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-\(c\)-\(h\)?