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.

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/.

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.

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.

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.

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. **IWB**

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-ll, 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.

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. **IWB**

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.

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 IWB

• 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				
hip	ship	sock	shock	shack
hot	shot	self	shelf	shut
hop	shop	sift	shift	shed
fish	dish	wish	brush	cash
flash	fresh	rush	splash	push

Step Into Longer Words				
dish	dishes	brush	brushing	
ship	shipwreck	lash	eyelash	
shell	eggshell	trash	trash can	
shot	snapshot	brush	hairbrush	

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 ___ish

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

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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			
rame			

Read each word. Then sort the words.

sh	sh

Word Cards

shop	shop crash		dish	shelf
ship	trash	brush	wish	shell
fresh	shut	fish	shed	splash

Spell Words

Name _____

Write each picture name.

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

I.		

2.



4.

Interactive Story

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!

- L. 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.

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Speed Drill

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.

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

ship	shop	shell	shut	she
shelf	shift	shock	shack	should
fish	wish	trash	splash	fresh
dish	cash	push	wash	brush
wish	shift	fish	shut	shop
shell	she	shack	splash	dish
brush	trash	ship	fresh	push
should	shelf	brush	cash	shock
splash	wash	trash	she	shell
shop	push	should	fish	wash

Ist Reading: _____ words read in a minute

2nd Reading: _____ words read in a minute

3rd Reading: _____ words read in a minute

Learning Center

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.

Word-Building Card

lea fre ape ow wa ip irt ine are ack cra op fi di elf ell bru tra sma wi

Record Sheet

sh__ (



__sh



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Name _____

Circle It

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

stop ship shop	white the second	sell shell shelf	trash rash traps
fist fits fish		disk dash dish	bush brush bust

Write a	sentence for each word.
wish	
shop	