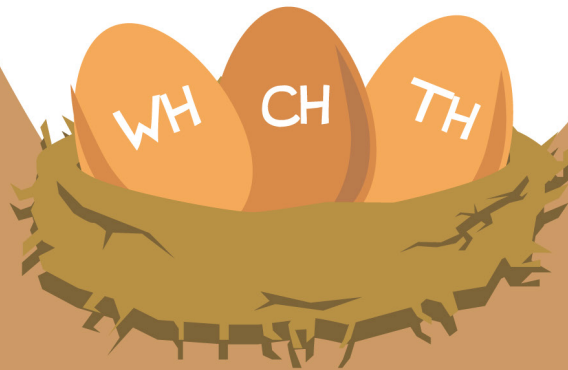




DELIGHTFUL  
**DIGRAPH**  
BUNDLE





# Common Core Curriculum



## Reading: Foundational Skills

### Phonological Awareness

RF.K.2c – Blend and segment onsets and rimes of single-syllable spoken words

RF.1.2c – Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words

RF.1.2d – Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

RF.K.2e – Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words

### Phonics and Word Recognition

RF.K.3 – Know and apply grade-level phonics and word analysis skills in decoding words

RF.K.3b – Associate the short sounds with the common spellings (graphemes) for the five major vowels

RF.1.3a – Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)

RF.1.3b – Decode regularly spelled one-syllable words

RF.1.3g – Recognize and read grade-appropriate irregularly spelled words

## Language

### Conventions of Standard English

L.1.4a – Use sentence-level context as a clue to the meaning of a word or phrase

L.K.2c – Write a letter or letters for most consonant and short-vowel sounds (phonemes)

L.K.2d – Spell simple words phonetically, drawing on knowledge of sound-letter relationships







# Ontario Curriculum



## Reading with Fluency

### Reading Familiar Words

Automatically read and understand some high-frequency words and words of personal interest of significance in a variety of reading contexts

### Reading Unfamiliar Words

Predict the meaning of and solve unfamiliar words using different types of cues

## Applying Knowledge of Language Conventions

### Spelling Unfamiliar Words

Spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling

### Vocabulary

Confirm spellings and word meanings or word choice using a few different types of resources





# Contents and How to Use Them



## Picture Cards

Picture cards include images with beginning and ending digraph sounds. Use picture cards in suggested games to help students discriminate between different consonant digraph sounds and identify the sound positions within words. Print and cut picture cards as needed.

## Digraph Word Frames

This activity allows students to practice spelling words with initial and final digraphs. Print out a set of word frame cards for each student, or for pairs or small groups of students to share. Word frame cards can be laminated for durability and repeated use in a learning center and allow students to use dry-erase markers to write in the missing letters. Words that are not decodable or have spelling patterns that have not been taught (i.e. double vowels/consonants) have the tricky sounds added to aid in the correct spelling of the words.

## Fill-in Fun

This activity allows students to practice reading and writing words containing beginning and ending digraphs. Students will use context clues from sentences containing decodable words and Dolch words to determine which digraph word completes each sentence.

## Word Search

This activity allows students to practice reading words containing beginning and ending digraphs. Students will search for the words from the word bank in the puzzle, which are scattered backwards and forwards, either horizontally, vertically, or diagonally.

## Beginning and Ending Sound Sort

This activity allows students to practice identifying the sound position of each focus digraph within words (TH, CH, and SH only). Students will need a set of picture cards as well as a printout of the sorting mat. Students lay picture cards face down on a table, and then take turns flipping over a card and saying the name of the picture. Depending on where the digraph is within the word, they will place the card into the 'beginning' or 'ending' column of the sorting mat. Students take turns until all image cards have been sorted. This activity can also be completed individually.

## Mixed Digraph Sort

This is a sound discrimination activity. Students will need a set of each of the digraph picture cards and a printout of the mixed digraph sorting mat. Students lay picture cards face down on a table and then take turns flipping one over and saying the name of the picture. Then, they will place the card into the appropriate row on the sorting mat, according to the digraph sound they hear in the word. Students take turns until all picture cards have been sorted. This activity can also be completed individually.





## Digraph 4-in-a-Row

This two-player game allows students to practice identifying words containing a particular digraph. For this game, players need a print out of the game board, two sets of different colored place holder objects (i.e. red and blue beads, blocks, etc.) and one die. The goal is for one player to mark 4 spaces in a row, either vertically, horizontally, or diagonally. Students take turns rolling the die. Each number on the die represents a different action or digraph. If players roll a digraph number (2-5), they find an image containing that digraph and mark it with one of their tokens: 2 = th, 3 = sh, 4 = ch, 5 = wh. Players miss a turn if they roll a 1. Players can remove an opponent's piece from any square if they roll a 6.

## Digraph Dominoes

This is a sound identification activity, in which students must identify which digraph each image contains and match it with the correct digraph. Print digraph dominoes on cardstock for durability and cut them out. Split the dominoes evenly between the players. On the first turn, either student places any one of their dominoes face up in the playing area (i.e. on a desk/table, carpet/floor, etc.). Students then take turns matching an image to a digraph, or a digraph to an image so that the sides or ends of the dominoes are touching. The game continues until students run out of dominoes or cannot make any more matches.

## Stairs and Slides Digraph Board Game

This is another sound identification activity, in which students must identify which digraph each image contains and record it on their scorecard. Print out the game board and one scorecard for each player. Collect one game piece per player and a die. Students will also need crayons or bingo dabbers to mark off the digraphs on their scorecards. Students begin by placing their game pieces on the start space. They then take turns rolling the die and moving the number of spaces rolled. When they land on an image, they must identify which digraph that word contains and fill in a circle under the correct digraph on their scorecard. If they land on a space at the top of a slide, they 'slide' their game piece to the space at the end of the slide and record the digraph in that image. If they land on a space with the bottom step of the stairs, their game piece will 'climb up' the steps to the space at the top of the stairs and record the digraph in that image. The first person to land on the end square, OR fill up a column on their scorecard, wins.

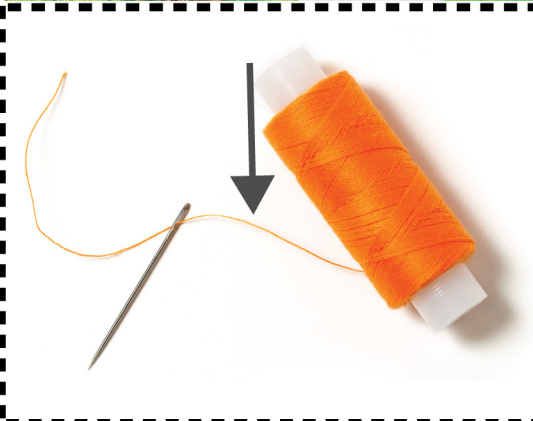


# DIGRAPH - TH

## MINI BUNDLE!



# Beginning/Ending Sounds Picture Cards





# Word Frames



\_\_\_\_ \_ e e



\_\_\_\_ \_ b



\_\_\_\_ \_



\_\_\_\_ \_ w

# Word Frames



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_ O O \_\_\_\_\_



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Fill-in Fun



Fill in the blanks using the 'TH' words below.

thin

path

math

that

This

bath

moth

thick

1. I like to add when I do \_\_\_\_\_.
2. A \_\_\_\_\_ is a bug.
3. The mud on the \_\_\_\_\_ is wet.
4. I am in the \_\_\_\_\_ tub.
5. \_\_\_\_\_ is my mom.
6. Look at \_\_\_\_\_ man!
7. The fox is not fat, it is \_\_\_\_\_.
8. The men got lost in the \_\_\_\_\_ fog.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Word Search

Find the 'TH' words.



thin      path      moth      thick  
this      bath      math      that

p	a	t	h	d	r	e	p	u	e
e	x	i	t	y	i	m	a	t	i
s	b	o	u	c	w	o	s	e	h
i	z	t	a	t	o	t	h	a	t
w	f	y	h	e	n	h	u	h	a
z	a	i	d	i	l	v	i	r	m
t	c	r	e	g	n	s	o	x	u
k	e	s	h	a	p	i	u	q	f
o	w	n	a	m	h	r	e	a	y
l	i	u	h	t	a	b	c	z	o



# Word Frames Answer Key



t h r e e



t h u m b



t h i n k



t h r o w

# Word Frames Answer Key



m a t h



p a t h



m o t h



t o o t h



## Fill-In Fun

### ANSWER KEY

thin

path

math

that

This

bath

moth

thick

1. I like to add when I do math.
2. A moth is a bug.
3. The mud on the path is wet.
4. I am in the bath tub.
5. This is my mom.
6. Look at that man!
7. The fox is not fat, it is thin.
8. The men got lost in the thick fog.



# Word Search

ANSWER KEY



thin

path

moth

thick

this

bath

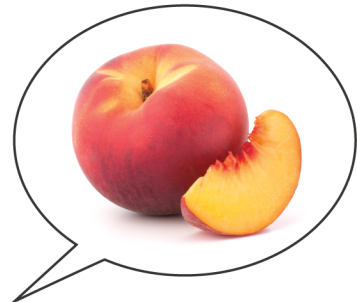
math

that



# DIGRAPH - CH

## MINI BUNDLE!





# Beginning/Ending Sounds Picture Cards



# Word Frames



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_ a i \_\_\_\_\_



# Word Frames



\_\_\_\_\_



\_\_\_\_\_ e a \_\_\_\_\_



\_\_\_\_\_ e a \_\_\_\_\_



\_\_\_\_\_



Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Fill-in Fun



Fill in the blanks using the Dolch words below.

chin	check	bench	rich
chat	chess	lunch	Chop

1. This man has a big \_\_\_\_\_.
2. \_\_\_\_\_ the ham and put it in the pan.
3. I can win at \_\_\_\_\_.
4. I will \_\_\_\_\_ my test.
5. She is very \_\_\_\_\_.
6. My mom packs a \_\_\_\_\_ for me.
7. We sit on the \_\_\_\_\_.
8. I \_\_\_\_\_ with my dad.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Word Search

Find the 'ch' words.



chess   lunch   chop   chat   chest  
check   bench   chip   chin   rich

m	k	u	r	t	a	h	c	u	e
a	c	i	o	e	p	e	a	f	i
v	e	h	n	d	o	l	p	y	g
s	h	t	i	y	h	u	t	o	a
i	c	u	l	n	c	n	x	r	m
w	p	a	t	h	o	c	h	i	p
z	t	b	e	n	c	h	b	c	a
t	o	s	i	f	w	i	u	h	r
w	s	y	c	h	e	s	t	o	x
a	i	d	z	t	m	a	h	u	q





# Word Frames Answer Key



c h i n



c h o p



c h i p s



c h a i r

# Word Frames Answer Key



b e n c h



b e a c h



p e a c h



l u n c h





## Fill-in Fun

### ANSWER KEY

chin	check	bench	rich
chat	chess	lunch	Chop

1. This man has a big chin.
2. Chop the ham and put it in the pan.
3. I can win at chess.
4. I will check my test.
5. She is very rich.
6. My mom packs a lunch for me.
7. We sit on the bench.
8. I chat with my dad.



# Word Search

ANSWER KEY



chess lunch chop chat chest  
check bench chip chin rich

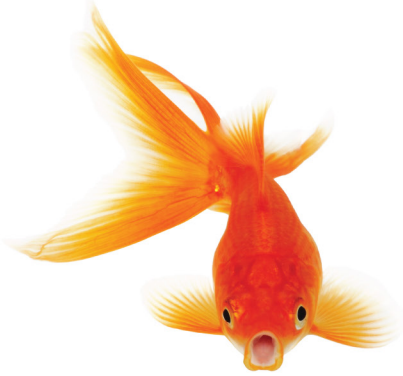


# DIGRAPH - SH

## MINI BUNDLE!



# Beginning/Ending Sounds Picture Cards



# Word Frames



\_\_\_\_\_



\_\_\_\_\_l



\_\_\_\_\_



\_\_\_\_\_e e





# Word Frames



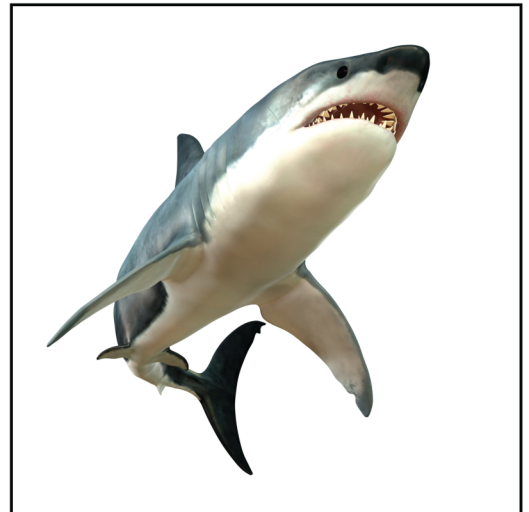
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_ a r \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Fill-in Fun



Fill in the blanks using the 'SH' words below.

dish

dish

brush

shop

fish

shell

shelf

ship

1. The pot is on the \_\_\_\_\_.
2. I \_\_\_\_\_ for a pet.
3. His \_\_\_\_\_ is big and fast.
4. A \_\_\_\_\_ can swim.
5. You have a cup and a \_\_\_\_\_.
6. We dig in the sand for a \_\_\_\_\_.
7. We like to \_\_\_\_\_ for hats.
8. He will \_\_\_\_\_ the cats and dogs.





Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Word Search

Find the 'SH' words.



fish    shop    shelf    crash    ship  
dish    wish    shell    brush    mash

z	t	b	e	n	c	s	o	c	h
f	l	u	t	s	h	o	p	s	m
i	w	s	h	u	r	t	i	w	u
s	h	o	l	e	y	d	h	a	v
h	s	c	r	l	w	i	s	h	n
i	a	r	u	q	e	n	c	s	i
g	m	a	c	n	x	h	a	u	w
a	t	s	h	e	l	f	s	r	a
m	u	h	l	i	d	z	t	b	t
p	a	t	o	x	y	c	k	a	w



# Word Frames Answer Key



s h i p



s h e l l



s h e l f



s h e e p



# Word Frames Answer Key



b r u s h



f i s h



d i s h  
or  
w a s h



s h a r k



## Fill-in Fun

### ANSWER KEY

dish	dish	brush	shop
fish	shell	shelf	ship

1. The pot is on the shelf.
2. I wish for a pet.
3. His ship is big and fast.
4. A fish can swim.
5. You have a cup and a dish.
6. We dig in the sand for a shell.
7. We like to shop for hats.
8. He will brush the cats and dogs.



# Word Search

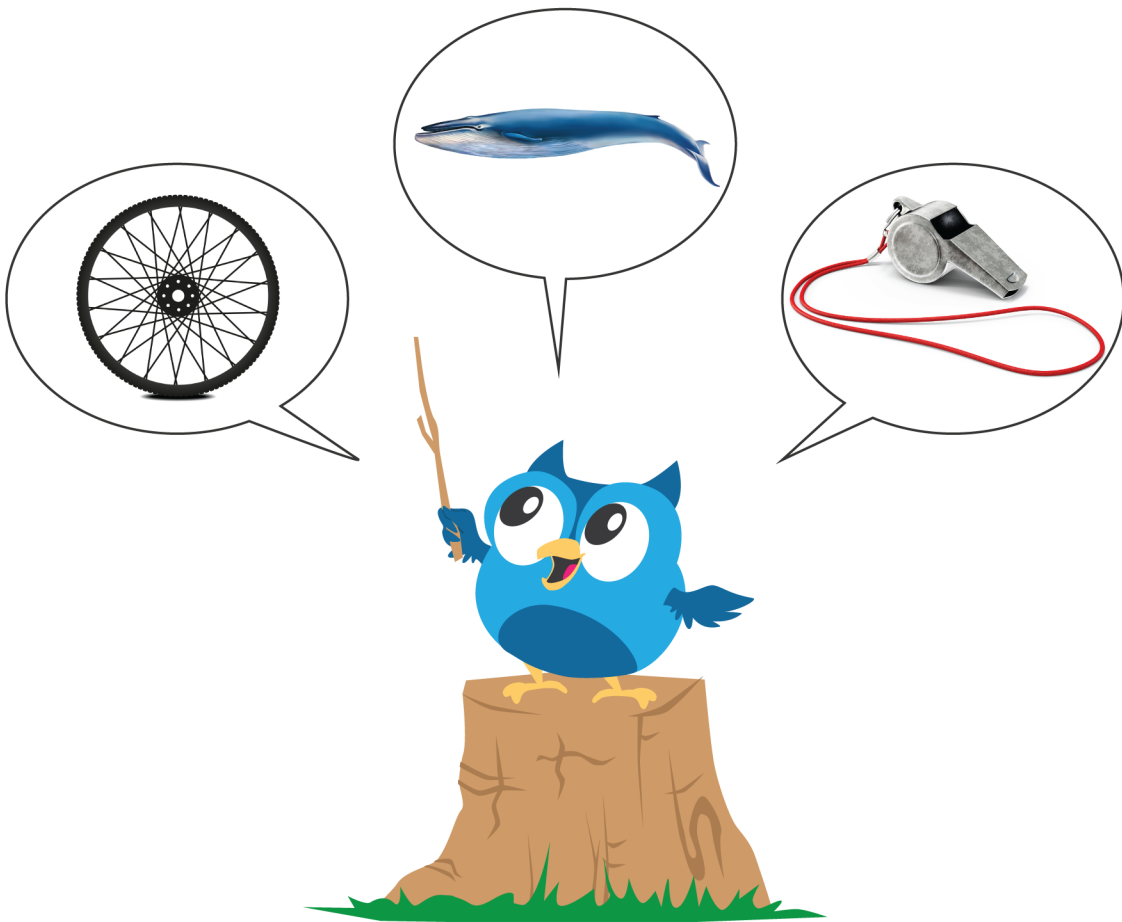
ANSWER KEY



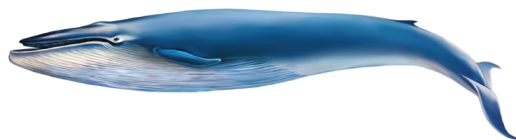
fish shop shelf crash ship  
dish wish shell brush mash



# DIGRAPH - WH

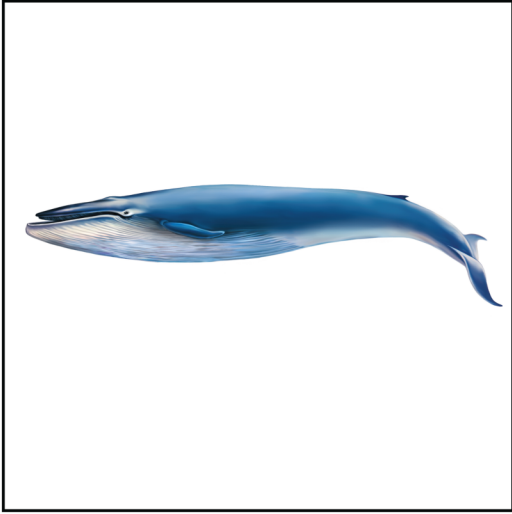


# Beginning/Ending Sounds Picture Cards



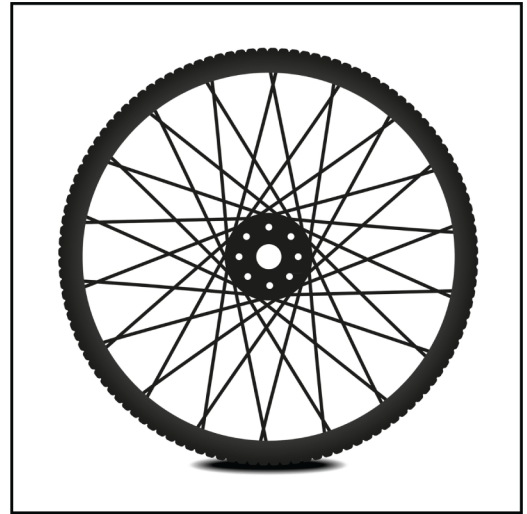


# Word Frames



\_\_\_\_\_ e

\_\_\_\_\_



\_\_\_\_\_ k

\_\_\_\_\_ e e



Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Fill-in Fun



Fill in the blanks using the 'WH' words below.

whiz    whisk    What    Where  
whip    which    When    white

1. Do not \_\_\_\_\_ the dog!
2. She is a \_\_\_\_\_ at math!
3. \_\_\_\_\_ can I go to bed?
4. Can you tell me \_\_\_\_\_ is best?
5. I can \_\_\_\_\_ for my mom.
6. \_\_\_\_\_ do you like to eat for lunch?
7. The moth is brown and \_\_\_\_\_.
8. \_\_\_\_\_ is my big bat?



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Word Search

Find the 'wh' words.



whip

when

whisk

where

whiz

what

white

which

u	t	s	l	e	q	e	n	c	z
t	b	w	r	l	n	x	w	u	f
k	s	i	h	w	a	r	h	c	o
c	s	o	c	i	y	d	e	h	w
o	x	y	w	a	p	w	n	l	h
u	r	t	h	z	o	e	m	t	i
e	l	f	i	a	r	s	u	a	t
i	d	h	c	e	u	a	v	h	e
h	w	c	h	t	b	t	n	w	m
s	l	w	m	a	t	s	i	s	p



# Word Frames Answer Key



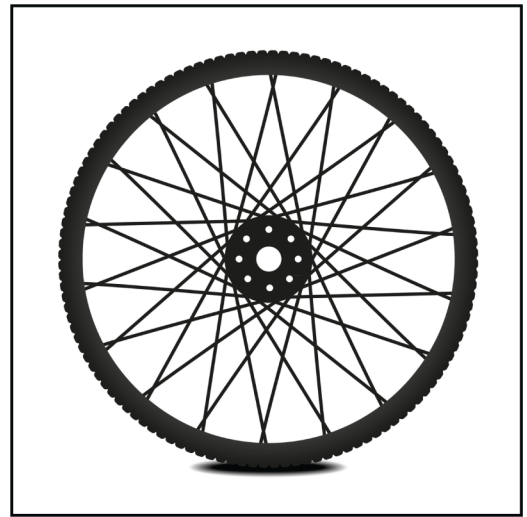
w h a l e



w h i p



w h i s k



w h e e l



WH

## Fill-in Fun

ANSWER KEY



whiz    whisk    What    Where  
whip    which    When    white

1. Do not whip the dog!
2. She is a whiz at math!
3. When can I go to bed?
4. Can you tell me which is best?
5. I can whisk for my mom.
6. What do you like to eat for lunch?
7. The moth is brown and white.
8. Where is my big bat?



# Word Search

ANSWER KEY



whip

when

whisk

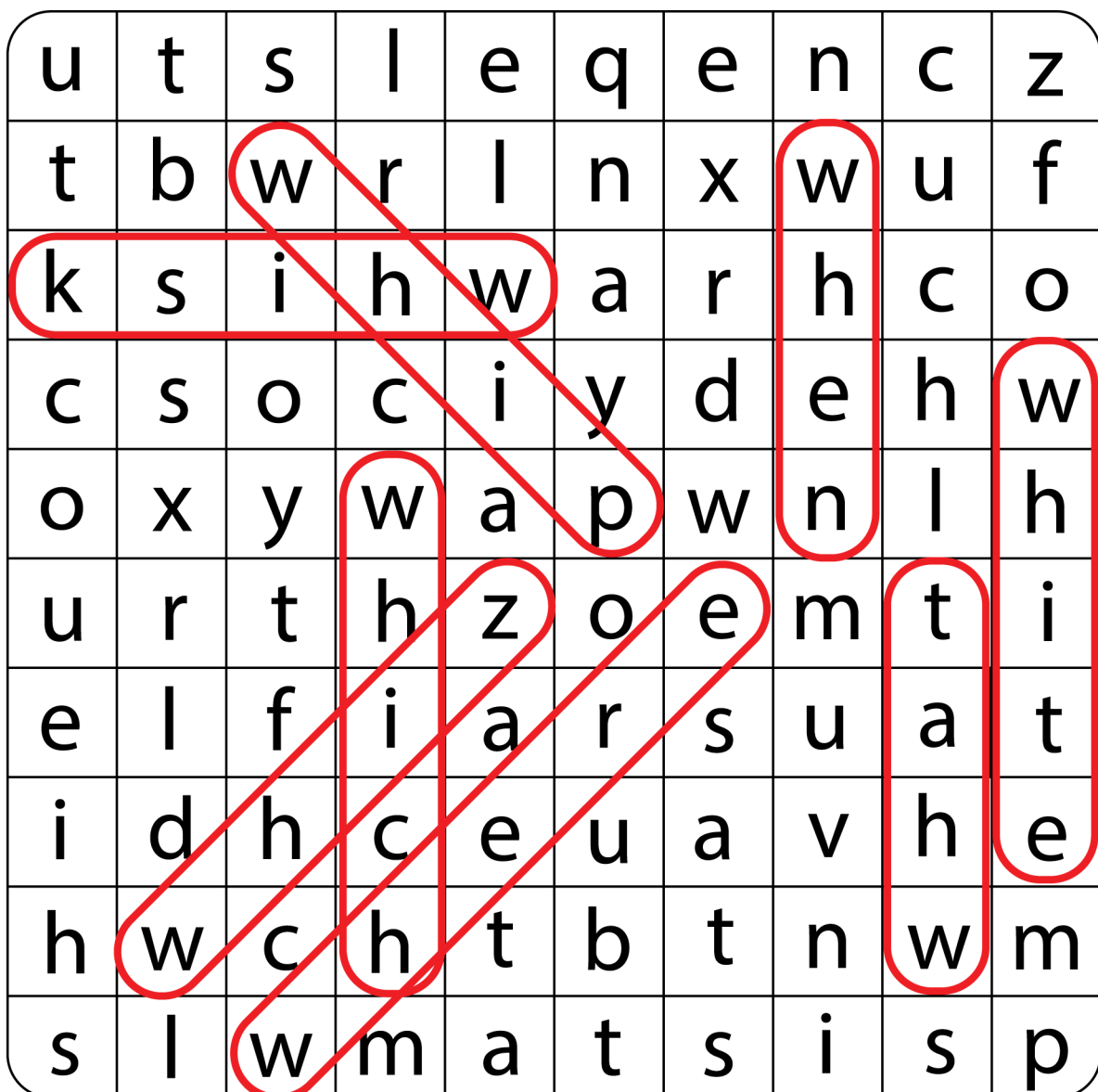
where

whiz

what

white

which





# Four-In-A-Row

If you roll a digraph number, place a chip on a picture with that digraph.  
The first player to get 4 chips in a row, wins!



WH



miss a turn



TH



CH



remove a chip



SH







sh

ch

sh

wh

ch



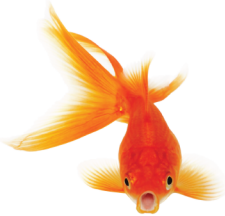
th

sh

th

wh

th



th

ch

th

wh

sh



sh

wh

sh

ch

ch



ch

wh

sh

th

sh



th

wh

th

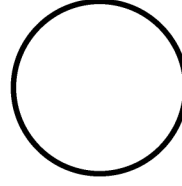
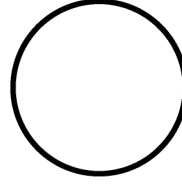
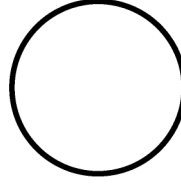
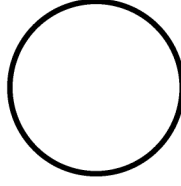
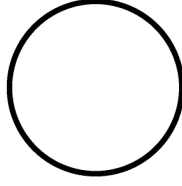
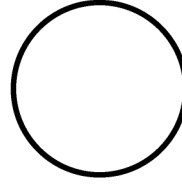
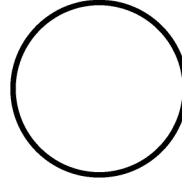
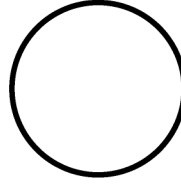
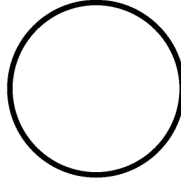
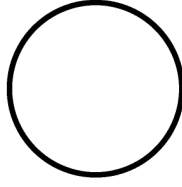
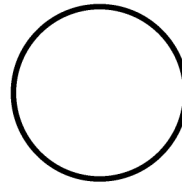
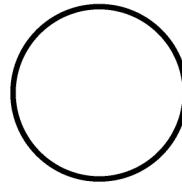
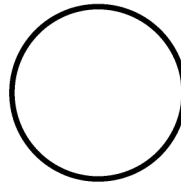
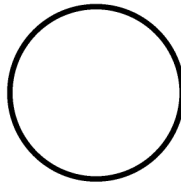
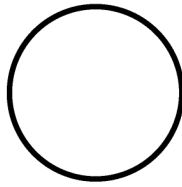
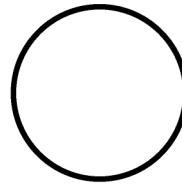
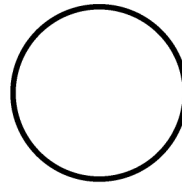
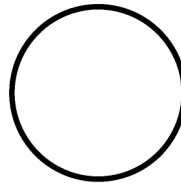
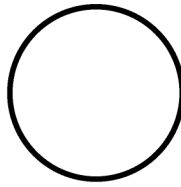
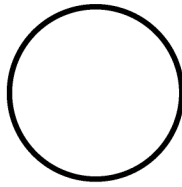
ch

ch



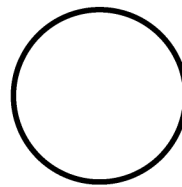
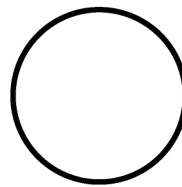
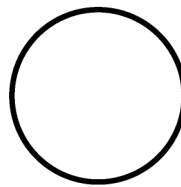
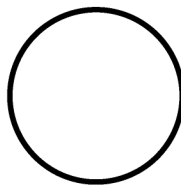
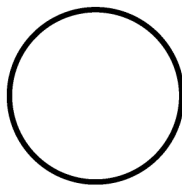
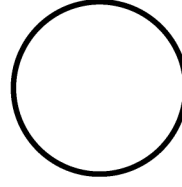
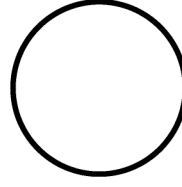
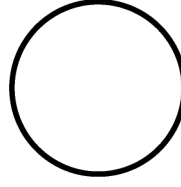
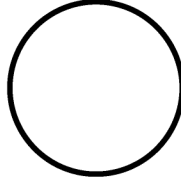
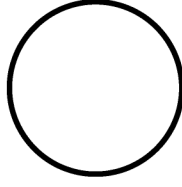
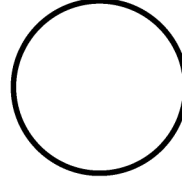
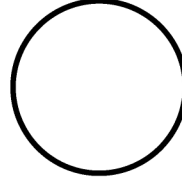
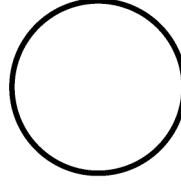
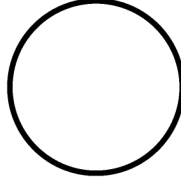
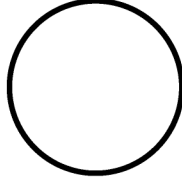
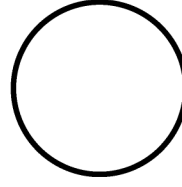
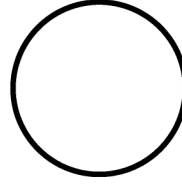
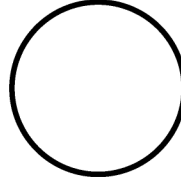
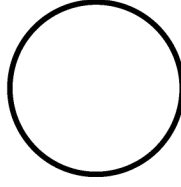
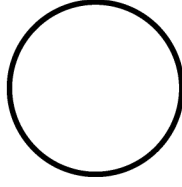
# DIGRAPH SCORECARD

Name \_\_\_\_\_



# DIGRAPH SCORECARD

Name \_\_\_\_\_





# Supplementary Activities for the Classroom



## Large Group

### Head to Toe

Model for the students how to break a word into its onset and rime with the following actions: Put your hands on your head and recite the onset (e.g. /f/), then touch your toes and recite the rime (e.g. /ish/). Call out a variety of words with onsets or rimes that includes digraphs, and have the students practice reciting the onset as they put their hands on their heads, and the rime as they touch their toes.

### Musical Letters

Place foam letters/cut-outs of the digraphs learned so far in a circle around the classroom. Play music and have the students parade or march in a circle around the digraphs. When the music stops, students must move to the closest digraph and stand on/by it. Ask several students to tell you the name and sound of the letters and give a word that starts/ends with that sound. Write the student-generated word on the board, asking for students to spell where appropriate.

### Shootout!

Students take turns shooting a soft ball with a hockey stick at digraph targets. Make paper targets using images containing previously learned digraph sounds as the bullseye, and tape them to the wall near the floor. In addition, create decodable word cards containing the focus digraph sounds. Students get in two lines and take turns drawing word cards at random. They read the card aloud and then shoot the ball at the target that contains the same digraph sound.

## Small Group

### Excavator Dig

Bring in an excavator toy and fill a blue bin with sand or soil. Bury some small toy objects with digraphs (fish, chip, shell, shark, shoe, ship, whale, wheel, whistle, white crayon, three) in the sand or soil and allow each student a turn to dig out an object. Once found, have the student guess which digraph sound is in the name of the object, and then place it in the corresponding row on the sorting mat.

### Concentration Cards

Print out domino cards and cut them in half to create matching images and digraphs. Place the cards face-down and have students take turns flipping over two cards at a time, trying to match an image with its corresponding digraph.

### Digraph Fishing

Create a magnetic fishing rod with a stick, piece of string, and magnet as a 'lure'. Print out image cards and clip a paperclip to each. Have students fish out images one at a time and sort them in the correct digraph column on the sorting mat.

### Rainbow Writing

At a writing centre, provide students with a colorful range of crayons, markers, etc. Display digraph images cards and have students spell each word separately, tracing over the digraph with multiple colors to highlight the spelling pattern and create a rainbow effect.





# Supplementary Activities for Home



## Digraph Tower

Take large toy blocks and label them with decodable words containing consonant digraphs (chat, chin, chop, chomp, rich, much, shop, ship, mash, rash, rush, this, that, moth, bath, math, with, etc.) using sticky notes or labels. Take turns laying blocks, making sure to read the word on the block as you place it down. The game ends when the tower falls down, with the winner being the player who **does not** make the tower fall. Alternatively, you can work together with your child to see how high you can build the tower before it falls down.

## Ball Toss

Label bins with previously learned digraphs. Have your child toss a bean bag or soft ball into one of the bins. Have them give you the name of the digraph, the sound it makes, and a word beginning with the sound when they get the ball in a bin. Extend the activity by having them identify a word ending with the sound as well.

## Say it Slow / Say it Fast

Recite words with focus sounds slowly, paying careful attention to the sounds of each phoneme (ffffff-iiiiiii-ssshhhhh). Once you have recited the word slowly, ask your child to say it fast. Then, reverse roles and have your child try saying a word slowly, while you listen and then repeat the word fast.

## Alliterative Sentences

Ask your child to repeat the following alliterative sentences to practice initial digraph sounds.

*Chester chews chips charmingly.*

*Sharon shows shaggy shape shifters to Sheila.*

*Theo thinks thirteen thoughts thankfully.*

Try increasing the speed or making your own alliterative sentences as an extension.

## Ribbon Writing

Take a long wooden dowel or stick and attach a long piece of ribbon to it. Call out decodable words containing consonant digraphs (see list in Digraph Tower) and have your child write them in the air, calling out the individual letters as they write.

