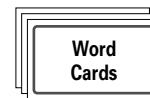
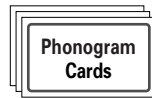


Step 16 – Letters C and K

This lesson will teach when to use c and when to use k for the initial sound of /k/.

You will need: Key Cards 7 and 8, blank blue tile

Review



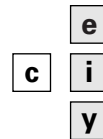
New Teaching

Teach Key Card 7: When C Says /s/

Pull down the c tile. 

“You know that this letter c can say /k/ or /s/. We have a way to tell which of these two sounds the c is going to make.”

Pull down the letter tiles e, i, and y and arrange them next to the c tile:

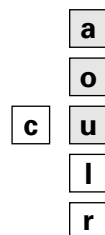


“If the c is followed by an e, i, or y, it says /s/.”

Show the c tile visiting the letters e, i, and y one at a time.

“In front of the e it says /s/. In front of the i it says /s/. In front of the y it says /s/.”

Pull down the letter tiles a, o, u, l, and r and arrange them like this:



Step-by-step lesson plans save you valuable time. You don't need hours of planning to teach *All About Spelling* - **all the work has been done for you!**

New Teaching

(continued)

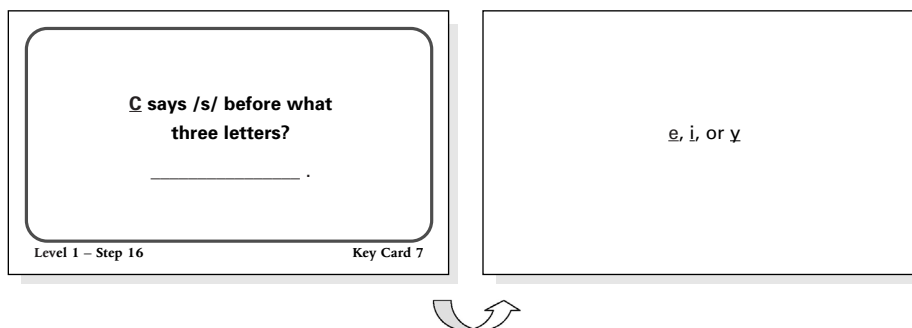
“If the c is before **any other letter**, it says /k/.” Show the c tile visiting the letters one at a time.

“In front of the a it says /k/.” Repeat for o, u, l, and r.

When your student understands this concept, mix up the e, i, and y with the a, o, u, l, and r and place the c in front of each one. Ask your student to tell you whether the c says /k/ or /s/.

Flashcards help your student **learn and review** phonograms, words, and spelling rules.

Read Key Card 7 with your student and place behind the Review divider.



The answer is easier to memorize if you emphasize the rhythm of “e, i, or y.”



The next part of the lesson builds on Key Card 7, so work with the tile activity above until it has been mastered by your student.

Teach Key Card 8: How to Spell the Initial Sound of /k/

Pull down the k tile. k

“What sound does this tile make?” /k/.

“Good. I want to spell the word *kit*. I don’t know whether to use the c or the k yet, so I put in a blank tile for the /k/ sound.”



“We always try the c first.” c i t

“Does c work?” *No*.

The color-coded letter tiles make abstract ideas *concrete*.

New Teaching

(continued)

“Why not?” The c says /s/ because of the *i*.

“What would this word say?” /sit/.

“So we know that we use the k.” k i t

Build the following words, using a blank tile for the /k/ sound. Have your student replace it with a c or a k. Remind him, if necessary, that we always try the c tile first.

cut u t

craft r a f t

kid i d

camp a m p

kept e p t

The Key Cards help your student thoroughly understand ***why*** a word is spelled the way it is so he can apply that knowledge to many other words.

Read Key Card 8 with your student and place behind the Review divider.

What are two ways
to spell the sound of /k/
at the beginning of a word?

_____ .

Which letter do we try first? _____ .

Level 1 – Step 16 Key Card 8

1. c and k*

2. c

* The sound of /k/ may also be spelled ch.
This will be emphasized later.



Worked seamlessly into the lessons, **tips** are placed right where you need them, ***when*** you need them.

Here is an easy way to remember whether to try c first or k first. Of the two letters, c comes first in the alphabet, and k comes second. That is the same order in which we try the letters when building a word.



C and k are by far the most common ways to spell the sound of /k/ at the beginning of a word. Used much less frequently, ch represents the sound of /k/ in words of Greek origin (*Christmas*, *chorus*) and will be highlighted in a later level.

Reinforcement

Dictate Phrases

Dictate several phrases each day.

red flag

lost track

Dan and Beth

frog pond

hug him

swim fast

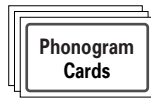
Step 17 – Sound of /k/ at the Beginning

This lesson will teach how to spell words beginning with c and k.

You will need: Word Cards 91-100

Review

Each lesson reviews previously learned concepts to keep them fresh in your student's mind.



Quickly review the cards behind the **Mastered** dividers.

New Teaching

Word Cards 91-100: Spell with Tiles

Dictate the words and have your student spell them with tiles.

91. can
92. camp
93. cut
94. kept
95. kid
96. cash He paid in cash.
97. kit
98. cup
99. club
100. cap


Concept-oriented spelling lists allow students to concentrate on and master one or two main concepts before moving on.

For each word in this list, have your student put the blank tile down when he hears the sound /k/. He should spell the rest of the word, then go back and fill it in with either a c or a k.

New Teaching

(continued)

Spell on Paper

Once your student is able to spell the words using the tiles, dictate Word Cards 91-100 and have him spell the words on paper. 

File the Word Cards behind the Review divider.

Reinforcement

The **More Words** section reinforces concepts taught in each lesson and **dramatically** increases the number of words your student learns.

More Words

The following words reinforce the concepts taught in Step 17. Have your student spell them for additional practice.

cast	Ken	cab	cost
Kim	crop	cub	clam

You may have to remind your student to “pronounce for spelling” the word *cost*. In many regions, it is pronounced *caʊst*.



Dictate Phrases

Dictate several phrases each day.

Kim sat
crab ran
craft kit
Ken went
his cap
last cup

The Dictate Phrases section reinforces current and previous concepts and allows your student to **apply his knowledge** in a practical situation.