Two Letters Talk

Hear children produce sounds from printed letter pairs.

K.LF.10.g "With prompting and support, produce the most frequent sound for digraphs ck, sh, th, ch, wh, ng, and combination qu, making the connection that a two-letter grapheme can represent one phoneme (sound)."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE AND SAY

a	**sh**	**wh**	**ch**
b	**th**	**ch**	**ng**
c	**ck**	**ng**	**qu**

2 TRACE AND SAY

th

ck

ng

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HOW TO RUN THIS PAGE

Read the directions aloud and give children time to think. Listen as each child points to a printed pair and says what it represents. Record accuracy and any prompting separately.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · CIRCLE AND SAY

SAY "First, find wh on the page. Point to it and say what it says. Then listen to each question, circle one pair, and point to your choice as you say what it says."

ROW	SAY	STUDENTS CIRCLE
a	Which pair says /sh/ as at the start of shoe? Circle it.	**sh**
b	Which pair says /ch/ as at the start of chair? Circle it.	**ch**
c	Which pair says /kw/ as at the start of quick? Circle it.	**qu**

PART 2 · TRACE AND SAY

SAY "Trace the gray letters in each box. Point to each pair you traced and say what it says aloud while I listen."

- Box 1: **Trace th and say /th/, as in thin.**
- Box 2: **Trace ck and say /k/, as at the end of duck.**
- Box 3: **Trace ng and say /ng/, as at the end of ring.**

WHAT TO ACCEPT

Circle sh, ch, and qu in order. Accept wh as /w/, sh as /sh/, ch as /ch/, qu as /kw/, th as in thin, ck as /k/, and ng as in ring. Check each child's spoken responses, not marks alone.