

Date: \_\_\_\_\_

## Trigraph *tch* Introduction

PLAN

**Component:** Phonics

**Instructional Activity:** Consonant Trigraph *tch*

**Materials Needed:** *tch* sound-spelling card



**Approximate Time:**  
7 minutes



**Click here for video example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

**State the objective(s).**

We're going to learn another way to spell /ch/. Knowing that there are different ways to spell /ch/ will help you read and write words.

REVIEW &  
VOCABULARY

**Review prerequisite skills and teach related vocabulary.**

First let's review. Remember that digraphs have two letters that make one new sound. Display or hold the sound-spelling card for *ch*.  
Name? Sound? Spelling?

We already know one way to spell the sound /ch/. If I'm writing a word, and I hear the sound /ch/ in it, many times I will write the letters *ch* like in chick.

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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 another way to spell the sound /ch/.** Display or hold the sound-spelling card for /ch/.

Point to the spelling pattern on the card. **When we hear the /ch/ sound at the END of a word, we can 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. I will never use *tch* to spell the /ch/ sound at the beginning of a word.**

**For example, let's write the word *match*. I'm going to tap the sounds that I hear in *match*.** Show fingers tapping out the sounds: /m/ /ă/ /ch/. I hear the /ch/ sound at the end of the word *match*. I know that if I hear /ch/ at the end of a word after a short vowel, I will spell it with *tch*. **I'm going to tap and write the word *match*.** Tap the first sound /m/ and write *m*. Tap the second sound /ă/ and write *a*. Blend /m/ /m ə/ /m ə - ch/. I hear a /ch/ sound at the end of this word, and it comes after a short vowel, so I know I use *tch* to spell /ch/ here at the end.

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Provide guided practice.

Let's try it together! I will say a word, and let's listen to hear if the /ch/ sound comes at the beginning or the end of the word. That will help us know how to spell the sound.

Say *pitch*. Tap *pitch*. Students also use their fingers to tap the first sound. /p/ /i/ /ch/. Do you hear /ch/ at the beginning or the end of the word? Students respond with "End!" How will we spell /ch/ at the end of a word? Students respond with "tch." Prompt with sound-spelling cards as needed. Yes, we spell /ch/ with *tch* when it comes at the end of a word, right after a short vowel sound.

Let's try another word. Say *etch*. Tap *etch*. Tap it with me (show fingers tapping out the sounds): /ě/ /ch/. Where did you hear the /ch/ sound in this word—beginning or ending? Students respond with "Ending!" Then how do we spell the sound /ch/ at the end of this word? Students respond with *tch*; prompt as needed. Yes, we spell /ch/ with *tch* when it comes at the end of a word, right after a short vowel sound.

Let's try another word. Say *chomp*. Tap *chomp*. Tap it with me (show fingers tapping out the three sounds): /ch/ /ǒ/ /m/ /p/. Where did you hear the /ch/ sound in this word—beginning or ending? Students respond with "Beginning!" Then how do we spell the sound /ch/ at the beginning of this word? Students respond with *ch*; prompt as needed. Yes, we spell /ch/ with *ch* when it comes at the beginning of a word.

If students are using long vowel patterns, do another word together. Say *beach*. Tap *beach*. Tap it with me (show fingers tapping out the sounds): /b/ /ē/ /ch/. Where did you hear the /ch/ sound in this word—beginning or ending? Students respond with "Ending!" Did the /ch/ come right after a short vowel sound?

Let's tap again and listen: /b/ /ē/ /ch/. Is /ē/ a short vowel sound or a long vowel sound? Students respond with "Long vowel." Prompt as needed. We only use *tch* at the end of a word when it comes right after a *short* vowel, so even though we hear /ch/ at the end of *beach*, we spell it with *ch*.

So, let's review. If a word *starts* with the sound /ch/, how do we spell it? Students respond with "ch". If a word *ends* with the sound /ch/, how might we spell it? Students respond with "tch". Yes, and we will spell it with *tch* if it comes right after what kind of vowel sound? Students respond with "short vowel". Prompt as needed. If a word *ends* with the sound /ch/, and the /ch/ comes immediately after a short vowel, we will spell it with *tch*.

*Teacher Tip: We are teaching the most common spelling patterns. There are exceptions, such as the words much, such, and rich.*

WE DO IT!

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YOU DO IT!

### Provide independent practice.

Your turn. I will say a word. I want everyone to do this, but I will point to one friend to tell me if the /ch/ sound comes at the *beginning* or the *end* of the word. Then I'll ask that same friend how we spell the /ch/ sound in this word. Listen closely and tap the sounds if it helps you to answer.

**Listen for the /ch/ sound. Say *ditch*.** Class responds with "*ditch*". Point to one student: **Beginning or end?** Student: "Ending." [Does the /ch/ come right after a short vowel? "Yes." Prompt students to tap sounds if needed.] **So how do we spell /ch/ in this word?** Student responds with "*tch*." **That's right, at the end after a short vowel, we use *tch*.**

**Listen for the /ch/ sound. Say *patch*.** Class responds with "*patch*". Point to one student: **Beginning or end?** Student: "End!" [Does the /ch/ come right after a short vowel? "Yes." Prompt students to tap sounds if needed.] **So how do we spell the /ch/?** Student responds with "*tch*." **That's right, we spell /ch/ with a *tch* at the end of the word.**

**Listen for the /ch/ sound. Say *choose*.** Class responds with "*choose*". Point to one student: **Beginning or end?** Student: "Beginning." **So how do we spell the /ch/ in this word?** Student responds with "*ch*." **That's right, when we hear /ch/ at the beginning of a word, we use *ch*.**

For students working with long vowels: **Listen for the /ch/ sound. Say *coach*.** Class responds with "*coach*". Point to one student: **Beginning or end?** Student: "End!" **Does the /ch/ come right after a short vowel?** "No." Prompt students to tap sounds if needed. **So how do we spell the /ch/?** Student responds with "*ch*." **That's right, we spell /ch/ in coach with a *ch* even though it comes at the end of the word because the /ch/ does not come right after a short vowel.**

Repeat the routine and/or use in small groups so that each student has the opportunity to respond.

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

**OR: Now we know that when we want to write the sound /ch/ at the end of a word, we will use the letters *tch* if it comes after a short vowel.**

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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.

*Teacher Tip: As students learn more and more letter sounds, you can begin or end the session with a lightning round of sounds, where you flash students the sound-spelling cards and students make the sounds as quickly as possible.*

SUPPORT

**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/?**

**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?**

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ENRICH/EXTEND

**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.