Investigating 'c','k' and 'ck'

Children are often asked to remember rules about spelling, but this investigation approach means that they are more likely to remember how the rules fit and where exceptions may lie.

Developed in 2004 by Judith Evans.
The activity was last updated 28th September 2013
The webaddress for this activity is:
http://www.collaborativelearning.org/investigatingckandck.pdf

"c" "k"
and
"ck"

BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:
The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies across all phases and subjects. We hope they will inspire you to use similar strategies in other topics and curriculum areas. We run teacher workshops, swapshops and conferences throughout the European Union. The project publishes a catalogue of activities plus lists in selected subject areas, and a newsletter available by post or internet: "PAPERCLIP'.

*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in mixed classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening . They provide teachers opportunities for assessment of speaking and listening and other formative assessment.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

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Investigating 'c','k' and 'ck'

Write down some words which contain the same <u>sound</u> as track. They will use different letters for the spelling of the sound.
Here are some examples: cat, take, cattle, trick

Now use the sorting sheets first sort your words into three sets and then into two sets.
Do you notice anything? After discussion write your conclusions below.

Investigating c,k and ck. First sorting into three sets.

"k" sound at the beginning	"k" sound in the middle	"k" sound at the end

Investigating c,k and ck - Second sorting into two sets

"k" sound after a <u>short</u> vowel

"k" sound after a <u>long</u> vowel