



at Marshall University's  
June Harless Center

# West Virginia Phonics and Word Recognition Standards Companion

## **WVCCRS ELA II: Digraph wh/ph Skill Set**

*This skill set provides examples for explicit teaching with educator modeling and guided practice. The skill set addresses key components that best support learners in cementing their learning and provides an opportunity for students to practice applying this skill in an authentic way. The activities each day build on the previous day's practice. The activities are designed to supplement phonics instruction in the classroom in a way that meets the needs of individual learners within a variety of instructional approaches. (Whole group, small group, intervention, etc.)*

*This skill set includes three weeks of suggested daily activities, word lists, word cards, and picture cards. The decodable reader suggested for use with the text and writing application sections can be found immediately following each week's activities. The total suggested time for each day is approximately thirty minutes.*

*Supporting documents such as an educator guide, suggested materials, and printable resources can be found [here](#) for preparation purposes. Please note that the activities and materials listed are suggestions. Both may be substituted for other activities and manipulatives found in your classroom.*

*The digraph wh/ph skill is first identified in West Virginia's College- and Career-Readiness Standard ELA.1.II under the Phonics and Word Recognition Cluster.*

# WVCCRS ELA II: Digraph wh/ph

## Suggested Activities: Set One

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<b>Phoneme Isolation:</b> Orally provide students with a focus skill word and say, “What is the first sound you hear in the word _____?” Students should orally respond with the first sound they hear in the word.	2
<b>Articulation</b>	<b>Mouth Formation Mirror Practice:</b> Model the sound for the focus skill and describe the proper mouth formation. Students can then be given the opportunity to practice demonstrating proper mouth formation in their mirrors, working to replicate the mouth formation of the teacher as they orally produce the skill sound.	3
<b>Letter-Sound Correspondence</b>	<b>Erase the Sound:</b> Draw a picture on a dry erase board. One at a time, ask students to erase something that begins with certain letters. For example, draw a picture of a snowman. Display the letter “H” and ask students to erase something that begins with the same letter sound (hat) or the letter “B” (buttons.) Continue until the entire picture is erased.	2
<b>Decoding and Encoding</b>	<b>Word Sort:</b> Provide students with word cards, including focus skill words and non-focus skill words. Students can sort word cards with a partner, reading each word aloud as they sort.	3
<b>Irregular and High Frequency Words</b>	<b>Read, Spell, Write, Find:</b> Show and read an irregular or high frequency word from this week’s list. With students, spell and write the word. Finally, provide students with this week’s decodable text. Students will highlight the new irregular or high frequency word as it appears.  Word List: go, what, be	5
<b>Text Application</b>	<b>Highlighting Fun Activity:</b> Read decodable text aloud while students follow along using individually distributed copies of the decodable text. Students should be encouraged to notice and highlight skill words and high-frequency words within the text. Provide students the opportunity to share words found.	10
<b>Writing Application</b>	<b>Writing Spotlight:</b> Students will revisit the decodable text to write words that are highlighted.	10

*Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.*

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<b>Irregular and High Frequency Words</b>	<b>Sensory Words:</b> Students can be given the opportunity to practice writing high-frequency words in sensory materials. For example, students could write words in shaving cream, paint, sand, salt, etc.  Word List: go, what, be	5
<b>Text Application</b>	<b>Independent Whisper Reading:</b> Observe as students independently read decodable text. Encourage students to track their reading during independent reading time.	10
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<b>Writing Application</b>	<b>Guided Writing:</b> Choose a sentence that includes this week’s skill words and high-frequency words. Then dictate the sentence to the students and observe their writing.	10

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<b>Decoding and Encoding</b>	<b>Word Sort:</b> Provide students with word cards, including focus skill words and non-focus skill words. Students can sort word cards with a partner, reading each word aloud as they sort.	3
<b>Irregular and High Frequency Words</b>	<b>Memory Game:</b> Using two sets of word cards, students can take turns choosing a card to find its match. As students turn over cards, they should read the word they have chosen.  Word List: go, what, be	5
<b>Text Application</b>	<b>Choral Reading:</b> Chorally read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students’ understanding of the text.	10
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<b>Text Application</b>	<b>Partner Reading:</b> Observe as students partner read decodable text. If time allows, facilitate a discussion of students’ understanding of the text.	10
<b>Writing Application</b>	<b>Independent Writing:</b> Use verbal prompts to guide students to write a sentence connected to the text. The sentence should include skill words or high-frequency words. If needed, a sentence frame can be used.  Example: Can Whit fix _____?	10

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# Lunch Whiz

Phil is a whiz with lunch. He can get what his little sis, Whit, wants.

Whit says, "I want an egg for lunch. Can you make it with some ham?"

"Yes!" says Phil.

Phil puts an egg in a dish, and then he whips it. When Phil whips the egg, he is in a rush.

Wham! The dish hits the rug.

Whit sobs, "This is not a good lunch! Can you make lunch?"

"Yes, but I will go to the shop and get us some lunch."

Whit hugs Phil, "What a good job! You are a lunch whiz!"

## WVCCRS ELA II: Digraph wh/ph

### Suggested Activities: Set Two

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<b>Phoneme Blending:</b> Ask students to listen to a sequence of separately spoken phonemes and combine them to form a word. For example, you can say, “What is the word /ch/ /o/ /p/?” Students should respond with, “The word /ch/ /o/ /p/ is chop.” You can include hand motions, such as clapping or making a chopping motion, to incorporate movement into the activity.	2
<b>Articulation</b>	<b>Mystery Bag:</b> Prepare a bag of focus skill word items or picture cards prior to the start of the activity. Students can take turns selecting an item or picture card from the bag. Once the student has selected an item, they should say the name of the item or item on the picture card, emphasizing the skill sound. For example, if working on the skill /ch/, you could include pictures of the following items: chair, cheese, beach, couch, bench, cherry.	3
<b>Letter-Sound Correspondence</b>	<b>Letter Dice:</b> Create a letter dice with one letter on each side. For each turn, students should roll the dice and name the letter and sound that the dice lands on. Activity continues as time allows.	2
<b>Decoding and Encoding</b>	<b>Blind Word Sort:</b> Provide students with word cards, including focus skill words and non-focus skill words. Students can work with a partner to complete a blind sort. Student one can read word cards, while student two can write the words into the appropriate category. If time allows, students may switch roles.	3
<b>Irregular and High-Frequency Words</b>	<b>Read, Spell, Write, Find:</b> Show and read an irregular or high frequency word from this week’s list. With students, spell and write the word. Finally, provide students with this week’s decodable text. Students will highlight the new irregular or high frequency word as it appears.  Word List: go, what, be	5
<b>Text Application</b>	<b>Highlighting Fun Activity:</b> Read decodable text aloud while students follow along using individually distributed copies of the decodable text. Students should be encouraged to notice and highlight skill words and high-frequency words within the text. Provide students the opportunity to share words found.	10
<b>Writing Application</b>	<b>Writing Spotlight:</b> Students will revisit the decodable text to write words that are highlighted.	10

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<b>Irregular and High-Frequency Words</b>	<b>Word Swat:</b> Spread out previously created word cards facing up. Then can orally provide students with a word, asking them to identify the word by swatting it with their hand. This activity could be done as a group, or with individual students. Tip: If doing the activity with a group, make a game out of it! The first student to identify the word and swat the card keeps that card. The student with the most cards at the end of the game wins.  Word List: go, what, be	5
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# At the Shop

Phil is at the shop with his little sis, Whit. They see lots of things to pick for lunch.

“What will you get for lunch, Phil?” said Whit.

“I will get some fish and chips. Fish and chips make a good lunch!” said Phil.

“Humph! I do not like fish!” sobs Whit.

“What do you want for lunch, Whit?”

“I want chips and hot dogs. Can punch go with chips and hot dogs?” said Whit.

“Yes! That is good lunch pick. Whit, you are a whiz!” said Phil.

## WVCCRS ELA II: Digraph wh/ph

### Suggested Activities: Set Three

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<b>Phoneme Segmenting:</b> Ask students to break a focus skill word into separate sounds and say each sound as it is tapped out. For example, you can say, “What are the sounds are in the word dog?” Students should respond with, “/d/ /o/ /g/ are the sounds in the word dog.” Include hand motions, such as clapping or making a chopping motion, to incorporate movement into the activity.	2
<b>Articulation</b>	<b>Simon Says:</b> Provide students with a focus skill word and movement. For example, you can say, “Simon says, touch your head and say the word _____.” Students can perform the movement while saying the skill word.	3
<b>Letter-Sound Correspondence</b>	<b>Dry Erase Board Letters:</b> Orally provide students with a letter sound. Students will write letters associated with the sound provided.	2
<b>Decoding and Encoding</b>	<b>Magnet Letter Switch Up:</b> Use letter magnets to create skill words. For example, if working on /ch/, you can start with the word “chop” and take away the o and the p, having students add new letters to create /ch/ words. Students can read and write the new words they create.	3
<b>Irregular and High Frequency Words</b>	<b>Read, Spell, Write, Find:</b> Show and read an irregular or high frequency word from this week’s list. With students, spell and write the word. Finally, provide students with this week’s decodable text. Students will highlight the new irregular or high frequency word as it appears.  Word List: go, what, be	5
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<b>Decoding and Encoding</b>	<b>Magnet Letter Switch Up:</b> Use letter magnets to create skill words. For example, if working on /ch/, you can start with the word “chop” and take away the o and the p, having students add new letters to create /ch/ words. Students can read and write the new words they create.	3
<b>Irregular and High Frequency Words</b>	<b>Sensory Words:</b> Students can be given the opportunity to practice writing high-frequency words in sensory materials. For example, students could write words in shaving cream, paint, sand, salt, etc.  Word List: go, what, be	5
<b>Text Application</b>	<b>Echo Reading:</b> Echo read words identified from previous day. Then echo read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students’ understanding of the text.	10
<b>Writing Application</b>	<b>Guided Writing:</b> Choose a sentence that includes this week’s skill words and high-frequency words. Then dictate the sentence to the students and observe their writing.	10

Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.



<b>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
<b>Phonemic Awareness</b>	<b>Phoneme Segmenting:</b> Ask students to break a focus skill word into separate sounds and say each sound as it is tapped out. For example, you can say, “What are the sounds are in the word dog?” Students should respond with, “/d/ /o/ /g/ are the sounds in the word dog.” Include hand motions, such as clapping or making a chopping motion, to incorporate movement into the activity.	2
<b>Articulation</b>	<b>Simon Says:</b> Provide students with a focus skill word and movement. For example, you can say, “Simon says, touch your head and say the word _____.” Students can perform the movement while saying the skill word.	3
<b>Letter-Sound Correspondence</b>	<b>Dry Erase Board Letters:</b> Orally provide students with a letter sound. Students will write letters associated with the sound provided.	2
<b>Decoding and Encoding</b>	<b>Magnet Letter Switch Up:</b> Use letter magnets to create skill words. For example, if working on /ch/, you can start with the word “chop” and take away the o and the p, having students add new letters to create /ch/ words. Students can read and write the new words they create.	3
<b>Irregular and High Frequency Words</b>	<b>Word Building:</b> Students can work to build this week’s high-frequency words using educator-selected materials. For example, students could build words with playdough, magnet letters, toothpicks, blocks, Legos, popsicle sticks, etc.  Word List: go, what, be	5
<b>Text Application</b>	<b>Choral Reading:</b> Chorally read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students’ understanding of the text.	10
<b>Writing Application</b>	<b>Guided Writing:</b> Choose a different sentence that includes this week’s skill words or high-frequency words. Then dictate the sentence to the students and observe their writing.	10

*Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.*

<b>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
<b>Phonemic Awareness</b>	<b>Phoneme Segmenting:</b> Ask students to break a focus skill word into separate sounds and say each sound as it is tapped out. For example, you can say, “What are the sounds are in the word dog?” Students should respond with, “/d/ /o/ /g/ are the sounds in the word dog.” Include hand motions, such as clapping or making a chopping motion, to incorporate movement into the activity.	2
<b>Articulation</b>	<b>Simon Says:</b> Provide students with a focus skill word and movement. For example, you can say, “Simon says, touch your head and say the word _____.” Students can perform the movement while saying the skill word.	3
<b>Letter-Sound Correspondence</b>	<b>Dry Erase Board Letters:</b> Orally provide students with a letter sound. Students will write letters associated with the sound provided.	2
<b>Decoding and Encoding</b>	<b>Magnet Letter Switch Up:</b> Use letter magnets to create skill words. For example, if working on /ch/, you can start with the word “chop” and take away the o and the p, having students add new letters to create /ch/ words. Students can read and write the new words they create.	3
<b>Irregular and High Frequency Words</b>	<b>Word Building:</b> Students can work to build this week’s high-frequency words using educator-selected materials. For example, students could build words with playdough, magnet letters, toothpicks, blocks, Legos, popsicle sticks, etc.  Word List: go, what, be	5
<b>Text Application</b>	<b>Partner Reading:</b> Observe as students partner read decodable text. If time allows, facilitate a discussion of students’ understanding of the text.	10
<b>Writing Application</b>	<b>Independent Writing:</b> Use verbal prompts to guide students to write a sentence connected to the text. The sentence should include skill words or high-frequency words. If needed, a sentence frame can be used.  Example: Whit made _____.	10

*Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.*

# Lunch Jobs

On a whim, Phil said, “Whit you are a whiz and so am I. Let us see which of us can make lunch in a dash?”

“You have to be nuts! When you whipt the egg you were in a rush.” said Whit.

“Yes, it went whop on the rug!” said Phil.

“What if you and I make lunch as a pack?” ask Whit.

“Yes, Whit! You can put the chips on a dish, and I make the hot dogs?” said Phil.

“Yes, that will be a good thing for us to do!” said Whit.

Humph

Whack

Wham

Whap

When

Whet



Which

Whim

Whip

Whipt

Whish

Whit



Whiz

Whop



Mesh

Mush

Posh





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## Digraph ph and wh Picture Card List

whet

whip

whack