

# I 3: Quick Pick

Lesson Objective: Using digraph sound cards, children will hear and repeat the digraph phoneme in a spoken word and match the digraph phoneme to its corresponding letter card.

## Materials & Preparation

- word list (same as for the previous two activities)
- sound cards for the digraphs — with dotted lines (same as for the previous two activities)
- sound cards for the digraphs — without dotted lines

Print the sound cards onto sturdy card-stock paper, and cut them apart. The word list is for the adult's reference only.

Now that your child is familiar with what all the “special sounds” look like, it is time to transition away from the sound cards with dotted lines connecting the letters and toward new sound cards showing just the letters.

Prop up each new digraph card (without dotted lines) with a block directly in front of the child, and put the corresponding card with a dotted line one at a 90-degree angle beneath it. Explain to the child that these best friends don't really touch each other, but you will keep the dotted-line cards around for a while to remind you that they make a special sound when they are together.

## Activity

Video: How to play Quick Pick

Put out all the digraph sound cards in front of the child. (Put the cards without dotted lines in a propped-up row, with the dotted-line cards in a row beneath them.) Using the provided word list, give the child one word at a time. He will repeat the word, make the sound and do the appropriate gesture for that digraph, and point to the correct sound card. He should then say the word one more time.

Adult: I'm going to say a word, and I want you

to tell me which special sound you hear in that word.

Get ready: shoe. Say that.

Child: Shoe.

Adult: That's right. What special sound do you hear? Listen: shoe.

## I 3: Quick Pick (continued)

Child: /sh/

Adult: Yes. What motion do we do for that sound?

Child: [Makes “shh” gesture] /sh/

Adult: Now point to the sound card and say the word.

Child: [Points to /sh/ card] Shoe.

Adult: Good job! Let’s try another word. Listen: fang.

Go through the words on the word list in random order. Give him a point for each correct answer. Make note of any words or digraphs the child struggles with, and revisit those words at the end.

## Small Groups (2-5 children)

Additional Materials:

■ optional: pocket chart or magnetic board with magnets, tape, whiteboard

Adaptation: Read the main activity, watch the video, and follow the instructions above, with the following changes:

This activity may be done on the rug. Put the pocket chart where everyone can see it. Place the sound cards with just the letters on the top row of the pocket chart. Place the sound cards with the dotted lines on the row beneath. [Alternately, tape the sound cards to a board in two rows.] Explain that these “best friends” don’t really touch each other, but we’ll keep them around for awhile. Review all the sounds with the gesture associated with each. Use the word list to randomly call a word. Ask one child at a time to come up to the chart and point to the correct sound card that begins or ends the word. All the children can say the sound together, make its gesture, and repeat the word.