

Support for English Learners

Unit 19, page 126: Spelling /k/, /ng/, and /kw/

Some students may have difficulty understanding that there are a number of ways to spell the /k/ sound. They may also have difficulty pronouncing the /kw/ and /ng/ sounds.

Listen

Say: *The /k/ sound can be spelled with the letters c-k, the letter c, or the letter k.* Explain that each of the letters or letter combinations is pronounced /k/. Then say: *Let's listen to the /k/ sound in the Basic Word track.* Say /k/, elongate the /k/ sound alone and as part of the word *track*, then say *track*. Repeat with *risky* and *topic*.

Introduce the /kw/ sound. Say: *The /kw/ sound is spelled with the letters qu.* Let's listen to the /kw/ sound in the Basic Word question. Say /kw/, elongate the /kw/ sounds as part of the word *question*, then say *question*. Repeat with *equal*.

Remind students that when *n* comes before *k*, *n* sounds like /ng/. Say: *Let's listen to the /ng/ sound in the Basic Word junk.* Say /ng/, elongate the /ng/ sound alone and as part of the word *junk*, then say *junk*. Repeat with *blank*.

Speak and Read

Say: *Let's practice saying the words track, question, and junk together.* Repeat the words, emphasizing the /k/, /kw/, or /ng/ sound in each. Encourage students to repeat the words after you.

Write the words *track*, *question*, and *junk* on the board. Have volunteers circle the spellings for the /k/, /kw/, and /ng/ sounds.

Spell

Beginning/Preproduction Provide each student with *k*, *c*, and *ck* letter cards. Write the Basic Words *pocket*, *mistake*, *track*, *picnic*, *risky*, *public*, and *struck* on the board. Read each word and point to it. Have students hold up the appropriate card as each word is read. Then have volunteers read each word aloud.

Early Production/Speech Emergent Divide the board into three sections. Write the letters *k*, *c*, and *ck* on different sections of the board. Have a volunteer stand in front of each section. Read aloud the Basic Words *pocket*, *mistake*, *track*, *picnic*, *risky*, *public*, and *struck*. Have students say the name of the volunteer standing in front of the correct spelling of the *k* sound in each word you read. Ask students to spell the corresponding words.

Intermediate/Advanced Have students choose three Basic Words with different spellings for the /k/ sound. Have them write sentences for these words in their word-study notebooks. Ask volunteers to write their sentences on the board and to underline the spelling of the /k/ sound in each Basic Word.

Were you at the picnick yesterday?