

Literacy Skill – Week 1

Day 1: Consonant Digraph – “wh” Sound /w/

30-Minute Plan Summary

Focus: “wh” Sound – Listening, Speaking, and Word Practice

Class Size: 30 children

Time: 0–5 minutes

Sound Introduction: /w/

Sound Focus: “wh” → /w/ sound

How to say /w/:

- Make a small circle with your lips.
- Blow air softly and say “/w/.”
- Feel the gentle wind from your mouth.

Teacher says:

“Children, ‘wh’ comes together and says /w/ — like in *what, when, where, wheel!*”

Children repeat:

“/w/ /w/ what!” “/w/ /w/ whale!”

Fun Practice:

- Pretend to blow air out gently and say “/w/ /w/ /w/.”
- Pretend to whisper a question: “What?” “When?” “Where?”

Simple Words:

what, when, where, wheel, whale, white

(Spend 5 minutes)

Time: 5–15 minutes

Word Recognition and Writing

Focus: Identifying and Writing “wh” words

Writing Practice:

Show on board: *wh* → *what, when, where, whale, wheel*.

Say while writing:

“w...h... together make /w/.”

Children practice:

- Air Writing – make big “wh” in the air with both hands.
- Sand / Table Tracing – trace “wh” with fingers.
- Workbook Writing – trace and write *wh* words.

Group Management Tip:

Make 3 groups of 10 children:

- Group 1: Air writing
- Group 2: Sand tracing
- Group 3: Workbook writing

Rotate every 3–4 minutes.

(Spend 10 minutes)

Time: 15–25 minutes

Activity: “Wh Question Game”

What to do:

Prepare flashcards with *wh* words and question cards:
what, when, where, who, why, whale, wheel.

Teacher says:

“Let’s play a Wh Question Game!”

Ask:

- What is your name?
- Where do you live?
- When do you come to school?

Children raise hands and answer.

Tips:

- Encourage complete-sentence answers.
- Praise with claps or stickers.
- Repeat the sound after each: “Good! /w/ for what!”

(Spend 10 minutes)

Activity (5–7 minutes)

“Wh Sound Basket”

What to do:

Prepare a basket with mixed objects/pictures:

Wh words: whale, wheel, whistle, white paper

Non-wh words: apple, pen, fish

Teacher says:

“Let’s find what starts with /w/!”

Hold one object and ask:

“Does this start with /w/?”

Children answer:

“Yes! /w/ for wheel!” or “No, not /w/.”

Tips:

Let 8–10 children play at once.

Clap or give smiley stickers for correct answers.

(Spend 7 minutes)

Time: 25–30 minutes

Recap & Fun Finish

Ask:

- “What sound does wh make?” → Children: “/w/!”
- “Can you say a word with wh?” → *What! Where! Whale!*

Do:

- Air-trace *wh* together.
- Say aloud: “wh says /w/ like in *what!*”
- Pretend to blow air and whisper softly: “/w/ /w/ /w/ *what!*”

Teacher Tip:

Use gentle voice and lip movement cues.

Let children feel the soft air from their mouth.

Praise effort with lines like “Wow! Wonderful /w/ words!”

Day 2: Practice with “wh” Words

30-Minute Plan Summary

Focus: Reinforcing “wh” Sound /w/ through blending, writing, and matching

Class Size: 30 children

Time: 0–5 minutes

Quick Sound Recall

Sound Focus: /w/ (wh sound)

Teacher says:

“Children, do you remember what sound *wh* makes?”

Children respond: “/w/!”

Warm-Up:

Repeat after teacher —

“What – When – Where – Wheel – Whale – White.”

Say slowly and clearly:

“w...h... together say /w/.”

Fun Action:

Pretend to *blow wind* softly and say “/w/ /w/ /w/.”

(Spend **5 minutes**)

Time: 5–15 minutes

Word Blending & Writing Practice

Goal: Strengthen reading and spelling of “wh” words

Step 1: Blending Practice

Teacher writes words on board:

what, when, where, white, whale, wheel, whip.

Say together slowly:

“wh + at = what”

“wh + en = when”

“wh + ale = whale.”

Step 2: Fill-in-the-Blanks Worksheet

Children fill missing letters:

- __ale (whale)
- __en (when)
- __eel (wheel)
- __at (what)

Step 3: Sentence Practice

Copy and read:

- What is this?
- The whale swims.
- The wheel rolls.

Group Activity Setup:

Make 3 small groups of 10:

- Group 1: Blending with flashcards
- Group 2: Fill-in worksheet
- Group 3: Reading short sentences

Rotate groups every 3–4 minutes.

(Spend **10 minutes**)

Time: 15–25 minutes

“Wh Picture Match” Game

What to do:

Prepare picture cards (whale, wheel, whistle, white dress, etc.) and word cards (whale, wheel, whistle, white).

Teacher says:

“Let’s match the *wh* words to their pictures!”
Call children one by one to match correct pairs.

Examples:

- Whale → *whale*
- Wheel → *wheel*
- Whistle → *whistle*

Extra Fun:

Add 1–2 “tricky pictures” (like fish, apple) that do not start with *wh*.
Children will say, “No! That’s not a *wh* word!”

Riddle Time:

Ask fun questions:

- “What can fly but is not a bird?” (plane!)
- “What swims but is very big?” (whale!)

Tip:

Use a “word wall” — stick *wh* words on chart paper for daily review.

(Spend **10 minutes**)

Time: 25–30 minutes

Recap & Review**Ask:**

“What two letters make the /w/ sound?” → “w and h!”

“Can you say a word with *wh*?” → what, when, wheel!

Do:

- Air-trace *wh* with both hands.
- Say together: “*wh* says /w/ like in *what!*”
- Pretend to blow gentle wind — “/w/ /w/ *what!*”

Teacher Tip:

Use clear mouth movement to show lip rounding.

Encourage all children to say *wh* words loudly and clearly.

Praise with words like “Wonderful *wh* words!” or “Wow, you are *wh* wizards!”

Day 3: Consonant Digraph – “ph” Sound /f/

30-Minute Plan Summary

Focus: “ph” Sound – Listening, Speaking, and Word Recognition

Class Size: 30 children

Time: 0–5 minutes

Sound Introduction: /f/

Sound Focus: “ph” → /f/ sound

Teacher says:

“Children, today we will learn that *ph* makes the same sound as *f*! Listen carefully: *ph* = /f/.”

Show pictures or flashcards of words like *phone*, *photo*, *dolphin*, *elephant*, *graph*.

Children repeat:

“/f/ /f/ phone”

“/f/ /f/ photo”

“/f/ /f/ dolphin”

Fun Practice:

Blow gently as if cooling hot soup and say “/f/ /f/ /f/.”

Repeat: “ph says /f/.”

(Spend **5 minutes**)

Time: 5–15 minutes

Word Reading & Writing Practice

Goal: Recognize and write “ph” words

Step 1: Reading Practice

Write these on board: *phone*, *photo*, *graph*, *dolphin*, *elephant*.

Say and blend slowly with children:

“ph + one = phone”

“ph + oto = photo”

Step 2: Writing Practice

Children copy each “ph” word neatly in their notebooks.

Underline the “ph” in every word.
Say together as they write: “ph makes /f/.”

Step 3: Air and Sand Writing

- Air write “ph” using both hands.
- Trace “ph” in sand or on desk using finger.

(Spend **10 minutes**)

Time: 15–25 minutes

Worksheet Activity: Find the ‘ph’ Words

What to do:

Give a worksheet or flashcards with mixed words:
fish, phone, pen, photo, graph, cup, dolphin.

Children circle or color all the “ph” words.

Teacher says:

“When you find *ph*, remember it sounds like *f*! Circle the correct ones.”

Tip:

Read each word aloud together after checking answers:
“ph + one = phone”

(Spend **10 minutes**)

Time: 25–30 minutes

Recap & Fun Finish

Ask:

“What sound does *ph* make?” → “/f/!”

“Can you say a word with *ph*?” → phone, photo, dolphin!

Do:

Air trace “ph.”

Say together: “ph looks like f but sounds like /f/.”

Teacher Tip:

Keep showing examples from real life – photo, phone, alphabet chart.
Praise every child's effort with, "Fantastic! You found the ph sound!"

Day 4: Practice – ‘wh’ & ‘ph’ Sounds

30-Minute Plan Summary

Focus: Revision of both “wh” and “ph” digraphs through blending, writing, and sorting

Class Size: 30 children

Time: 0–5 minutes

Quick Recap and Sound Review

Teacher says:

“Children, yesterday we learned *ph* makes /f/, and earlier we learned *wh* makes /w/. Let’s say both sounds together.”

Repeat after teacher:

“wh says /w/ — what, when, where.”

“ph says /f/ — phone, photo, dolphin.”

Fun Practice:

- Pretend to blow gentle air for *wh*: “/w/ /w/ what.”
- Pretend to blow out candles softly for *ph*: “/f/ /f/ phone.”

Quick Quiz:

Teacher calls out words; children say if it’s “wh” or “ph”:
what, phone, whale, photo, wheel, elephant.

(Spend **5 minutes**)

Time: 5–15 minutes

Writing Practice

Goal: Use both “wh” and “ph” words in sentences

Step 1: Word Recall

Write on board:

wh words: what, when, where, whale, wheel

ph words: phone, photo, dolphin, graph, elephant

Step 2: Sentence Writing

Children write 2–3 short sentences in their notebooks:

- What is in the photo?
- The whale has a big fin.
- I can talk on the phone.

Step 3: Reading Together

Children read their sentences aloud slowly, focusing on pronunciation of “wh” and “ph.”

Teacher checks and praises neatness and correct sound usage.

(Spend **10 minutes**)

Time: 15–25 minutes

Sorting Game: ‘wh’ vs ‘ph’

What to do:

Prepare word cards with mixed “wh” and “ph” words. Example:
whale, photo, phone, wheel, when, dolphin, what, graph, where, elephant.

Activity:

- Make two baskets or charts labeled “wh” and “ph.”
- Call children one by one to pick a card and place it in the correct basket.

Group Option:

Divide class into two groups:

- Group A finds *wh* words.
- Group B finds *ph* words.

Swap after 3 minutes.

Extension:

Ask children to say each word aloud after sorting.

Teacher says:

“Listen carefully! /w/ for wh and /f/ for ph.”

(Spend **10 minutes**)

Time: 25–30 minutes

Recap & Review

Ask:

“What sound does *wh* make?” → “/w/”

“What sound does *ph* make?” → “/f/”

“What two letters come together to make them?”

Do:

Air trace *wh* and *ph* together.

Say aloud: “wh says /w/ — ph says /f/.”

Teacher Tip:

- Praise blending efforts — “Wonderful /w/ words! Fantastic /f/ sounds!”
 - Focus on pronunciation clarity and mouth movement.
 - End with a fun chant:
“Wh and Ph, what a team!
/w/ and /f/, we can dream!”
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