

Lesson Plan Title	Complex Consonant Clusters <i>ch</i> and <i>tch</i> , <i>dge</i> , <i>ge</i> (Word Sorts, p. 77, <i>Beyond the Blueprint</i>)
Lesson Plan Created by	Patty Foley, CSDE Educational Consultant for Early Literacy K-8 & and CMT
Grades	5-7
Subject	English language arts
Standard(s)	Standard 1 – Reading and Responding (phonics) Standard 3 – Communicating with Others Standard 4 – Using Conventions of English Language
Time	15-minute mini-lesson 10-minute guided practice 10-minute small group activity Five-minute sharing Repeat the same rule with different words over a week
Indicators/Objective(s)	Find a pattern that determines the rule for when words end in <i>ch</i> or <i>tch</i>
Required Materials for Lesson / Technology	Index cards with words Chart paper Transparencies and marker
Initiation (prior knowledge; connections; vocabulary)	Review procedures for doing word sorts and practice as a whole class by reviewing a simple beginning complex consonant clusters already studied, which includes triple <i>r</i> blends (e.g., <i>spr</i> , <i>str</i> , <i>scr</i> and consonant digraphs – plus <i>r</i> (e.g., <i>thr</i> , <i>shr</i>).
Learning Procedures	Teacher reviews the procedure for a word sort and introduces a new group of words ending in <i>dge</i> or <i>ge</i> Model the sort: Write each word on a transparency; then, cut out the words, and then, sort the words on the overhead projector. The teacher will make two columns as s/he figures out the rule. Put these words on the chart paper with the rule written above. Discuss the rule with the students; then, ask students to find other words in books that will confirm the rule generated or that is an exception to the rule. Add the words under the rule on the chart paper if they fit or the exception if they do not. The rule: In most single syllable short vowel words that end with a /j/ sound, the final phoneme is spelled <i>dge</i> (lodge, bridge, badge, fudge) Long vowels, ambiguous vowels, and the <i>r</i> , <i>n</i> , <i>l</i> indicate the <i>ge</i> spelling (cage, lounge, large, binge, bulge)
Grouping	Whole group mini-lesson/small group/whole group guided practice and small group independent practice (differentiated by need)
Guided Practice	Work in small groups to sort words (use the same words for all) in categories and find a pattern that occurs. Give each small group the same index cards and have

	<p>them sort the words coming up with generalizations for a rule. Discuss the possible rules together and write them on chart paper. The teacher will write the words under the rule where they fit. Choose a group of words with <i>ch</i> and <i>tch</i> (see included).</p> <p>Rule: If the vowel sound in a <i>th</i> word is long, as in each, it is followed by the letter <i>n</i> as in bench, or makes the sound in cow, just add <i>ch</i>. If the vowel sound is short but not followed by the letter <i>n</i>, add <i>tch</i>. Exceptions to this include rich, which, such, much.</p>
Instructional Strategies	Word Sort - model in whole group; guide in small group and independent practice.
Closure	Each group states the rule after finding a pattern and discusses what lead them to that rule.
Independent Practice	<p>Have students find additional words for both the <i>ch</i> and <i>dge</i> words and add them to the appropriate column based on the rules. Then give students the opportunity to practice sorting the index cards into columns at their desk without looking at the charts and write the rule. Also practice word sorts from previous lessons as appropriate for students. Choose word sorts that would be appropriate for the students' developmental stage and give out index cards with each word and have kids sort and generate a rule. Find other words that fit the category and chart them as above.</p> <p>Share the rule and words with the class – five minutes</p>
Assessment based on Objectives (informal, formal, formative, summative – essential question)	<p>Students should be able to clearly state the rule and then sort new words with the same patterns. (Formative)</p> <p>Call out the groups of words and have students put the word in the correct box that matches it (e.g. call out the word straight and have students place it in the box that is labeled <i>consonant cluster str- have one for digraphs plus r and tch and ch etc.</i>) Give one point for putting the word in the correct box and another for spelling the whole word correctly.</p>
Interventions (for struggling students)	<p>Look at where students are in terms of assessment and give less complex word sorts to them. Tell students the rule and have them change the ending of the root word and put it in the correct column. Choose a more simple pattern with one general rule, i.e., the plural of words ending in “y.”</p> <p>The pattern is: <i>When a word ends in a y that is immediately preceded by a consonant, change the y to i and add es. When it ends in a y that is immediately preceded by a vowel, just add s.</i></p>
Enrichment (for gifted students)	Change the complexity of the word sort. Give students a rule and have them choose words that fit the rule and write them on individual index cards. Use reference books such as <i>Words their Way</i> for additional ideas.
Connections to Other Subjects	Across content areas

Sample Word lists:

Triple R Blends scr	Str	spr
Screen	straight	spring
Scram	strange	spray
Scrape	stretch	spruce
Scratch	strict	
Scrap	string	
Scream	strong	

Consonant Digraphs – plus R

Thr	shr	d
Three	shred	
Throw	shrink	
Throne	shrunk	
Thrown	shriek	
Threw	shrimp	
Through		
Thrifty		
Threat		

DGE, GE

Short vowel sounds	long vowel sounds	vowel plus r, l, n
Edge	age	large
Badge	stage	charge
Ridge	rage	surge
Fudge	cage	bulge

Judge	huge	range
Bridge		change
Hedge		sponge
Dodge		plunge
Hedge		
Pledge		

TCH, CH

TCH	CH		r,n,l	oddball
Catch	reach	couch	porch	which *
Witch *	roach	pouch	torch	rich
Pitch	screech		bench	much
Sketch	coach		branch	
Fetch	beach			
Match				
Switch				

***Homophone**