



at Marshall University's  
June Harless Center

# West Virginia Phonics and Word Recognition Standards Companion

## **WVCCRS ELA II: Special situations -tch Skill Set**

*This skill set provides examples for explicit teaching with educator modeling and guided practice. The skill set addresses key components that best support learners in cementing their learning and provides an opportunity for students to practice applying this skill in an authentic way. The activities each day build on the previous day's practice. The activities are designed to supplement phonics instruction in the classroom in a way that meets the needs of individual learners within a variety of instructional approaches. (Whole group, small group, intervention, etc.)*

*This skill set includes three weeks of suggested daily activities, word lists, word cards, and picture cards. The decodable reader suggested for use with the text and writing application sections can be found immediately following each week's activities. The total suggested time for each day is approximately thirty minutes.*

*Supporting documents such as an educator guide, suggested materials, and printable resources can be found [here](#) for preparation purposes. Please note that the activities and materials listed are suggestions. Both may be substituted for other activities and manipulatives found in your classroom.*

*The special situations -tch skill is first identified in West Virginia's College- and Career-Readiness Standard ELA.2.II under the Phonics and Word Recognition Cluster.*

# WVCCRS ELA II: Special Situations -tch Skill Set

## Suggested Activities: Set One

| Section                                   | Instructional Routine  | Time |
|---|--|------|
| <b>Phonemic Awareness</b>                 | <b>Phoneme Addition:</b> Orally provide students with a focus skill word and ask students to add a sound at the beginning or end of the word. For example, you can say, “Add /t/ to the end of the word quilt and the new word is?” Students should respond with “quilt.”  | 2    |
| <b>Articulation</b>                       | <b>Mouth Formation Mirror Practice:</b> Model the sound for the focus skill and describe the proper mouth formation. Students can then be given the opportunity to practice demonstrating proper mouth formation in their mirrors, working to replicate the mouth formation of the teacher as they orally produce the skill sound.   | 3    |
| <b>Letter-Sound Correspondence</b>        | <b>Missing Letter:</b> Display a word with one letter missing. The missing letter can be at any place in the word. Students will guess what they think the missing letter is by saying it aloud or writing it on their own whiteboards. Example: ne_t (answer could be next, nest, neat, etc.) Students will share their letter guess and the word it makes. Then the teacher will say the correct word aloud. | 2    |
| <b>Decoding and Encoding</b>              | <b>Word Sort:</b> Provide students with word cards, including focus skill words and non-focus skill words. Students can sort word cards with a partner, reading each word aloud as they sort.  | 3    |
| <b>Irregular and High Frequency Words</b> | <b>Read, Spell, Write, Find:</b> Show and read an irregular or high frequency word from this week’s list. With students, spell and write the word. Finally, provide students with this week’s decodable text. Students will highlight the new irregular or high frequency word as it appears.<br><br>Word List: does, sound, around  | 5    |
| <b>Text Application</b>                   | <b>Highlighting Fun Activity:</b> Read decodable text aloud while students follow along using individually distributed copies of the decodable text. Students should be encouraged to notice and highlight skill words and high-frequency words within the text. Provide students the opportunity to share words found.  | 10   |
| <b>Writing Application</b>                | <b>Writing Spotlight:</b> Students will revisit the decodable text to write words that are highlighted.  | 10   |

*Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.*

| <b>Section</b>                            | <b>Instructional Routine</b>   | <b>Time</b> |
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| <b>Phonemic Awareness</b>                 | <b>Phoneme Addition:</b> Orally provide students with a focus skill word and ask students to add a sound at the beginning or end of the word. For example, you can say, “Add /t/ to the end of the word quilt and the new word is?” Students should respond with “quilt.”  | 2           |
| <b>Articulation</b>                       | <b>Mouth Formation Mirror Practice:</b> Model the sound for the focus skill and describe the proper mouth formation. Students can then be given the opportunity to practice demonstrating proper mouth formation in their mirrors, working to replicate the mouth formation of the teacher as they orally produce the skill sound.   | 3           |
| <b>Letter-Sound Correspondence</b>        | <b>Missing Letter:</b> Display a word with one letter missing. The missing letter can be at any place in the word. Students will guess what they think the missing letter is by saying it aloud or writing it on their own whiteboards. Example: ne_t (answer could be next, nest, neat, etc.) Students will share their letter guess and the word it makes. Then the teacher will say the correct word aloud. | 2           |
| <b>Decoding and Encoding</b>              | <b>Word Sort:</b> Provide students with word cards, including focus skill words and non-focus skill words. Students can sort word cards with a partner, reading each word aloud as they sort.  | 3           |
| <b>Irregular and High Frequency Words</b> | <b>Read, Spell, Write, Find:</b> Show and read an irregular or high frequency word from this week’s list. With students, spell and write the word. Finally, provide students with this week’s decodable text. Students will highlight the new irregular or high frequency word as it appears.<br><br>Word List: does, sound, around  | 5           |
| <b>Text Application</b>                   | <b>Independent Whisper Reading:</b> Observe as students independently read decodable text. Encourage students to track their reading during independent reading time.  | 10          |
| <b>Writing Application</b>                | <b>Writing Spotlight:</b> Students will revisit the decodable text to write words that are highlighted.  | 10          |

*Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.*

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| <b>Irregular and High Frequency Words</b> | <b>Read, Spell, Write, Find:</b> Show and read an irregular or high frequency word from this week’s list. With students, spell and write the word. Finally, provide students with this week’s decodable text. Students will highlight the new irregular or high frequency word as it appears.<br><br>Word List: does, sound, around  | 5           |
| <b>Text Application</b>                   | <b>Echo Reading:</b> Echo read words identified from previous day. Then echo read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students’ understanding of the text.   | 10          |
| <b>Writing Application</b>                | <b>Guided Writing:</b> Choose a sentence that includes this week’s skill words and high-frequency words. Then dictate the sentence to the students and observe their writing.  | 10          |

*Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.*

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| <b>Decoding and Encoding</b>              | <b>Word Sort:</b> Provide students with word cards, including focus skill words and non-focus skill words. Students can sort word cards with a partner, reading each word aloud as they sort.  | 3           |
| <b>Irregular and High Frequency Words</b> | <b>Word Scramble:</b> Display a high-frequency word that is scrambled. Students can unscramble the word and write it on their white board.<br><br>Word List: does, sound, around   | 5           |
| <b>Text Application</b>                   | <b>Choral Reading:</b> Chorally read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students’ understanding of the text.  | 10          |
| <b>Writing Application</b>                | <b>Guided Writing:</b> Choose a different sentence that includes this week’s skill words or high-frequency words. Then dictate the sentence to the students and observe their writing.   | 10          |

*Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.*

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| <b>Text Application</b>                   | <b>Partner Reading:</b> Observe as students partner read decodable text. If time allows, facilitate a discussion of students’ understanding of the text.   | 10          |
| <b>Writing Application</b>                | <b>Independent Writing:</b> Use verbal prompts to guide students to write a sentence connected to the text. The sentence should include skill words or high-frequency words. If needed, a sentence frame can be used.<br><br>Example: I went to fetch _____.   | 10          |

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# Fetch

Mitch and his pup, Patch, like to play fetch in the glen. Mitch lobs the ball, and Patch runs through the grass to snatch it.

The ball lands by a huge pine. A sound in the brush makes Patch stop in his tracks. A twig snaps and it makes Patch's nose twitch.

Around a lush bush comes Mitch's pal, Sage, and her black lab, Quin. Quin races through the grass to snatch the ball.

Patch chases after her and yaps, but he can not catch Quin. Quin grabs the ball and runs back to Sage. She drops the ball at Sage's feet and yaps.

Mitch smiles, "Quin is good at fetch. Patch does not have the hang of it yet."

Sage grins, "He will pick it up fast. Patch is quick as a whip, just like Quin."

## WVCCRS ELA II: Special Situations -tch Skill Set

### Suggested Activities: Set Two

| Section                                   | Instructional Routine  | Time |
|---|--|------|
| <b>Phonemic Awareness</b>                 | <b>Phoneme Deletion:</b> Orally provide students with a focus skill word and ask students to delete a sound at the beginning or end of the word. For example, “break without the /b/ is...?” Students should respond with, “rake.”   | 2    |
| <b>Articulation</b>                       | <b>Stand Up/Sit Down:</b> Using a list of focus skill words, direct students to stand up if they hear a word containing the skill word or stay seated if the word does not contain the skill sound. For additional practice, you may also have students repeat the word. For example, if working on the skill /qu/, you might say the word, “quin,” and students would stand up. You could then say the word “button,” and students would stay seated. | 3    |
| <b>Letter-Sound Correspondence</b>        | <b>How Many Can We Make:</b> Provide students with a random letter. Students will say a word that starts with that letter one at a time in sequence until a student can’t produce a word or until time runs out. Challenge students to come up with as many words as possible!   | 2    |
| <b>Decoding and Encoding</b>              | <b>Odd Word Out Activity:</b> Create a series of three words—two words that use the focus skill and the third word that is different. Students can write and say the words to determine which word is the “odd word out” and explain the reason why it doesn’t belong.   | 3    |
| <b>Irregular and High-Frequency Words</b> | <b>Read, Spell, Write, Find:</b> Show and read an irregular or high frequency word from this week’s list. With students, spell and write the word. Finally, provide students with this week’s decodable text. Students will highlight the new irregular or high frequency word as it appears.<br><br>Word List: does, sound, around  | 5    |
| <b>Text Application</b>                   | <b>Highlighting Fun Activity:</b> Read decodable text aloud while students follow along using individually distributed copies of the decodable text. Students should be encouraged to notice and highlight skill words and high-frequency words within the text. Provide students the opportunity to share words found.  | 10   |
| <b>Writing Application</b>                | <b>Writing Spotlight:</b> Students will revisit the decodable text to write words that are highlighted.  | 10   |

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| <b>Section</b>                            | <b>Instructional Routine</b>   | <b>Time</b> |
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| <b>Irregular and High-Frequency Words</b> | <b>Sensory Words:</b> Students can be given the opportunity to practice writing high-frequency words in sensory materials. For example, students could write words in shaving cream, paint, sand, salt, etc.<br><br>Word List: does, sound, around   | 5           |
| <b>Text Application</b>                   | <b>Independent Whisper Reading:</b> Observe as students independently read decodable text. Encourage students to track their reading during independent reading time.  | 10          |
| <b>Writing Application</b>                | <b>Writing Spotlight:</b> Students will revisit the decodable text to write words that are highlighted.  | 10          |

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| <b>Text Application</b>                   | <b>Echo Reading:</b> Echo read words identified from previous day. Then echo read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students’ understanding of the text.   | 10   |
| <b>Writing Application</b>                | <b>Guided Writing:</b> Choose a sentence that includes this week’s skill words and high-frequency words. Then dictate the sentence to the students and observe their writing.  | 10   |

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| <b>Section</b>                            | <b>Instructional Routine</b>   | <b>Time</b> |
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| <b>Articulation</b>                       | <b>Stand Up/Sit Down:</b> Using a list of focus skill words, direct students to stand up if they hear a word containing the skill word or stay seated if the word does not contain the skill sound. For additional practice, you may also have students repeat the word. For example, if working on the skill /qu/, you might say the word, “quin,” and students would stand up. You could then say the word “button,” and students would stay seated. | 3           |
| <b>Letter-Sound Correspondence</b>        | <b>How Many Can We Make:</b> Provide students with a random letter. Students will say a word that starts with that letter one at a time in sequence until a student can’t produce a word or until time runs out. Challenge students to come up with as many words as possible!   | 2           |
| <b>Decoding and Encoding</b>              | <b>Odd Word Out Activity:</b> Create a series of three words—two words that use the focus skill and the third word that is different. Students can write and say the words to determine which word is the “odd word out” and explain the reason why it doesn’t belong.   | 3           |
| <b>Irregular and High-Frequency Words</b> | <b>Word Building:</b> Students can work to build this week’s high-frequency words using educator-selected materials. For example, students could build words with playdough, magnet letters, toothpicks, blocks, Legos, popsicle sticks, etc.<br><br>Word List: does, sound, around  | 5           |
| <b>Text Application</b>                   | <b>Choral Reading:</b> Chorally read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students’ understanding of the text.  | 10          |
| <b>Writing Application</b>                | <b>Guided Writing:</b> Choose a different sentence that includes this week’s skill words or high-frequency words. Then dictate the sentence to the students and observe their writing.   | 10          |

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| <b>Section</b>                            | <b>Instructional Routine</b>   | <b>Time</b> |
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| <b>Text Application</b>                   | <b>Partner Reading:</b> Observe as students partner read decodable text. If time allows, facilitate a discussion of students’ understanding of the text.   | 10          |
| <b>Writing Application</b>                | <b>Independent Writing:</b> Use verbal prompts to guide students to write a sentence connected to the text. The sentence should include skill words or high-frequency words. If needed, a sentence frame can be used.<br><br>Example: Mitch _____ the ball.  | 10          |

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# Play Ball

Mitch and Sage are in the glen with their dogs, Patch and Quin. Patch and Quin romp and play around the glen, while Mitch and Sage chat.

“Would you like to pitch the ball while I bat?” asked Sage.

“I would love to! I bet Quin and Patch will fetch the ball for us,” said Mitch.

Sage grins, “That sounds like fun. Quin! Patch! Would you like to catch the ball for us?”

The dogs yap and race to Mitch. Mitch lobs the ball to Sage. Sage whacks the ball, and the dogs race after it. Patch is no match for Quin. Quin is quick to snatch the ball, and she runs back to Mitch.

“Good dogs!” Mitch calls as he picks up the ball. Mitch lobs the ball, but this time Patch is too fast and nabs it.

## WVCCRS ELA II: Special Situations -tch Skill Set

### Suggested Activities: Set Three

| Section                                   | Instructional Routine  | Time |
|---|--|------|
| <b>Phonemic Awareness</b>                 | <b>Phoneme Substitution:</b> Orally provide students with a focus skill word and ask students to switch a sound at the beginning or end of the word. For example, you can say, “In quit, switch /t/ to /p/ and the new word is?” Students should respond with “quip.”  | 2    |
| <b>Articulation</b>                       | <b>Tic Tac Toe Activity:</b> Create a tic tac toe board with a different focus skill word picture on each square. Then provide the name of the picture. For a student to earn the square and put their mark in the spot, they must select the picture and correctly pronounce the skill word that describes the picture. The first student to get three in a row on the board wins. For example, if working on the skill short a, you could use the following pictures on the game board: cat, hat, cab, bag, jar, cat, man, rat, car. | 3    |
| <b>Letter-Sound Correspondence</b>        | <b>Shake and Spill:</b> Teacher writes uppercase letters on one side of a tile or counter and the lower case on the flip side. Students will then shake all the counters and “spill” them, saying the sounds as fast as they can.  | 2    |
| <b>Decoding and Encoding</b>              | <b>Hear, Say, Write, Share:</b> Orally provide students with a focus skill word. Students can then repeat the word. Then, everyone, including you, can write the word. You can then show the students their written word, asking the students to correct any mistakes or errors in their written word.   | 3    |
| <b>Irregular and High Frequency Words</b> | <b>Read, Spell, Write, Find:</b> Show and read an irregular or high frequency word from this week’s list. With students, spell and write the word. Finally, provide students with this week’s decodable text. Students will highlight the new irregular or high frequency word as it appears.<br><br>Word List: does, sound, around  | 5    |
| <b>Text Application</b>                   | <b>Highlighting Fun Activity:</b> Read decodable text aloud while students follow along using individually distributed copies of the decodable text. Students should be encouraged to notice and highlight skill words and high-frequency words within the text. Provide students the opportunity to share words found.  | 10   |
| <b>Writing Application</b>                | <b>Writing Spotlight:</b> Students will revisit the decodable text to write words that are highlighted.  | 10   |

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| <b>Phonemic Awareness</b>                 | <b>Phoneme Substitution:</b> Orally provide students with a focus skill word and ask students to switch a sound at the beginning or end of the word. For example, you can say, “In quit, switch /t/ to /p/ and the new word is?” Students should respond with “quip.”  | 2           |
| <b>Articulation</b>                       | <b>Tic Tac Toe Activity:</b> Create a tic tac toe board with a different focus skill word picture on each square. Then provide the name of the picture. For a student to earn the square and put their mark in the spot, they must select the picture and correctly pronounce the skill word that describes the picture. The first student to get three in a row on the board wins. For example, if working on the skill short a, you could use the following pictures on the game board: cat, hat, cab, bag, jar, cat, man, rat, car. | 3           |
| <b>Letter-Sound Correspondence</b>        | <b>Shake and Spill:</b> Teacher writes uppercase letters on one side of a tile or counter and the lower case on the flip side. Students will then shake all the counters and “spill” them, saying the sounds as fast as they can.  | 2           |
| <b>Decoding and Encoding</b>              | <b>Hear, Say, Write, Share:</b> Orally provide students with a focus skill word. Students can then repeat the word. Then, everyone, including you, can write the word. You can then show the students their written word, asking the students to correct any mistakes or errors in their written word.   | 3           |
| <b>Irregular and High Frequency Words</b> | <b>Sensory Words:</b> Students can be given the opportunity to practice writing high-frequency words in sensory materials. For example, students could write words in shaving cream, paint, sand, salt, etc.<br><br>Word List: does, sound, around   | 5           |
| <b>Text Application</b>                   | <b>Independent Whisper Reading:</b> Observe as students independently read decodable text. Encourage students to track their reading during independent reading time.  | 10          |
| <b>Writing Application</b>                | <b>Writing Spotlight:</b> Students will revisit the decodable text to write words that are highlighted.  | 10          |

*Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.*

| <b>Section</b>                            | <b>Instructional Routine</b>   | <b>Time</b> |
|---|--|-------------|
| <b>Phonemic Awareness</b>                 | <b>Phoneme Substitution:</b> Orally provide students with a focus skill word and ask students to switch a sound at the beginning or end of the word. For example, you can say, “In quit, switch /t/ to /p/ and the new word is?” Students should respond with “quip.”  | 2           |
| <b>Articulation</b>                       | <b>Tic Tac Toe Activity:</b> Create a tic tac toe board with a different focus skill word picture on each square. Then provide the name of the picture. For a student to earn the square and put their mark in the spot, they must select the picture and correctly pronounce the skill word that describes the picture. The first student to get three in a row on the board wins. For example, if working on the skill short a, you could use the following pictures on the game board: cat, hat, cab, bag, jar, cat, man, rat, car. | 3           |
| <b>Letter-Sound Correspondence</b>        | <b>Shake and Spill:</b> Teacher writes uppercase letters on one side of a tile or counter and the lower case on the flip side. Students will then shake all the counters and “spill” them, saying the sounds as fast as they can.  | 2           |
| <b>Decoding and Encoding</b>              | <b>Hear, Say, Write, Share:</b> Orally provide students with a focus skill word. Students can then repeat the word. Then, everyone, including you, can write the word. You can then show the students their written word, asking the students to correct any mistakes or errors in their written word.   | 3           |
| <b>Irregular and High Frequency Words</b> | <b>Sensory Words:</b> Students can be given the opportunity to practice writing high-frequency words in sensory materials. For example, students could write words in shaving cream, paint, sand, salt, etc.<br><br>Word List: does, sound, around   | 5           |
| <b>Text Application</b>                   | <b>Echo Reading:</b> Echo read words identified from previous day. Then echo read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students’ understanding of the text.   | 10          |
| <b>Writing Application</b>                | <b>Guided Writing:</b> Choose a sentence that includes this week’s skill words and high-frequency words. Then dictate the sentence to the students and observe their writing.  | 10          |

Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.



| <b>Section</b>                            | <b>Instructional Routine</b>   | <b>Time</b> |
|---|--|-------------|
| <b>Phonemic Awareness</b>                 | <b>Phoneme Substitution:</b> Orally provide students with a focus skill word and ask students to switch a sound at the beginning or end of the word. For example, you can say, “In quit, switch /t/ to /p/ and the new word is?” Students should respond with “quip.”  | 2           |
| <b>Articulation</b>                       | <b>Tic Tac Toe Activity:</b> Create a tic tac toe board with a different focus skill word picture on each square. Then provide the name of the picture. For a student to earn the square and put their mark in the spot, they must select the picture and correctly pronounce the skill word that describes the picture. The first student to get three in a row on the board wins. For example, if working on the skill short a, you could use the following pictures on the game board: cat, hat, cab, bag, jar, cat, man, rat, car. | 3           |
| <b>Letter-Sound Correspondence</b>        | <b>Shake and Spill:</b> Teacher writes uppercase letters on one side of a tile or counter and the lower case on the flip side. Students will then shake all the counters and “spill” them, saying the sounds as fast as they can.  | 2           |
| <b>Decoding and Encoding</b>              | <b>Hear, Say, Write, Share:</b> Orally provide students with a focus skill word. Students can then repeat the word. Then, everyone, including you, can write the word. You can then show the students their written word, asking the students to correct any mistakes or errors in their written word.   | 3           |
| <b>Irregular and High Frequency Words</b> | <b>Pancake Flip:</b> Students can scatter previously created word cards onto the table or floor face down. You can orally provide students with a new or previously learned high-frequency word. Students can be asked to identify the word by flipping it over with a spatula or similar tool. Once they have identified the given word, they sit it to the side. The activity can continue until no word cards remain.<br><br>Word List: does, sound, around   | 5           |
| <b>Text Application</b>                   | <b>Choral Reading:</b> Chorally read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students’ understanding of the text.  | 10          |
| <b>Writing Application</b>                | <b>Guided Writing:</b> Choose a different sentence that includes this week’s skill words or high-frequency words. Then dictate the sentence to the students and observe their writing.   | 10          |

*Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.*

| <b>Section</b>                            | <b>Instructional Routine</b>   | <b>Time</b> |
|---|--|-------------|
| <b>Phonemic Awareness</b>                 | <b>Phoneme Substitution:</b> Orally provide students with a focus skill word and ask students to switch a sound at the beginning or end of the word. For example, you can say, “In quit, switch /t/ to /p/ and the new word is?” Students should respond with “quip.”  | 2           |
| <b>Articulation</b>                       | <b>Tic Tac Toe Activity:</b> Create a tic tac toe board with a different focus skill word picture on each square. Then provide the name of the picture. For a student to earn the square and put their mark in the spot, they must select the picture and correctly pronounce the skill word that describes the picture. The first student to get three in a row on the board wins. For example, if working on the skill short a, you could use the following pictures on the game board: cat, hat, cab, bag, jar, cat, man, rat, car. | 3           |
| <b>Letter-Sound Correspondence</b>        | <b>Shake and Spill:</b> Teacher writes uppercase letters on one side of a tile or counter and the lower case on the flip side. Students will then shake all the counters and “spill” them, saying the sounds as fast as they can.  | 2           |
| <b>Decoding and Encoding</b>              | <b>Hear, Say, Write, Share:</b> Orally provide students with a focus skill word. Students can then repeat the word. Then, everyone, including you, can write the word. You can then show the students their written word, asking the students to correct any mistakes or errors in their written word.   | 3           |
| <b>Irregular and High Frequency Words</b> | <b>Pancake Flip:</b> Students can scatter previously created word cards onto the table or floor face down. You can orally provide students with a new or previously learned high-frequency word. Students can be asked to identify the word by flipping it over with a spatula or similar tool. Once they have identified the given word, they sit it to the side. The activity can continue until no word cards remain.<br><br>Word List: does, sound, around   | 5           |
| <b>Text Application</b>                   | <b>Partner Reading:</b> Observe as students partner read decodable text. If time allows, facilitate a discussion of students’ understanding of the text.   | 10          |
| <b>Writing Application</b>                | <b>Independent Writing:</b> Use verbal prompts to guide students to write a sentence connected to the text. The sentence should include skill words or high-frequency words. If needed, a sentence frame can be used.<br><br>Example: I saw a patch of _____.  | 10          |

*Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.*

# Sam

Mitch and Sage are playing a game of fetch with their dogs, Patch and Quin. Mitch is tossing the ball while Sage bats. After Sage hits the ball, the dogs race after it and bring it back to the kids.

The next time that Sage hits the ball, she drives it into a thick patch of brush. The dog's race after it and dive into the brush.

When Patch and Quin come out of the brush with the ball, a sound in the bush next to the brush pile makes the dogs twitch their noses. The dogs ditch the ball and switch their path. They are off after the sound.

Mitch and Quin run as quick as they can to trace the dogs' path. When the kids come around a huge pine, they see their dogs with their pal, Sam!

Itch

Clutch

Fetch

Glitch

Hitch

Batch



Pitch

Match

Match

Ditch

Notch

Latch



Witch

Twitch

Snatch

Catch

Patch

Thatch



Hutch

Crutch

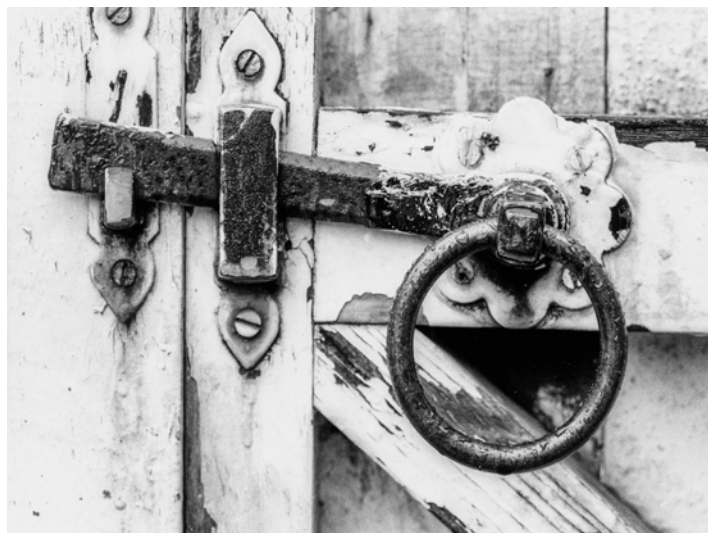
Switch

Notch

Stitch

Sketch









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## Special Situations -tch Picture Card List

itch

catch

batch

patch

ditch

crutch

latch

switch

