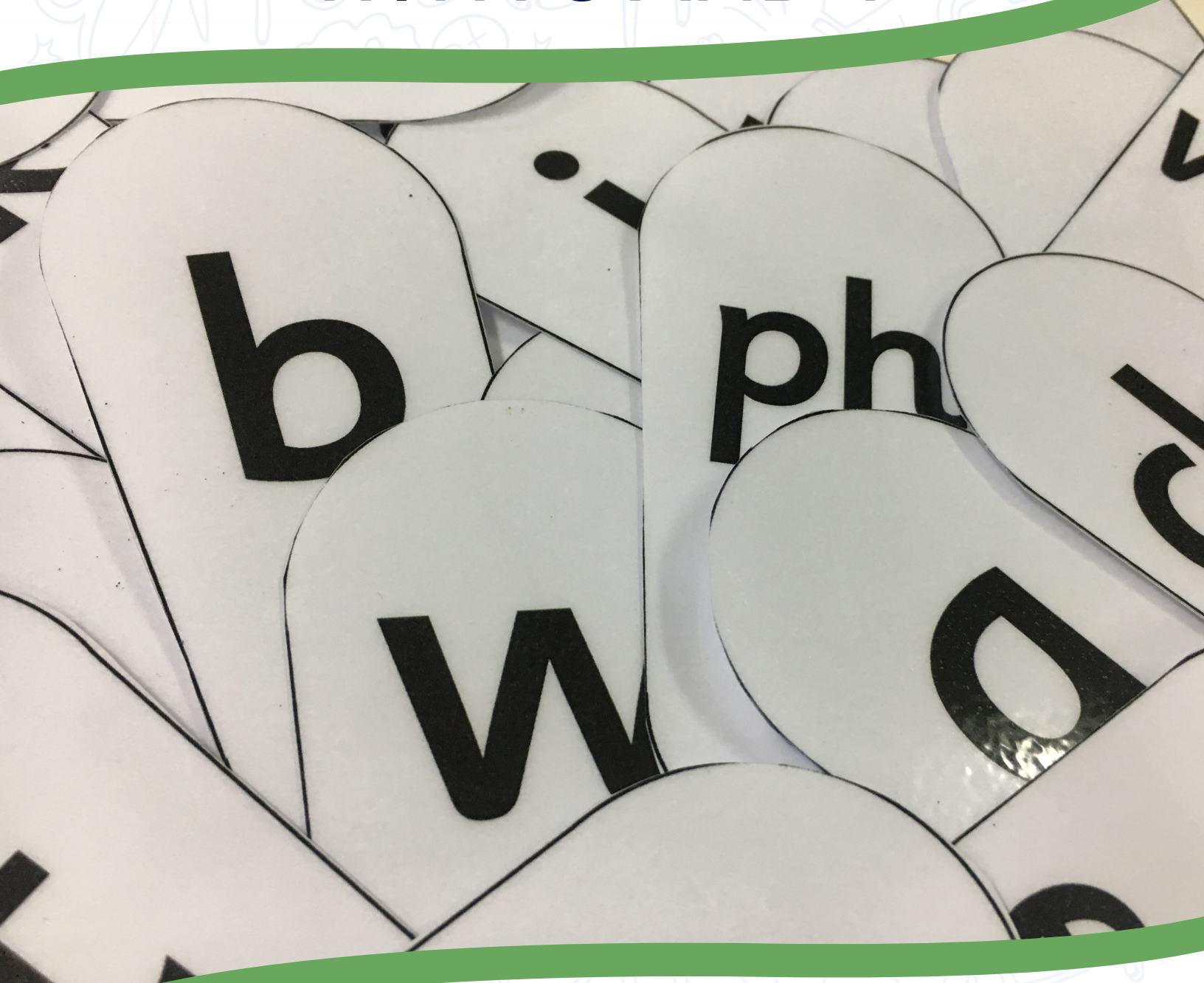


# PHONEMES: TRIGRAPHS WITH S AND T



**GRADE 1-2**

Teacher Guidelines	▶	pages 1 – 2
Instructional Pages	▶	page 3
Activity Page	▶	page 4
Practice Page	▶	page 5
Homework Page	▶	page 6
Answer Key	▶	pages 7 – 8

# Classroom Procedure:

1. Display the consonant trigraphs: sch, str, thr, shr, spr, sph, shr, tch. Ask students: What do the sets of letters have in common with each other?
2. Allow for responses and discussion. Ask students if they can name words that include the letters.
3. Allow for responses. Say words that include the trigraph and ask students to guess which set of letters is part of the word.
4. Allow for responses. Introduce *Consonant Trigraphs* to the class. You may explain the difference between the prefix in digraph and trigraph.
5. Distribute *Consonant Trigraphs* content pages. Read and review the information with the students. Use current reading content allowing students to identify the consonant trigraphs. Save the final question for the lesson closing. Use the additional resources to enhance understanding.
6. Distribute Activity page. Read and review the instructions. Pair students. Distribute supplies. Encourage students to be creative and allow the use of word lists and the content pages. Students may draw the pictures or if possible, access to the Internet or other resources may be used for the images.
7. Once completed, allow each pair of students to share their posters with the class.
8. Distribute Practice page. Check and review the students' responses.
9. Distribute the Homework page. The next day, check and review the students' responses.
10. In closing, ask students: *Which of the consonant trigraphs is your favorite and why?*
11. Allow for responses and discussion. Ask students to name some words using their favorite trigraph.

**Approximate Grade Level:** 1 -2

**Objectives:** The students will be able to demonstrate the use of consonant trigraphs.

**State Educational Standards\***  
LB.ELA-LITERACY.RF.1.2

**Class Sessions (45 minutes):**  
At least 2 class sessions.

**Teaching Materials/Worksheets:**  
*Consonant Trigraphs* content pages (2),  
Activity pages (2), Practice page, Homework page

**Student Supplies:**  
construction paper, colored pencils/markers,  
glue, scissors, Internet or other sources,  
handouts

**Prepare Ahead of Time:** Copy handouts.

**Options for Lesson:** Students may work alone or in groups for the activity. Assign one single trigraph to each pair of students. Use fables or other stories, make copies, students identify and circle the trigraphs within the words. Conduct a "Trigraph Bee", students name the used trigraph and then spell the word. Distribute a dictionary to each student, students find words using the trigraphs.

\*Lessons are aligned to meet the education objectives and goals of most states. For more information on your state objectives, contact your local Board of Education or Department of Education in your state.





# Teacher Notes

The trigraph lesson is a short lesson and is one of many early reading concepts young children need to learn as they continue to become better readers. The students should have been introduced to consonant digraphs prior to the start of this lesson, or it may be used in conjunction with other early reading lessons. As with all early reading concepts, the more practice students receive, the better they will use and understand trigraphs.

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# Consonant Trigraphs

There are five main vowels and twenty-one consonants. There are some consonants that are joined together to make new sounds. For example, you have learned that two consonants, each with their own special sound, can be connected to make a new third sound. They are called consonant digraphs.

Review the consonant digraphs and some examples:

SH	she, ship, cash, wish	TH	the, them, with, bath	WH	who, when, why, wheel
CH	chip, chew, rich, inch	PH	phone, phase, dolphin	NG	ring, sing, king, going

The consonant digraphs connect two letters for each new sound and can be found at the beginning, middle, or end of many words. However, three consonants can be connected to make **consonant trigraphs**. Letters that create trigraphs each have their own sound but when they are joined together they make a fourth new sound.

The most common consonant trigraphs are as follows:[Image: related, in empty space]

**S + C + H = SCH** school, schedule, scheme, scholar

**S + C + R = SCR** scratch, scream, screen, scribble, scroll, scrub, screw, scrap, scrape

**S + H + R = SHR** shred, shrink, shrimp, shrub, shrunk, shrink

**S + P + H = SPH** sphere

**T + C + H = TCH** catch, itch, match, ditch, botch, kitchen

**S + T + R = STR** stream, stroll, string, street, strange

**S + P + R = SPR** sprain, sprout, sprite, spring, spray

**T + H + R = THR** three, throne, threw, throw, thread

Do you notice something about the trigraphs? You are right if you said they mostly appear only at the beginning of the words except for *-tch*, which only appears at the end of words or sometimes in the middle. Most consonant trigraphs begin with the letter *s* too. One other consonant trigraph is *-nth*, most often found at the end of words such as *ninth*, *tenth*, *eleventh*, and several others.

Learning and using the consonant trigraphs will help you become a better reader.



**Which of the consonant trigraphs is your favorite and why?**







# Activity

Name \_\_\_\_\_ Date \_\_\_\_\_

## Create a Poster

Supplies: construction paper, colored pencils/markers, glue, scissors, Internet or other sources

You and your partner will create a poster showing each of the consonant trigraphs. Add drawings, pictures, or images from the Internet. Cut apart each of the trigraphs below, color and decorate them and add them to the poster. Include your drawings or pictures underneath each trigraph.

SCH

SCR

SHR

SPH

TCH

STR

SPR

THR





Use one of the consonant trigraphs for each of the blanks in the following sentences.

SCH	SCR	SHR	SPH	TCH	STR	SPR	THR
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1. We had to dig a di\_\_\_\_\_ to plant the tree in the yard.
2. My dad and I played a game of ca\_\_\_\_\_ today.
3. A basketball is round like a \_\_\_\_\_ere.
4. After \_\_\_\_\_ool today, my friend and I saw \_\_\_\_\_ee different dogs.
5. Last night, I heard a loud \_\_\_\_\_eam outside my window.
6. It was very hot today, so my mom began to \_\_\_\_\_ay us with hot water.
7. I had an i\_\_\_\_\_ in the middle of my back, but it was hard to scra\_\_\_\_\_.
8. The \_\_\_\_\_eam was used for fishing and swimming.
9. The teacher changed the \_\_\_\_\_edule and now the test will be tomorrow.
10. The king was seated high on top of the \_\_\_\_\_one.
11. We ate dinner in the ki\_\_\_\_\_en but had dessert in the living room.
12. Following winter, it will be \_\_\_\_\_ing, and the flowers will begin to bloom.
13. I was bored and began to \_\_\_\_\_ibble lines and circles on top of the desk.
14. On Saturday, my entire family was \_\_\_\_\_ubbing the floors and the walls all day long.
15. The \_\_\_\_\_ew on the bicycle was so tight, it was hard to remove.

Write the special ending consonant trigraph in each of the following words.

Ni\_\_\_\_\_

Eleve\_\_\_\_\_

Te\_\_\_\_\_

Sixtee\_\_\_\_\_

Fourtee\_\_\_\_\_

Eightee\_\_\_\_\_

Thirtee\_\_\_\_\_

Fiftee\_\_\_\_\_





# Homework

Name \_\_\_\_\_ Date \_\_\_\_\_

Write in the word for each of the pictures. [Images: see the answer key]

1.	2.	3.	4.
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5.	6.	7.	8.
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9.	10.	11.	12.
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13.	14.	15.	16.
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Use one of the consonant trigraphs for each of the blanks in the following sentences.

SCH	SCR	SHR	SPH	TCH	STR	SPR	THR
-----	-----	-----	-----	-----	-----	-----	-----

1. We had to dig a **ditch** to plant the tree in the yard.
16. My dad and I played a game of **catch** today.
17. A basketball is round like a **sphere**.
18. After **school** today, my friend and I saw **three** different dogs.
19. Last night, I heard a loud **scream** outside my window.
20. It was very hot today, so my mom began to **spray** us with hot water.
21. I had an **itch** in the middle of my back, but it was hard to **scratch**.
22. The **stream** was used for fishing and swimming.
23. The teacher changed the **schedule** and now the test will be tomorrow.
24. The king was seated high on top of the **throne**.
25. We ate dinner in the **kitchen** but had dessert in the living room.
26. Following winter, it will be **spring**, and the flowers will begin to bloom.
27. I was bored and began to scribble lines and circles on top of the desk.
28. On Saturday, my entire family was **scrubbing** the floors and the walls all day long.
29. The **screw** on the bicycle was so tight, it was hard to remove.

Write the special ending consonant trigraph in each of the following words.

Ninth

Eleventh

Tenth

Sixteenth

Fourteenth

Eighteenth

Thirteenth

Fifteenth







# Homework

Name \_\_\_\_\_ **Answer Key** Date \_\_\_\_\_

Write in the word for each of the pictures.

1. school	2. shrub	3. screen	4. sphere
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5. sprout	6. street	7. throne	8. match
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9. scrub	10. ditch	11. screw	12. spray
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13. street	14. stitch	15. watch	16. three
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