

Support for English Learners

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 kn? In which words is the /r/ sound spelled wr? In which words is the /ch/ sound spelled tch?*

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Unit 15, page 102: Vowel + /r/ Sounds in nurse

Some students may have difficulty identifying and pronouncing the /ûr/ sounds in words with *ur*, *or*, *ir*, and *er* spellings.

Listen

Say: *Let's listen to some Basic Words with the /ûr/ sounds: nurse, word, bird, serve. The letters ur in nurse are pronounced /ûr/: /ûrrrl, nûrrrse, nurse.* Repeat with *word, bird, and serve.*

Now remind students that the vowel + /r/ sounds in the Basic Word *north* are pronounced /ôr/. Model the contrast between the /ûr/ sounds in *nurse* and the /ôr/ sounds in *north*. Say: *Let's listen to two different vowel + /r/ sounds, the /ûr/ sounds in nurse and the /ôr/ sounds in north. Say /ûr/, elongate the /ûr/ sounds alone and as part of the word nurse, then say nurse. Say /ôr/, elongate the /ôr/ sounds alone and as part of north, then say north.*

Speak and Read

Say: *Let's practice some words with the /ûr/ sounds: nurse, word, bird, serve.* Have students touch their throats in order to feel the vibrations caused when pronouncing the vowel + /r/ sounds. Following the procedure described above, have a student model the contrast between the /ûr/ sounds in *nurse* and the /ôr/ sounds in *north*.

Write *nurse, word, bird, and serve* on the board. Underline the spelling of the vowel + /r/ sounds in each word. Say: *The vowel + /r/ sounds can be spelled ur, or, ir, or er.*

Spell

- **Beginning/Preproduction** Write *dirt, first, hurt, turn, serve, and work* on the board. Have students come to the board and circle the vowel + *r* spelling in each word. Have them copy the words into their word-study notebooks.

- **Early Production/Speech Emergent** Write the Basic Words *dirt, first, hurt, turn, serve, and work* on the board. Distribute letter cards for *e, i, o, u, d, r, t, f, s, h, n, v, w, and k*. Have students use the cards to spell the words. Have volunteers take turns reading their words aloud, emphasizing the vowel + *r* spelling in each word.

- **Intermediate/Advanced** Read aloud the Basic Words *dirt, first, girl, hurt, turn, nurse, serve, word, and work*. Have students write them in their word-study notebooks. Have students underline the vowel + *r* spelling in each word. Ask volunteers to write the words on the board. Have them take turns reading the words aloud, pointing out the vowel + *r* spelling and elongating the vowel + /r/ sounds in each word.

Sort

For additional practice, copy the chart below on the board. Ask volunteers to write the Basic Words *word, bird, serve, nurse, curly, worry, and shirt* in the appropriate column on the chart. Have students say a sentence for each word.

Vowel + /r/ Sounds in nurse			
<i>ur</i>	<i>or</i>	<i>ir</i>	<i>er</i>