Consonant Digraphs and Trigraphs Chart and Matching Games

Consonant Digraphs and Trigraphs



/ch/

chair
chat
cheat
chip
chop
catch
pit



/sh/

share
sharp
she
ship
shook
shop
hut



/th/

that
them
then
they
those
the
heir



/th/

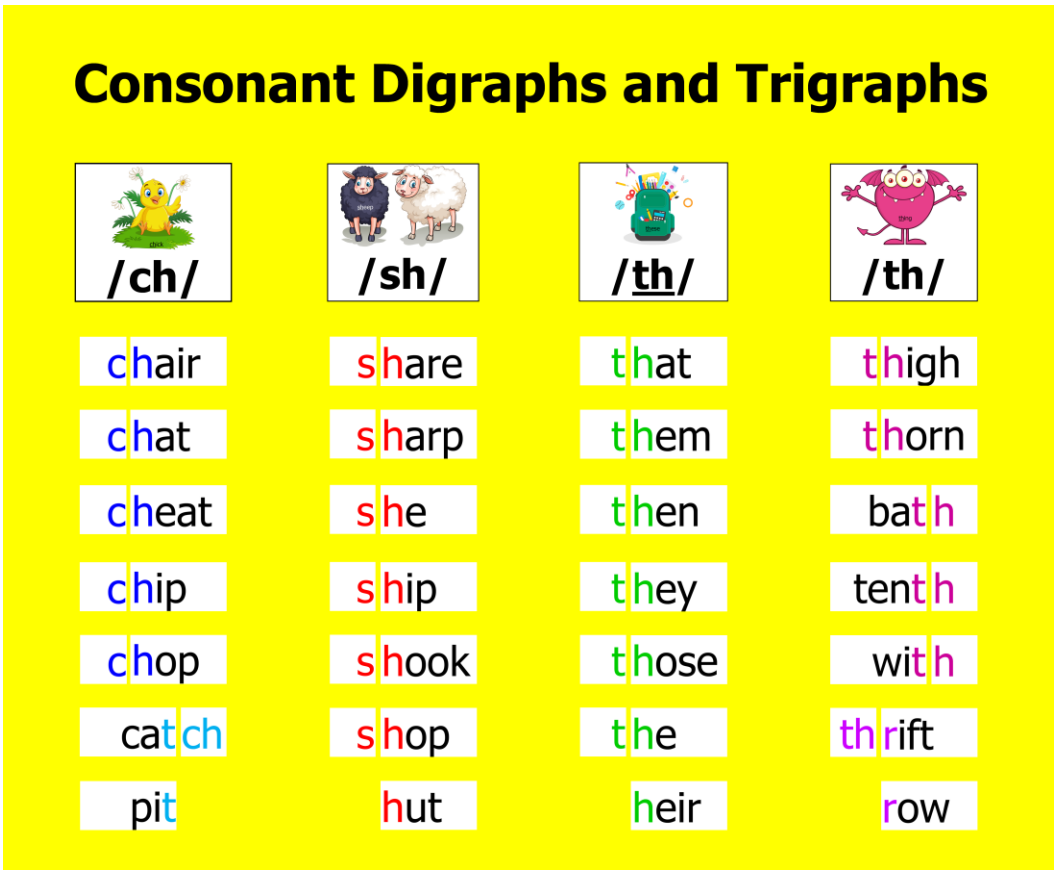
thigh
thorn
bath
tenth
with
thrift
row

By Habakkuk Educational Materials

Directions for assembling the "Consonant Digraphs and Trigraphs" chart: Print the heading, word, and letter cards on white cardstock. Please note that the cards contain color, so colored ink will need to be available. Laminate the sheets, cut out the chart pieces, and use wall-safe tape to assemble the chart as illustrated. You can use laminated die cut letters to add the "Consonant Digraphs and Trigraphs" title.

As a variation to using wall-safe tape to attach the initial (or ending) letters that will be removed and reinserted by students, you might instead attach a StikkiCLIP before or after the word card to rest the letter cards on. For example, the word ***h****air* would be taped to the wall, and a clip in front of it would be used to insert the initial letter ***c*** to change the word to ***ch****air*.

Blank cards are also available if you wish to add additional words. Some examples include adding *c* to the beginning of *hose* to form the word *chose*; adding *ch* to the end of the words *bat*, *hat*, *mat*, *pat*, *hit*, *wit*, and *blot* to spell the words *batch*, *hatch*, *match*, *patch*, *hitch*, *witch*, and *blotch*; adding *s* to the beginning of *ham*, *hark*, *hear*, and *hock* to form the words *sham*, *shark*; *shear*, and *shock*; adding an initial *t* to the words *hank* and *hump* to spell the words *thank* and *thump*; adding a final *h* to the words *slot* and *fort* to form the words *sloth* and *forth*; and adding *th* to *rill*, *rob*, and *rust* to spell the words *thrill*, *throb*, and *thrust*. You could even practice the consonant digraph *ph* by adding the letter *p* to *hone* to form the word *phone*.



Digraph: Two letters that come together to make one sound (Church)

Trigraph: Three letters that come together to make one sound (Watch)

Instructions for using the "Consonant Digraphs and Trigraphs" chart:
In the /ch/ column, students will read the words *hair*, *hat*, *heat*, *hip*, and *hop*; will insert an initial *c* on the clip before each word to form the consonant digraph *ch*; and will pronounce the new words *chair*, *chat*, *cheat*, *chip* and *chop*. They will then add *ch* to the end of the words *cat* and *pit*, will note that the consonant trigraph *tch* also makes the /ch/ sound, and will read the new words *catch* and *pitch*. (Note that word cards are also available to form the words *notch* and *hutch*.)

In the /sh/ column, they will read the words *hare*, *harp*, *he*, *hip*, *hook*, *hop*, and *hut*; will insert an initial *s* on the clip before each word to form the consonant digraph *sh*; and will then pronounce the new words *share*, *sharp*, *she*, *ship*, *shook*, *shop*, and *shut*.

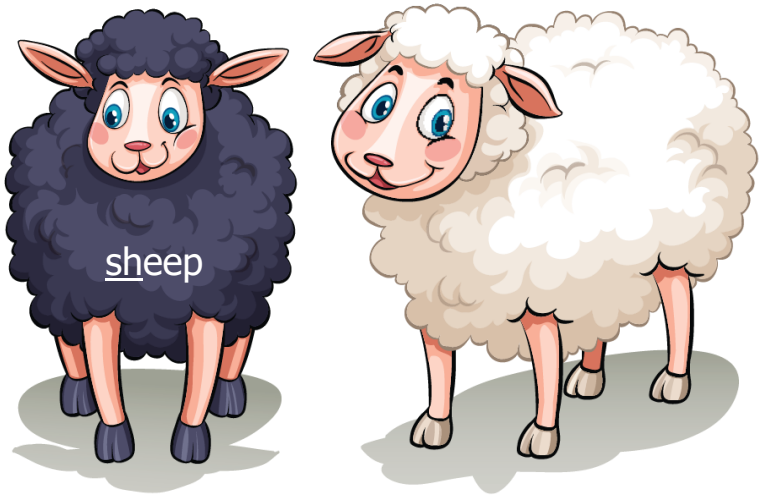
In the /th/ column, students will read the words *hat*, *hem*, *hen*, *hey*, *hose*, *he*, and *heir*; will insert an initial *t* on the clip before each word to form the consonant digraph *th*; and will pronounce the new words *that*, *them*, *then*, *they*, *those*, *the*, and *their*.

In the /th/ column, point out that the *th* sound is pronounced slightly differently than it was in the previous column. Students read the words *high*, *horn*, *bat*, *tent*, and *wit*. The letter *t* is inserted before the *h* in *high* and *horn*, and the letter *h* is inserted after the letter *t* in *bat*, *tent*, and *wit*. Students pronounce the new words as *thigh*, *thorn*, *bath*, *tenth*, and *with*.

Finally, students will add *th* to the beginning of the words *rift* and *row*, will note the sound made by the consonant trigraph *thr*, and will read the new words *thrift* and *throw*. (Note that word cards are also available to form the word *thread*.)



/ch/



/sh/

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these

/th/



thing

/th/

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Word/letter cards for the "Consonant Digraphs and Trigraphs" chart

hair	hare
hat	harp
heat	he
hip	hip
hop	hook

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Word/letter cards for the "Consonant Digraphs and Trigraphs" chart

catch	ch	ch
pitch	ch	ch
notch	ch	ch
hutch	ch	ch
hop	hut	

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Word/letter cards for the "Consonant Digraphs and Trigraphs" chart

hat	he
hem	heir
hen	high
hey	horn
hose	bat

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Word/letter cards for the "Consonant Digraphs and Trigraphs" chart

tenth	h	h
with	h	h
read	th	t
rift	th	t
row	th	t

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Word/letter cards for the "Consonant Digraphs and Trigraphs" chart

c	s	s	t
c	s	s	t
c	s	s	t
c	s	t	t
c	s	t	t

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Cards for the "Consonant Digraphs and Trigraphs" chart

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Consonant Digraphs and Trigraphs Matching Games

#1 CONSONANT DIGRAPH AND TRIGRAPHS MATCHING GAME for whole-group participation: Print the cards on cardstock. Position the cards with colored ink on the left side of the chalkboard tray and cards with black ink on the opposite side with the blank side of cards facing the students. Divide the students into two or more teams. A team player will choose a card from both sides in an attempt to form a new word. For example, the consonant digraph ***ch*** can be added to the word ***art*** to spell the word *chart*. If a match is made, the team player would remove the cards from the tray. If a match is not made, the cards should be returned to their original positions. Count the matching cards of each team at the end of the game to determine the winner.

Blank cards are also available if you would like to prepare a set of matching cards to use as a variation to the original set. A list of possible words to use are listed below.

- **ch**air, **ch**eat, **ch**in, **ch**at, **ch**ore, pea**ch**, bat**ch**, cat**ch**, hat**ch**, mat**ch**, pat**ch**, hit**ch**, pit**ch**, wit**ch**, blot**ch**, not**ch**, hut**ch**
- **sh**am, **sh**ark, **sh**ear, **sh**in, **sh**ore
- **th**at
- **th**in, **th**ink, **th**row, **th**ought

#2 CONSONANT DIGRAPH AND TRIGRAPHS MATCHING GAME for whole-group participation: Print the set A and B cards on cardstock. Position the set A cards on the left side of the chalkboard tray and the set *B* cards on the opposite side with the blank side of cards facing the students. Divide the students into two or more teams. A team player will choose a card from the left or right side and read the word or identify the letter(s). He will then choose a card from the opposite side and note if the letter (or letters) on one card could be added to the word on the other card to form a new word with a consonant digraph or trigraph. For example, ***c*** can be added to ***h****air* to form the word ***ch****air*; ***th*** can be added to ***r****ob* to spell the word ***thr****ob*, and so forth. The consonant digraph letters are colored coded to assist younger students in identifying matches. If a match is made, the child removes the cards from the tray. If a match is not made, the cards should be returned to their original positions. Count the cards of each team at the end of the game to determine the winner.

#1 CONSONANT DIGRAPH AND TRIGRAPHS MATCHING GAME

ch	art
sh	out
th	an

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#1 CONSONANT DIGRAPH AND TRIGRAPHS MATCHING GAME

thr	own
ten	th
tea	ch

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#2 CONSONANT DIGRAPH AND TRIGRAPHS MATCHING GAME

	chair A
B	
notch A	
B	
	sharp A
B	
	them A
B	

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#2 CONSONANT DIGRAPH AND TRIGRAPHS MATCHING GAME

tenth A	th B
throb A	B
A	B
A	B

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CONSONANT DIGRAPHS AND TRIGRAPHS CHART

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