

Split Dictation with '-tch' and '-ch'

In this activity, the teacher dictates words that end in /ch/ and students spell them with '-tch' or '-ch'.

Materials:

- copies of '-tch'/'-ch' split dictation sheet
- pencil

Directions:

1. Tell students that you are going to dictate words that end in the /ch/ sound. Explain that they will need to decide when to use '-tch' or '-ch' and then write the word in the correct column on their dictation paper.
2. Say the word and have students repeat it.
3. Tap each sound in the word.
4. Talk through the process of determining whether to use '-tch' or '-ch' at the end of the word with your students:
 - What vowel sound do you hear in the word?
 - If the vowel sound is short and the /ch/ sound immediately follows the short vowel, we use '-tch'.
 - If the vowel sound is short and there is a blocker ('l' or 'n') immediately after the vowel sound, we use '-ch'.
 - If the vowel sound is r-controlled or long, we use 'ch'.
5. Students write the word in the correct column.
6. Check together.
7. Read back the words together and correct as needed.
8. You can scaffold and lessen the explanations as students display understanding.

Words to Dictate for Split Dictation: When dictating the words below, switch between columns to vary the selection. You can also choose words from the ['-tch' and '-ch': List of Words, Phrases, and Sentences for Lesson Planning](#).

-tch	-ch
patch	perch
fetch	torch
stitch	mulch
botch	branch
splotch	arch

Name _____ Date: _____

Write the word in the correct column.

-tch	-ch