

Lesson 18 CK and the CK Rule

Objective

This lesson introduces consonant team ck and teaches when to use ck and k for the sound of /k/ at the end of a one-syllable word.

You Will Need

- ☐ letter tile ck
- ☐ blank blue tile
- ☐ Phonogram Card 30
- ☐ *Zip into Spelling* pages 147-154
- ☐ Sound Card 30
- ☐ Word Cards 111-120
- ☐ Rule Card 5

Before You Begin

Preview Consonant Team CK

Consonant team ck says /k/ as in *duck*.

When we practice the Phonogram Card for ck, we say “/k/, two-letter /k/.” This phrase distinguishes ck from the other ways of spelling /k/, such as c and k.



The ck tile is stored under the Consonant Teams category.



Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the ck phonogram sound.

Preview The CK Rule



Remove the CK Rule poster from page 147 of the activity book and keep it handy for use in the lesson.

This rule explains that ck is only used right after a short vowel.

Ck comes after short vowels in several hundred words. Read the following sample words.

deck
pick

muck
buckle

snack
chicken

Review



Review a selection of Phonogram Cards from behind the Review divider in your student's Spelling Review Box.



Review a selection of Sound Cards from behind the Review divider. Have your student write the phonograms in his dictation notebook.



Review a selection of Rule Cards from behind the Review divider.



Review a selection of Word Cards from behind the Review divider. Have your student write the words in his dictation notebook.



Alphabetize letter tiles a to z with your student.

New Teaching

Teach Consonant Team CK

"We have a new tile today."

Move the  tile into the workspace.

"Repeat after me: /k/, two-letter /k/.*" Student repeats the sound.*

"Are the letters on this tile vowels or consonants?" *Consonants.*

"Good. Since the two consonants work together as a team, this tile is stored under the Consonant Teams label." Point to the category label.



Take out Phonogram Card 30 and practice it with your student. Show the student the card and have him say the sound. Mix in several other Phonogram Cards for mixed review and practice until your student can say the sounds accurately.

New Teaching

(continued)

Teach Sound Card 30



Take out Sound Card 30.

“I am going to dictate a sound. Write the two letters that work together to make that sound.”

Dictate the new Sound Card. Practice until your student can easily write the correct phonogram in his dictation notebook. Mix in several other Sound Cards for mixed review.

File the flashcards behind the Review divider in the Spelling Review Box.

Teach Spelling Rule 5: The CK Rule

Move letter tile **ck** into the workspace.

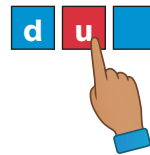
“Ck is interesting because it only comes after a short vowel.”

Build the word *duck*, using a blank blue tile for the /k/ sound.



“I want to build the word *duck*. Let’s figure out if we can use ck in place of this blank tile.”

Point to the u. “Is this a short vowel?” *Yes*.



“Right! Since it is a short vowel, we can use ck for the sound of /k/.”

Replace the blank tile with the ck tile. **d u ck**

New Teaching

(continued)

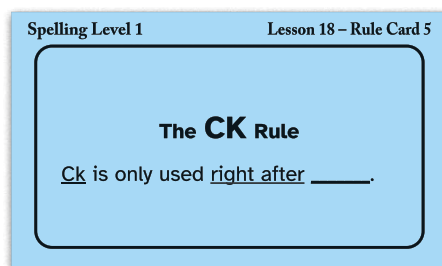


Take out the CK Rule poster and explore it with your student.

Read the sample words aloud and listen for the short vowel sound in each. Notice how ck only comes immediately after a short vowel.

You may wish to hang the poster in your lesson area for future reference.

Read Rule Card 5 with your student and then file it behind the Review divider.



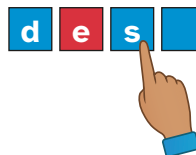
Choose between CK and K

“Now let’s spell the word *desk*.” Build the word, placing a blank blue tile in place of the /k/ sound. Add tiles ck and k off to the side.



“As you know, ck is only used **right after** a short vowel.”

Point to the s. “Is this a short vowel?” *No*.



“Right! Since the letter immediately before it is not a short vowel, we use k.”



New Teaching

(continued)

Complete Activity Sheet

“Zack the duck just learned that ck only comes right after a short vowel. Can you help him find out which words end in ck and which end in k?”



Should I Quack?

Turn to page 149 in the *Zip into Spelling* activity book.

One at a time, have your student look at each object and decide whether the word ends with ck or k. The student should then write the letters on the line provided. If the word ends in ck, your student can quack like a duck.

If necessary, remind your student that ck is used only if the letter immediately before it is a short vowel.

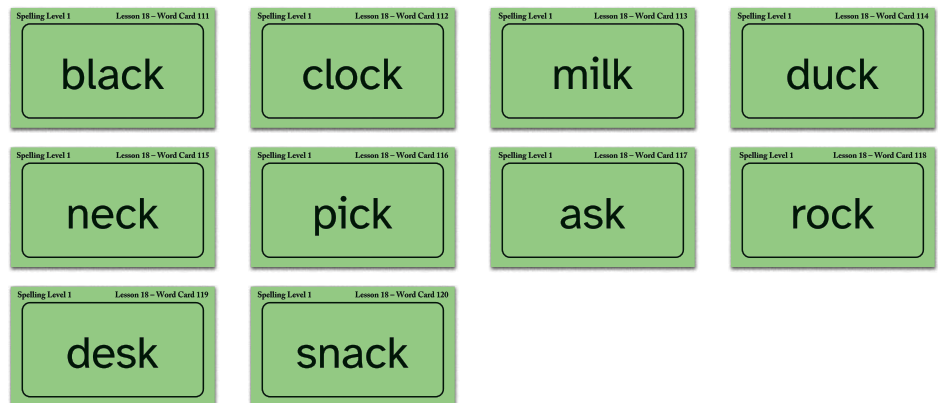
Answer Key

Ck: clock, rock, truck, lock, neck

K: desk, milk, mask

Spell Word Cards 111-120 with Letter Tiles

Dictate the words and have your student spell them with letter tiles. Use the **Procedure for Spelling with Letter Tiles** in Appendix E.



New Teaching

(continued)

Spell on Paper



Once your student is able to spell the words using the letter tiles, have him take out his dictation notebook. Dictate Word Cards 111-120 and have your student spell the words on paper.

File the Word Cards behind the Review divider in the Spelling Review Box.

Practice More Words

The following words reinforce the concepts taught in this lesson. For additional practice, have your student spell some of them in his dictation notebook.

back	husk	kick	check	Rick
elk	block	quack	lock (lock the door)	stick
task	pack	brick	quick	deck
risk	sick	luck	stuck	mask
bask	trick	dock	flock	rack
thick	speck	bulk	tuck	dusk
track	Jack	truck	cluck	silk
click	sack	musk	shack	slick
lack	fleck	slack	lick	smack
mock	stack	sock		

New Teaching

(continued)

Complete Word Search



chick	shock
pluck	tack
buck	muck
smock	crack
yuck	Nick

Turn to page 151 in the activity book.

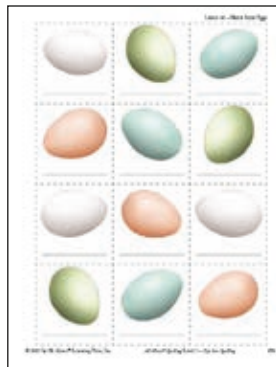
Part 1: Dictate the following words and have your student write them on the lines provided.

chick	shock	pluck	tack
buck	muck	smock	crack
yuck	Nick		

Part 2 (Optional): Have your student find and circle the words hidden in the Word Search.

Complete Activity Sheet (Optional)

“Let’s help these ducklings crack out of their shells.”



Hatch Some Eggs

Remove pages 153-154 from the activity book.

Cut out the duck egg cards and place them in a pile.

Choose twelve words from this lesson that you think would most benefit your student to practice. Dictate the words one by one and have your student write each word on a duck egg card. After spelling the word correctly, he may flip the

card over to reveal a newly hatched duckling.

Continue until all the eggs have been hatched and the student has practiced all twelve words.

New Teaching

(continued)

Dictate Phrases

Dictate several phrases each day. Your student should repeat each phrase and write it in his dictation notebook.

ask Ben

fun trick

stuck in mud

pick up

thick fog

hunt elk

black mask

stiff neck

quick snack

red brick

check them

sick duck

Advanced Application

For advanced practice, have your student turn to the Advanced Application sheet on page 152 of the activity book.

“You can spell *clock*. Now spell *clockwork*, as in *My plan is running like clockwork*.” *Student writes clock on the first line.*

Continue with the remaining words. Dictate the full word, read the sentence, and have your student fill in the missing syllable.

- | | |
|-------------------------|---|
| 1. <u>clock</u> work | My plan is running like clockwork. |
| 2. <u>bask</u> et | Agatha found a raccoon in her sewing basket. |
| 3. <u>chick</u> en | Why did the chicken chase the chihuahua? |
| 4. <u>crack</u> er | There's nothing in the cupboard but a cracker. |
| 5. <u>unpack</u> | Did you unpack the box of broken beads? |
| 6. <u>silk</u> worm | My pet silkworm spun me a pair of socks. |
| 7. <u>thick</u> ness | Check the thickness of the ice before skating! |
| 8. <u>quic</u> kest | What's the quickest way to get to Borneo? |
| 9. <u>check</u> erboard | I cracked Aunt Gert's antique checkerboard! |
| 10. <u>duck</u> ling | A lone duckling waddled around the pond. |
| 11. <u>rock</u> et | Let's ride a rocket to the moon! |
| 12. <u>sound</u> track | What's your favorite movie soundtrack? |
| 13. <u>milk</u> shake | Mark's mandarin milkshake was marvelous! |
| 14. <u>luck</u> iest | The luckiest contestant will win a rhubarb pie! |
| 15. <u>knaps</u> ack | She hid nine new nickels in her knapsack. |

Mark the Progress Chart



Remember that each lesson may require several sessions to complete. Before moving on, ask yourself these questions:

1. Does your student have a firm grasp of the CK Rule?
2. Has your student mastered eight out of the ten Word Cards?

If the answer to both is yes, have your student mark Lesson 18 on the Progress Chart and move on to the next lesson!





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