



Kindergarten Packet

Digraphs *CH*, *SH*, *WH*, and *PH*

Name: _____

Welcome to the *Reading Horizons Discovery*[®] Kindergarten Weekly Student Packet! In this packet, you'll find activities that students can do independently along with some activities that require the help of a fluent reader. Activities will vary from week to week, but each packet will include a combination of activities described below.

Most Common Words Cards

Most Common Words are words that appear so frequently in writing that students should know them by sight. Simply have the student read the words aloud to help them practice rapid recognition skills.

Transfer Cards and Whole Class Transfer Cards

These cards are designed to help students practice a particular reading skill that they've learned. They can be used a variety of ways. Consider the following ideas:

- Point to each word (in order or randomly) and have the student read it.
- Read the word aloud and have the student write the word on a piece of paper.
- Have the student illustrate the sentences on the cards.

***Reading Horizons Discovery*[®] Kindergarten Little Books**

Each skill lesson contains an accompanying Little Book showcasing words that include skills learned in the lesson. Encourage the student to read the book aloud to you. Then, read each comprehension question and allow the student to point to the correct response.

Practice Pages

Instructions at the top may need to be read to the student.

Sort and Spell Activities

In the Sort and Spell activities, the words can be cut out and moved into the appropriate columns on the sort page. The student could also use the words in the bank as a reference and write the words into the correct columns.

Cloze Passages

The student should use the words on the second page of the activity to fill in the blanks on the first page. The passages are designed to include only words that the student has learned the necessary skills to read independently.

Writing Prompts

Designed to help students write using skills they've learned, writing prompts may need to be read to the student by a fluent reader.

Building Words Activities

The student should cut out the accompanying letter cards. A fluent reader should read the Building Words Activity script aloud to the student while the student uses the cards to spell the words. In some cases, it may be smart to break this activity up into two sessions to avoid overloading the student. The Building Words Transfer Card uses words from the Building Words Activity in sentences designed to help students practice reading skills.

Games

Engaging games such as Bear It and the Blends Game are great tools for helping students practice their skills in a fun way. When games are included, you'll find the instructions along with all the necessary components to play. Consider storing the game components (such as Blends cards) for future use.

Happy Reading and Spelling!

The Reading Horizons Team

There are more than enough activities in each packet to keep a child engaged. You may find that the teacher will assign only certain pages each week. She or he may also send these packets home for a two week period. Be sure to follow whatever instructions are communicated by the teacher.

For more information, contact your teacher at _____.

the

of

MCW List 1

MCW List 1

and

a

MCW List 1

MCW List 2

to

in

MCW List 2

MCW List 2

is

you

MCW List 3

MCW List 3

that

MCW List 3

it

MCW List 3

he

MCW List 4

was

MCW List 4

for

MCW List 4

on

MCW List 4

are

MCW List 5

as

MCW List 5

with

MCW List 5

his

MCW List 5

they

MCW List 6

I

MCW List 6

at

MCW List 6

be

MCW List 6

this

MCW List 7

have

MCW List 7

from

MCW List 7

or

MCW List 7

one

MCW List 8

had

MCW List 8

by

MCW List 8

word

MCW List 8

Name _____

Digraphs are two consonants that make one sound. They are marked with an arc: ch (*chat*), sh (*ship*), wh (*whip*), and ph (*graph*).

Lesson 56: Digraphs CH, SH, WH, and PH

Write and mark each Digraph one time. Say the sound of each Digraph. Then mark and read the words that follow. The first words have been done for you.

ch
chat
chip
much

sh
shut
brush
shed

Name _____

Digraphs are two consonants that make one sound. They are marked with an arc: ch (*chat*), sh (*ship*), wh (*whip*), and ph (*graph*).

Lesson 56: Digraphs CH, SH, WH, and PH

Write and mark each Digraph one time. Say the sound of each Digraph. Then mark and read the words that follow. The first words have been done for you.

<u>wh</u>
<u>when</u> x
whiff

^f <u>ph</u>
<u>graph</u> x
*phod

Name _____

This activity provides practice with words containing the following Digraphs: th (*the*), th (*thud*), ch (*chat*), sh (*ship*), wh (*whip*), and ph (*graph*).

Lesson 56: Digraphs CH, SH, WH, and PH

Choose the correct Digraph words for each sentence, and write them in the blank.

_____ is a big _____ !

(fish, That)

_____ has _____ a
fun pet! (such, Chan)

Chip and the Fish



Kindergarten Chapter 2
Lesson 56: Digraphs CH, SH, WH, and PH
Lexile® Measure: 140L



Reading Horizons Discovery® Little Books are decodable texts that were designed to facilitate automaticity and fluency in beginning readers while reading connected text. At least 90% of the words in each *Reading Horizons Discovery*® Little Book correlate with the sequence of skills taught in the Reading Horizons® methodology, including the Most Common Words lessons. In addition to these decodable texts, it is recommended that teachers utilize a variety of text forms during literacy instruction in order for students to accurately read and comprehend text.

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This is Chip.

3



Chip is on a ship.

4



When will Chip get a fish?

5



Will Chip get the fish?

6



The fish is on top of Chip.

7



I think the fish got Chip.

8

The End

Comprehension Questions

1. Which picture shows the person who is in this story?

a.



b.



c.



2. Which picture shows where the story happened?

a.



b.



c.



3. Which picture shows Chip and the fish on the ship?

a.



b.



c.



Skill Words

Chip
fish
ship
when

Most Common Words

a
is
of
on
the
this

Challenge Words

Reading Horizons Discovery® Spelling Lesson Week 11
Digraphs CH, SH, WH, and PH
Writing Prompt: Narrative

Name _____ Date _____



Write a story about what Phil is doing in this picture.

Reading Horizons Discovery® Spelling Lesson Week 11
Sort and Spell 1

Digraphs CH, SH, WH, PH			
CH	SH	WH	PH

Word Bank

chat	chip
fish	fresh
graph	shop
such	trash
when	which

Page intentionally left blank.

Name _____ Date _____

Using the words in the Word Sort, fill in the blanks to complete the sentences below.

1. Rich fed his cat _____ fish.

2. We had _____ a fun time!

3. _____ can we shop at the mall?

Name _____ Date _____

Using the words in the Word Sort, answer the questions below.

1. How many words in the sort end with a Digraph?

2. Write the word in the sort that rhymes with *splash*.

Review Activities Lesson Week 11

Building Words

Review Activity for Spelling Lesson Week 11

Digraphs **CH**, **SH**, **WH**, and **PH**

A	E	U	I	F	G	M	N
P	R	Ch	Ph	Sh	Wh		

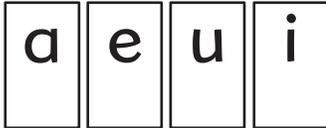
n m g f i u e a
wh sh ph ch r p

Review Activities Lesson Week 11

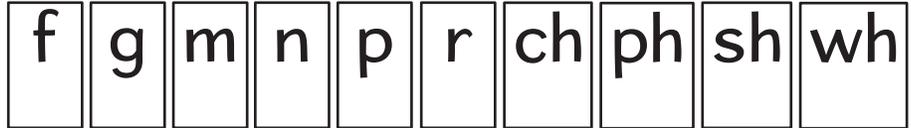
Building Words Review Activity for Spelling Lesson Week 11 Digraphs CH, SH, WH, and PH

42 Sounds Cards (one of the following for each student):

Vowels



Consonants



Skill Review

For skill information, see Grade 1 Instructor Cards for Spelling Lesson Week 11.

Building Words

Let's start by spelling words that end with a Digraph, using the sound cards.

1. Spell the word **fish**. The *fish* swam in the pond.
2. Keep the same Digraph, and spell the word **rush**. She is in a *rush* to get to class.
3. Keep the same vowel sound, and spell the word **much**. He feels *much* better now.

Now let's spell some words that begin with Digraphs.

4. Use the Digraph from *much* to spell the word **chap**. My uncle is a friendly *chap*.
5. Change the vowel sound in *chap* to spell the word **chip**. Can I eat the last chocolate *chip*?
6. Change the Digraph in *chip* to spell the word **ship**. The *ship* sailed along the coast.
7. Spell the word **when**. She will call us *when* the plane lands.
8. Use the same Digraph to spell the word **whim**. A *whim* is an unplanned idea. We went to the movies on a *whim*.
9. The next word has a Blend at the beginning and a Digraph at the end. Spell the word **graph**. We made a *graph* in science class.
10. This word has one Digraph at the beginning and another Digraph at the end. Spell the word **which**. Can you help me choose *which* book to read?

Beat the Clock

Ask students to use the sound cards from this lesson to form as many words as they can in a specific amount of time (1-5 minutes depending on the needs of your students and available time).

Bonus Activity

Have students write one sentence using as many words from the lesson as they can.

Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 11. Check for accuracy and automaticity.

Spelling Lesson Week 11

Building Words Transfer Card 1

Words:

fish	rush	much	chop	chip
ship	when	whim	graph	which

Sentence:

When will we chop the fresh fish?

Games

Bear It



Objective: Identify and read Most Common Words (MCWs) aloud, and be the player with the highest number of Most Common Words Flashcards.

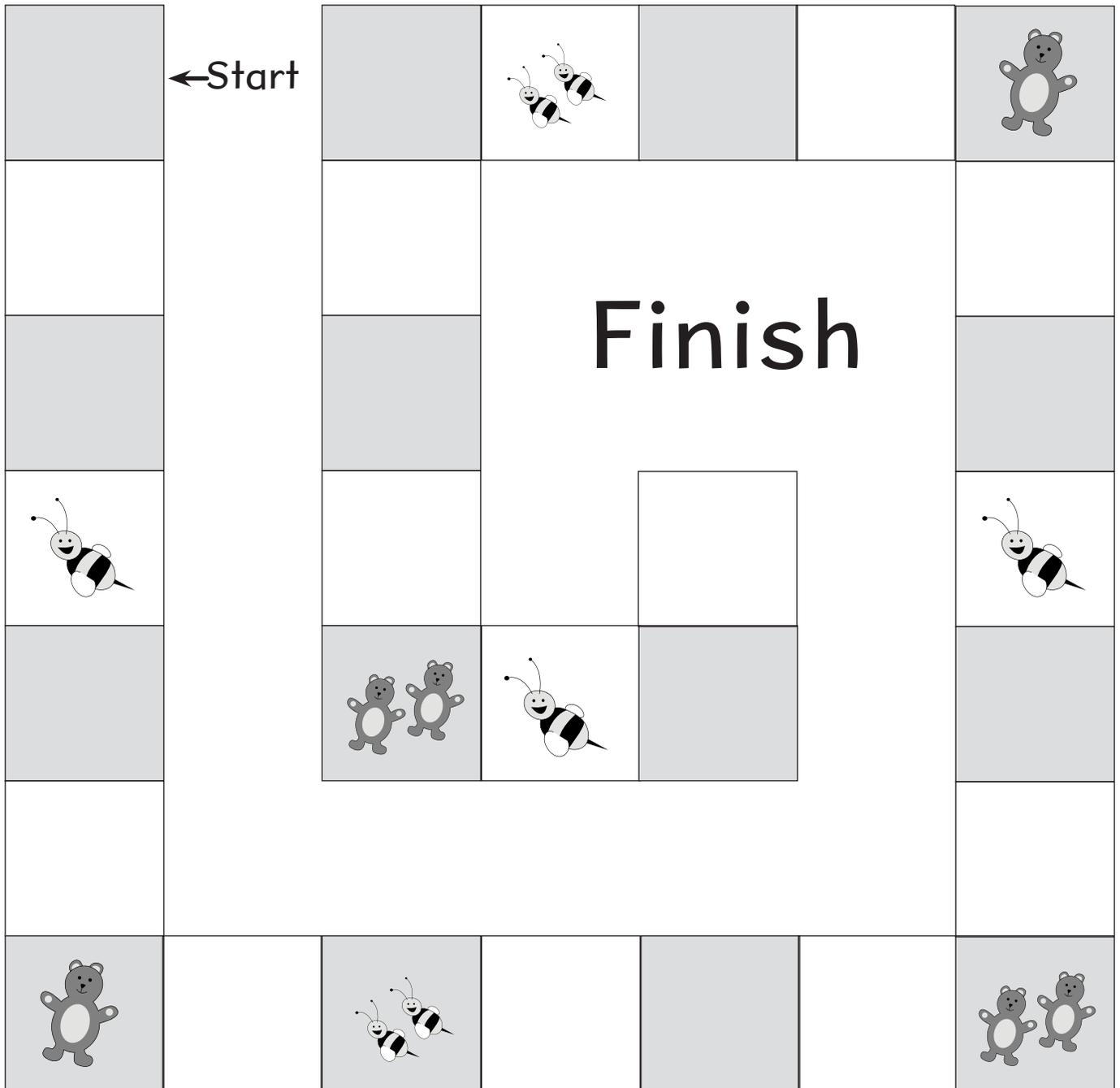
Materials: Button, coin, bean, or token for each player; Bear-It game board; Most Common Words Flashcards; one die.

Preparation: Copy one Bear-It game board (found online at www.rhaccelerate.com) for every two students or small group in the class. It is recommended that the board be copied on sturdy cardstock and, if possible, laminated.

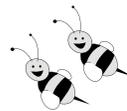
To play: Place the Most Common Words Flashcards face-down in a draw pile. The first player shakes the die to determine the number of cards he must take from the MCWs draw pile. The player then reads each card aloud and moves one space for each word read correctly. If he can read only two of the cards, he may move only two places. Play stops immediately for that player when a word is missed. The next player then has a turn. If a player lands on a space with a picture, he follows the instructions for that picture at the bottom of the game board. Each player keeps the Most Common Words Flashcards he has read unless he lands on a picture that instructs him to return the words to the pile. If the draw pile runs out of cards before the game is over, players should count and record the number of cards they have accumulated, and then all cards should be shuffled and returned to a new draw pile. The player with the highest number of Most Common Words Flashcards at the end of the game is the winner.

Variation: Play with Alphabet Cards. Students must say the letter names and sounds.

Bear It



Draw and read one extra card.



Draw and read three extra cards.



Put back one card.



Put back three cards.