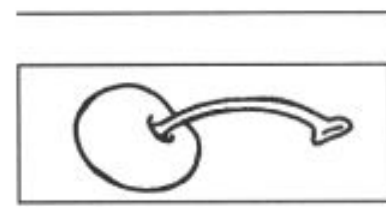
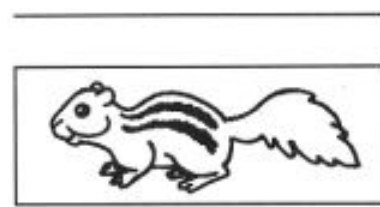
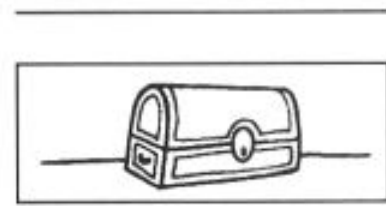
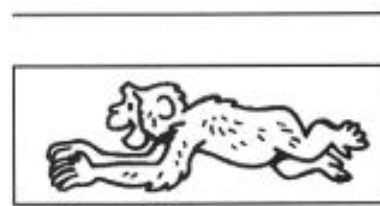
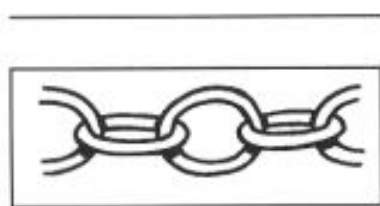
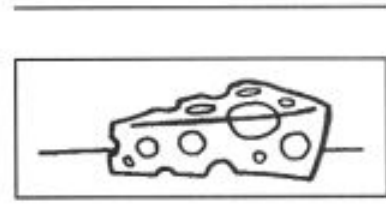
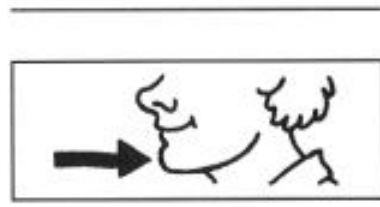
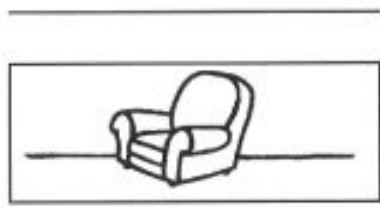




star letter

star sound

star word



Star Sentences

The Star Word List

star letters ch	star sound / ch /	star word chick
chair	chin	cheese
chain	chimp	chest
church	chipmunk	cherry

Teaching Dialogue - shortened version - refer to pages 7 through 9 for the expanded version.

*Letter-sound recognition (visual-auditory)

"Today we are going to learn about the letters **c** and **h** together as a beginning sound."

(Write the letters **ch** on the board)

"The letters **c** and **h** together make the sound /**ch**/. Can you think of any words that begin with /**ch**/?"

(Brainstorm words and write them on the board - to the side of the working area.)

*Skywriting (visual-kinesthetic)

"Let's skywrite the letters **ch**."

(Follow the detailed instructions pages 7 through 9.)

*Provide each student with a worksheet.

*Letter shape box (visual-motor integration)

"Let's write the letters **ch** together under the first star. Follow along with me as I make a box outlining the shape of the letters."

*Letter-sound recognition (auditory-kinesthetic)

"The letters **ch** say /**ch**/. Say the sound with me three times: /**ch**/ - /**ch**/ - /**ch**/. There was a chocolate chick in the basket. Say the sentence with me. Which words contain the /**ch**/ sound?"

(The students say the sentence and respond with the words they think have the /**ch**/ sound.)

"What are the letters that say /**ch**/?" (Students respond with **ch**.)

"Let's write the /**ch**/ sound under the second star. We use slant lines in front and in back of the letters to indicate that it is a sound."

*Star word sound-symbol association (auditory-visual-kinesthetic)

"Our **star word** is the name of a young bird that begins with the sound /**ch**/."

(Let the students brainstorm to find the word **chick**. Sound out each letter of the word, writing the letters on the board. When the word is completed, ask the students to write the word **chick** under the third star.)

"Let's say this sentence together: Our star sound is /**ch**/ as in **chick** spelled **c-h-i-c-k**. Let's skywrite the word **chick**."

(Repeat the process with the other nine pictures on the page, emphasizing the /**ch**/ sound.)

*Star sentences (visual-motor integration, vocabulary skills)

1. We found a chain, a rocking chair and a chest in the basement of the old church.
2. Will a chimp or a chipmunk like cheese?
3. She had a spot of cherry pie on her chin.
4. The chick hatched out of the egg.

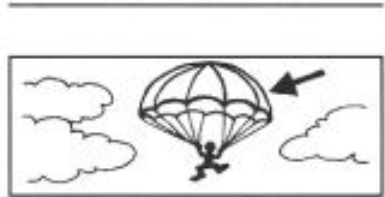
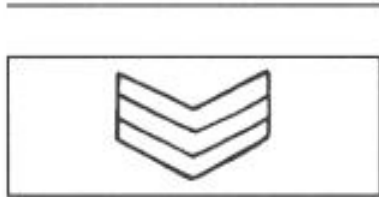
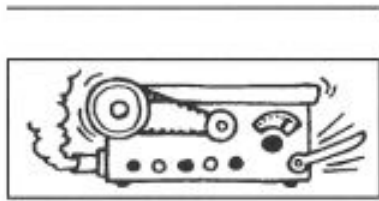
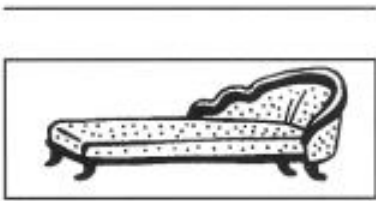
(For more activities with star words and star sentences, refer to page 9.)



star letter

star sound

star word



Star Sentences

The Star Word List

star letters **ch**

star sound **/sh/**

star word **chef**

chaise

machine

mustache

creche

chevron

parachute

Teaching Dialogue - shortened version - refer to pages 7 through 9 for the expanded version.

*Letter-sound recognition (visual-auditory)

"Today we are going to learn about the letters **c** and **h** together when they make the sound **/sh/**.
(Write the letters **ch** on the board.)

"The letters **c** and **h** together can make the sound **/sh/**. Can you think of any words that contain the letters **ch** when they make the sound **/sh/**?"

(Brainstorm words and write them on the board - to the side of the working area.)

*Skywriting (visual-kinesthetic)

"Let's skywrite the letters **ch**."

(Follow the detailed instructions pages 7 through 9.)

*Provide each student with a worksheet.

*Letter shape box (visual-motor integration)

"Let's write the letters **ch** together under the first star. Follow along with me as I make a box outlining the shape of the letters."

*Letter-sound recognition (auditory-kinesthetic)

"The letters **ch** can say **/sh/**. Say the sound with me three times: **/sh/ - /sh/ - /sh/**. The chef made a chiffon pie. Say the sentence with me. Which words contain the **/sh/** sound?"

(The students say the sentence and respond with the words they think have the **/sh/** sound.)

"What are the letters that can say **/sh/**?" (Students respond with **ch**.)

"Let's write the **/sh/** sound under the second star. We use slant lines in front and in back of the letters to indicate that it is a sound.

*Star word sound-symbol association (auditory-visual-kinesthetic)

"Our **star word** is the title of a person who cooks for a living that begins with the sound **/sh/**."

(Let the students brainstorm to find the word **chef**. Sound out each letter of the word, writing the letters on the board. When the word is completed, ask the students to write the word **chef** under the third star.)

"Let's say this sentence together: Our star sound is /sh/ as in chef spelled c-h-e-f. Let's skywrite the word **chef**."

(Repeat the process with the other six pictures on the page, emphasizing the **/sh/** sound.)

*Star sentences (visual-motor integration, vocabulary skills)

1. The chef used a machine to slice the bread.
2. The lady in a parachute landed on the creche in the churchyard.
3. The man with a moustache was sitting on the chaise lounge by the pool.
4. A chevron is a sleeve badge made up of bars and stripes in the shape of a V.

(For more activities with the star words and star sentences, refer to page 9.)

Three Star Phonics - Consonants

Three Star Phonics is a workbook series that teaches alphabet letter recognition, letter sound association, and kinesthetic/motor perception skills. This methodology uses a multisensory delivery technique, along with a visual picture clue. It includes a word collection activity, sentences for each sound and an extended word list.

The following is a detailed step by step teaching dialogue and instruction for the multisensory delivery technique. A shortened version on the back of each student worksheet is specific to the letters and sound being presented on that page. Extended word lists are at the back of the workbook.

Expanded Lesson Plan and Teaching Dialogue

The letters **s** and **h** as the sound /sh/ is used as the example.



Letter-sound recognition (visual-auditory) introducing the letter and sound

"Today, we are going to learn about the letters **s** and **h** as the /sh/ sound. (Write the letters **s** and **h** on the board.) The sound for the letters **s** and **h** is /sh/. Can you think of any words that begin with /sh/ or have the /sh/ sound in the middle of the word?"

(Brainstorm words with the students. Write the words on the board - to the side of the working area. Reinforce the sound

each time the letters **s** and **h** are written. Remember to say the letter name of each letter as the word is written on the board.)

Skywriting (visual-kinesthetic) writing the star letter

"Let's skywrite the letters that make the sound /sh/. Have you ever seen an airplane skywrite letters in the sky? We are going to practice skywriting our star letter in the air, just like the airplane." (The teacher demonstrates how to skywrite the letter.)

"Which hand do you use to write? Hold the first two fingers together on that hand, tuck your thumb over the other two fingers, like you are going to give a salute. Hold your hand up and trace the letters in the air, like an airplane skywrites letters in the air. Say the letter names as you skywrite. Skywrite the letters **sh** three times; **sh - sh - sh.**"

* At this point in the dialogue, provide each student with a copy of the worksheet for the sound /sh/. The teacher draws three stars on the board and a line under each star, similar to the top portion of the student worksheet.

"We are going to write the letters **s** and **h** under the first star. Watch me first. Wait until I ask you to write."

(The teacher writes the letters **s** and **h** under the first star on the board, saying the name of the letters.)

"Now write the letters **s** and **h** on your paper under the first star. Say the names of the letters as you write. Together we will trace the letter three times and say the letter names as we trace; **sh - sh - sh.**"

(The teacher traces on the board; the children trace on their papers; all say the names of the letters together three times.)





Letter shape box (visual-motor integration)

"Now, we are going to draw lines around the letters **s** and **h** to make a letter shape box. Watch me do it first."

(The teacher demonstrates by making a series of straight lines around the letters to form the shape of the letters. Start at the lower left hand corner of the letter and move from left to right. Use square corners to travel up, then right to left, then down. Use extra lines to

accommodate tall letters and letters below the line. Two examples are shown below.)



"Let's make a letter box together around the letters **s** and **h** under the first star."

Letter-sound recognition (auditory-kinesthetic)

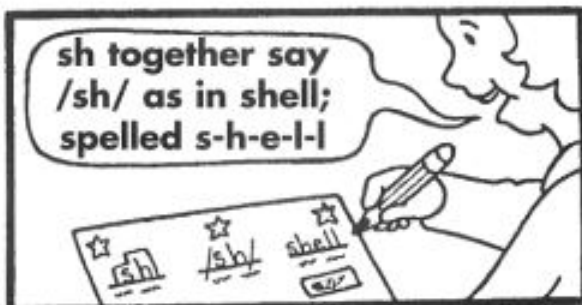
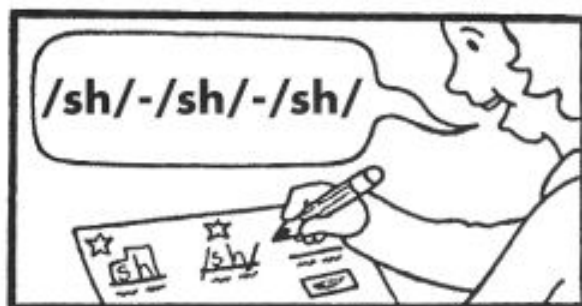
"The letters **s** and **h** say /sh/. Say the sound with me three times; /sh/ - /sh/ - /sh/. We found a shell on the shore. Repeat the sentence with me. Which words contain the /sh/ sound?"

(The students say the sentence and reply shell and shore.)

"What are the letters that say /sh/?"

(The students reply with **s** and **h**.)

"We are going to write the letters that make the /sh/ sound under the second star on your paper. Watch me as I write the letter and then put a slant line in front and in back of the letter. When we see the slant lines, we know to say the sound the letters make. These marks are often seen in the dictionary to help sound out a word. Let's all write /sh/ on the line under the second star together." (Check to make sure students have used the slant lines.)



Sound - symbol association (auditory - visual - kinesthetic) introducing the star word

"Our star word is the name of something you might find at the beach that begins with the sound /sh/."

(Let the students brainstorm to find the word **shell**. The teacher sounds out each letter of the word, asking the students to say the name of the letter as it is written, by the teacher, on the board under the third star.)

"Let's all write the star word **shell** on the line under the third star on our paper. **Shell** is the special word that will help us remember the sound the letters **s** and **h** make. Say this sentence with me: (student response is underlined in the following sentence)

Our star sound is /sh/ as in shell spelled s-h-ell.

Let's all skywrite the word **shell**. Underline the skywritten word in the air"

Repeat the process with the nine other picture boxes on the student page. Identify the picture; sound out the letters of the word as it is written on the board, emphasizing the /sh/ sound; write the word on the line above the picture box; say, spell and skywrite the word. Encouraging discussion about each word and it's meaning will also increase vocabulary.

Star sentences (visual-motor integration, vocabulary skills)

The teacher helps the students to formulate, verbalize and write several complete sentences using the ten words on the page. The students copy the sentences from the board onto the lined section at the bottom of the worksheet or on a separate piece of paper. Underline the the **/sh/** sound wherever it appears in the sentences. (Sample sentences are given on each dialogue page for teacher convenience.)

- * Words from the initial brainstorming can be included in the sentences.
- * Words from the Galaxy Word Lists at the back of the book can be introduced.
- * Weekly spelling lists can be selected from the above word lists.
- * Sentences may be used for dictation as part of a weekly spelling assessment tool.
- * Galaxy words, brainstormed words and sentences can be illustrated.
- * Use a crayon or marker to trace over each **/sh/** wherever it appears on the worksheet.
- * Practice the words and write sentences on the computer.
- * Write a short story using as many **/sh/** words as possible. The student that uses the most words gets a small prize.