

Unit 9, page 66: Unexpected Consonant Patterns

Some students may have difficulty identifying and pronouncing the unexpected consonant patterns *kn* and *wr* at the beginning of words and *tch* at the end of words.

Listen

Display a word card for *knee*. Explain that in the Basic Word *knee* the beginning sound is /n/. The *k* is silent. Say: *Let's listen to the sound for kn in knee.* Say /n/, /nnn/, elongate the /n/ sound as part of *knee*, then say *knee*. Ask: *What sound do you hear at the beginning of knee? Which letter in knee is silent?* Display a word card for *knife* and repeat the procedure. Continue with the beginning /r/ sound in *write* and the ending /ch/ sound in *watch* and *match*.

Speak and Read

Say: *Let's practice saying the sound for kn in the word knee: /n/, /nnn/, knee.* Have volunteers model the pronunciation of *kn* with the Basic Words *knot* and *knife*. Repeat with *wr* and the Basic Words *write* and *wrap*, and with *tch* and the Basic Words *watch* and *match*.

Write *knee*, *write*, and *watch* on the board and circle *kn*, *wr*, and *tch*. Say: *The beginning /n/ sound in knee is spelled k-n. The k is silent. The beginning /r/ sound in write is spelled w-r. Which letter is silent? The ending /ch/ sound in watch is spelled t-c-h. Which letter is silent?* Have students point out the silent letters in each word.

Spell

Beginning/Preproduction Read aloud the Basic Words *knock*, *knife*, *wrap*, *write*, *stretch*, and *catch*. Have students clap once when they hear a word that begins with the /n/ sound and twice when they hear a word that begins with the /r/ sound. Have students raise their hands when they hear a word ending with the /ch/ sound. Write *knock*, *knife*, *wrap*, *write*, *stretch*, and *catch* on the board and circle the *kn*, *wr*, or *tch* spelling in each word. Have students copy the words into their word-study notebooks.

Early Production/Speech Emergent Create word cards for the Basic Words *knock*, *knife*, *know*, *wrap*, *write*, *wreck*, *stretch*, *catch*, and *match*. Have partners underline the *kn*, *wr*, or *tch* spelling in each word. Have volunteers take turns reading their word cards aloud, emphasizing the /n/, /r/, or /ch/ sound.

Intermediate/Advanced Read aloud the Basic Words *knock*, *knife*, *know*, *wrap*, *write*, *wreck*, *stretch*, *catch*, and *match*. Have students write them in their word-study notebooks and underline the *kn*, *wr*, or *tch* spelling in each word. Ask: *In which words is the /n/ sound spelled k-n? In which words is the /r/ sound spelled w-r? In which words is the /ch/ sound spelled t-c-h?*

knock

write

catch