

TEACHING PLAN

**Objective** To spell words that demonstrate these sound-letter relationships: /ch/ch, tch; /th/th.

- Write these three lists of words on the chalkboard:

chase	pitcher	bathe
spinach	catcher	rather
chat	scratch	feather

Then ask the students what each list has in common. (The words in the first list all have the sound /ch/ spelled *ch*; the words in the second all have the sound /ch/ spelled *tch*; the words in the third have /th/ spelled *th*.) Explain that /ch/ is most often spelled with the consonant digraph *ch*. Review the definition of consonant digraph. Point out that /ch/ spelled *tch* occurs at the end of a word or syllable after a short vowel sound. The sound /th/ is always spelled with the consonant digraph *th*. Ask the students if they can identify another sound spelled *th*. (unvoiced /th/, as in *bath*)

You may wish to introduce the lesson by using **Spelling Generalizations Slide 13**.

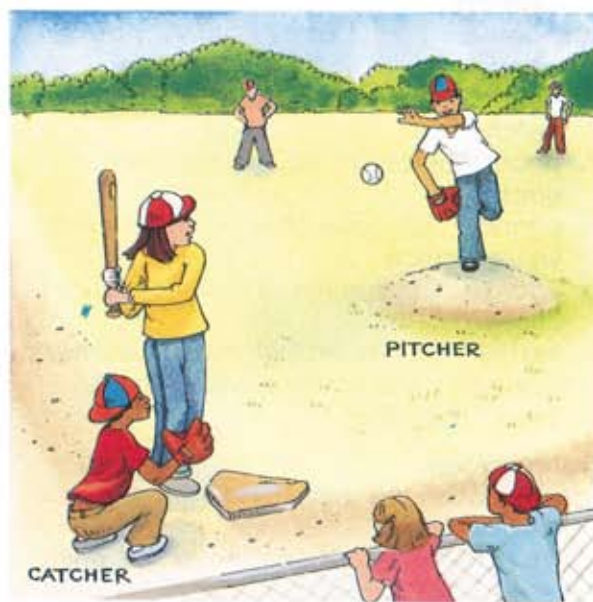
- Direct the students to read the generalization on page 64 independently.
- Have volunteers read the Unit words aloud and identify the letters that spell /ch/ and /th/. Direct the students' attention to the box before the word *machine*, and ask a volunteer to identify the sound spelled *ch* in *machine*. (/sh/)
- Ask a student to read **Remember This** at the bottom of the page aloud.

You may wish to assign **ELL Practice Master 15** for reinforcement in writing spelling words.

15 The Sounds /ch/ and /th/

UNIT WORDS

- chat
- pitcher
- catcher
- gather
- bathe
- scratch
- patch
- chase
- spinach
- ranch
- rather
- feather
- clothing
- whether
- hatch
- ditch
- chance
- charge
- leather
- machine



PITCHER

CATCHER

The Unit Words

A **consonant digraph** is two letters together that stand for one sound.

Say the word *chat*, and listen to the beginning sound. The consonant digraph **ch** stands for the sound /ch/. The Unit words show another way to spell /ch/. In *pitcher* and *catcher* you spell /ch/ with **tch**.

Say the word *gather*, and listen to the sound the consonant digraph **th** stands for. The sound /th/ is always spelled with **th**.

The letters **ch** together usually spell the sound /ch/. But in *machine*, you use **ch** to spell the sound /sh/.

REMEMBER THIS

Whether you say /hwelth'ər/ or /welth'ər/, remember to write the word with *wh*. *Who*, *what*, *why*, *where*, *when*, and *whether* all begin with *wh*.



Extra Practice: Unit Words

Name: \_\_\_\_\_ Unit 15

**Extra Practice** Unit Words

Read the clues, and then finish the puzzle with Unit words.

**ACROSS**

- The flannel robe settles on their \_\_\_\_\_.
- The workers are digging a \_\_\_\_\_.
- Did the cat \_\_\_\_\_ you?
- The \_\_\_\_\_ needs to be oiled.
- The fox began to \_\_\_\_\_ the rabbit.
- The \_\_\_\_\_ got ready to throw to the batter.
- There's a \_\_\_\_\_ of dishes.
- She has a large \_\_\_\_\_ in her hat.
- We had a \_\_\_\_\_ after class.
- Mike added fresh \_\_\_\_\_ to the salad.
- We must \_\_\_\_\_ the puppy today.
- Let's take a \_\_\_\_\_ on sunny, hot days.

**DOWN**

- Sub word \_\_\_\_\_ down with their juice.
- Did the eggs \_\_\_\_\_?
- The \_\_\_\_\_ nearly fell as he ran after the ball.
- I don't know \_\_\_\_\_ I can go to the beach with you.
- We had a \_\_\_\_\_ after class.
- Mike added fresh \_\_\_\_\_ to the salad.
- We must \_\_\_\_\_ the puppy today.
- Let's take a \_\_\_\_\_ on sunny, hot days.

chat	gather	catcher	gather	bathe	scratch	patch
chase	spinach	ranch	rather	leather	clothing	whether
hatch	ditch	chance	charge	leather	machine	

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Extra Practice: Mastery Words

Name: \_\_\_\_\_ Unit 15

**Extra Practice** Mastery Words

Each Mastery word is hidden four times in the puzzle. The words may go across or down. Circle each word and then write it below the puzzle.

Order will vary.

1. watch	2. chat	3. them
4. chase	5. cheer	6. watch
7. chase	8. watch	9. them
10. chase	11. cheer	12. watch
13. chat	14. watch	15. watch
16. cheer	17. chat	18. watch
19. cheer	20. watch	21. chat
22. chase	23. cheer	24. them

Then chat chase watch cheer watch

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