

Date: _____


Spelling with *ck*


PLAN

Component: Encoding

Instructional Activity: Spelling with *ck*

Materials Needed: sound-spelling cards, whiteboards, markers, erasers

 **Approximate Time:** 10 minutes

 [Click here for video example](#)

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

We're going to learn another way to spell /k/. Knowing that there are different ways to spell /k/ will help you read and write words.

REVIEW & VOCABULARY

Review prerequisite skills and teach related vocabulary.

Let's review.

Display or hold the card for *Cc*. **Name? Sound? Spelling?**

Display or hold the card for *Kk*. **Name? Sound? Spelling?**

We already know two ways to spell the sound /k/. If I'm writing a word, and I hear the sound /k/ in it, I will write the letter *c*, as in *kitten*, if /k/ comes before *a*, *o*, *u*, or another consonant. I will write the letter *k*, as in *kitten*, if /k/ comes before *e*, *i*, or *y*.

Date: _____

Demonstrate. *Teach the new skill, model with clear explanations, verbalize your thinking process.*

I'm going to show you a *third* way to spell the sound /k/. Display or hold the sound-spelling card for /k/.

Point to the spelling pattern at the bottom of the card. **When we hear the sound /k/ at the END of a short word with a short vowel sound, we spell /k/ with two letters: *ck*. We use *ck* when we hear /k/ at the *end* of a short word with a short vowel sound. We never use *ck* to spell the /k/ sound at the beginning of a word. That's why there's a line in front of the *ck* on the card—it means there has to be a letter before it, so it can't come at the beginning of a word or syllable.**

I'm going to write the word *kick*. I'll tap the sounds that I hear in *kick*. Show fingers tapping out the three sounds: /k/ /īī/ /k/. There are three sounds. That means the word has three spelling patterns.

I hear the /k/ sound at the beginning of the word *kick*. I know that if I hear /k/ at the beginning of a word, I have two choices for how to spell it: *c* or *k*. But I know the next sound is the short *i* sound /īī/, spelled *i*. And /k/ before an *i* is spelled *k*. Write *k*. Tap the first two sounds: /k/ /īī/. Write *i*. /k/ /īī/ /k/. I hear a /k/ sound at the *end* of this word, and it comes after a short vowel, so I know I use *ck* to spell /k/ here at the end. Write *ck*.

I check my spelling by pointing under each letter or pattern and saying the sound it makes. Then I blend the sounds together to read the word: /k/ /īī/ /k/. I spelled *kick*!

Note about multisyllabic words: When students are ready, explain that the *_ck* spelling is used at the end of words with one syllable—*luck*, *tack*, *sick*, etc.--or in compound words—*lipstick*, *kickball*, *drumstick*. /k/ is spelled *c* at the end of multisyllabic words ending in /k/--*fantastic*, *classic*, *comic*, *basic*.

I DO IT!

Date: _____

WE DO IT!

Provide guided practice.

Distribute student whiteboards, markers, and erasers.

Let's try it together! The word is *sack*. What word? Students: *sack*

Tap the sounds in *sack*. Students and teacher together: /sss/ /ăăă/ /k/

How many sounds? Students and teacher: *three*

How many spelling patterns? Students and teacher: *three*

What's the first sound in *sack*? Students and teacher: /sss/

How do you spell /sss/? Students and teacher: *s*

Write it. Students and teacher write *s*.

What's the next sound in *sack*? Prompt: Stretch the word again if you need to. Students and teacher: /ăăă/

How do you spell /ăăă/? Students and teacher: *a*

Write it. Students and teacher write *a*.

What's the last sound in *sack*? Students and teacher: /k/

Turn and talk with your partner: How do we have to spell the /k/ in *sack*? Why? Prompt for this response: When /k/ comes at the end of a short word with a short vowel, /k/ is spelled *_ck*.

Write it. Students and teacher write *ck*.

Check your work. Prompt: Point under each pattern and say the sound it makes, then blend the sounds together to read the word. Students and teacher: /sssăăăk/ *Sack!*

Repeat the routine with the words *luck* and *deck*.

Date: _____

YOU DO IT!

Provide independent practice.

Your turn.

The word is *rock*. What word? Students *only*: *rock*

Tap the sounds in *rock*. Students: /rrr/ /ööö/ /k/

How many sounds? Students: *three*

How many spelling patterns? Students: *three*

What's the first sound in *rock*? Students: /rrr/

Think: How do you spell /rrr/? Write it. Students write *r*.

What's the next sound in *rock*? Prompt: Stretch the word again if you need to. Students: /ööö/

Think: How do you spell /ööö/? Write it. Students write *o*.

What's the last sound in *rock*? Students: /k/

Think: How do you have to spell the /k/ in *rock*? Write it. Students write *ck*.

Check your work. Prompt: Point under each pattern and say the sound it makes, then blend the sounds together to read the word. Students: /rrrööök/ *Rock!*

YOU DO IT!

Provide independent practice (continued).



If students need support with:	Then try this:											
Sound production/identification Allow students to use handheld mirrors with the lesson, if available.	<table border="1"> <thead> <tr> <th data-bbox="779 341 1029 381">Sound</th> <th data-bbox="1029 341 1278 381">Where</th> <th data-bbox="1278 341 1528 381">What</th> <th data-bbox="1528 341 1774 381">How</th> </tr> </thead> <tbody> <tr> <td data-bbox="779 381 1029 456" style="text-align: center;">/k/</td> <td data-bbox="1029 381 1278 456" style="text-align: center;">Back of tongue is on roof of mouth</td> <td data-bbox="1278 381 1528 456" style="text-align: center;">tongue</td> <td data-bbox="1528 381 1774 456" style="text-align: center;">Voice off</td> </tr> </tbody> </table>				Sound	Where	What	How	/k/	Back of tongue is on roof of mouth	tongue	Voice off
	Sound	Where	What	How								
	/k/	Back of tongue is on roof of mouth	tongue	Voice off								
Students may benefit from understanding how and where a letter-sound is made. Teaching the shape of the mouth, the articulators (the parts of the mouth that block the flow of air when making sounds), and the voice can aid in correct pronunciation of each sound. Here’s a sample: When we hear /k/ at the end of the word, we spell it with <i>ck</i>. When /k/ comes at the beginning of a word, we spell it with <i>c</i> or <i>k</i>. We use <i>c</i> before <i>a</i>, <i>o</i>, <i>u</i>, or another consonant. We use <i>k</i> before <i>e</i>, <i>i</i>, or <i>y</i>. When I make the sound /k/, my mouth looks like this. Model the shape of your mouth as you make the sound /k/. Can you make your mouth look like mine? If possible, let students use handheld mirrors to check the shape of the mouth. When I make the sound /k/, I am touching the back of my tongue to the roof of my mouth. Then I drop my tongue down and blow out air to make the sound /k/. Can you feel the back of your tongue on the roof of your mouth when you make the sound /k/? Again, let students use handheld mirrors, if available. When I make the sound /k/, my voice is off. I don’t use my voice to make the sound /k/. If I put my hand on my throat when I make the sound /k/, I cannot feel a vibration. Put your hand on your throat and say the sound /k/. Do you feel a vibration?												

ASSESS

Assess students (formally or informally). Determine the level of mastery for the stated objective.

Observe individual students as they respond during guided and independent practice.
 Scaffold or correct all errors. Provide specific feedback for accurate responses.

ENRICH/EXTEND

Enrichment/Extension. Provide enrichment and extension activities for students who need less support.

If students are doing well with spelling single syllable words with *ck*, have students practice spelling compound words with *ck*.