

# Lesson 12

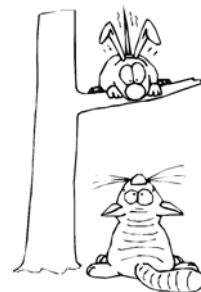
Lesson 12 is a review of the digraphs. A digraph is two letters together that make a new sound, not a blend of the two letters. Review the difference between 'w' and 'wh' in 'will' and 'what' and the difference in the endings of 'that' and 'what'.

Words: **\*will**    **\*chip**    **she**    **with**    **that**    **what**

Red Word: **what**

Star Words: will    chip    - the underlined is the base for a word family.

Sentences:            **What will the cat and dog do?**  
                              **She went with me.**



**Monday:**

Review the words on the word wall.

Introduce the words.

**will** is a starred word. Have the students print the following words:

**bill    dill    fill    gill    hill    Jill    kill    mill    pill    quill    sill    frill    grill**  
**spill    still    thrill    chill    shrill**

**chip** is a star word and reviews the /ch/ sound. The family words are:

**dip    hip    lip    nip    quip    rip    sip    tip    yip    zip    ship    clip    flip    grip**  
**slip    snip    strip    whip**

**she** Review the /sh/ sound. Remind the students of the '\_e' ending: he, me, we.

**with** reviews the /th/ sound and the short /i/.

**that** reviews the 'at' ending and the /th/ sound.

**what** This is a red word. Review the /wh/ sound, and show the 'at' ending which does not make the usual sound.

For the phonetic words, say each word, feeling what your mouth is doing. Stretch the word to hear all the sounds, holding up one finger for each sound, left to right. Discuss the letter sounds. Put the words into sentences. Have the students print the words, saying each **sound** as they print the corresponding letter or letters. When the word is completed, blend the sounds to check what they have printed.

For the red word, discuss the word shape and discuss why it is a red word and ways to remember the spelling.

Cheer the words. Say the word, clap as you say each **letter name**, say the word, the letters and repeat. On the last time you say the word, lift the arms up high as if saying 'hooray!'.

Send home the practice sheet for this week's words. Put the words up on the chalkboard.

## Tuesday:

Go through Monday's steps, stretching the sounds in each phonetic word. Chant the letters in each word. Say the word, spell it, and say the word again. Clap with the letters, or snap your fingers, tap the desks, etc., and then raise the arms to cheer the word as you say it at the end. Vary the actions. Have the children print the words on various surfaces with a fingertip. Spell the words that rhyme with the star words.

## Wednesday:

Take the words down so the students can't see them. Give each student the practice sheet. Dictate the words and have the students print them in the first column. Highlight the answers. Go through the words, spelling them on the board and having the children print them in column 2, saying the letters or sounds together as they print. They compare their original answer with the correct spelling. If they have made a mistake, print the word again in column 3. Dictate the sentences, mark, and print again. Dictate some of the rhyming words and discuss. Put the words back on the chalkboard. Chant, clap and cheer the words as in Tuesday's lesson.

## Thursday:

The students work in pairs with individual chalk or dry erase boards and one child dictates a word to the partner. They correct the finished word and dictate the next, and then the sentences. When the list is finished, they change places.

Dictate the rhyming words formed from the star words and the students write these words on the boards. Chant, clap and cheer the words.

\* If time permits, make the words with letter stamps, letter tiles or stencils, etc.

## Friday:

Give the Friday test on the sheet provided. Dictate the words and sentences, and extra family words if you wish.

Make a big production of putting the week's words up on the Word Wall! Cheer each word as it goes into its place. Discuss the 'star' words.

Play 'What's my Word?' Cheer and clap the word wall words.

\* If time permits, say a word that rhymes with a Word Wall word - find the WW word and cheer it. Play other word wall games.

# Lesson 12

1.		
2.		
3.		
4.		
5.		
6.		

Sentences:

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

Family Words:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Spelling Test- Lesson 12

\_\_\_\_\_

1. \_\_\_\_\_

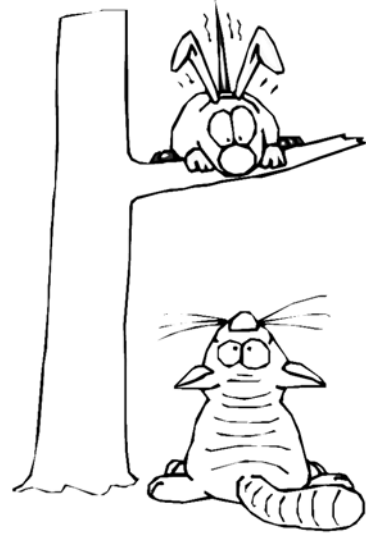
2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_



Print the sentences:

1. \_\_\_\_\_

2. \_\_\_\_\_

Family Words:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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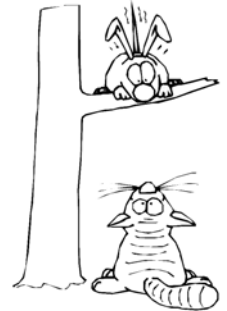
# Spelling Words - Lesson 12

For the week of \_\_\_\_\_

**will      chip      she      with      that      what**

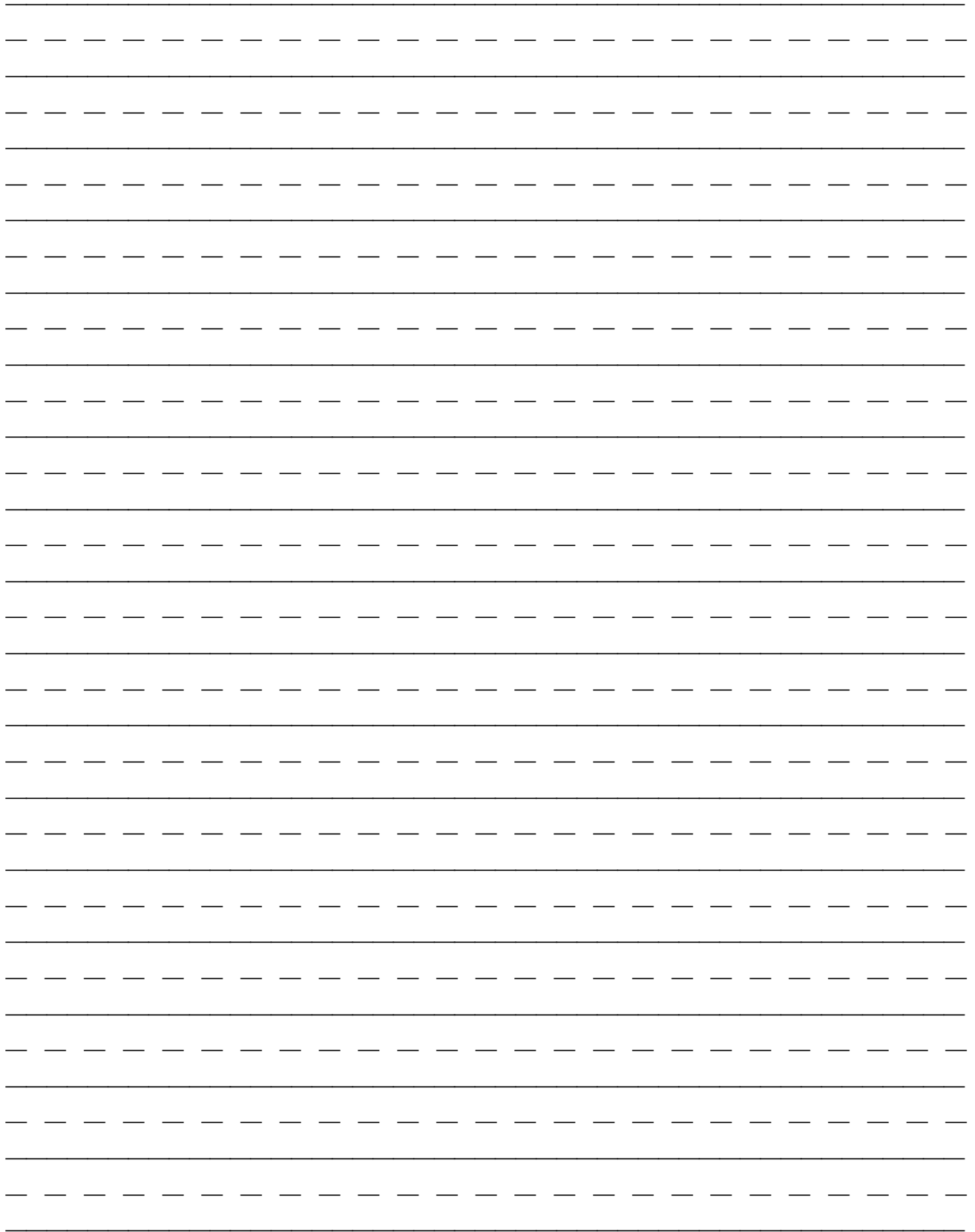
*Sentences:*

**What will the cat and dog do?  
She went with me.**



## *Things to do every day this week:*

- Read the words to someone.
- Chant and clap each word. Say the word, clap the letters as you say them, and say the word again - then the letters and then the word until it becomes a chant.
- **what** is a red word. It is hard to spell!
- Print the word **will**.  
Then print **bill dill fill gill hill Jill kill mill pill quill sill frill grill spill  
still thrill chill shrill**
- Print the word **chip**.  
Then print **dip hip lip nip quip rip sip tip yip zip ship clip flip  
grip slip snip strip whip**
- Print the other words.
- Print **what** 5 times.
- Print the 4 digraphs. Digraphs are two letters that go together to make a new sound. \_\_\_\_\_
- Print a list word for each digraph. \_\_\_\_\_
- Have someone dictate the words and sentences to you and then mark them. Your sentences must have a capital at the beginning and a period or question mark at the end. Print neatly!
- Study the words that give you trouble.



☆ will  
ll

☆ chip  
ip

☆ she  
he

with

☆ that  
at

what



★ will

★ chip

with

★ that

★ she

what