

LESSON 3:

CONSONANT DIGRAPHS

Host: In this lesson, we will learn about consonant digraphs. A digraph is two consonants that combine to make one sound. Most of the time, that sound is different from the sound that each letter makes individually. Here are some examples of some common consonant digraphs.

Teacher: Today, we will learn about digraphs. A digraph is two consonants that combine to make one sound. Most of the time, that sound is different from the sound that each letter makes individually. Digraphs are important to learn because if you did not know that the two letters in a digraph make one sound, you'd be unable to read many new words.

We know that *s* says /s/ and *h* says /h/. When *s* and *h* are together in a word, they make a new sound, /sh/. What sound does *sh* make?

Good; we'll use *shop* as the keyword for /sh/: /sh/ /o/ /p/, *shop*. Although there are four letters, there are just three sounds because *s* and *h* make one sound, /sh/: /sh/ /o/ /p/, *shop*.

It can also come at the end of a word, as in *cash*: /k/ /a/ /sh/, *cash*. Again, *cash* has four letters but makes three sounds: /k/ /a/ /sh/, *cash*.

We know that *p* says /p/ and *h* says /h/. When *p* and *h* are together in a word, they make a new sound, /f/. What sound does *ph* make?

Right; we'll use *phone* as the keyword for /f/: /f/ /ō/ /n/, *phone*. While *phone* has five letters, it has three sounds.

Ph can also come at the end of a word, as in *graph*: /g/ /r/ /a/ /f/, *graph*. You'll notice that *graph* has five letters while only making four sounds: /g/ /r/ /a/ /f/, *graph*.

Now, you'll remember that *c* says /c/ and *h* says /h/. When *c* and *h* are together in a word, they make a new sound, /ch/. What sound does *ch* make?

Correct, the sound is /ch/. We'll use *chip* as the key word for /ch/: /ch/ /i/ /p/, *chip*. *Chip* has four letters and three sounds: /ch/ /i/ /p/, *chip*.

We also know that *w* says /w/ and *h* says /h/. When *w* and *h* are together in a word, they make a new sound, /hw/. What sound does *wh* make?

Good job, the sound is /hw/. We'll use *wham* as the keyword for /hw/: /hw/ /a/ /m/, *wham*. This word has four letters but only makes three sounds: /hw/ /a/ /m/, *wham*.

Now, when *c* and *k* are together in a word, they make the sound /k/. What sound does *ck* make?

Right, the sound is /k/. We'll use *sock* as the keyword for /k/: /s/ /o/ /k/, *sock*. *Sock* has four letters and just three sounds: /s/ /o/ /k/, *sock*.

Host: *Th* can make two different sounds: unvoiced, as in *think* and *Beth*, and voiced, as in *the* and *that*. Teach students that the unvoiced /th/ feels like air over the tongue and that making the voiced /th/ causes the tongue to vibrate.

Teacher: We know that *t* says /t/ and *h* says /h/. When *t* and *h* are together in a word, they make a new sound, /th/. What sound does *th* make?

Very good, the sound is /th/. We'll use *think* as the keyword for /th/: /th/ /i/ /n/ /k/, *think*. *Think* has five letters and makes four sounds: /th/ /i/ /n/ /k/, *think*.

Another sound *th* makes is /th/, as in *that*. /th/ /a/ /t/, *that*. *That* has four letters and makes three sounds: /th/ /a/ /t/, *that*.

Host: Here's a strategy designed to help students spell words containing digraphs:

Dictate a word.

Have students repeat the word, and listen for correctness.

Have the students say each sound and count each sound.

Have the students say the letters that represent the sounds.

Have the students write the letters while saying the letter name.

Have the students check by reading the word.

Repeat the sequence with new words, gradually decreasing your modeling.

Teacher: The first word is *rush*. What is the word?

Correct, *rush*. Next, I'll count the sounds I hear in the word: /r/ /u/ /sh/. I hear three sounds. Next, I think about what letters make those sounds: /r/-r, /u/-u, /sh/-sh. Now, I say the letters while I write them: *r, u, s, h*. Finally, I check the word by reading it: *rush*. Two letters, *s* and *h*, work together to make one sound at the end of *rush*.

The next word is *sock*. What is the word?

Correct, *sock*. Next, I will count the sounds I hear in the word: /s/ /o/ /k/. I hear three sounds. Next, I think about what letters make those sounds. /s/-s, /o/-o, /k/-ck. When the /k/ sound is at the beginning of a word, it is not spelled with a *c and k*, but is spelled with a *c or k*, such as in the words *cook* or *kite*. Here, the /k/ sound is at the end of the word and is spelled with a *c* and a *k* together. Now, I say the letters while I write them: *s, o, c, k*. Finally, I check the word by reading it: *sock*. Two letters, *c* and *k*, work together to make one sound at the end of *sock*.

The next word is *whip*. What is the word?

Correct, *whip*. Next, I will count the sounds I hear in the word: /hw/ /i/ /p/. I hear three sounds. Next, I think about what letters make those sounds: /hw/-wh, /i/-i, /p/-p. Now, I say the letters while I write them: *w, h, i, p*. Finally, I check the word by reading it: *whip*. Two letters, *w* and *h*, work together to make one sound at the beginning of *whip*.

We learned that a digraph is two consonants that combine to make one sound. Most of the time, that sound is different from the sound that each letter makes individually. Texts that you read in subjects like science, mathematics, and social studies contain many words with digraphs. For example, the digraph represented by the letters *ph* makes the sound /f/ and often appears in mathematical and scientific words. Learning how to read digraphs can help you read some of the words you encounter when reading in all subject areas.

Host: Remember that a digraph is two consonants that combine to make one sound. Most of the time, that sound is different from the sound that each letter makes individually. Here, again, are some common consonant digraphs.