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.

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Were you at the picnic yesterday?