



Level 2
***tch*: Reinforcement Lesson 1**





Reinforcing tch: Lesson 1

Step 1: Phonogram Cards (Materials on page 8)

Review Materials

Phonogram Cards: all single consonants,
a, i, o, u, e, sh, ch, th, wh, ing, ang, ung, ong,
ank, ink, onk, unk, ff, ll, ss, al, wa, qu, ck, tch

New Materials

Decodable 1 Word Cards (Green):
match, catch

Say:

I am going to hold up these Phonogram Cards one at a time. (Shuffle cards.) When I hold up a Phonogram Card, I want you to say the letter or letters and give its sound or sounds. (Proceed with Phonogram Drill. Then hold up Decodable 1 Word Card [Green] match.) Today we have some new word cards. These words are important to practice because you seem them often when you read. They are on green cards because you can sound them out. This is the word match. What is this word? Do you see the tch letter combination in this word? Can you use the word match in a sentence? (Repeat with new Decodable 1 Word Card catch, discussing the phonogram tch and using the word in a sentence. When both Decodable 1 Word Cards have been introduced, drill again.)

Step 2: Phonological Awareness

Sound Providing

Say:

Say fetch. What is the first sound you hear in fetch? What is the vowel sound you hear in fetch? What is the last sound you hear in fetch? (Repeat with pitch, trick, catch, and stitch. Make sure students give you the sound, not the letter name.)

Step 3: Word Building (Materials on pages 9 and 10)

(Distribute Small Letter sets.)

Say:

Say match. How many sounds do you hear in the word match? (Segment sounds using fingers.) We hear three sounds in the word match. What is the first sound you hear in the word match? Right, a /m/ sound. Bring down the letter m. What vowel sound do you hear in the word match? Bring down the letter a, and put it next to the m. (Check to be sure students place it to the right of m.) What is the last sound you hear in the word match? </ch/> Do you hear the /ch/ sound right after a vowel sound? Is it the last sound in the word? Yes, it is, so put the tch Small Letter next to the a.

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. (Hold up Small Letters and model with students.)

Put all the letters back where they belong, and we will build a different word.

(Build the following words with the above procedure. Use Small Letter *ch* when building *lunch* and *bench*, and make sure students know that they should only use *tch* if it comes right after a vowel and is the last sound in the word.)

blotch, lunch, scratch, itch, bench

(Have students put Small Letters back in order. Collect Small Letter sets.)

Step 4: Decoding and Sentence Reading (Materials on pages 11 and 12)

(Distribute Reader 2, highlighter tape, green fine-point washable marker, and acetate sheet.)

Say:

Open your Reader to page 58. Put your finger under the first word. Draw a smile under the tch with your green marker. [Name], please tell us the sound tch makes. [Name], please tell us why the /ch/ sound at the end of this word is spelled tch. <because 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 and give its sound. Go back to the beginning of the word, glide your finger under the word, and say it fast. (Check meaning. Ask students to use the word in a sentence if you are unsure whether they understand it. Proceed with reading the words on the Decoding and Sentence Reading page, left to right, using this format. After five minutes, move to the sentences at the bottom of the page.)

Sentence Comprehension

Say:

Put your marker under the first sentence. Read the sentence silently, and use highlighter tape for any words you don't know. Remember to make a picture in your mind when you read. Look up when you are finished.

Tell me what you saw in your mind when you read the sentence. Let's read the sentence aloud together. (Read with students: The ball fell into the ditch.) What did the ball fall into?

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

Read the next sentence silently. Who can tell me what picture they saw in their mind when they read this sentence? Read the sentence aloud. (Have students read: Your socks do not match.) Are the two socks different, or do they match?

(Proceed in the same manner for the rest of the sentences, as time allows.)

Sentences

Did you latch the lock on the shed?

I will pitch a ball that you cannot catch!

Comprehension Questions

4. Where was the lock?

5. What will be pitched?

(With students who need more practice to become fluent, use Concept Mastery Fluency Drill 17 [tch].)

Step 5: Prereading

Phoneme-Grapheme Analysis

(Write the word *fetch* on the board.)

Say:

This word is fetch. What is this word?

In the word fetch, what letter says /f/?

In the word fetch, what letter says /ē/?

In the word fetch, what three letters say /tch/?

In the word fetch, what does the letter f say?

In the word fetch, what does the letter e say?

In the word fetch, what do the letters tch say?

Say fetch. Say fetch again but instead of /f/, say /sk/. <sketch>

Introducing the Story

Build Background

Say:

Rick and Mitch were sitting on the steps of Rick's house. Rick's dog, Tricks, was sitting there, too. Tricks was a lazy dog! Tricks just liked to sit in the sun and sleep. Rick tried to get Tricks to fetch a stick, but it was no use. Tricks did not feel like doing anything other than sitting on the steps in the sun. In the story, you will see that Rick is disappointed that Tricks will not fetch or do any tricks. Will Tricks ever live up to his name?

Stimulate Interest and Prior Knowledge

Say:

Rick named his dog “Tricks” because he wanted Tricks to be able to do tricks. When people name pets, they sometimes give the pet a name that describes what they look like or how they act, or, in this case, what the owner wishes the pet would do! People, however, are not named the same way. People’s names are chosen by their parents because the name sounds nice or because they want to honor someone else who has the same name. If you have the same name as an older relative, you can say you are “named after” this person. Are you named after anyone you know of, or did your parents choose your name because they liked the way it sounded? Imagine that your parents had named you the way they would name a pet. Wouldn’t this be funny! What kind of name might your parents have picked that would describe you?

Step 6: Reading (Materials on page 13)

Reader 2: Tricks Will Not Fetch

(In this step, have students read a sentence or group of sentences silently, then ask the accompanying comprehension questions [below], one at a time. After each question, choose one student to read the sentence[s] aloud where they found their answer.)

Say:

Open up your books to page 59, and read the title. Next, read the first two sentences silently. Look at me when you are finished. What is Rick’s dog’s name? Can you guess why Rick wanted to name his dog Tricks? Did Tricks do tricks?

Read the next five sentences. What did Rick pitch? What did Tricks do? What stung Tricks? Did Tricks scratch? Did Tricks catch the bug? Was Rick happy about this?

Read the next four sentences. Will Tricks fetch? Will Tricks get up? What does Tricks do?

Read the next three sentences. Does Mitch think that Tricks should be named Tricks? What does Mitch think Tricks should be named? What does a lump do? Why do you think Mitch suggests this name for Tricks?

Read the next two sentences. Will Rick call Tricks “Lump” instead? Why?

Read the next five sentences. What did Tricks do? What did Mitch tell Rick to pitch? Did Rick pitch a stick? Did Tricks get up? What did Tricks run to fetch?

Read the last two sentences. Does Mitch think that Tricks wants to be called Lump? Is Rick glad that he can still call his dog Tricks? (Optional question: Did Tricks live up to his name? Discuss the meaning of the phrase “living up to a name.”)

Go back to the beginning of the story, and we will read the entire story aloud without stopping. (Alternate readers. Explain any unfamiliar vocabulary. Collect books or have students put them in their desks when they are finished reading.)

Step 7: Sound Dictation (Materials on page 14)

(Have Dictation Paper ready for each student.)

Say:

I will distribute the Dictation Paper and pencils. Write your name at the top and write the date. Put down your pencils when you are finished.

Say /chl/. What two letter combinations make the /chl/ sound? <ch or tch> If a /chl/ sound comes at the end of a one-syllable word right after a vowel, what letter combination makes those sounds? <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? What sound does tch make? What sound does ch make? (Dictate the remaining nine sounds, following the above procedure. For sounds that can be represented in more than one way, ex. /k/, have them write all answers, ex. c, k, and ck.)

/ă/, /ĭ/, /ch/, /k/, /ŏ/, /ĕ/, /sh/, /ŭ/, /ch/

Step 8: Prespelling

(This step is auditory only; no words are seen. Discuss any unknown vocabulary.)

Say:

Say watch. How many sounds do you hear in the word watch? What is the first sound you hear in the word watch? What is the last sound you hear in the word watch? What vowel sound do you hear in the word watch?

Step 9: Spelling

(Distribute Dictation Paper to each student.)

Say:

Say the word watch. Who can spell the word watch, writing the letters on the board as you name them? (Choose a student to demonstrate. Make sure the student writes tch instead of ch and remembers to write an a because of the wa rule.) Everyone spell watch, writing the letters on your palm as you name them. Everyone pick up your pencil and write the word watch, naming the letters as you write.

Look at the word you just wrote and draw a smile under the tch. What is the rule for this letter combination? What sound does tch make? Go to the beginning of the word, and sound out each letter. Then glide your finger under the word and say it fast.

(Follow the same procedure, adapting the script for the rest of the words. Discuss any unknown vocabulary. Then have students read all the words aloud, alternating students.)
botch, crack, quick, latch, clutch, miss, hatch, Dutch, splash

Step 10: Sentence Dictation

Say:

Listen carefully as I say a sentence, and make a dash on the board for each word. Mom will put a patch on the rip. (Place 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. Say the sentence again, making a dash on your paper for each word. Now pick up your pencil and write the sentence on your paper, one word for each dash you have made on your paper. When you are finished writing, go back and check your sentence to make sure it is correct. Write brackets around a mistake, and write the correction above. Remember the tch rule. (Walk around to assist students with corrections.) [Name], please read the sentence. Everyone read the sentence.

(Follow the same procedure for the following sentence. Then have students read both sentences aloud.)

Beth can pitch fast.

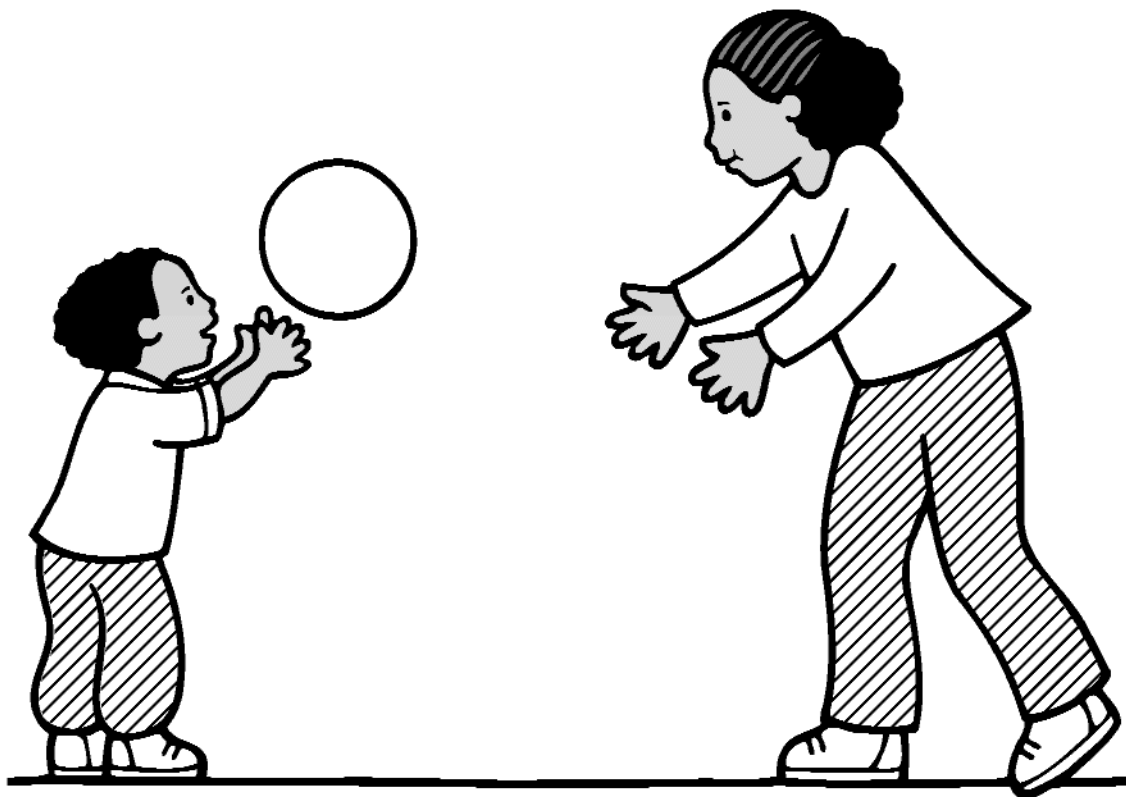
(At the close of the lesson, praise students for their work. Students file their Dictation Paper in their notebooks.)

Independent Work (Materials on page 15)

Level 2 Workbook

Have students turn to page 47 in their Workbook. 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.

tch



catch

quick

neck

match

catch

make

take

came

name

P B T D K C G

F V S Z J M N

W H L R X Y Q

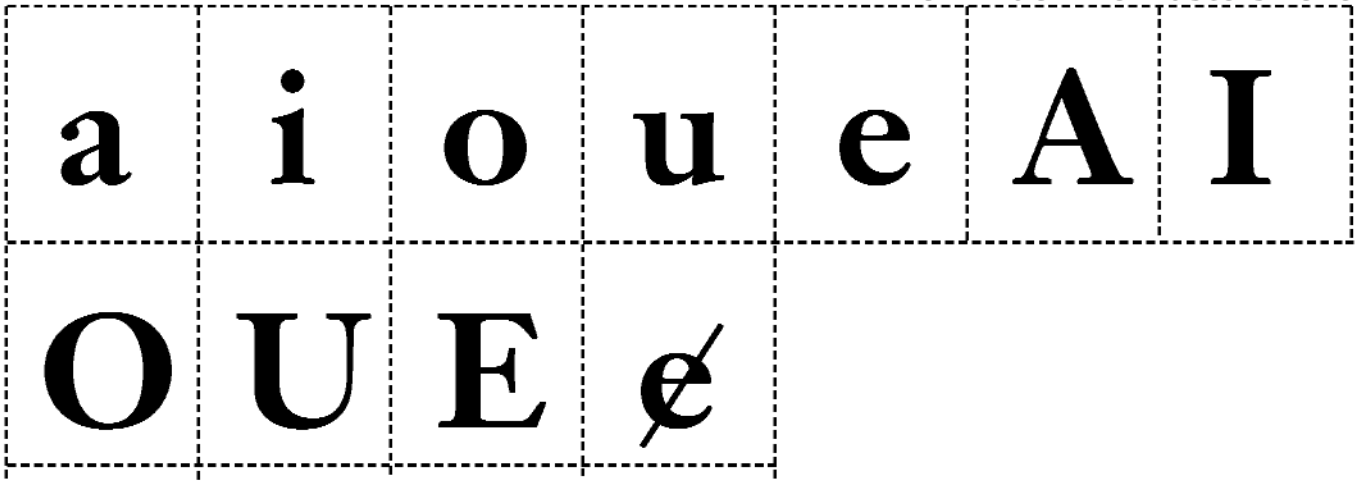
p b t d k c g

f v s z j m n

w h l r x y q

sh ch th wh qu ck

tch



| | | | | |
|-------|--------|-------|-------|-------|
| 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.



Name: _____

Sounds

Words

1 _____

1 _____

2 _____

2 _____

3 _____

3 _____

4 _____

4 _____

5 _____

5 _____

6 _____

6 _____

7 _____

7 _____

8 _____

8 _____

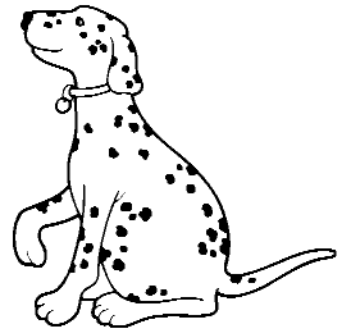
9 _____

9 _____

10 _____

10 _____

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?
