PHONICS READERS
Continental Press

Blends and Digraphs

Teacher's Guide

ISBN 978-0-8454-K0578-9

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Phonics READERS

Blends and Digraphs

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Using Phonics Readers in the Classroom

Phonics Readers provide the link between reading instruction and independent reading of new books. After children have been introduced to a particular sound-letter relationship, they can practice their new skills with **Phonics Readers.**

You may want to start by reading the book aloud to the children. Some children will be able to read these little books independently very soon. Others may need more help or encouragement. They can listen and follow the text while an adult reads the story, or read with a partner. Once children are comfortable and confident reading the books, they might take them home to read with parents and siblings.

Teacher's aides and classroom volunteers will find clear, concise help in this guide so that they can work with the children confidently.

With minimal preparation, **Phonics Readers** can be used for direct instruction in small groups. The lessons can also be of help when working with struggling readers.

Word lists are conveniently organized to help teachers identify the target sound words, sight words, review words, and special story words. You can use the list of sight words on page 15 to check and reinforce children's knowledge of high frequency words.

- **Introducing the Story** highlights key concepts and background information that can be introduced before the reading.
- **Decodable Words** offers activities to reinforce phonemic awareness and phonics.
- **Other Words** highlights the sight (or high frequency) words that are not included on the list on page 15 and story words that may not be decodable for all children.
- **Reading the Story** suggests ways to vary the reading and options for rereading.
- **Phonics Fun** activities provide another opportunity to focus on the target sound-letter relationship.

Slim and Clem Book 1, initial blends with l

This story introduces words with **initial blends** with **l.**

A rain storm and a dripping sound interrupt the sleep of two cowboys. Too late, they discover the source of the sound — a leaking roof.

Introducing the Story

Show the children the book *Slim and Clem,* and read the title aloud. Spend some time talking about cowboys and life on a ranch. Ask the children whether any of them sleep in bunk beds like Slim and Clem do. Discuss the flag and ranch symbol on page 4. Then ask children to predict what was causing the sound that Slim heard. Let the children look at the pictures in the book and check their predictions. Read the story aloud one time as children follow in their books.

Decodable Words

To introduce **initial blends** with **l,** write *Slim* and *Clem* on the board. Underline the first two letters in each word. Have the children read the words and practice blending *s* and *c* with *l.* Write the sound word *plip plop* on the board, and tell the children that this is the noise that rain or drops of water make. *Blind* and *flood* contain irregular vowel sounds. Write these words on the board, and help the children pronounce them. *Blind* can have more than one meaning. Have the children look at page 3 and discover that in this case, a *blind* is a window covering. Note the inflectional ending *s* at the end of *flaps, slaps,* and *slips.* Write all the words with **l blends** on the board, and help the children decode them. Discuss meanings of any unfamiliar words such as *slat.*

Other Words

Introduce the sight and story words. Write them on the board, and teach any that are unfamiliar. Point out the sound word *ouch.* Note the contraction *it's* on page 8 of the book. *Bottom* and *window* should be decodable for the children, but may be a bit more difficult because they are two-syllable words. *Head* is included in the list of story words because the vowel sound is irregular.

Reading the Story

Read *Slim and Clem* aloud as a group, children reading with the teacher. Read with expression, and encourage children to do the same. Have children retell the story, paying attention to the order of events. Allow ample time to enjoy the story, and let children reread it on their own.

Phonics Fun

This activity can be done with individual letter cards for each child, or as a group. Start by spelling *Slim* with individual letter cards. Then have children replace *m* with *p* to make *slip.* Replace *i* with *a* to make *slap.* Replace *s* with *f* to make *flap.* Then replace *p* with *g* to make *flag.* Have children say each word they make.

Sound Words
l blends

blind
Clem
flag
flaps
flood
plip plop
slaps
slat
sleep
Slim
slips

Sight Words

any
more

Story Word

bottom
window
against
head
ouch

The Elf Gets Help

Book 2, initial and final blends with l

This story reviews words with **initial blends** with l and introduces words with **final blends** with l.

Glen is going to be an elf in his class play. He doesn't think he needs any help from his parents, but when all is said and done, he's thankful for their assistance.

Sound Words

initial l blends

clapped
class
close
glad
Glen
play
sleep
slip

final l blends

child
elf
felt
gold
help
hold
myself
told

Sight Words

put
about
before

Story Words

ready
thanks
night
eyes
lucky
penny
shoe

Introducing the Story

Ask the children in your class whether any of them have ever participated in a play. Discuss the preparation for a play, including learning lines and making costumes. Tell the children that the play in this story is about an elf, and that elves are imaginary little people who live only in stories. Show the children the book *The Elf Gets Help*, and read the title aloud. Let the children look at the pictures. Read the story aloud one time as children follow in their books.

Decodable Words

Review words with **initial blends** with **l.** Write *clap, class, close, glad, Glen, play, sleep,* and *slip* on the board. After children say these words, add *-ped* to *clap* to make *clapped.* Add *'s* to *Glen* to make *Glen's,* and have children pronounce the new words. Then introduce words with **final l blends.** Write *child, elf, felt, gold, help, hold, self,* and *told* on the board, and underline the letter *l* in each word. Explain that **l blends** are sometimes found at the end of words, and have children read the words. Then write *my* at the beginning of *self* to make the compound word *myself.* Add *ed* to *help* to make *helped,* and have children pronounce the new words. Check the children's understanding of any words that seem to be unfamiliar by having them use the word in a sentence.

Other Words

Write the sight words on the board, and teach them. Add *-ting* to *put,* and have children pronounce the word *putting,* which occurs on the first page of the story. Then write the story words on the board. Discuss their meanings, and help children read them. Point out that the words *ready, lucky,* and *penny* end with a *y* that sounds like **long e.** Children may also need help with the contractions *I'm* (page 8) and *didn't* (page 6).

Reading the Story

Read *The Elf Gets Help* aloud in small groups with the children. Ask why Glen did not want to go to sleep on the night before the play and why he didn't feel ready to be the elf. Then have children tell what Glen's mom and dad did that helped him overcome his feelings of nervousness and excitement. Let children retell the story using the pictures.

Phonics Fun

Say the **Sound Words** one at a time. Tell the children to *clap* if they hear an **l blend** at the beginning of a word and to say *"help"* if they hear it at the end of a word. You may want to include some other words as distractors, and tell children not to respond if they do not hear an **l blend** in the word.

The Troll in the Creek
Book 3, initial blends with r

This story introduces words with **initial blends** with **r.**

A mean troll has a penchant for catching frogs and making them croak. It takes the loud croak of a huge bullfrog to cure him of this annoying habit.

Introducing the Story

Tell the children that this story is about an imaginary character, a troll. Show the children the book, and read the title. As children look at the book cover, ask them why they think a frog would want to cross the creek. [There are more flies to catch on the other side.] Have the children look at the first three pictures in the book and predict what will happen next. Then read the story aloud as children follow along in their books.

Decodable Words

To introduce words with **initial blends** with **r,** write *troll* and *creek* on the board. Underline the first two letters in each word. Have children read the words and practice blending the sounds. Then write the other words with **r blends,** and help the children decode and pronounce them. Write the word *across* below the word *cross* to show the children that the words are the same except for the *a* at the beginning of *across.* Give help as needed with words that have inflectional *ed* endings (such as *cried, dropped,* and *tried*). You may also want to point out the plural form, *frogs,* and the possessive, *frog's.* Explain that in the story the word *rib-it* is used to describe the sound of a frog's *croak.*

Other Words

The review words *plink-plunk* and *flop-plop* contain **initial l blends.** Write these words on the board, and tell the children that these words are used to describe the sound of the frogs crossing the creek. Write the sight word and story words on the board, and have the children pronounce them. Separate the compound word *halfway* into two parts. Point out the silent *l* in *half,* and help children combine and pronounce the word. Some children may also need help with two-syllable words such as *better, never,* and *ever.*

Reading the Story

Let the children read the story in pairs or small groups, giving assistance as needed. You may want to have the children read and perform this story as a play. Encourage them to read with expression and to use the voice volume level that each frog would have used. Allow ample time to enjoy, reread, and retell the story.

Phonics Fun

Play a game with the words in the story that have the *ed* inflectional ending. Say the regular form of a word such as *grab.* Then throw a ball to a child, who adds *ed* to the word and says *grabbed.* That child says a word like *cross* and throws the ball to another child, who says *crossed.* Use other words from the story such as *want – wanted, like – liked, cry – cried, try – tried,* and *drop – dropped.* You may want to write these words on the board and have children practice adding *ed* before playing the game.

Sound Words
r blends

across
creek
cried
croak
cross
dropped
frogs
grab
tried
troll

Sight Word

again

Review Words

plink-plunk
flop-plop

Story Words

three
first
halfway

Stella's Web Book 4, initial blends with s

This story introduces words with **initial s blends.**

This is the story of a spider, bug, slug, skunk, and bee — their encounters with each other and with Stella the spider's web.

Sound Words
s blends

skunk
slug
snack
snagged
spotted
spun
Stella
stepped
stuck
stung

Sight Word

this

Introducing the Story

Talk about spiders, the webs they make, and the insects they catch and eat. If possible, have the children observe a spider and its web. Then show the cover of the book, and read the title aloud. Ask the children who they think Stella is. Have them guess what the spider will catch in its web. Then let the children look at the pictures in the book and check their predictions. As children look at page 3, tell them that a slug is a small slimy creature like a snail, only it has no shell. Read the story aloud as children follow in their books.

Decodable Words

Introduce blending **initial s** with other consonants by writing the **s blend** words on the board. In this first list, leave off the *–ed* endings in the three words with inflectional endings. Underline the first two letters in each word, and read the words together. Then add *'s* to *Stella* and add the double consonants and *ed* endings to *snagged, spotted,* and *stepped.* Ask children to read the words. Discuss meanings and usage of any unfamiliar words such as *snagged* and *spotted.*

Other Words

This story has limited vocabulary, and all the other words in the story should be fairly easy for the children to decode. You may want to take this opportunity to check children's knowledge of the sight words on page 15 of this teacher's guide.

Reading the Story

Let the children read this story independently, giving help as needed. Then ask them questions to check their understanding of the events and the order in the story. Allow time for children to enjoy the story and reread it.

Phonics Fun

Play a game of "I Spy" using the **s blend** words from *Stella's Web.* Let the children look in the book as you give them clues, for example: "I spy a small animal that is black with white stripes." [*skunk*] "I spy the spider's name in the story." [*Stella*] As children become proficient at the game, allow the child who says the answer to give the next clue.

The **s blend** words in *Stella's Web* present somewhat of a tongue-twister. You may want to explore other familiar tongue-twisters with the children and let them have fun trying to say, "She sells seashells by the seashore." Or "Peter Piper picked a peck of pickled peppers." Or "How much wood would a woodchuck chuck if a woodchuck could chuck wood?"

Lost and Found Book 5, final blends with n, s

This story introduces words with **final blends** with **n** and **s.**

While playing in the sand, Kristi loses a tooth, and Amanda and Justin discover some items to be taken to Lost and Found. When Kristi finds her tooth, she declares it to be lost but now found.

Introducing the Story

Talk about playing in the sand on the beach. Ask the children whether they have ever lost anything in the sand on the beach. Talk about where to go to claim or look for lost items. Most public places, including schools, will have a Lost and Found area. Then discuss what happens when children lose a tooth. Many children in the class may have already had this experience. Show the children the book *Lost and Found,* and read the title aloud. Ask children to predict what was lost and found, then let them look at the pictures to check their predictions. Read the story aloud as children follow in their books.

Decodable Words

Write the girls' names *Kristi* and *Amanda* on the board. Help children pronounce these names, and ask them which name has a **blend** with **s** and which has a **blend** with **n** at the end of the word. Say the **final s blend** and the **final n blend** words on the list, one at a time, and have children tell you which sound they hear. List the **final s blend** words under *Kristi* and the **final n blend** words under *Amanda.* Children may find it hard to hear the **n blend** in *sank* and *tank* because the letter *k* changes the *n* sound.

Other Words

Write the sight words, review words, and the story words on the board, and help the children identify and pronounce them. Point out the inflectional *ed* endings in *grinned, started,* and *laughed.* Children may need help with the words with variant vowels *(started, cars, tooth)* and silent letters *(laughed).* They may also need help with the compound word *maybe* (page 7).

Reading the Story

Let the children read this story in small groups, giving help as needed. Then ask them questions to check their understanding of the events and the order in the story. Allow time for children to enjoy the story and reread it.

Phonics Fun

Make a word ladder with **s blends.** Write *lost* on the board. Change *o* to *a* to make *last.* Change *l* to *f* to make *fast.* Change *a* to *ir* to make *first.* Then make a word ladder with **n blends.** Write *hand* on the board. Change *h* to *s* to make *sand.* Change *a* to *e* to make *send.* Change *d* to *t* to make *sent.* Then change *s* to *w* to make *went.*

Sound Words

final n blends

Amanda
find
found
hands
kind
sand
sank
send
tank
went

final s blends

fast
first
Justin
Kristi
last
lost
must

Sight Words

saw
down

Review Words

grinned
started
truck

Story Words

cars
tooth
laughed
shiny

Gramma Flo Book 6, review all blends

This story reviews **initial** and **final blends** with **l, r, s,** and **n.**

A doting grandma who is stylish but domestically inept redeems herself by giving her grandchildren a view of the stars and a tasty treat.

Sound Words

l blends

blanket
cold
flip
Flo
floppy
sleep

r blends

bring
drops
drove
franks
fries
Gramma
grass
grill
grins
growing
treat
tries
trip

s blends

almost
fast
just
sky
S'mores
stars
starts
stay
Steve

n blends

hand
Lindy

Story Words

burns
burgers
turn
hungry
arm
million

Introducing the Story

Show the children the book *Gramma Flo,* and read the title aloud. Let the children talk about staying with grandparents. Have children look at the pictures and tell what is happening on each page. As they look at page 8, ask children if they have ever made or eaten S'mores (graham crackers, chocolate, and melted marshmallows). You may want to make and eat S'mores as a snack in class. Then read the story aloud as children follow along in their books.

Decodable Words

Use the names in the story to review **initial** and **final blends.** Write *Gramma, Flo, Steve,* and *Lindy* on the board. Point out to the children that in this story, *Gramma* is spelled the way it sounds. Write the correct spelling, *Grandma,* on the board beside *Gramma,* and tell children that this is the way they will usually see this word. Then choose a few words to write under each name from each list. Use words that have inflectional endings or may be more difficult for the children. For **l blends** *(Flo)* write *blanket* and *floppy.* For **r blends** *(Gramma)* write *franks, fries,* and *growing.* For **s blends** *(Steve)* write *S'mores* and *starts.* Write *n blends* as listed. Help the children decode and pronounce the words. Discuss the meanings of any words that seem to be unfamiliar to the children.

Other Words

Write the story words on the board, and help the children decode and pronounce them. Point out the **r blend** in *hungry.* Words such as *burgers, burns, turn,* and *arm* contain r-controlled vowel sounds. Tell the children that a *million* is a thousand thousands, and that is very many! Children may also need help with the contractions used in the story – *we'll, it's,* and *let's.*

Reading the Story

Read *Gramma Flo* aloud as a group, children reading with the teacher. Then you may want to have the children take turns reading a page at a time. Allow them ample time to enjoy the story and retell it using the pictures. Ask informal questions to check their understanding of the events and the order in the story.

Phonics Fun

Label four boxes with **l blends, r blends, s blends** and **n blends.** Cut out pictures that illustrate words for each blend. Let children sort them and put them in the correct box. Some suggestions for **l blends:** *flag, child, sleep, milk;* **r blends:** *frog, fries, bread, fruit;* **s blends:** *sky, star, spider, skunk;* **n blends:** *hand, sand, band, tent.*

Fox and Little Chick
Book 7, initial digraphs ch, sh

This story introduces words with **initial digraphs ch** and **sh.**

A fox plots to fatten a chicken for his dinner, but in a case of mistaken identity, the fox is attacked by a rooster instead!

Introducing the Story

Show the children the book *Fox and Little Chick,* and read the title aloud. Ask children what the fox is doing in the picture on the cover. [He's dreaming of having a chicken to eat.] Let the children look through the book. Read the story aloud one time while children follow along in their books.

Decodable Words

Introduce the **ch digraph** by writing *Chick* on the board. Ask children to read the word and tell you which letters make the **ch** sound. Underline the letters **ch.** Write the other words with **ch digraphs** on the board, and help the children pronounce them. Then introduce the **sh digraph** by writing *shed* on the board and underlining the letters **sh.** Read, write, and say the words with **sh digraphs.** You may want to review the inflectional ending *ed* and write the uninflected words *chase* and *shove* on the board. *Asked, opened,* and *grabbed* are also used in the story. Some of the decodable words may not be familiar to all of the children. Help them with words such as *chestnuts, cheep, shoved,* and *chubby*. Discuss meanings and provide examples of any unfamiliar words.

Other Words

Write the story words *rooster* and *cock-a-doodle doo* on the board. Help the children with these words, and tell them that *cock-a-doodle doo* is the sound a *rooster* makes when it crows. Write, read, and review any of the sight, story, or review words that may be difficult for the children. For the compound word *himself,* write *him* and *self* on the board, and help children decode, combine, and say the word.

Reading the Story

Before rereading the story, be sure children understand that Fox thought that Little Chick was a "she" (hen, female chicken) in the beginning of the story. But Fox got a surprise at the end of the story when Little Chick became a rooster (male chicken) and chased him away. Then let the children read *Fox and Little Chick* in pairs. Allow them ample time to enjoy the story and reread it, talking about the characters and the action. Let several children retell the story, and encourage them to fill in details from the pictures. Ask questions to determine their understanding of the story.

Phonics Fun

Challenge the children to think of more words that begin with **ch** and **sh digraphs.** Have them think of names of children and people that they know, and look around the classroom and name objects that start with **ch** or **sh.** Write these names on a chart as children mention them, and let children draw pictures to illustrate the words.

Sound Words

ch

chased
check
cheep
chestnuts
Chick
chicken
chubby

sh

shade
share
she
shed
shells
shoved
shut

Review Words

hungry
himself
grabbed
stuck
must

Sight Words

far
away

Story Words

door
great
rooster
flew
cock-a-doodle doo

Whose Whiskers?

Book 8, initial digraphs th and wh

This story introduces words with **initial digraphs th** and **wh.**

Rhyming verse and close-up pictures encourage the reader to guess the owners of four sets of whiskers — a cat, a rabbit, an otter, and a seal.

Sound Words

th digraphs

that
the
these
they
they're
thick
think
this

wh digraphs

what
whiskers
white
who
whose

Review Words

grow
place
trick

Story Words

straight
either
belonged
creature's
over
droopy
lives
water
otter
scratching
itch
might

Introducing the Story

Show the children the book *Whose Whiskers?* Talk about the picture on the cover of the book. It shows a mouse and a close-up view of the mouse's whiskers through a magnifying glass. Have the children guess what other animals they will see in the book. Allow children to look at the pictures and to guess the animal whose whiskers are shown before turning the page. Then read the story aloud as the children follow along.

Decodable Words

Children may already know many of the words with **th** and **wh digraphs** as sight words. Introduce words with **th digraphs** by writing them on the board, underlining the **th** in each word. Have the children read the words and tell you which letters makes the **th** sound. Children may need help with the contraction *they're* (they are). They may also notice the difference between the sounds of the voiced **th** *(that, the, these, they, this)* and the voiceless **th** *(thick, think).* Then write the words with **wh digraphs** on the board, underline the **wh,** and have children read as many of these words as they can. Point out the difference between the **wh** sounds in *who, whose* (the **w** is silent) and the other words *what, whiskers,* and *white.*

Other Words

Write the review words, and have the children say them. Then add *ing* to *grow* to make *growing* (used on page 3). Then write the story words on the board, and help the children pronounce them. Encourage children to use rhyming and picture clues to help them with words such as *rabbit – habit* and *water – otter.* Encourage them to use their previous knowledge of blends and digraphs to decode *scratching* and *itch.* Some of the words have inflectional endings *(belonged, scratching),* silent letters *(straight, might),* and irregular vowel sounds *(either, over, droopy, lives).* Give special help with these words.

Reading the Story

Have the children read this story aloud in small groups. Encourage them to read with appropriate expression when reading the questions in the book. Check their pronunciation of the words and their understanding of the story by asking appropriate questions. Allow time for children to enjoy the story and reread it on their own.

Phonics Fun

Play a question game using words with **th** and **wh digraphs** from *Whose Whiskers?* Begin questions with *who* or *what,* for example: "Whose whiskers are straight, white, and wide?" [*cat's*] "What animals live in the water?" [*otter, seal*] As children become proficient at the game, allow the child who says the correct answer to give the next clue.

Who Will Win? Book 9, review initial digraphs

This story reviews words with initial **digraphs ch, sh, th,** and **wh.**

Brother and sister have a friendly competition in a checkers tournament. Before a winner is declared, Checkers the cat provides a surprise ending.

Introducing the Story

Show the children the book *Who Will Win?*, and read the title aloud. Take time to discuss the voice inflection used when asking a question. As children look at the cover of the book, ask them what game the children are playing. If children are not familiar with the game of checkers, show them a checker board and briefly explain the game. Ask the children to predict who will win the game. Then read the story aloud as children follow in their books.

Decodable Words

Use the names in the story to review the **digraphs.** Write *Checkers, Shane,* and *Whitney* on the board. For **th digraphs,** write the word *that.* Help children say these words, and underline the digraph in each word. Then say the sound words, one at a time, and have children tell you which digraph sound they hear. Write each word under the name or word that matches the digraph sound. Provide help with the compound word *whoever.* Then read the word lists together.

Other Words

The review words are words with blends that should be decodable for most children. Write *score* on the board, discuss its meaning, and help children blend the sounds and say the word. Compare the difference in spelling and meaning in the sight word *two* with the homonyms *to* and *too.* Point out the **final ch digraph** in *each.* Help the children decode and pronounce the story words. Review the contraction *let's* on page 2, and encourage children to use their decoding skills on two-syllable words in the story such as *even, summer, contest,* and *under.*

Reading the Story

Let the children read this story independently, giving help as needed. Allow time to enjoy the story, reread it, and talk about the characters and action. Let several children retell the story using the pictures. Ask questions to determine their understanding of the story and the order of events.

Phonics Fun

Use the sound word list to play a game of Tic-tac-toe. Write **ch, sh, th,** and **wh** on the board, and draw a grid for the game. Divide the children into two teams. Say a word from the list, and allow the children from one team to respond with the digraph they hear. If the answer is correct, one child from that team puts their mark on the game. Then the other team takes a turn. To illustrate a tied score, you may want to stop the game when the score is tied, and give both teams a reward for their efforts.

Sound Words

ch
chairs
champ
checkers

sh
shade
Shane
show

th
that
the
their
then
they
think
this
three
thump

wh
what
when
Whitney
who
whoever

Sight Word

two

Review Words

play
most
score
first

Story Words

table
each
turn

Pitch Black

Book 10, final digraphs sh, th, and tch

This story introduces words with **final digraphs sh, th,** and **tch.**

Two dinosaur children are home alone during a thunderstorm, acting very brave — until the electricity goes off and they hear an intruder at the door. It is only their mother, and all are safe and sound.

Sound Words

sh digraphs

crashed
flash
flashlight
push
wish

th digraphs

Beth
with
both

tch digraphs

kitchen
match
Mitch
pitch
scratch
watch

Review Words

scary
show
snack
started
flicker
crack
black
sticks

Story Words

very
hard
door
Mrs.
alone
anything
someone
turned
floor
outside
lights
room

Introducing the Story

Talk about what happens during a thunderstorm and why some people are afraid of storms. Show the book, and read the title aloud. Ask the children why they think this story is called *Pitch Black,* and have them guess what might happen in the story. Read the story aloud as children look at the pictures and follow in their books.

Decodable Words

Tell the children that in this story they will see words with **sh, th,** and **ch digraphs** at the end of the word. The words with **ch digraphs** at the end also have the letter **t** with them, and **tch digraphs** sound the same as **ch digraphs.** Write the sound words on the board, underline the digraphs, and help the children pronounce the words. Give special attention to the word *kitchen,* because the **tch digraph** is in the middle of the word. Tell the children that *Beth* and *Mitch* are the names of the children in the story. Write *crash* on the board and then add *ed* to make *crashed.* Write *flash* and *light* as two separate words, then combine them to make *flashlight.*

Other Words

Write the review word *scare* on the board. Then replace the *e* with *y* to make *scary.* Next, replace the *y* with *ed* to make *scared.* Have children say each word after you write it. Help the children learn the meanings and pronunciations of other review words such as *started* and *flicker.* Then write and read the story words with the children. Use the word cards as described in the Phonics Fun section for practice with compound words.

Reading the Story

Read *Pitch Black* aloud as a group, children reading with the teacher. Encourage use of appropriate expression when reading about being scared. Then you may want to have the children take turns reading a page at a time. Allow them ample time to enjoy the story and retell it using the pictures. Ask informal questions to check their understanding of the events and the order in the story.

Phonics Fun

To give children more practice with compound words, write single words such as *any, some, one, thing, out, side, every,* and *with* on index cards. Tell children to place two cards side by side to make a compound word. Then have them read the word. Possible combinations of the above words are: *anything, anyone, someone, something, outside, everything, everyone,* and *without.* Have children read and share the words they make.

Fish and Chip Book 11, review all digraphs

This story reviews words with **initial** and **final digraphs ch, sh, th, wh,** and **tch.**

Chip and his dad spend a day at the shore. After a boat ride, father and son share a lunch of fish and chips and happy memories. The dual meaning of the title becomes apparent at the end of the story.

Introducing the Story

Show the children the book *Fish and Chip,* and read the title aloud. Talk about spending the day at the shore and the things that could be seen on a boat and in the ocean. Ask the children if they have ever eaten "fish and chips" (fried fish and french fries). Tell the children that the boy in the story was also named Chip. Let children look at the pictures in the book. As they look at the picture on page 5, ask them to predict what may happen next. Read the story aloud one time while children follow along in their books.

Decodable Words

Write *Chip, fish, thanks, whale,* and *watch* on the board. Underline the **digraphs** in each word. Then say the words with **final digraphs** from each list, and have children tell you which **digraph** sound they hear in each word. (These are usually more difficult for children.) Write each word under the name on the board with the matching **digraph** sound, underlining the letters used to spell that sound. You may also want to review the words with **initial digraphs** in the same way.

Other Words

Write the review and story words on the board, and have the children read them. They may remember the words *water* from Book 8 and *someone* from Book 10. You may also want to write *dock, back,* and *shack* on the board. Underline the letters *ck,* and tell the children that these two letters together make the *k* sound.

Reading the Story

Before reading the story again, ask the children what they think Chip's dad meant when he said, "And I like a day of fish and Chip." [He liked spending time with his son, Chip.] Then have the children read *Fish and Chip* in pairs. Give assistance as needed, and ask appropriate comprehension questions. Allow ample time to enjoy, reread, and retell the story.

Phonics Fun

Have children make five cards that show the digraphs – **ch, sh, th, wh,** and **tch.** Use the word lists from this book and Book 10. Say a word from the list. Have children hold up the card that shows the digraph they hear, and say the sound. For example, if you say *whale* children would hold up the **wh** card and say the sound. Tell the children that if the word you say does not contain a digraph, they should say "Go Fish."

Sound Words

ch

Chip
chips
lunch

sh

shack	fish
ships	rush
shore	splash

th

thanks	there
that	they
the	this
them	with
then	

wh

whale	when
what	while

tch

watch

Review Words

spending
swim
water

Story Words

someone
people

I Wonder What That Means?

Book 12, review blends and digraphs

This story reviews words with **blends** and **digraphs.**

A boy envisions children actually turning the colors of familiar figures of speech. The figures of speech and their causal events are then explained to him and to the reader.

Sound Words

blends

blue
blushing
play
glad
milk
Brenda
dry
friend
green
pretty
scared
spilled
Andy
sandwich
pants
fast

digraphs

Charlie
lunch
much
shadow
Shana
she
sheet
wishes
that
with
what
white

Story Words

wonder
really
only

Introducing the Story

Show the children the book *I Wonder What That Means?*, and read the title aloud. Ask the children whether they have ever heard a grown-up say something and wondered what that means. (Figurative language is often hard for children to understand.) You may want to have a preliminary discussion about what it means when people talk about being or feeling like different colors – blue, green, red, and white. Let the children look at the pictures in the book. Be sure the children understand that people's skin does not really turn the shades of the colors that are shown. Read the story aloud one time as children follow along in their books. Tell them to listen for what it really means when people talk about feeling like these colors. Discuss the meanings of the colors in the story after reading it to the class.

Decodable Words

Write the children's names *Brenda, Andy, Charlie,* and *Shana* on the board. Underline the **blends** or **digraphs** in them, and have children say the names. Then write *blushing* and *sandwich* on the board, and underline the **blend** and **digraph** contained in each word. Discuss the meaning of any unfamiliar words, such as *blushing.*

Other Words

List the story words on the board, and read the words together. Point out the final *y* that sounds like *e* in *really* and *only*. Children may also need help with the contractions *isn't* on page 1, and *doesn't* on page 3.

Reading the Story

Read this story with small groups of children, checking their mastery of the words presented in this series. Ask questions to determine their understanding of the story and the order of events. Allow time to enjoy the story and reread it.

Phonics Fun

Have the children draw and color pictures of themselves to show a feeling they have or have had. Then let children talk about their pictures. Write the words that they use that contain blends or digraphs on the board, and have children practice reading the words.

Sight Words

The following 40 sight, or high frequency, words occur regularly throughout the **Phonics Readers.** While most of the words in the stories are decodable, some high frequency words are essential, and they are often familiar to the students. You may want to do an informal check of students' knowledge of the high frequency words if they are going to read the stories independently.

1	all	15	look	29	then
2	are	16	now	30	there
3	do	17	of	31	to
4	does	18	one	32	too
5	every	19	our	33	two
6	for	20	out	34	want
7	good	21	said	35	was
8	has	22	says	36	were
9	have	23	she	37	when
10	her	24	some	38	with
11	here	25	something	39	you
12	his	26	that	40	your
13	is	27	the		
14	little	28	them		

PHONICS READERS
Continental Press

Blends and Digraphs

Book 1	Slim and Clem (initial blends with l)
Book 2	The Elf Gets Help (initial and final blends with l)
Book 3	The Troll in the Creek (initial blends with r)
Book 4	Stella's Web (initial blends with s)
Book 5	Lost and Found (final blends with n, s)
Book 6	Gramma Flo (review all blends)
Book 7	Fox and Little Chick (initial digraphs sh and ch)
Book 8	Whose Whiskers? (initial digraphs th and wh)
Book 9	Who Will Win? (review initial digraphs)
Book 10	Pitch Black (final digraphs sh, th, and tch)
Book 11	Fish and Chip (review all digraphs)
Book 12	I Wonder What That Means? (review blends and digraphs)

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ISBN 0-8454-K0578-0
97808454K05789