

# Instructional Routine: Teaching Spelling Patterns

## Directions

This routine provides a general framework for helping students understand that they need to think flexibly when spelling words that contain phonemes that can be spelled with different graphemes. Analyzing the position of phonemes and the spelling patterns in words is one way to assist students in making informed choices when spelling. What did you notice about the instructional routine?

At this point in the phonics scope and sequence, students would have already been taught the phoneme-grapheme correspondences for *ch* /ch/ and *tch* /ch/ and that *tch* is only found in the final position in a word.

## Teaching Practice Script

**Teacher:** Today, we are going to learn a new spelling pattern. I’m going to say some words and I want you to repeat them. Say *batch*… (The teacher says the words: *batch, ranch, notch, coach, pinch, itch, beach, mulch, fetch, hutch*.)

**Students:** *batch…* (Students repeat each word after the teacher..)

**Teacher:** What is the last sound in all of these words?

**Students:** /ch/

**Teacher:** Yes, that’s right. How many syllables are in all of these words?

**Students:** One

**Teacher:** Good, they are all one syllable words that end with /ch/. When we are reading, what spellings do we know that represent the /ch/ sound?

**Students:** *ch* and *tch*

**Teacher:** Very good, that’s correct! The consonant digraph *ch* and trigraph *tch* are both read /ch/. Now we’re going to learn which one to use when we’re spelling the final /ch/ in a one syllable word. (The teacher shows the words in print: *batch, ranch, notch, coach, pinch, itch, beach, mulch, fetch, hutch*) Let’s sort these words into two groups based on the way /ch/ is spelled at the end of the word. (The teacher can sort the words with student guidance or the students can sort the words individually or in small groups.) Now, let’s look at the *tch* group and say the words again: *batch, notch, itch, fetch, hutch* and listen for the sound that comes right before the *tch* in each word.

**Students:** *batch, notch, itch, fetch, hutch*

**Teacher:** What type of sound comes right before the *tch* in these words?

**Students:** A vowel sound

**Teacher:** That’s right, is the vowel sound long or short?

**Students:** Short

**Teacher:** Ok, now let’s look at the *ch* group and say the words again: *ranch, coach, pinch, beach, mulch*. What type of sound comes right before the *ch* in these words?

**Students:** Some have a consonant and some have a long vowel

**Teacher:** Great work! So let’s put all of this information together to help us choose which spelling to use when a word ends in /ch/. (The teacher can prompt students to identify the pattern for when a word has 1) final /ch/ sound, 2) one syllable, and 3) a short vowel sound directly preceding the /ch/ sound.)

## Additional Practice

When we hear a /ch/ at the end of a one syllable word, if a short vowel sound is right before the /ch/, choose *tch*. Any other time, choose *ch*.

Teachers should provide students with opportunities for guided and independent practice to reinforce the new learning. This could be a spelling dictation activity with words or sentences containing the newly learned spelling pattern or a coding activity to reinforce the spelling pattern by identifying the phoneme-grapheme correspondence that comes before the final /ch/ (e.g., students are given a list of words with *ch* and *tch* spellings in which they underline the /ch/ spelling and mark the short vowels with a breve or circle the consonants or long vowel correspondences.

*Notes:* There are a limited number of words that do not follow the spelling pattern for final /ch/ demonstrated in this instructional routine. These words should be explicitly taught as unexpected or irregular words using a phoneme-grapheme mapping routine: *rich, which, such, much*.