

Consonant Trigraphs *dge*, *tch*

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Language Objectives

- Decode words with final consonant trigraphs *dge* and *tch*.
- Spell words with final consonant trigraphs *dge* and *tch*.

Building Literacy

In order to become proficient readers, children must learn to decode words quickly. Phonics instruction provides exposure to and practice with common letter teams known as trigraphs. A trigraph is three letters that represent one sound. In this lesson:

- Children learn that sometimes three letters together, such as *dge* and *tch*, represent a single sound.
- Children learn the spelling-sound correspondences for trigraphs *dge* /j/ and *tch* /ch/.

Focus on Language

These English words are used in this lesson. Consider using gestures, displaying pictures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

bridge	pledge
match	patch
stitch	catch
badge	batch
stopwatch	fudge
hatch	fetch
edge	watch
hopscotch	fridge
judge	snatch
stretch	smudge
hedge	



ENGLISH LANGUAGE LEARNERS

The sound of the spelling *ch* is the same in English and Spanish, but Spanish speakers will need to learn when to use the variant spelling *tch*. Speakers of Hmong, Khmer, Korean, or Vietnamese may confuse /ch/ with /sh/ or initial *j*.

French, Hmong, and Spanish do not have the /j/ sound heard in words like *edge* and *fudge*. Provide additional practice saying and writing words with *dge*.

Many students may have difficulty distinguishing the final sounds /j/ and /ch/. Help children practice distinguishing the sounds in word pairs such as *edge/etch*, *badge/batch*, and *lodge/notch*.

➞ show me

Have children look at their Targeted Lessons Student Book, p. 70. Have them name the letters that they see at the top of the page. Remind children that the letter *e* can be silent. *Today you will learn about some special groups of letters.*

Sometimes three letters together are said as one sound. The letters *dge* together in a word stand for the sound /j/. The picture under *dge* is a bridge. What is the last sound in *bridge*? (/j/) The letters *dge* spell the sound /j/. The letter *e* is silent. Have children write the letters *dge* on the lines.

Continue the activity with *tch/ch*, having children identify the sound /ch/ spelled *-tch* at the end of *match* and writing the letters *tch* on the lines.

SPELLING PATTERNS



tch/ch/ The sound /ch/ can be spelled *ch* or *tch*.
dge/j/ The sound /j/ can be spelled *g, j*, or *dge*.

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dge, tch

➞ show me

Name the picture. Write the letters that spell the last sound in each word.

dge	tch
	
bri <u>d</u> <u>g</u> <u>e</u>	ma <u>t</u> <u>c</u> <u>h</u>

guide me

Have children look at the bottom part of p. 70 in their Targeted Lessons Student Book. Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the letters that spell the last sound in each word.)

The first picture shows a girl using a needle to stitch. Let's say the sounds in *stitch*. I'll go first and then you can say the sounds after me: /s/ /t/ /i/ /ch/, *stitch*. Have children repeat the segmented sounds and blend the sounds to say the word. The last letters are missing. What is the last sound in *stitch*? (/ch/) What letters spell the sound /ch/? (*tch*) Write the letters *tch* to complete the word *stitch*. Continue the activity, guiding children to write the letters for the missing final sounds in *badge* and *stopwatch*.

work time

Have children look at their Targeted Lessons Student Book, p. 71. Have children name the pictures: *hatch*, *edge*, *hopscotch*, *judge*, *stretch*, *hedge*, *pledge*, *patch*, *catch*. Read the directions together. Remind children to say the sounds in each word to determine the missing sound. Have children complete each of the first eight items by writing *dge* or *tch* to spell the missing sound. For the last item, have children write the letters to spell the whole word.

guide me

Name each picture. Fill in the blanks with *dge* or *tch*.



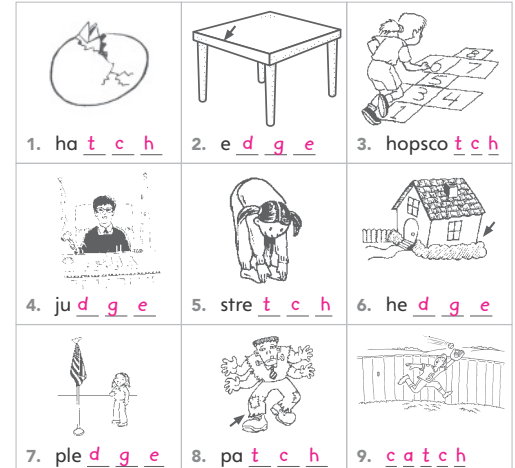
70 PHONICS AND SPELLING

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work time

Name each picture. Write the letters that spell the missing sound in each word. For the last one, spell the word.



PHONICS AND SPELLING 71

➤ guide me

High-Frequency Words Have children look at their Targeted Lessons Student Book, p. 72. Tell children that there are some common words that they can't sound out. They have to remember what the words look like. Have them look at the first word on the page, *done*. This word is *done*. We use this word sometimes when we cook something, like soup. What does it mean when we say that the soup is *done*? The next word is *laughs*. In this word, the letters *gh* stand for the sound /f/. Who can show us what *laughs* means? Tell children that they will read the words *done* and *laughs* as they read the story *A Batch of Fudge*.

➤ work time

Decodable Text Have children look at the story *A Batch of Fudge*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children read the words with the sound /j/ (*fudge, fridge, smudge*) and circle the letters that spell that sound. Have children read the words with the sound /ch/ (*batch, fetch, watch, snatch*) and circle the letters that spell that sound.

➤ check for understanding

Write the letter *p*. What is the sound for this letter? (/p/) Write the letter *i*. What is the sound for this letter? (/i/) Write the letters *tch*. What is the sound for these letters? (/ch/) This is how I blend the word: /p/ /i/ /ch/, *pitch*. Blend the sounds with me: /p/ /i/ /ch/, *pitch*. Blend the sounds without me and say the word: *pitch*. Repeat with the word *badge*. Make sure children identify the correct sounds for *tch* and *dge*.

Let's spell words with the sounds and letters we learned. The first word we will spell is *pledge*. What sounds do you hear in *pledge*? (/p/ /l/ /e/ /j/) What is the letter for the sound /p/? (*p*) Write the letter *p*. What is the letter for the sound /l/? (*l*) Write the letter *l*. What is the letter for the sound /e/? (*e*) Write the letter *e*. What are the letters that spell the sound /j/? (*dge*) Write the letters *dge*. Let's read the word: /p/ /l/ /e/ /j/, *pledge*. Continue with *patch, badge, and stretch*.

➤ reflect

Have children think about what they have learned. What new words can you read and spell? How does being able to read and spell these words help you?

➤ guide me

done

laughs

➤ work time

Read the story.

A Batch of Fudge

Dad says, "Let's make a batch of fudge."

I fetch a bowl for dad.

Then I watch him work.

When the fudge is done, we will put it in the fridge.

But first we snatch a bite. Yum!

Oh, no! I drop some fudge.

Dad laughs.

He says, "We can clean this smudge of fudge."

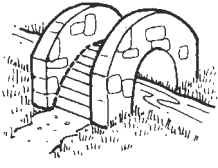



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➤ show me

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dge	tch
	
bri _ _ _	ma _ _ _

➤ guide me

Name each picture. Fill in the blanks with *dge* or *tch*.

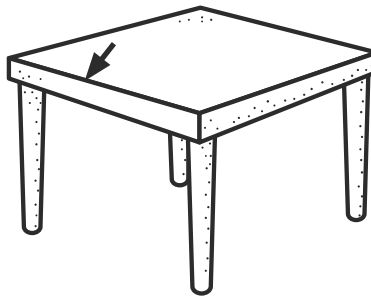
		
sti _ _ _	ba _ _ _	stopwa _ _ _

work time

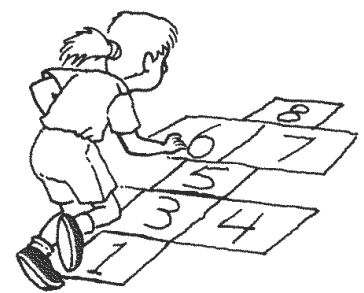
Name each picture. Write the letters that spell the missing sound in each word. For the last one, spell the word.



1. ha _ _ _



2. e _ _ _



3. hopsco _ _ _



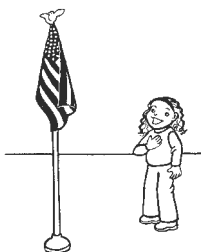
4. ju _ _ _



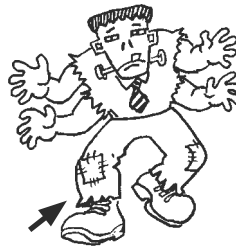
5. stre _ _ _



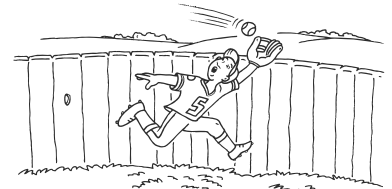
6. he _ _ _



7. ple _ _ _



8. pa _ _ _



9. _ _ _

➤ guide me

.....

done

laughs

➤ work time

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