



Daily and Supporting Learning Targets

- Opening A: I can identify /ch/ words with spelling patterns: “-ch” and “-tch” in a shared text (poem). (RF.2.3)
 - I can use knowledge of vowel sounds to help me decode words with different spelling patterns.
- Work Time A: I can read, identify the vowel sound, and spell words with the spelling patterns “-ch” and “-tch.” (RF.2.3, L.2.2)
 - I can use knowledge of vowel sounds to help me decode words with different spelling patterns.
 - I can identify spelling patterns based on vowel sounds.

Ongoing Assessment

- Observe students during Opening A. Determine whether they can identify words that share the /ch/ sound in words from the poem “Let’s Go to the Ball Game.”
- Observe students during Work Time A. Determine whether they can apply spelling patterns in writing words on whiteboards.
- Exit ticket (see Differentiated Small Groups: Work with Teacher).

Agenda

1. **Opening (3–5 minutes)**
 - A. Introducing Poem Launch: “Let’s Go to the Ball Game!”
2. **Work Time (10 minutes)**
 - A. Words Rule: /ch/ words spelled with “-ch” and “-tch”: “pitch,” “Mitch,” “hunch,” “lunch,” “each,” “peach,” “catch,” “match,” “marching,” “coach,” “pitcher”
3. **Closing and Assessment (2 minutes)**
 - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40–45 minutes)**

Teaching Notes

In advance:

- Prepare Words Rule Word Cards for Work Time A.
- Enlarge poem: “Let’s Go to the Ball Game!” for display (or write on chart paper for display).
- Copy T-chart for Work Time A (one per pair).
- Predetermine partners for Work Time A.
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher).

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- similar, patterns (L)

Materials

- ☑ Enlarged poem: “Let’s Go to the Ball Game!” (teacher can write on chart paper to display)
- ☑ Words Rule Word Cards (one set for teacher to display; one per pair)
- ☑ T-chart: “-ch” and “-tch” (one per pair)
- ☑ Cycle 17 Assessment (optional)

Opening

A. Introducing Poem Launch: “Let’s Go to the Ball Game!”

- (Suggested transition song, sung to the tune of “I’m a Little Teapot”):
“Now let’s read the poem, line by line. Open up your ears to find the rhyme. When we read together, we sound great. Listen up to the rhymes we make.”
- Introduce the Poem Launch instructional practice:
 1. Teacher says: “Today we are going to read a poem together. First, you will follow along as I read. Then we will read it together and think about the words we read.”
 2. Teacher reads aloud the **enlarged poem: “Let’s Go to the Ball Game!”**
 3. Teacher says: “Now let’s read this poem aloud together. While we are reading, we can practice our rules of fluency so that we read smoothly, with expression, with meaning, and at just the right speed.”
 4. Students read poem aloud with teacher.
 5. Teacher says: “Great reading! Now take a minute to read the poem to yourself while you think about words that share the same sound. See if you can find some words that all share the same sound, and then you share your thoughts with an elbow partner.”
 6. Students read poem silently.
 7. Teacher says: “Now turn to an elbow partner and talk about the words you discovered that share the same sound.”
 8. Students share with elbow partner. (words containing the /ch/ sound)
 9. Teacher asks:
“What sound did you hear in many of the words in this poem?” (/ch/)
 10. Teacher says: “Right. Those are the words we will learn more about today. Now let’s read the poem once more together.”
 11. Students read poem aloud with teacher.
 12. Teacher says: “Great reading! Now we will take a closer look at those words you discovered.”

Meeting Students' Needs

- For students who need additional support, including ELLs: Consider providing picture cards of nouns in "Let's Go to the Ball Game" to support comprehension.
- Consider providing students with background knowledge and/or photographs of a baseball game for those who may be unfamiliar with this activity.

Work Time

A. Words Rule: /ch/ Words Spelled with "-ch" and "-tch": "pitch," "Mitch," "hunch," "lunch," "each," "peach," "catch," "match," "marching," "coach," "pitcher"

- (Suggested transition song, sung to the tune of "The Muffin Man"):

Teacher: *"Can you take a closer look, a closer look, a closer look? Can you take a closer look at these words today?"*

Students: *"Yes, we'll take a closer look, a closer look, a closer look. Yes, we'll take a closer look to group the words today."*

- Begin the Words Rule instructional practice:

1. Teacher displays **Words Rule Word Cards** on board and reads aloud (/ch/ words spelled with "-ch" and "-tch": "pitch," "Mitch," "hunch," "lunch," "each," "peach," "catch," "match," "marching," "coach," "pitcher").
2. Teacher says: "Here are some of the words we read in the poem that share the /ch/ sound. Take a minute to notice the spelling patterns in these words, and how you would group them together. Then share your thinking with an elbow partner."
3. Students read words silently and notice similar patterns, and decide how they would group words together. Students share their thinking with an elbow partner.
4. Teacher asks:
"Who would like to share what they noticed about these words?" (They all have the /ch/ sound.)
5. Teacher says: "So all our words have the /ch/ sound."
6. Teacher asks:
"How did you group these words together?" (in two groups: "-ch" and "-tch" spellings)
"What do you notice about the vowel sounds in these words?" ("-tch" words have short vowel sounds; "-ch" words have vowel teams or r-controlled vowels.)
"What do you notice about spelling the /ch/ sound when it comes after 'l' and 'n'?" (It is spelled with "-ch.")
7. Teacher says: "Right! So we can say that /ch/ is spelled with '-tch' after short vowel sounds, and with '-ch' after vowel teams and r-controlled vowels. We also spell /ch/ with '-ch' after the consonants 'l' and 'n.' Now you will practice these /ch/ spellings with a partner."

8. Teacher distributes Words Rule Word Cards and a **T-chart** to students as they partner together to practice sorting more /ch/ words.
9. Students divide Word Cards equally with partner and take turns reading /ch/ words:
 - Student A reads word.
 - Student B identifies each word as “-ch” or “-tch” based on the vowel sound or preceding consonant “l” or “n.”
 - Student B writes word in appropriate column.
 - Students switch roles.
 - Students take turns reading all words written.

Meeting Students' Needs

- Consider creating an anchor chart for student reference when they are expected to spell words with the /ch/ ending sounds. The spelling generalizations for /ch/ are as follows:
 - “-tch” after a short vowel sound
 - “-ch” after a vowel team
 - “-ch” after an r-controlled vowel
 - “-ch” after the consonants “l” and “n”
 - “-tch” in the middle of multisyllabic words
- Consider giving a sentence containing each word to help support vocabulary development for students.
- Consider providing support as students make connections between spelling patterns and vowel sounds with sentence frames. Example:
 - “I notice the word ‘peach’ is spelled with ‘-ch’ because it follows a vowel team.”

Closing and Assessment

A. Reflecting on Learning

- Emphasize that in any organization made up of a group of people working toward a common goal, everyone has their own responsibilities, but they also collaborate (work together) so that everyone can “grow and flourish” or “be the best they can be.” Consider using a metaphor such as a sports team, city government, or other group that may be familiar to students. Invite students to share how the classroom community is such an organization. It is made up of a group of people (students and teachers) working toward a common goal (everyone becoming proficient readers and writers).
- To support students’ reflection of their own role in collaboration, consider inviting them to reflect on one or more of the following questions:

“What can I do today that will help create a classroom community where all of us can ‘grow and flourish’ as readers and writers/become proficient readers and writers?” Encourage specificity.

“How can I ask for help so I can ‘grow and flourish’ as a reader/writer or ‘become proficient’ as a reader/writer?” (Example: “I can ask someone to look over my work and give me feedback.”)

- Depending on students’ comfort level, consider inviting them to share their own personal goals (based on feedback from mid- or end-of-module assessments or self-identified goals based on daily work).

Meeting Students’ Needs

- For students who need additional support organizing their ideas: Provide sentence frames. Examples:
 - “During Words Rule, I ____.”
 - “When I work by myself during small group instruction, I will ____.”

Differentiated Small Groups: Work with Teacher

Suggested Plan: Teacher works with students in the Partial Alphabetic and Full Alphabetic groups. If possible, teacher should also meet with the Consolidated Alphabetic group at least once per week.

Note: Groups not working with the teacher at a given time should be engaged in purposeful independent rotation work. Refer to the Independent and Small Group Work Guidance document for more details (see K–2 Skills Resource Manual).

Partial Alphabetic:

- Students complete exit ticket:
 - Students build “-ch” and “-tch” words using Letter Tiles (see K–2 Word List for examples).
- Students check spellings by identifying syllable types.
 - Students write list of words created as exit ticket.
 - Look over the exit tickets with student(s). Analyze words that were more challenging and discuss why.
- Use the Assessment Conversion chart to determine appropriate Grade 1 lessons and Activity Bank ideas to use in daily small group instruction.
- Check in with Accountable Independent Reading.
- **Additional Supporting Materials:**
 - Letter Tiles (not included in supporting materials)
 - Word List
 - Paper and writing utensils (one per student; for writing words built with letter tiles)

Full Alphabetic:

- Students complete exit ticket:
 - Students complete Sentence Builders with “-ch” and “-tch” (found in supporting materials).
 - Look over the exit tickets with student(s). Analyze words that were more challenging and discuss why.

- Write a sentence with “-ch” and “-tch” words.
- Check in with Accountable Independent Reading.
- Activity Bank activities:
 - An Activity Bank activity from the Fluency category (F)
- **Additional Supporting Materials:**
 - Sentence Builders
 - Paper and writing utensils (for students to write sentences; optional)

Consolidated Alphabetic:

- Students complete exit ticket:
 - Students complete Sentence Builders with “-ch” and “-tch” (found in supporting materials).
 - Look over the exit tickets with student(s). Analyze words that were more challenging and discuss why.
- Check in with Accountable Independent Reading
- Consider inviting students to write an article for the *Sunnyside Gazette* using as many “-ch” and “-tch” words as they can.
- **Additional Supporting Materials:**
 - Sentence Builders
 - Paper and writing utensils (for students to write an article for the *Sunnyside Gazette*; optional)