

Fundations Unit 3: Digraphs

Dear Families,

The past few weeks have been busy ones! We have been working on three-sound words (CVC words), sentences (with capitals and end marks), and trick words (that cannot be tapped out). Thank you for working with your child at home. Your help reinforces what is being taught in school. Your continued support is greatly appreciated! We have now beginning to learn about a new phonics concept in Unit 3.

The students have been introduced to **consonant digraphs**. A consonant digraph is two consonants that “stick together” to make one sound, such as “s” and “h” together make the sound of /sh/. Because a consonant digraph makes *one sound*, it only gets *one tap*. For example, the word “**sh**op” has three taps because even though there are four letters, there are only three sounds in the word.

I have introduced the following digraphs:

sh – ship – /sh/

ch – chin – /ch/

th – thumb – /th/

wh – whistle – /wh/

ck – sock – /k/

It is important to know that “**wh**” is only used at the beginning of a word and “**ck**” is only used at the end of a word, right after a short vowel. When writing a word that contains a digraph, I have instructed the students to underline the digraph.

We will focus on learning to read and spell words with consonant digraphs for the next three weeks. We will also continue to practice words spelled with the letters “**qu**”. We refer to “**q**” as the “buddy letter” because “**q**” always has its buddy “**u**” right next to it in words. I have instructed the students to circle the letters “**q**” and “**u**” together, each time they find “**qu**” in a word.

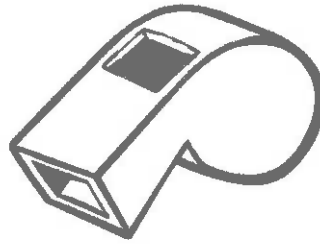
Attached you will find a poster with pictures of the keywords for each digraph. This tool will be helpful to use when reviewing the spelling and sounds of each digraph. You will also find a few pages of supplemental homework activities for additional practice reading and spelling words with digraphs. Lastly, you will find writing paper to use with the homework activities. This homework is optional and does not need to be turned in. Don’t forget to practice the trick words too! As always, your support at home has a positive impact on your child’s learning. Thank you!

Sincerely,
Mrs. Pelkey



Fundations® Digraphs

wh



whistle

/w/

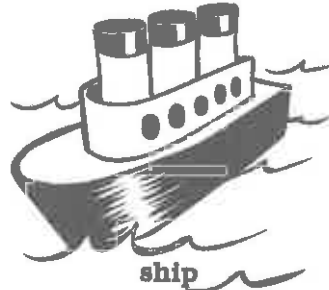
ch



chin

/ch/

sh



ship

/sh/

th



thumb

/th/

ck



sock

/k/

→ Add this page to your child's notebook of sounds.



Suggested Reading

During the next few weeks, reading to your child at bedtime might be a good way of getting “settled” while at the same time accomplishing many benefits.

The following list of books are excellent ones to read aloud to a First Grade Student.

Reading aloud...

- familiarizes your child with concepts of print.
- builds your child’s vocabulary.
- introduces your child to different language patterns.
- identifies reading as a pleasurable activity.

Title	Author	Publisher / Date
<i>And to Think That I Saw It on Mulberry Street</i>	Seuss, Dr.	Random House; 1989
<i>Chicken Sunday</i>	Polacco, P.	Puffin; 1992
<i>Fantastic Mr. Fox</i>	Dahl, R.	Alfred A. Knopf; 1970
<i>Horton Hatches the Egg</i>	Seuss, Dr.	Random House; 1940
<i>The Little Engine That Could</i>	Piper, W.	Grosset & Dunlap; 2009
<i>Ming Lo Moves the Mountain</i>	Lobel, A.	Greenwillow Books; 1999
<i>Mr. George Baker</i>	Hest, A.	Candlewick; 2007
<i>My Rotten Redheaded Older Brother</i>	Polacco, P.	Simon & Schuster; 1994
<i>Strega Nona</i>	dePaola, T.	Simon & Schuster; 1975
<i>Tikki Tikki Tembo</i>	Mosel, A.	Lectorum Publications; 1998



Homework Guide

Review the **consonant digraphs** (**wh, ch, sh, th, ck**) and **buddy letter and his buddy** (**qu**), with your child during the next 2 weeks.

If your child gets stuck on a word, have your child look up the sounds in his or her notebook of sounds.

Follow These 4 Steps:

1. Dictate (say) the word and have your child echo the word.
2. Have your child tap out the sounds. Do not tap trick words (in bold).
3. Have your child tell you the letters that go with those sounds.
4. Have your child write the letters.

WEEK 1

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words	→	log	fog	sip
On Tuesday Dictate	Current Words	→	fish	math	chop
On Wednesday Dictate	Trick Words	→	as	has	into
On Thursday Dictate	Sentence	→	Which fish did Tom get?		

WEEK 2

Dictate the words and sentence to your child following the 4 steps listed above.

On Monday Dictate	Review Words	→	yet	tub	pat
On Tuesday Dictate	Current Words	→	ship	deck	quick
On Wednesday Dictate	Trick Words	→	we	he	be
On Thursday Dictate	Sentence	→	He is quick with math.		



Do the "Digraph Detective" Activity

Have your child read the following sentences.

Read these several times. There is no need to do this all at one sitting.

1. **Underline** all of the digraphs (**wh**, **ch**, **sh**, **th** and **ck**) in each sentence.
2. **Circle** the "buddy letters", **qu**.
3. Have your child **write** the words with a digraph below each sentence.

Jack got in the tub and had a bath.

Chad hit his chin on the bed.

Dad let Beth pack the cash in the bag.

Which quick cat got the six fish?

Did Dad get that at the shop?



Read Words with Digraphs

Have your child tap out sounds, read the word, and write the letter(s) for each sound in the box.

dish

=

whiz

=

rich

=

luck

=

bath

=

rock

=

hush

=

chin

=

WEEK 1

as

has

to

into

→ **Cut words into flashcards.** 1. Each night, help your child **read** all Trick Words from previous units, as well as these. 2. Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and 3. Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.

WEEK 2

she

or

he

me

we

be

for

→ **Cut words into flashcards.** 1. Each night, help your child read all Trick Words from previous units, as well as these. 2. Have your child trace each new Trick Word with his or her finger and spell it aloud; and 3. Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.

Name: _____

Date: _____

Writing Grid for Word and Sentence Homework

Review Words

1 2

3

Current Words

1 2

Trick Words

3 1

2 3

Sentence

1