

## Tap it Map It Graph it Zap it 'ch' and 'tch'

### Objectives:

The students will be able to:

- Identify the sound for the trigraph 'tch'.
- Explain when the /ch/ sound is spelled with the trigraph 'tch' and when the /ch/ sound is spelled with the digraph 'ch'.
- Read a list of words with the /ch/ sound and identify the spelling pattern/rule for /ch/ in each word.

**Warm up** - Teacher says a name of a vowel and the students respond by showing the short vowel motion and sound for each.

Tell students that in today's lesson it will be important to listen for one of our five short vowel sounds as short vowels are an important part of our spelling rule of the day.

### State the Purpose/Rule –

Proceed to explain the new spelling rule of the day: Show students the grapheme tile with 'tch' and 'ch' on each tile.

Tell students we know one way to spell the /ch/ sound in a word ('ch'). Present that grapheme tile. Proceed to have students listen to you say words: **chip, chop, cherry, children, chime**. Explain that all of these words and in *every* word with /ch/ at the beginning, the /ch/ sound is spelled with the digraph 'ch'. Check for understanding –

Ask students how do we spell the /ch/ sound at the beginning of a word?

Explain that today we will be learning when to use the tri-graph (3 letters working together to make an individual consonant sound) 'tch' for the same /ch/ sound. We use 'tch' at **the end of a syllable** when the /ch/ sound is IMMEDIATELY following a SHORT VOWEL SOUND. Check for student understanding. Ask students when /ch/ is at the **end** of a word and it follows a short vowel sound, how do we spell it?

Have students repeat words **patch, etch, sketch, scotch, latch**. Tell students that these words have the /ch/ sound spelled with 'tch' and by the closure of the day's lesson you will be able to tell me why!

### **I DO (Modeling)-**

Begin to model tap it map it graph it zap it with words with ch/tch using elkonin boxes and grapheme tiles for the 2 target graphemes (ch and tch). Also, have the 'ch' grapheme tile placed near the beginning of the elkonin boxes (since it will be used to spell /ch/ at the beginning of all words) and have the 'tch' grapheme tile placed near the end of the elkonin boxes since it will only be used at the end of words.

Say the word 'chip'. Segment the word with the students. Map the sounds with the phoneme chips into the elkonin boxes. Touch and say the sounds. Model for

students to find the /ch/ sound because when this sound is in a word helps us to know how it is spelled. (ch vs. tch)

In 'chip', since I know the /ch/ sound is at the beginning, I know it will be spelled with 'ch'. Graph it – pull down the 'ch' grapheme tile, the 'i' and the 'p', touch and say, restate the rule of why we use 'ch' (it's at the beginning of a word/syllable). Lastly, Zap it! (Using magnetic BINGO wands or magnets, clean up the sound chips.) Students should then put their grapheme tiles back, spelling the word out loud.

Explain that we will follow the same routine with the remaining words.  
(Repeat an I DO if seen to be necessary)

**WE DO** – Pass out materials for all students to be able to do the steps/routine WITH YOU.

Use the words chop, chin, stitch, bunch, beach, latch, patch, and peach, teach. For each, have student restate the rule on why the /ch/ sound is spelled tch or ch.

## **YOU DO**

Students are given words of their own to spell and to restate the rule of why it is spelled ch/tch. Give students words: chat, sketch, pitch, chill(teachable moment in this word with the Floss rule☺ )

**Connected Text –**

Pass out the attached list of words. Build vocabulary for each word. Have students read list, notice how /ch/ is spelled in each, and explain *why* each is spelled that way.

**Extension** – Without grapheme tiles, have students spell given words with the /ch/ patterns. Students should be able to use the accurate spelling for the /ch/ sound in each word.

**Evaluation** –

Students will be evaluated on their accurate explanations of the /ch/ rule. They will also be evaluated during the YOU DO part of the lesson when they are spelling words on their own.

chat  
sketch  
pitch  
chill  
beach  
teach  
patch  
stitch  
chin  
chop  
bunch

chat  
sketch  
pitch  
chill  
beach  
teach  
patch  
stitch  
chin  
chop  
bunch