manuscript *B*, *b*, *A*, *a*, *I*, *i*.
- Spell and build digraph *sh* words using previously taught sounds.
- Identify parts of irregular words and practice reading and writing the words *wash* and *want*.
- Read a decodable text featuring digraph *sh* words with accuracy to demonstrate basic comprehension.

LESSON RESOURCES

Whole-Class Presentation:
HMH Classcraft™ Essential Session

Articulation Video

Student Practice:

- Letter and Grapheme Cards
- Handwriting Models: Manuscript (*B*, *b*, *A*, *a*, *I*, *i*)
- Know It, Show It, Book 1: pp. 95, 98–100

Routines:

- Blending: Continuous
- Write and Reveal
- Word Practice: Word Building
- Heart Words
- Decodable Text

INSTRUCTIONAL VOCABULARY

digraph a two-letter combination that represents one phoneme

grapheme a letter or combination of letters that represent a corresponding single sound

phoneme an individual speech sound that can be combined with others to make words

WARM UP Phonological Awareness: Isolating Phonemes and Blending Onset and Rime

▶ *Say:* **Let's warm up by listening to the sounds in words. Before we start, let's put on our strong listening ears.** Pretend to adjust your ears to model getting ready.

ACTIVITY 1 Isolating Phonemes

Say: **Let's identify sounds at the beginning of words.**

I DO *Say:* **I'll do the first one. Listen as I say the word: *shark*. The first sound in *shark* is /sh/.** Repeat as needed.

WE DO *Say:* **Try it with me. The word is *shuck*. Say the word with me: *shuck*. What is the first sound in *shuck*?** *(/sh/)* **Yes!**

YOU DO *Say:* **Your turn. The word is *fish*. Say the word.** *(fish)* **What is the first sound?** *(/f/)* **That's right.**

Repeat with the words *dish* and *shell*.

Correct & Redirect If children need support isolating phonemes, show them a finger for each sound or have them tap out sounds. Counting sounds will help to segment sounds correctly and prepare them for encoding.

ACTIVITY 2 Blending Onset and Rime

Say: **Let's blend word parts together.**

I DO *Say:* **I'll do the first one: *sh-ip, ship*. The first sound in *sh-ip* is /sh/. The part that follows /sh/ is *–ip*.** Repeat blending, emphasizing the onset and rime: ***sh-ip, ship*.**

Phonological Awareness: Blending Onset and Rime, continued

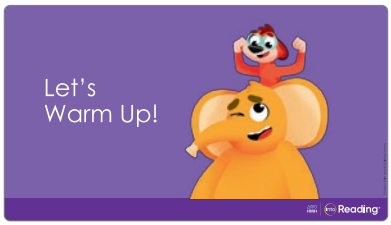
WE DO *Say:* **Let's blend one together. It sounds like this: *sh-op, shop*. Ready? Let's say it: *sh-op, shop*. Repeat it with me: *sh-op, shop*. What's the first sound?** *(/sh/)* **What follows /sh/?** *(–op)* **Blend it with me: *shop*.**

YOU DO *Say:* **Your turn.** Say the onset and rime, and then have children repeat and blend: ***w-ash***. *(w-ash, wash)*

Repeat with *m-ash* and *w-ish*.

Correct & Redirect
If children are challenged by onset and rime, support them in using connected phonation by stretching the onset until it reaches the rime (*mmmash*).

As needed, teach or review that every syllable has two parts. The onset is the part or sound that comes before the vowel. The rime is the vowel and consonant(s) that follow.



WARM UP Visual Review

- Have children review previously learned graphemes *ck, x, qu, w, v, s, ff, ll, ss, zz, j, l, k, z, y, e, u, o, i,* and *a* and say the corresponding sounds. *Say:* **Let's review graphemes and say their sounds**.
- Show the grapheme slide *ck*. **Look at this grapheme. Say the sound.** *(/k/)*
- Repeat with the rest of the slides: *x, qu, w, v, s (/s/, /z/), ff, ll, ss, zz, j, l, k, z, y, e (/ĕ/, /ē/), u (/ŭ/, /ū/, /yū/), o (/ŏ/, /ō/), i (/ĭ/, /ī/),* and *a (/ă/, /ā/).*

Correct & Redirect
If children need support, have them
- name the grapheme and trace it on the table. If they still do not recall the sound, ask if they remember the keyword.
- practice writing the grapheme while saying the sound.

WARM UP Auditory Review

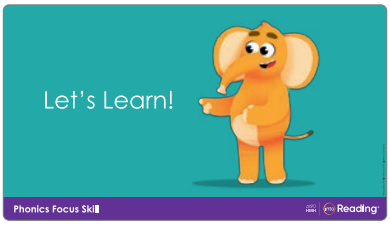
- Have children listen to previously learned phonemes and use a pencil and paper or a multisensory approach such as air writing to write the corresponding graphemes.
- *Say:* **Let's review sounds we have learned and write the graphemes that match them. Watch and listen as I say the sound. First, you will repeat the sound. Then, you will say the sound as you write the grapheme or graphemes that match it. Ready? The first sound is /k/.** *(Children repeat /k/ and then say /k/ as they write the graphemes* c, k, *and* ck.*)*
- Write or show the graphemes *c, k,* and *ck* for children to check their answers. **/k/ is represented by the graphemes *c, k,* and *ck*. Check that you wrote the graphemes *c, k,* and *ck*.**
- Repeat with phonemes /z/ (*s, z, zz*), /k/ /s/ (*x*), /w/ (*w*), /k/ /w/ (*qu*), /f/ (*f, ff*), /l/ (*l, ll*), /s/ (*s, ss*), /ĕ/ (*e*), /ŭ/ (*u*), /ŏ/ (*o*), /ĭ/ (*i*), and /ă/ (*a*).

Make sure children watch your mouth as you say each sound. Seeing your articulation and mouth formation will help children distinguish between similar-sounding phonemes. Children can use a mirror to check their own articulation and mouth formation as they repeat the sound.

WARM UP Blending Review

- Have children review previously taught sounds by decoding graphemes and blending sounds together to read words with automaticity.
- Show the first slide for *bell*. *Say:* **Let's blend sounds we know to read words. Ready? What's the first sound?** *(/b/)* Show the next slide. **What's the middle sound?** *(/ĕ/)* **Blend it.** *(/b/ /ĕ/)* Show the next slide. **What's the final sound?** *(/l/)* **Blend it.** *(/b/ /ĕ/ /l/)* **Read it.** *(bell)* **Let's blend and read another word. Ready?**
- Repeat with the slides *miss, off, tall, wall, pull, roll, duck, quack,* and *peck.*

Correct & Redirect
Stretching sounds (connected phonation) is important for connecting phonemes and promoting blending skills. If children need support, help them segment the sounds, but quickly redirect to connecting sounds to blend and read the word.



LEARN Phonics Focus Skill: Digraph *sh*

- Teach the grapheme and digraph *sh* sound. Reinforce the grapheme with the keyword, a review, and finger writing.

  Say: **Let's learn a new sound.** Show the grapheme slide *sh.* **This is the digraph *sh*. A digraph is two letters that represent one sound. When the letters *s* and *h* are together, they work together as a team to make one sound. The digraph *sh* makes the /sh/ sound. Say it with me: /sh/.**

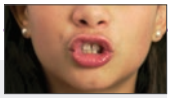
  Look at how the mouth is shaped and where the tongue is placed when we say /sh/. As needed, use the Articulation Video and Articulation Support at the right.

  Point to the visual on the slide. **Our keyword for the /sh/ sound is *shark*. *Shark* begins with /sh/. Say it with me: /sh/, *shark, sh*.**

  Let's review. What's the sound? *(/sh/)* **What's the keyword for /sh/?** *(shark)*

  Use your finger to write the grapheme and say the sound with me: /sh/. Motion *sh.* Have children air write with their finger and say the sound. Repeat the finger writing.

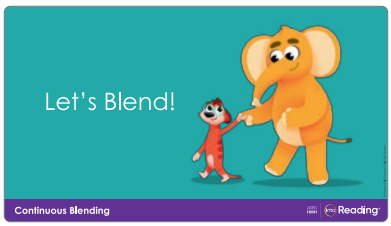
Articulation Video: /sh/

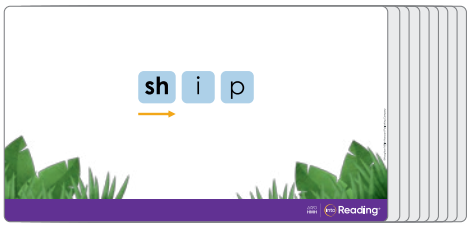


Articulation Support
The /sh/ sound is an unvoiced continuous sound. Show the mouth position for /sh/. Put your tongue toward the middle of your mouth, hovering it just under the roof of your mouth. Stick your lips out and softly blow air to say /sh/.

MULTILINGUAL LEARNERS
Facilitate Language Connections

ALL LEVELS
Some English learners, including speakers of Spanish or Vietnamese, may need support distinguishing /sh/ from /ch/. Point out that when making the /sh/ sound, your tongue does not touch the roof of your mouth. Have children practice the /sh/ sound in word pairs such as these: *ship/chip, much/mush, chop/shop, wash/watch*.





PRACTICE Continuous Blending

- Have children practice blending the Focus Skill digraph *sh* and other sounds into words. Use the arrow on each slide while sliding your finger to show children the sounds. As needed, stretch the sounds for extra support (example: *shiiiip*).

  I DO Show the slides ***sh*ip**, ***sh*ip**, and ***ship*.** *Say:* **Let's blend the sounds together to read the word. I'll do the first one. The first grapheme is *sh*, /sh/. The next letter is *i*, /ĭ/. Now I'll blend the two sounds: /sh/ /ĭ/. The next letter is *p*, /p/. Now I'll blend all three sounds to read the word: /sh/ /ĭ/ /p/, *ship*.**

  WE DO Show the slides ***sh*ut**, ***shu*t**, and ***shut*.** *Say:* **Let's do the next word together. Let's name the first grapheme: *sh*. Let's say the sound: /sh/. Let's name the next letter: *u*. Let's say the sound: /ŭ/. Now let's blend the two sounds: /sh/ /ŭ/. Let's name the last letter: *t*. Let's say the sound: /t/. Now let's blend all three sounds to read the word: /sh/ /ŭ/ /t/, *shut*. We read the word *shut*.**

  YOU DO Show the slides ***sh*ed**, ***she*d**, and ***shed*.** *Say:* **Your turn.** Repeat the steps with children using the word *shed*, /sh/ /ĕ/ /d/. Have children respond orally to blend the word as you listen.

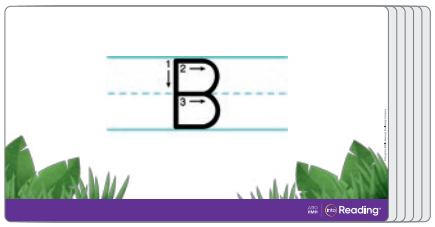
- Repeat the YOU DO process with the slides for the words *fish, wish, cash, hush, shack, shock,* and *shell.*

	Blending: Continuous Routine

- **Celebrate** Have children take a quick brain and body break.

If children need more practice, follow the gradual release I DO, WE DO, YOU DO model with as many words as needed.

Correct & Redirect
If a child reads *shack* as *sack*, *hack*, or *s-hack*, read the word correctly and frame the digraph *sh*. *Say:* **Remember, the consonants *s-h* together stand for the /sh/ sound.** Model blending the word: /sh/ /ă/ /k/, *shack*. Then have the child blend and read it.



PRACTICE Handwriting: Manuscript *B, b, A, a, I, i*

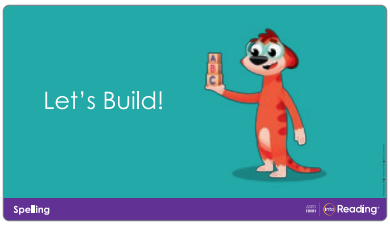
- Have children practice the formation of the letters in this lesson. Model and practice with finger writing, and then have children practice writing. As time allows, review any previously taught letters. For each letter, *say:*

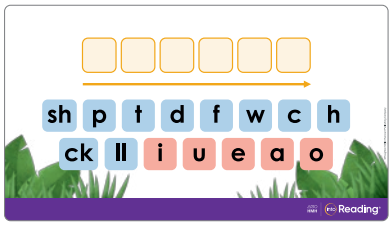
B	**1. Start at the top. Pull down straight to the bottom.** **2. Lift to the top. Curve forward to the middle.** **3. Curve forward to the bottom.**	**b**	**1. Start at the top. Pull down straight to the bottom.** **2. Lift to the middle and curve forward to the bottom.**
A	**1. Start at the top. Slant down left to the bottom.** **2. Lift to the top. Slant down right to the bottom.** **3. Lift to the middle. Slide right.**	**a**	**1. Start just below the middle. Circle back.** **2. Pull down straight to the bottom.**
I	**1. Start at the top. Pull down straight to the bottom.** **2. Lift to the top left. Slide right short.** **3. Lift to the bottom left. Slide right short.**	**i**	**1. Start in the middle. Pull down straight to the bottom.** **2. Lift and dot.**

	Write and Reveal Routine
	Handwriting Models: Manuscript (*B, b, A, a, I, i*)

Correct & Redirect

Pencil Grip Children should hold a pencil with their thumb and first two fingers. If children need support with pencil grip, have them hold a cotton ball or wadded-up paper towel between their last two fingers and palm. For children who demonstrate a full hand grip, a golf pencil can be used to help with pencil placement between the thumb and first two fingers.





PRACTICE Spelling: Word Building

- Have children manipulate graphemes to build words with the digraph *sh* as you model manipulating the sounds and tiles on the slide. Reset the letter tiles after you spell each word.
- *Say:* **Let's build words. Listen closely to each sound. Then we will build a word.**

  I DO *Say:* **I'll build the first word: *ship*. The first sound is /sh/. The digraph *sh* makes the /sh/ sound.** Move the *sh* grapheme tile into the first box.

Offer children grapheme cards to move along with you as you move the digital grapheme tiles into the proper boxes.

For additional practice, have children write and spell the words with pencil and paper.

Spelling: Word Building, continued

The middle sound in *ship* is /ĭ/. The letter *i* makes the /ĭ/ sound. Move the *i* letter tile into the next box.

I'll blend these two sounds together: /sh/ /ĭ/. The last sound in *ship* is /p/. The letter *p* makes the /p/ sound. Move the *p* letter tile.

Now I'll blend all the sounds together: /sh/ /ĭ/ /p/, *ship*.

WE DO Reset the letters. *Say:* **Let's build another word: *shut*. Let's say the first sound in *shut*: /sh/. Let's name the grapheme that makes the /sh/ sound: *sh*.** Move the *sh* grapheme tile.

Let's say the middle sound in *shut*: /ŭ/. Let's name the letter that makes the /ŭ/ sound: *u*. Move the *u* letter tile.

Let's blend them together: /sh/ /ŭ/. Let's say the last sound in *shut*: /t/. Name the letter that makes the /t/ sound: *t*. Move the *t* letter tile.

Let's blend all the sounds together: /sh/ /ŭ/ /t/, *shut*.

YOU DO Reset the letters. *Say:* **Now, you build the word *shed*. What is the first sound in *shed*?** *(/sh/)* **What grapheme makes the /sh/ sound?** *(sh)* Move the *sh* grapheme tile.

What is the middle sound in *shed*? *(/ĕ/)* **What letter makes the /ĕ/ sound?** *(e)* Move the *e* letter tile.

Blend them together. *(/sh/ /ĕ/)* **What is the last sound in *shed*?** *(/d/)* **What letter makes the /d/ sound?** *(d)* Move the *d* letter tile.

Blend all the sounds together. *(/sh/ /ĕ/ /d/, shed)*

- Repeat the YOU DO process for the words *fish, wish, cash, hush, shack, shock,* and *shell*.

Letter and Grapheme Cards	
Word Practice: Word Building Routine	

- **Celebrate** Have children take a quick brain and body break.

Correct & Redirect
If children misspell a word, give immediate feedback. Provide explicit instruction with each sound as you work through building words.

PRACTICE Irregular Words

- Have children practice reading and spelling irregular words. Have them finger write and then use a pencil and paper or a dry-erase board.

Say: **Let's practice reading new words. These words follow spelling rules we don't know yet. Until we learn these spelling rules, we have to remember these word parts by heart. We call these temporary heart words. We can talk about those rules and spellings.**

Children can write irregular words on individual note cards and store for later use to allow for additional practice of reading and spelling these words.

Irregular Words, continued

- Show the slide *wash.** **Let's say the word and tap the sounds: *wash*, /w/ /ô/ /sh/. We know how to spell the first sound: *w* spells /w/. The middle sound is the tricky part that we need to remember by heart. In the word *wash*, the /ô/ sound is spelled with the letter *a*. We know how to spell the last sound: *sh* spells /sh/.** Have children practice air writing each grapheme as you say each sound: **/w/ /ô/ /sh/**.

  Now you write the word. Say each sound as you write the word *wash*. Did you spell it correctly? Show me your word.

  Repeat the process with the following heart word, showing the slide.

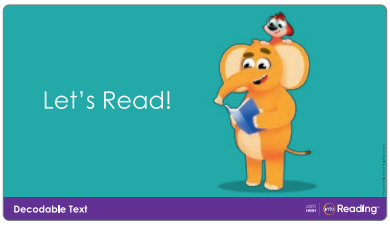
- *want*, /w/ /ô/ /n/ /t/*

	Heart Words Routine

Correct & Redirect
If introducing a new and/or unfamiliar word, introduce the word through a meaningful sentence. Before breaking down the word into individual phonemes and spelling practice, say the word aloud and use it in a sentence.

Remind children that when two or more letters make one sound, the letter combination appears in one box.

*The words *wash* and *want* are **temporary heart words** if children have not learned vowel *a* as /ô/. Vowel *a* as /ô/ is taught in Grade 2.



PRACTICE Decodable Text

Have children use the Decodable Text: "The Wash" to practice reading sentences with digraph *sh* and other sounds and words they know.

I DO Show the first slide. *Say:* **Let's read words with the digraph *sh* in sentences.** Point to the words and slide as you decode. **I can slide under each word to read the sentence: *Nash has a mesh sack*.**

WE DO *Say:* **Let's do one together. Let's read the second sentence as I slide under the words.** As needed, review decoding all the words, and then read aloud the sentence together. ***He puts bits to wash in the sack*.**

YOU DO Show the next slide. *Say:* **Your turn. I'll point as you sound out each word and read the sentences.** Point and slide as children decode the words and sentences.

- For additional practice with the digraph *sh*, have children continue reading "The Wash" in small groups.

	Decodable Text Routine
	Know It, Show It, Book 1: p. 95

- **Celebrate** Have children celebrate their accomplishments in this lesson.

To model and facilitate decoding, use the sounding-out process as follows. Point to the letter as you say its sound. Slide your finger under words, phrases, and sentences as you blend and read.

Point out that *Nash* is a name, so it is capitalized. *Nash* is also the first word of a sentence. A complete sentence ends with a period.

Decodable Text: "The Wash"
Nash has a mesh sack.
He puts bits to wash in the sack.
He puts in his sash and lots of socks.
Nash gets cash to do the wash.
Nash will dash to the wash shop.
But the shop is shut.
"I will come back," Nash said.

ADDITIONAL PRACTICE

Phonics Focus: Digraph *sh*

For children who need continued practice with digraph *sh* words, use the Decodable Text and guide children to highlight the words with digraph *sh*.

Say: **What sound does the digraph *sh* stand for in these words?** *(/sh/)* **Let's sound out each word that you highlighted together.**

Correct & Redirect

If a child needs support with the following skills while reading, use these steps.

- Saying one sound for the digraph *sh*: Frame the digraph *sh* and reinforce that the digraph *sh* stands for only one sound (/sh/).
- Reading a word: Help the child say each sound and then blend the sounds to say the word.

Once children read and say words with confidence, ask them to reread a phrase or sentence in order to hear words in context and pronounced correctly.

Irregular Words

To provide additional practice with irregular words, guide children to underline the heart words in their Decodable Text.

Say: **What parts of this heart word do you need to remember by heart? Which parts can you sound out?**

If children are ready, have them complete Know It, Show It pages 98–100.

Concepts of Print

Model identifying letters, words, and sentences of a text. Have children demonstrate their understanding of print concepts using the Decodable Text or another familiar text. Have children do the following:

- point to letters
- use their fingers to frame words and sentences
- identify the spacing between letters in a word
- point out spacing between words in a sentence

Multimodal Practice

To practice letter formation, have children write the letters *B, b, A, a, I,* and *i* in shaving cream or on sandpaper, or use magnetic letters to build words.