



Literacy and Intervention

SAMPLE LESSON



**Intensive, Multisensory Reading Intervention
with Proven Results**

Grades Pre-K–8+



Level 2: Reinforcing Lesson 6a: *tch*



REINFORCING**Lesson 6a: tch**

Steps Overview		
Materials	Procedures	Examples
Step 1: Phonogram Cards		
<ul style="list-style-type: none"> • Phonogram Cards 1–45 • Decodable 1 Word Cards 19–20 	<ul style="list-style-type: none"> • Review Phonogram Cards. • Introduce Decodable 1 Word Cards. 	
Step 2: Phonological Awareness		
	<ul style="list-style-type: none"> • Sound Providing: tell what sound you hear in different parts of a word. 	<i>fetch, pitch, trick, match, stitch, blotch</i>
Step 3: Word Building		
<ul style="list-style-type: none"> • Small Letter sets 	<ul style="list-style-type: none"> • Students use letters to build words and sound them out. 	<i>pitch, match, blotch, stitch, trick</i>
Step 4: Decoding and Sentence Reading		
<ul style="list-style-type: none"> • Reader 2, p. 58 • Concept Mastery Fluency Drill 17 	<ul style="list-style-type: none"> • Word decoding and sentence reading • Comprehension questions • <i>tch</i> automaticity 	
Step 5: Prereading		
	<ul style="list-style-type: none"> • Letter/sound analysis (What letters say /ch/?) • Sound Substitution: <i>fetch</i> to <i>sketch</i> • Background, vocabulary, and concepts 	<i>fetch</i>
Step 6: Reading Comprehension		
<ul style="list-style-type: none"> • Reader 2, p. 59 • BLM p. 45, Graphic Organizer 	<ul style="list-style-type: none"> • Guided reading by paragraph, then answer comprehension questions • Rereading for Fluency 	
Step 7: Sound Dictation		
<ul style="list-style-type: none"> • BLM p. 41, Sounds and Words Dictation Paper 	<ul style="list-style-type: none"> • Write known spellings for sounds. 	<i>/ch/, /ă/, /î/, /ch/, /k/, /ô/, /ë/, /sh/, /ü/, /ch/</i>
Step 8: Prereading		
	<ul style="list-style-type: none"> • Say each phoneme. (What is the first sound you hear in <i>watch</i>? What is the second sound...) 	<i>watch</i>
Step 9: Spelling		
<ul style="list-style-type: none"> • BLM p. 41, Sounds and Words Dictation Paper 	<ul style="list-style-type: none"> • Dictate words, students write, then read. 	<i>watch, botch, crack, quick, latch, clutch, miss, hatch, Dutch, splash</i>
Step 10: Sentence Dictation		
<ul style="list-style-type: none"> • BLM p. 42, Sentence Dictation Paper 	<ul style="list-style-type: none"> • Make a dash for every word in the sentence, then write each word on a dash. 	<ol style="list-style-type: none"> 1. <u>Mom will put a patch on the rip.</u> 2. <u>Beth can pitch fast.</u>

Step 1 Phonogram Cards

5



Shuffle and drill **Phonogram Cards 1–45**.

Hold up **Decodable 1 Word Card 19**.

Today we have some new word cards. They are on green cards because you can sound them out. But you also want to learn them so that you can quickly read these words without having to sound out each letter. This is the word *match*. What is this word? (*match*) Do you see the *tch* consonant team in this word? (*yes*) Who can use the word *match* in a sentence?

Repeat the procedure to introduce **Decodable 1 Word Card 20**. After both word cards have been introduced, drill them again.


Step 2 Phonological Awareness

5

SOUND PROVIDING

Say *fetch*. What is the first sound you hear in *fetch*? (*/f/*) What is the vowel sound you hear in *fetch*? (*/ĕ/*) What is the last sound you hear in *fetch*? (*/ch/*)

Repeat the activity with *pitch*, *trick*, *match*, *stitch*, and *blotch*.

Step 3 Word Building

5



Distribute **Small Letter sets**.

Say *pitch*. How many sounds do you hear in *pitch*? (3) What is the first sound you hear in *pitch*? (*/p/*) Bring down Small Letter *p*. What vowel sound do you hear in *pitch*? (*/i/*) Bring down Small Letter *i* and put it next to the *p*. What is the last sound you hear in *pitch*? (*/ch/*) Do you hear the */ch/* sound right after a vowel sound? (*yes*) Is it the last sound in the word? (*yes*) Yes, it is, so put Small Letter *tch* next to the *i*.

Put your finger under the first letter in the word. Sound out the word, pointing to each letter as you say its sound. Remember that the *t*, the *c*, and the *h* combine to make one sound, */ch/*. Now go back to the beginning of the word and glide your finger under the word, saying it fast.

Repeat the activity with *match*, *blotch*, *stitch*, and *trick*.

REINFORCING Lesson 6a

Step

4**Decoding and Sentence Reading**10**DECODING**

Open your **Reader** to page 58. Put your finger under the first word. (*itch*)
 Draw a “smile” under the *tch*. [Name], please tell us the sound *tch* makes. (*/ch/*)
 [Name], please tell us why the */ch/* sound at the end of this word is spelled *tch*.
 (It comes right after a vowel at the end of a one-syllable word.)

Put your finger under the first letter in the word. Point to each letter or
 consonant team and give its sound. Go back to the beginning of the word,
 glide your finger under the word, and say it fast.

**Ask students to use the word in a sentence if you are unsure whether they
 understand it. Continue reading the words, from left to right, using this format.**

**After five minutes, move to the sentences at the bottom of the page. Use **Concept
 Mastery Fluency Drill 17** with students who need more practice reading words
 with *tch*.**

SENTENCE COMPREHENSION

Read the first sentence silently. We will discuss any words you don't know
 when you are finished. Remember to make a picture in your mind when you
 read to make sure you understand the sentence. Look up when you are done.

What did you see in your mind when you read the sentence? (*a ball falling in
 a ditch*) Let's read the sentence aloud together. (1. *The ball fell into the ditch.*)
 What did the ball fall into? (*a ditch*)

Read the next sentence silently. (2. *Mom will stitch the rip in Mitch's pants.*)
 Where is the rip that Mom will stitch? (*It is in Mitch's pants.*) [Name], please
 read this sentence aloud. Now let's all read it together.

Repeat the procedure with the remaining sentences in the Reader:

3. What do not match? (*your socks*)
4. Where was the lock? (*The lock is on the shed.*)
5. What will I pitch? (*a ball*)

Step

5**Prereading**5**PHONEME-GRAPHEME ANALYSIS**

Write *fetch* on the board.

This word is *fetch*. What is this word? (*fetch*)

In the word *fetch*...

- what letter says /f/? (f)
- what letter says /ě/? (e)
- what letters say /ch/? (tch)
- what does the letter *f* say? (/f/)
- what does the letter *e* say? (/ě/)
- what do the letters *tch* say? (/ch/)

Say *fetch*. Say *fetch* again, but instead of /f/, say /sk/. (*sketch*)

INTRODUCING THE STORY

Build Background, Vocabulary, and Concepts

Have you ever tried to teach a pet a trick? (Answers will vary.) What tricks do you like to watch pets do? How would you teach a dog to fetch a stick? How would you feel if the dog didn't want to fetch the stick? (Answers will vary.)

Rick and Mitch are at Rick's house. Rick's dog Tricks is sitting with them. Tricks is a lazy dog! He just likes to sit in the sun and sleep. Let's read the story to find out if Rick can teach Tricks to do some tricks.

Step

6

Reading Comprehension

15



Open your **Reader** to page 59, and read the title. (*Tricks Will Not Fetch*) Next, read the first paragraph silently. Look at me when you finish.

What is Rick's dog's name? (*Tricks*) Does Tricks do tricks? (*no*)

Follow the same procedure, discussing any unknown vocabulary, with the following story sections:

Next paragraph: What does Rick pitch? (*sticks*) What does Tricks do? (*Tricks just sits.*) What stings Tricks? (*a bug*) Does Tricks catch the bug? (*no*)

Next paragraph: Will Tricks fetch? (*no*) Will Tricks get up? (*no*) What does Tricks do? (*Tricks just sits.*)

Next paragraph: What does Mitch think Tricks should be named? (*Lump*) What does a lump do? (*A lump just sits.*) Why do you think Mitch suggests this name for Tricks? (*Tricks just likes to sit.*)

Next paragraph: Will Rick call Tricks "Lump" instead? (*yes*) Why? (*Rick will call his dog Lump because Tricks just sits.*)

Next three paragraphs: What does Tricks do now? (*He sits up.*) What does Mitch tell Rick to pitch? (*a stick*) What does Tricks do? (*Tricks gets up and runs to fetch the stick.*)

Last two paragraphs: Does Mitch think that Tricks wants to be called Lump? (*no*) Why is Rick glad? (*He is glad he can still call his dog Tricks.*)

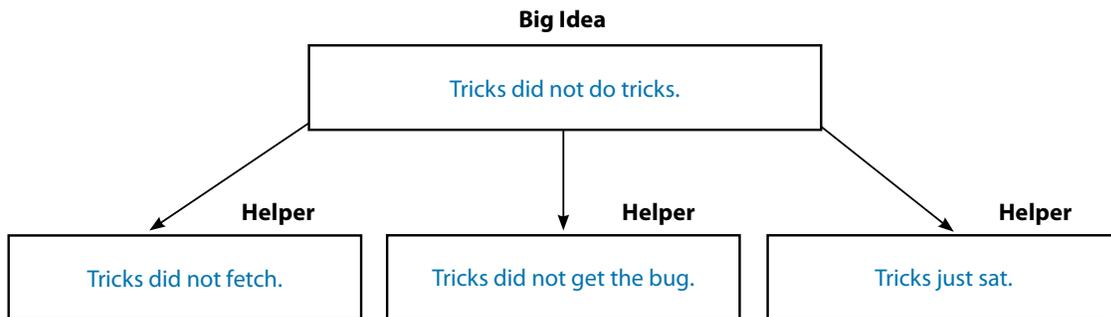
Choose students to read sections of the story aloud to the group.

REINFORCING Lesson 6a

COMPREHENSION ACTIVITY

Main Idea and Details Distribute a **Graphic Organizer** to each student. On the board, draw the diagram as shown. Work with students to fill in their copy to describe Rick's dog, Tricks. (Suggested answers are shown.)

We are going to look for the big and smaller ideas in the first part of *Tricks Will Not Fetch*. Sometimes the big idea can be found in the first paragraph of a story. The smaller ideas tell more about the big idea, and they are found later in the story. The big idea and its helpers will help you understand the story. Let's fill in the diagram together.



REREADING FOR FLUENCY

When time permits and depending on students' needs, have individual students reread the story to you. Monitor them for accuracy as you time them for a words-per-minute calculation. There are 152 words in *Tricks Will Not Fetch*, including the title. For scoring guidelines, see the Introduction to this Teacher's Guide.

Step 7

Sound Dictation

2



Distribute **Sounds and Words Dictation Paper** to each student.

Say /ch/. What two consonant teams make the /ch/ sound? (ch and tch) If a /ch/ sound comes at the end of a syllable right after a vowel, what consonant team makes that sound? (tch) Pick up your pencil and write *ch* and *tch*, naming them as you write.

Look at the letters you just wrote. What are the names of the letters? (ch, tch)
What sound does *tch* make? (/ch/) What sound does *ch* make? (/ch/)

Repeat with the following sounds. If a sound can be represented multiple ways, students should write all known ways to write that sound.

/ă/ (a), /ī/ (i), /ch/ (ch, tch), /k/ (c, k, ck), /ō/ (o), /ë/ (e), /sh/ (sh), /ū/ (u), /ch/ (ch, tch)

Step 8 Prespelling

3

PHONOLOGICAL AWARENESS

Say *watch*. How many sounds do you hear in *watch*? (3) What is the first sound you hear in *watch*? (/w/) What vowel sound do you hear in *watch*? (/ö/) What is the last sound you hear in *watch*? (/ch/)

Step 9 Spelling

5



Have students use **Sounds and Words Dictation Paper** distributed in Step 7.

Say the word *watch*. [Name], spell *watch* aloud, writing the letters on the board as you name them.

Make sure the student writes *tch* instead of *ch* and remembers to write an *a* because of the *wa* rule.

Now everyone, spell *watch*, writing the letters on your palm as you name them. Pick up your pencil and write the word *watch*, naming the letters again as you write them.

Look at the word you just wrote and draw a smile under the *tch*. What is the rule for this consonant team? (Use *tch* if the /ch/ sound comes at the end of a syllable and follows a vowel.) What sound does *tch* make? (/ch/) Go to the beginning of the word and sound out each letter or team. Then glide your finger under the word and say it fast.

Repeat with the following words: *botch*, *crack*, *quick*, *latch*, *clutch*, *miss*, *hatch*, *Dutch*, and *splash*. Discuss any unknown vocabulary. When finished, have students take turns reading the words aloud.

Step 10 Sentence Dictation

5



Distribute **Sentence Dictation Paper** to each student.

Listen carefully as I say a sentence, and watch as I make a dash on the board for each word.

Mom will put a patch on the rip.

Make a dash on the board as you say each word.

Now, watch as I point to each dash and say the sentence again.

Say the sentence again as you point to each dash.

Now you say the sentence as I point to each dash. Let's say the sentence again, and you make a dash on your paper for each word we say.

REINFORCING Lesson 6a

Write the sentence on your paper, one word for each dash. When you are finished writing, go back and check your sentence to make sure it is correct. If you find a mistake, do not erase it. Put brackets around the mistake, and write the correct word above it. Remember the *tch* rule.

You may need to demonstrate bracketing a mistake and making a correction. Help students check and correct the sentence.

Repeat the activity with the following sentence: *Beth can pitch fast.* Have students read both sentences aloud when finished.

Independent Work

- Have students turn to page 47 in **Workbook 2**. Discuss the illustration and the story *Tricks Will Not Fetch*. Then read and discuss the first question with students. Tell them to write their answer on the lines below the question. Encourage students to complete the page independently.
- If students are ready to read a new decodable book independently or in pairs, invite them to read **Set 2B: Decodable Reader** *Catch a Batch of Fish*, and then take turns sharing the book with family members.

Assessment

- You may want to invite students to read **Quick Check Lesson 6a** to you or a peer, or to take it home and read it to a family member.
- You may want to administer **Form B of Decoding Assessment: tch** when considering ending work on *tch* with Lesson 6a. This will help determine if student achievement is adequate and in order to contrast the score with that of **Form A** for reporting purposes.

quick

neck

match

catch

make

take

came

name

Photocopy Decodable 1 Word Cards on Green Card Stock

Decodable 1 Word Cards

P B T D K C G

F V S Z J M N

W H L R X Y Q

p b t d k c g

f v s z j m n

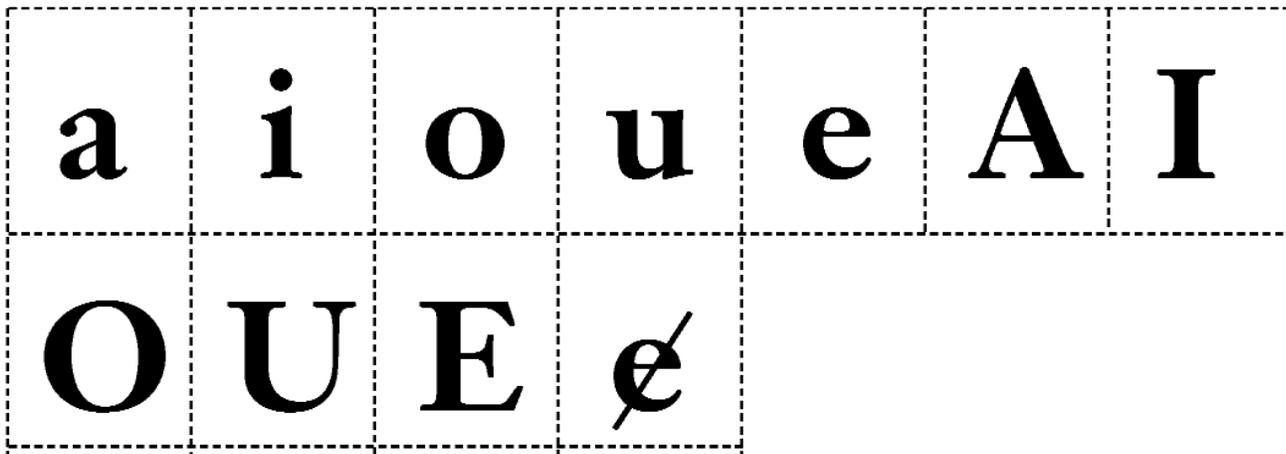
w h l r x y q

sh ch th wh qu ck

tch

Photocopy These Small Letters on White Card Stock

Small Letters



Photocopy These Small Letters on Green Card Stock

Small Letters

itch	batch	ditch	match	Dutch
Jeff	stiff	shock	deck	bang
sled	wet	pit	if	nap
jam	hall	junk	hang	when
thin	them	wish	pink	sank
rich	frog	box	but	Fred
met	fun	top	cup	met
hitch	stitch	ash	truck	Jack
slick	notch	belt	neck	fetch
pitch	catch	sock	sick	patch

The ball fell into the ditch.

Mom will stitch the rip in Mitch's pants.

Your socks do not match.

Did you latch the lock on the shed?

I will pitch a ball that you cannot catch!



catch hitch stitch fetch match hatch Mitch catch
Mitch hatch match fetch stitch hitch catch hatch
hitch stitch fetch match hatch Mitch catch stitch
hatch match Mitch stitch hitch catch match fetch
stitch catch hitch match fetch hatch Mitch hitch
match hitch fetch hatch catch match stitch Mitch
fetch match hitch Mitch match stitch catch hatch
hitch stitch match hatch catch fetch Mitch hitch
catch match Mitch fetch stitch hatch hitch match
catch hitch hatch Mitch match stitch hitch fetch
match Mitch match fetch stitch hitch catch hatch
hatch match match hitch stitch Mitch fetch catch

Tricks Will Not Fetch

Rick had a pet dog, Tricks. Tricks did not do tricks.

Rick did pitch sticks. Tricks just sat. Then a bug did sting Tricks. Tricks did scratch. Tricks did not get up to catch the bug.

“What will I do with Tricks?” said Rick. “Tricks will not fetch. Tricks will not get up to catch a bug. Tricks just sits.”

“Well,” said Rick’s pal Mitch, “I do not think you can call him Tricks. I think you can call him Lump. A lump just sits.”

“That is what I will do,” said Rick. “I will call him Lump.”

Just then, Tricks sat up.

“Quick, pitch a stick!” said Mitch.

Rick did pitch a stick. Tricks got up! Tricks ran to fetch the stick!

“I think Tricks did not want you to call him Lump,” said Mitch.

“I am glad that I can still call him Tricks!” said Rick.

tch, review ck, qu, wa, al, ff, ll, ss, sh, ch, th, wh, ng, nk, short vowels

Tricks Will Not Fetch



Drawing Conclusions



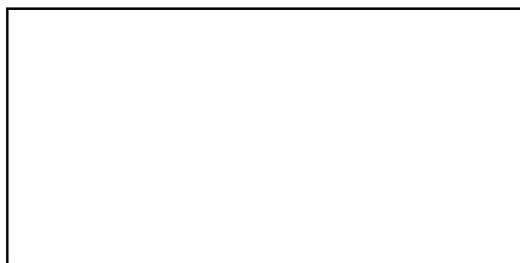
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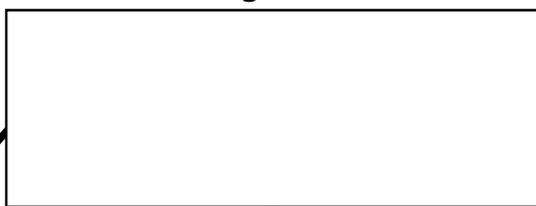


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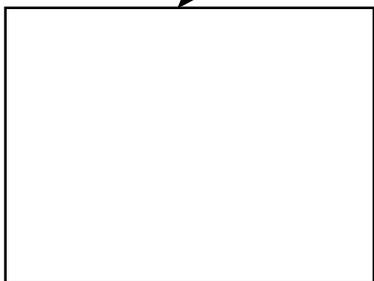


Main Idea and Details

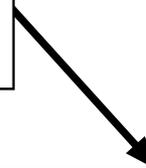
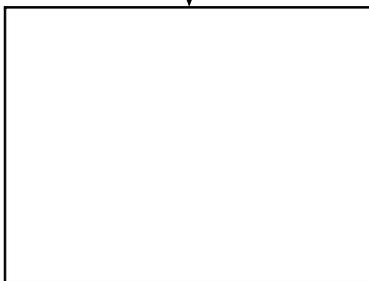
Big Idea



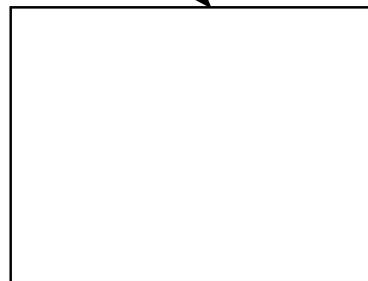
Helper



Helper



Helper



Graphic Organizers

Name: _____

Date: ____ / ____ / ____

Sounds

Words

1 _____

1 _____

2 _____

2 _____

3 _____

3 _____

4 _____

4 _____

5 _____

5 _____

6 _____

6 _____

7 _____

7 _____

8 _____

8 _____

9 _____

9 _____

10 _____

10 _____

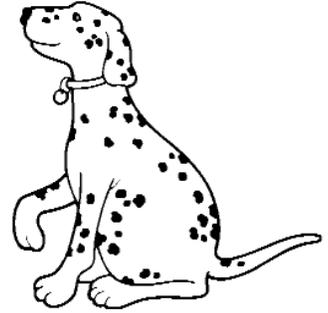
Name: _____

Date: ____ / ____ / ____

Sentences



Tricks Will Not Fetch



1. What was Rick's problem with Tricks?

2. What did Mitch think Rick can call Tricks?

3. What did happen when Rick said, "I will call him Lump"?

4. What did Tricks do when Rick did pitch a stick?

5. Is Rick glad or sad?

Quick Check Lesson 5d

snack luck block smack

_____ **check the lock**
 _____ **in the fish shack**

The black cats smell fish from the dock.
Chuck left the shack and got in his pickup truck.

Quick Check Lesson 5e

speck pick flick sack

_____ **fills the bucket**
 _____ **check the water**

Pick six of the chicks.
Jack had a shock when Jill left to get a snack.

Quick Check Lesson 6

hatch stitch batch itch

_____ **patch the quilt**
 _____ **scratch and sniff**

I had a splotch of ketchup on that.
Pitch the ball to Rich, who will catch it.

Quick Check Lesson 6a

switch pitch match snatch

_____ **stitch the rip** **latch the lock**

Can you catch a ball if it falls in a ditch?
Tricks is a pet dog who can fetch and scratch.