

Decode and Spell CVC and CVCC Words: Final x/ks/, ck/k/

7

Language Objectives

- Decode words in isolation and in context by applying common letter-sound correspondences.
- Spell words using sound-spelling patterns.

Building Literacy

Decoding is the process of reading an unfamiliar word by associating the printed letters with their sounds. In this lesson:

- Children learn the sound-spelling of the ending consonant *x* and the common spelling *ck* for /k/.
- Children decode CVC and CVCC words with *x/ks/*, *ck/k/*.

Focus on Language

These English words are used in this lesson. Consider displaying pictures or using gestures to make sure the English learners have these words in their vocabulary.

fox	fix
sack	pick
kick	rock
ax	six
neck	lock
sock	mix
ox	rack
duck	quick
box	(sit) back



ENGLISH LANGUAGE LEARNERS

In Spanish, the letter *x* has different sounds, but the most common one corresponds to the English sound /ks/. The sound /k/ exists in both languages, but the letter pair *ck* does not exist as a spelling for /k/ in Spanish except in borrowed words. Spanish speakers may need extra practice in spelling words with the sound /k/ spelled *ck*.



show me

Have children look at their Targeted Lessons Student Book, p. 19. Have them name the letters that they see at the top of the first chart. Tell children that the consonant *x* stands for the sound /ks/ and the consonants *ck* together stand for the sound /k/.

The picture under *x* is a fox. Where do you hear the sound /ks/—at the beginning of *fox* or at the end? (end) The letter *x* spells the sound /ks/. This sound never begins a word. Have children write *x* after the fox.

You've already learned that the letter *c* can spell the sound /k/ as in *cat* and the letter *k* can spell /k/ as in *kid*. The picture under *ck* is a sack. What sound do you hear at the end of *sack*? (/k/) The sound /k/ is usually spelled *ck* when it comes at the end of a word. Have children write *ck* after the sack.



SPELLING PATTERNS

x/ks/ When the letter *x* comes at the end of a word, it stands for /ks/.

ck/k/ The sound /k/ may be spelled *c*, *k*, or *ck* when it comes at the end of a word.

show me

Name each picture. Write the letter or letters that spell the last sound in each word.

x	ck
	

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guide me

Read the directions together. Ask children to tell you in their own words what they are to do. (They will write the letter or letters that spell the ending sound in each word.)




The first picture shows *kick*. Let's say the sounds in *kick*. I'll go first and then you can say the sounds after me: /k/ /i/ /k/, *kick*. Have children repeat the segmented sounds and then blend the sounds to say the word. The first sound /k/ is spelled *k*. The middle sound /i/ is spelled *i*. What is the last sound in *kick*? (/k/) What two letters together spell the last sound /k/? (*ck*) Continue the activity, guiding students to write the letters for the ending sounds in *ax* and *neck*.

work time

Have children look at their Targeted Lessons Student Book, p. 20. Have children name the pictures: *sock*, *ox*, *duck*, *box*, *fix*, *pick*, *rock*, *six*, *lock*. Read the directions together. Remind children to say the sounds in each word to help determine the ending sound. Have children complete each item by writing the letter or letters that spell the ending sound and then write the word for the last item. (*lock*)

guide me

Name each picture. Write the letter or letters that stand for the last sound in each word.










 ki <u>c</u> <u>k</u>	 a <u>x</u>	 ne <u>c</u> <u>k</u>
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PHONICS AND SPELLING 19

7 Decode and Spell CVC and CVCC Words: Final x/ks/, ck/k/

work time

Name each picture. Write the letter or letters that spell the missing sound in each word. For the last one, spell the word.

1.  s o <u>c</u> <u>k</u>	2.  o <u>x</u>	3.  d u <u>c</u> <u>k</u>
4.  b o <u>x</u>	5.  f i <u>x</u>	6.  p i <u>c</u> <u>k</u>
7.  r o <u>c</u> <u>k</u>	8.  s i <u>x</u>	9.  l o <u>c</u> <u>k</u>

20 PHONICS AND SPELLING

guide me

High-Frequency Words Have children look at p. 21 in their Targeted Lessons Student Book. Remind children that there are some words we use often when we read. You may not be able to sound out these words. You must remember what the words look like. Point to the word *put*. This word is *put*. Show me what *put* means. Put your hand on your head. Have children repeat the word after you as you point to it. The next word is *eat*. Show me what *eat* means. Pretend you are eating. Have children repeat the word after you as you point to it. Tell children that they will read the words *put* and *eat* in the story *Eat at Six!*

work time

Decodable Text Have children look at *Eat at Six!* Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle and read the words with the ending sound /ks/ spelled x. (*six*, *Lex*, *mix*) Have children underline and read the words with the ending sound /k/ spelled ck. (*Rick*, *rack*, *quick*, *back*)

check for understanding

Write the letter o. What is the sound for this letter? (/o/) Write the letter x after the o. What is the sound for this letter? (/ks/) Listen as I blend the sounds together: /o/ /ks/, ox. Write the letter b in front of ox. What is the sound for this letter? (/b/) Listen as I blend the sounds together: /b/ /o/ /ks/, box. Blend the sounds with me: /b/ /o/ /ks/, box. Blend the sounds without me. Write *back*, blend the sounds, and then have children blend with you. Make sure children identify the correct sounds for the letters x and ck.

Let's spell words with the sounds and letters we've learned. The first word we will spell is *fix*. What sounds do you hear in *fix*? (/f/ /i/ /ks/) What letter spells the sound /f/? (f) Write the letter f on a sheet of paper. What letter spells the sound /i/? (i) Write the letter i. What letter spells the ending sound /ks/? (x) Write the letter x. Let's read the word: /f/ /i/ /ks/, *fix*. You spell the word *fix* f-i-x. Continue with *sax*, *sick*, and *luck*.

reflect

Have children think about what they have learned. What new words can you read and spell? How does being able to read and spell these words help you?

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7

guide me

put eat

work time

Read the story.

Eat at Six!

Lex will mix it up.

Rick will put it on the hot rack.

It is six. Quick! Come and get it!

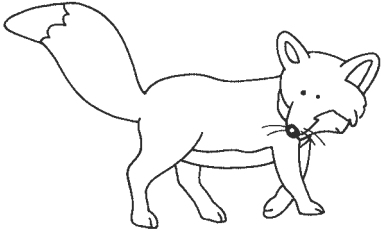
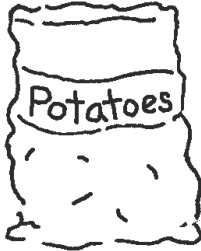
Sit back and eat!

PHONICS AND SPELLING 21

Decode and Spell CVC and CVCC Words: Final x/ks/, ck/k/


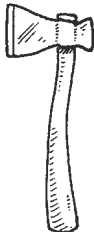
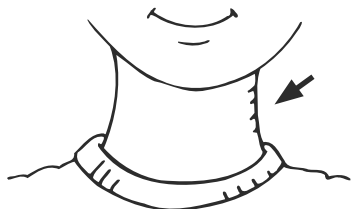
➤ show me

Name each picture. Write the letter or letters that spell the last sound in each word.

x	ck
	


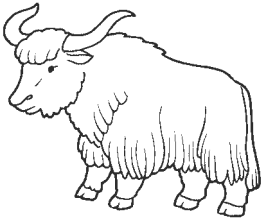
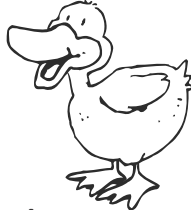
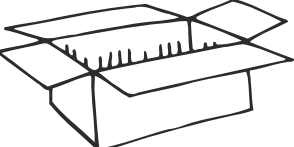




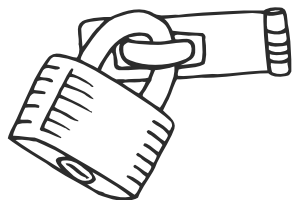
➤ guide me

Name each picture. Write the letter or letters that stand for the last sound in each word.

		
ki _ _	a _	ne _ _

work time

Name each picture. Write the letter or letters that spell the missing sound in each word. For the last one, spell the word.

 1. s o _ _	 2. o _	 3. d u _ _
 4. b o _	 5. f i _	 6. p i _ _
 7. r o _ _	 8. s i _	 9. _ _ _ _

➤ guide me

put

eat

➤ work time

Read the story.

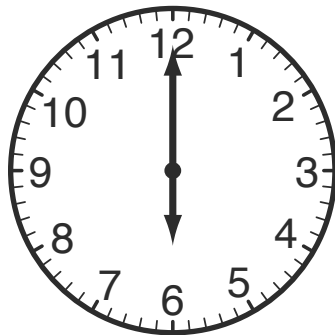
Eat at Six!



Lex will mix it up.



Rick will put it on
the hot rack.



It is six!
Quick!
Come and get it!



Sit back and eat!