Stage: Partial Alphabetic
Skill Level:

- Have speech-to print-match.
- Count syllables in words.
- Use beginning sound information: /sh/
- Recognize high-frequency words: I, see, a, some, up, in, out, oh, no, out
- Use the illustrations to predict what a word says.
- Identify punctuation: period (.) exclamation mark (!)
- Participate in a guided reading of the book with the teacher.

Lesson Guide

Activity 1 Learning to Make the Sound /sh/

Refer to the Word Scientists website before starting the lesson to learn how to teach the /sh/ sound. Read the story Datiz and the Whale Shark to students to build their background knowledge about whale sharks.

Show students the spelling sh. Have one key word picture or object that begins with the letters sh (ship, shark) and one picture of a word that ends with the letters sh (fish, dish). Say: Listen to the sound we are going to learn how to read and spell. Make the sound /sh/ and say it is the quiet sound. Put your finger up to your mouth and say, /sh/. The sound /sh/ begins the words ship, shark, and ends the words fish.

Sound SH-
What do you feel? What do you see?
- Make the /sh/ sound. This is a continuous sound, so you can stretch it out. Ask students to repeat the sound after you: /sh/ and put your index finger near your mouth as if you are telling someone to be quiet. Stretch the sound for as long as you can.
- Ask students: What do you feel? (a lot of air coming out)
- Think-aloud: I feel my lips push out and my teeth are close together. I feel my lips puckered, my teeth are almost closed and my tongue is right behind the bumpy ridge on the roof of my mouth.

When I hold my hand in front of my mouth, I feel a lot of air come out.
- Ask students: What do you see? (lips pushed out)
- Think-aloud: I see my lips pushed out and forward. I can see my teeth closed, but they are a little open to let the sound come out.
Ask students: Do you stretch the sound /sh/? Or do you bounce it? (stretch it)

Think-aloud: I think you stretch the sound /sh/. I can make the sound for a long time. Try it with me. /sh/.

Assign a corresponding hand motion of making a BE QUIET sign with your pointer finger. Tell students, “The sound /sh/ begins the word shark, ship and ends the word fish. Point to the words in the book. Have students repeat the sound and the motion.

Let’s decide if /sh/ is quiet or noisy. Cover your ears and make the sound. Feel your voice box in your neck. I don’t feel a vibration, so it is quiet.

Activity 2 Exploring the Illustrations

Before reading the text on each page, guide students in exploring the cover and illustrations. Examine the cover. Tell students:

Let’s look at the cover of the book.

Can you see a character on the cover? I wonder who it is. I can’t tell because of what the character is wearing. Discuss that the character is wearing a diving suit, has an oxygen tank (why?) Read the title and determine that character is Datiz.

What is Datiz doing? (taking a photo of something)

What else do you see? (a whale shark, maybe the bottom of the ship)

Let’s think about what the title has to do with the picture? (Guide the students to connect the words Datiz to the character underwater, and Sh to the words shark and ship. Ask what words could Datiz find on this cover that begin with the sound /sh/?)

Which letters do you see on the cover? (sh)

What sound do you hear at the beginning of the word shark (/sh/) How do you spell the sound /sh/? It is a digraph because two letters make one sound.

The title says Datiz Finds Sh-Words.


Go through the illustrations on each page. On each page, ask students, “What do you see?” Students should name what they see in the illustration. If they do not know a word, take time to teach it. Example: If students answer boat” instead of “ship” you can say, “Yes, it is a kind of boat. But what kind of boat is it? This picture shows a very large boat called a ship. Repeat after me: ship And ship begins with /sh./” I see the spelling sh in the word ship.

Activity 3 Teach the Carrier Phrase

Practice using the articles a and some. Use the words on page 3 and 4 for this activity.

I see a _______________. I see some _______________.

Write the carrier phrase on the board: I see a _______________. Or I see some _______________.

Read the phrase out loud and ask students to repeat it.

Fill in the blank with a word or picture the students know. Example: I see a fish.

Point to a picture of fish and repeat the phrase: I see a fish.

Ask students to repeat the sentence.

Activity 4 Guided Reading of the Book

After the students have mastered the carrier phrase, guide them in reading each page together as a class.
Example: Page 4 Text: I see some shells.

I see some shells.

Tell students:
- Let’s read the part of the sentence we know together: I see some______.
- What do you see in the picture? (shells in the sand.)
- What sound does shells begin with? (/sh/). How do we spell the /sh/ sound? (letters sh)
- Notice the letter s at the end of the word shells. Explain this means there is more than one shell. It is a plural marker.
- Read the sentence with me.
- Now read the sentence to me.

Repeat this pattern for each page. Pay careful attention changes in the carrier phrase that contrasts one (a)of something and more than one (some)(e.g., I see a fish. I see some fish.

There are also opportunities to sound out words (pick, up, in, fish.)

Students will need help on page 9 figuring out the word wash because the vowel does not have a regular pronunciation.

The sh sound in the final position of words: pages 6 and 7, and 9.

Guided reading of page 5 Text: I pick up a shell.

I pick up a shell.

- Think-aloud: The words on this page look different from the other pages. Let’s see if we can read it.
- Ask students: What do you see in the picture? (Students brainstorm: Datiz is picking up a shell. ) Note: Sound out the words pick and up with students using sound-by-sound blending technique.
- Say: Let’s read the whole sentence.
- Which word begins with the sound /sh/?

Practice reading the sentence until all students can get the speech-to-print match.
Activity 5 Reread the text for fluency. My Turn, Your Turn.

The teacher reads a page of text, and then the students read the same text. Reread the whole book. Observe students to see if they are pointing to the words as they say them (speech-to print-match). Example:
Teacher: “My turn. I see a ship. Your turn.”
Students: “I see a ship.”

Activity 6 Partner Reading

Break students into pairs. Instruct students to read the whole book with their partner. First, Student #1 should read each page of the book, pointing to each word as he/she reads it. Next, Student #2 should reach each page of the book, pointing to each word as he/she reads it. Encourage students to help each other if they cannot remember a word. Walk around the room and check the progress of each student, correcting errors as necessary.

Activity 7 Word Sort

Preparation: Before the lesson, cut out the pictures provided on the pages 12 and 13. Page 12 has pictures of words that begin with /sh/ and page 13 has pictures of words that begin with /s/ and /ch/ sounds. Students might confuse the pronunciations of the /sh/ sound with either /s/ or /ch/. This sorting activity will help students to perceive the difference among the three phonemes (sounds).

Begin this activity by asking the students to name all of the pictures as you hold them up one by one. Model how to sort the pictures with the students. Then, ask each pair of students to turn to the page of the book which shows a T-chart with columns for the digraph sh, ch and the letter s. Give each pair a set of the pictures to sort. Instruct each pair of students to sort the pictures into the correct columns, based on their beginning sounds.

Model the activity:
- Draw a larger version of the T chart on the board.
- Hold up a picture of the ship.
- Ask students: What is this? (ship)
- Ask students: What is the first sound you hear? (/sh/)
- Make the corresponding “quiet” motion that goes with the sound /sh/.
- Ask students: How do you spell the /sh/sound? sh
- Use tape to place the picture of the ship into the sh column.
- Say: ship begins with the sound /sh/ so it goes under the digraph Sh.
- Have students name all the pictures in a column each time a new picture is added.
- After completing the chart, remove the pictures from the board so the students can try the activity themselves.

Students work in pairs to complete their own charts. Walk around the room checking progress and correcting errors as necessary.

Group check:
- Get the students’ attention. Ask them to stop working on their charts.
- Hold up each picture one by one and ask students the same questions as in the model.
  - What is this?
  - What is the first sound you hear? [make the corresponding motion]
  - How do you spell that sound?
  - Use tape to place the picture in the correct column on the board.
- Ask each pair of students to check that they put their pictures in the correct columns.
If there are any mistakes, have students check the beginning sound for what they see, feel or hear.

**Activity 8 Vocabulary Builder Activity**

Explain the rules of the game: I will think of something in the book that starts with the sound /sh/. I will say, “I spy with my little eye something that starts with the sound /sh/.” Use the pictures from the book and add other pictures or objects of things that start with the sound /sh/, spelled with the digraph sh. Show the students the spelling of the sound as you make it.

Model the activity: Decide on one of the pictures or objects that starts with a /sh/ sound. Example: shirt. Say: “I spy with my little eye something that starts with the sound /sh/ and it is clothing that you wear.”

If students guess the wrong word, but it begins with the right sound say something like, “Yes, shoes begins with the sound /sh/ but I am thinking of something the covers your arms not your feet.

Continue the activity a few times until you have practiced all the SH words.

**Activity 9 Assessment**

- Observe speech-to print-match. Watch students read the book and point. Observe if they are pointing to each word as they say it.
- Check to see if students can read the high-frequency words out of the text: I, see, a, some, up, in, out, oh, no, out
- Ask students to tell the beginning or ending sound in the words: (shark, shell, shirt, fish, wash)
- Ask students to read or sound out the words: pick, fish, shell, up, ship.