



Rule 3: Sick Elk

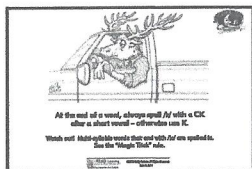
Rule 3: Sick Elk

Learning Targets

- CK is a digraph.
- Digraphs are two letters that make one sound.
- The most common ways to spell /k/ at the end of a word is with a CK or K.
- At the end of a word, always spell /k/ with a CK, if it's after a short vowel.

Special Notes

- ✓ This rule is for the end of words.
- ✓ The sound /ic/ at the end of a multi-syllable word will follow a different spelling pattern. For more information, see the "Magic Trick" rule.
- ✓ You will need a visual alphabet strip for this lesson.
- ✓ You will need a highlighter for this lesson.



Lesson 3

Step 1 – Review

- Review the previous rule. Ask the student to get out their rule card and recite the previous rule's name and explanation while looking only at the front of the card.
- Review the independent practice page from the previous rule. This is optional.
- Review the short vowel sounds.

Step 2 – Student Goals

Share the following student friendly goals with the students.

"Today we will"

- Learn that the /k/ sound can be spelled three different ways.
- Learn what a digraph is.
- Learn that CK is a digraph.
- Learn how to spell one-syllable words that end with the /k/ sound.

"Any questions before we begin?"

Step 3 – Model

"Before we learn about today's new rule, let's refresh our memories on how to spell the sound /k/. There are three different ways to spell /k/. Use the alphabet strip to tell me one way to spell the /k/ sound. When you think you know it, write it down." The students will

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Part 1

probably write a C or a K. "Great! Tell me a second way to spell the /k/ sound and write it down." The students will likely write the other option – either C or K. "Nice work. Here's a tricky question. Do you know a third way to spell the /k/ sound? If you do, write it down." For this answer, you are looking for the digraph CK.

If the students haven't written CK and aren't coming up with the answer on their own, you need to teach them that CK will say /k/ and that CK is a digraph.

"CK is another way to get the /k/ sound. CK is a digraph. Do you know what a digraph is? Digraphs are two letters that make one sound. Let's double check what I just said. How many sounds do you hear when I say /ck/?" Students answer: one sound. "And how many letters are there?" Students answer: two. "What is a digraph?" Students answer: two letters that make one sound.

"Because there are three common ways to spell the /k/ sound, C, CK, and K, you'll need to know which one to use when spelling /k/ at the end of words. Today's rule will teach you how to spell the /k/ sound at the end of words. Let's look at a few words together to see what pattern we find."

TIPS AND TRICKS



Present the following table on paper or white board. Cover everything but the first column. Focusing on the "K" column, read each word aloud. Have the students highlight the letter immediately in front of the K. Do this for each word.

When explaining what a digraph is, raise two fingers when you say "two letters," then raise one finger when you say "one sound." Have the students do the same when they repeat the definition. If they know other digraphs you may choose to check quickly to make sure they are also "two letters, one sound." This lesson is not intended to study digraphs in depth.

"All of the words in this column end with K and all of them have a consonant in front of the K. That's interesting. Do you think all one-syllable words that end with /k/ follow this pattern? Let's find out."

K	CK
elk	sick
milk	luck
bulk	duck
sulk	hack
silk	puck
musk	chick
tusk	pack
risk	suck
desk	truck

"All of the words in this column end with CK and all of them have a short vowel in front of the CK. It looks like we've discovered today's rule. If a word ends with /k/ you'll only use a CK right after a short vowel – otherwise you'll use K. Do you have any questions?"

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"By the way, did any of the words we looked at end with the letter C?" Students answer: no. *"None of the words ended with C because American English words don't end with C unless they are multi-syllable words that end with the sound, /ic/. We'll talk about this when you get to rule 11."*

Take out the Sick Elk rule card and show the front of the card to the students. *"This spelling rule is called Sick Elk. What's the name of the rule?"* Students should respond by saying the name of the rule.

The students will be interested in looking at the picture. Give them a couple of minutes to look at the picture and ask them questions.

"What do you see in the picture? What kind of animal is shown? Is he feeling ok? Why do you think the words Sick and Elk are used in this rule's name? Can you find the letters CK in the picture?" They should connect the logic that the words in the rule's name contain the pattern they just learned. They should also notice the short vowel in front of the CK in "Sick" and the consonant in front of the K in "Elk." If they don't answer correctly, explain the connection to them. Bring their attention to the colored letters.

Flip the card over. Read the rule aloud while the students follow along. Next, the students should read or repeat the rule with you. Lastly, the students should read or repeat the rule independently.

"Do you have any questions before we start spelling words using this rule?"

Step 4 – Lead Guided Practice with Real Words

Follow the steps below for **each** real word. The extra real words list can be used if additional practice is needed or to repeat the lesson.

A. Dictate a word from the real word list to the student.

B. Have the students repeat the word aloud to ensure they heard the word correctly. *"Repeat that word."*

C. Say the word very slowly, as if stretching it out, so the students can hear each sound. *"I'll say it again slowly."*

D. Have the students say the word very slowly, as if stretching it out, so they can hear each sound. *"You say it slowly."*

E. *"I'm going to draw sound boxes for this word. Each box will represent how many phonemes or units of sound our word contains."* Draw the boxes necessary for the given

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word or laminate and use the pre-made Elkonin boxes located in the reference sections. (See Figure A).

F. Ask the students to write the corresponding letters in each sound box while they say the word slowly, putting one letter (or unit of sound) in each box. *"Say it slowly and write the letters. Use Finger Spelling if you need help."*

G. Students check their work by saying each sound, blending, and finally reading the word smoothly.

"Check your work. Did you use the rule correctly?"

Real Words	Extra Real Words
1. elk	1. brick
2. milk	2. crack
3. puck	3. sick
4. pack	4. luck
5. bulk	5. duck
6. sulk	6. silk
7. chick	7. mask
8. task	8. peck

Step 5 – Lead Guided Practice with Nonsense Words

"Let's practice the Sick Elk rule using nonsense words. Nonsense words sound silly, but are important to use when practicing spelling rules."

Follow Step 4, parts A-G, again. This time use nonsense words (make-believe words). Do this for each nonsense word. The extra nonsense words list can be used if additional practice is needed or to repeat the lesson.

Nonsense Words	Extra Nonsense Words
1. tulck	1. quilk
2. steck	2. josk
3. veck	3. leck
4. quock	4. mesk
5. gruck	5. wuck
6. pilk	6. tilk
7. nosk	7. ruck
8. quisk	8. drack

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Step 6 – Test

Wrap up the lesson. “*What’s the name of this spelling rule?*” If prompting is needed, show the front of the card, but cover the rule’s name. Then say: “*Can you tell me the rule without looking at the back of the card? Give it your best try.*”

Short and concise is important – don’t let students ramble. Encourage them to use the same wording as on the back of the card. If needed, offer the first few words in the rule to get them started.

If they can’t recite the rule or their wording is awkward, have them look at the back of the rule card to review and read aloud. Then flip the card over so they can see only the front of the card. They should try again to recite the rule from memory. You can repeat this several times if needed. Make sure not to let students flounder. Support them in this process so they don’t get frustrated and overwhelmed.

The independent practice page can be photocopied and used as an exit card or “test” to see what students can do independently. Use the extra real and nonsense word lists to dictate words for spelling in Part 4. Students need to master this rule before moving on. Mastery is considered 90% accuracy on spelling procedures.

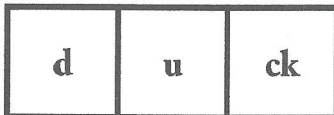
Step 7 – Extension

Research shows that spelling instruction should complement reading instruction. This spelling rule should be related to and applied during your reading lessons.

Two extension activities are “Word Detectives” and “Story Builders.” Descriptions of both can be found in the beginning of this manual, on page, xi.

Fun Fact – Some words may seem like they break this rule, but it’s usually because they are abbreviated words. For instance the word *talē* is short for *talcum*. *Croc* is short for *crocodile*. *Exec* is short for *executive*. *Disc* is short for *diskette*.

Figure A: Example of a Sound Box with the digraph CK
Sound boxes are also known as Elkonin boxes and are a research-based means of teaching spelling and reading to students.



Notice the digraph is in one box. This is because it makes only one sound. You cannot split a digraph when you are dividing words into syllables.



Part 1

Independent Practice Page Sick Elk Rule

Part 1 – Fill in the missing words from memory.

At the _____ of a word, always spell /_____/ with a _____ after a
_____ vowel – otherwise use _____.

Part 2 – Some of the words below are spelled incorrectly. Use the *Sick Elk* spelling rule to write the words correctly on the blank line. Leave the line blank if the word is spelled correctly.

1. sulk _____
2. bulck _____
3. tric _____
4. elck _____
5. muck _____

Part 3 – Circle the words that are spelled correctly.

milck	milk	pack	pac	neck	nec
buk	buck	quik	quick	vic	vick

Part 4 – Spell real words and nonsense words. Number a piece of paper 1-10. Spell the words I dictate. Make sure you use the Sick Elk rule and any other rules you’ve learned. You may look at your rule cards at any time.