

Date: _____

Decoding Words with Trigraph *tch*

PLAN

Component: Decoding

Instructional Activity: Decoding Words with Trigraph *tch*

Materials Needed: *tch* sound-spelling card, whiteboards, markers, erasers



Approximate Time:
7 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

You've already learned this digraph. The sound /ch/ can be spelled with two letters—*c* and *h*—that work together to make a new sound, /ch/. Sometimes the sound /ch/ can be spelled with three letters—*t*, *c*, *h*—that work together to make the sound /ch/ at the end of a short word that contains a short vowel sound. In this lesson, you will learn how to read words containing /ch/ spelled *_tch*.

REVIEW & VOCABULARY

Review prerequisite skills and teach related vocabulary.

Review, if needed: A *consonant digraph* is two or three consonants that work together to create a new sound. In a *consonant digraph*, the new sound may be completely different than the sound of the letters used to spell it. For example, in the digraph we will be learning in this lesson, the letter *t*, which usually says /t/, the letter *c*, which usually says /k/, and the letter *h*, which usually says /h/, work together to create a completely different sound: /ch/.

When we hear the /ch/ sound at the END of a word, we spell /ch/ with three letters: *_tch*. We use *_tch* when we hear /ch/ at the *end* of a short word that contains a short vowel. The blank in the pattern *blank-t-c-h* tells me that a short vowel has to come before the letters *tch*. I will never use *_tch* to spell the /ch/ sound at the beginning of a word.

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I DO IT!

Demonstrate. *Teach the new skill, model with clear explanations, verbalize your thinking process.*

Display or hold the sound-spelling card for *_tch*. **Let's review.**

- Point to the picture. **The sound is /ch/, as in the word *match*. What's the sound?** Students: /ch/
- Point to the spelling pattern at the bottom of the card. **When we hear /ch/ at the *end* of a short word that contains a short vowel, /ch/ is spelled *tch*. What's the spelling for /ch/ at the end of a short word that contains a short vowel?** Students: *_tch*

Now, watch and listen as I sound out and read some words containing /ch/ spelled *_tch*.

Write the word *pitch* on the board.

- **First, I look for parts I know. I'll underline the vowel.** Underline *i* and say /iii/. **I'll put a dot under each consonant sound I know.** Put a dot under *p* and say /p/. **If I see two or three consonants that work together to make a new sound—a digraph—I'll put one dot under the set of letters, because I know they only make one sound.** Put a dot under *tch* and say /ch/.
- **Now, I'll sound out the word, beginning on the left: /p/ /iii/ /ch/. *Pitch!***

Teacher Tip: If students need extra support in the pronunciation of a sound, incorporate the "Additional support" section at the end of this activity.

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WE DO IT!

Provide guided practice.

Distribute student whiteboards, markers, and erasers.

Let's read some words together. If you know the word, don't say it aloud. Pretend you haven't seen it before.

Write the word *catch* on the board. **Write this word on your board** (or, make your board look like mine).

Step 1 is *Look for parts you know*.

- **Underline the vowel. Say the sound it makes.** Students and teacher underline *a* and say /ăăă/.
- **Dot under each consonant sound and say the sound it makes. Remember, if you see two or three consonants that work together to say one sound, put one dot under the set of letters.** Students and teacher put dot under *tch* and say the sound /ch/.

Step 2 is *Sound it out*.

- **Sound it out, beginning on the left.** Students and teacher: /k/ /ăăă/ /ch/.
- **What's the word?** Students and teacher: *catch*

Step 3 is *Check it*.

- **Does it sound like a real word? Have you heard it before?**
- **If you found the word in a sentence, you would read the sentence again and see if it makes sense.**

Repeat the routine 2-3 times with words from the Word List:

Word List
stitch
sketch
patch

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YOU DO IT!

Provide independent practice.

This time, you'll do it independently. I'll remind you of the steps to take, if needed. I'll call on one person to read the word aloud.

Write the word *switch* on the board. **Write this word on your board** (or *make your board look like mine*).

Prompt, if needed. **Step 1 is *Look for parts you know*.**

Prompt, if needed. **Step 2 is *Sound it out*.**

Prompt, if needed. **Step 3 is *Check it*.**

(Student name), what's the word? Selected student responds.

Continue the routine using words from the Word List:

Word List
hatch
stretch
fetch
witch
scratch

ASSESS

Assess students (formally or informally). *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice.

Scaffold or correct all errors. Provide specific feedback for accurate responses.

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Additional support. *Teach students how and where the sound is made. Allow them to use handheld mirrors with the lesson, if available.*

Sound	Where	What	How
/ch/	Tongue on ridge behind front teeth then pushed down as air is pushed through	Tongue	Voice off

Students may benefit from understanding how and where a letter-sound is made. Teaching the shape of the mouth, the articulators (the parts of the mouth that block the flow of air when making sounds), and the voice can aid in correct pronunciation of each sound. Here's a sample:

When we hear /ch/ at the end of the word after a short vowel, we spell it with *tch*. When /ch/ comes at the beginning of a word, we spell it with *ch*.

When I make the sound /ch/, my mouth looks like this. Model the shape of your mouth as you make the sound /ch/. **Can you make your mouth look like mine?** If possible, let students use handheld mirrors to check the shape of the mouth.

When I make the sound /ch/, I am touching my tongue to the ridge behind my front teeth. Then I drop my tongue down and blow out air to make the sound /ch/. Can you feel the back of your tongue on the ridge behind your teeth when you make the sound /ch/? Let students use handheld mirrors, if available.

When I make the sound /ch/, my voice is off. I don't use my voice to make the sound /ch/. If I put my hand on my throat when I make the sound /ch/, I cannot feel a vibration. Put your hand on your throat and say the sound /ch/. Do you feel a vibration?

Enrichment/Extension. *Provide enrichment and extension activities for students who need less support.*

For students who show mastery of sound-spelling correspondences, work toward automaticity of blending and segmenting words with known graphemes. Also consider moving to the instructional protocol for encoding words with trigraph *tch*.

SUPPORT

ENRICH/EXTEND