

# Lesson 10

**New Phonetic Patterns: - tch (Catch Rule)**

**Sight Words: rich, which, such, much**

## Plan for this Week

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Phonemic Awareness:</b> 1. Syllable Counting</p> <p><b>Phonics:</b> 2. Phonics Cards with Sand Tray Drill 3. Write My Symbol Drill 4. Reading Words 5. Introduce Catch Rule 6. Auditory Discrimination 7. Spelling with -tch 8. Words With Tiles 9. Real or Nonsense</p> <p><b>Sight Word Work:</b> 10. Introduce new sight words and Sight Word Reading</p> <p><b>Student-read Story</b> 11. Re-read Decodable Reader with Expression</p> <p><b>Language and Literature:</b> 12. Virtue: Self Respect; Book 19, <u>Chrysanthemum</u> from the Up-Words Reading™ recommended reading list, with Oral Language Discussion</p>	<p><b>Phonemic Awareness:</b> 1. Syllable Counting</p> <p><b>Handwriting Practice</b> 2. Practice Sentences and Alphabet Sequencing</p> <p><b>Phonics:</b> 3. Phonics Cards with Sand Tray Drill 4. Auditory Discrimination 5. Spelling with -tch 6. Reading Comprehension Words 7. Reading Words 8. Reading Comprehension Sentences 9. Tap Spelling</p> <p><b>Sight Word Work:</b> 10. Sight Word Reading: "See and Say," and Tactile Spelling</p> <p><b>Student-read Story</b> 11. Decodable Reader #19: <u>I Have an Itch</u></p> <p><b>Language and Literature:</b> 12. Virtue: Self Respect; Book 19, <u>Chrysanthemum</u> retell story with Journal Response</p>	<p><b>Phonemic Awareness:</b> 1. Syllable Counting</p> <p><b>Phonics:</b> 2. Phonics Cards with Sand Tray Drill 3. Write My Symbol Drill 4. Auditory Discrimination 5. Spelling with -tch 6. Words with Tiles 7. Reading Comprehension Words 8. Reading Words 9. Reading Comprehension Sentences</p> <p><b>Sight Word Work:</b> 10. Sight Word Reading: "See and Say," and Kinesthetic Spelling with Visualizing</p> <p><b>Student-read Story</b> 11. Re-read Decodable Reader #19: <u>I Have an Itch</u></p> <p><b>Language and Literature:</b> 12. Virtue: Self Respect; Book 20, <u>You are Special</u> from the Up-Words Reading™ recommended reading list, with Oral Language Discussion</p>	<p><b>Phonemic Awareness:</b> 1. Syllable Counting</p> <p><b>Handwriting Practice</b> 2. Practice Sentences and Alphabet Sequencing</p> <p><b>Phonics:</b> 3. Phonics Cards with Sand Tray Drill 4. Reading Comprehension Words 5. Reading Words 6. Reading Comprehension Sentences 7. Spelling with -tch 8. Tap Spelling 9. Phonics Game: Pitch and Catch</p> <p><b>Sight Word Work:</b> 10. Sight Word Reading: "See and Say," and Writing Words</p> <p><b>Student-read Story</b> 11. Decodable Reader #20: <u>A Patch, a Catch, and a Hatch</u></p> <p><b>Language and Literature:</b> 12. Virtue: Self Respect; Book 20, <u>You are Special</u> retell story with Journal Response</p>	<p><b>Phonemic Awareness:</b> 1. Syllable Counting</p> <p><b>Phonics:</b> 2. Phonics Cards with Sand Tray Drill 3. Write My Symbol Drill 4. Spelling with -tch 5. Spelling Test and Progress Check 6. Reading Comprehension Questions 7. Phonics Game: Pitch and Catch</p> <p><b>Student-read Story</b> 8. Re-read Decodable Reader #20: <u>A Patch, a Catch, and a Hatch</u></p>

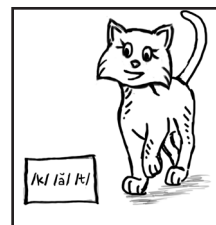
# Monday

1.

Monday

## Phonemic Awareness Syllable Counting

No Workbook page



### Teacher Instructions:

Get out the syllable counting mat from Lesson 9 to use for the rest of this week. Remind your student how to count the number of syllables in a word using this mat.

Say the word, "syllable" and show how to hit the handprints on the counting mat, starting at 1 and moving to the right. Gently hit one handprint for every syllable that you say. For example, when you say "syl," tap handprint number 1. Then say "la" while simultaneously tapping handprint number 2. Finally say "ble," tapping handprint number 3. Show how you counted the syllables and discovered that there are 3 syllables in this word.

**Teacher says:** How many syllables are in the word **continent**?

**Student responds:** con-ti-ment (hitting handprints on the mat, landing on number 3). There are 3 syllables!

**Teacher says:** How many syllables are in the word **north**?

**Student responds:** north (hitting handprints on the mat, landing on number 1). There is 1 syllable!

**Teacher says:** How many syllables are in the word **south**?

**Student responds:** south (hitting handprints on the mat, landing on number 1). There is 1 syllable!

**Teacher says:** How many syllables are in the word **America**?

**Student responds:** A-mer-i-ca (hitting handprints on the mat, landing on number 4). There are 4 syllables!

**Teacher says:** How many syllables are in the word **Africa**?

**Student responds:** Af-ri-ca (hitting handprints on the mat, landing on number 3). There are 3 syllables!

**Teacher says:** How many syllables are in the word **Antarctica**?

**Student responds:** Ant-arc-ti-ca (hitting handprints on the mat, landing on number 4). There are 4 syllables!

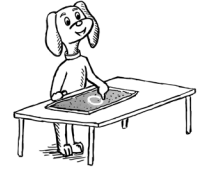
**Teacher says:** How many syllables are in the word **Europe**?

**Student responds:** Eu-rope (hitting handprints on the mat, landing on number 2). There are 2 syllables!

2.  
Monday

## Phonics Cards with Sand Tray Drill

No Workbook page



**Supplies:** Sand Tray and Phonics Cards: (review) ss-ll-ff-zz, all-al, a, e, i, o, u, -ck

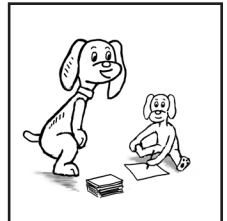
### Teacher Instructions:

- Follow the "Phonics Cards with Sand Tray Drill" procedure (found on page 12 of the Level 1 Reference Guide) for each of the Phonics Cards listed above.

3.  
Monday

## Write My Symbol

Workbook page 1



### Teacher Instructions

- Follow the "Write My Symbol Drill" procedure (found on page 12 of the Level 1 Reference Guide) for each of the sounds listed below.

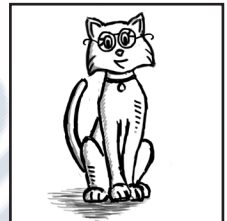
### Sounds to Dictate (in any order):

/ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/, /s/ (student writes s, ss), /l/(student writes l, ll), /f/(student writes f, ff), /z/(student writes z, zz), /ôl/(student writes al, all), /k/ (student writes c, k, ck)

4.  
Monday

## Reading Words

Workbook page 2



**Supplies:** Highlighter or other light-colored marker or crayon (such as yellow)

### Teacher Instructions

- Follow the "Reading Words" procedure (found on page 14 of the Level 1 Reference Guide) for each of the words listed on the workbook page.
- Have the student first **highlight** the **final -ck** in each word.

5.  
Monday

# Introduce the Catch Rule

No Workbook page



**Supplies:** letter tiles c (x2), d, f, g, h, n, p, t  
short vowels poster  
paper and pen or dry erase or chalk board  
New phonics card with "-tch" on it

## Teacher Instructions:

Tell your student that today she will begin learning about a new rule that will help her spell many new words. Explain that the rule says: **when we hear the /ch/ sound at the end a 1-syllable word right after a short vowel, it is spelled tch.**

- First, cut out the Catch Rule poster from the Reference Guide.
- Lay the short vowels poster on the table and review the sound that each of the short vowels make. Remind the student that these vowel sounds are called **short vowel sounds**.
- On the short vowels poster, place the c tile in front of the a and the p tile after it to make the word **cap**. Now ask which **sound** would need to be changed to turn **cap** into **catch** (**Note: when saying the word "catch" this week, be sure to pronounce the /ă/ sound in the word**). The student should respond that the /p/ sound should change to a /ch/ sound. Explain that in order to do this we need to remember this new rule, that **when a 1-syllable word ends with the /ch/ sound right after a short vowel, we spell it with tch**. With your tiles, remove the p in **cap** and add the paper tch tiles to make the word **catch**. Then write the word **catch** on your paper or board. Tell the student that from now on we will call this rule the "Catch Rule." Show the Catch Rule poster to the student, then post it with the other posters.
- Next, work together with your student to make and change the following words on the short vowels poster with your tiles, writing each -tch word down on your paper or board. Discuss how each of these words are 1-syllable words that end with the /ch/ sound right after a short vowel sound:
  - Together, make **fed** using the e on the short vowels poster, and then change it to **fetch**.
  - Make the word **in** by adding the n tile after the i on the short vowels poster, and then change it to **itch**.
  - Make **nod** using the o on the poster, and then change it to **notch**.
  - Make **dug** using the u on the poster, and then change it to **Dutch**.
- Pull out the new phonics card for this lesson. Explain that we will be adding this card to our phonics card deck. Tell the student that when she sees this card, she will say the letter names, the keyword, catch, and the sound it makes, /ch/. Then she will answer a question about these letters. The question is, "When do we use tch to spell the /ch/ sound?" Tell the student that she should respond, "**at the end of a 1-syllable word, right after a short vowel.**"

6.  
Monday

# Auditory Discrimination Catch It!

Workbook page 3



**Supplies:** scissors and glue

## Teacher Instructions:

In this activity, your student will learn to identify words that follow the Catch Rule.

- Give your student the workbook page and tell the student that we need to catch items in the baseball glove that follow the Catch Rule.
- Ask your student if he can remember what this rule is. Help as much as needed to explain that **when the /ch/ sound is at the end a 1-syllable word right after a short vowel, then it is spelled tch**.
- Ask the student to look at the pictures on the right side of the page and say their names, and "catch" them inside the glove if they do end with a /ch/ sound right after a short vowel by drawing a line from the picture to Gus' glove.

**Picture Key:** catch, ditch, fetch, latch, match, notch, patch, itch  
All pictures follow the Catch Rule and go in the glove today.

7.  
Monday

## Spelling with -tch

Workbook page 4



### Teacher Instructions:

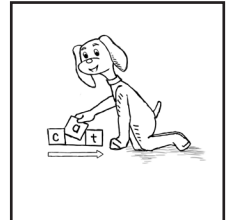
Give the workbook page to the student and ask him to say the name of each picture, look at the word next to the picture, and fill in the missing final -tch. Then ask the student to write the whole word on the line provided.

Picture Key: pitch, hatch, batch, catch, itch, latch, thatch, crutch

8.  
Monday

## Words with Tiles

No Workbook page



Supplies: blending board, letter tiles - a, i, c (x2), h (x2), m, n, p, s, t (x2), and w

Teacher Instructions: On the table, place the Blending Board, side 1 face-up and the letter tiles, lower-case face-up. Follow the procedure below for making and blending the following words. Talk about word meanings if needed as you go. Explain that all of our words today are words that follow the Catch Rule, so spell the final /ch/ sound with tch together in the last box.

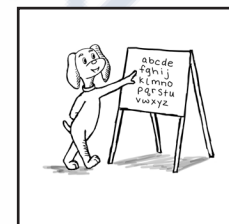
Note that today you are asking the student to change sounds, not letter names.

- Make the first word on the blending board to show catch. Remind that this word is a Catch Rule word! It should have tch in the last space.  
Student blends and says, "catch."
- |   |   |     |
|---|---|-----|
| c | a | tch |
|---|---|-----|
- Tell student to change /k/ to /h/. Student blends and says, "hatch."
  - Tell student to change /ă/ to /ī/. Student blends and says, "hitch."
  - Tell student to remove the /h/ sound. Student blends and says, "itch."
  - Tell student to add the /p/ sound to the beginning. Student blends and says, "pitch."
  - Tell student to change /ī/ to /ă/. Student blends and says, "patch."
  - Tell student to change /p/ to /m/. Student blends and says, "match."
  - Tell student to change /ă/ to /ī/. Student blends and says, "Mitch."
    - Remind the student that Mitch is a name, so capital M should be used.
  - Tell student to change /m/ to /sn/. Student blends and says, "snitch."
  - Tell student to change /n/ to /w/. Student blends and says, "switch."
  - Tell student to change /s/ to /t/. Student blends and says, "twitch."

9.  
Monday

## Real or Nonsense?

Workbook page 5



### Teacher Instructions:

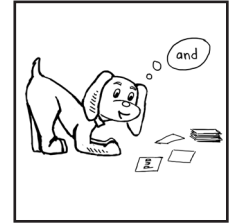
- Ask the student to read each word on the workbook page and decide if it is a real word or a nonsense word. The student should draw a line from each nonsense word to the trash can. For each real word, have the student circle the word and write the word on the handwriting line provided in the column under the book on the right.

Key: Nonsense - gatch, metch, flotch, thrutch, slitch, bretch      Real - catch, crutch, ditch, latch, patch, switch

10.  
Monday

# Sight Word Work

Sight Word Program  
**rich, which, such, much**



## Teacher Instructions:

Complete the following Sight Word activities from the Up-Words Reading™ Sight Word Program:

Introduce New Sight Word(s)

Sight Word Reading: "See and Say" activity with the following sight word cards:

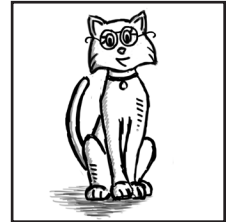
**rich, which, such, much, they, there, goes, gone, from, both**

\*Place these cards in the "Current Sight Word" section of the Up Words Card Box

Be sure to explain that these four words are sight words because they "break the rules" and are not spelled with -tch.

11.  
Monday

# Student-Read Literature



No Workbook page

**Supplies:** Any favorite Up-Words Reading™ Level 1 Decodable Reader

## Teacher Instructions:

Today you and your student will re-read any Up-Words Reading™ Level 1 Decodable Reader that has already been read. The purpose of re-reading a reader today is to work on reading fluently with expression.

Use the tips for Reading Decodable Readers (found on page 13 of the Level 1 Reference Guide).

12.  
Monday

# Language and Literature

Oral Language with  
Listening Comprehension



No Workbook page

Virtue: Self Respect

## Teacher Instructions:

Today you and your student will read Book 19, Chrysanthemum from the Level 1 Up-Words Reading™ recommended reading list.

Use the tips for Language and Literature - Oral Language (found on page 16 of the Level 1 Reference Guide).

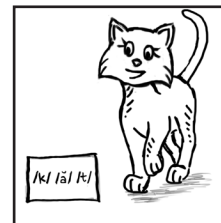
# Tuesday

1.

Tuesday

## Phonemic Awareness Syllable Counting

No Workbook page



### Teacher Instructions:

Pull out the syllable counting mat from Monday to use for this activity. Remind your student how to count the number of syllables in a word using this mat.

Today we will count syllables in the names of oceans around the world. Use this time to start a conversation with your student about oceans. Talk about what an ocean is. Ask if she has ever seen an ocean. If so, what does it look like? Which ocean(s) do you live closest to? etc. You can use a world map or globe with this activity.

**Teacher says:** How many syllables are in the word **ocean**?

**Student responds:** o-cean (hitting handprints on the mat, landing on number 2). There are 2 syllables!

**Teacher says:** How many syllables are in the word **Atlantic**?

**Student responds:** At-lan-tic (hitting handprints on the mat, landing on number 3). There are 3 syllables!

**Teacher says:** How many syllables are in the word **Pacific**?

**Student responds:** Pa-cif-ic (hitting handprints on the mat, landing on number 3). There are 3 syllables!

**Teacher says:** How many syllables are in the word **Indian**?

**Student responds:** In-di-an (hitting handprints on the mat, landing on number 3). There are 3 syllables!

**Teacher says:** How many syllables are in the word **Southern**?

**Student responds:** South-ern (hitting handprints on the mat, landing on number 2). There are 2 syllables!

**Teacher says:** How many syllables are in the word **Arctic**?

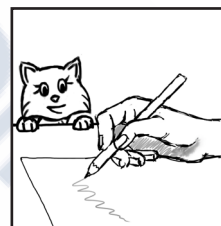
**Student responds:** Arc-tic (hitting handprints on the mat, landing on number 2). There are 2 syllables!

2.

Tuesday

## Handwriting Practice

Workbook page 6



### Teacher Instructions:

- Give the student the workbook page and ask her first to fill in the missing letters in the alphabet, saying the alphabet aloud as a guide.
- Next, ask her to read the sentence first and then trace the sentence in grey. Finally, write the sentence again on the lines below.
- As the student writes, monitor closely to see if she is following the proper formation that was learned in Level O.
- If any letters are improperly formed, ask the student to use the lines at the bottom to practice writing those letters several times

### Correction Tip:

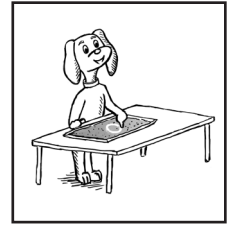
Correct handwriting immediately and cheerfully so that the student does not form a habit of incorrect formation for any letters.

# 3.

Tuesday

## Phonics Cards with Sand Tray Drill

No Workbook page



**Supplies:** Sand Tray and Phonics cards: ss-ll-ff-zz, a, e, i, o, u, all-al, -ck, -tch

**Teacher Instructions:**

- Follow the "Phonics Cards with Sand Tray Drill" procedure (found on page 12 of the Level 1 Reference Guide) for each of the Phonics Cards listed above.

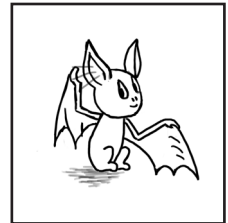
# 4.

Tuesday

## Auditory Discrimination

Catch It!

Workbook page 7



**Teacher Instructions:**

In this activity, your student will continue learning to identify words that follow the Catch Rule.

- Give your student the workbook page and tell the student that we need to catch items in the baseball glove that follow the Catch Rule.
- Ask your student if he can remember what this rule is. Help as much as needed to explain that **when the /ch/ sound is at the end a 1-syllable word right after a short vowel, then it is spelled tch**.
- Ask the student to look at the pictures on the right side of the page and say their names, and "catch" them inside the glove if they do end with a /ch/ sound right after a short vowel by drawing a line from the picture to Gus' glove.
- Explain that today some of the pictures do not end with the /ch/ sound right after a short vowel. These pictures do not get caught in the mitt, so no line should be drawn.

**Picture Key:**

Pictures to go inside the mitt - **batch, crutch, stitch, stretch**

Pictures with no line - **cliff, chess, crab, frog**

# 5.

Tuesday

## Spelling

-tch

Workbook page 8



**Teacher Instructions:**

Give the workbook page to the student and ask her to say the name of each picture, look at the word next to the picture, and fill in the missing final -tch.

Explain that today some words end with -tch while others end with a different consonant sound.

Encourage the student to think about the following questions to help them spell each word:

- Does this word follow the "Catch" rule? or
- Does this word end with a different consonant sound?

**Picture Key:** ditch, drum, brush, fetch, twins, match, plum, hatch

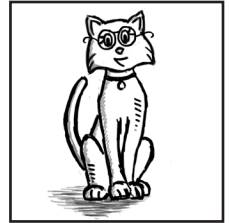


6.

Tuesday

## Reading Comprehension Words

Workbook page 9



### Teacher Instructions:

On the workbook page, ask the student to read the pair of words in each box and circle the one that matches the picture. If the student has difficulty, have him highlight the final **tch** before reading the words.

### Picture Key:

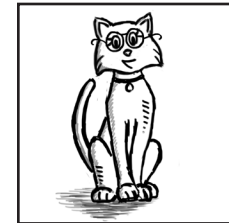
crutch, ditch, hatch, match, patch, fetch, itch, batch

7.

Tuesday

## Reading Words

Workbook page 10



**Supplies:** Highlighter or other light-colored marker or crayon (such as yellow)

### Teacher Instructions:

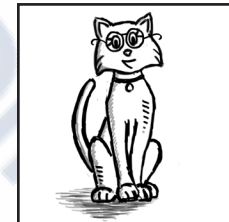
- Follow the "Reading Words" procedure (found on page 14 of the Level 1 Reference Guide) for each of the words listed on the workbook page.
- Have the student first **highlight** the **final -tch** in each word.

8.

Tuesday

## Reading Comprehension Sentences

Workbook page 11



### Teacher Instructions:

- Show the workbook page to your student and point out that there is a missing word in each sentence. Explain that on this page, she will need to read each sentence and circle the word below the blank that makes sense in the sentence. Then she can write the word in the blank.
- To help her decide which word to select, **encourage her to read to the end of the sentence first**, then go back to decide which word makes the most sense. Once a word is written in the blank, encourage the student to read the entire sentence again to make sure it sounds right.
- **Note:** 'which' in the last sentence is a sight word that breaks the Catch Rule.

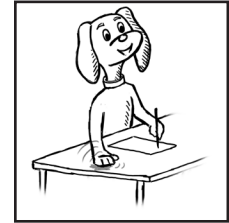
### Correction Tip:

When your student makes a mistake while reading a sentence, encourage her to look at the error word carefully, blending it if it is phonetic, and recalling it by sight if it is a sight word. Once the challenging word has been discovered, **always have the student go back and re-read that sentence from the beginning.**

9.  
Tuesday

# Tap Spelling

Workbook page 12



**Teacher Instructions:**

- Follow the "Tap-Spelling" procedure (found on page 15 of the Level 1 Reference Guide) for each of the words and sentences listed below.
- **Note:** Explain to the student that the words today will follow the "Catch Rule."

**Words to Spell today:**

catch, pitch, notch, match, hitch

**Sentence to Dictate:**

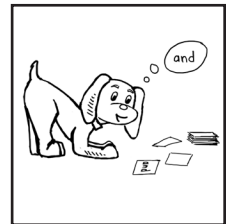
Mom can stitch on a patch.

(underlined words are sight words)

10.  
Tuesday

# Sight Word Work

Sight Word Program



**Teacher Instructions:**

Complete the following Sight Word activities from the Up-Words Reading™ Sight Word Program:

- Sight Word Reading: "See and Say"
- Sight Word Tactile Spelling

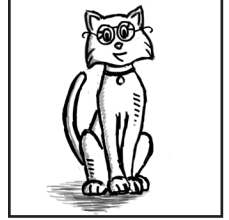
Use the following sight word cards:      rich, which, such, much, they, there, goes, gone, from, both

11.

Tuesday

## Student-Read Literature

No Workbook page



**Supplies:** Up-Words Reading™ Decodable Reader #19: I Have an Itch

**Teacher Instructions:**

Today your student will read the next Up-Words Reading™ Level 1 Decodable Reader!

Use the tips on **Reading a New Decodable Reader** (found on page 14 of the Level 1 Reference Guide).

12.

Tuesday

## Language and Literature

Journal Response

No Workbook page



Virtue: Self Respect

**Teacher Instructions:**

Today your student will retell the story from Book 19, Chrysanthemum from the Level 1 Up-Words Reading™ recommended reading list.

Use the tips for **Language and Literature - Journal Response** (found on page 16 of the Level 1 Reference Guide).

# Wednesday

1.

Wednesday

## Phonemic Awareness Syllable Counting

No Workbook page



### Teacher Instructions:

Pull out the syllable counting mat from Monday to use for this activity.

Remind your student how to count the number of syllables in a word using this mat.

**Today we will count syllables in the names of different countries around the world. Use a world map to locate the these countries.**

**Teacher says:** How many syllables are in the word **country**?

**Student responds:** coun-try (hitting handprints on the mat, landing on number 2). There are 2 syllables!

**Teacher says:** How many syllables are in the word **Mexico**?

**Student responds:** Mex-i-co (hitting handprints on the mat, landing on number 3). There are 3 syllables!

**Teacher says:** How many syllables are in the word **France**?

**Student responds:** France (hitting handprints on the mat, landing on number 1). There is 1 syllable!

**Teacher says:** How many syllables are in the word **Zimbabwe**?

**Student responds:** Zim-bab-we (hitting handprints on the mat, landing on number 3). There are 3 syllables!

**Teacher says:** How many syllables are in the word **China**?

**Student responds:** Chi-na (hitting handprints on the mat, landing on number 2). There are 2 syllables!

**Teacher says:** How many syllables are in the word **Colombia**?

**Student responds:** Co-lom-bi-a (hitting handprints on the mat, landing on number 4). There are 4 syllables!

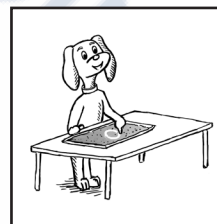
Now count the syllables in the name of the country you live in!

2.

Wednesday

## Phonics Cards with Sand Tray Drill

No Workbook page



**Supplies:** Sand Tray and Phonics cards: ss-ll-ff-zz, a, e, i, o, u, all-al, -ck, -tch

### Teacher Instructions:

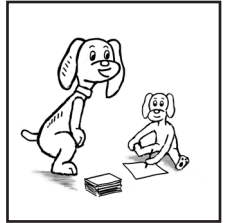
- Follow the "Phonics Cards with Sand Tray Drill" procedure (found on page 12 of the Level 1 Reference Guide) for each of the Phonics Cards listed above.

# 3.

Wednesday

## Write My Symbol

Workbook page 13



### Teacher Instructions

- Follow the "Write My Symbol Drill" procedure (found on page 12 of the Level 1 Reference Guide) for each of the sounds listed below.
- When you get to the /ch/ sound, say the sound and tell the student that we have now learned 2 different ways to make this sound, ch and tch. Remind your student to write each way to spell this sound on one line, separated by commas.

### Sounds to Dictate (in any order):

/ă/, /ī/, /ō/, /s/ (student writes s, ss), /l/ (student writes l, ll), /f/ (student writes f, ff), /z/ (student writes z, zz), /ôl/ (student writes al, all), /k/ (student writes c, k, ck), /ch/ (student writes ch, tch)

# 4.

Wednesday

## Auditory Discrimination

Catch It!

Workbook page 14



### Teacher Instructions:

In this activity, your student will learn to identify words that follow the Catch Rule.

- Give your student the workbook page and tell the student that we need the mitt to catch items that follow the "Catch" (-tch) Rule.
- Ask your student if he can remember what this rule is. Help as much as needed to explain that **when the /ch/ sound is at the end a 1-syllable word right after a short vowel, then it is spelled tch.**
- Ask the student to say the names of each picture, listening to see whether he hears just the /ch/ sound after the short vowel, or if he hears the /n/ sound with the /ch/ sound.
- If he hears just the /ch/ sound, he should draw a line from that picture to the mitt. If he hears the /n/ sound with the /ch/ sound, these pictures do not follow the Catch Rule and a line should be drawn to the bench. Don't forget to listen for that /n/ sound!

### Picture Key:

Pictures to go inside the mitt - **thatch, latch, hatch, itch, pitch**

Pictures to go on the bench - **inch, finch, ranch**

# 5.

Wednesday

## Spelling

-tch / -nch

Workbook page 15



Give the workbook page to the student and ask her to say the name of each picture, listening carefully to whether she hears just /ch/ after the short vowel or if she hears the blend /nch/ after the short vowel. She should write the name of the picture in the line provided in the correct column.

**Answer Key:** Catch - patch, notch, stitch, match

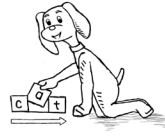
Bench - finch, punch, ranch, trench

6.

Wednesday

# Words with Tiles

No Workbook page



**Supplies:** blending board, letter tiles a, e, i, u, c (x2), f, h, k, l, n, p, r, s and t (x2)

**Teacher Instructions:** On the table, place the Blending Board, side 1 face-up and the letter tiles, lower-case face-up. Follow the procedure below for making and blending the following words. Talk about the meanings of words as you go. When working with these words, remind the student to put entire initial sound in the first box, the vowel in the middle box and the final consonant(s) in the last box. **Explain that some words today will be Catch Rule words and some might have the final blends, nch.**

Today you will ask your student to create a new word, and the student will have to determine which sound needs to be changed.

str	e	tch
-----	---	-----

- Ask student to make the first word on the blending board to show **stretch**. Student makes and reads, "stretch."
- Tell student to change **stretch** to **sketch**. Student changes str to sk and reads, "sketch."
- Tell student to change **sketch** to **fetch**. Student changes sk to f and reads, "fetch."
- Tell student to change **fetch** to **etch**. Student removes f and reads, "etch."
- Tell student to change **etch** to **itch**. Student changes e to i and reads, "itch."
- Tell student to change **itch** to **inch**. Student changes tch to nch and reads, "inch."
- Tell student to change **inch** to **pinch**. Student adds p to first space and reads, "pinch."
- Tell student to change **pinch** to **pitch**. Student changes nch to tch and reads, "pitch."
- Tell student to change **pitch** to the nonsense word **clitch**. Student changes p to cl and reads, "clitch."
- Tell student to change **clitch** to **clutch**. Student changes i to u and reads, "clutch."
- Tell student to change **clutch** to **crutch**. Student changes cl to cr and reads, "crutch."
- Tell student to change **crutch** to **crunch**. Student changes tch to nch and reads, "crunch."
- Tell student to change **crunch** to **scrunch**. Student changes cr to scr and reads, "scrunch."
- Tell student to change **scrunch** to the nonsense word **scrutch**. Student changes nch to tch and reads, "scrutch."
- Tell student to change **scrutch** to **scratch**. Student changes u to a and reads, "scratch."

7.

Wednesday

# Reading Comprehension

Words

Workbook page 16



**Teacher Instructions:**

On the workbook page, ask the student to read the pair of words in each box and circle the one that matches the picture. If the student has difficulty, have him highlight the final blend before reading the words.

**Picture Key:** stitch, pitch, itch, fetch, ranch, bench

8.

Wednesday

# Reading Words

Workbook page 17



**Supplies:** Highlighter or other light-colored marker or crayon (such as yellow)

**Teacher Instructions:**

- Follow the "Reading Words" procedure (found on page 14 of the Level 1 Reference Guide) for each of the words listed on the workbook page.
- Have the student first **highlight** the **tch** in each word.

9.

Wednesday

# Reading Comprehension

## Sentences

Workbook page 18



**Teacher Instructions:**

- Show the workbook page to your student and point out that there are four sentences and four pictures, but they are all mixed up! Explain that on this page, she will need to read each sentence and match it to the correct picture.
- As the student reads, encourage her to use the pointer finger on her dominant hand to follow along, pointing to each individual word as she reads. If the student has difficulty, have her highlight the blends before reading each sentence.
- In order to find the correct matching picture, it will help if you encourage your student to read all of the sentences one time first, and then go back to re-read and find matches.

**Correction Tip:**

When your student makes a mistake while reading a sentence, encourage her to look at the error word carefully, blending it if it is phonetic, and recalling it by sight if it is a sight word. Once the challenging word has been discovered, **always have the student go back and re-read that sentence from the beginning.**

10.  
Wednesday

## Sight Word Work

### Sight Word Program



**Teacher Instructions:**

Complete the following Sight Word activities from the Up-Words Reading™ Sight Word Program:

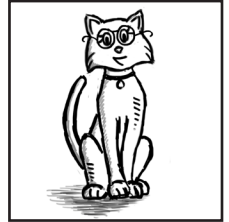
Sight Word Reading: "See and Say"

Sight Word Kinesthetic Spelling with Visualizing

Use the following sight word cards: rich, which, such, much, they, there, goes, gone, from, both

11.  
Wednesday

## Student-Read Literature



No Workbook page

**Supplies:** Up-Words Reading™ Decodable Reader #19: I Have an Itch

**Teacher Instructions:**

Today your student will re-read this Up-Words Reading™ Level 1 Decodable Reader!

Use the tips on Reading a Decodable Reader for the second time (found on page 13 of the Level 1 Reference Guide).

12.  
Wednesday

## Language and Literature

Oral Language with  
Listening Comprehension



No Workbook page

Virtue: Self Respect

**Teacher Instructions:**

Today you and your student will read Book 20, You are Special from the Level 1 Up-Words Reading™ recommended reading list.

Use the tips for Language and Literature - Oral Language (found on page 16 of the Level 1 Reference Guide).



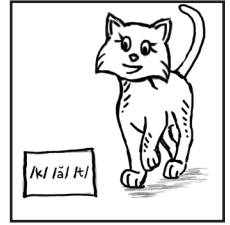
# Thursday

1.

Thursday

## Phonemic Awareness Syllable Counting

No Workbook page



### Teacher Instructions:

Pull out the syllable counting mat from Monday to use for this activity. Remind your student how to count the number of syllables in a word using this mat.

**We will count syllables in the names of more countries today. Use a world map to locate these countries.**

**Teacher says:** How many syllables are in the word **Japan**?

**Student responds:** Ja-pan (hitting handprints on the mat, landing on number 2). There are 2 syllables!

**Teacher says:** How many syllables are in the word **Canada**?

**Student responds:** Ca-na-da (hitting handprints on the mat, landing on number 3). There are 3 syllables!

**Teacher says:** How many syllables are in the word **Bolivia**?

**Student responds:** Bo-liv-i-a (hitting handprints on the mat, landing on number 4). There are 4 syllables!

**Teacher says:** How many syllables are in the word **Greece**?

**Student responds:** Greece (hitting handprints on the mat, landing on number 1). There is 1 syllable!

**Teacher Note:** often a student will try to add syllables on to a 1-syllable word. If the student added syllables on to the word, simply repeat the word back to the student as he said it, asking, "Do we say Gre-ece, or just Greece?" Then show how to clap the one beat in the word Greece.

**Teacher says:** How many syllables are in the word **Korea**?

**Student responds:** Ko-re-a (hitting handprints on the mat, landing on number 3). There are 3 syllables!

**Teacher says:** How many syllables are in the word **Germany**?

**Student responds:** Ger-ma-ny (hitting handprints on the mat, landing on number 3). There are 3 syllables!

**Teacher says:** How many syllables are in the name **United States**?

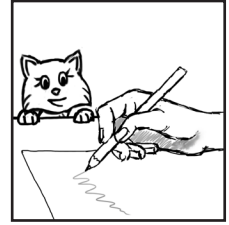
**Student responds:** U-nit-ed States (hitting handprints on the mat, landing on number 4). There are 4 syllables!

2.

Thursday

# Handwriting Practice

Workbook page 19



**Teacher Instructions:**

- Give the student the workbook page and ask her to first to fill in the missing letters in the alphabet, saying the alphabet aloud as a guide.
- Next, have the student read the sentence first and then trace it in grey. Finally, write the sentence again on the lines below.
- As she writes, monitor closely to see if the student is following the proper formation that was learned in level 0.
- If any letters are improperly formed, ask her to use the lines at the bottom to practice writing those letters several times.

**Correction Tip:**

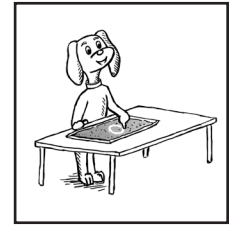
Correct handwriting immediately and cheerfully so that the student does not form a habit of incorrect formation for any letters.

3.

Thursday

# Phonics Cards with Sand Tray Drill

No Workbook page



**Supplies:** Sand Tray and Phonics cards: ss-ll-ff-zz, a, e, i, o, u, all-al, -ck, -tch

**Teacher Instructions:**

- Follow the "Phonics Cards with Sand Tray Drill" procedure (found on page 12 of the Level 1 Reference Guide) for each of the Phonics Cards listed above.

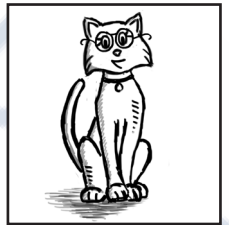
4.

Thursday

# Reading Comprehension

Words

Workbook page 20



**Teacher Instructions:**

On the workbook page, ask the student to read the pair of words in each box and circle the one that matches the picture. If the student has difficulty, have him highlight the final -tch and -nch before reading the words.

**Picture Key:**

inch, pitch, crutch, batch, latch, finch, hatch, scratch

5.  
Thursday

# Reading Words

Workbook page 21



**Supplies:** Highlighter or other light-colored marker or crayon (such as yellow)

**Teacher Instructions:**

- Follow the "Reading Words" procedure (found on page 14 of the Level 1 Reference Guide) for each of the words listed on the workbook page.
- Note that today's words are all **nonsense!**
- **Have the student first highlight the -tch in each word before reading.**

6.  
Thursday

# Reading Comprehension

Sentences

Workbook page 22



**Teacher Instructions:**

- Show the workbook page to your student and point out that there is a missing word in each sentence. Explain that on this page, she will need to read each sentence and circle the word below the blank that makes sense in the sentence. Then she can write the word in the blank.
- To help her decide which word to select, **encourage her to read to the end of the sentence first**, then go back to decide which word makes the most sense. Once a word is written in the blank, encourage the student to read the entire sentence again to make sure it sounds right.

**Correction Tip:**

When your student makes a mistake while reading a sentence, encourage her to look at the error word carefully, blending it if it is phonetic, and recalling it by sight if it is a sight word. Once the challenging word has been discovered, **always have the student go back and re-read that sentence from the beginning.**

7.  
Thursday

# Spelling

-tch

Workbook page 23



**Teacher Instructions:**

Give the workbook page to the student and ask him to say the name of each picture, look at the word next to the picture, and fill in the missing final letter(s). The student should then write the whole word on the line provided.

Explain that today the words all end in different ways. Encourage the student to think about the following questions to help them spell each word:

- Does this word follow the "Catch" rule? or
- Does this word end with a consonant blend? or
- Does this word end with one consonant?

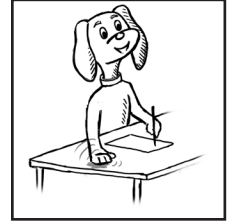
**Picture Key:** crutch, crib, trench, fetch, itch, inch, fish, latch

# 8.

Thursday

## Tap Spelling

Workbook page 24



### Teacher Instructions:

- Follow the "Tap-Spelling" procedure (found on page 15 of the Level 1 Reference Guide) for each of the words and sentences listed below.

### Words to Spell today:

snatch, brunch, drench, stock, skill

### Sentence to Dictate:

The chick can stretch and twitch.

(underlined words are sight words)

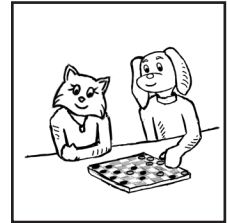
# 9.

Thursday

## Phonics Game

Pitch, Catch, and Run

Workbook page 25-27



**Supplies:** scissors, one household ball that is good for playing catch, five pieces of blank or scratch paper, a small open area either outside or inside

### Teacher Instructions:

First, cut out the word cards and scoreboard from the workbook pages. On the scoreboard, write each player's name (or come up with team names) on the blank lines. Then, using your five pieces of paper, cut one in the shape of a circle, and four in the shape of diamonds. Lay out the papers on the floor/ground in your open area so that the circle is the pitcher's mound and the four diamonds are 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> base and home plate. The words cards should be placed in a pile, face down near the pitcher's mound.

Explain that you will play "Word Baseball!" The goal is to listen for words that are spelled with -tch at the end. The student should stand on home plate with the teacher on the pitcher's mound holding the ball. The teacher will toss the ball to the student and simultaneously say the word on the top card. The student must catch the ball and say "tch!" if it is a word that follows the Catch Rule. If the word is not a Catch Rule word, the student must say "No" when he catches the ball. If the student's answer is correct, he gets to run the bases back to home. On the scoreboard, the student marks a tally mark for his run. If the student's first answer is not correct, he does not get a run. The teacher pitches three times, and then the student and teacher switch places so that the student now pitches to the teacher three times, reading a word from the card pile for each pitch. Tally marks are recorded for each run, and players continue taking turns every three pitches. The first player to get to 10 points is the winner!

\*Save these supplies to play again tomorrow after the Progress Check.

10.  
Thursday

## Sight Word Work

### Sight Word Program



**Teacher Instructions:**

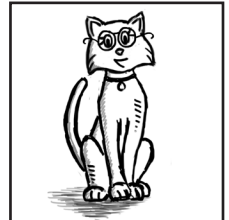
Complete the following Sight Word activities from the Up-Words Reading™ Sight Word Program:  
Sight Word Reading: "See and Say"  
Writing Words

Use the following sight word cards: rich, which, such, much, they, there, goes, gone, from, both

11.  
Thursday

## Student-Read Literature

No Workbook page



**Supplies:** Up-Words Reading™ Decodable Reader #20: A Patch, a Catch, and a Hatch

**Teacher Instructions:**

Today your student will read the next Up-Words Reading™ Level 1 Decodable Reader!

Use the tips on Reading a New Decodable Reader (found on page 14 of the Level 1 Reference Guide).

12.  
Thursday

## Language and Literature

### Journal Response

No Workbook page



Virtue: Self Respect

**Teacher Instructions:**

Today your student will retell the story from Book 20, You are Special from the Level 1 Up-Words Reading™ recommended reading list.

Use the tips for Language and Literature - Journal Response (found on page 16 of the Level 1 Reference Guide).

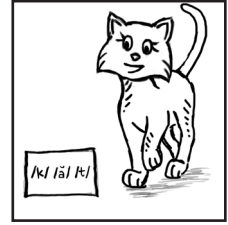
# Friday

1.

Friday

## Phonemic Awareness Syllable Counting

No Workbook page



### Teacher Instructions:

Pull out the syllable counting mat from Monday to use for this activity. Remind your student how to count the number of syllables in a word using this mat.

**We will count syllables in the names of more countries today. Use a world map to locate these countries.**

**Teacher says:** How many syllables are in the word **Brazil**?

**Student responds:** Bra-zil (hitting handprints on the mat, landing on number 2). There are 2 syllables!

**Teacher says:** How many syllables are in the word **Argentina**?

**Student responds:** Ar-gen-ti-na (hitting handprints on the mat, landing on number 4). There are 4 syllables!

**Teacher says:** How many syllables are in the word **Portugal**?

**Student responds:** Por-tu-gal (hitting handprints on the mat, landing on number 3). There are 3 syllables!

**Teacher says:** How many syllables are in the word **Egypt**?

**Student responds:** E-gypt (hitting handprints on the mat, landing on number 2). There are 2 syllables!

**Teacher says:** How many syllables are in the word **Singapore**?

**Student responds:** Sin-ga-pore (hitting handprints on the mat, landing on number 3). There are 3 syllables!

**Teacher says:** How many syllables are in the word **Spain**?

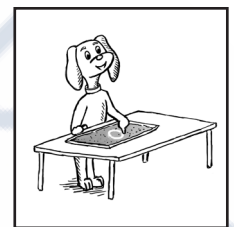
**Student responds:** Spain (hitting handprints on the mat, landing on number 1). There is 1 syllable!

2.

Friday

## Phonics Cards with Sand Tray Drill

No Workbook page



**Supplies:** Sand Tray and Phonics cards: ss-ll-ff-zz, a, e, i, o, u, all-al, -ck, -tch

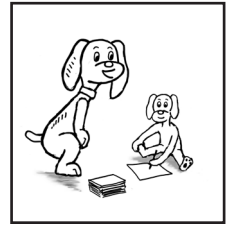
### Teacher Instructions:

- Follow the "Phonics Cards with Sand Tray Drill" procedure (found on page 12 of the Level 1 Reference Guide) for each of the Phonics Cards listed above.

3.  
Friday

## Write My Symbol

Workbook page 29



### Teacher Instructions

- Follow the "Write My Symbol Drill" procedure (found on page 12 of the Level 1 Reference Guide) for each of the sounds listed below.

### Sounds to Dictate (in any order):

/ŷ/, /ō/, /ū/, /s/ (student writes s, ss), /l/ (student writes l, ll), /f/ (student writes f, ff), /z/ (student writes z, zz), /ōl/ (student writes al, all), /k/ (student writes c, k, ck), /ch/ (student writes ch, tch)

4.  
Friday

## Spelling

Workbook page 30



### Teacher Instructions:

Give the workbook page to the student and ask him to say the name of each picture, look at the word next to the picture, and fill in the missing final letter(s).

Explain that today the words all end in different ways. Encourage the student to think about the following questions to help him spell each word:

- Does this word follow the "Catch" rule?
- Is this a "Mack Truck" word? or
- Is this a "Sam Loves Fast Zip-lines" word? or
- Does this word end with a consonant blend? or
- Does this word end with one consonant?

**Picture Key:** staff, batch, stick, hatch, pitch, back, thatch, stretch

5.  
Friday

## Spelling Test and Progress Check

Workbook pages 31-33



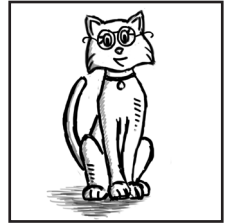
See instructions for Lesson 10 in the Progress Check section of the Progress Manual.

6.

Friday

## Reading Comprehension Questions

Workbook page 34



**Teacher Instructions:**

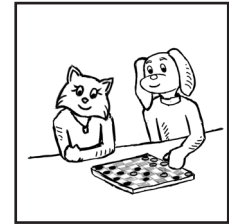
Ask the student to read the questions on the workbook page. For each question, have him answer by circling the smiling Gus for "yes" and the sad Gus for "no."

7.

Friday

## Phonics Game Pitch, Catch, and Run

No Workbook page



**Teacher Instructions:**

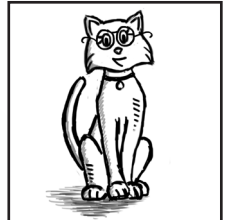
See the directions for this Phonics Game from yesterday and have fun playing word baseball again!

8.

Friday

## Student-Read Literature

No Workbook page



**Supplies:** Up-Words Reading™ Decodable Reader #20: A Patch, a Catch, and a Hatch

**Teacher Instructions:**

Today your student will re-read this Up-Words Reading™ Level 1 Decodable Reader!

Use the tips on Reading a Decodable Reader for the second time (found on page 13 of the Level 1 Reference Guide).