

Explicit Instruction for Phonics Intervention

Skill: **Complex Consonant tch, Week 1**

Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Teacher will say words and students will give thumbs up or down for words with /ch/ sounds.</p> <p>Word List: scratch, itch, mash, cash, crush, push, path, switch, batch, match, witch, moth</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Say the word itch. What do you hear at the end? (/ch/ sound). It's one sound.</p> <p>Articulation: Articulation: Not necessary because /ch/ was previously taught</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: The /ch/ sound can be spelled two ways: 1. ch forming a digraph--2 letters one sound. 2. Also spelled tch with 3 letters called a trigraph. Teacher writes words on white board. What is the position of the tch in the word? (end) Is the /ch/ sound always spelled tch at the end? (no) What is the pattern? tch directly follows a stressed short vowel spelled with a single letter.</p>  <p>Word List: each, inch, much, rich, ranch, reach, such, teach, botch, catch, clutch, Dutch, fetch, hatch, hitch, latch</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: snatch, stretch, patch, pitch, watch, etch, itch, pitch, stitch, switch, scratch, hitch, clutch</p> <p>I Do: Watch me read through this list of /-tch/ word cards. Model accuracy and fluency.</p> <p>We Do: Children join you in reading word cards. Notice their accuracy and fluency.</p> <p>You Do: Students read through their own set of word cards focusing on accuracy and fluency.</p>	5 min.
Word Work	<p>Word Building Words: match-batch-patch-scratch-snatch-catch-hatch-latch</p> <p>I Do: Model spelling match with magnetic letters. Change m to b to make the word hatch.</p> <p>We Do: The word to make is patch. What letter do we need to change? Change the /h/ to /p/ to make patch. Ask where the /tch/ is in patch. (end) How many letters? (5) How many sounds? (3)</p> <p>You Do: Have students each create the word chains listed using magnetic letters on a board.</p>	5 min.
Dictation	<p>match, batch, patch, scratch, snatch, catch, hatch, latch</p>	3 min.
Text Application	<ol style="list-style-type: none"> 1. Have students identify the words in story one that contain the targeted skill. 2. Read the identified words. 3. Read Story One. 	10 min.

Explicit Instruction for Phonics Intervention

Skill: **Complex consonant tch, Week 1**

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Teacher will say words and students will give thumbs up or down for words with /ch/ sounds.</p> <p>Word List: scratch, itch, mash, cash, crush, push, path, switch, batch, match, witch, moth</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Thumbs up for words that have /ch/ sound, thumbs down for others</p> <p>Articulation: Not necessary</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Show the tch spelling of /ch/. Give each student a list of words with /ch/ in the end of the word. Have students highlight the /ch/ in each word.</p> <p>Word List: stretch, pitch, sketch, watch, splotch, hatch, fetch, clutch</p> 	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: pitch, ditch, hitch, stitch, witch, snitch, itch, switch (Flip book)</p> <p>I Do: Watch me change these /ch/ words by changing each beginning sound. Teacher changes the stack of letters that are the beginning sounds of words with the -itch rime.</p> <p>We Do: Let's read together. Students join in reading the cards.</p> <p>You Do: Ask students to read on their own while teacher changes initial consonant.</p>	5 min.
Word Work	<p>Word Building Words: pitch-patch-match-hatch-hitch-snitch-snatch</p> <p>I Do: Model with letter tiles. Change some initial and some medial sounds. (limited set of consonants)</p> <p>We Do: The word is pitch--what letter do we change to make patch? Then what do we change to make match?</p> <p>You Do: Have students each create the word chain listed using letter tiles on a mat.</p>	5 min.
Dictation	pitch-patch-match-hatch-hitch-snitch-snatch	3 min.
Text Application	<ol style="list-style-type: none"> 1. Read story one with identified target words. 2. Read clean copy of story one. 	10 min.

Explicit Instruction for Phonics Intervention

Skill: **Complex consonant tch, Week 1**

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Teacher will say words and students will give thumbs up or down for words with /-tch/ sounds.</p> <p>Word List: scratch, itch, mash, cash, crush, push, path, switch, batch, match, witch, moth</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: <i>If additional practice is needed, see previous lessons.</i></p> <p>Articulation:</p> <p><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence <i>If additional practice is needed, see previous lessons.</i></p> <p>Word List:</p> <p><i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: match, patch, catch, latch, hatch, snatch, scratch (Flip Book)</p> <p>I Do: Watch me change these /ch/ words by changing each initial consonant. Model changing match to patch.</p> <p>We Do: Let's do one together. Flip a 'c' where the 'p' was, showing the word catch. Have students say sounds and blend words.</p> <p>You Do: Students flip different initial consonants to form new words.</p>	5 min.
Word Work	<p>Word Building Words: pitch to witch; witch to switch; switch to stitch, stitch to snitch; snitch to snatch; snatch to scratch</p> <p>I Do: Teacher writes match on the board.. Let's change the first sound from /m/ to /p/---match becomes patch.</p> <p>We Do: Let's do one together. Let's change the medial vowel sound to /i/? patch becomes pitch</p> <p>You Do: Ask students to write words in chains on individual dry erase boards. Teacher dictates the words:</p>	5 min.
Dictation	<p>eggs will hatch Glenda the witch stitch a patch Miwatch the clock scratch her leg</p>	3 min.
Text Application	<ol style="list-style-type: none"> 1. Identify target words in story 2. 2. Read story 2. 	10 min.

Explicit Instruction for Phonics Intervention

Skill: **Complex consonant tch, Week 1**

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Sight word speed drill with word cards.</p> <p>Word List: behind, believe, while, something, don't why, large, want, school, often, always, many or use grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: <i>If additional practice is needed, see previous lessons.</i></p> <p>Articulation:</p> <p><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: <i>If additional practice is needed, see previous lessons.</i></p> <p>Word List:</p> <p><i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: each, inch, much, rich, ranch, reach, such, teach, botch, catch, clutch, Dutch, fetch, hatch, hitch, latch</p> <p>I Do: Model and "think aloud" how to do word sort and place card in the appropriate column.</p> <p>We Do: Students sound out a word and identify where /ch/ sound is and how it is spelled</p> <p>You Do: Take turns reading cards from the table and placing them under the correct columns by spelling.</p>	5 min.
Word Work	<p>Word Building Words: branch, inch, lunch, much, pinch, teach, batch, match, pitch, twitch, catch, witch</p> <p>I Do: Watch me. I know I can spell/ch/ with ch or tch. When deciding which spelling to use, we use the tch spelling after a short vowel if it is stressed. (31% of the time the /ch/ sound is heard). I will write the word itch. Then model branch. Discuss how itch has a stressed short vowel before the sound and branch does not.</p> <p>We Do: Help me with the next word, ditch. Let's do the word together.</p> <p>You Do: Let partners do the next few words.</p>	5 min.
Dictation	<ol style="list-style-type: none"> Mitch ran to catch the ball. The cat scratched at the door. Will you switch on the lights? 	3 min.
Text Application	<ol style="list-style-type: none"> Read story two. 	10 min.

Explicit Instruction for Phonics Intervention

Skill: **Complex consonant tch, Week 1**

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Sight word speed drill with lists of words</p> <p>Word List: snatch, scratch, switch, twitch, pitch, watch, latch, fetch, sketch or grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: <i>If additional practice is needed, see previous lessons.</i></p> <p>Articulation:</p> <p><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: <i>If additional practice is needed, see previous lessons.</i></p> <p>Word List:</p> <p><i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: each, inch, much, rich, ranch, reach, such, teach, botch, catch, clutch, Dutch, fetch, hatch, hitch, latch, broth, path, wash, crash, crush, brush, smash, teeth, mouth, tooth, south, leash</p> <p>I Do: Model and “think aloud” how to do word sort and place card in the appropriate column.</p> <p>We Do: Students sound out a word and identify where /ch/ is and how it is spelled</p> <p>You Do: Take turns reading cards from the table and placing them under the correct columns by spelling.</p>	5 min.
Word Work	<p>Word Building Words: batch, catch, snatch, scratch, patch, latch, match</p> <p>I Do: Model encoding the word batch.</p> <p>We Do: Students collaboratively encode catch and snatch.</p> <p>You Do: Have each student write the remaining words independently.</p>	5 min.
Dictation	<ol style="list-style-type: none"> The latch on my watch broke. The cat’s tail twitched. I need a patch on my coat. The truck went into a ditch. 	3 min.
Text Application	<ol style="list-style-type: none"> Read story three. Formative Assessment: Student should read targeted skill words with the goal being 95% accuracy. 	10 min.

Explicit Instruction for Phonics Intervention

Target Words For **Complex consonant tch** Stories

Story 1	Story 2		Story 3
Skill Specific New words (10-14)	Skill Specific New Words (5-7)	Skill Specific Words From Story 1 (5-7)	Skill Specific New words (10-14 words)
Mitch	Gritch	catch	Dutch
scratch	witch	Patch	clutch
switch	fetch	pitch	hutch
match	ditch		hatched
watch	stretch		hatch
latch	crutch		hitch
snatch	itch		Gretch
batch	twitch		stitch
pitched			botch
Patch			stitched
catch			

Explicit Instruction for Phonics Intervention

Instructional Focus: complex consonant tch, Week 1

Story Number: 1

Mitch and the Scratch at the Door

Mitch heard a scratch at the door. Mitch tried to switch on the lights, but they would not come on. Mitch could not find a match so he used the light on his watch.

Mitch felt for the latch on the door and opened it. In came a dog who tried to snatch a batch of cream puffs.

Mitch pitched the cream puffs to his friend Patch! Will Patch catch them? Catch them, Patch, catch them! Patch did catch them! Mitch chased the dog away from the house.

Explicit Instruction for Phonics Intervention

Instructional Focus complex consonant tch, Week 1

Story Number: 2

Gritch the Witch

Gritch the witch played catch with her dog, Patch. She would pitch and he would fetch the ball for her. One day, Gritch the witch fell in a ditch. Patch had to stretch to help her out of the ditch. Stretch, Patch, stretch. Patch got Gritch the witch out of the ditch. She broke her leg, and has to use a crutch to walk. The cast on her leg makes Gritch the witch itch and twitch. Poor Gritch the Witch.

Explicit Instruction for Phonics Intervention

Instructional Focus: complex consonant tch, Week 1

Story Number: 3

The Clutch in the Truck

Dutch has to fix the clutch in his truck. He wants to take a hutch to his house. Dutch got a ride to town so he could buy a new clutch.

When Dutch made it back to his farm, he checked on his chicks to see if they had hatched. Dutch hoped the chicks would hatch soon.

When Dutch took the new clutch out of the box, he tripped and his leg hit the truck hitch. The hitch was in the way. Poor Dutch. Dutch tore a hole in his jeans. Now he will have to wait to fix the clutch in his truck.

His wife, Gretch, will stitch a patch over the hole in his jeans. Gretch will not botch the patch job. She has stitched a lot.

Explicit Instruction for Phonics Intervention

Skill: **tch, Week 2**
Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Short vowels - Thumbs Up/Thumbs Down Teacher Models First Word. Teacher reads word list; Thumbs Up - Short Vowel; Thumbs Down - long vowel</p> <p>Word List: hop, tub, dog, bad, lid, hope, rope, robe, bake, like</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Thumbs up for words with /ch/ sound.</p> <p>Articulation: Look in your mirror, what shape does your mouth make? Make your mouth slightly round and stick out the lips. Close your teeth, and press the tongue against them. The teeth will move slightly apart, and air is pushed out.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Students will show tch card and say the /ch/ sound when flash cards are held up with the tch pattern in them.</p> <p>Word List: witch, itch, ditch, stitch, pitch, Mitch, fetch, patch, scratch, latch, hop, tub, dog, bad, lid, hope, rope, robe, bake, like</p> <div style="text-align: center;">  </div>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: witch, itch, ditch, stitch, pitch, Mitch, fetch, patch, scratch, latch</p> <p>I Do: Teacher flips over a few word cards with tch spelling and reads aloud.</p> <p>We Do: Teacher flips over a few cards and reads aloud with the students chorally.</p> <p>You Do: Teacher flips over all cards and students read the words aloud chorally.</p>	5 min.
Word Work	<p>Word Building Words: itch, pitch, witch, ditch, stitch, Mitch</p> <p>I Do: Say two words aloud, model how they sound and write them out sound by sound for the students.</p> <p>We Do: Say two words aloud, model how they sound and everyone writes the words.</p> <p>You Do: Say all of the words aloud and have the students write the word.</p>	5 min.
Dictation	<p>Words to write: itch, Mitch, scratch, witch, stitch, latch, pitch, fetch, ditch, patch</p>	3 min.
Text Application	<ol style="list-style-type: none"> 1. Have students identify the words in story one that contain the targeted skill. 2. Read the identified words. 3. Read Story One. 	10 min.

Explicit Instruction for Phonics Intervention

Skill: **tch**, Week 2

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Picture sort with long and short vowels</p> <p>Word List: cat, flat, sky, cape, float, skip (This is a example. You could use any short and long vowel picture cards.)</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Teacher will read words with the /ch/ sound. Students step forward if it has the sound and back if not. Words to choose from: ch-such, much, each, bunch, lunch; tch - itch, witch, pitch, fetch, latch, cat, flat, sky, cape, float, skip</p> <p>Articulation: Students make the /ch/ sound and feel the shape of the mouth with their hands. Make your mouth slightly round and stick out the lips. Close your teeth, and press the tongue against them. The teeth will move slightly apart, and air is pushed out.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Teacher writes and reads a list of /ch/ words spelled with ch and tch. When students see the tch pattern the students will stand up and say /ch/.</p> <p>Word List: ch-such, much, each, bunch, lunch; tch - itch, witch, pitch, fetch, latch</p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: catch, watch, pitch, fetch, latch, bunch, push, lunch, cash</p> <p>I Do: Show student cards, say the name of the word, say this belongs in the tch group or not</p> <p>We Do: Together, show card. Does this belong in the tch group or not.</p> <p>You Do: Ask student if it belongs in the tch group or not.</p>	5 min.
Word Work	<p>Word Building Words: witch, itch, ditch, stitch, pitch, Mitch, fetch, patch, scratch, latch</p> <p>I Do: Teacher reads a word from the word list and thinks aloud, modeling that the tch spelling follows a short vowel sound. Teacher writes word on paper.</p> <p>We Do: Teacher reads a word from the word list. Teacher discusses with students how it should be spelled, emphasizing that it follows a short vowel sound. All students write the word.</p> <p>You Do: Teacher reads word and students write word.</p>	5 min.
Dictation	<p>witch, pitch, scratch, itch, Mitch, latch, ditch, fetch, stitch, patch</p>	3 min.
Text Application	<ol style="list-style-type: none"> 1. Read story one with identified target words. 2. Read clean copy of story one. 	10 min.

Explicit Instruction for Phonics Intervention

Skill: **tch**, Week 2

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Students sort short and long vowels. Have students step forward if word is short and step back if long vowel</p> <p>Word List: cake, cup, hit, dish, table, dog, frog, rap</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness:</p> <p>Articulation:</p> <p style="color: red; text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence:</p> <p>Word List:</p> <p style="color: red; text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: switch, catch, batch, match, Butch, hatch, sketch, stretch</p> <p>I Do: Teacher introduces word cards for a closed word sort. Words used will fit into 2 columns - ch or tch</p> <p>We Do: Select 2 or more words and place into the correct column</p> <p>You Do: Pass out word cards. Students take turns reading word and placing into the correct column.</p>	5 min.
Word Work	<p>Word Building Words: (Mitch/pitch/witch) (scratch/snatch) (witch, switch)</p> <p>I Do: Teacher uses board and markers and starts with the word Mitch. Model how you change the /m/ to /p/. The new word is pitch. Repeat this process with witch. Emphasize the number of letters and the number of sounds.</p> <p>We Do: Do the second word chain together. snitch-snatch</p> <p>You Do: Students take turns at board, changing/not changing beginning consonants. Mitch to pitch to itch</p>	5 min.
Dictation	<p>Words/Phrases/Sentences to write:</p> <p style="padding-left: 40px;">Fetch the batch. Mitch will pitch.</p>	3 min.
Text Application	<ol style="list-style-type: none"> 1. Identify target words in story 2. 2. Read story 2. 	10 min.

Explicit Instruction for Phonics Intervention

Skill: **tch**, Week 2

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Sight word speed drill using short vowel sounds</p> <p>Word List: big, can, in, is, it, jump, not, red, run, up, this, ran, on, or other grade level appropriate Dolch list words</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness:</p> <p>Articulation:</p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence:</p> <p>Word List:</p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: switch, catch, batch, match, itch, fetch, hush, mush, with</p> <p>I Do: Use word cards for word sort. Use column headers tch and other. Place 3 or 4 cards from the word list where they belong.</p> <p>We Do: Select two or more words and discuss where to put them together as a group.</p> <p>You Do: Pass all cards out and have the students sort them with a partner.</p>	5 min.
Word Work	<p>Word Building Words: switch, catch, batch, match, Butch, hatch, sketch, stretch, witch, fetch, patch, Mitch, stitch, clutch</p> <p>I Do: Teacher uses white board and markers to write a word from the list and then demonstrates that you can change the vowel sound to make a new or nonsense word by using the word chain: catch, batch, match.</p> <p>We Do: Do another word chain together: switch/witch/watch</p> <p>You Do: Continue working together to chain these words: sketch, stretch, fetch</p>	5 min.
Dictation	<p>Words/Phrases/Sentences to write:</p> <p style="padding-left: 40px;">Butch will pitch the ball. The dog will scratch. Mitch has a patch on his pants.</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

Explicit Instruction for Phonics Intervention

Skill: **tch**, Week 2

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Sight word speed drill using short vowel sounds</p> <p>Word List: an, as, ask, had, has, her, him, his, best, fast, off, pull, sit, tell, us, or other grade level appropriate Dolch list words</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness:</p> <p>Articulation:</p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence:</p> <p>Word List:</p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: hush, mush, with, crutch, Dutch, blotch, crotch, fletch, glitch, hitch, watch</p> <p>I Do: Use word cards for word sort. Use column headers tch and other. Read and place two or three cards in appropriate columns.</p> <p>We Do: Select two or more words and discuss where to put them together as a group.</p> <p>You Do: Pass all other cards out. Students will take turns reading word and putting the card in the appropriate column.</p>	5 min.
Word Work	<p>Word Building Words: crutch to crotch, crotch to critch, hitch to hatch, hatch to hutch</p> <p>I Do: Teacher will explain changing vowel sounds can make new or nonsense words. She can demonstrate this by changing crutch to crotch.</p> <p>We Do: Teacher will demonstrate changing the vowel: watch to witch.</p> <p>You Do: Ask students to write tch words on paper. Teacher dictates word pairs: crutch to crotch, crotch to critch, hitch to hatch, hatch to hutch</p>	5 min.
Dictation	<p>Words/Phrases/Sentences to write:</p> <p style="padding-left: 40px;">Her watch fell to the floor. The blotch on his crutch was a stain.</p>	3 min.
Text Application	<ol style="list-style-type: none"> 1. Read story three. 2. Formative Assessment: Student should read targeted skill words with the goal being 95% accuracy. 	10 min.

Explicit Instruction for Phonics Intervention

Target Words For **tch** Stories

Story 1	Story 2		Story 3
Skill Specific New words (10-14)	Skill Specific New Words (5-7)	Skill Specific Words From Story 1 (5-7)	Skill Specific New words (10-14 words)
witch	switch	witch	crutch
itch	catch	fetch	Dutch
ditch	batch	patch	blotch
stitch	match	Mitch	crotch
pitch	Butch	stitch	Fletch
Mitch	hatch	clutch	scotch
fetch	sketch		splotch
patch	stretch		glitch
scratch			hitch
latch			watch
			snitch

Explicit Instruction for Phonics Intervention

Instructional Focus: tch, Week 2

Story Number: 1

The Itch

Mitch will pitch the ball to his dog. Mitch will play fetch with his dog. The dog could not fetch.

The dog had an itch that he had to scratch. The dog scratched his itch and fell in a ditch. Mitch put a latch on his dog's leash and pulled him out of the ditch. The dog needs a stitch!

Mitch felt bad that the dog got a scratch and had to have a stitch. A few days went by and Mitch pitched a ball to play fetch with his dog. This time if the dog has an itch, Mitch will scratch it.

Explicit Instruction for Phonics Intervention

Instructional Focus: tch, Week 2

Story Number: 2

Butch and Mitch Itch

Mitch had a dog named Butch. Mitch can pitch a ball. Butch can stretch and fetch the ball. Butch can catch and Mitch can stretch.

Mitch can clutch his sketch book. Mitch likes to sketch Butch when he plays catch. Mitch likes to sketch Butch when he plays fetch.

One day when Mitch sketched Butch, they fell into a patch of grass. The grass made them itch. Now Butch has an itch and will scratch. Mitch has an itch and will scratch too. Mitch and Butch will go home and make a batch of treats. Now the itch is gone!

Explicit Instruction for Phonics Intervention

Instructional Focus: tch, Week 2

Story Number: 3

The Itch Again

Fletch is Scotch. He wears a Dutch watch. Fletch walks with a crutch. One day he fell with his crutch while he checked his watch. When he fell, he got a blotch of ink on his shirt. Now he has a big splotch. What a glitch!

Fletch will hatch a plan. Fletch can wash the splotch from his shirt, but Fletch has a new glitch. He does not know how to wash the splotch from his shirt. He will watch his mom wash the splotch.

Explicit Instruction for Phonics Intervention

Skill: **tch**, **Week 3**
Instructional Day: One

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Give every child a picture. Each student joins either the short a or short o group as appropriate for the picture.</p> <p>Word List: cat, hat, mat, mad, hot, pot, frog, ham, dog, dot, cob, top</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Thumbs up for words with /ch/ sound. Say words with and without /ch/ sound.</p> <p>Articulation: Look in your mirror, what shape does your mouth make? Make your mouth slightly round and stick out the lips. Close your teeth, and press the tongue against them. The teeth will move slightly apart, and air is pushed out.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Show the sound spelling card for /ch/ and make the sound. Place word cards on the table and have students identify the words that contain /ch/. Students hold up /ch/ card and say /ch/ for each word with /ch/.</p> <p>Word List: witch, catch, clutch, ditch, match, itch, latch, batch, scratch</p> <div style="text-align: center;">  </div>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: witch, itch, Mitch, ditch, stitch, batch, latch, catch, match, clutch, scratch, house, green, live, church, list, champ, crunch</p> <p>I Do: Closed Word Sort: Use word cards for a word sort. Use headings tch and other. Do 2 to 4 examples.</p> <p>We Do: Pick 3 or 4 more words and place them as a group.</p> <p>You Do: Pass out remaining word cards. Students take turns putting words under headings.</p>	5 min.
Word Work	<p>Word Building Words: itch to witch; withc to Mitch; Mitch to ditch; batch to latch; catch to match</p> <p>I Do: Elkonin Boxes and colored tiles: Red tiles (vowels), black tiles (consonants), and yellow tile (tch). Use tiles to create words with /ch/ sound. Remove one or two tiles to create new words.</p> <p>We Do: Ask students to offer suggestions of possible changes to make new words.</p> <p>You Do: Ask students to write words on dry erase board. Ask students to change words in the following order.</p>	5 min.
Dictation	<p>There was a witch named Mitch.</p> <p>He made the other witch scratch his itch.</p>	3 min.
Text Application	<ol style="list-style-type: none"> 1. Have students identify the words in story one that contain the targeted skill. 2. Read the identified words. 3. Read Story One. 	10 min.

Explicit Instruction for Phonics Intervention

Skill: **tch**, Week 3

Instructional Day: Two

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Students work with partners to practice reading stacks of sight word cards.</p> <p>Word List: always, because, been, before, cold, does, don't fast, found, gave, green, made, many, off, pull, right, their, these, upon, would, or other grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Say words with /ch/ sound - thumbs up, or words that do not have /ch/sound - thumbs down. Use words from warm up and letter sound correspondence sections.</p> <p>Articulation: Look in your mirror, what shape does your mouth make? Make your mouth slightly round and stick out the lips. Close your teeth, and press the tongue against them. The teeth will move slightly apart, and air is pushed out.</p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: /ch/ can be spelled 2 ways - ch or tch. Write words on board. Have students say/ch/ when the teacher writes tch. What is the position of the /ch/ spelling? What is the pattern? tch follows short vowel spelled with a single letter.</p> <p>Word List: witch, itch, Mitch, ditch, stitch, batch, latch, catch, match, clutch, scratch</p> <div style="text-align: center;">  </div>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: witch, itch, Mitch, ditch, stitch, batch, latch, catch, match, clutch, scratch</p> <p>I Do: Teacher holds up word card - reads word to students using a think aloud .Repeat.</p> <p>We Do: Asks students to read word - holds up another word - students and teacher read together.</p> <p>You Do: Hold up remaining word cards. Students read words.</p>	5 min.
Word Work	<p>Word Building Words: Elkonin boxes: witch, itch, Mitch, ditch, stitch, batch, latch, catch, match, clutch, scratch</p> <p>I Do: Teacher draws 3 squares on board. The word match has 3 squares. one for /m/, one for /a/, one for /ch/. Lets change the /m/ to a /p/ - match becomes patch</p> <p>We Do: Do one together - change vowel sound /a/ to /i/. Change a to i in square. Match becomes pitch.</p> <p>You Do: Students write words in chains on dry erase boards. Teacher dictates words in the following order:</p>	5 min.
Dictation	<p>Mitch had an itch.</p> <p>Mich the witch lit a match.</p>	3 min.
Text Application	<ol style="list-style-type: none"> 1. Read story one with identified target words. 2. Read clean copy of story one. 	10 min.

Explicit Instruction for Phonics Intervention

Skill: **tch**, Week 3

Instructional Day: Three

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Pop Corn Words - pop up and say it. Teacher shows words; students take turns popping up and say words.</p> <p>Word List: both, five, or, tell, us, your, why, wash, use, which, us, sit or other grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness:</p> <p>Articulation:</p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence:</p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: witch, itch, Mitch, ditch, stitch, batch, latch, catch, match, clutch, scratch</p> <p>I Do: Trigraph tch flip book. Using a book, teacher models reading words from flip book.</p> <p>We Do: Flip the first section and show the sk to make the word sketch. Ask students to say the word.</p> <p>You Do: Flip different beginnings and middles. Give each child a book to read aloud.</p>	5 min.
Word Work	<p>Word Building Words: witch, itch, Mitch, ditch, stitch, batch, latch, catch, match, clutch, scratch</p> <p>I Do: Word chain and magnetic letters: Watch me use magnetic letters. The yellow tile has the tch. Put that last. Use the black w and the red a to make watch.</p> <p>We Do: Change the a to an i. Students should show the word witch. Ask where the tch is. How many letters? How many ounds?</p> <p>You Do: Students create words as dictated by the teacher.</p>	5 min.
Dictation	<p>Mitch wanted his sketch to match Butch.</p> <p>The sketch did not match so he had to scratch.</p>	3 min.
Text Application	<ol style="list-style-type: none"> 1. Identify target words in story 2. 2. Read story 2. 	10 min.

Explicit Instruction for Phonics Intervention

Skill: **tch**, Week 3

Instructional Day: Four

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Students work with partners to practice reading stacks of sight words to improve automaticity.</p> <p>Word List: around, best, first, goes, read, sing, sleep, those, very, wish, or other grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness: Thumbs up for words with /ch/ sound in them, thumbs down if it doesn't have /ch/.</p> <p>Articulation:</p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence: Show the spelling of tch. Give each student a list of words with tch. Have students circle the tch in each word.</p> <p>Word List: witch, itch, Mitch, ditch, stitch, batch, latch, catch, match, clutch, scratch, fetch, etch, sketch, Butch, watched</p> <p style="text-align: center;"><i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: witch, itch, Mitch, ditch, stitch, batch, latch, catch, match, clutch, scratch, fetch, etch, sketch, Butch, watch, chase, cheer, chore, child, charge, chair, chain</p> <p>I Do: Close Word Sort: Use word cards for word sort. Use column headers ch, and tch. Put words in correct column.</p> <p>We Do: Select two or more words and place them in correct column together.</p> <p>You Do: Pass out remaining word cards. Students take turns reading words and placing in correct column.</p>	5 min.
Word Work	<p>Word Building Words:</p> <p>I Do: Word Chains with paper and pencil: Using letter cards, show students how to spell one word at a time and how to do a word chain - ex. itch, witch, Mitch</p> <p>We Do: Together do batch - /b/, /a/, /ch/ - batch. Change the /b/ to /m/. They now have match.</p> <p>You Do: Dictate word chains from word list.</p> <p>Word List: witch, itch, Mitch, ditch, stitch, batch, latch, catch, match, clutch, scratch, fetch, etch, sketch, Butch, watched</p>	5 min.
Dictation	<p>Mitch wanted to etch a sketch.</p> <p>The sketch did not match.</p>	3 min.
Text Application	<p>1. Read story two.</p>	10 min.

Explicit Instruction for Phonics Intervention

Skill: **tch**, Week 3

Instructional Day: Five

Section	Instructional Routine	Time
Warm-up Activities	<p>Review Activity: Speed drills with word cards. Students will work with partners to practice sight word cards.</p> <p>Word List: you, yellow, doll, sister, I, five, boy, birthday, or other grade level appropriate Dolch list words.</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Activate Phonemic Awareness:</p> <p>Articulation: <i>If skill is secure, then spend this time in text application.</i></p>	3 min.
Letter-Sound Correspondence	<p>Letter sound Correspondence:</p> <p>Word List: fetch, Mitch, ditch, Butch, watch, get, tell, use, today <i>If skill is secure, then spend this time in text application.</i></p>	2 min.
Word Reading Blending Routines (sound-by-sound or continuous)	<p>Word Reading List: witch, itch, Mitch, ditch, stitch, batch, latch, catch, match, clutch, scratch, fetch, etch, sketch, Butch, watch</p> <p>I Do: Teacher holds up word cards. Teacher models decoding the word. Repeat.</p> <p>We Do: Students read three word cards as a group.</p> <p>You Do: Students will read sort word cards.</p>	5 min.
Word Work	<p>Word Building Words: Chain 1:itch, Mitch, ditch, stitch Chain 2batch, latch, catch, match, , scratch, watch Chain 3 etch, fetch, sketch</p> <p>I Do: The teacher will think aloud writing itch. The teacher models changing itch to Mitch using a think aloud.</p> <p>We Do: Teacher and students change Mitch to ditch using group support. Change ditch to stitch.</p> <p>You Do: Use white board for students to practice remaining words</p>	5 min.
Dictation	<p>Mitch wanted to etch and draw a sketch.</p> <p>Mitch tried to sketch.</p>	3 min.
Text Application	<ol style="list-style-type: none"> 1. Read story three. 2. Formative Assessment: Student should read targeted skill words with the goal being 95% accuracy. 	10 min.

Explicit Instruction for Phonics Intervention

Target Words For TCH Stories

Story 1	Story 2		Story 3
Skill Specific New words (10-14)	Skill Specific New Words (5-7)	Skill Specific Words From Story 1 (5-7)	Skill Specific New words (10-14 words)
itch	fetch	Mitch	glitch
witch	etch	match	hitch
Mitch	sketch	clutch	notch
ditch	Butch		botched
stitch	watch		snatched
batch	Dutch		hutch
latch			snatch
catch			twitch
match			switch
clutched			
scratch			

Explicit Instruction for Phonics Intervention

Instructional Focus: TCH, Week 3

Story Number: 1

Mitch the Witch

There was a witch named Mitch. He liked to play catch with his dog in the grass. Last week when he played with his dog the grass made his back itch. As he began to scratch the itch, he fell into a ditch. In the bottom of the ditch there was a rock. The rock cut his leg. Mitch had to get a stitch. Mitch got his stitch and went home to bake a batch of treats to take his mind off the itch.

Mitch the witch lit a match to light a flame on the stove so he could make a batch of treats. His friend, June the witch, smelled the treats and came to his house. She clutched the latch and opened the door. Mitch was going to make the other witch help him scratch his itch. He made the other witch scratch his itch before he gave her one of his treats.

Instructional Focus: TCH, Week 3

Story Number: 2

Mitch's Sketch

Mitch wants to etch a sketch of his friend Butch's dog, Dutch. Mitch will fetch his sketch pad and pens. Butch will watch Mitch clutch his pen as he tries to sketch the dog. Mitch wants his sketch to match Butch's dog. Butch wants to see Mitch's sketch of his dog, Dutch. The sketch is a match. Butch will frame Mitch's sketch of the dog and puts it on his wall.

Explicit Instruction for Phonics Intervention

Instructional Focus: TCH, Week 3

Story Number: 3

Mitch's Cat

Mitch has a cat. The cat sits on the hutch. He can watch the mouse try to snatch his treat from the other hutch. This makes the cat twitch. The cat knows the hutch is locked and the mouse can not snatch his treat.

There is a glitch in the cat's plan. The mouse is able to switch the hitch and line up the notch on the hutch. The hutch is not locked now so the mouse can get the cat's treat.

As the mouse begins to eat the treat he has snatched, Mitch's cat stops. His plan has been botched. The cat can only watch as the mouse eats his treat.