

Teaching Alternative Spellings Sound Discovery® Step 3B.1

Lesson 4 Sound /c/ written as c, k, ck, ch

Learning Objectives: to review a set of letter/sound correspondences; to learn the main ways of spelling the sound /c/, read these spelling choices in words and sentences and write them in dictated words and sentences.

- Review sounds and focus sound for reading: j v w z y c k ck ch
- Write down sounds from dictation: j v w z y c k ck ch

c	k	ck	ch
can	kid	kick	school
cot	king	sock	Christmas
clog	keep	sack	chemist
crust	milk	stuck	chronic
coal	skip	pocket	chemical
cling	soak	ticket	headache

- The teacher draws the blank grid on the board and explains that today the class/group will be finding the main ways that the sound /c/ can be written down.
- The pupils are asked to say one way e.g. **ch** as in **school** and to say which column it goes into and the teacher writes the choice in the correct column.
- The pupils continue to generate examples with the teacher scribing the choice in the correct column until the columns are full.
- One child then comes to the board, reads the words in that column, underlines the pattern in a colour and comments on the position of the pattern in the word.
- The pupils come to the board in turn until all the alternative spelling patterns have been read, underlined and the position commented on.
- The children then draw the grid in their books and fill in the choices that will be referred to in subsequent lessons.
- This lesson continues with the teacher choosing one alternative spelling pattern. **Today it is ch.** The grid is removed from the board and **ch** words and sentences are dictated as shown below:

school	Christmas	chemist
chronic	chemical	headache
technical	chord	chorus

We start school again on Tuesday.
This chemist sells perfume and drugs.
The chemical reacts badly with bleach.

They will spend this Christmas at home.
He had a chronic pain in both feet.
He took a tablet for his headache.

- After writing the dictation in their books, the pupils read it back.