

Description

This lesson is designed to reinforce letter-sound correspondence for the consonant trigraph **tch**, where the three letters, **t-c-h**, represent one sound, /ch/. Knowledge of this consonant trigraph will increase ability to apply phonic word attack strategies for reading and spelling.

TEACHER TIPS

The following steps show a lesson in which students identify the sound /ch/ at the end of words and match the sound to the letters **t-c-h**. You may want to include words that begin with a single consonant and end with **atch**, **etch**, **itch**, **otch**, or **utch** for students to decode. When isolating the sound /ch/, take care not to add /uh/ after it.

PREPARATION/MATERIALS

- A copy of the **tch** Keyword Image Card and 9 pictures at the end of the lesson (for display)
- Cards or sticky notes with the trigraph **tch** printed on them (for students)
- Sticky notes

Warm-up

Use a phonemic awareness activity to review how to isolate the final sound /ch/ after a short vowel.

say Listen for the sound that is the same in these words: **latch**, **pitch**, **splotch**, **fetch**, **clutch**. Is the same sound at the beginning or at the end of the words? (at the end) The sound is /ch/. Let's say the word **match** and repeat the last sound: **match**, /ch/ /ch/ /ch/.

Tell students to listen as you say a phrase with three words. Have them repeat the one word that ends with /ch/ and then say the final sound—/ch/.

Say each phrase with a slight pause between words:

light the match

a tickling itch

stretch your arms

eggs that hatch




use a crutch

Direct Instruction


Display the Keyword Image Card of the catcher with the **tch** on it.

say Today we're going to learn about the consonant trigraph **tch**. A trigraph is three letters that team together to make one sound.


Point to the catcher.

-  The word **catch** ends with the sound /ch/. These are the letters **t-c-h**. You know that **c** and **h** team up to make the sound /ch/. After a short vowel, these three letters team up to make the sound /ch/: **t, c,** and **h**. Together, they make just one sound: /ch/. What is the sound for **t-c-h** together? (/ch/)
-  When I hear /ch/ after a short vowel sound in a word, I know that the last three letters in the word are usually **t-c-h**. **Hatch, itch, fetch, Dutch...** these words end with /ch/. The last three letters in these words are the team **t-c-h**.
-  What are the three letters at the end of **catch**? (t-c-h) What sound do you say when you see **t-c-h** together? (/ch/)

Guided Practice

-  *say* Now we're going to work together to practice using the consonant trigraph **t-c-h** to spell the sound /ch/ at the end of words with short vowels.

Give each student a sticky note or card with **tch** on it.

-  What three consonant letters are on your card? (t-c-h) The letters **t-c-h** make the consonant trigraph /ch/. What is the sound for **t-c-h**? (/ch/) Listen as I say a word. If you hear /ch/ at the end of a word, it will be spelled with the trigraph **t-c-h**. When you hear /ch/ hold up your card and say **t-c-h**. If you don't hear /ch/ at the end of a word, stay as still as a statue.

Suggested words: **catch, slush, ditch, moth, batch, chick, hutch**

Provide feedback for any errors by stressing the last sound of the word. Then isolate the sound /ch/ so that students can tell if the word ends with that sound.

Independent Application

Display the pictures at the end of the lesson one at a time. Point to each picture and have students say the picture names with you: **watch, dish, dance, witch, itch, bridge, fish, match, ditch**


-  *say* Does this word end with /ch/?

If the picture name ends with /ch/, have students say the name and repeat the final sound /ch/. Remind the students that the ending sound /ch/ is spelled with the letters **t-c-h**, not **c-h** alone.

Have students write the trigraph **tch** on sticky notes. Display the pictures in a mixed-up order. Have students attach the sticky notes to the pictures that end with /ch/.

Wrap-up

Check students' understanding.

-  *say* Which word ends with **t-c-h**—**crutch** or **crush**? (crutch) What sound do you say when you see the letters **t-c-h**? (/ch/)

Use students' responses to guide your choice of activities in the Adaptations section on the following page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Provide letter tiles for **t**, **c**, and **h**, and have students put them together to make the team **t-c-h**. Say a pair of words that begin the same sound, one of which ends with **tch**. Have students repeat the word that ends with /ch/ and say **t-c-h** while tapping the letter tiles.

Suggested word pairs: **math/match; fell/fetch; switch/swim; batch/badge; ditch/dish; crush/crutch**

FOR STUDENTS READY TO MOVE ON

Option 1: Expand the lesson to decoding words that begin with **tch**. Display the word **catch**. Point to the letters **t-c-h**.

say When I see a word that ends with t-c-h,
I say just one sound, /ch/.

Run one finger under the word and say *ca/ch/*, and then the whole word, *catch*. Then have students sound-blend the word with you.

Repeat the procedure with the words **fetch** and **hitch**.

Option 2: Expand on the lesson by having students decode and sort 12-15 words that end with /ch/. Here are two sorting activities.

- Provide word cards with short-vowel words ending with **tch**. Have students sort by vowel sound and then read each list of rhyming words. Suggested words: **batch, catch, hatch, latch, match, patch, snatch, thatch, scratch, etch, fetch, sketch, stretch, itch, ditch, hitch, pitch, witch, snitch, stitch, switch, twitch, botch, splotch, Dutch, hutch, clutch, crutch**

- Show students the words **such, much, rich, which**. Point out that in these four words, a final /ch/ after a short vowel is spelled only with **c-h**. Have students read the words aloud. Then provide word cards for students to sort in three groups: words ending in **ch, tch**, and **nch**. Suggested **-nch** words: **ranch, branch, bench, clench, drench, French, trench, inch, finch, pinch, clinch, flinch, bunch, hunch, lunch, munch, punch, brunch, crunch, scrunch**

Review the word cards in each group by reading them aloud and discussing meaning.

Option 3: Play a game in which you take turns choosing the letter teams that follow a short vowel and complete a real word.

Display the letter teams **tch, th, ng**, along with these beginning letters:

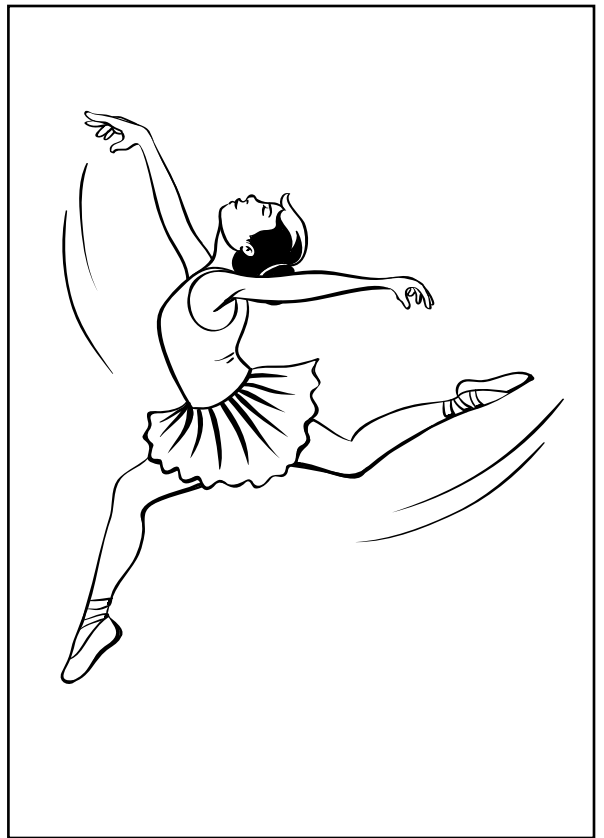
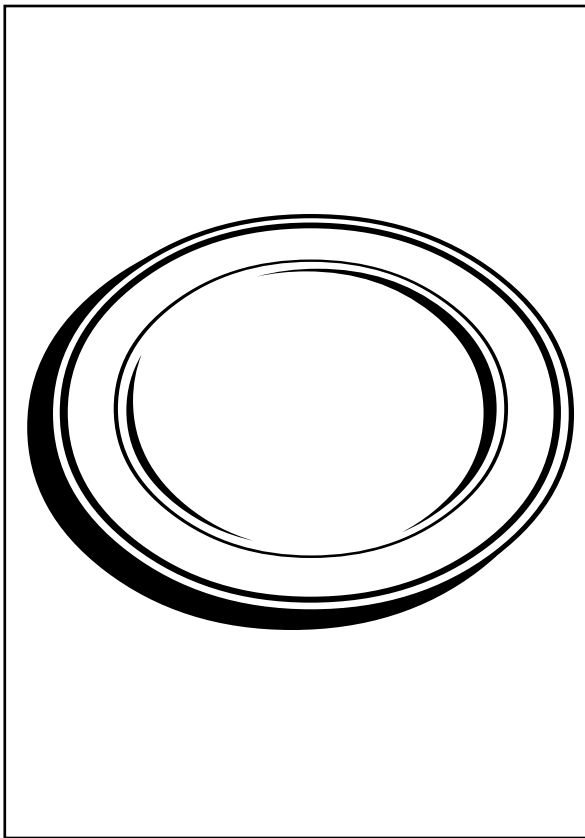
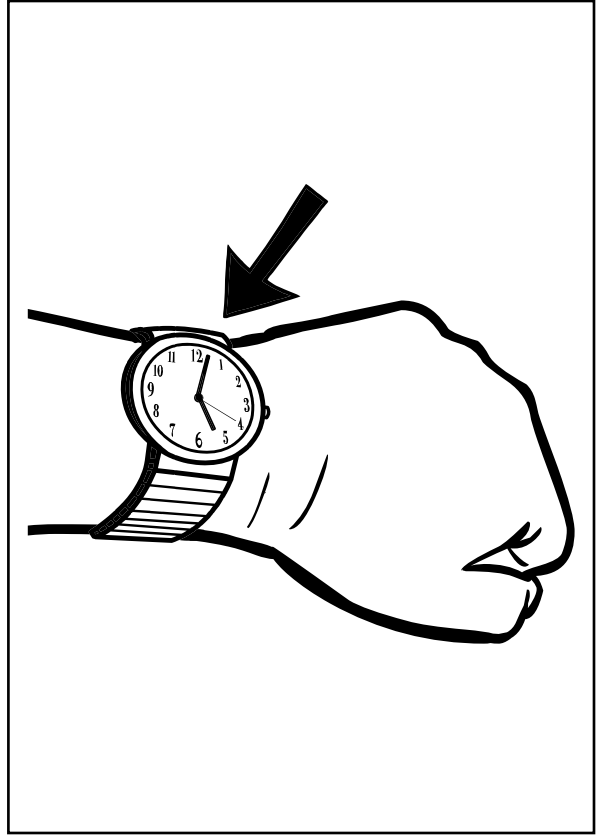
fe (tch)	ske (tch)
swi (tch, ng)	hu (tch, ng)
ma (tch, th)	pa (tch, th, ng)

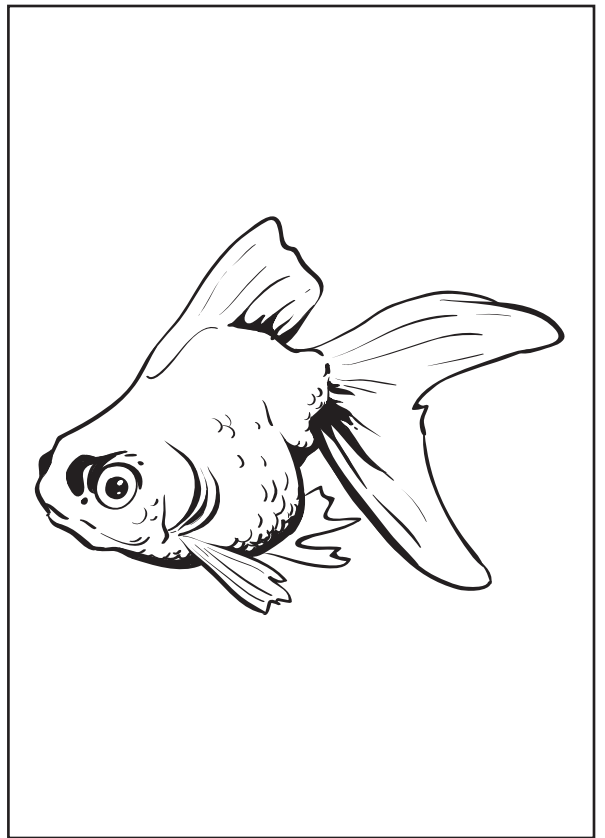
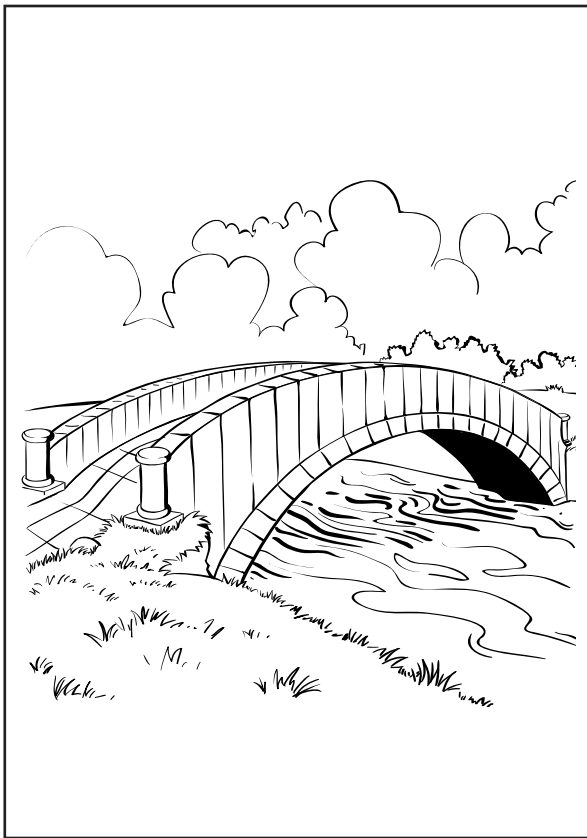
Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

For further practice with these skills, provide students with **Lexia Skill Builders®**.



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