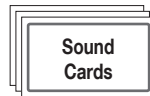
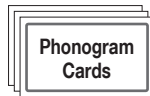


Step 2 - Consonant Team TCH

This lesson will teach how to choose between ch and tch to spell the sound of /ch/ and how to spell words containing tch.

You will need: Key Card 20, Sound Card 62, Word Cards 1-10

Review



New Teaching

Teach Key Card 20: Use TCH after a Short Vowel

“Here are two ways to spell the sound of /ch/.”

Pull down tiles ch and tch.

ch

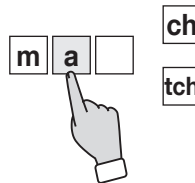
tch

Build the word *match*, placing a blank blue tile in place of the /ch/ sound.

m a □

“I want to spell the word *match*. In place of this blank tile, I need to decide whether to use the ch or the tch.”

“Is this a short vowel?” Yes.



“It is, so we use tch.”

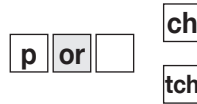
Replace the blank tile with the tch tile.

m a tch

New Teaching

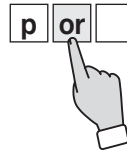
(continued)

“Let’s try another word. The word I want to spell is *porch*.”



“I need to decide whether to use the ch or the tch.”

Point to the or tile. “Is this a short vowel?” *No*.



“Or is not a short vowel, so we use ch.” **p or ch**

“We **usually** use tch when the sound of /ch/ comes **right after** a short vowel.”

When deciding whether to use the tch or the ch, be sure to look **only** to the letter IMMEDIATELY preceding the /ch/ sound. There may be a short vowel elsewhere in the word, but we are only concerned with the letter that comes directly before the /ch/ sound.

Have your student practice this concept with the following words. Build the word for your student, putting a blank blue tile in place of the /ch/ sound.

ranch

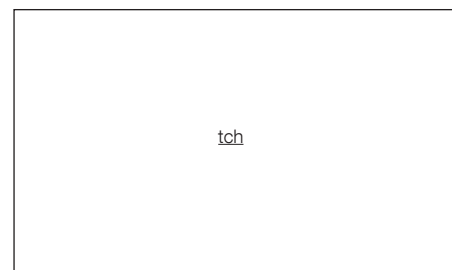
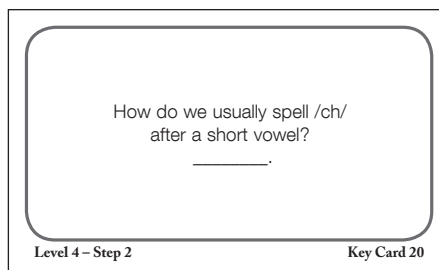
stitch

patch

speech

itch

Read Key Card 20 with your student and then file it behind the Review divider.



There are a few exceptions to this generalization: *rich*, *such*, and *much* (all taught in Level 1), *which* (taught in Level 2), and *attach*, *detach*, *bachelor*, and *duchess*.

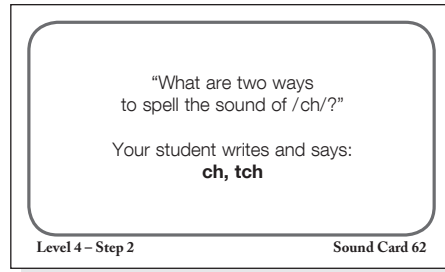
New Teaching

(continued)

Teach Sound Card 62

“Today we have a new Sound Card.”

Read Sound Card 62:



Practice this Sound Card with your student and then store it behind the Review divider.

These “summary” Sound Cards were introduced in Level 3 and will continue to be used in Level 4. Remind your student that he should say the name of the letters as he writes them down.



Word Cards 1-10: Spell on Paper

Dictate the words and have your student spell them on paper. The student should write one word per line.



1. **inch**
2. **catch**
3. **branch**
4. **stitch**
5. **ranch**
6. **match**
7. **lunch**
8. **kitchen**
9. **itch**
10. **speech**

File the Word Cards behind the Review divider.

Reinforcement

More Words

The following words reinforce the concepts taught in Step 2. Have your student spell them for additional practice.

bench	bunch	crunch	ditch	fetch
patch	porch	switch	stretch	sketch
scratch	French	pinch	punch	munch

Dictate Sentences

Dictate several sentences each day.

Put the dishes in the kitchen.

The French girl ate lunch on the porch.

I have an itch on my foot.

Beth gave a speech to the class.

A bunch of flowers grows in the ditch.

Don't pinch me!

I sat on the bench at the game.

Did the cat scratch your hand?

Bob made a sketch of our ranch.

I want to munch on some popcorn!

A branch of the tree fell down.

Uncle Ted plays fetch with his dog.

Reinforcement

(continued)

Writing Station

Dictate each word and have your student write it on paper. Then have your student write original sentences using the new words.

loudly

brownish

scratching

hear (hear a sound)

begging

The Writing Station gives your student the opportunity to use his spelling skills. You will note that the words are related for added interest.

There are two types of words included in the Writing Station:

1. **Words containing suffixes (and later, prefixes).** Your student already knows the base words, but must use his knowledge of adding suffixes to properly spell the words.
2. **Homophones.** This will give your student practice in correct usage.



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