

Onestop Phonics: *ch / sh* sounds, final *er*

by Rachel Finnie

Level: Starter; Starters (Cambridge Young Learner tests)

Target age: 4+

Time needed: 30 minutes

Materials: Phonics podcast (downloaded from www.onestopenglish.com); flashcard; copies of worksheet 1, 2 and 3 for each child

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Vocabulary

er /ə/ (*mother, daughter, brother, father*)

ch /tʃ/ (*kitchen, chose, cheese*)

sh /ʃ/ (*wash, share, show, dish*)

Note: We have included the phonemic symbols here for your information. You can also refer to the interactive phonemic chart on onestopenglish.com:

www.onestopenglish.com/skills/pronunciation/phonemic-chart-and-app/

The vocabulary words all appear in the fun rhyme that is used to present the sounds initially.

Some of these words may be new to your learners and may require pre-teaching. You may like to use onestopenglish.com flashcards to pre-teach the words. Another option would be to use pictures from books, magazines or posters, draw pictures on the board or, where appropriate, use mime or realia.

Alternatively, you might choose to start by inviting the children to guess the meaning of the words from the context of the rhyme.

The thing to remember is this: the more difficult words in the rhymes are only receptive. They are there to help the rhymes scan properly, and the children WILL remember the words easily as part of the rhyme, even if they don't always know the exact meanings of the words.

Procedure

- Start by telling the children: We are going to learn about three different sounds today – the 'ch' sound, the 'sh' sound and the sound the letters 'er' make when they are at the end of a word.

- Write the letter pairs *ch*, *sh* and *er* on the board and see if any of the children can think of a word with one of those letter pairs in it. Some of them might even have one of the letter pairs in their name. If they can suggest any words, write them on the board. If not, suggest common words like *chair*, *fish*, *sister*.

- Say the letter pairs that are the focus of today's lesson, one at a time. If you are using the flashcards, you might like to hold up the flashcard for this lesson (or stick it on the board) and say one word for each sound (e.g. *children* for *ch*, *dish* for *sh*, *mother* for *er*).

- Say to the children: We are now going to listen to the new sounds in a rhyme. Then play the podcast for this lesson. Ask the children to listen carefully. Play the podcast a second time if you think it is necessary.

Hand out Worksheet 1 and 2

- Play the podcast again. This time, say to the children: Look at the Worksheet and follow the words in the rhyme with your finger as you listen.

- Then read the rhyme one line at a time. Each time, ask the children to repeat it.

- For each line of the rhyme, ask the children: Which letter pair did you hear? and choose children to call out the sounds.

- Then choose children to call out the words from the rhyme that include the letter pairs. Write the words on the board if you wish.

- For each letter pair, see if the children can think of any other words with the same two letters. If they can, write their suggestions on the board.

- Read the rhyme as a class.

- Suggest that the children take their pictures home to colour them in however they want.

- Ask the children to bring their coloured pictures to the next lesson. You can then ask for volunteers to bring their coloured pictures to the front and to read the rhyme to the class, to help to consolidate/revise the previous sounds.

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Transcript:

*A mother and her daughter
went into the kitchen to cook.
They chose some cheese
and washed some leaves
while reading their recipe book.*

*The brother and his father
went into the kitchen to eat.
They shared all the food
and showed it was good
by washing the dish with their feet!*

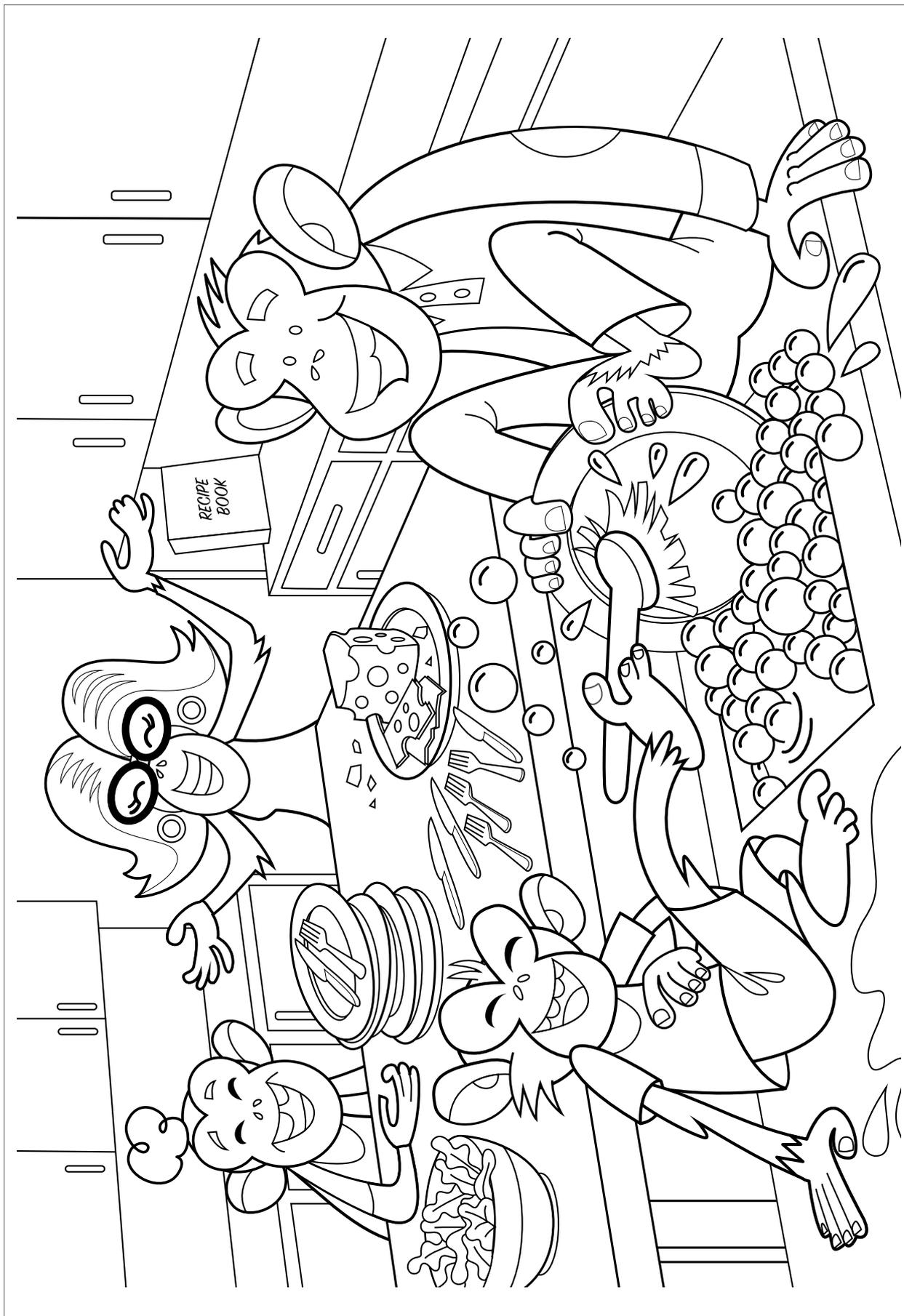
Fun activity

Divide the class into three groups. One group is the *ch* group, one group is the *sh* group and one is the *er* group. Read the rhyme aloud and have the groups shout out words that contain their sound as they occur in the rhyme.

Hand out Worksheet 3

- Ask the children to look at the word snake across the top of the worksheet. Explain that there are some words in the word snake and that all the words contain one of the letter pairs from the lesson. Say: Find and circle all the words in the word snake.
- Hold up a worksheet and point out the example word (fish) and explain that there are eight more words for the children to circle.
- Walk round as they are working, to check what they are doing.
- When the children have circled all eight words, invite the children to say the words one at a time as a class (go round the class choosing different children to say one of the words each).
- Then ask the children to choose five of the words and to draw their own pictures for them then label the pictures with the words. Draw their attention to the example picture of the fish.
- Walk round as they are working, to check what they are doing.
- When they have finished, invite children to the front to hold up their worksheet and present their drawings to the class.
- End the lesson by asking the children to say the rhyme again as a class. You can invite them to stand by their desks and march on the spot to the rhythm as they recite it.

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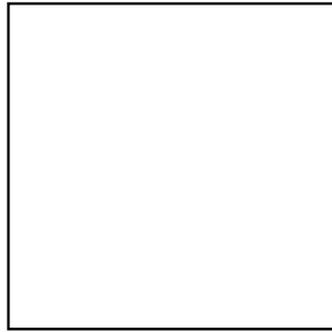
YOUNG LEARNERS WORKSHEET 2

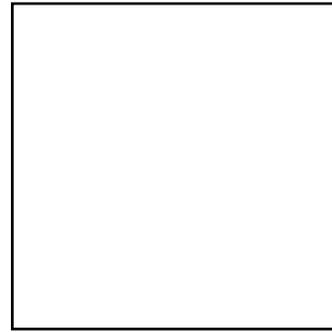
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They **cho**se some **che**ese
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while reading their recipe book.

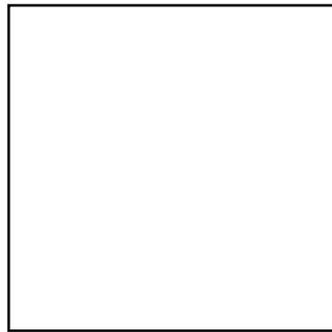
The **bro**ther and his **fath**er
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They **sh**ared all the food
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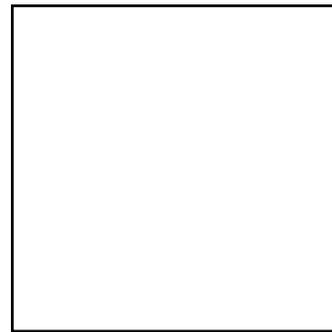
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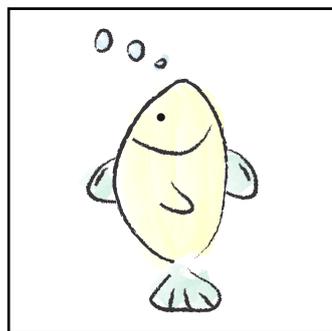
YOUNG LEARNERS WORKSHEET 3











fish

