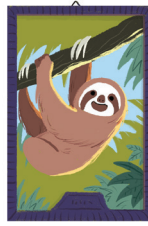


Night at the Digraph Museum

DIGRAPHS AT THE END OF A WORD



92NY DEL Dance Education Laboratory



VIDEO CONNECTION:

Shhh! In this video, Kayla and Scarlett are magically transported to a museum after hours, where they quietly creep through the halls, discover digraph statues, and use their bodies to create each letter shape. Their museum adventure continues as they dance like the artwork they encounter, with each piece representing a word ending in a digraph.

COMPONENT:

Phonics



SUBCOMPONENT FOCUS:

- Ending sound consonant digraphs (i.e., two letters that make one phoneme, or sound)

DEL DANCE FRAMEWORK COMPONENTS:

- Action Words
- Guided Exploration using all components of the DEL Dance Framework: Body, Effort, Space, Relationship
- Making Connections to visual art and museums

LEARNING OBJECTIVES:



Students will...

- Identify common digraphs (i.e., **sh**, **th**, **ck**, and **ph**) when two consonants make one sound.
- Identify the digraph letters (e.g., **ck**) and the corresponding digraph sound (e.g., /k/) at the end of words.



ACTIVITY STATEMENT:

Students will engage in a **Guided Exploration** of digraphs at the end of words - **sh**, **th**, **ck**, and **ph** - using dance, sound, and imaginative play to embody each digraph and associated words.

PHONICS CARDS:

Night at the Digraph Museum Cards:
Digraphs

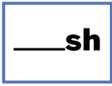
NOTE TO TEACHERS:

For this activity, invite your students to create their own museum adventure in your classroom - or imagine another playful environment where students can embody digraphs and words that end with digraphs!



ACTIVITY STEPS:



1. Review rules for safe movement in your classroom.
2. Introduce or review the concept of digraphs: two letters that make one sound. *How can your two hands make one sound? Clapping! Clap three times.*
3. Show the  digraph card. Say: *This digraph has the letters **s** and **h**.* Prompt students to make the shape of the letter **s** with their bodies. Then, invite students to make the shape of the letter **h** with their bodies.
 - a. Notice and name the unique choices that students make. For example, *I see Caleb making an s-shape with his arms. I see Rashida making an s-shape on a low level.*
 - b. You can also highlight certain choices and have the whole class try them. For example, *look at the curvy s-shape Caleb makes with his arms! Let's all try it.*
4. Show the  digraph card again. *Let's put the **s** in one hand and the **h** in the other hand. Together they make /sh/. Say /sh/ three times as you clap. /Sh/ like at the end of the word **fish**.*
5. Facilitate a **Guided Exploration** of fish-inspired movement. Intersperse moments of stillness, asking students to freeze and make the shape of an **s** or an **h**. Encourage students to explore infinite movement possibilities! Use the **DEL Sentence Frames for Guided Exploration** document as well as the **DEL Dance Framework** for ideas. Try to include elements from all four categories (Body, Effort, Space, and Relationship) of the DEL Dance Framework in your exploration. For example:
 - a. **Fish:**
*Let's swim like a **fish**. Can you swim quickly? Look at these fast **fish**! Freeze in an s-shape. Can you swim like a long **fish**, gliding smoothly? Swim like an energetic **fish**, darting through the water. Freeze in an h-shape. Swim like a big **fish**, moving slowly. Swim on a curvy pathway like a **fish** weaving around rocks. Let's all swim together, following one another like a school of **fish**. How else can you dance like a **fish**?*
 - b. Throughout the **Guided Exploration**, narrate students' movement choices. For example, *I see Rachel dancing like a wiggly fish. I see Julio dancing like a fish with his shoulders!*
 - c. You can also highlight certain movement choices and have the whole class try them. For example, *watch how Julio dances like a **fish** with his shoulders. Let's all try it!*
6. Repeat steps 3-5 with the following digraphs:    First, prompt students to make the shape of each letter with their bodies, then say the digraph: Next, facilitate a **Guided Exploration** of words that end with each digraph. For example:

th:

Sloth:

Imagine you are a **sloth**. Can you move slowly like a **sloth**, stretching one **sloth** arm out at a time? Freeze in a t-shape. Imagine you are a **sloth** hanging from a tree branch. Can you reach up high and hang? Can you slowly move sideways on your tree branch? Can you move in a droopy way like a tired **sloth**? Try climbing like a **sloth** to a high level, then slowly lowering your **sloth** body back down to a low level. Freeze in an h-shape. Look around at the h-shapes that other students are making. Can you copy someone's h-shape? Can you travel through space at a very slow **sloth** pace? How else can you dance like a **sloth**?

ck:

Rock:

Can you make a round **rock** shape with your hands? Can you make a round **rock** shape with your arms? Can you make a round **rock** shape with your whole body? Freeze in your round **rock** shape. Can you turn your round **rock** shape? Can you jump in your round **rock** shape? Freeze in a c-shape on a high level. Try rocking, like a **rock** moving back and forth. Can you stomp your feet like your legs are big powerful **rocks**? How else can you dance like a **rock**? Freeze in a k-shape on a low level. Can you make a connected round **rock** shape with a friend?

ph:

Photograph:

Imagine you are in a **photograph**. Create a standing pose for your **photograph** and hold very still. Now slowly melt from a standing pose to a kneeling pose for your **photograph**. Can you pose in a p-shape for your **photograph**? Freeze. Now change and pose in an h-shape in your **photograph**. Can you shift into a strong pose for your **photograph**, tightening your muscles to look powerful? Freeze. Now burst into a carefree jump for an action shot! Can you create a new twisted or reaching shape for your **photograph**? Now pose for a **photograph** with a friend. Can you create a shape together where one friend is over and the other friend is under? Can you pose with a friend, one of you in a p-shape and one of you in an h-shape? Try side-by-side or back-to-back poses for your **photograph**. How else can you pose for a **photograph**?



ADDITIONAL LITERACY APPLICATIONS:

- Provide additional practice opportunities with words from the current ELA unit or module, or cross-content words (e.g., science, history, or math) that contain the digraphs **sh**, **th**, **ck**, and **ph**.
- Explore the digraph **ch** at the end of a word, like **much** and **beach**. (Note: **ch** does not appear in the video). Note that **tch** is technically a trigraph, but it could be grouped with the digraphs for practice (e.g., **watch**, **catch**, **fetch**).
- Explore the digraph **gh (/f/)** at the end of words, like **laugh** and **tough**.
- Extend practice to vowel digraphs, or two vowels that make one sound: **ai** (rain), **ay** (day), **ea** (sea), **ee** (bee), **oa** (boat), **oe** (toe).

ACTIVITY EXTENSIONS:

1. Digraph Freeze Dance:

- a. Play music. When the music stops, display a digraph card and invite students to quickly find a partner.
- b. Invite pairs to make a connected shape together and say the digraph aloud. The shared shape reinforces that two letters make one sound.
- c. You can later expand the activity by having partners say whole words that end with that digraph.

2. Museum of Digraph Statues:

- a. Create a museum of digraph statues! Display a digraph card and invite students to create a still statue that represents the digraph. For example, *can you make an **h** with your body, like in the digraph **sh**?*
- b. Explain to students: *It's nighttime at the digraph museum! When the lights are on, the digraph statues are frozen. When the lights go off, the digraph statues come to life!* Invite students to dance while the lights are off, then freeze in a new digraph statue when the lights come back on.
- c. Alternatively, instead of turning the lights on and off, invite one student to be the museum security guard. When the security guard turns their back, the statues come to life and dance. When the security guard turns around, everyone freezes in their digraph statue shape! Repeat with different students taking turns as the security guard.

