

# Support for English Learners

## Unit 17, page 130: Words with sh, ch

Some children may have difficulty pronouncing or distinguishing the /sh/ and /ch/ sounds.

### Listen

Explain that the sounds of *s* and *h* join to form one sound in words such as *ship*. Say /sh/, elongate the sound alone and as part of *ship*, then say *ship*. Repeat with *shop*, *chop*, and *much*. Point out the different sounds of *sh* and *ch*.

### Speak and Read

Repeat the Basic Words *ship*, *shop*, *chop*, and *much*, emphasizing the /sh/ or /ch/ sound in each. Encourage children to repeat after you. Say: *Let's practice the words ship, shop, chop, and much together.* Ask: *What is the difference between a ship and a shop? What sound do you hear at the beginning of the word ship? shop? chop? Where do you hear the /ch/ sound in the word chop? in the word much?*

Write the words *ship*, *shop*, *chop*, and *much* on the board and circle the *sh* or *ch*. Ask children to read aloud only the words with the /sh/ sound. Have volunteers circle the words, underlining *sh*. Then have children read aloud only the words containing the /ch/ sound, drawing a square around these and underlining *ch*.

### Spell

**Beginning/Preproduction** Say: *I will say some Basic Words aloud. When you hear a word with the /sh/ sound hold up your hand. When you hear a word with the /ch/ sound stand up. Tell if the /sh/ sound or /ch/ the sound is at the beginning or at the end of the word.* Read aloud the Basic Words *ship*, *chin*, *much*, and *wish* and have children follow the procedure described above.

**Early Production/Speech Emergent** Distribute letter cards for *s*, *c*, and *h*. Read aloud the Basic Words *ship*, *chin*, *much*, and *wish*. Ask: *What sound do you hear at the (beginning) of (ship)? What letters spell that sound?* Have children display the letter cards that show the *sh* or *ch* spelling at the beginning or ending of each word.

**Intermediate/Advanced** Write the Basic Words *ship*, *chin*, *much*, *chop*, *wish*, and *shop* on the board. Point to a word with an *sh* spelling and one with a *ch* spelling. Ask: *Which word has a ch spelling? Which has an sh spelling?* Have children read the words aloud, emphasizing the /sh/ or /ch/ sound. Ask children to copy the words into their word-study notebooks.

