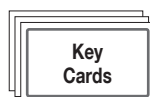
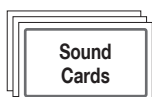
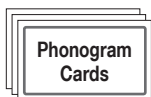


Step 16 – Letters C and K

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



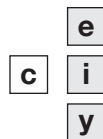
New Teaching

Teach Key Card 7: When C Says /s/

Pull down the c tile. c

“You know that the 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:

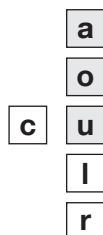


“If the c is followed by an e, i, or y, it says /s/.”

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:



New Teaching

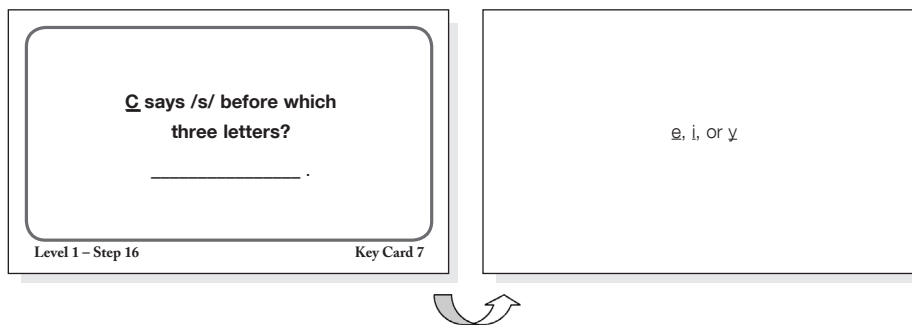
(continued)

“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/.

Read Key Card 7 with your student and then file it 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 blue tile for the /k/ sound.”



“We always try the c first.” c i t

“Does c work?” *No*.

New Teaching

(continued)

Excerpted from *All About Spelling* Level 1

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

“What would this word say?” */sīt/.*

“So we know that we use the k.” **k i t**

Build the following words, using a blank blue 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**

Read Key Card 8 with your student and then file it 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.



Here is an easy way to remember whether to try c first or k first: 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.

Tip!

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

There are no new
Word Cards for
Step 16.



Dictate Phrases

Dictate several phrases each day.

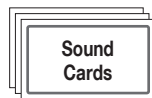
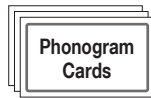
red flag
Pam and Ted
swim fast
plug in
got that job
twin pig
bit his shin
last wish
hunt with us
held that lamp
felt as bad
trim this twig

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



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


New Teaching

Word Cards 91-100: Spell with Tiles

Dictate the words and have your student spell them with tiles. Follow the **Procedure for Spelling with Tiles**, illustrated in Appendix C.

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

He paid in cash.




For each word in this list, have your student pull the blank blue tile down when he hears the sound of /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

More Words

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

cab	cast (plaster cast)	clam	cost	crab
crash	crop	cub	Ken	Kim

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



Dictate Phrases

Dictate several phrases each day.

Kim sent
kept fit
at camp
drop this cup
tent kit
last crab
that kid
bend and cut
his club
such cost
much cash
Ken can hop