



READ ME FIRST!

Consonant Digraphs

Books in **Consonant Digraphs** focus on words where two or more consonants appear side by side and work together to make one sound.

When children read a consonant digraph, the consonant letters do not make separate sounds. Instead, they join to make a single, new sound.

For Example...

- The letters “sh” in *ship* make the sound /sh/.
- The letters “ch” in *chip* make the sound /ch/.
- The letters “th” in *thin* make the sound /th/.
- Other common consonant digraphs are: “ph” /f/ as in *phone*, “tch” /ch/ as in *itch*, “dge” /j/ as in *edge*.

Only one sound is heard. The goal is to see the consonant letters and say the consonant digraph’s one, new sound when reading the whole word.

Before Reading

- Turn to the word list in the back of the book.
 - 🔍 Find the consonant digraph in each word. It will often be found at the beginning or end of the word.
 - 🗣️ Read the whole word, saying the single sound of the consonant digraph.
- If the child is unsure or not yet reading on their own:
- 👤 Say the consonant digraph sound first.
 - 🗣️ Have the child repeat it before reading the word and moving on.

During Reading

- 👉 Encourage the child to point to the consonant digraphs used in the book.
- 🗋️ Ask “What sound does the consonant digraph make?” or prompt “Say the sound of the consonant digraph, then read the word.”
- 🗣️ If they are not sure, model it. For example: “This word starts with sh. Say /sh/.”
- 🔄 Let them repeat the sound and continue.

If the word is not read smoothly yet, that’s okay. The goal is to notice the letters of the consonant digraph and say its sound.

After Reading

- ← Return to the word list and practice reading words with consonant digraphs again.
- 🎉 Celebrate trying. When children feel proud of their effort, they become more confident and willing to keep reading.

Please return to bin  after reading.



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