

Letter Sound /c k/

Flashcards: Revise the letter sounds already taught: /s/, /a/, /t/, /i/, /p/, /n/.

Introducing the letter sound: Use a story such as the one below, along with the action.

The Khan family is on a trip to Spain. In the morning, they hire a car and visit a castle, high on a cliff. On the way back, they pass a cow grazing, some people having a picnic, and a donkey drinking from a bucket of water. "I think it's time for a snack," says Mrs Khan, "Let's go to the courtyard café by the beach." They sit outside to eat and watch a cat and her kittens play nearby. As the clock strikes four, some Spanish dancers appear, clicking their castanets: "c, k, ck, ck." They start to dance and clap to the music, swirling their bright crimson dresses. The children spot a crab clicking its claws on the sand: "c, k, ck, ck." "Look, the crab is joining in too," they laugh.

Action: The children pretend to play Spanish castanets and snap their fingers in the air, saying c, k, ck, ck.

Letter formation: Explain how a caterpillar /c/ and a kicking /k/ are written. Point out that kicking /k/ is a tall letter. The children form the letters in the air and then practise writing them in their books. They write over the dotted letters and then try again, using the starting dots.

Blending: Blend the words on the lesson page with the class: *kit*, *cap*, *pick*, *sack*. The children point to the dot underneath each sound as they say it. Explain that when two letters making the same sound are next to each other, you only say the sound once: /p-i-ck/ and /s-a-ck/, not /p-i-c-k/ and /s-a-c-k/.

Identifying the sounds: Look at the four pictures at the bottom of the lesson page. Say the word for each one with the class. The children listen and write the letter for the first sound in each word [*cat*, *crab*, *kangaroo*, *penguin*].

Word bank: *act*, *can*, *cap*, *cat*, *kin*, *kit*, *kick*, *kiss*, *pack*, *pick*, *sack*, *sick*, *tack*, *tick*, *scan*, *skip*, *skin*, *tact*, *snack*, *stack*, *stick*, *attic*, *panic*, *napkin*, *picnic*; a *sick cat*. Use the word bank regularly to practise blending. It can also be used to do auditory segmenting: Say a

Answers

Cc Kk

ACTION

Snap your fingers together in the air as if you are playing castanets, and say c, k, ck, ck.

c c c c c c c c c c c c

k k k k k k k k k k k k

kit
...
cap
...
pick
...
sack
...

Say the word for each picture and write the letter for the first sound. Three start with caterpillar /c/ or kicking /k/, but one does not.

c

c

k

p

word and then sound it out with the class, holding up a finger for each sound.

Dictation: Ask the children to write a caterpillar /c/ and a kicking /k/. Then say the words *it* and *at*. For each one, ask the children to listen for the sounds and write the word. Afterwards, sound out the words for the children, writing the letters on the board so that they can check their work.

Developing accuracy and fluency: The children take home a sound book to read with their parents and bring back the next day.

Further ideas: Sing the /c k/ song from Jolly Songs. Create a cats and kittens collage. Make castanets from folded paper plates (decorate plain plates or use patterned ones). Pin up the /c k/ section of the Wall Frieze.