

Explicit Instruction for Phonics Intervention

Skill: **Complex Consonant tch**

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-scratch-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.

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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.

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Skill: **Complex consonant tch**

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 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 <i>If additional practice is needed, see previous lessons.</i></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: 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.

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Skill: **Complex consonant tch**

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 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: <i>If additional practice is needed, see previous lessons.</i></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: 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"> 1. Mitch ran to catch the ball. 2. The cat scratched at the door. 3. Will you switch on the lights? 	3 min.
Text Application	<ol style="list-style-type: none"> 1. Read story two. 	10 min.

Explicit Instruction for Phonics Intervention

Skill: **Complex consonant tch**

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 students write the remaining words independently.</p>	5 min.
Dictation	<ol style="list-style-type: none"> 1. The latch on my watch broke. 2. The cat’s tail twitched. 3. I need a patch on my coat. 4. The truck went into a ditch. 	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.

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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

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

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.

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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.