

Lesson Plan for '-ck' Spelling Rule

Skill for Focus: '-ck' Spelling Rule

OPEN WITH A LISTENING GAME: Warm up with a phonemic awareness activity to get students hearing sounds.

Teacher says a word. Students isolate and say the vowel sound. Students use their arms to make a macron (arms straight out like a 'T') if they hear a long vowel sound, or a breve (arms in the shape of a 'u' overhead) if they hear a short vowel sound.

plain (/ā/)	stick (/ĩ/)	sled (/ě/)
soap (/ō/)	shut (/ũ/)	keep (/ē/)

Materials Needed:

- ☐ set of letter flash cards
- ☐ flash card with keyword picture for '-ck'
- ☐ flash card without keyword picture for '-ck'
- ☐ word list for '-ck'
- ☐ read sheet for '-ck'
- ☐ pencil and paper for dictation

WARM UP WITH THE FLASH CARD DECK: Have students practice the sounds they know.

- Use the flash cards for consonants and short vowels. You can choose consonants to be used in the lesson as well as any others needing practice. Review all short vowel sounds. Show the card for each letter with or without the picture as needed.
 - For flash cards with keyword pictures: Say letter, keyword picture, sound. For example, "t, **top**, /t/."
 - For flash cards with letters only: Say the sound. For example, "/t/."

Important Note: Listen for sound production and correct as needed.

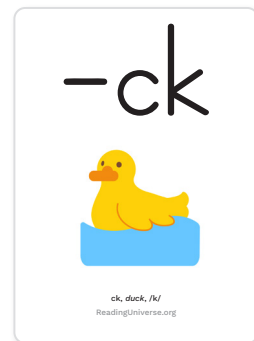
Sounds to Review:

c	f	b	m	p
r	t	v	qu	g
a	e	i	o	u

Lesson Plan for '-ck' Spelling Rule

INTRODUCE THE NEW RULE:

- Ask students the two ways they have learned to spell the /k/ sound. (Students should respond 'c' and 'k'.)
- Say, "Today we are going to learn a third way to spell the /k/ sound!"
- Show students the keyword picture card for '-ck'.
- Point to the picture of the duck on the card. Say, "This is a duck. I hear /d/, /u/, /k/. In this word, the /k/ sound is spelled '-ck.' When you see '-ck' together in a word, you say /k/."
- Say, "Repeat after me, '-ck', *duck*, /k/."
- Say, "I am going to teach you when to spell /k/ with a '-ck.'"
- Teach students the mnemonic chant for the '-ck' rule. Say, "Repeat after me. Immediately after a short vowel ... at the end of a one-syllable word ... spell /k/ ... 'ck' hooray!" (Have students repeat each time you pause.)
- Write on the board the following words: *back, sick, neck, lock, tuck*
- Say, "Look at these words. What do you notice?" (Students might answer that they all end with '-ck', that they all have one vowel, that they are all closed syllables so the vowel sound is short, etc. If they struggle, you can guide them to these answers.)
- Say, "Let's look at the first word. What does it say? (*back*) What is the vowel in the word? ('a') Is the 'a' closed in by a consonant? (yes) So what will the 'a' say? (/ă/) So if I have /b/, /ă/, /k/ the /k/ sound is immediately after a short vowel so I have to spell /k/ with a '-ck!'"
- You can talk through the other words on the board as well.
- Review the rule one more time and have students repeat the chant: "Immediately after a short vowel, at the end of a one-syllable word, spell /k/ 'ck' hooray!"



DICTATION: Have students listen and practice spelling. Use the Reading Universe list of words, phrases, and sentences for blends to find additional choices.

Dictating Sounds:

- Say, "Immediately after a short vowel, at the end of a one-syllable word, spell /k/ 'ck' hooray." As you say the rule, write '-ck'.
- Students repeat the rule and write '-ck'.
- Repeat three times.
- Check together.
- Read back the sound together.
- Correct as needed.

Lesson Plan for '-ck' Spelling Rule

Sounds to Dictate: '-ck'

Dictating Words:

- Say the word and have students repeat it.
- Tap each sound in the word. Ask students if they hear a short vowel sound with /k/ right after (students can put thumbs up if yes, thumbs down if no.) Say, **"If we hear a short vowel sound followed by /k/ then how are we going to spell the /k/? Yes, '-ck' hooray!"** (You can talk through this with as many words as you need to for your particular students. Scaffold and lessen the amount of language you use as students display understanding of the new spelling rule.)
- Students write the word.
- Check together.
- Read back the words together and correct as needed.

Words to Dictate:

sack	pick	rock	neck	duck
sick	sock	luck	peck	back

If you have explicitly taught digraphs and blends, you can also dictate these words:

snack	block	crack	check	stick
thick	shock	stuck	speck	shack

Dictating Phrases and Sentences:

- Say the phrase or sentence.
- Students repeat the phrase or sentence.
- Say the phrase or sentence again and hold up a finger for each word you say.
- Students write the phrase or sentence. (Teacher can repeat the whole thing once or twice more but saying the whole thing fluently.)
- Check together.
- Read back the phrase or sentence together.
- Correct as needed.

Lesson Plan for '-ck' Spelling Rule

Phrases to Dictate:

in the back	got a rock
will lick	see a lock
will tuck it in	on my neck

If you have explicitly taught digraphs and blends, you can also dictate these phrases:

in a stack	path is slick
had the snack	will crack
got the block	speck of dust

Sentences to Dictate:

I will get the big sack.	Jan is on the dock.
Pam is on the deck.	I got a cut on my back.

If you have explicitly taught digraphs and blends, you can also dictate these sentences:

I will check to see if Sam is on the dock.	I can snap the thick stick.
I got the black box from the shed.	The van was stuck in the mud.

Lesson Plan for '-ck' Spelling Rule

BUILDING VOCABULARY: Select words to focus on meaning and use.

- Discuss the multiple meanings for the words *rock* and *pack*. You can do this at any time throughout the lesson when words with multiple meanings come up.

PRACTICE READING TO BUILD FLUENCY: Have students practice reading words with the new skill alone and in context.

Reading Dictation to Build Fluency:

- Tell students to track with their finger from left to right as they read back what they wrote during the dictation part of the lesson.

READING WORDS AND CONNECTED TEXT TO BUILD FLUENCY: Use the Reading Universe read sheets for this portion of the lesson.

Words:

- Show students words using letters that have already been explicitly taught. Students should have a copy in front of them, but also display the words on a screen or under a document camera.
- Go across the page, tapping out words and then blending the sounds together to read the words. You can then reread and just have students try to read the word without tapping all the sounds.
- Students can then reread with a partner.

Phrases and Sentences:

- Display phrases or sentences for students and give them a copy. (Phrases and sentences should only contain words with sounds that have been taught and sight words that have been explicitly taught.)
- Say, "We will read each of these phrases three times. The first time is to be sure we read the words correctly. The second time is to be sure we read them at a good speed: not too slow and not too fast. The third time, let's be sure the way we read it matches what the words are trying to say."

ck: Student Read Sheet with Words, Phrases, and Sentences

For this activity, students will practice reading words, phrases, and sentences with '-ck'. Students will decode words, build accuracy and fluency, and strengthen their vocabulary.

Materials:

- 'ck' read sheet for each student
- highlighter for each student

Directions:

This activity can be used with a whole class or in a small group.

The initial reading of this page should focus on decoding the words accurately. Subsequent readings should focus on fluency.

STEPS FOR READING WORDS IN ISOLATION:

1. Have each student highlight the '-ck' in the single words at the top. As they highlight, they say the sound /ck/.
2. Start with the first row and guide students to tap out or segment the sounds in the words.
3. Tell students that they will see the words repeated on the following pages. Say, "If you see the word and can read it, say the whole word without making each sound in the word." (This repeated words and students in moving from decoding every sound in the words to reading the whole word without segmenting.)
4. Have students continue reading the words in isolation.
5. If you feel that they would benefit from rereading all rows of the words in isolation before moving on to the phrases, have them do so.
6. Read with students that the phrases and sentences contain the words above that they have already decoded and have practiced reading.

STEPS FOR READING PHRASES AND SENTENCES:

Option A

1. Read one phrase at a time with students and make sure that they can accurately decode each word in the phrase.
2. After a phrase has been decoded, have the students reread the phrase, this time trying to read the whole phrase without segmenting the sounds in each word.
3. For the third reading, choose an emotion (happy, sad, angry, surprised, etc.) and have the students read the phrases that way.
4. Continue until all phrases have been read.
5. Follow the procedure with each sentence on the activity page.

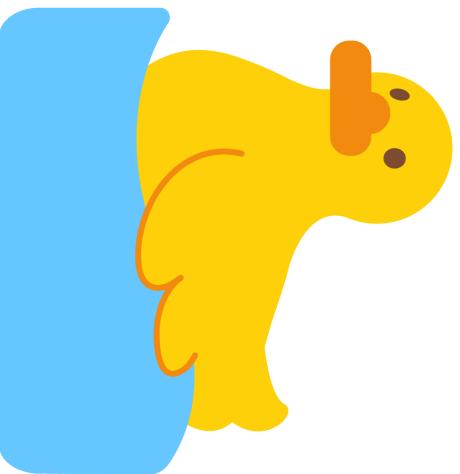
ck Spelling Rule

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ck Spelling Rule



-ck



ck, duck, /k/

ReadingUniverse.org

-ck

'-ck' Spelling Rule: List of Words, Phrases, and Sentences for Lesson Planning

Our word lists can help you plan for teaching the '-ck' spelling rule. Use them in your reading, spelling, and fluency-building lessons and activities. Remember that each interaction with words is an opportunity to build vocabulary. Consider pointing out words with multiple meanings to your students.

WORDS WITH '-CK'

a

back	hack	Jack	lack	pack	quack	rack	sack	tack
------	------	------	------	------	-------	------	------	------

e

deck	neck	peck
------	------	------

o

dock	jock	lock	mock	rock	sock
------	------	------	------	------	------

u

buck	duck	luck	muck	puck	tuck	yuck
------	------	------	------	------	------	------

WORDS WITH '-CK' IF YOU HAVE ALREADY TAUGHT DIGRAPHS, BLENDS, AND SILENT LETTERS

a

shack	black	slack	crack	track	smack	snack	stack
-------	-------	-------	-------	-------	-------	-------	-------

e

check	fleck	speck	wreck
-------	-------	-------	-------

i

chick	thick	stick	click	flick	slick	brick	trick
-------	-------	-------	-------	-------	-------	-------	-------

'-ck' Spelling Rule: List of Words, Phrases, and Sentences for Lesson Planning

O

shock block clock flock smock stock knock

U

chuck shuck cluck pluck truck snuck stuck

PHRASES

'-ck'

in the back	can pack	duck can quack	on the rack	in the sack	got a tack
on the deck	on her neck	chick did peck	will kick it	dog can lick	will pick
is quick	is not sick	lit the wick	at the dock	is a jock	will lock it
do not mock	saw a rock	in his sock	got a buck	has bad luck	hit the puck
tuck her in					

'-ck' if you have explicitly taught digraphs and blends

will check it	speck of dust	must go quick	clock can tick	do not flick	path is slick
got a brick	bend the stick	was in shock	will block it	a big flock	has a frock
not in stock	got a smock	pluck it off	snuck in	the big truck	

'-ck' Spelling Rule: List of Words, Phrases, and Sentences for Lesson Planning

SENTENCES

'-ck'

Jim got the sack from the back of the hut.	The duck will quack at the hen.
Pam will pack the bags.	I got a cut on my neck.
The quick fox ran up the path.	Sam is not sick.
When I lit the wick, the wax got hot.	I put the rocks in a big sack.
Do not mock your pals.	I got to the dock at ten.
Can you tuck her in bed?	

'-ck' if you have explicitly taught digraphs and blends

We saw the ship at the dock.	Beth will lock the shop at six.
Do not get sick when you go on the trip!	Ben can whack the ball with the bat.
Jack got into the back of the truck.	I will pack my bags for the trip.
The shack is not black.	The mug will crack if it falls.
I went for a run on the track.	I will have a snack when I get back.
Do not smack the stack of blocks.	I went to the deck at dusk.
Zack will pick up the trash.	The clock went tick tock.
Stan shot the puck at the net.	Brad will tuck Tim in bed.
I was in shock when I saw the new truck.	I saw a big flock of ducks.

'-ck': Student Read Sheet with Words

Teacher Instructions:

For this activity, students will practice reading words with '-ck'. Students will decode words, build accuracy and fluency, and strengthen their vocabulary.

Materials:

- '-ck' read sheet for each student
- highlighter for each student

Directions:

This activity can be used with a whole class or in a small group.

Explain to the students, **"We will read each row of words three times. The first one is to be sure we read the words correctly. The second time is to be sure we read them at a good speed: not too slow and not too fast. The third time we read we will choose an emotion and read the words in that way."**

The initial reading of this page should focus on decoding the words accurately.

Steps:

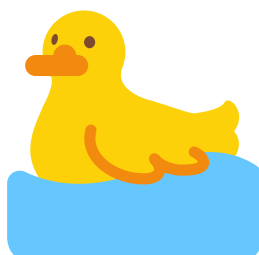
1. On the three lines at the top, model writing lowercase 'c', 'k'. While you write, say, **"c, k, duck, /k/."** Have students do this aloud three times on the lines provided.
2. Have students practice saying the '-ck' spelling rule: **"Immediately after a short vowel, at the end of a one-syllable word, spell /k/, 'c', 'k' hooray!"**
3. Have each student highlight the '-ck' in the words. As they highlight, they say the /k/ sound.
4. Start with the first row and guide students to tap out or segment the sounds in the words.
5. To build fluency, read the page again. This time, after each word in the row has been decoded, have the students reread the row more fluently, without segmenting each sound. Continue doing this for all words.
6. For the third read, choose an emotion (happy, sad, angry, surprised, etc.) and have the students read the words that way.
7. After reading all the words, students will read the sentence. They'll do this three times as well: First, you'll read with them and focus on accurate decoding. Next, they'll reread for fluency. The third time, they'll read with expression.



For Vocabulary Building: You can help build students' vocabulary by addressing words on the activity page that have multiple meanings or words that students may not know.

- For example, you can discuss the multiple meanings of the word *duck*. A *duck* is an animal that can swim in a pond or walk on land. To *duck* is to get low on the ground and take cover.
- Have students turn and talk and use the word in a sentence.

Name _____ Date: _____

-ck**pack****sick****lock****neck****tuck****rack****quick****shock****check****Jack saw a big chick on the path.**

'-ck': Student Read Sheet with Words, Phrases, and Sentences

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1. Have each student highlight the '-ck' in the single words at the top. As they highlight, they say the sound /k/.
2. Start with the first row and guide students to tap out or segment the sounds in the words.
3. Tell students that they will see the words repeated on the following lines. Say, **"If you see the word and can read it, say the whole word without making each sound in the word."** (The repeated words aid students in moving from decoding every sound in the words to reading the whole word without segmenting.)
4. Have students continue reading the words in isolation.
5. If you feel that they would benefit from rereading all rows of the words in isolation before moving on to the phrases, have them do so.
6. Next, tell students that the phrases and sentences contain the words above that they have already decoded and have practiced reading.



STEPS FOR READING PHRASES AND SENTENCES:

Option A

1. Read one phrase at a time with students and make sure that they can accurately decode each word in the phrase.
2. After a phrase has been decoded, have the students reread the phrase, this time trying to read the whole phrase without segmenting the sounds in each word.
3. For the third reading, choose an emotion (happy, sad, angry, surprised, etc.) and have the students read the phrases that way.
4. Continue until all phrases have been read.
5. Follow this procedure with each sentence on the activity page.

'-ck': Student Read Sheet with Words, Phrases, and Sentences

Option B

1. For the first reading, read each phrase and have students follow along (track) as you read.
2. For the second reading, read each phrase together with the students.
3. For the next reading, have the students read together without you.
4. Tell students, **"If you get stuck or are moving too fast or slow, I will turn my voice back on."**
5. Repeat the process with the sentences.
6. For the final reading, which can be done during the lesson or at a later time, students can partner-read or whisper-read the whole page independently.

For Vocabulary Building: You can help build students' vocabulary by addressing words on the activity page that have multiple meanings or words that students may not know.

- For example, you can discuss the multiple meanings of the word *duck*. A *duck* is an animal that can swim in a pond and walk on land. To *duck* is to get low on the ground and take cover.

Teacher Tip: Store each student's read sheets in a folder or binder so they can use them for additional practice, if needed.

Name _____ Date: _____

'-ck' Review

Read the words.

sock	back	luck	neck	quick
deck	sick	lock	pack	duck
quack	check	thick	shock	chick

Read the phrases.

a red sock	in the back
has luck	on my neck
did it quick	on the deck
chick is sick	duck will quack
did check	will lock
a thick pack	in shock

Name _____ Date: _____

'-ck' Review

Read the sentences.

I saw a red sock on the path.

I will go to the deck in the back.

The vet will check the sick chick.

I got a cut on my neck.

I was quick to lock the shed.

The duck will quack at the fish.

I got a thick pack of gum.

I was in shock at my luck!