

Ch

Name _____

Date _____

/tʃ/	/k/	/ʃ/
chart	words of Greek origin	words of French origin
check up	stomach	chef
cheek	chemist	Chicago
chin	chemist's	sachet
hunch	chemical	cliché
pinch	ache	chic
scratch	chronic	chute
itch	school	chauvinist
stitch	cholesterol	champagne
stretch	chemistry	chalet
	chemotherapy	machine

Write two sentences using words from each group.

.....

.....

.....

.....

.....

stomach

chemist

chemist's

chemical

ache

chronic

school

cholesterol

chemistry

chemotherapy

chef

Chicago

sachet

cliché

chic

chute

Chevrolet

chalet

chauvinist

champagne

chart

check up

cheek

chin

hunch

pinch

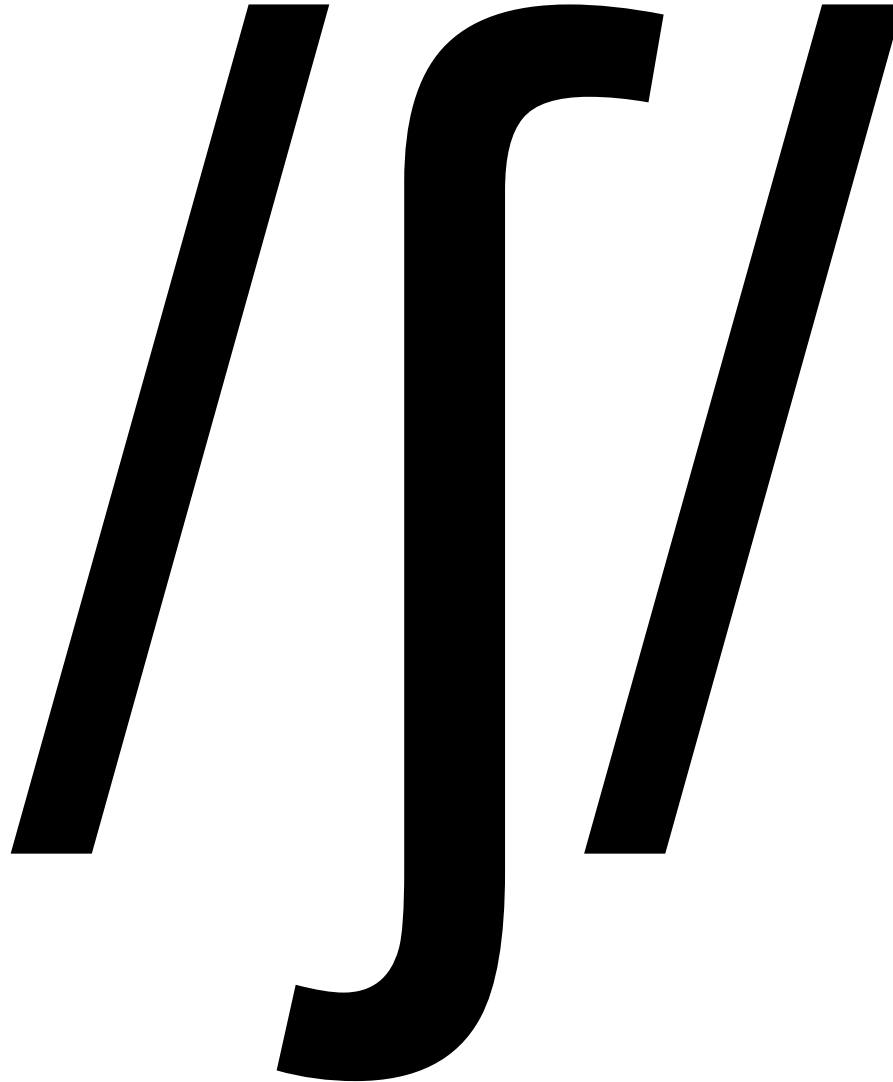
scratch

itch

stitch

stretch

Nkn



It's

Teaching Notes

In ESOL classes this resource might be used to focus on pronunciation; in literacy classes the aim might be to improve decoding skills.

The flashcards can be used to introduce and practice the 'ch' words before the work sheet on page 1 is attempted. They could also be used at the end of a session to summarise and recap.

For example:

Hold up card – teacher says the word - students repeat the word together as a group, then individually. (ESOL)

Hold up card. Ask students say the word. Teacher asks for suggestions of other words where the same phoneme occurs. (Literacy and ESOL)

Give out one card per student – each student puts the word in sentence which they say aloud or write on the class whiteboard. (Literacy and ESOL)

Curriculum Elements

Rw/E3.5 use a variety of reading strategies to help decode an increasing range of unfamiliar words

(a) understand that effective readers draw on several sources of knowledge to help them make sense of unfamiliar words besides looking at the individual words themselves: clues from context, experience, text and sentence structure.

(b) apply knowledge of sound and letter patterns and of structure of words, to help decode them: including compounds, root words, grammatical endings, prefixes, suffixes, syllable divisions

ESOL E3.5a Use a variety of reading strategies to help read and understand an increasing range of unfamiliar words

(a) Use a range of strategies to work out the meaning of unfamiliar words, e.g. knowledge of the overall context, and looking at the words surrounding the unknown word

(b) Decide how important it is to understand a particular word and use a dictionary as necessary

(c) Use a variety of strategies to help to read unfamiliar words, e.g. visual, phonic, structural and contextual clues

Also suitable for Level 1 and 2 vocabulary (borrowed words, word origins, etc.) and spelling work.