

Book Title	What is a Dock?
Materials	Digraph and -tch letter cards
Phonics Patterns	Digraphs and -tch

Before Reading

Phonemic Awareness:

- Substituting: Initial and Final Phonemes

Words

1. kick, change /k/ to /p/, pick
2. wish, change /w/ to /f/, fish
3. then, change /th/ to /wh/, when
4. back, change /k/ to /t/, bat
5. fish change /sh/ to /n/, fin
6. dock, change /k/ to /t/, dot.

Pre-Reading activities

We have been reading and writing words that have digraphs, trigraphs and even glued sounds! It is important to remember the difference between these different sounds to help us read and spell accurately.

- Remember, glued sounds have more than one sound, they are just hard to separate.
- Digraphs are only one sound - but we need two letters. Two letters, but only one sound!
- What about a TRlgraph? (3 letters, only one sound)
- Yes, di- means two and tri means three. We can use two or three letters to represent just one sound. Let's review our digraphs. (Show digraph letter cards and student respond: "Letters are ____, Sound is/Sounds are ____: Ex: letters are th sounds are /th/ or /th/* sharing both unvoiced and voiced sounds.
- Show -tch card and remind children that the -tch trigraph only comes at the end of words.

We will practice spelling words with digraphs and the trigraph -tch.

IDO: *I will spell the word dock. Remember, when we spell, we segment the word into all of the sounds we hear first.*

- dock, /d - ɔ - k/, I hear 3 sounds. Watch me draw a line for each sound. Draw a line on a whiteboard and say each sound.

- Touch the first line. /d/ is the first sound, I will write the letter d.
- Touch the second line. /ŏ/ is the middle/vowel sound. I hear the short sound, I will write the letter o.
- Touch the third line. /k/ is the last sound. This can be tricky! There are many ways to spell the sound /k/. Let's think about what we know...when the /k/ sound follows a short vowel in a one syllable word, we use the spelling ck. Two letters, but only one sound.
- We are spelling the /k/ sound in dock with the digraph ck.
- I will touch and say the sounds to read the word and make sure I spelled it correctly. /d - ŏ - k/, dock.
- We spelled the word dock. A dock is where boats or ships go when they come to shore. We will read about docks today.

WE DO: Let's try one together. Let's spell the word fetch. We might tell a dog to go fetch a bone.

- Let's segment the word together. fetch, /f - ě - ch/. How many sounds? (3)
- Let's draw a line as we say each sound again. (Teacher and students draw a line as they say each sound.)
- Put your finger on the first line. What sound was first? /f/, What letter stands for that sound? f. Write the letter f on your first line.
- Touch the next line, what sound? /ě/. Yes, /ě/. Is that the short or long vowel sound? (short), what letter? e. Write the letter e on your second line.
- What is the last sound? /ch/. Let's stop and think. I know there is more than one way to represent the /ch/ sound. What are some ways we can spell this sound? (ch, tch)
- Let's think about what we know. The /ch/ sound is at the end of the word.
- Was our vowel short or long? (short).
- When the sound /ch/ comes at the end of a word and right after a short vowel sound, what spelling do we usually use? (-tch).
- -tch spelling will only come at the end of the word. This is a trigraph, 3 letters but only one sound.
- Write the trigraph tch on your last line. Touch and say the sounds to read the word.
- What word did we just spell? (fetch).
- Fetch means to go get something and bring it back. For example, a lot of dogs like to play fetch with bones or toys. People can fetch things too.
- Can you think of anything you would like someone to go fetch for you? (snack, pencils, books, etc.)

YOU DO: Now it is your turn. I will say a word, you will segment the word into the sounds that you hear, then spell the words. Remember to think about what you know when spelling words with digraphs or the trigraph -tch.

Words to spell: *much, switch, week, hatch, shack*
Observe and provide feedback as needed.

Vocabulary/Story Words: Define, Example, Connection

Our book is titled "What is a Dock?" Remember, a dock is where boats go to come to shore. We are going to learn about different things that happen at a dock.

- *Write or show the word boat. There will be some words that we have not learned the patterns for yet. This word is boat. It has the long vowel sound and is using a vowel team - oa to represent the long o sound.*
- *Watch me touch and say each sound. /b - oa - t/, boat*
- *There are many different types of boats that travel on water. One type of boat is a sailboat. (Write or show the word sail.)*
- *To sail means to use the wind to make you go. The word sail also has a long vowel sound and a vowel team. The letters ai stand for the long a sound. Watch me read this word. /s - ai - l/, sail.*
- *Let's read these words together. (Show the words boat and sail and guide students to touch each sound and read the words.)*

Preview the Story: Brief overview, predictions/wonderings

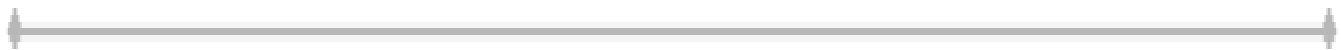
In our book "What is a dock?" We will learn about the many things that happen at a dock. A dock is where boats come to shore.

- *What types of things do you think you can find near a dock?*
- *What else might we find other than boats? (Have partners share ideas, and if needed students can preview the book to build background and get ideas.)*

During Reading

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

Echo read Choral read Partner read Independent read



More support

Less Support

Add notes here...

After Reading

Choose 1-2 activities

- Dictation
 - Words
 - Sentences
- 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: Have students share an interesting fact or new learning.

Add notes here...