Day 1

Students will:
- Understand that /k/ is spelled ck, ic, and x
- Hear the /k/ sounds in words
- Determine which letters are used to spell /k/
- Write and identify words with /k/

Materials:
- Anchor Poster
- BLM 2: Category Cards
- BLM 5: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—ck, ic, x
- Teacher Word Cards—hammock, attic, index

Day 2

Students will:
- Understand the rules for spelling /k/
- Sort words into spelling patterns ck, ic, and x

Materials:
- BLM 2: Category Cards
- BLM 4: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—Middle, End
- Teacher Word Cards—same as BLM 5

Day 3

Students will:
- Understand that ck, ic, and x are used to spell /k/
- Hear the /k/ in words
- Identify where the /k/ sound is heard in words
- Sort words into the different spellings of /k/
- Complete the classroom activity

Materials:
- BLM 2: Category Cards
- BLM 4: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—Middle, End
- Teacher Word Cards—same as BLM 5

Day 4

Students will:
- Recognize words with the sound of /k/ spelled ck, ic, and x in a reading passage
- Write sound of /k/ words from reading passage
- Correctly spell the spelling words
- Choose the correct words to complete sentences

Materials:
- BLM 9: Reading Passage
- BLM 10: Spelling Dictation
- BLM 11: Spelling Peer Check

Day 5

Students will:
- Correctly spell words with the sound of /k/

Materials:
- Quick-Check Assessment
Day One

Providing Support

If English Learners or struggling readers have difficulty hearing the medial /k/ sound in words, say several word pairs that have a final /k/ sound and a medial /k/ sound. Ask students to listen to each word and tell you where they hear the /k/ sound, for example, attack/chicken and hammock/ticket.

Blending Practice

If some students have difficulty reading the words, remind them that breaking words into syllables can help them. Write the word maverick on the chalkboard. Say: I see three vowels in the word and three vowel sounds, so there are three syllables. I know that sometimes we divide the first syllable after the vowel and sometimes after the vowel/consonant. One way gives us an open syllable with a long vowel and the other way gives us a closed syllable with a short sound. I divide the second syllable after the r. Now I have an r-influenced vowel. The final syllable is a closed syllable. It’s easier to read each part of the word because the parts look like little words you already know. Show how you divide the word into syllables: mav/er/ick. Read each part and blend them together to read the whole word.

Review Hard and Soft g

Focus Words: gallon, gently, arrange, guilty, danger

Write the following words on the chalkboard: gallon, gently, arrange, guilty, danger. Review one word at a time, asking students to read the word, identify whether the word has the hard or soft g, and tell where the sound occurs—in the beginning, middle, or end of the word.

Introduce /k/ Spelled ck, ic, x

Model

Write attack, magic, and relax on the chalkboard. Say: The sound /k/ can be spelled in different ways. Listen as I say the words written on the chalkboard: attack, magic, relax. In the word attack, the /k/ sound is spelled with the letters ck. In magic, the /k/ sound is spelled ic. This is the most common sound for /k/ at the end of two-syllable words. In the word relax, the sound is spelled with an x.

Guide

Write the words pickle, topic, and complex on the chalkboard. Ask students to say the first word with you and listen for the /k/ sound. Ask them what letters stand for the sound in this word. Point out that the sound is not at the end or the beginning of the word, but in the middle. Show how you divide pickle into syllables, without splitting the ck digraph: pick/le.

Ask students to read the remaining two words and tell where they hear the /k/ sound and what letters make the sound.

Apply

Have students work in small groups to brainstorm two-syllable words with the /k/ sound. Ask them to write their list in their word study notebooks and share it with the rest of the class.
Spelling Words with /k/

Unit Spelling Words: attack, traffic, complex, prefix, ticket, freckle, limerick, electric

Write all of the spelling words on the chalkboard. Say: Listen as I say the spelling words: attack, traffic, complex, prefix, ticket, freckle, limerick, electric. All of these words have the /k/ sound. Which words have the /k/ sound at the end of the word spelled ck? (attack, limerick) Which words have the /k/ sound in the middle of the word spelled ck? (ticket, freckle) Which words have the /k/ sound at the end spelled ic? (traffic, electric) Which words have the /k/ sound spelled with an x? (prefix, complex)

Randomly point to the spelling words on the chalkboard, asking individual students to say the word and name the letter or letters that spell the /k/ sound in the word.

Have students write each word in their word study notebooks. Tell them to circle the letter or letters in each word that spell the /k/ sound.

Assessment Tip
Observe students to see if they are hearing the /k/ sound in words and can identify the letter or letters that spell the sound.

Home/School Connection
Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.
Day Two

Providing Support
A large majority of two-syllable words that have a final /k/ sound will have the sound spelled with ic. (music) Some compound words will be spelled with a final ck. Words that are one syllable will almost always be spelled with a ck (shock).

Pattern Sort

<table>
<thead>
<tr>
<th>ck</th>
<th>ic</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td>attack</td>
<td>magic</td>
<td>relax</td>
</tr>
<tr>
<td>hammock</td>
<td>attic</td>
<td>index</td>
</tr>
<tr>
<td>paddock</td>
<td>traffic</td>
<td>perplex</td>
</tr>
<tr>
<td>buckle</td>
<td>topic</td>
<td>complex</td>
</tr>
<tr>
<td>chicken</td>
<td>picnic</td>
<td></td>
</tr>
<tr>
<td>nickel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pickle</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Home/School Connection
Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

Supporting ELs
Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand what they are supposed to do on the BLM.

Review /k/ Spelled ck, ic, x
Display the anchor poster and use it to review the spellings for /k/. Write the following words on the chalkboard: cricket, panic, perplex. Ask students to read each word with you, then tell where they hear the /k/ sound and what letters make the sound.

Pattern Sort
Teacher Word Cards: hammock, attic, index
Teacher Category Cards: ck, ic, x
Place the category cards for the spelling of the sound in the pocket chart. Hold up the word hammock. Say: I see that hammock ends with -ck. The letters ck make the /k/ sound in this word, so I’ll place it under ck in the pocket chart.

Hold up the word card attic and ask students to read it with you. Ask where they hear the /k/ sound, what letters make the sound, and where you should place the word in the pocket chart. Repeat with the word card index.

Give students the category cards ck, ic, and x from BLM 2. Have them work with a partner to sort the word cards from BLM 3 into the categories that show how the /k/ sound is spelled.

Spelling. Have students begin a chart on a new page of their word study notebooks. Have them use the three spellings for /k/ as the headings on the chart. Then ask them to write each spelling word under the appropriate heading on the chart.
Pattern Sort

Write the following words on the chalkboard: perplex, gimmick, clinic. Ask students to read the words with you. Then ask volunteers to come up and circle the letter or letters that stand for the /k/ sound.

Give small groups of students the word cards from BLM 4 and the category cards for the spelling of /k/ from BLM 2. Tell the groups that you want them to sort the words according to the spelling of the /k/ sound.

No Peeking Sort

Teacher Word Cards: same as BLM 5
Teacher Category Cards: Middle, End

Place the category cards in the pocket chart and remind students that the /k/ sound in two-syllable words can be heard in the middle and at the end of words.

Say the word bracket. Ask students where they hear the /k/ sound and to hold up the category card that indicates where they hear the sound. Place the word bracket under Middle in the pocket chart.

Repeat with the remaining words from BLM 5.

Applying Meaning. Give students BLM 7 and have them complete the cloze, choosing the correct words with the /k/ sound to complete the sentences.
Providing Support

Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them choral-read the passage straight through. Then have them work as a team to find examples of words with /k/ spelled ck, ic, and x.

Word Hunt

Give each student a copy of the reading passage on BLM 9. Tell them to work independently to read the passage and hunt for all of the words with /k/ spelled ck, ic, and x.

After students have found the words, have them add the words to the chart in their word study notebooks that they created on Day Two. Ask them to circle the letters that stand for the /k/ sound in each word.

Monday, July 4

We just got back from our family picnic. I want to be quick and write this down before I forget what happened.

Grandma was there, and my cousins Diego, Marly, and Jack, and my two aunts and my whole family. There were fifteen of us. We put plastic covers on three big picnic tables. Grandma set up the grill. She and Uncle Max like to cook. My dad and Uncle Bill started playing music on their guitars. My mom hung a hammock between two trees and lay down in it to read a book. She said she was not going to move all afternoon because it was her day to relax. All the cousins started a game of soccer. We played for half an hour. Mom had the ball, but she suddenly stopped and began to chuckle. The rest of us were ring at first. Then we saw it: a chicken attack! Three orange and brown chickens had climbed onto the picnic tables and were pecking the hot dog buns. Where had they come from? We were in a state park, a public place—just a regular picnic area with woods nearby.

For a minute, all the humans stared at the chickens. We were so shocked that nobody moved. We must have looked like a silly picture from a comic book. Finally, Uncle Max started waving his arms at the birds. They hopped along the tops of the tables, but they would not get down. Then Grandma shouted that she would cook them if they did not leave. I wonder if they understood her, because they flew down to the ground and ran into the woods. We did not see them again. Luckily, Mom had extra hot dog buns in our van.

Spelling Dictation

Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: gymnast, message, gingerbread.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: electric, prefix, ticket.

Dictate the following sentence and have students write it on their papers: I just read a complex limerick that was about a funny freckle.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then students switch roles.
Spelling Assessment

Use the following procedure to assess students’ spelling of the unit spelling words:

- Say a spelling word and use it in a sentence.
- Have students write the word on their papers.
- Continue with the remaining words on the list.
- When students have finished, collect their papers and analyze their spelling of the words.
- Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students’ mastery of words with /k/ spelled ck, ic, and x using the Quick-Check for Unit 27.

Suggestions for Independent Practice

Match Me. Give pairs of students word cards from BLM 4. Have them place the word cards facedown in four rows with four cards in each row. Tell them that they will be looking for two word cards that have the same spelling for /k/. The first student turns over two cards; if the cards have the same spelling for the sound, the cards will remain faceup. If they don’t match, the student will turn the cards back over and the next student will take his or her turn and try to match two word cards. The game continues until all the cards are faceup.

Word Hunt. Tell students to go on a word hunt to find words with the /k/ spelled ck, ic, or x. Have them list the words as they find them. Students can use any printed material in the classroom in their search. Add any new words to a class list of the words students found.

Write a Story. Have students select six to eight words from any of the word cards and then use those words to write a short story. Tell students to underline or circle the words they used that have /k/ spelled ck, ic, or x.

What’s the Spelling? Give pairs of students word cards from BLM 5. Have them place the cards facedown between them. Tell them to take turns drawing a card and then saying the word aloud, while their partner decides which letters spell the /k/ sound.
Unit 27 Quick-Check: /k/ Spelled ck, ic, x

Answer Questions
Directions: Look at the words in each row and circle the word that has the correct spelling for the sound /k/.

1. gimmik  gimmick  gimmic
2. buickle  buckle  bukle
3. electrck  electrix  electric
4. prefix  prefik  prefic

Apply
Directions: In the space below, list one two-syllable word that ends with ck, one two-syllable word with ck in the middle, one two-syllable word that ends with ic, and one two-syllable word that ends with x.

_________________   _________________   _________________   _________________

Directions: Using the words from the word bank, complete the following sort by writing the words in the appropriate category.

<table>
<thead>
<tr>
<th>ck (end)</th>
<th>ck (middle)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>ic</td>
<td>x</td>
</tr>
</tbody>
</table>

Word Bank
airsick, vortex, tricky, freckle, panic, perplex, maverick, frantic

Think and Write about /k/ Spelled ck, ic, x
Directions: In the space below, explain how understanding that /k/ is spelled ck, ic, and x helps you as a reader, speller, and writer.