

Show the students the spelling rule card. Recite the rule three times.

Spelling Rule	26
CK is used only after a single vowel which says its short (first) sound.	

 2.8 Words That Do Not Use CK – Read aloud the second group of words in your workbook.

<i>cheek</i>	<i>Greek</i>	<i>seek</i>
<i>creek</i>	<i>week</i>	<i>sleek</i>

Why can we not use CK, two-letter /k/ to spell these words? The vowels all say their long sound. (Also these words are not spelled with single vowels. Each of the vowel sounds is spelled with more than one letter.)

Some of our words today will use two letter /k/.

When is it used? only after a single, short vowel

Is it ever used at the beginning of the word? no

Is it ever used after a long vowel? no

Some of the words in our spelling list today will use “two letter /k/.” Listen for a short vowel followed by the sound /k/. This is the most common spelling of /k/ after a short vowel at the end of a base word.

Optional: Spelling Journal

Ⓐ Ⓚ Ⓟ

Enter words which use the phonogram CK to spell /k/.

Optional: Spelling Rule Practice

1. Quickly review spelling rules 11, 21, and 26 with the Spelling Rule Cards. ⒶⓅ
2. Create a reference page to remember this rule. Include sample words. ⒸⓅ
3. Ask the students to teach this to another student or to a parent. ⒸⓅⒶⓀ
4. **The CK Game** ⓅⒶⓀ
 - Provide each student with a set of Phonogram Game Cards including: A-Z, ck, ee, ng, and th.
 - Ask the students to sort the cards into: vowels, consonants, and multi-letter phonograms.
 - Direct the students to lay out their cards with a .
 - Ask the students to find consonant cards which complete the word.
 - Switch the vowel to , , , then .
 - Challenge the students to see how many words they can find that follow the pattern.
 - Optional: Give them one point per word.

back, black, block, brick, buck, deck, duck, flick, flock, jack, kick, lack, lick, lock, luck, muck, neck, nick, pack, pick, quack, quick, rack, rock, sack, shock, shuck, sick, slack, slick, smack, smock, snack, sock, speck, stick, stock, struck, suck, tack, track, truck, tuck, wick, yuck

PART TWO

Using Spelling List 2 on pages 16-17, dictate each word following the steps included on pages Intro 42 - Intro 46.

	Word	Practice Sentence	Say to Spell	# of Syllables	Markings	Spelling Hints	Part of Speech	Vocabulary Development
1.	street	<i>The store is on Main Street.</i>	strēt	1	street	Underline /ē/. All first sounds.	N	streets, backstreet, streetcar, streetlight, streetwise
2.	sun	<i>The sun is setting.</i>	sŭn	1	sun	All first sounds.	N	suns, sunshine, sunny, sundown, sunrise, sunset, sunburn, sundial, sunscreen, sunroof, suntan, sunup
3.	pond	<i>The frog swam in the pond.</i>	pōnd	1	pond	All first sounds.	N	ponds
4.	black	<i>Wear black pants for the play.</i>	blāk	1	black	Underline /k/. 26 CK is used only after a single vowel which says its short sound.	Adj	blacker, blackest, blacklist, blackjack, blackout, blacktop
5.	strong	<i>The strong man lifted the heavy weight.</i>	strōng	1	strong	Underline /ng/.	Adj	stronger, strongest, strongly, strongbox, stronghold, headstrong
6.	string	<i>Tie the string on your finger.</i>	strīng	1	string	Underline /ng/.	N	strings, stringy, restring, stringless, unstring
7.	green	<i>My green jacket ripped.</i>	grēn	1	green	Underline /ē/. All first sounds.	Adj	greener, greenest, greenback, greenhorn, greenish, wintergreen
8.	truck	<i>The truck is driving on the road.</i>	trŭk	1	truck	Underline /k/. 26 CK is used only after a single vowel which says its short sound.	N	trucks, trucker, trucking, trucked
9.	sick	<i>I feel sick.</i>	sĭk	1	sick	Underline /k/. 26 CK is used only after a single vowel which says its short sound.	Adj	sicker, sickest, sickly, airsick, carsick, sickness, homesick, seasick, lovesick, sicken, sickened, sickliest, sicklier, sickroom
10.	three	<i>Three dogs slept.</i>	thrē	1	three	Underline /th/. Underline /ē/. All first sounds.	Adj, (N)	threefold, threepence, threescore
11.	ten	<i>Ten children played.</i>	tĕn	1	ten	All first sounds.	Adj, (N)	tens
12.	long	<i>The long string is for the tent.</i>	lōng	1	long	Underline /ng/. All first sounds.	Adj	longer, longest, longing, longhorn, longhouse, longitude, prolong, oblong, yearlong, sidelong, longhand
13.	path	<i>Stay on the path.</i>	pāth	1	path	Underline /th/.	N	paths
14.	tree	<i>The big tree is bending in the wind.</i>	trē	1	tree	Underline /ē/. All first sounds.	N	trees, treed, treeless, treetop
15.	rock	<i>I like to sit on the big rock.</i>	rōk	1	rock	Underline /k/. 26 CK is used only after a single vowel which says its short sound.	N, (V)	rocks, rocked, rocking, rocker, bedrock, rockier, rockiest, rocky


PART THREE

Materials Needed: Grammar Card 2; red and blue colored pencils; stuffed animal.

Grammar

Review

What is a noun? A noun is the name of a person, place, thing, or idea.

1. Review nouns by quickly asking the students to name persons, places, and things.
2.  *Spelling List 2* – Read today's spelling list and identify the nouns. Write a red N by each word that is a noun.

Important Teacher Information: Do **not** require the students to identify every possible part of speech. Many words can be used in multiple ways in a sentence. All the options are included for the teacher's reference. The less common grammatical form is included in parenthesis. For example, in List 2, *three* is most commonly used as an adjective, but it may also be used as a noun, as in "The three written on the board is too large." Parts of speech that have not yet been introduced will also be written in parenthesis. For example, *rock* may be used as both a noun and a verb. Since verbs have not been introduced, V is written in parenthesis. The goal of these exercises is for the students to gain an understanding that words have jobs in sentences. It is not to identify every possible job of every word. However, if the students notice other ways a word can be used, affirm their observation.

3. Review how to form plurals.

street


How do I make street plural? Add -s.

street — streets

What is the rule we learned? To make a noun plural, add the ending -S unless the word hisses or changes, then add -ES. Occasional nouns have no change or an irregular spelling.

4.  *Spelling List 2* – Direct the students to write the plural form of each noun on their spelling list.

Optional: Plurals Practice

 2.9 *Extra Practice: Plurals Practice* – Write the plural for each picture in the workbook. ①Ⓐ Answers: *suns, trees, trucks, ponds, strings, rocks.*

Adjectives

1. Introduce adjectives.

Today we will learn a second part of speech.

An adjective is a word that modifies or describes a noun.

Close your eyes. Picture an apple. Now, picture a green apple. Green is describing the word apple.

Green is an adjective. Now, picture a tiny apple. Tiny is an adjective describing apple. Imagine a cat. Now, imagine a fat cat. Fat is an adjective modifying cat.

Green, tiny, and fat are all adjectives.

Hold up a stuffed animal.

What words would you use to describe this stuffed animal? Answers will vary.

2. Show Grammar Card 2. Recite the definition of an adjective together three times.

Grammar Card 2

Adj

Adjectives modify nouns and pronouns.

Adjectives answer: What kind? How many? Which one? Whose?

I will read a phrase to you. I want you to ask, "What kind," to find the adjective.

black cat What kind of cat? Black. Black is an adjective modifying cat.

fast runner What kind of runner? Fast. Fast is an adjective modifying runner.

beautiful girl What kind of girl? Beautiful. Beautiful is an adjective modifying girl.

Now I want you to ask, "How many?"

five dolls How many dolls? Five. Five is an adjective modifying dolls.

six cats How many cats? Six. Six is an adjective modifying cats.

sixty bugs How many bugs? Sixty. Sixty is an adjective modifying bugs.

Next, I will read a phrase and I want you to ask a question to find the adjective.

good food What kind of food? Good. Good is an adjective modifying food.

broken table What kind of table? Broken. Broken is an adjective modifying table.

cold weather What kind of weather? Cold. Cold is an adjective modifying weather.

3. Remind the students to use the plural form.

I will write two phrases on the board with a mistake. When you find the mistake raise your hand.

ten string

three truck


String and truck should be plural. You need to add an -S.

ten strings

three trucks

Be careful when using an adjective that tells how many. You will usually need to use the plural form of the noun.

4. Direct the students to read Spelling Lists 1 and 2 and find the adjectives.

 **Spelling Lists 1 & 2 – Identify the adjectives in Spelling Lists 1 and 2. Remember, adjectives are words which answer: What kind? Which one? How many? Whose? Write a blue "Adj." next to words that are adjectives.**


As each adjective is identified, ask the students to use it in a sentence.

Identifying Nouns and Adjectives

big tree

three rocks

long path

 **2.10 Identifying Nouns and Adjectives – I have written the phrases from your workbook on the board. Read the phrases in your workbook. Label each of the nouns and adjectives in your workbook while I label them on the board.**

big tree

What is the noun in this phrase? tree
Label tree with an N for noun.

N

big tree

What kind of tree? big, adjective
Label big with Adj.

Adj N

big tree

three rocks

What is the noun in this phrase? rocks

N

three rocks

How many rocks? three, adjective

Adj N

three rocks

long path

What is the noun in this phrase? path

N

long path

What kind of path? long, adjective

Adj N

long path

Optional: Spelling Cards

1. Dictate the words in Lesson 2 for the students to write on Spelling Word Cards. (V)(K)(A)
2. Sort the cards from Lessons 1 and 2 to find the nouns. (V)(K)
3. Color a red border around the nouns. (V)(K)
4. Explain that the rest of the words are adjectives, words that describe nouns. Color a blue border around the adjectives. (V)(K)
5. Arrange the cards into short adjective-noun phrases. (V)(K)

Dictation


 **2.11 Dictation – Read the phrase. Tell the students to repeat it aloud, then write it in their workbooks.**

1. three trees
2. last street
3. black truck
4. sick dog
5. ten rocks
6. strong string

Optional: Dictation

1. Use the phrases to create an oral story. ©Ⓐ
2. Dictate the phrases onto blank paper. Illustrate each phrase. ⒶⓋ©

Composition

1. Direct the students to find adjectives and nouns from the spelling lists that work together. Compose phrases orally.
2.  2.12 *Composition* – Direct the students to write six two-word phrases in their workbook using words from Lists 1 and 2.

Vocabulary Development

Sometimes two words can be combined together to form a compound word. I will write two words on the board. Read each one, and then combine them together to form a compound word. I will then write the new word that is formed

sun + tan = suntan

long + hand = longhand

hand + spring = handspring

sick + bed = sickbed

bed + sheet = bedsheet

sand + box = sandbox

 2.13 *Compound Words* – **Complete the activity in your workbook.**

Lesson 3

Phonograms:	er, or, ea, sh
Exploring Sounds:	Syllables
Spelling Rule:	4
Grammar:	Irregular Plurals Non-Count Nouns

PART ONE

Materials Needed: Phonogram Flash Cards from previous lessons plus er, or, ea, sh; Spelling Rule Card 4; Phonogram Game Cards.

Phonograms

New Phonograms — er, or, ea, sh,

Using the Phonogram Flash Cards, introduce the new phonograms and their sounds.

Show er. /er/, the /er/ of her


Show or. /or/

What is the same between these two phonograms? They both have a vowel followed by an R. The /r/ sound is heard in both of them.

Show ea. /ē-ě-ā/

Show sh. /sh/

Review

1.  3.1 *Writing the Phonograms* – Ask the students to write each new phonogram five times while saying the sounds aloud.
2. Drill the phonograms with flash cards.
3. Play Phonogram Snatch using the phonograms taught thus far. (*The Phonogram and Spelling Game Book*, 8)