



Lesson 11

"ck"

Materials:

- **Alphabet chart (upper and lower case letters) with vowels pulled out and charted at the bottom**
- **Sight Word index cards from previous lessons**
- **Sound Flashcards from previous lessons**
- **"ck" Sound Flashcard (duck)**
- **"ck" Word Picture Cards**
- **Blank 3 x 5 index cards (#10) prepared in advance**
- **Age/Grade-level-appropriate lined paper**

- 1) Review the alphabet sounds, sight words, and Sound Flashcards from previous lessons.
- 2) Review General Rules to Remember #1-#5, the appropriate parts of #6 ("dge," "tch," double consonants), #7 and #8.
- 3) Practice reading and oral and written spelling using this lesson's cumulative review word list. Add misspelled words to the cumulative spelling list for daily review.
- 4) Show the "ck" Sound Flashcard ("duck"). **"Ck' is heard as one sound: /k/."** Have the child practice saying the sound and identifying the letters that match the picture without looking at the card. **"Ck' always follows a short vowel."**
- 5) Have the child practice the "ck" sound with the short vowel sounds:

ack eck ick ock uck
- 6) Show the child the "ck" Word Picture Cards. Ask the child to read the word and then turn the card over to show the picture.
- 7) Display one *picture* at a time from the "ck" Word Picture Cards. Ask the child to say the word corresponding to the picture, with assistance if necessary, and then spell the word on paper, reminding him/her that the "ck" is at the end. When the child is finished, turn the picture over so the child can check his/her own spelling. Ask the child to spell the word corresponding to the next picture on the next line of the paper. Repeat the same procedure with each of the Word Picture Cards.
- 8) Randomly choose 10 words for oral spelling.



- 9) Have the child read the Spelling/Reading Word List for this lesson, preferably from index cards. Select a minimum of 10 words to practice as spelling words.
- 10) Using index cards, write down the following sentences, one word per card. Have the child place the cards in correct order and then read the sentence. After each sentence is assembled and read aloud (about three-five sentences at one sitting), have the child copy the sentence onto lined paper. Or, have the child write the sentences from dictation.

The duck sits on the pond and quacks when the sun comes up.
A plant stands in the crack of the rock.
Mom and Dad will pack the box and put it in the truck.
The hands on the clock tell that it is six.
Chuck and Rick sit on the dock and fish.
Rich set his lunch sack on the bench.
We will pack a bag with lots of snacks.
The man struck the rock with a stick.
Chad is sick and Mom will tuck him in to bed.

Note: When a word containing more than one syllable ends in a short "i" + /k/ sound, it is spelled with "c" and not "ck" (e.g., picnic, Atlantic, public). This does not apply to compound words (e.g., sidekick). Discuss this when reading the word "picnic" in this lesson's review word list. This rule will be discussed in more depth in Lesson 16.

- 11) Have the child practice the Consonant-Vowel and Vowel-Consonant Chart as needed or use the charts for periodic review. Add the digraphs /sh/, /th/, /ch/, and /wh/ to the Consonant-Vowel side. Add the digraphs /sh/, /th/, /ch/, /tch/, /ck/ and /dge/ to the Vowel-Consonant side. Note that /dge/, /tch/, and /ck/ do not precede a short vowel sound—they only follow a short vowel sound. In contrast, /wh/ does not follow vowel sounds, but only precedes them.