



# S.P.I.R.E.®

Specialized Program Individualizing Reading Excellence

4th Edition

Level 2, Lesson 6: tch

## SAMPLER

includes content from

- *S.P.I.R.E. STAR* Digital Teacher Companion
- Teacher's Guide
- Student Workbook
- Blackline Masters



# Admit every student into a reader's world of wonder.

**NEW** *S.P.I.R.E.*® 4th Edition opens up the wondrous world of reading imagination to nonreaders, struggling readers, and students with dyslexia in all these ways:

- Consistent, intensive, and structured curriculum is research-proven.
- Scripted, easy-to-follow Teacher's Guide saves time for educators.
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- The *S.P.I.R.E. STAR* Digital Teacher Companion lets teachers easily Share, Track, Assess, and Report.

Preview *S.P.I.R.E.* in these pages, and begin to see how its teacher-led 10-step lessons turn self-doubters into delighted readers.

GRADES Pre-K-8+





**NEW S.P.I.R.E. 4th Edition**  
with Digital Teacher Companion

# S.P.I.R.E. STAR Digital Teacher Companion

**NEW** with the 4th Edition, *S.P.I.R.E.* now adds the option of a full-featured online teaching platform: the *S.P.I.R.E. STAR* Digital Teacher Companion. It gives teachers new flexibility to toggle between digital and print-based teaching tools, depending on their preferences and learning environment, while their students work in print.

## AN AID TO INSTRUCTION

*S.P.I.R.E. STAR* gives teachers new capabilities for digital instruction and assessment. It also affords digital access to existing *S.P.I.R.E.* teacher materials, including the lessons and activities in the Teacher's Guide, all structured in parallel to printed *S.P.I.R.E.* with clear connections between the two formats. Instruction is organized online by scene, with each scene referenced on the left of the Teacher's Guide instructional pages.

**S.P.I.R.E. STAR**

1.5 • Short e (Preview)

**Step 1: Phonogram Cards**

1/2 of 3 scenes

Display Phonogram Card 25.

The name of this letter is **e**. What is the name of this letter? (e) The letter **e** is a vowel. You will learn how to read and spell words with the vowel **e**.

1.5 • Short e (Preview)

**Step 1: Phonogram Cards**

1/2 of 3 scenes

The key word for **e** is **bed**. The key word helps us "unlock" the sound to remember it. What is the key word? (bed) Listen as I say the key word slowly.

Say **bed** slowly, emphasizing the /e/ sound.

What is the key word for **e**? (bed) What is the letter's name? (e) The sound the letter **e** makes is /e/. What sound does **e** make? (/e/) Say **bed**, /e/. (bed, /e/)

Have students repeat **e**, /e/, **bed**, /e/ several times.

1.5 • Short e (Preview)

**Step 3: Word Building**

Students use the Small Letter Set from their Manipulatives Kit to build words.

Listen as I say a word: **met**. Say **met**. (met) Let's sound out **met** using our fingers.

**Teacher's Guide**

Short e

Lesson 5 Short e introduces students to the concept of the short vowel e. This sound is often difficult for students, which is why it is presented as the last of the short vowels. The key word, *bed*, has been deliberately chosen not only to develop the short-e concept, but also to assist with frequent b/d confusion. The key word *bed* is easily recalled because we can make the word look like an actual bed. The student can visualize the *b* forming the headboard and the *d* forming the foot of the bed.

1 **Step 1: Phonogram Cards**

Review all previously learned Phonogram Cards. Display Phonogram Cards 1–24.

I will show these letters one at a time. When I show a letter, say the letter's name and then its sound.

Model the first item for students. For example, for Phonogram Card 1, say the following:

This is the letter **p**. The letter **p** stands for the /p/ sound. When I show this card, you say: **p**, /p/.

Review Phonogram Cards 1–24.

2 Display Phonogram Card 25.

The name of this letter is **e**. What is the name of this letter? (e) The letter **e** is a vowel. You will learn how to read and spell words with the vowel **e**.

3 Display Key Word Sheet **e**.

The key word for **e** is **bed**. The key word helps us "unlock" the sound to remember it. What is the key word? (bed) Listen as I say the key word slowly.

Say **bed** slowly, emphasizing the /e/ sound.

What is the key word for **e**? (bed) What is the letter's name? (e) The sound the letter **e** makes is /e/. What sound does **e** make? (/e/) Say **bed**, /e/. (bed, /e/)

Have students repeat **e**, /e/, **bed**, /e/ several times.

4 **Step 2: Phonological Awareness**

**Sound Identification**

Students listen for the short e sound in the words you say, raising their hands when they hear the sound.

Use your eyes. I will say a word. Repeat the word, and if you hear the /e/ sound, raise your hand.

**met**. (met) Do you hear the /e/ sound in **met**? (yes) So, you should raise your hand.

**run**. (run) Do you hear /e/ in **run**? (no) So, you should not raise your hand.

Use the activity with the following words: *let, red, cat, yes, get, sun, bed, hat, left, and best*.

Introductory Lesson 5 189

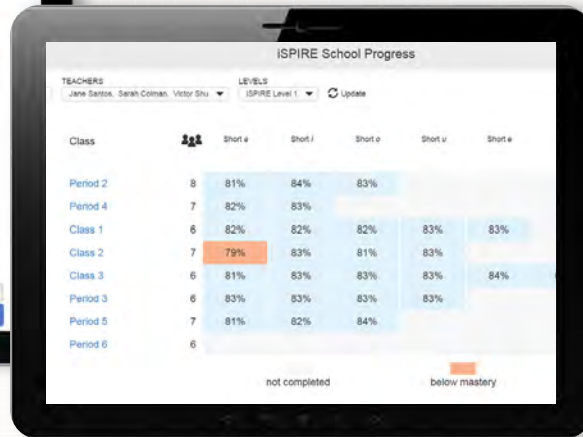
## ASSESSMENT WITH DIGITAL SCORING AND REPORTING

*S.P.I.R.E. STAR* lets teachers score students' print assessments, record their fluency and accuracy, and track student progress online in real time. It also consolidates this information into at-a-glance reports you can share at the class, school, or district level.



### Concept Assessment

As the student reads from the print assessment, the teacher records the student's responses digitally. The responses are automatically scored and the data entered to create individual and class reports.



Report shows how individual students and groups of students are mastering each new skill in the Concept Assessment.

### Pre/Post Test

The screenshot shows a progress report for S.P.I.R.E. Progress Report. It compares Pre-Test and Post-Test results for individual students. The report includes columns for Decodable Words (DW), Decodable Sentences (DS), Correct Words Per Minute (CWPM), and Comprehension (Comp), along with the date of the test.

REPORT	LEVEL	Pre-Test					Post-Test				
		DW	DS	CWPM	Comp	Date	DW	DS	CWPM	Comp	Date
AC	Amanda ...	90%	75%	77	60%	9/15/19	93%	95%	103	80%	2/10/20
CL	Carlie Lig...	63%	85%	125	80%	9/15/19	98%	95%	65	80%	2/10/20
CS	Charlie S...	70%	85%	22	40%	9/15/19	88%	90%	108	80%	2/10/20
FM	Frank Mo...	80%	50%	67	60%	9/15/19	90%	80%	62	80%	2/10/20
GD	Gordon D...	85%	90%	149	40%	9/15/19	93%	95%	91	100%	2/10/20
TB	Tom Brown	78%	85%	184	60%	9/15/19	80%	85%	72	100%	2/10/20

DW - Decodable words  
DS - Decodable sentences  
CWPM - Correct words per minute  
Comp - Comprehension

Compare the progress of individual students and groups of students from the beginning of each level to its completion.

## CREATED EXPRESSLY FOR TEACHERS

Note that students cannot sign in to the digital platform, nor use it directly. *S.P.I.R.E. STAR* is a resource built exclusively for teachers to facilitate class instruction and individual student assessment, scoring, and tracking.



**S.P.I.R.E.**®

Specialized Program Individualizing Reading Excellence

**4th Edition**



***Level 2***

Teacher's Guide

Sheila Clark-Edmands

**EDUCATORS PUBLISHING SERVICE**



## Introductory Lesson 6: *tch*

Lesson Overview		
Step	Materials	Activity / Procedure
<b>Step 1: Phonogram Cards</b>	<ul style="list-style-type: none"> <li>Phonogram Cards 1–45</li> <li>Key Word Sheet <i>tch</i> (BLM p. 8)</li> </ul>	<ul style="list-style-type: none"> <li>Review previously taught Phonogram Cards</li> <li>Introduce Phonogram Card 45 (<i>tch</i>)</li> <li>Introduce key word <i>catch</i></li> </ul>
<b>Step 2: Phonological Awareness</b>		<ul style="list-style-type: none"> <li>Sound identification: compare words with <i>tch</i> to other words</li> </ul>
<b>Step 3: Word Building</b>	<ul style="list-style-type: none"> <li>1 green and 2 white circles (Manipulatives Kit)—1 set per student</li> <li>Phoneme-Grapheme Sheet (BLM p. 2)</li> </ul>	<ul style="list-style-type: none"> <li>Use circles to represent sounds; write letters to make a word</li> </ul>
<b>Step 4: Decoding and Sentence Reading</b>	<ul style="list-style-type: none"> <li>Words and Sentences (Workbook p. 138)</li> </ul>	<ul style="list-style-type: none"> <li>Decoding words with <i>tch</i></li> <li><i>tch</i> automaticity</li> <li>Vocabulary development</li> </ul>
<b>Step 5: Prereading</b>		<ul style="list-style-type: none"> <li>Phoneme-grapheme analysis: letter/sound analysis</li> </ul>
<b>Step 6: Reading</b>	<ul style="list-style-type: none"> <li>Word Find (Workbook p. 139)</li> <li>Words and Sentences (Workbook p. 138)</li> </ul>	<ul style="list-style-type: none"> <li>Word Find</li> <li>Sentence reading</li> </ul>
<b>Step 7: Sound Dictation</b>	<ul style="list-style-type: none"> <li>Lesson Dictation Paper (BLM pp. 16–17)—1 per student</li> </ul>	<ul style="list-style-type: none"> <li>Write known spellings for sounds</li> </ul>
<b>Step 8: Prespelling</b>		<ul style="list-style-type: none"> <li>Phonological awareness: identify phonemes in <i>match</i></li> </ul>
<b>Step 9: Spelling</b>	<ul style="list-style-type: none"> <li>Lesson Dictation Paper (from Step 7)</li> <li><i>Optional:</i> Alternate Dictation Words (Appendix)</li> </ul>	<ul style="list-style-type: none"> <li>Say and spell words</li> <li>Identify trigraphs</li> </ul>
<b>Step 10: Sentence Dictation</b>	<ul style="list-style-type: none"> <li>Lesson Dictation Paper (from Step 7)</li> <li><i>Optional:</i> Alternate Dictation Sentences (Appendix)</li> </ul>	<ul style="list-style-type: none"> <li>Make a dash for each word in a sentence</li> <li>Write and say sentences</li> </ul>
<b>Independent Practice &amp; Assessment</b>	<ul style="list-style-type: none"> <li>Independent Practice 1 and 2 (Workbook pp. 140–141)</li> <li>Concept Mastery Fluency Drill 2.6 (BLM p. 58)—1 master copy and 1 copy per student</li> </ul>	<ul style="list-style-type: none"> <li>Assign Independent Practice while assessing individual students</li> <li>Assess student fluency reading words with <i>tch</i></li> </ul>

Digital  
scene

**Lesson 6 *tch*** introduces students to the sound for the consonant team, or trigraph, *tch*. A *trigraph* is three letters that together make one sound. The trigraph *tch* makes the sound /ch/. The trigraph *tch* is similar to the digraph *ck* because it comes at the end of a one-syllable word after a single short vowel. In this lesson, you may wish to explain to students that sometimes the *tch* and the *ck* occur at the end of the first syllable of a multisyllabic word, as if that first syllable were a one-syllable word, such as *kitchen*, *hatchet*, *satchel*, *bucket*, and *packet*.

1

### Step 1: Phonogram Cards

First, review all previously learned Phonogram Cards. Display Phonogram Cards 1–44.

**I will show these letters and letter teams one at a time. When I show a letter, say the name of the letter or letter team and then say its sound.**

Model the first item for students. For example, for Phonogram Card 1, say the following:

**This is the letter *p*. The letter *p* stands for the /p/ sound. When I show this card, you say: *p*, /p/.**

Review Phonogram Cards 1–44.

2

**Today you will learn a new consonant team. You have already learned some letter teams where two letters combine to make one sound. The new phonogram I will teach you today has three letters that combine to make one sound.**

Display Phonogram Card 45.

**What are these letters? (*tch*) These three letters say /ch/ when they are together. When you see the letters *tch* together, they always make the sound /ch/. They come right after a vowel at the end of a syllable.**

3

Display Key Word Sheet *tch*.

**The key word for *tch* is *catch*. What is the key word? (*catch*) Let's all say it together: *catch*.**

**What is the last sound you hear in *catch*? (/ch/) The *tch* in *catch* comes at the end of the word. When you hear a /ch/ sound at the end of a one-syllable word, and the /ch/ sound comes after an /ä/, /ī/, /ō/, /ū/, or /ë/ sound, it is spelled *tch*.**

**The sound the letters *tch* make together is /ch/. Say *tch*, /ch/, *catch*, /ch/. (*tch*, /ch/, *catch*, /ch/)**

Have students repeat *tch*, /ch/, *catch*, /ch/ several times.

4

### Step 2: Phonological Awareness

#### Sound Identification

Students listen for the /ch/ sound in the words you say, raising their hands when they hear the sound.

**Close your eyes. I will say a word. Repeat the word, and if you hear the /ch/ sound at the end of the word and it comes right after a vowel, raise your hand.**

Say *catch*. Have students repeat the word. (*catch*) **Did you hear /ch/ at the end of *catch*? (yes) So, you should raise your hand.**



- Say *cat*. Have students repeat the word. (cat) **Did you hear /ch/ at the end of *cat*? (no) So, you should not raise your hand.**

• Repeat the activity with the following words: *pitch*, *fetch*, *check*, *hatch*, *nap*, and *patch*.

5

### Step 3: Word Building

- Students use 1 green and 2 white circles from their Manipulatives Kit to identify and manipulate sounds in words. Then students write the letters that represent those sounds to build words.

• Distribute a copy of the Phoneme-Grapheme Sheet to each student.

- **Put your circles in the gray box at the top of your sheet. Do you remember what sound the letters *tch* make? (/ch/) When we hear the sound /ch/ at the end of these words, we will spell it *tch*.**

- **Let's build the word *pitch*. How many sounds do you hear in the word *pitch*? (3) Everyone bring down a circle for each sound you hear in *pitch*. Remember to use a green circle for the vowel sound. Go back and touch each circle, saying its sound or sounds. (/p/ /i/ /ch/)**

- **Touch the first circle, and say its sound or sounds. (/p/) Push the circle up, and write *p* in the first box. What sound or sounds does the green circle make? (/i/) Push up the green circle, and write *i* in the next box. What is the sound of the last circle? (/ch/) How do you spell the /ch/ sound when it is the last sound in a one-syllable word after the vowel sound /ă/, /ī/, /ō/, /ū/, or /ë/? (*tch*) Push up the last circle, and write *tch* in the last box.**

- **Now look at the word. Draw a smile under *tch* to show that the three letters combine to make one sound. What sound do the letters make? (/ch/) Now read the whole word, putting your finger under each letter or team as you say its sound or sounds. (/p/ /i/ /ch/) Then read the whole word fast. (*pitch*)**

• Repeat the activity with *fetch*, *check*, *hatch*, and *patch*.

6

### Step 4: Decoding and Sentence Reading

• Use the top half of workbook page 138, "Words and Sentences."

- **Open your workbook to page 138 and look at the words on the top of the page. Put your finger under the first word, and say it aloud. (*switch*) Find the vowel in the word and underline it. Find the *tch* consonant team in the word. Draw a smile under *tch*, linking the three letters. What sound does *tch* make? (/ch/) Why is the /ch/ sound written *tch* instead of *ch*? (The /ch/ sound is usually written *tch* right after a vowel at the end of a one-syllable word.) Now read the whole word, putting your finger under each letter or team as you say its sound or sounds. (/s/ /w/ /i/ /ch/) Then say it fast. (*switch*)**

• Continue reading the words, from left to right and row by row, using the same procedure. Have students underline the vowels, draw a smile under any letter teams, and draw a line between any syllables. Ask students to use the word in a sentence if you are unsure whether they understand it.

• After five minutes, move on to Step 5.

Digital  
scene**Vocabulary Development**

The following words may present meaning challenges for some students: *clutch*, *blotch*, *notch*, and *hitch*. Check that students understand the meanings of the words. Discuss unknown vocabulary with students using the strategies described in Vocabulary Development, in the Appendix.

7

**Step 5: Prereading****Phoneme-Grapheme Analysis**

Write *notch* on the board.

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

**In the word *notch*, what letter says /n/? (n)**

**In the word *notch*, what letter says /ɔ/? (o)**

**In the word *notch*, what three letters say /ch/? (tch)**

**In the word *notch*, what does the letter *n* say? (/n/)**

**In the word *notch*, what does the letter *o* say? (/ɔ/)**

**In the word *notch*, what do the three letters *tch* say? (/ch/)**

**Say *notch*. (notch) Say *notch* again, but instead of /n/, say /b/. (botch)**

8

**Step 6: Reading**

Use workbook page 139, "Word Find."

**Open your workbook to page 139. What letters do you see in the center of your Word Find? (tch) What sound do the letters *tch* make? (/ch/) Find all the words with *tch*. Color the *tch* in those words and then read each word and circle it. See how many *tch* words you can find and read in five minutes.**

After five minutes, have students take turns reading their circled words aloud. As a word is read, write it on the board and have students check it off on their page.

9

Use the bottom half of workbook page 138, "Words and Sentences."

**Open your workbook to page 138 and look at the sentences on the bottom of the page.**

Write this sentence on the board: *I must scratch this itch.*

Have a student come to the board to circle all the *tch* words in the sentence. Ask other students to read the circled words and then the whole sentence. **Look at the sentence on your page, and circle the *tch* words in the sentence.** (Wait for students to finish.) **Now let's read the sentence aloud together.** (*I must scratch this itch.*)

Repeat the procedure with each sentence. Remind students to make a picture in their minds as they read to make sure they understand each sentence.

10

**Step 7: Sound Dictation**

Distribute Lesson Dictation Paper to each student.

1. Say /ch/. (/ch/) What two consonant teams can make the /ch/ sound? (ch, tch) Pick up your pencil and write the letters *ch* and *tch* on your paper, naming the letters as you write. (ch, tch)

Look at the letters you just wrote. What are the names of those letters? (ch, tch) If the /ch/ sound came at the end of a one-syllable word, right after a vowel, which consonant team would you use to write it? (tch) From now on, when I dictate the sound /ch/, I want you to give me both ways of writing it: *ch* and *tch*. Don't forget that you usually use *ch* at the beginning of a word and *tch* at the end of a one-syllable word when it comes right after a vowel.

Repeat with the following sounds. If a sound can be represented multiple ways, students should write all known ways to represent that sound. 2. /th/ (th); 3. /öl/ (ol, al); 4. /üng/ (ung); 5. /k/ (c, k, ck); 6. /ch/ (ch, tch); 7. /kw/ (qu); 8. /ch/ (ch, tch); 9. /k/ (c, k, ck); 10. /ä/ (a)

11

**Step 8: Prespelling****Phonological Awareness**

Say *match*. (match) Now say a word that rhymes with *match*. (Sample answers: catch, hatch, latch) What is the first sound you hear in *match*? (/m/) What vowel sound do you hear in *match*? (/ä/) What is the last sound you hear in *match*? (/ch/)

12

**Step 9: Spelling**

Students use the same sheet of Lesson Dictation Paper distributed in Step 7.

Alternate Dictation Words covering the same skills, found in the Appendix, are available for older students.

1. Say *match*. (match) Who can spell the word *match*, writing the letters on the board as you name them? Make sure the student spells the word with *tch* instead of *ch*. (m, a, t, c, h) Now everyone spell the word *match* aloud, writing the letters on your palm as you name them. (m, a, t, c, h) Now pick up your pencil and write *match* on your paper, naming the letters as you write. (m, a, t, c, h)

Look at the word you just wrote and draw a smile under *tch*. What sound do the letters make? (/ch/) Go to the beginning of the word and sound out each letter or team. (/m/ /ä/ /ch/) Now glide your finger under the word and say it fast. (match)

Repeat with the following words. After each word, ask students why they chose to spell the word with *ch* or *tch*. Point out that the /ch/ sound does not come right after a vowel in the word *lunch*, so it is not spelled *tch*. 2. botch; 3. hitch; 4. switch; 5. fetch; 6. hatch; 7. ditch; 8. lunch; 9. itch; 10. pitch

When finished, have students take turns reading the words aloud.

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13

**Step 10: Sentence Dictation**

Students use the same sheet of Lesson Dictation Paper distributed in Step 7.

Alternate Dictation Sentences covering the same skills, found in the Appendix, are available for older students.

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

**1. I must scratch this itch.**

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

**Say the sentence as I point to each dash. (I must scratch this itch.) Say the sentence again, this time making a dash on your paper for each word. (I must scratch this itch.) Look at your dashes again and say the sentence, pointing to each dash as you say a word. (I must scratch this itch.)**

**Now write the sentence on your paper, one word on each dash. Put your pencil down when you finish and go back and check the sentence. If you find a mistake, do not erase it. Put brackets around the mistake and write the correct word above it.**

You may need to demonstrate bracketing a mistake and making a correction, as shown in Sentence Dictation, in the Appendix. Help students check and correct the sentence.

**Did you remember to use the *tch* rule? (Answers will vary.) When you hear the sound /ch/ at the end of a one-syllable word after a short vowel, it is spelled *tch*. Which two words in this sentence follow that rule? (scratch, itch)**

Repeat the procedure with the following sentence:

**2. I will pitch and you can catch.**

When finished, have students read both sentences aloud.

14

**Independent Practice**

While you are administering the Concept Mastery Fluency Drill to students one at a time, the other students may complete independent practice for extra reinforcement of this lesson's concepts.

**Independent Practice 1:** Have students turn to page 140 in their workbook. Discuss the illustrations, identifying each picture. Then read the words at the top of the page with the students. Next, have them find a word that matches the first picture and print it in the space under the picture. Encourage students to complete the page independently.

**Independent Practice 2:** Have students turn to page 141 in their workbook. With students, read the words below the sentences and then read the first sentence. Have students find a word that completes the sentence and print it in the space. Encourage students to complete the page independently.

▼ scene

tch

15

**Concept Mastery Fluency Drill**

• Test students one at a time. Select the student being tested and give the student Concept Mastery Fluency Drill 2.6. For information on using the Concept Mastery Fluency Drill for fluency instruction and additional assessment, see Rereading for Fluency, in the Appendix.



**Paper Assessment:** Follow the directions for administration and scoring, found in *Blackline Masters for Instruction and Assessment*.



**Digital Assessment:** Follow the directions for administration and scoring, found in Lesson 2.6, Scene 15.


**Reinforcing Lesson 6a: tch**

Lesson Overview		
Step	Materials	Activity / Procedure
<b>Step 1: Phonogram Cards</b>	<ul style="list-style-type: none"> <li>Phonogram Cards 1–45</li> <li>Decodable 1 Word Cards 19–20</li> </ul>	<ul style="list-style-type: none"> <li>Review previously taught Phonogram and Word Cards</li> <li>Introduce Decodable 1 Word Cards 19–20</li> </ul>
<b>Step 2: Phonological Awareness</b>		<ul style="list-style-type: none"> <li>Sound providing: say sounds heard in parts of a word</li> </ul>
<b>Step 3: Word Building</b>	<ul style="list-style-type: none"> <li>Small Letter Set (Manipulatives Kit)—1 per student</li> </ul>	<ul style="list-style-type: none"> <li>Use letters to build words and sound them out</li> </ul>
<b>Step 4: Decoding and Sentence Reading</b>	<ul style="list-style-type: none"> <li>Words and Sentences (Workbook p. 142)</li> </ul>	<ul style="list-style-type: none"> <li>Word decoding</li> <li>Sentence comprehension</li> </ul>
<b>Step 5: Prereading</b>		<ul style="list-style-type: none"> <li>Phoneme-grapheme analysis: letter/sound analysis</li> <li>Introducing the story: build background, vocabulary, and concepts</li> </ul>
<b>Step 6: Reading Comprehension</b>	<ul style="list-style-type: none"> <li>Passage (Workbook p. 143)</li> <li>Graphic Organizer (Workbook p. 144 or BLM p. 19)</li> <li>Fluency Tracking Sheet (Workbook p. 222)</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading</li> <li>Comprehension activity: graphic organizer</li> <li>Rereading for fluency</li> </ul>
<b>Step 7: Sound Dictation</b>	<ul style="list-style-type: none"> <li>Lesson Dictation Paper (BLM pp. 16–17)—1 per student</li> </ul>	<ul style="list-style-type: none"> <li>Write known spellings for sounds</li> </ul>
<b>Step 8: Prespelling</b>		<ul style="list-style-type: none"> <li>Phonological awareness: identify phonemes in <i>watch</i></li> </ul>
<b>Step 9: Spelling</b>	<ul style="list-style-type: none"> <li>Lesson Dictation Paper (from Step 7)</li> <li><i>Optional:</i> Alternate Dictation Words (Appendix)</li> </ul>	<ul style="list-style-type: none"> <li>Say and spell words</li> <li>Identify consonants, vowels, and letter teams</li> </ul>
<b>Step 10: Sentence Dictation</b>	<ul style="list-style-type: none"> <li>Lesson Dictation Paper (from Step 7)</li> <li><i>Optional:</i> Alternate Dictation Sentences (Appendix)</li> </ul>	<ul style="list-style-type: none"> <li>Make a dash for each word in a sentence</li> <li>Write and say sentences</li> </ul>
<b>Independent Practice &amp; Assessment</b>	<ul style="list-style-type: none"> <li>Independent Practice (Workbook p. 145)</li> <li><i>Optional:</i> Decodable Reader <i>Catch a Batch of Fish</i> (Set 2B)</li> <li>Concept Assessment 2.6a (BLM p. 92)—1 master copy and 1 copy per student</li> </ul>	<ul style="list-style-type: none"> <li>Assign Independent Practice while assessing individual students</li> <li>Assess student fluency reading words with <i>tch</i></li> </ul>

①

**Step 1: Phonogram Cards**

- First, review all previously learned Phonogram Cards. Display Phonogram Cards 1–45.
- **I will show these letters and letter teams one at a time. When I show a letter, say the name of the letter or letter team and then say its sound.**
- Model the first item for students. For example, for Phonogram Card 1, say the following:
- **This is the letter *p*. The letter *p* stands for the /p/ sound. When I show this card, you say: *p, /p/.***
- Review Phonogram Cards 1–45.

②

- **Today I will teach you some new words. They are on green cards because you can sound them out. You also want to learn them so you can quickly read these words without having to sound out each letter.**
- Display Decodable 1 Word Card 19.
- **This is the word *match*. What is this word? (match) Do you see the *tch* consonant team in this word? (yes)** Ask a student to use the word *match* in a sentence.
- Using the same procedure, introduce Decodable 1 Word Card 20.

③

- Review Decodable 1 Word Cards 19 and 20.

④

**Step 2: Phonological Awareness****Sound Providing**

- **Say *fetch*. (fetch) What is the first sound you hear in *fetch*? (/f/) What vowel sound do you hear in *fetch*? (/ĕ/) What is the last sound you hear in *fetch*? (/ch/)**
- Repeat the activity with the following words: *pitch, trick, match, stitch, and blotch*.

⑤

**Step 3: Word Building**

- Students will use the Small Letter Set from their Manipulatives Kit to build words.
- **Say *pitch*. (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*? (/ĭ/) Bring down Small Letter *i*. 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) So, bring down the new Small Letter *tch*.**
- **Put your finger under the first letter in the word. Sound out the word, pointing to each letter or team as you say its sound or sounds. (/p/ /ĭ/ /ch/) Remember that *t, c,* and *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. (pitch)**
- Repeat the activity with *match, blotch, stitch, and trick*.

6

**Step 4: Decoding and Sentence Reading****Decoding**

Use the top half of workbook page 142, "Words and Sentences."

**Open your workbook to page 142 and look at the words on the top of the page. Put your finger under the first word and say it aloud. (itch) Draw a smile under the tch.** Ask a student to say the sound tch makes. (/ch/) **Why is the /ch/ sound at the end of the word 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 say its sound or sounds. (/i/ /ch/) Go back to the beginning of the word, glide your finger under the word, and say it fast. (itch)**

Continue reading the words, from left to right and row by row, using the same procedure. Have students underline the vowels, draw a smile under any letter teams, and draw a line between any syllables. Ask students to use the word in a sentence if you are unsure whether they understand it.

After five minutes, move on to Sentence Comprehension.

7

**Sentence Comprehension**

Use the bottom half of workbook page 142, "Words and Sentences."

**Open your workbook to page 142 and look at the sentences on the bottom of the page. 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 as you read.**

1. The ball fell into the ditch.

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

**Read the next sentence silently. Look up when you are finished.**

2. Mom will stitch the rip in Mitch's pants.

Choose a student to read the sentence aloud. (Mom will stitch the rip in Mitch's pants.) **Now let's read the sentence aloud together.** (Mom will stitch the rip in Mitch's pants.) **Where is the rip that Mom will stitch?** (in Mitch's pants)



Repeat the activity with the remaining sentences:

3. Your socks do not match.

**What do not match?** (your socks)

4. Did you latch the lock on the shed?

**Where is the lock?** (The lock is on the shed.)

5. I will pitch a ball that you cannot catch!

**What will this person pitch?** (a ball)

8

### Step 5: Prereading

#### 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)

**In the word *fetch*, what letter says /ĕ/?** (e)

**In the word *fetch*, what three letters say /ch/?** (tch)

**In the word *fetch*, what does the letter *f* say?** (/f/)

**In the word *fetch*, what does the letter *e* say?** (/ĕ/)

**In the word *fetch*, what do the three letters *tch* say?** (/ch/)

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

9

#### 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 feel if a pet didn't want to do tricks?** (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.**

Digital  
scene

10

**Step 6: Reading Comprehension**

Use the passage on workbook page 143: *Tricks Will Not Fetch*.

In this step, students read sections of the passage silently, answer questions about each section, and then read the passage again.

**Open your workbook to the passage on page 143 and read the title aloud. (*Tricks Will Not Fetch*) Read the first section silently. Remember to make a picture in your mind as you read. Look at me when you are finished.**

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

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

Use the same procedure for the following passage sections:

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 does Rick pitch? (sticks) What does Tricks do? (Tricks just sits.) What stings Tricks? (a bug) Does Tricks get up to catch the bug? (no)**

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

**Will Tricks fetch? (no) Will Tricks get up? (no) What does Tricks do? (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."

**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 likes to just sit.)**

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

**What will Rick call Tricks? (Lump) Why? (because Tricks just sits like a 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!

**What does Tricks do just then? (He sits up.) What does Mitch tell Rick to pitch? (a stick)**

**What does Tricks do? (Tricks runs 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.

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

**Go to the beginning and silently read the entire passage without stopping. When you finish, look at me.**

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

▼ scene

tch

11

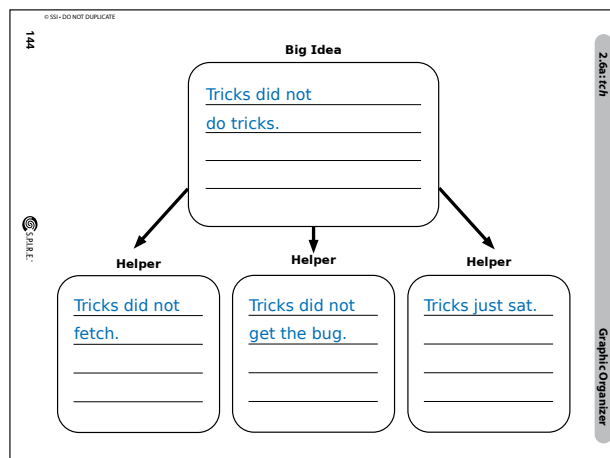
**Comprehension Activity****Main Idea and Details**

Have students open their workbook to the Graphic Organizer on page 144. You may also draw or project the Graphic Organizer found in *Blackline Masters for Instruction and Assessment*. Work with students to fill in the answers to describe Rick's dog, Tricks, in *Tricks Will Not Fetch*.

**We will use the passage to complete the Graphic Organizer. We need to understand the story. We are**

**going to look for the big idea 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, or helpers, 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.**

Complete the Graphic Organizer using the passage.



12

**Rereading for Fluency**

To strengthen oral reading fluency and to obtain a words-correct-per-minute (wcpm) score, have students complete a one-minute fluency probe using the passage *Tricks Will Not Fetch* on page 143 of their workbook.

Students should use the Fluency Tracking Sheet in their workbook to track their wcpm score.

For directions, see Rereading for Fluency, in the Appendix.

13

**Step 7: Sound Dictation**

Distribute Lesson Dictation Paper to each student.

**1. Say /ch/. (/ch/) What two consonant teams make the /ch/ sound? (ch, 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. (ch, tch) Now 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 represent that sound. 2. /ă/ (a); 3. /ĭ/ (i); 4. /ch/ (ch, tch); 5. /k/ (c, k, ck); 6. /ō/ (o); 7. /ĕ/ (e); 8. /sh/ (sh); 9. /ŭ/ (u); 10. /ch/ (ch, tch)

Digital  
scene

14

**Step 8: Prespelling****Phonological Awareness**

Say *watch*. (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*? (/ɔ/) What is the last sound you hear in *watch*? (/ch/)

15

**Step 9: Spelling**

Students use the same sheet of Lesson Dictation Paper distributed in Step 7.

Alternate Dictation Words covering the same skills, found in the Appendix, are available for older students.

1. Say the word *watch*. (watch) Who can 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 the letter *a* because of the *wa* rule. (w, a, t, c, h) Now everyone spell the word *watch*, writing the letters on your palm as you name them. (w, a, t, c, h) Pick up your pencil and write the word *watch*, naming the letters again as you write. (w, a, t, c, h)

Look at the word you just wrote and draw a smile under *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. (/w/ /ɔ/ /ch/) Then glide your finger under the word and say it fast. (watch)

Repeat with the following words. Discuss any unknown vocabulary. 2. botch; 3. crack; 4. quick; 5. latch; 6. clutch; 7. miss; 8. hatch; 9. Dutch; 10. splash

When finished, have students take turns reading the words aloud.

16

**Step 10: Sentence Dictation**

Students use the same sheet of Lesson Dictation Paper distributed in Step 7.

Alternate Dictation Sentences covering the same skills, found in the Appendix, are available for older students.

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

1. Mom will put a patch on the rip.

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

Now you say the sentence as I point to each dash. (Mom will put a patch on the rip.) Let's say the sentence again, and you make a dash on your paper for each word you say. (Mom will put a patch on the rip.)

- Write the sentence on your paper, one word on 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, as shown in Sentence Dictation, in the Appendix. Help students check and correct the sentence.

Repeat the procedure with the following sentence:

2. Beth can pitch fast.

When finished, have students read both sentences aloud.

17

### Independent Practice

While you are administering the Concept Assessment to students one at a time, the other students may complete independent practice for extra reinforcement of this lesson's concepts.

**Independent Practice:** Have students turn to page 145 in their workbook. Discuss the illustration, prompting them to tell what they remember about the passage *Tricks Will Not Fetch*. Then read and discuss the first question with students. When possible, students should answer in complete sentences. 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*.

18

### Concept Assessment

Test students one at a time. Select the student being tested and give the student Concept Assessment 2.6a.



**Paper Assessment:** Follow the directions for administration and scoring, found in *Blackline Masters for Instruction and Assessment*.



**Digital Assessment:** Follow the directions for administration and scoring, found in Lesson 2.6a, Scene 18.



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**4th Edition**



***Level 2***  
**Workbook**

Sheila Clark-Edmands

**EDUCATORS PUBLISHING SERVICE**

**2.6: tch****Words and Sentences**

- |           |        |        |
|-----------|--------|--------|
| 1. switch | hatch  | clutch |
| 2. Mitch  | match  | latch  |
| 3. catch  | patch  | pitch  |
| 4. itch   | blotch | notch  |
| 5. hitch  | ditch  | fetch  |
- 

1. I must scratch this itch.
2. Latch the hatch.
3. Snatch a batch of jam!
4. Chad will pitch the ball, and his dog will fetch it.
5. Stitch a patch onto the pants with a rip.

2.6: *tch*

## Word Find

match

**plum**

switch

**Mitch**

CATCH

past

**pitch**

bliss

Max

boss

**snip**

snatch

**tch**

watch

**quilt****clutch**

BATCH

**fell**

FALL

hitch

fetch

ketch

king

**wash**



2.6: *tch*

Independent Practice 1

scratch

hatch

catch

latch

fetch

stitch

branch

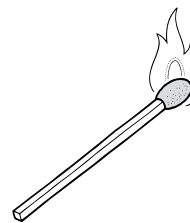
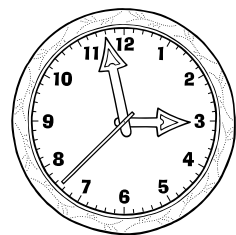
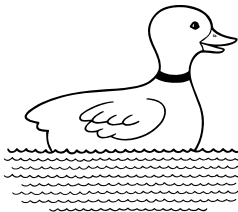
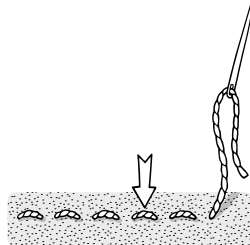
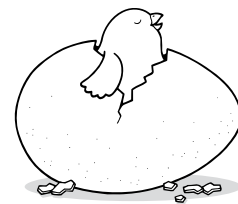
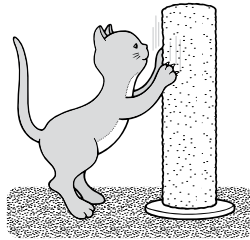
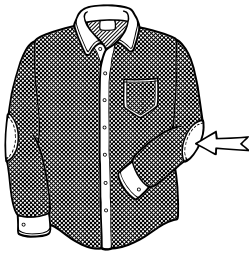
clock

pack

patch

match

duck



2.6: *tch*

## Independent Practice 2

Find the best word to complete each sentence.

1. Jan fell when she ran to \_\_\_\_\_ the ball.

2. The eggs will \_\_\_\_\_ in the fall.

3. The cat did \_\_\_\_\_ the wall.

4. He was upset that he got the \_\_\_\_\_ wet.

5. Mitch got the \_\_\_\_\_ for the rip in the pants.

---

scratch      patch      match      catch      hatch

---

**2.6a: tch****Words and Sentences**

1. itch      batch      ditch      match      Dutch
  2. Jeff      stiff      shock      deck      bang
  3. sled      wet      pit      if      nap
  4. jam      hall      junk      hang      when
  5. thin      them      wish      pink      sank
- .....

1. The ball fell into the ditch.
2. Mom will stitch the rip in Mitch's pants.
3. Your socks do not match.
4. Did you latch the lock on the shed?
5. I will pitch a ball that you cannot catch!

2.6a: *tch*

## Passage

**Tricks Will Not Fetch**

Rick had a pet dog, Tricks. Tricks did not do tricks.	11
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.	22 33 36
“What will I do with Tricks?” said Rick. “Tricks will not fetch. Tricks will not get up to catch a bug. Tricks just sits.”	47 60
“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.”	72 85
“That is what I will do,” said Rick. “I will call him Lump.”	97 98
Just then, Tricks sat up.	103
“Quick, pitch a stick!” said Mitch.	109
Rick did pitch a stick. Tricks got up! Tricks ran to fetch the stick!	121 123
“I think Tricks did not want you to call him Lump,” said Mitch.	134 136
“I am glad that I can still call him Tricks!” said Rick.	148

2.6a: *tch* **Graphic Organizer**

**Big Idea**

Diagram description: A large rounded rectangle with four vertical lines inside, representing the 'Big Idea' box. Three arrows point from its right side to three smaller rounded rectangles labeled 'Helper'.

**Helper**

Diagram description: A rounded rectangle with four vertical lines inside, representing a 'Helper' box.

**Helper**

Diagram description: A rounded rectangle with four vertical lines inside, representing a 'Helper' box.

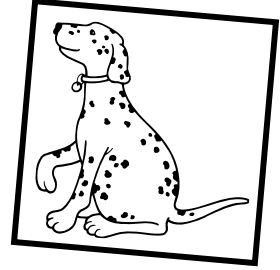
**Helper**

Diagram description: A rounded rectangle with four vertical lines inside, representing a 'Helper' box.

2.6a: *tch*

Independent Practice

## 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?

---

---

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# tch



# catch



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Sounds**

**Words**

- \_\_\_\_\_
- 1. \_\_\_\_\_  
-----
- 2. \_\_\_\_\_  
-----
- 3. \_\_\_\_\_  
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- 4. \_\_\_\_\_  
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- 5. \_\_\_\_\_  
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- 6. \_\_\_\_\_  
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- 7. \_\_\_\_\_  
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- 8. \_\_\_\_\_  
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- 9. \_\_\_\_\_  
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- 10. \_\_\_\_\_  
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- \_\_\_\_\_
- 1. \_\_\_\_\_  
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- 2. \_\_\_\_\_  
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- 3. \_\_\_\_\_  
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- 4. \_\_\_\_\_  
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- 5. \_\_\_\_\_  
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- 6. \_\_\_\_\_  
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- 7. \_\_\_\_\_  
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- 8. \_\_\_\_\_  
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- 9. \_\_\_\_\_  
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- 10. \_\_\_\_\_  
-----

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Name: \_\_\_\_\_

**Sentences**

1.

2.

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## Lesson 2.6 Concept Mastery Fluency Drill

stitch   match   catch   hitch   stitch   fetch   match

hatch   Mitch   match   hatch   stitch   catch   fetch

match   Mitch   fetch   match   hatch   stitch   catch

catch   hitch   stitch   fetch   match   hatch   Mitch   7

catch   hitch   stitch   fetch   match   hatch   catch   14

Mitch   match   hatch   stitch   catch   fetch   stitch   21

catch   fetch   match   Mitch   fetch   match   27

hatch   stitch   catch   fetch   Mitch   stitch   fetch   34

match   match   Mitch   fetch   match   hatch   40

stitch   catch   fetch   Mitch   stitch   fetch   match   47

Mitch   match   hatch   stitch   catch   hitch   stitch   54

fetch   match   hatch   Mitch   match   hatch   60

stitch   catch   fetch   match   Mitch   fetch   66

match   hatch   stitch   catch   fetch   Mitch   stitch   73

fetch   match   catch   catch   hitch   stitch   fetch   80

**Lesson 2.6a Concept Assessment**

batch      ditch      notch      hutch      fetch  
latch      itch      botch      clutch      sketch

---

Fetch the batch of jam.

Hitch the string to the switch.

Pitch the ball and Rick will catch it.

I had a splotch of ketchup on that.

Frank did scratch the match on the wall.