

Book Title	Socks That Match?
Materials	White board, markers
Phonics Patterns	Digraphs and Trigraph -tch

Before Reading

*We have been building and reading words with digraphs and the trigraph -tch. Who can remind me what a digraph is? (two letters that stand for one sound). Yes! **Di** means two, so we have two letters, but only one sound.*

- *Can anyone think of a digraph? (Have students share)*
- *What about a **trigraph**? (3 letters that stand for one sound). Yes, **tri** means three, so we have three letters, but only one sound.*
- *We can spell the sound /ch/ more than one way. Let's learn how to know which spelling to use!*

I DO: *When the vowel is long and the next sound is /ch/, we use the spelling ch. Watch me spell the word peach. I will segment/chop the word into the sounds I hear, peach, /p - ē - ch/, 3 sounds.*

- *Say the sounds again and draw a line for each sound, then match the sound to letters/graphemes).*
- */p/, we use the letter p. /ē/, there is more than one way to spell the sound /ē/, but I remember to use ea, because we can eat a peach, so I use the same spelling.*
- */ch/ There is more than one way to spell this sound too! I remember, if the vowel is long, we use the spelling ch. If the vowel is short, we would use the spelling -tch.*
- *I hear a long vowel sound, so I will use the spelling ch.*
- *I will touch and say each sound to make sure I spelled the word correctly. /p - ea - ch/, peach.*

WE DO: *Let's try one together. We will spell the word fetch.*

- *Let's chop or segment the word first. /f - ě - tch/. How many sounds? (3 sounds).*

- *Let's say the sounds again and draw a line as we say the sounds.*
- */f/ was the first sound, we write the letter f.*
- *ě, we write the letter e.*
- *ch is the next sound. We need to figure out which spelling to use...is the vowel short or long? (short).*
- *We use the spelling -tch, 3 letters but only one sound.*
- *Let's touch and say each sound to read the word and make sure we spelled it correctly. /f - ě - tch/, fetch*

YOU DO: *It is your turn to try it. I will say a word, you will segment the word into the sounds you hear, then spell the word. Remember, ch will come after a long vowel sound, -tch after a short vowel sound.*

- *Guide students to spell the words: reach, match*

Teacher observes and provides feedback as students spell the words reach and match.

Vocabulary/Story Words: Define, Example, Connection

In this story, Beth and her dad walk by a sock shop. The word shop can have different meanings.

- *Shop can be a verb, it is something that you do. We shop for groceries.*
- *Shop can also be a noun, which is a person, place or thing. A shop can be a place. I can go to the shop or store.*
- *What are some things you shop for? (turn and talk)*
- *What are some types of shops you go to? (turn and talk)*

Preview the Story: Brief overview, predictions/wonderings

In this story, the character, Beth, likes to wear socks that do not match. She and her dad pass a sock shop on her way to school. The shop has all different types of socks. Some are thick and some are thin.

- *Do you know what thick is? (Draw a thick line on the whiteboard.)*
- *Thin is the opposite. (Draw a thin line on the whiteboard.)*
- *When would you wear thick socks? What about thin socks? What other types of socks do you think Beth will find at the sock shop? (turn and tell a partner)*

During Reading

Choose a way for children to read the story. Listen in as students read and write down your observations below:

- ☐ Choral read ☐ Echo read ☐ Partner read ☒ Independent read



More Support

Less Support

Add notes here...

After Reading

Choose 1-2 activities

- ☐ Dictation
 - ☐ Words
 - ☒ Sentence: Beth picks socks that do not match.
- ☐ Comprehension Check: Use the *Thinking about your reading* questions to check for understanding. Teacher can call on individual students or have them respond in pairs.
- ☐ Written Summary
- ☐ Other

Add notes here...