

## CONQUERING LITERACY ACTIVITY 50: SORTING CARDS CH/-TCH (AP TP30)

A. Cut out the cards below. Ask the learner to read the words and then sort them into two sets (one set with words that start with 'ch' and the other with words that end in 'tch'). Ask the learner what the 'tch' words have in common (short vowel sound). The end spelling for /ch/ is 'tch' if it comes directly after a short vowel sound.

check	catch	witch	watch
twitch	chant	enchant	chilly
chin	match	switch	crutch
chimp	chest	thatch	stretch
sketch	quidditch	chunk	stitch

B. Read the words below with the learner and ask them if the /ch/ sound comes after a vowel or a consonant. Remind them that when it comes after a consonant the end spelling for /ch/ is 'ch'.

bench	drench	squelch	ranch
bunch	pinch	bullfinch	mulch
lunch	branch	zilch	French

C. Give the learner some words orally (e.g. patch, batch, crunch, hatch, trench, inch) and ask them to decide if they end in 'ch' or 'tch' and then write them in two columns in their book.

N.B. exceptions to the rule (e.g. rich, such, much, which) will need to be taught as sight vocabulary.