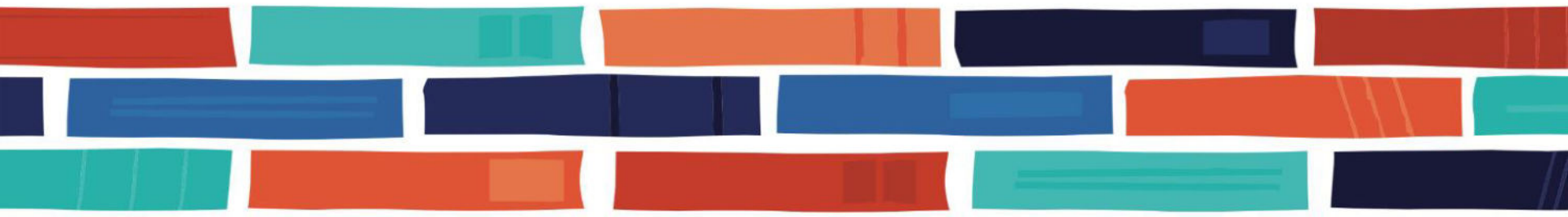




# Lesson 48

## ch /ch/



## Suggested Schedule for a 2-Day Lesson

Step	Time
<b>Day 1</b>	
<b>Step 1:</b> Phonemic Awareness	2 minutes
<b>Step 2:</b> Visual Drill	3 minutes
<b>Step 3:</b> Auditory Drill	5 minutes
<b>Step 4:</b> Blending Drill	5 minutes
<b>Step 5:</b> New Concept	15 minutes
<b>Day 2</b>	
<b>Step 5:</b> New Concept (review)	3 minutes
<b>Step 6:</b> Word Work	6 minutes
<b>Step 7:</b> Irregular Words	6 minutes
<b>Step 8:</b> Connected Text	15 minutes

These lesson slide decks were designed to accompany the *UFLI Foundations* program. Refer to the *UFLI Foundations* manual for lesson plans and additional guidance for instruction.

Visit [ufliteracy.org](https://ufliteracy.org) for more information.

# Symbol Key



**No slides needed**



**Share slides in normal view/editing mode**



**Share slides in slide show view**



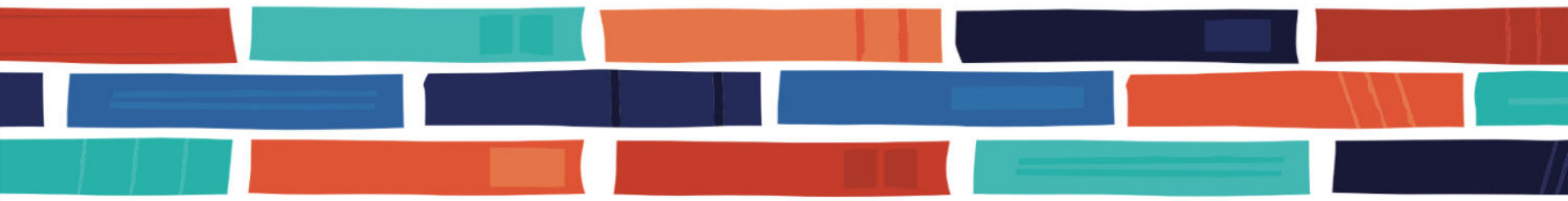
**Share website or other resource**



# Lesson 48

## ch /ch/

### Day 1



# Our Schedule

## Day 1

### Phonemic Awareness



### Blending Drill

?      cat

c	a	t
u	m	a
t	o	m
a	n	d
e	n	d
m	a	t
a	n	d
a	n	d
a	n	d
a	n	d

bat  
mat  
sat  
mat  
mo  
m



### Visual Drill



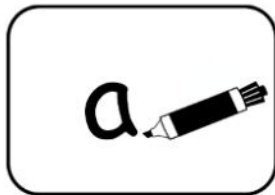
### New Concept

mat

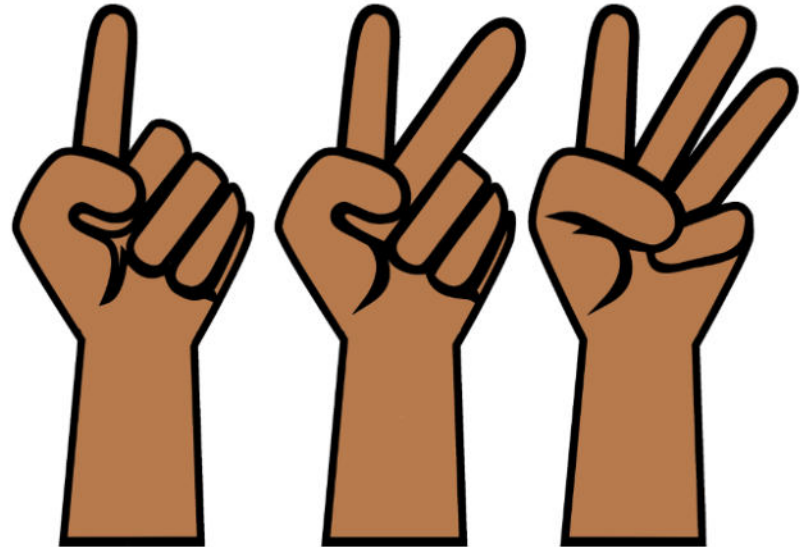
cat



### Auditory Drill




# Phonemic Awareness



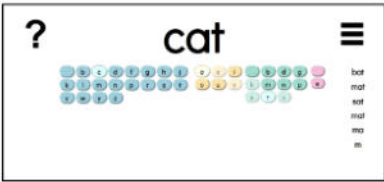
# Our Schedule

## Day 1


Phonemic Awareness




Blending Drill



Visual Drill



New Concept



Auditory Drill



# Visual Drill





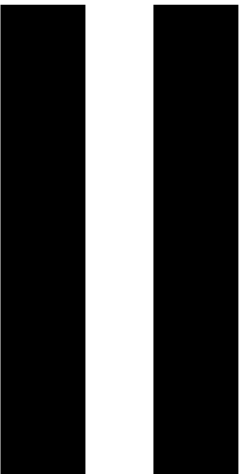
th

sh

ck

ff

**f**





**Ss**



**Zz**

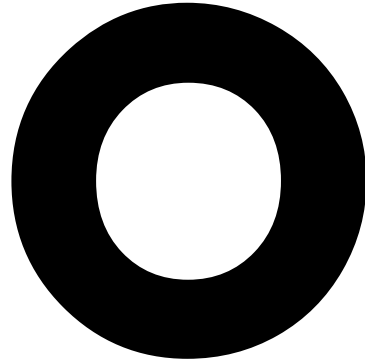
**Z**

S

U

e

i




a



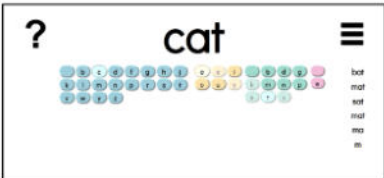
# Our Schedule

## Day 1


Phonemic Awareness




Blending Drill



Visual Drill



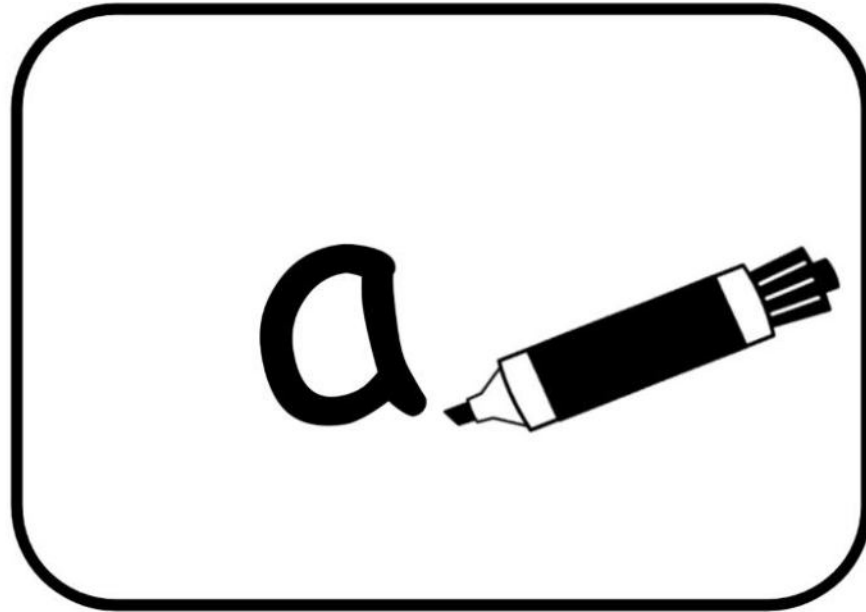
New Concept



Auditory Drill



# Auditory Drill






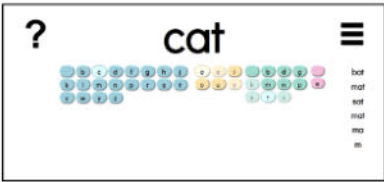
# Our Schedule

## Day 1


Phonemic Awareness




Blending Drill



Visual Drill



New Concept



Auditory Drill



# Blending Drill

?

cat




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

bat  
mat  
sat  
mat  
ma  
m

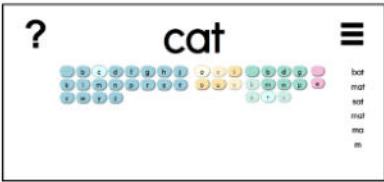
# Our Schedule

## Day 1


Phonemic Awareness




Blending Drill



Visual Drill



New Concept



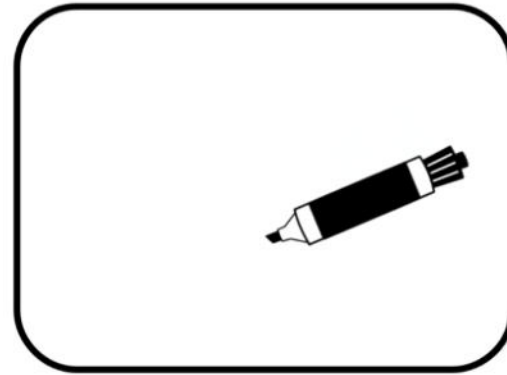
Auditory Drill



# New Concept

mat

cat



# Consonant Digraph

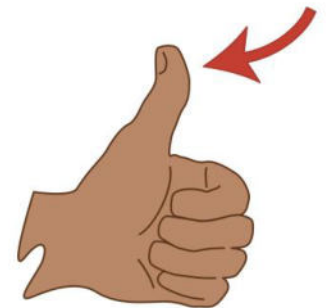
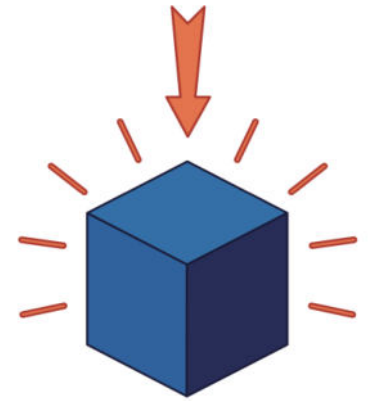
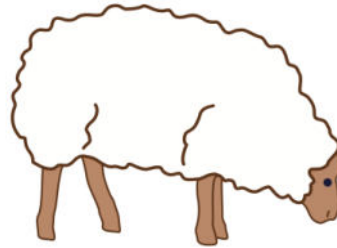
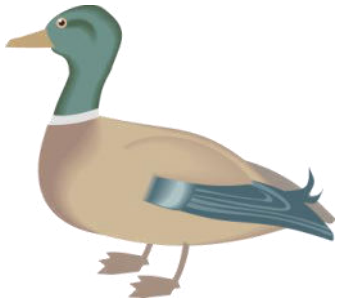
When 2 consonants come together  
to make **1 sound**.



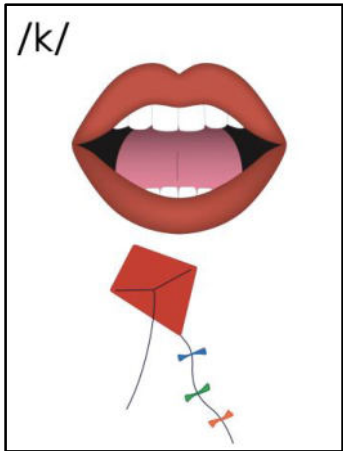
ck

sh

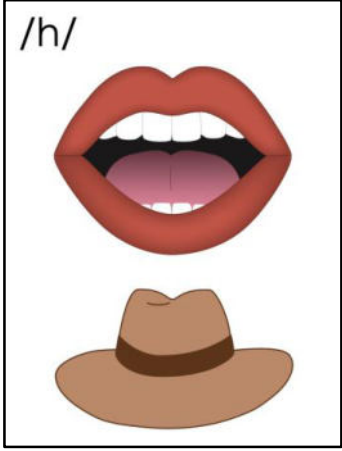
th



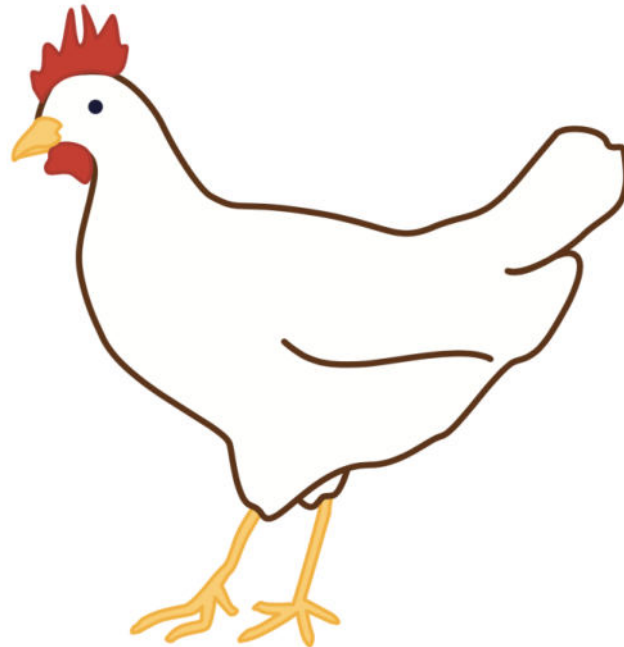
c



h



ch



chip

chin

ch

beginning

middle

end

such

rich

ch

---

beginning

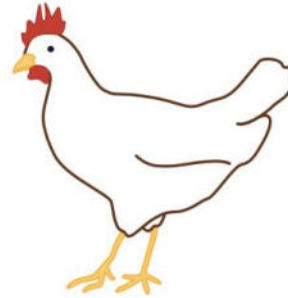
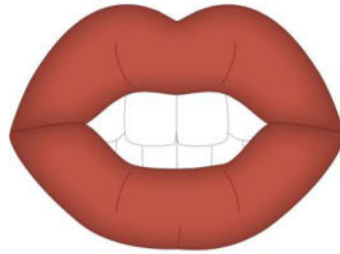
---

middle

---

end

/ch/



ch

# Let's write together

Handwriting practice lines consisting of three sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

**Watch me read**

**chop**

**much**



# Let's read together

chip

chat

check

inch

such

rich

Let's read together

**lunch**      **bench**

**chest**

# Watch me spell

Handwriting practice lines consisting of three sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.


# Let's spell together

Handwriting practice lines consisting of three sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

# Our Schedule

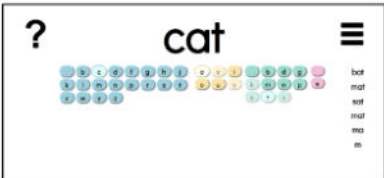
## Day 1

Phonemic Awareness




✓

Blending Drill




✓

Visual Drill



✓

New Concept



✓

Auditory Drill



✓

# We did it!

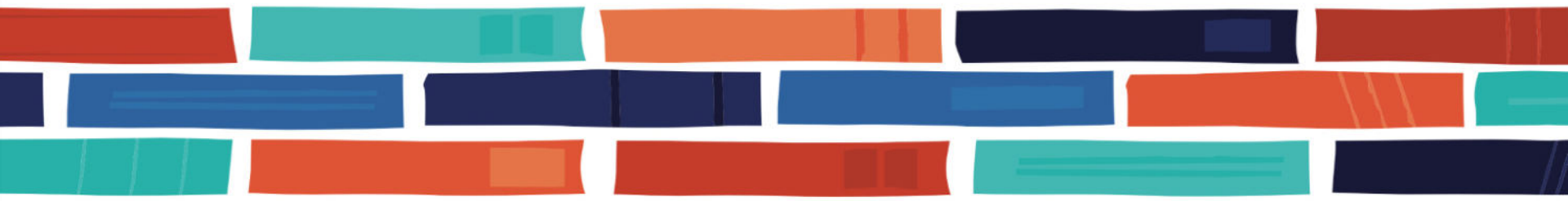
Insert brief reinforcement activity and/or transition to next part of reading block.



# Lesson 48

## ch /ch/

### Day 2



# Our Schedule

## Day 2

### New Concept Review

mat

cat

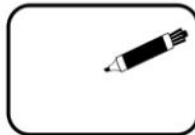
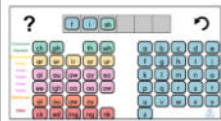


### Irregular Words

said



### Word Work



### Connected Text





# New Concept Review

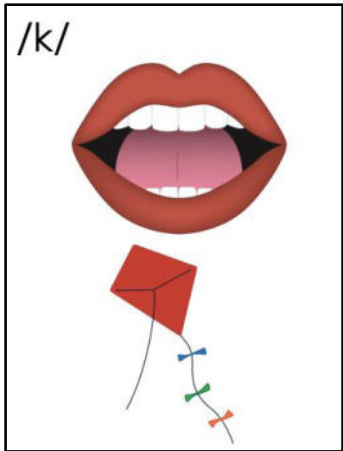
**mat**

**cat**

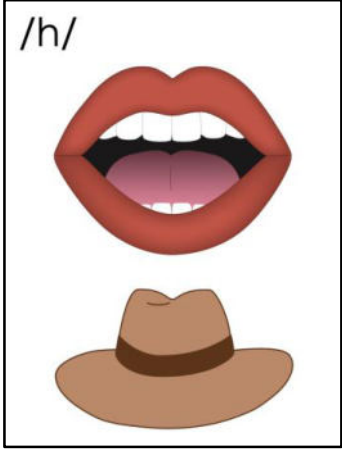
# Consonant Digraph

When 2 consonants come together  
to make **1 sound**.

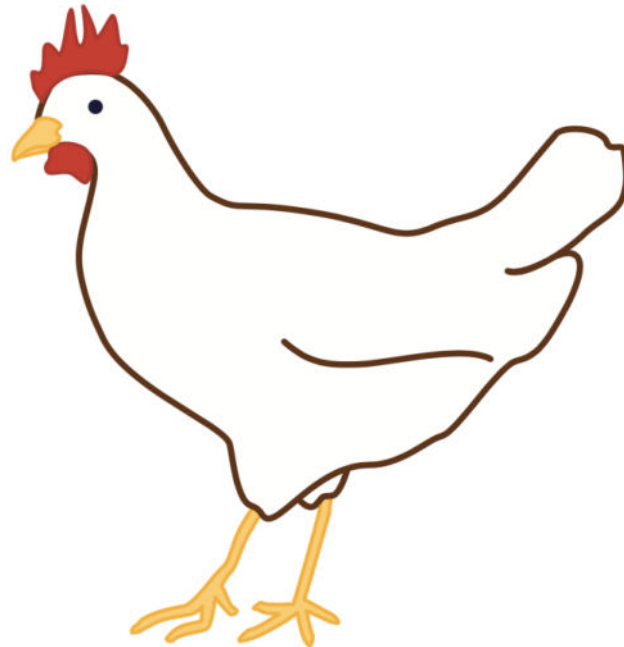
c



h



ch



chip

chin

ch

beginning

middle

end

such

rich

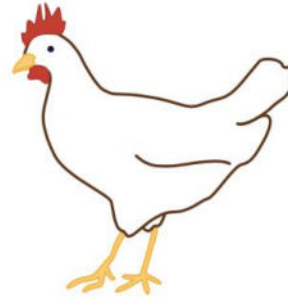
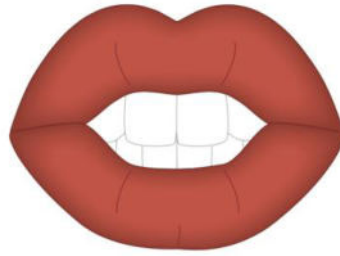
ch

beginning

middle

end

/ch/



ch

Let's read together

chat

such

much

rich



# Our Schedule

## Day 2

### New Concept Review

mat

cat

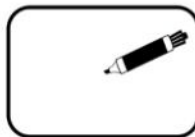
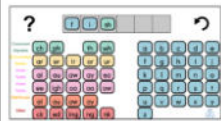


### Irregular Words

said



### Word Work



### Connected Text



# Word Work

?

f i sh

Consonant Digraphs: ch ph th wh

R-Controlled Vowels: ar er ir or ur

Vowel Teams: ai au aw ay ea

Vowel Teams: ee igh oa oo ow

Diphthongs: oi ou ow oy

Other: ck ed ing ng nk

a b c d e

f g h i j

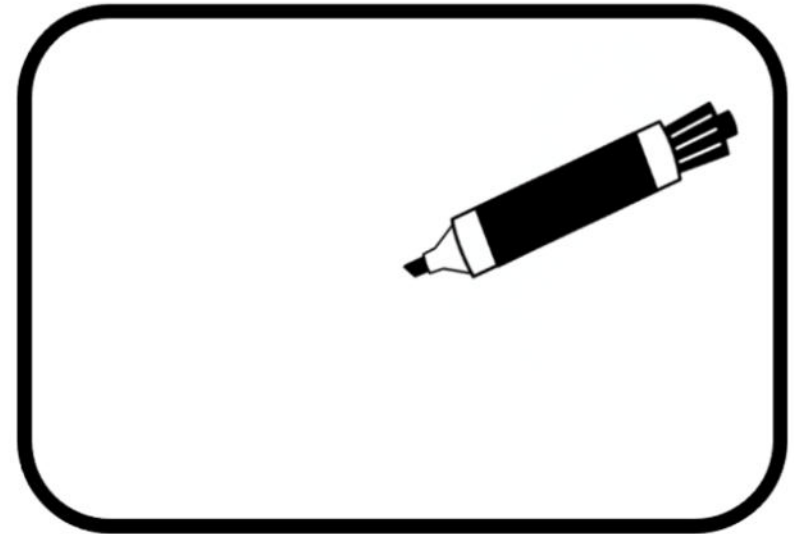
k l m n o

p q r s t

u v w x y

z

UFLI



# Our Schedule

## Day 2

### New Concept Review

mat

cat

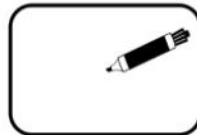
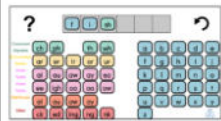


### Irregular Words

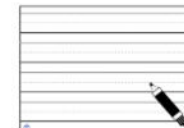
said



### Word Work



### Connected Text



# Irregular Words

said



# Review

she



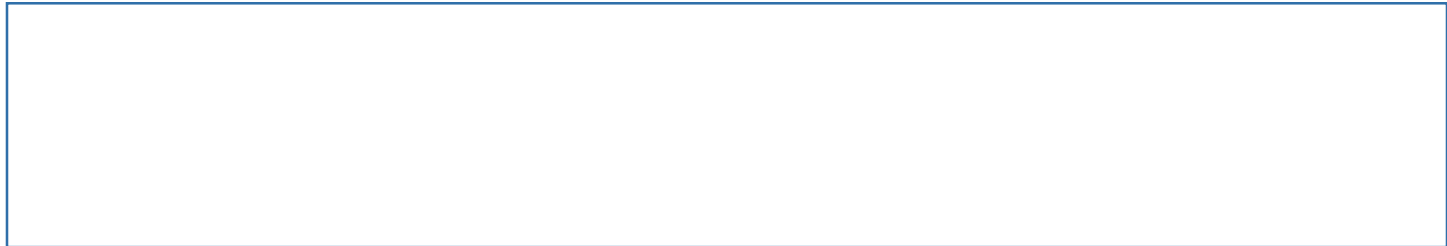
A large empty rectangular box with a blue border, intended for writing or drawing.

we



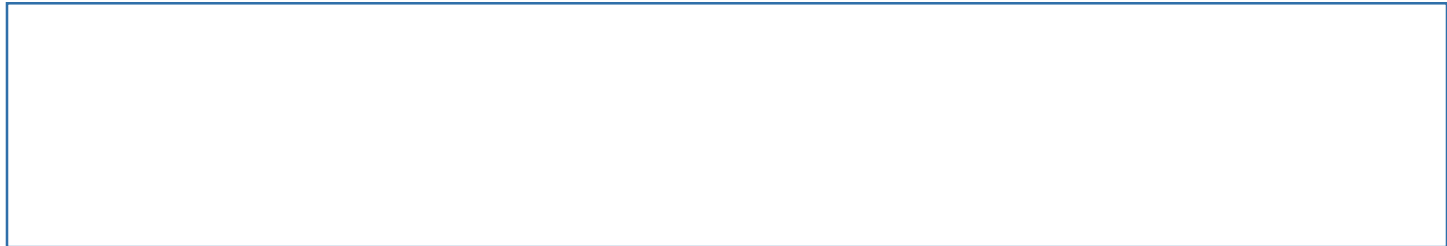
A large, empty rectangular box with a thin blue border, intended for writing or drawing.

they





their



were



# Let's spell together

Handwriting practice lines consisting of three sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.



# Teach



talk



A large, empty rectangular box with a thin blue border, intended for writing or drawing.



walk



A large, empty rectangular box with a thin blue border, intended for writing or drawing.

# Let's spell together



Three sets of handwriting lines for practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

# Our Schedule

## Day 2

### New Concept Review

mat

cat

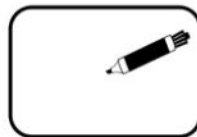
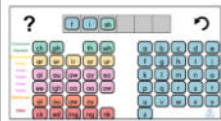


### Irregular Words

said



### Word Work

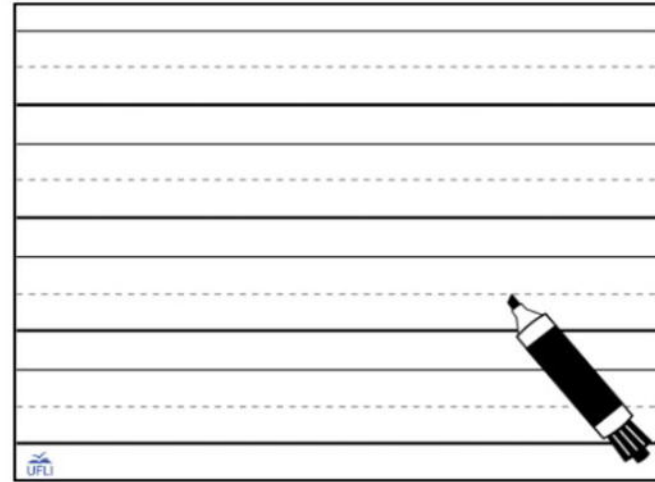
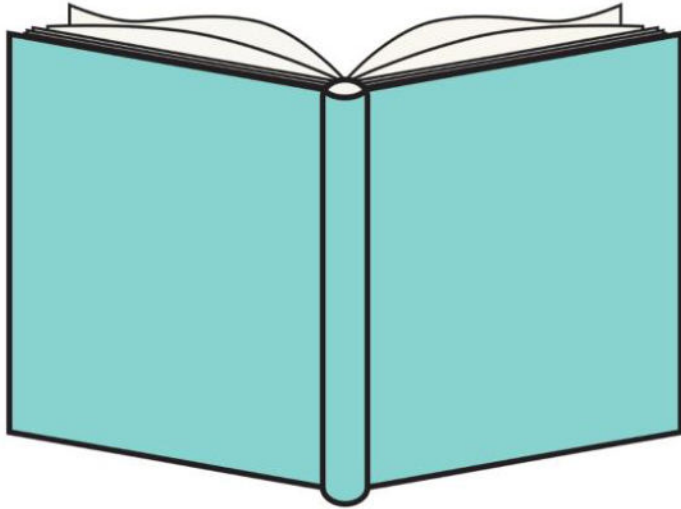


### Connected Text





# Connected Text



**Let's read together**

**Chuck and Beth had  
lunch.**

**Let's read together**

**Did Thad chat with  
Chet?**

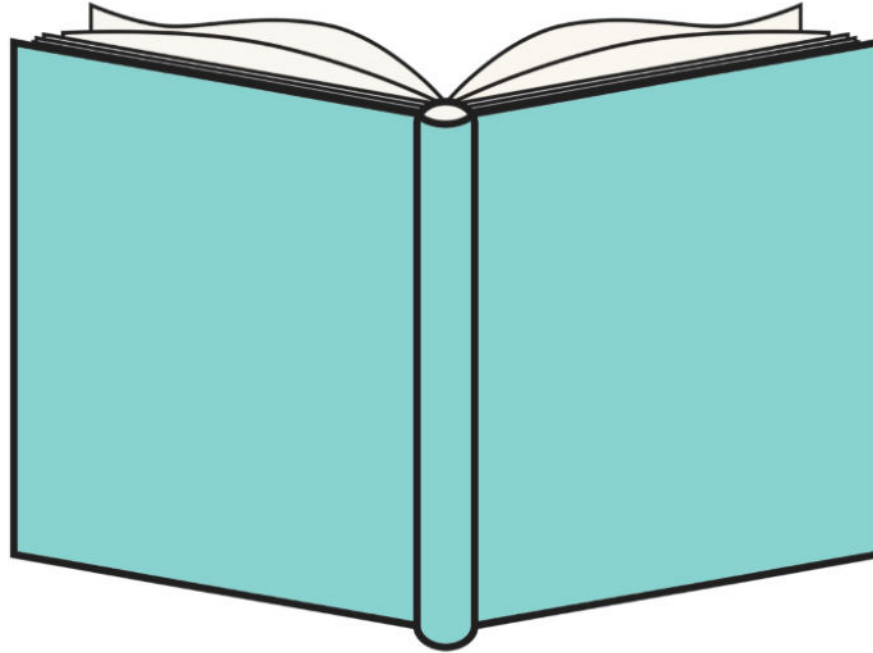
**Let's read together**

**I had such a fun talk  
with Ben.**

# Let's spell together

Handwriting practice lines consisting of three sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

# Decodable Text



# Chips and Dip

Chuck and Rich are at lunch.

Chuck has chips in his lunchbox but no dip.

Rich has dip in his lunchbox but no chips.

Chuck looks at Rich.

Rich looks at Chuck.

What can they do?

Chuck dumps his chips on a dish.

“Rich, do you want chips?”

Chuck asks.

“Yes I do!” said Rich.



Rich slid his dip next to the dish.

“Chuck, do you want dip?”

Rich asks.

“Yes I do!” said Chuck.

They chill and chat and munch  
on chips and dip.

Yum! Yum! Yum!

# Our Schedule

## Day 2

### New Concept Review

mat

cat

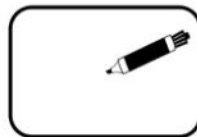
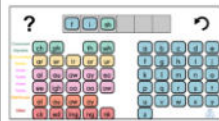


### Irregular Words

said



### Word Work



### Connected Text



# We did it!

Insert brief reinforcement activity and/or transition to next part of reading block.