



## Unit 3: Digraphs and Blends

*Weeks 9-12 | 5 days per week | 90 minutes per lesson*

Flexible homeschool lesson plans with phonics, sight words, reading, writing, games, and assessment.

## Unit Overview

What students will learn	What is included
<ul style="list-style-type: none"><li>- Focus patterns: “sh”, “ch”, “th” and more</li><li>- Blending and decoding practice</li><li>- Guided reading and sentence work</li><li>- Spelling, handwriting, and simple writing</li><li>- Weekly check-ins and a unit test</li></ul>	<ul style="list-style-type: none"><li>- 4 weeks of daily lessons</li><li>- Materials list and prep tips</li><li>- Weekly sight words: brown, come, find, from, good, green, have, make, play, small</li><li>- Printable activities, flashcards, and games</li><li>- Assessment pages and progress tracker</li></ul>

## Suggested Materials

**Core supplies:** letter cards, dry erase board, magnetic letters or tiles, crayons, pencils, scissors, glue, pocket chart or index cards, and simple decodable text.

**Optional:** short kid-friendly phonics videos, sensory tray, play dough for letter formation, and mini whiteboards for quick response practice.

**Minimal prep tip:** Print the weekly worksheets once, store flashcards in a labeled envelope, and re-use the same daily routine so the child always knows what comes next.

## Week 1: Beginning Digraphs sh ch th

Focus Pattern(s)	Word List	Sight Words
sh, ch, th	ship, shop, chin, chat, thin, that	this, that, with, they, then

### Day 1: Introduce Beginning Digraphs sh ch th

Objective: Students notice and say the target pattern(s) sh, ch, th and connect the sound to print.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) sh, ch, th. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: ship, shop, chin, chat.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Read 4-6 target words together: ship, shop, chin, chat. Echo read the model sentence: This ship is big.
- ☐ Writing (15 min): Trace and write 3-5 target letters or spelling patterns. Say the sound while writing.
- ☐ Optional Activity: picture sort, sound hunt around the house, or mystery bag with beginning sounds.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

### Day 2: Blend and Build Words

Objective: Students blend and build words with sh, ch, th using manipulatives and oral practice.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) sh, ch, th. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: ship, shop, chin, chat.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Read a word list with the child first, then have the child read independently. Build and read new words with the same pattern.
- ☐ Writing (15 min): Use letter tiles or handwriting lines to spell 4-6 target words. Then copy the words neatly.

- ☐ Optional Activity: roll and read, tap and blend with blocks, or build words on a cookie sheet with magnets.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

### Day 3: Read Words and Phrases

Objective: Students read words, phrases, and short sentences using sh, ch, th with growing accuracy.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) sh, ch, th. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: ship, shop, chin, chat.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Read short phrases and 2-3 simple sentences. Ask the child to tap each word, blend tricky words, and reread for smoothness.
- ☐ Writing (15 min): Complete a sentence frame and illustrate one target word. Encourage spacing and a capital letter.
- ☐ Optional Activity: phrase race, spin-and-read, or silly voice rereading.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

### Day 4: Write and Dictate

Objective: Students spell, write, and use target words in a dictated sentence.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) sh, ch, th. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: ship, shop, chin, chat.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Read a short decodable passage or 4 sentence mini-story featuring the week's focus pattern and sight words this, that, with, they.
- ☐ Writing (15 min): Dictate 3 words and 1 sentence: This ship is big.
- ☐ Optional Activity: rainbow write, sentence scramble, or word family foldable.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

## Day 5: Review, Check-In, and Game Day

Objective: Students review the week's learning, complete a quick check-in, and apply skills in a game.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) sh, ch, th. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: ship, shop, chin, chat.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Reread favorite words and sentences from the week. Celebrate one sentence read with confidence.
- ☐ Writing (15 min): Write one 'I can' sentence to show progress, then draw a quick picture to match.
- ☐ Optional Activity: board game, flashcard toss, or scavenger hunt review.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

## Week 1 Check-In

Skill	Mark
I can say the focus sound(s).	
I can blend target words.	
I can read a short sentence.	
I can write a target word.	
I tried my best today.	

## Week 2: More Digraphs: wh, ck, ng

Focus Pattern(s)	Word List	Sight Words
wh, ck, ng	whip, when, duck, sock, ring, song	when, what, have, from, were

### Day 1: Introduce More Digraphs wh ck ng

Objective: Students notice and say the target pattern(s) wh, ck, ng and connect the sound to print.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) wh, ck, ng. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: whip, when, duck, sock.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Read 4-6 target words together: whip, when, duck, sock. Echo read the model sentence: The duck sang a song.
- ☐ Writing (15 min): Trace and write 3-5 target letters or spelling patterns. Say the sound while writing.
- ☐ Optional Activity: picture sort, sound hunt around the house, or mystery bag with beginning sounds.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

### Day 2: Blend and Build Words

Objective: Students blend and build words with wh, ck, ng using manipulatives and oral practice.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) wh, ck, ng. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: whip, when, duck, sock.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Read a word list with the child first, then have the child read independently. Build and read new words with the same pattern.
- ☐ Writing (15 min): Use letter tiles or handwriting lines to spell 4-6 target words. Then copy the words neatly.

- ☐ Optional Activity: roll and read, tap and blend with blocks, or build words on a cookie sheet with magnets.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

### **Day 3: Read Words and Phrases**

Objective: Students read words, phrases, and short sentences using wh, ck, ng with growing accuracy.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) wh, ck, ng. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: whip, when, duck, sock.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Read short phrases and 2-3 simple sentences. Ask the child to tap each word, blend tricky words, and reread for smoothness.
- ☐ Writing (15 min): Complete a sentence frame and illustrate one target word. Encourage spacing and a capital letter.
- ☐ Optional Activity: phrase race, spin-and-read, or silly voice rereading.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

### **Day 4: Write and Dictate**

Objective: Students spell, write, and use target words in a dictated sentence.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) wh, ck, ng. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: whip, when, duck, sock.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Read a short decodable passage or 4 sentence mini-story featuring the week's focus pattern and sight words when, what, have, from.
- ☐ Writing (15 min): Dictate 3 words and 1 sentence: The duck sang a song.
- ☐ Optional Activity: rainbow write, sentence scramble, or word family foldable.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

## Day 5: Review, Check-In, and Game Day

Objective: Students review the week's learning, complete a quick check-in, and apply skills in a game.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) wh, ck, ng. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: whip, when, duck, sock.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Reread favorite words and sentences from the week. Celebrate one sentence read with confidence.
- ☐ Writing (15 min): Write one 'I can' sentence to show progress, then draw a quick picture to match.
- ☐ Optional Activity: board game, flashcard toss, or scavenger hunt review.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

## Week 2 Check-In

Skill	Mark
I can say the focus sound(s).	
I can blend target words.	
I can read a short sentence.	
I can write a target word.	
I tried my best today.	



## Week 3: L-Blends and R-Blends

Focus Pattern(s)	Word List	Sight Words
bl, cl, fl, gr, tr, dr	flag, clap, glad, trip, drum, frog	play, come, brown, green, small

### Day 1: Introduce L-Blends and R-Blends

Objective: Students notice and say the target pattern(s) bl, cl, fl, gr and connect the sound to print.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) bl, cl, fl, gr. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: flag, clap, glad, trip.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Read 4-6 target words together: flag, clap, glad, trip. Echo read the model sentence: The frog can clap.
- ☐ Writing (15 min): Trace and write 3-5 target letters or spelling patterns. Say the sound while writing.
- ☐ Optional Activity: picture sort, sound hunt around the house, or mystery bag with beginning sounds.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

### Day 2: Blend and Build Words

Objective: Students blend and build words with bl, cl, fl, gr using manipulatives and oral practice.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) bl, cl, fl, gr. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: flag, clap, glad, trip.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Read a word list with the child first, then have the child read independently. Build and read new words with the same pattern.
- ☐ Writing (15 min): Use letter tiles or handwriting lines to spell 4-6 target words. Then copy the words neatly.

- ☐ Optional Activity: roll and read, tap and blend with blocks, or build words on a cookie sheet with magnets.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

### Day 3: Read Words and Phrases

Objective: Students read words, phrases, and short sentences using bl, cl, fl, gr with growing accuracy.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) bl, cl, fl, gr. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: flag, clap, glad, trip.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Read short phrases and 2-3 simple sentences. Ask the child to tap each word, blend tricky words, and reread for smoothness.
- ☐ Writing (15 min): Complete a sentence frame and illustrate one target word. Encourage spacing and a capital letter.
- ☐ Optional Activity: phrase race, spin-and-read, or silly voice rereading.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

### Day 4: Write and Dictate

Objective: Students spell, write, and use target words in a dictated sentence.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) bl, cl, fl, gr. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: flag, clap, glad, trip.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Read a short decodable passage or 4 sentence mini-story featuring the week's focus pattern and sight words play, come, brown, green.
- ☐ Writing (15 min): Dictate 3 words and 1 sentence: The frog can clap.
- ☐ Optional Activity: rainbow write, sentence scramble, or word family foldable.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

## Day 5: Review, Check-In, and Game Day

Objective: Students review the week's learning, complete a quick check-in, and apply skills in a game.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) bl, cl, fl, gr. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: flag, clap, glad, trip.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Reread favorite words and sentences from the week. Celebrate one sentence read with confidence.
- ☐ Writing (15 min): Write one 'I can' sentence to show progress, then draw a quick picture to match.
- ☐ Optional Activity: board game, flashcard toss, or scavenger hunt review.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

## Week 3 Check-In

Skill	Mark
I can say the focus sound(s).	
I can blend target words.	
I can read a short sentence.	
I can write a target word.	
I tried my best today.	

## Week 4: S-Blends and Mixed Review

Focus Pattern(s)	Word List	Sight Words
st, sp, sn, sk, sl, sw	stop, spin, snap, skin, sled, swim	there, some, make, find, good

### Day 1: Introduce S-Blends and Mixed Review

Objective: Students notice and say the target pattern(s) st, sp, sn, sk and connect the sound to print.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) st, sp, sn, sk. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: stop, spin, snap, skin.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Read 4-6 target words together: stop, spin, snap, skin. Echo read the model sentence: Some kids can swim.
- ☐ Writing (15 min): Trace and write 3-5 target letters or spelling patterns. Say the sound while writing.
- ☐ Optional Activity: picture sort, sound hunt around the house, or mystery bag with beginning sounds.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

### Day 2: Blend and Build Words

Objective: Students blend and build words with st, sp, sn, sk using manipulatives and oral practice.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) st, sp, sn, sk. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: stop, spin, snap, skin.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Read a word list with the child first, then have the child read independently. Build and read new words with the same pattern.

- ☐ Writing (15 min): Use letter tiles or handwriting lines to spell 4-6 target words. Then copy the words neatly.
- ☐ Optional Activity: roll and read, tap and blend with blocks, or build words on a cookie sheet with magnets.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

### Day 3: Read Words and Phrases

Objective: Students read words, phrases, and short sentences using st, sp, sn, sk with growing accuracy.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) st, sp, sn, sk. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: stop, spin, snap, skin.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Read short phrases and 2-3 simple sentences. Ask the child to tap each word, blend tricky words, and reread for smoothness.
- ☐ Writing (15 min): Complete a sentence frame and illustrate one target word. Encourage spacing and a capital letter.
- ☐ Optional Activity: phrase race, spin-and-read, or silly voice rereading.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

### Day 4: Write and Dictate

Objective: Students spell, write, and use target words in a dictated sentence.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) st, sp, sn, sk. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: stop, spin, snap, skin.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Read a short decodable passage or 4 sentence mini-story featuring the week's focus pattern and sight words there, some, make, find.
- ☐ Writing (15 min): Dictate 3 words and 1 sentence: Some kids can swim.
- ☐ Optional Activity: rainbow write, sentence scramble, or word family foldable.

- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

### Day 5: Review, Check-In, and Game Day

Objective: Students review the week's learning, complete a quick check-in, and apply skills in a game.

- ☐ Warm-Up (10 min): Review letter cards, say the sound, and do a quick oral blending warm-up with 3 review words.
- ☐ Phonics (25 min): Teach or review the weekly focus pattern(s) st, sp, sn, sk. Model mouth position, stretch the sounds, and connect the pattern to 4-6 example words: stop, spin, snap, skin.
- ☐ Practice (20 min): Use the printable page, letter cards, or a word-building mat. Keep this flexible and hands-on.
- ☐ Reading (20 min): Reread favorite words and sentences from the week. Celebrate one sentence read with confidence.
- ☐ Writing (15 min): Write one 'I can' sentence to show progress, then draw a quick picture to match.
- ☐ Optional Activity: board game, flashcard toss, or scavenger hunt review.
- ☐ Optional Video: 3-5 minute phonics song or decoding video that matches the weekly pattern.

### Week 4 Check-In

Skill	Mark
I can say the focus sound(s).	
I can blend target words.	
I can read a short sentence.	
I can write a target word.	
I tried my best today.	

## Unit Assessment

**Directions:** Ask the child to complete the following in a calm, encouraging setting. Use the printable pack for recording.

Part	Task	Points	Notes
A	Say the focus sound(s) and read 10 words	10	
B	Read 5 short phrases or 3 sentences	5	
C	Spell 5 words from dictation	5	
D	Write 1 sentence using at least one sight word	5	

**Teacher note:** If a child is not ready, reteach with games and short review sessions before repeating the assessment.

## Progress Tracker

Week	Focus Skill	Mon	Wed	Fri	Notes
1	Beginning Digraphs: sh, ch, th				
2	More Digraphs: wh ck ng				
3	L-Blends and R-Blends				
4	S-Blends and Mixed Review				