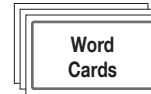
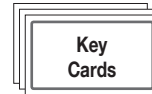
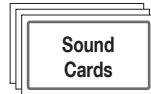
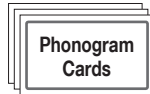


## Step 27 - The /ik/ Words

*In this lesson, your student will learn how to spell words with the common word ending of ic.*

You will need: Word Bank for IC, Word Cards 211-220

### Review



### Review All Word Banks



Review the cards behind the Mastered dividers. This is the last review for Level 4, so make it thorough!

### New Teaching

### Teach the /ik/ Words

“Repeat these words after me and pay special attention to the **last syllable**: *fabric, plastic, magic*.” Student listens and repeats the words.

“What was the last syllable in each word?” /ik/.

“Right. And at the end of a word, we spell /ik/ with i-c.” Pull down letter tiles i and c.

**i c**

“Here are some more words that end in /ik/.” Build the words *attic* and *music*.

**a t t i c**

**m u s i c**

“We call these the /ik/ words because the last part of the word says /ik/.”

This is a special group of words. Most of the time, when the /k/ sound comes right after a short vowel, it is spelled with ck. In multisyllable words ending in the sound /ik/, however, the /k/ sound is spelled with a c.

**Tip!**

## New Teaching

(continued)

## Introduce the Word Bank for IC

Have your student read through the **Word Bank for IC** to improve visual memory. There are several ways to spell the sound of /k/ and we want students to become very familiar with the words in this Word Bank. This will enable the student to choose the correct spelling of /k/ when he needs to spell one of these words.

## Teach a Rule Breaker

Build the word *does*. 

d	oe	s
---	----	---

“The word *does* is a Rule Breaker. Which letters don’t say the sound we expect them to say?” *The oe because they say /ū/ instead of /ō/.*

Take out Word Card 220. “What do we do with Rule Breakers?”  
*Student circles the oe and colors in the circle with yellow pencil.*

“Write the word *does*.” *Student writes the word.*

## Word Cards 211-220: Spell on Paper

Dictate the words and have your student spell them on paper.



- 211. music**
- 212. public**
- 213. magic**
- 214. traffic**
- 215. plastic**
- 216. attic**
- 217. fabric**
- 218. topic**
- 219. elastic**
- 220. does**

File the Word Cards behind the Review divider.

## Reinforcement

## More Words

The following words reinforce the concepts taught in Step 27. Have your student spell them for additional practice.

**electric**

**garlic**

**basic**

## Dictate Sentences

Dictate several sentences each day.

**My mother has hundreds of photographs in the attic.**

**This park is not open to the public.**

**What kind of music do you prefer?**

**Stitch the elastic onto the fabric.**

**Do you know any magic tricks?**

**There was a line of traffic ten miles long.**

**Our plastic toys are covered with dirt.**

**Which topic are you writing about?**

**The electric light does not work.**

**Sometimes I find great joy in the most basic things!**

**Garlic is a smelly but healthy addition to your cooking.**

**Does the teacher mind if I leave early?**

## Writing Station

Dictate each word and have your student write it on paper. Then have your student write original sentences using the new words.

**gates**

**closed**

**locks**

**combinations**

**keys**

**Celebrate!**

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