

Date: _____

Encoding Words with Trigraph *tch*

PLAN

Component: Encoding

Instructional Activity: Encoding 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).

We're going to learn how to spell words containing the trigraph *_tch*, which makes the sound /ch/.

REVIEW & VOCABULARY

Review prerequisite skills and teach related vocabulary.

We already know that digraphs are two or more letters that work together to make one sound

Let's review. Display or hold the card for *tch*. **Sound?** Students: /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. Spelling? Students: *tch*

Remember, *_tch* can spell the sound /ch/ at the end of a short word that contains a short vowel.

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I DO IT!

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

I'm going to show you how to spell a word that contains the sound /ch/ spelled *_tch*.

I'm going to spell the word *match*. I'll tap the sounds that I hear in *match*. Show fingers tapping out the three sounds: /m/ /ăăă/ /ch/. There are three sounds. That means the word has three spelling patterns.

The first sound in *match* is /mmm/. I know that the sound /mmm/ is spelled *m*. Write *m*.

The next sound in *match* is /ăăă/. The sound /ăăă/ is spelled *a*. Write *a*.

The last sound in *match* is /ch/. I remember that when the sound /ch/ is the last sound in a word after a short vowel, the sound /ch/ is spelled using three letters. The three letters that work together to make the sound /ch/ at the end of a word with a short vowel are *t*, *c*, and *h*. /ch/ is spelled *tch*. Write *tch*.

I check my spelling by pointing under each letter or pattern and saying the sound it makes. Then I blend the sounds together to read the word: /mmm/ /ăăă/ /ch/. I spelled *match*!

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Provide guided practice.

Distribute student whiteboards, markers, and erasers. **Let's try it together! The word is *stitch*. What word?** Students: *stitch*

Tap the sounds in *stitch*. Students and teacher together: /sss/ /t/ /īīī/ /ch/

How many sounds? Students and teacher: *four*

How many spelling patterns? Students and teacher: *four*

What's the first sound in *stitch*? Students and teacher: /sss/

How do you spell /sss/? Students and teacher: *s*

Write it. Students and teacher write *s*.

Stretch the sounds in *stitch* again and listen closely. /sss/ /t/ /īīī/ /ch/. What's the second sound in *stitch*? Students and teacher: /t/

How do you spell /t/? Students and teacher: *t*

Write it. Students and teacher write *t*.

What's the next sound in *stitch*? Prompt: Stretch the word again if you need to. Students and teacher: /īīī/

How do you spell /īīī/? Students and teacher: *i*

Write it. Students and teacher write *i*.

What's the last sound in *stitch*? Students and teacher: /ch/ Prompt: **Remember that when the sound /ch/ is the last sound in a word after a short vowel, the sound /ch/ is spelled using three letters.**

How do you spell /ch/? Students and teacher: *tch*

Write it. Students and teacher write *tch*.

Check your work. Prompt: Point under each pattern and say the sound it makes, then blend the sounds together to read the word.

Students and teacher: /sstīīīch/ *Stitch!*

Repeat the routine with the words *catch* and *sketch*.

WE DO IT!

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YOU DO IT!

Provide independent practice.

Your turn. The word is *fetch*. What word? Students *only*: *fetch*

Tap the sounds in *fetch*. Students: /fff/ /ěěě/ /ch/

How many sounds? Students: *three*

How many spelling patterns? Students: *three*

What's the first sound in *fetch*? Students: /fff/

Think: How do you spell /fff/? Write it. Students write *f*.

What's the next sound in *fetch*? Prompt: Stretch the word again if you need to. Students: /ěěě/

Think: How do you spell /ěěě/? Write it. Students write *e*.

What's the last sound in *fetch*? Students: /ch/

Think: How do you spell /ch/? Write it. Students write *tch*.

Check your work. Prompt: Point under each pattern and say the sound it makes, then blend the sounds together to read the word.

Students: /fffěěěch/ *Fetch!*

Continue the routine with words from the Word List.

Word List
scratch
switch
pitch
stretch
glitch
clutch

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 touching roof of mouth, lips sticking out	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 lesson:

The sound it makes is /ch/. The spelling for /ch/ is *ch*. Remember, /ch/ is a sound that cannot be held.

When I make the sound /ch/, my mouth looks like this. My lips are rounded and sticking out. 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 the tip of my tongue to the roof of my mouth, on the ridge behind my front teeth. I round my lips and stick them out, and then I shoot out a quick burst of air to say /ch/. Can you feel your tongue up on the roof of your mouth? Are you sticking your lips out? Now shoot the air out in a quick burst. Again, 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 can't 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.*

If students are doing well with spelling single syllable words with *tch*, have students practice reading and spelling multisyllabic words that include *tch* and other graphemes that have been taught.

SUPPORT

ENRICH/EXTEND