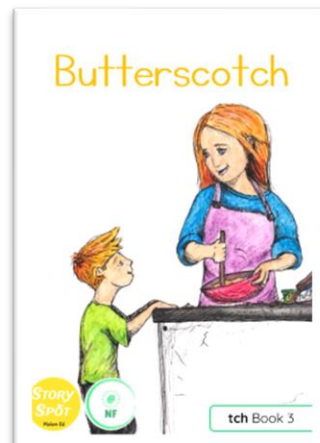
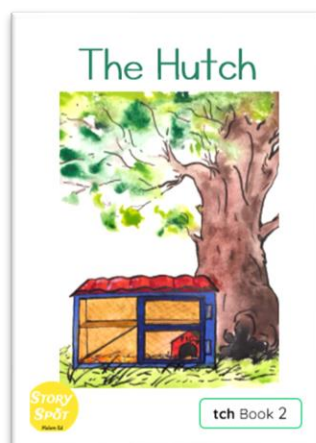
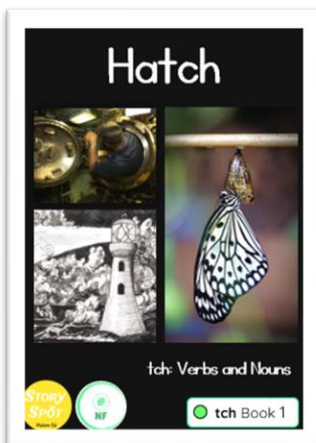




Name: _____

Year: _____

tch / ch



Workbook Check List:

15-20 Minutes Per Day on Activities of Choice

Day	Activities	Tick if Complete
Day 1 Decode Review	Phonological Awareness Activity	
	Say the Sound	
	Where are the Sounds?	
	Blend and Read the Words	
	Word Cards <u>OR</u> print a game to play	
Day 2 Encode Review	Write: Trace, Copy, Cover, Closed	
	Create Words	
	Read It, Sound It, Write It	
	Spelling Practice	
	Dictation	
Day 3 Decode and Encode Review	Cloze Passage	
	Read and Draw Sentences <u>OR</u> Write Your Own Sentences	
Day 4 Encode Review	Read an online decodable of your choice	
	Read an 'Echo Reader' of your choice	
Day 5 Comprehension	Reread the decodable online and complete the comprehension	
	Reread the 'Echo Reader' and answer the three verbal comprehension questions	

Review Spellings and Sounds

s ..	ng	ch ...
th ..	sh	wh
ph	ff	ll
ss	zz	ck

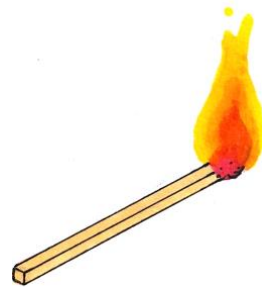
tch

Long Spelling Right After Short Vowel

We use the letters **tch** for the sound /ch/ on the end of a short word, right after a short vowel.



m a tch



w i tch



tch or ch?

Use the long spelling **tch** on the end of a short word, right after a short vowel.

i tch



short vowel

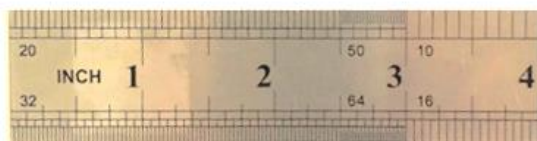


Use the spelling **ch** on the end of a word, right after a consonant.

i n ch



consonant



Phonological Awareness - 'Sound Stomp'

For this activity, you'll need two counters and two players.

- 1) Place both counters on the start circle on the next page.
- 2) Look at the pictures below. Choose one and say what it is.
- 3) For each phoneme in the word you just said, move your counter one space. Say each phoneme as you move each space. E.g. d-o-g
- 4) Take it in turns to sound out parts of words and move counters.
- 5) First player to get to the finish, wins.



witch



stench



fetch



match



sketch



lunch



itch or scratch



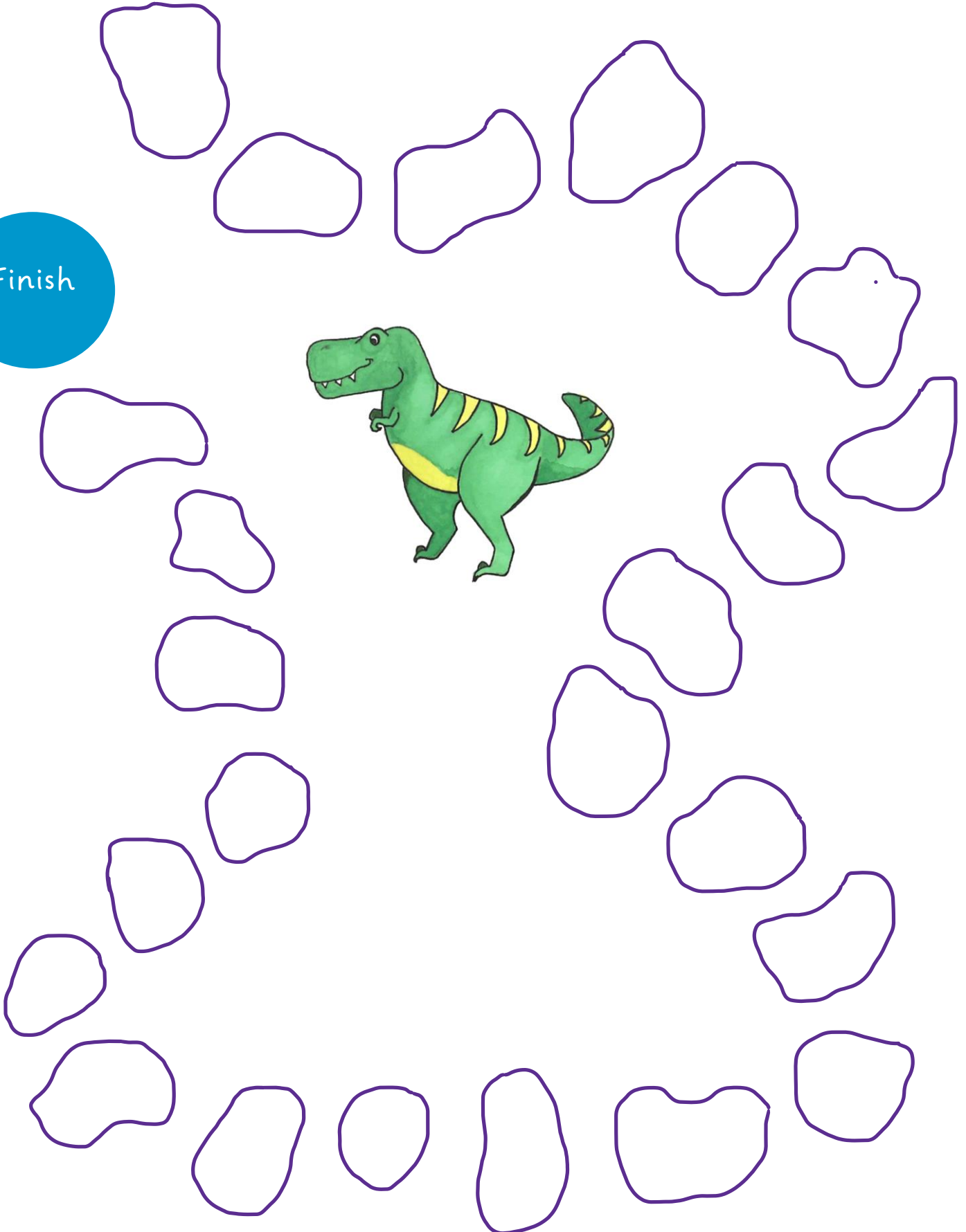
splotch

start

Sound Stomp!

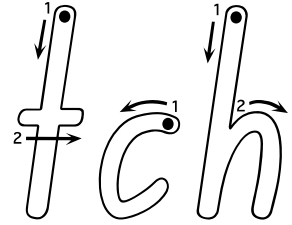
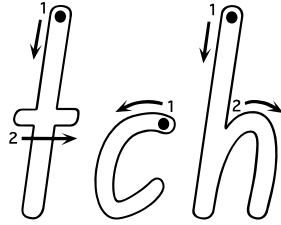
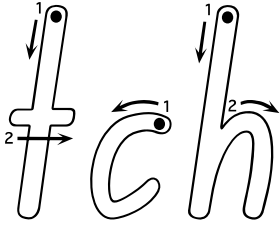
Jump onto each stepping stone.
First to the end, wins!

Finish



Say the Sound

Make the /ch/ sound as you trace the letters.



Where is the tch?

Underline the **tch** trigraph in each word and say the sound as you do. The first one has been done for you. Read the word after you underline

tch

patch

itch

hutch

catch

glitch

clutch

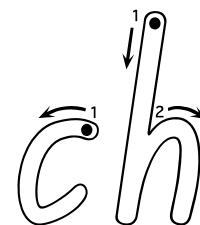
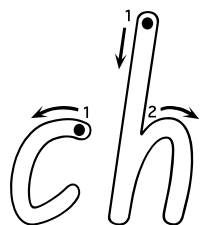
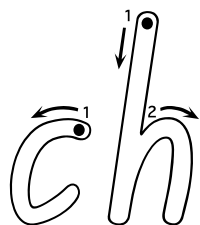
etch

botch

sketch

Say the Sound

Make the /ch/ sound as you trace the letters.



Where is the ch?

Underline the **ch** digraph in each word and say the sound as you do. The first one has been done for you. Read the word after you underline

ch

lunch

stench

filch

munch

belch

blanch

scrunch

zilch

branch

Blend and Read the Words - tch

Use your finger to follow the arrows under each word, ensuring you stretch and blend each letter sound together to make the whole word by the end.

p	i	tch
---	---	-----



h	a	tch
---	---	-----



D	u	tch
---	---	-----



t	w	i	tch
---	---	---	-----



s	p	l	o	tch
---	---	---	---	-----



Blend and Read the Words - ch

Use your finger to follow the arrows under each word, ensuring you stretch and blend each letter sound together to make the whole word by the end.

i	n	ch
---	---	----



t	e	n	ch
---	---	---	----



h	u	n	ch
---	---	---	----



r	a	n	ch
---	---	---	----



d	r	e	n	ch
---	---	---	---	----



Word Cards - tch

Read the list and tick each word as you read. You can then cut each card out to use in a game of Go Fish or as flash cards.

hatch

botch

etch

ditch

hutch

switch

pitch

latch

batch

stretch

scratch

blotch

Blank page for card cutting.

Word Cards - ch

Read the list and tick each word as you read. You can then cut each card out to use in a game of Go Fish or as flash cards.

hench

punch

flinch

zilch

crunch

pinch

brunch

finch

grinch

hunch

winch

squelch

Blank page for card cutting.

Word Cards - tch and ch

Read the list and tick each word as you read. You can then cut each card out to use in a game of Go Fish or as flash cards.

belch

sketch

clutch

branch

lunch

notch

pinch

snitch

thatch

trench

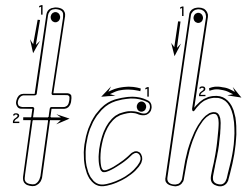
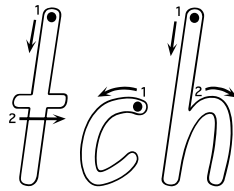
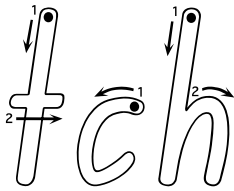
match

French

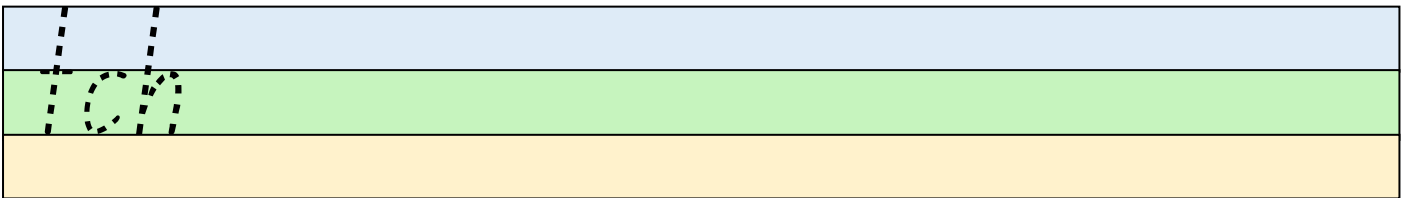
Blank page for card cutting.

Write: Trace, Cover, Copy, Closed

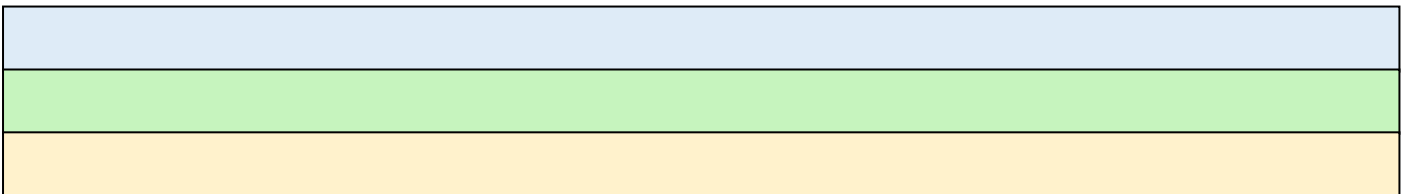
Trace each trigraph with your pencil, saying the /ch/ sound as you do. Then complete the dirt, grass, sky activities below.



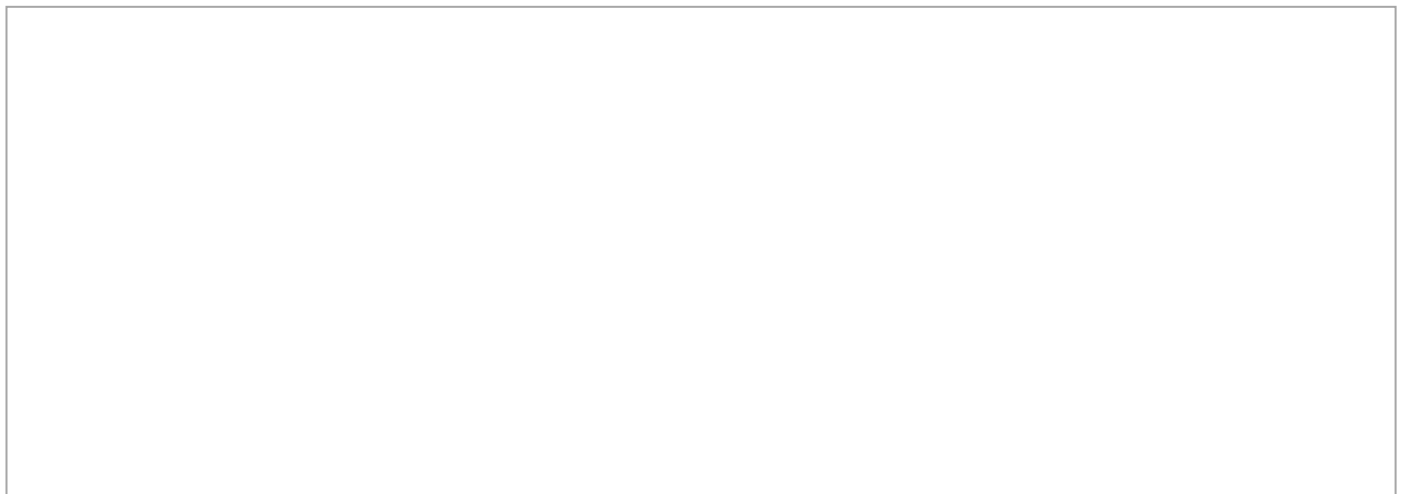
Trace the trigraph then write it three times by yourself.



Cover the work above and rewrite the trigraph three times without looking.



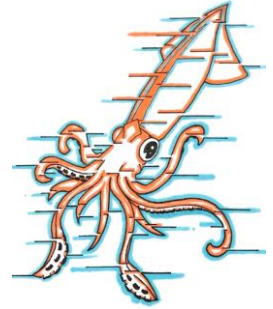
Close your eyes and write the trigraph three times in the box. When you open your eyes again, tick the neatest one.



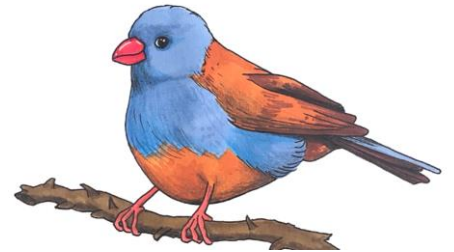
Create Words

Write **ch** or **tch** in the boxes to make a word. Read the word by blending with the arrows then draw a line to match it with the correct picture on the right.

w	i	
---	---	--



m	a	
---	---	--



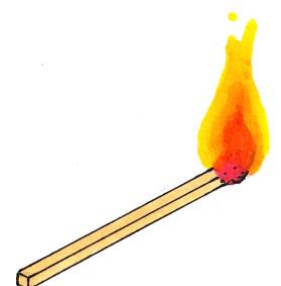
h	u	n	
---	---	---	--



g	l	i	
---	---	---	--



f	i	n	
---	---	---	--



Read It, Sound It, Write It

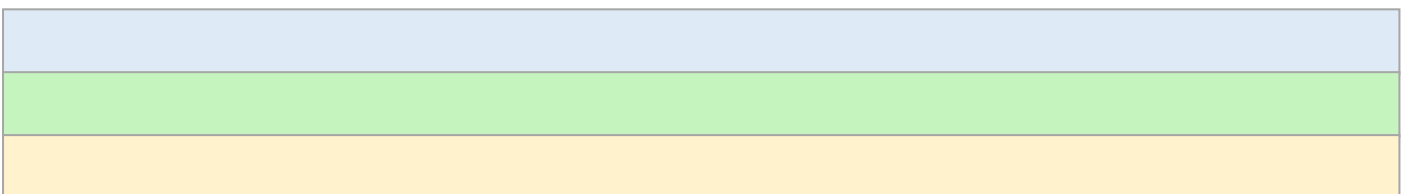
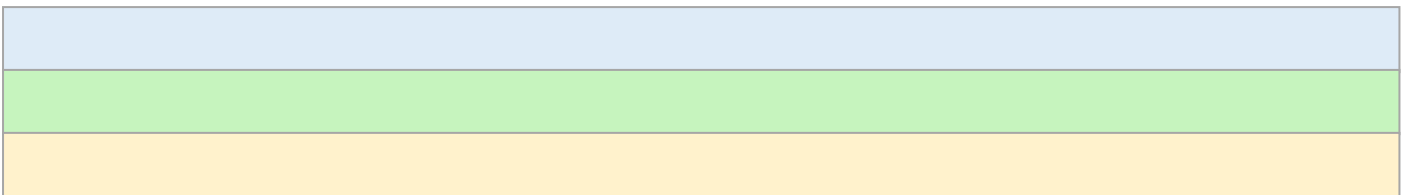
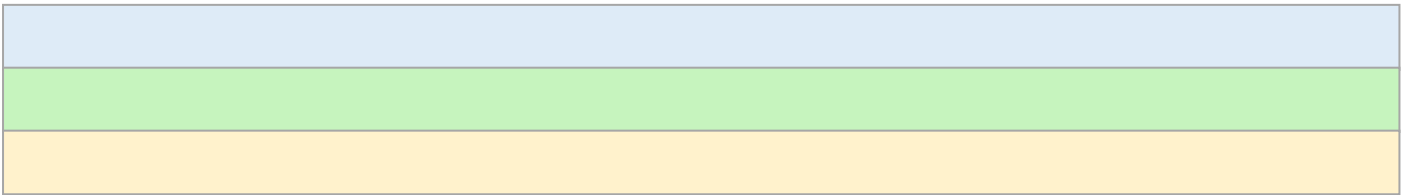
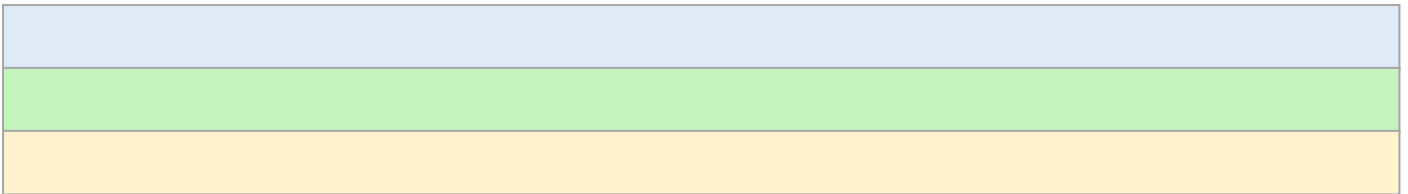
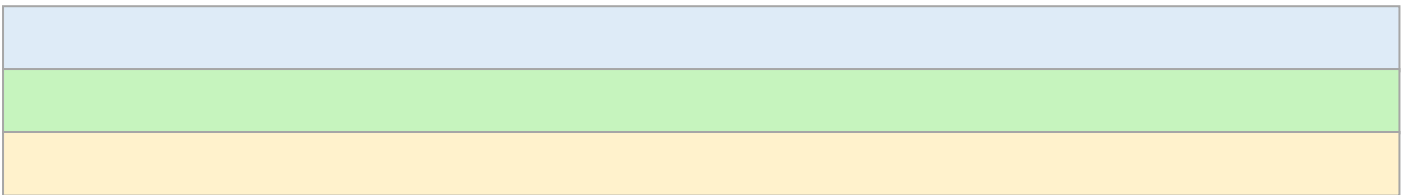
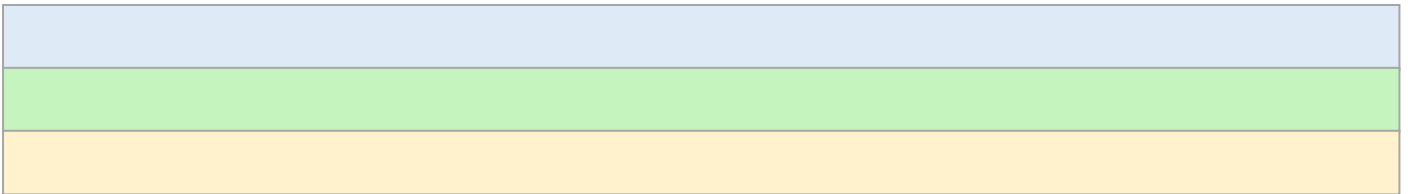
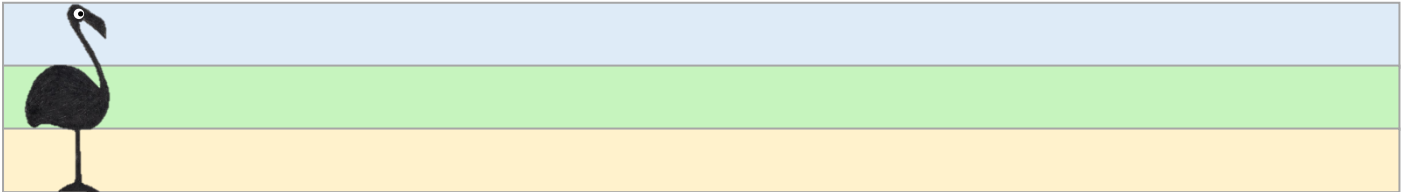
Read it	Sound it				Write It
h <u>itch</u>	h	i	tch		I had to <u>hitch</u> the van up.
bo <u>tch</u>					Do not _____ up that job.
la <u>tch</u>					A _____ was on the gate.
di <u>tch</u>					I fell in a dank _____!
sk <u>etch</u>					Mitch made a _____ with a pen.
tw <u>itch</u>					The bug gave a _____.

Read It, Sound It, Write It

Read it	Sound it				Write It
in <u>ch</u>	i	n	ch		Yank those socks up an <u>inch</u> .
pin <u>ch</u>					A _____ and a punch.
ben <u>ch</u>					Sit on the _____ at lunch.
ran <u>ch</u>					A _____ is a fun spot to ride.
bel <u>ch</u>					At my desk, I did a _____.
bun <u>ch</u>					I had a _____ of snacks in my bag.

Spelling Practice

- From the word lists on the *Melem Ed Story Spot* page, choose five to eight words.
- Segment and finger spell each word, then write it. You can choose to write words on the dirt, grass, sky on this page or use the Elkonin boxes on the next page if needed.
- Choose harder words from the spelling lists as you go, or the same ones if you need to practise them.
- Choose one heart word and practise writing it in the final section.
- Student reads all words back once they've written them, ticking each word as they read.



Word 1

--	--	--	--	--	--	--

Word 2

--	--	--	--	--	--	--

Word 3

--	--	--	--	--	--	--

Word 4

--	--	--	--	--	--	--

Word 5

--	--	--	--	--	--	--

Heart Words

--	--	--	--	--	--	--

--	--	--	--	--	--	--

Dictation

For this task, use the dirt, grass, sky lines below or the next lined page.

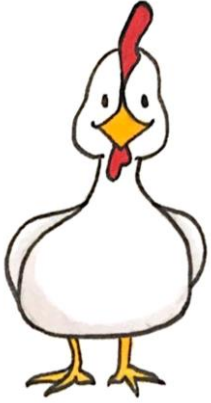
1. Choose two or three sentences from the 'Word Lists and Dictation' printout on the *Melem Ed Story Spot* website. Try to pick sentences that have practised spelling words in them.
2. Read one sentence to the student.
3. Student repeats sentence back to the teacher.
4. Student writes the sentence, verbally segmenting and finger spelling words as needed.
5. Do not correct errors until the student has reached the end of the sentence. When complete, underline any errors and tick all words spelled correctly. You may also like to tick capital letters and punctuation when it's used correctly.
6. With the student, discuss and finger spell any words that need correcting. Student should cross out the incorrect word and rewrite correctly, with support.
7. Repeat for the next sentences.



Dictation

Cloze Passage

Read the green words below. Then read the short passages. Choose the right word to fill in the blanks and complete each passage.



hutch

French

latch

We kept a white _____ hen in a big
_____. But my bro left the _____
up and the hen ran off!



bunch

witch

stretch

A _____ made a spell, as she had a
_____ of stuff to get rid of. She gave a
_____ and went to chuck the stuff in a
dish.



match

munch

catch

At dusk, I lit a _____. The logs did
_____ fire and made it snug. Then I sat
to _____ yum stuff next to the flames.

Read and Draw Sentences

Read each passage then draw a picture to represent what you read.

Read It

I did a sketch of a witch as she sat on a branch. The witch sat with a bunch of bats and had lunch on that branch.

Draw It

On the kitchen bench. I made a batch of cakes. I had to mix things and pop them in cups to bake. I went to pop a blotch of pink stuff on top. When I ate them, I gave a big belch.

Write Your Own Sentences

Read each word then write one to two sentences that contain the words. Check that your sentences are correct using the list at the end.

Read It	Write It
glitch	<hr/> <hr/> <hr/>
scratch flinch	<hr/> <hr/> <hr/>

With a friend, reread your writing and tick the circles if you have:

- capital letters at the start of sentences and for names
- full stops at the end of sentences
- correct spelling
- sentences that make sense when you read them out loud.

Echo Readers

Go to the *Echo Readers* and choose one of the following stories to read. Print it out and follow the instructions.

The end of each story has three comprehension questions. The student needs someone to ask these questions after the second reading, to ensure they comprehend what has been read.

Reading Log

Book	Date	Read - Tick
Match		
Itch		
A Thatch Home		
Fetch It, Blotch!		
Catch		
In the Sunshine		
Witch Hunt		

Decodable Reading and Comprehension

Go to the online *Story Spot Decodable* books and choose one of the **tch** books to read.

The following pages of the workbook contain comprehension activities to check understanding after reading each book.

Ensure you stop to discuss what is happening in the story as you read. This will help you to monitor the story so far.

Reading Log - Tick the Ones You Read

Book	Date	Read - Tick
Hatch		
The Hutch		
Butterscotch		
Glitch		



1. Summarise what you've learned from this book. Write it here or tell someone. _____

2. A collective noun refers to the name given to a group of things. Choose the collective noun given to a group of eggs in this book:

patch batch hatch

3. What sort of patch might an egg need to sit in to hatch? _____

4. Complete the sentence: 'If we sit to think of a plan, we _____ that plan.'

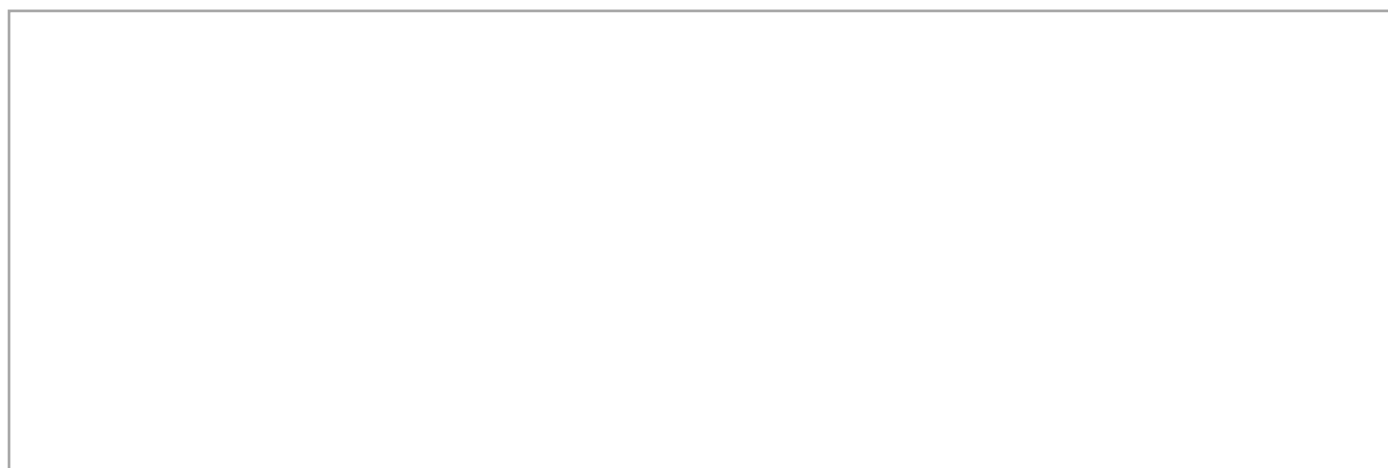
5. What does it mean to crosshatch? _____

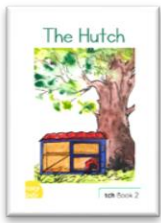
6. Where might we find a hatch to go in? _____

7. What two actions might we need to do in order to get into a hatch?

- _____
- _____

Visualise: Below, draw your own version of a hatch. It could be on a ship, in planning or an egg.





The Hutch

1. How many things live in the hutch? _____
2. Why do you think Patch is called Patch? _____

3. What does Titch like to use her webs for? _____
4. Write the word that's used to describe the movement Titch makes with her legs. _____
5. Who is described as 'a bit of a pest'? Why do you think he might be described this way? _____

6. What is Snitch the rat good at? _____
7. Why do you think Snitch might get annoyed at Patch? _____

8. Where does Slink the snake hide? _____
9. Who likes to snack on snakes? _____

Write or Discuss: Explain the ways in which this text might show us how life cycles work. Write your answer here or tell someone.

Match the name of each character with that character's picture.

Titch



Snitch



Stitch

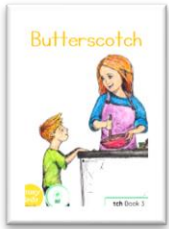


Patch



Slink





Butterscotch

Summarise what happened in this story. Write it here or tell someone.

1. List 2 things Fletch does to keep busy in this story.

- _____
- _____

2. What ingredient is not used in butterscotch? _____

3. Who does Fletch play with? _____

4. How many times does Fletch ask to have a bit of the butterscotch? _____

5. Why do you think Fletch steals the butterscotch?

6. Why can't Fletch and Mitch hide the fact that they stole the butterscotch?

Write or discuss: Do you think the boys learn their lesson?

What make you think this? Write your answer here or tell

someone. _____



Glitch

1. What is the name of the game in this story? _____
2. The big rule in the game is to _____
3. On page 7, Zilch slips into a _____.
4. Who ends up getting stuck at the back? _____
5. What does Ahd get lost in? _____
6. A collective noun is used to describe the group of bugs. Which collective noun is it?

blotch

patch

batch

7. Zilch has a 'best trick'. What is it? _____
8. On page 17, it says that there is no stress from Ahd. Why do you think she is not stressed? _____

9. On page 18, what does Ahd win? _____
10. Ahd changes, or makes a _____ into a squid.
11. Name the thing Ahd uses to stun Zilch. _____
12. Who wins the game in the end? _____

Write or Discuss: What do you think could be waiting at Level 2 of this game? Draw a new, evolved Level 2 glitch monster in the box below.

Echo Readers - Answers

Check Your Work

<p style="text-align: center;">Match</p> <ol style="list-style-type: none">1. A game; something used to light fires; when two or more things 'match' up.	<p style="text-align: center;">Itch</p> <ol style="list-style-type: none">1. Next to a ditch and a big pond.2. She flicks a switch so the machine will zap the bugs.3. Mosquitoes is the most likely insect.
<p style="text-align: center;">A Thatch Home</p> <ol style="list-style-type: none">1. He came to stitch lots of sticks together to plug the gaps in the roof.2. She went to catch the sun and pick a batch of plants.3. She locks the big brass latch on her door.	<p style="text-align: center;">Fetch It, Blotch!</p> <ol style="list-style-type: none">1. Blotch is a posh pug.2. Fetch his ball.3. Because Ketch the Dane splashes nose on Blotch's nose and Ketch gets the ball.
<p style="text-align: center;">Catch</p> <ol style="list-style-type: none">1. Go for a game of catch.2. Will, Mitch and Liv.3. Because she swings and smacks it so hard that it makes a big cracking sound.	<p style="text-align: center;">In the Sunshine</p> <ol style="list-style-type: none">1. Dad orders the twins to go and play in the sunshine.2. It is too hot, and the grass makes them itch and sniff.3. Taj sprints back inside to get the game and sketchpad without Dad seeing.
<p style="text-align: center;">Witch Hunt</p> <ol style="list-style-type: none">1. The witch stuns a slug and a frog.2. The fox.3. Students own answer.	

Online Decodable Comprehension Answers - Check Your Work

Hatch

1. Students' own summary.
2. batch
3. A snug, safe patch.
4. hatch
5. To sketch and draw lines.
6. A ship or a sub.
7. Stretch and twitch.
- 8.

The Hutch

1. Three animals live IN the hutch. There are five animals in the story, but students must properly comprehend the question to get the correct answer.
2. Because he has a white patch on his bottom.
3. To catch bugs.
4. Twitch, twitch, twitch.
5. Snitch is described as a pest because he steals things.
6. He is good at fetching things.
7. Because Snatch nicks the grass from Snitch's nest.
8. In a ditch beside the hutch.
9. Stitch the kookaburra.
10. Students' own answer.

Butterscotch

1. Plays on the swing, texts his friend to come over, draws and plays hopscotch, watches TV.
2. Eggs.
3. Fletch plays with Mitch.
4. 4
5. Because he has asked lots and is impatient to eat it.
6. Fletch has butterscotch on his chin and a big splotch on his top, while Mitch is feeling sick because he ate too much of the rich butterscotch.

Glitch

1. Glitch.
2. Catch Zilch.
3. hatch
4. Jazz
5. Ahd gets lost in the ditch.
6. batch
7. Switching into a fish.
8. Because she has a trick. She has seen a blotch that will help her to switch.
9. Ash wins the blotch.
10. switch
11. Squid ink.
12. Ahd wins.