

LESSON 101

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

New material: Spelling rule for words that end in **ch** and **tch**

Explain that spelling with **ch** and **tch** works similarly to spelling with **ge** and **dge**. After a long vowel sound (like “reach” or “beach”), you use **ch**. In words where the vowel stays short (like “patch”) and there is only one consonant, you use **tch** as the ending.

Words to read and write:

**roach batch latch stitch each beach stretcher brunch
reach teach bunch flinch pinch match catch clutch
switch snatch sketch**

Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

toward, watch¹

Have the student read:

Coach Sanchez knew the team had to work on its pitching if it were to make progress toward having a winning season.

¹ **toward**: “toward” is irregular in its spelling; most pronounce toward as a one syllable word “tord”; others pronounce it in two syllables with an unaccented schwa syllable “tuh” and then “ord.” As in “clothes,” there are many videos on the internet demonstrating the pronunciation of this word

watch: **w** is decodable; **a** making the “ah” sound after **w** will be decodable in Lesson 104; **t** is silent (and the spelling of tch will be practiced in Lesson 101); **ch** is decodable

On Mondays, Mrs. Strange plays bridge, and she always makes a batch of her tasty fudge for the group to nibble on while they play, even if it means that some of her cards get smudged.

The secret agent went to the fancy hotel to watch the businessman and senator have their meeting.

Have the student write from your dictation:

Lucy made a fantastic batch of cupcakes for the bake sale on Tuesday.

Sally switched from wheat flour to rice flour so that her cake would be gluten free.

The man was carried out on a stretcher.

In a pinch, Janet could rely on her mother to watch the kids.

Choose any of the stories in [Group 9 \(Soft “c” and “g” Stories\)](#), [Group 8 \(“Y” as a Vowel Stories\)](#), [Group 7 \(Consonant-le Stories\)](#), or [Group 6 \(Snow, Cow, Cloud Stories\)](#) for a “triple read.”

Student View

roach batch latch stitch each beach stretcher brunch
reach teach bunch flinch pinch match catch clutch
switch snatch sketch

toward

watch

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