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?*
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 /ûrrr/, nûrrse, nurse. Repeat with word, bird, and serve.

Now remind students that the vowel + /r/ sounds in the Basic Word north are pronounced /ôrr/. 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 /ûrr/, elongate the /ûr/ sounds alone and as part of the word nurse, then say nurse. Say /ôrr/, 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.

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.

<table>
<thead>
<tr>
<th>Vowel + /r/ Sounds in nurse</th>
</tr>
</thead>
<tbody>
<tr>
<td>ur</td>
</tr>
</tbody>
</table>

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.