Digraph sh

See Instructional Routines, pages 29–32, for additional lesson details and support. This icon indicates that the CD includes an interactive whiteboard version of the activity that can be used for small-group or whole-class learning.

1 **Introduce the Sound-Spelling:** Tell children that when the letters s and h appear together in a word, they usually stand for a new sound—the /sh/ sound. Write the letters sh on the board. Have children write the letters sh several times as they say /sh/.

2 **Model Blending:** Write the words hop, shop, sell, shell, dish, trash, and splash on the board. Model blending the words sound by sound. Run your finger under each letter as you say the sound. Emphasize the sound of sh in words containing that digraph spelling. Have children repeat.

3 **Blend Words:** Use Blend Words: Digraph sh, page 242, to have children chorally blend the words on each line. Model, as needed. Children can then use the lists for further independent practice. Also encourage children to complete the Do More! activities.

4 **Build Words:** Using the letter cards on Build Words: Digraph sh, page 243, have children build the following words in sequence: hot, shot, shop, hop, hip, ship, sip, sick, sock, shock, shack, back, bat, fat, fit, fish, wish, dish, dash, rash, rush. Then have children complete the activities on the page.

5 **Sort Words:** Use Sound-Spelling Word Sort: Digraph sh, page 244, to have children work with partners to sort the words by their sound-spellings.

6 **Spell Words:** Use Spell Words: Digraph sh, page 245, to give children practice spelling the letter-sounds in different picture names. (Answers: sh-i-p, f-i-sh, sh-e-l-l, b-r-u-sh, t-r-a-sh) Then have children spell the following words as you dictate each one: shop, wish, shed, fresh, and slash. Display the words and have children self-correct their answers.

7 **Connect to Reading:** Distribute copies of Interactive Story: At the Shop, page 246. Read the story with children several times. Model blending, as needed. Then have children independently complete the questions and prompts. Have children reread the story multiple times for fluency.

8 **Build Fluency:** Use Speed Drill: Digraph sh, page 247, for additional fluency building. Begin by giving students two minutes to underline the sh digraph in each word. Then have them practice reading the words independently to prepare for the one-minute speed drill.

9 **Extend Phonics Knowledge:** Use the following activities to extend learning. (Specific teaching notes appear on these pages.)

   • **Learning Center:** Build a Word, pages 248–249

   • **Independent Activity:** Circle It, page 250
Blend Words

To the Teacher: Distribute a copy of the page to each child. Have children chorally blend the words. Model, as needed.

Name ____________________________________________

Read the Words

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>hip</td>
<td>ship</td>
<td>sock</td>
<td>shock</td>
<td>shack</td>
</tr>
<tr>
<td>hot</td>
<td>shot</td>
<td>self</td>
<td>shelf</td>
<td>shut</td>
</tr>
<tr>
<td>hop</td>
<td>shop</td>
<td>sift</td>
<td>shift</td>
<td>shed</td>
</tr>
<tr>
<td>fish</td>
<td>dish</td>
<td>wish</td>
<td>brush</td>
<td>cash</td>
</tr>
<tr>
<td>flash</td>
<td>fresh</td>
<td>rush</td>
<td>splash</td>
<td>push</td>
</tr>
</tbody>
</table>

Step Into Longer Words

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>dish</td>
<td>dishes</td>
<td>brush</td>
<td>brushing</td>
<td></td>
</tr>
<tr>
<td>ship</td>
<td>shipwreck</td>
<td>lash</td>
<td>eyelash</td>
<td></td>
</tr>
<tr>
<td>shell</td>
<td>eggshell</td>
<td>trash</td>
<td>trash can</td>
<td></td>
</tr>
<tr>
<td>shot</td>
<td>snapshot</td>
<td>brush</td>
<td>hairbrush</td>
<td></td>
</tr>
</tbody>
</table>

Do More!

- **Build Reading Fluency:** Read the word lists until you can read them quickly and correctly. Practice reading the lists 3–4 times each day.

- **Spell It:** Have a friend say each word. Write the word on another sheet of paper. Check your answers.

- **Write About It:** Use the words to create a story. Use as many words as possible. Circle the words from the list that you use.
Build Words

To the Teacher: Distribute copies of the page and have children cut out the letter cards to do the first part of the activity. Then have them complete the rest of the page.

Name __________________________________________

Fill in the blanks to make words using each spelling pattern.

___ash   ___ush   ___esh   ___ish

___ash   ___ush   ___esh   ___ish

sh___   sh___   sh___   sh___

Write sentences using the words you made above.
Use another sheet of paper, if needed.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Listen carefully.
Use the letter cards to make the words your teacher says.
Then use the cards to make as many words as possible.
Work with a friend.

Letter Cards

a  i  o  u  e  t  s  p
h  ck  b  f  w  d  r
### Sound-Spelling Word Sort

To the Teacher: Distribute copies of the page (enlarge, if desired), and have children cut out the word cards, then work with partners to sort the words by their sound-spellings.

Name ____________________________________________

Read each word. Then sort the words.

<table>
<thead>
<tr>
<th>sh____</th>
<th>____sh</th>
</tr>
</thead>
</table>

**Word Cards**

- shop
- crash
- shot
- dish
- shelf
- ship
- trash
- brush
- wish
- shell
- fresh
- shut
- fish
- shed
- splash
Name ____________________________________________

Write each picture name. Write the spelling for each sound in a separate box. (Sh is one sound. Write it in one box.)

1.

2.

3.

4.

5.
Name _______________________________________________________________________

Read the story. Then answer the questions.

At the Shop

Shelly has a big shop.
She sells lots of stuff.
She sells fresh fish.
She sells big and little dishes.
She sells brushes and toy ships.
She sells anything she wishes.

Shelly has a big shop.
Every shelf has lots of stuff.
But you better rush to Shelly’s shop.
Why?
She shuts the shop at six!

1. Circle all the words with *sh*.
2. Draw a box around the words that rhyme with *dish* or *dishes*.
3. What does Shelly sell in her shop? Write about it.
To the Teacher: Begin by giving children two minutes to underline the sh-digraph spelling in each word. Then have them practice reading the words independently to prepare for the one-minute speed drill.

Name ____________________________________________

Read the words many times. Then have a friend time you. Count how many words you can read in a minute.

<table>
<thead>
<tr>
<th>ship</th>
<th>shop</th>
<th>shell</th>
<th>shut</th>
<th>she</th>
</tr>
</thead>
<tbody>
<tr>
<td>shelf</td>
<td>shift</td>
<td>shock</td>
<td>shack</td>
<td>should</td>
</tr>
<tr>
<td>fish</td>
<td>wish</td>
<td>trash</td>
<td>splash</td>
<td>fresh</td>
</tr>
<tr>
<td>dish</td>
<td>cash</td>
<td>push</td>
<td>wash</td>
<td>brush</td>
</tr>
<tr>
<td>wish</td>
<td>shift</td>
<td>fish</td>
<td>shut</td>
<td>shop</td>
</tr>
<tr>
<td>shell</td>
<td>she</td>
<td>shack</td>
<td>splash</td>
<td>dish</td>
</tr>
<tr>
<td>brush</td>
<td>trash</td>
<td>ship</td>
<td>fresh</td>
<td>push</td>
</tr>
<tr>
<td>should</td>
<td>shelf</td>
<td>brush</td>
<td>cash</td>
<td>shock</td>
</tr>
<tr>
<td>splash</td>
<td>wash</td>
<td>trash</td>
<td>she</td>
<td>shell</td>
</tr>
<tr>
<td>shop</td>
<td>push</td>
<td>should</td>
<td>fish</td>
<td>wash</td>
</tr>
</tbody>
</table>

1<sup>st</sup> Reading: _______ words read in a minute

2<sup>nd</sup> Reading: _______ words read in a minute

3<sup>rd</sup> Reading: _______ words read in a minute
To the Teacher: Copy, cut out, and glue the directions to the front of a zipper storage bag. Also make two copies of the Word-Building Card and record sheet. (Laminate the record sheets to make them reusable.) Place the game materials inside the bag along with two wipe-off markers. Provide access to a timer.

Answer Key:
sh__: shack, shape, share, shelf, shell, shine, ship, shirt, shop, show
__sh: brush, crash, dish, fish, fresh, leash, smash, trash, wash, wish

Build a Word
(Players or Teams: 2)

Directions:

1. Each player or team takes a word-building card and a record sheet. Then the timer is set for three minutes. (Or ask someone to be a monitor to time the game.)

2. Each player or team has three minutes to use the letters and word parts on the word-building card to form as many words as possible that begin or end with sh. The player or team writes the words in the correct column on the record sheet.

3. Players receive one point for each word formed. (Different players may form the same words.) The player or team with the most points at the end of three minutes wins the game.
Learning Center

Digraph sh

Record Sheet

sh__  👟  __sh  🐟

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Circle It

Say the picture name.
Circle the word for the picture.
Write the word on the line.

<table>
<thead>
<tr>
<th>stop</th>
<th>ship</th>
<th>sell</th>
<th>trash</th>
</tr>
</thead>
<tbody>
<tr>
<td>ship</td>
<td>shop</td>
<td>shelf</td>
<td>rash</td>
</tr>
<tr>
<td>shop</td>
<td></td>
<td>shelf</td>
<td>traps</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>fist</th>
<th>fits</th>
<th>disk</th>
<th>bush</th>
</tr>
</thead>
<tbody>
<tr>
<td>fits</td>
<td>fish</td>
<td>dash</td>
<td>brush</td>
</tr>
<tr>
<td>fish</td>
<td></td>
<td>dish</td>
<td>bust</td>
</tr>
</tbody>
</table>

Write a sentence for each word.

wish: ____________________________________________________________________

shop: ____________________________________________________________________