






# LESSON 120

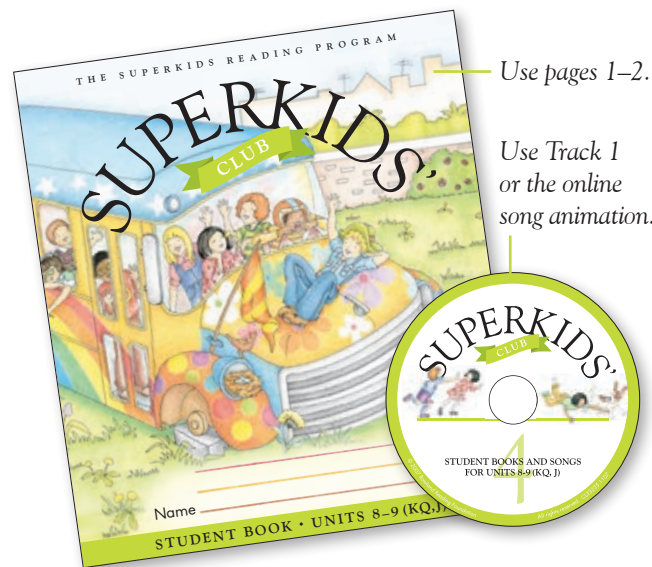
Phonemic Awareness and Phonics: *Kk/k/* and *Qu, qu/kw/*

## Summary of Core Instruction

-  **Daily Routines:** Informal Assessment
-  **Step 1** Introduce the Student Book
-  **Step 2** Teach phonemic awareness and phonics: *Kk/k/*
-  **Step 3** Teach phonemic awareness and phonics: *Qu, qu/kw/*
-  **Step 4** Give practice distinguishing *k/k/* and *qu/kw/*

### Materials

Student Book for Units 8–9 (KQ, J)  
CD 4 or the online song animation  
Alphabet Cards *Kk, Qq*  
Student White Boards or handwriting paper



## Student Objectives

### Reading

#### Print and Book Awareness

Identify capital and lowercase *Kk* and *Qq*

#### Phonemic Awareness

Identify /k/ and /kw/

Associate picture names with /k/ and /kw/

#### Phonics

Associate *Kk* with /k/

Associate *Qu, qu* with /kw/

#### Vocabulary

Understand the meaning of *skit*

Discuss playing dress-up games

### Listening and Speaking

Listen for details in a song



## DAILY ROUTINES: Informal Assessment

### Phonemic Awareness

Say a word and ask children to say each sound in the word separately.

wet /w/, /e/, /t/	paw /p/, /ô/
plan /p/, /l/, /a/, /n/	more /m/, /ôr/
match /m/, /a/, /ch/	vine /v/, /î/, /n/
wish /w/, /i/, /sh/	park /p/, /är/, /k/

### Dictation

Say a word, give a context sentence, and ask children to write the word.

get      wet      big      pig

### Handwriting

Have children read the sentences aloud together before copying them. Point out the capital letters.

The Wagwags visit planets.

Planet Wump is best.

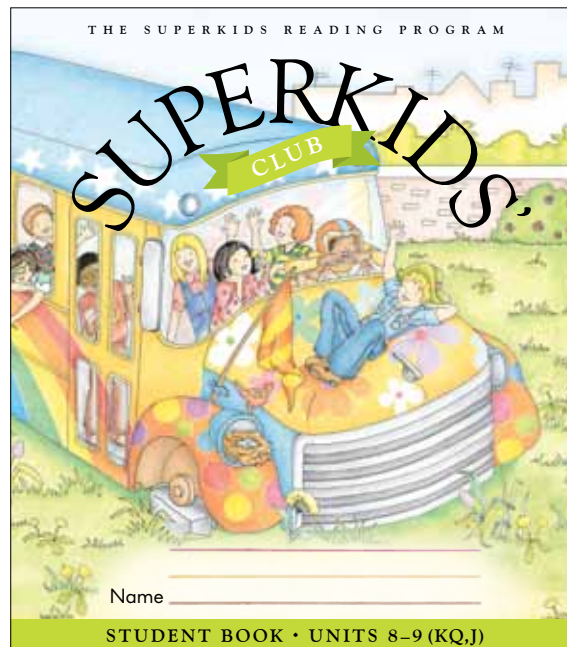
## ★ Pleasant's Pointers

In this lesson, children learn that *k*, like *c*, stands for the sound /k/, as in *king*. In Lesson 122, they learn that *ck* together also stands for /k/. Learning to spell words with /k/ correctly takes time and practice. For this grade, don't expect children to master this skill on their own. Give them reminders during dictation when they should use *c*, *k*, or *ck* in words. Once they've had some practice reading and encoding *c*, *k*, or *ck* for /k/, you can give them additional practice decoding and sorting words with the different spellings for /k/. See, for example, the Ten-Minute Tuck-Ins on page 18. Over time, the more often children read and write words with /k/, the easier it will be for them to remember which spelling for /k/ to use.

Also in this unit, children will learn that the letters *qu* always go together and stand for the sounds /kw/, as in *queen*. Discriminating between *k/k/* and *qu/kw/* is an essential skill for children to develop in this unit.

## Step 1 Introduce the Student Book

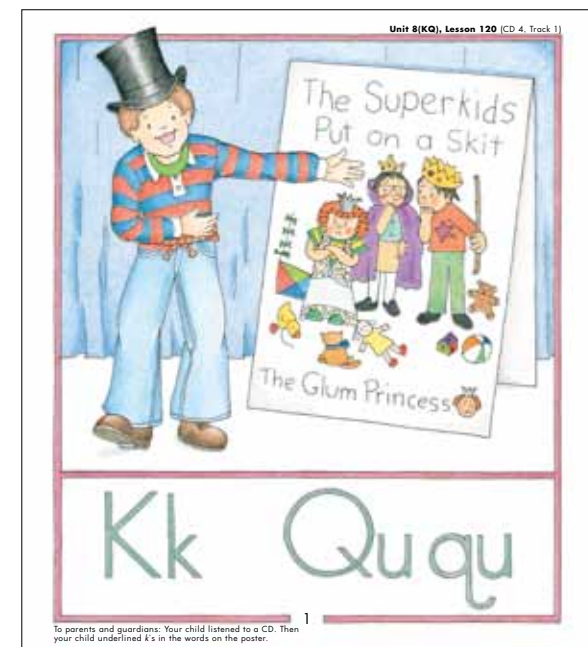
Use the Student Book.




**Have children preview the new Student Book.** Distribute copies of the Student Book for Units 8–9 (KQ, J). Tell children that this new book will teach three new letters. Let them look through the book for a few minutes. Ask who they think will be the next Supernoodle and what he or she will have the Superkids do for fun. Have children give reasons to support their answers.

## Step 2 Teach phonemic awareness and phonics: Kk/k/

Use Student Book page 1 and CD 4, Track 1.



Child underlines *k* in the words *Superkids* and *Skit* on the poster.

 **Play “The KQ Song” on CD 4, Track 1.** Have children turn to page 1. Point out that Icky is the Supernoodle and his idea is for the Superkids to put on a show. Tell children to listen to Icky and the Superkids sing a song about the show.

After the song, have children discuss some of the things the song said you can see in the show. (*a king, a queen, a princess, pigs, a kangaroo*)

**Have children identify initial /k/. Explain** that in the picture, Icky is pointing to a poster about the Superkids' show. Point to the picture of Sal on the poster and ask what Sal is dressed as. (*a king*) Say /k/-*king* and have children repeat after you. Ask what sound they hear at the beginning of /k/-*king*. (/k/) Explain that *king* begins with the same sound as *Cass*, but the /k/ in *king* is not spelled with the letter c.

Tell children to point to the picture of the king if they hear a word that begins with /k/ like *king*. Say these words:

<u>k</u> angaroo	laugh	<u>k</u> ick
show	<u>k</u> ind	<u>k</u> ee <u>p</u>

**Introduce capital and lowercase Kk and letter-sound correspondence Kk/k/.** Point to the letters Kk at the bottom of the page. Tell children that the big letter is *capital K* and the smaller letter is *lowercase k*. Have children point to each letter and say the name with you. Explain that *k* is another letter that stands for the sound /k/. Tell children that over time, they will learn which words spell /k/ with a *k* and which spell it with a *c*.

Help children read aloud the words at the top of the poster. Explain that *skit* is another name for a short play or show. Ask which words have the letter *k* in them. (*Superkids, skit*) Have children underline the two *k*'s. Briefly discuss children's experiences playing dress-up games and putting on or watching a skit or play.



## Teach phonemic awareness and phonics: *Qu, qu/kw/*

Use Student Book page 1.

**Discuss the poster and introduce initial /kw/.** Read aloud the title of the skit, *The Glum Princess*, shown at the bottom of the poster on page 1. Explain that *glum* means "sad or unhappy with everything." Have children identify the Superkid who looks like she is playing the part of the glum princess. (*Cass*) Ask what part Etabetta is dressed as. (*the queen*) Say /kw/-*queen* and have children repeat after you several times.

Tell children to point to the picture of the queen if you say a word that begins with /kw/ like *queen*. Say these words:

dress	<u>q</u> uarter	<u>q</u> uick
princess	<u>q</u> uilt	gl <u>u</u> m

**Introduce capital and lowercase Qq and letter-sound correspondence Qu, qu/kw/.** Point to and name the *capital Q* and *lowercase q* at the bottom of the page. Have children point to the letters and say their names with you. Ask what letter is next to the capital Q and lowercase q. (*lowercase u*) Explain that the two letters *qu* together stand for /kw/, as heard at the beginning of *queen*. Tell children that in the English language when the letter *q* is in a word, it is always followed by a *u*.

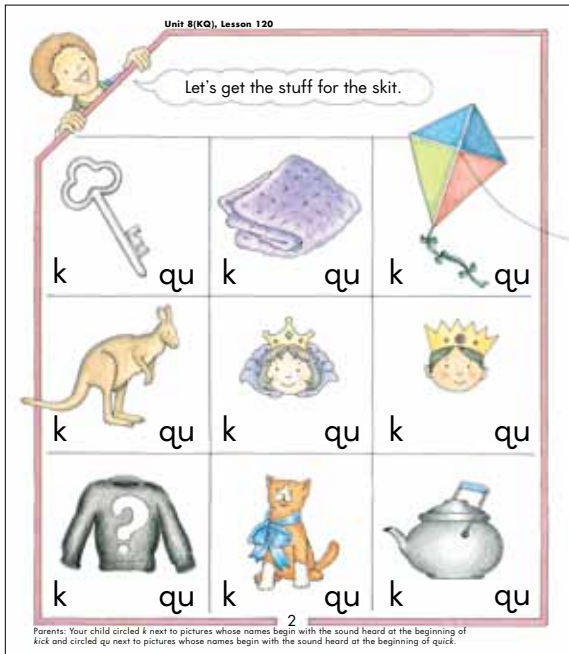


Step

4

Give practice distinguishing *k/k/* and *qu/kw/*

Use Student Book page 2 and Alphabet Cards Kk, Qq.



Child circles letters as follows: *k* (key), *qu* (quilt), *k* (kite), *k* (kangaroo), *qu* (queen), *k* (king), *qu* (question mark), *k* (kitten), *k* (kettle).

**Discuss the picture names.** Have children turn to page 2 and find Icky. Read aloud Icky's words in the speech balloon. Tell them that the pictures show some of the things that the Superkids need for the skit. Help children name the pictures in each row. (*key, quilt, kite, kangaroo, queen, king, question mark, kitten, kettle*)

**Have children discriminate between *k/k/* and *qu/kw/*.** Tell children to look at the first box again. Have them identify the letters in the box and the sounds they stand for. (*k/k/, qu/kw/*) Say the picture name. Ask if *key* begins with */k/* and the letter *k* or */kw/* and the letters *qu*. (*/k/, k*) Tell children to circle the *k* in the box.

For each remaining box, tell children to circle the letter *k* if the picture name begins with */k/* or circle the letters *qu* if it begins with */kw/*.

**Review the page.** Write *k* and *qu* on the board. Point to *k* and call on children to name the items on the page whose names begin with *k*. (*key, kite, kangaroo, king, kitten, kettle*) Then point to *qu* and call on children to name the items on the page whose names begin with *qu*. (*quilt, queen, question mark*)

Now that you've taught *Kk/k/* and *Qu, qu/kw/*, display the Alphabet Cards for *Kk* and *Qq* in the classroom for children's reference.



# TEN-MINUTE TUCK-INS

## Activities for Differentiating Instruction

**Reteach** Phonics: *Kk/k/; Qu, qu/kw/*

Use Pocket Chart and Picture Cards 68–72, 106–108.

Place the Picture Card of the kangaroo in the first pocket of the Pocket Chart. Point out that *kangaroo* begins with the sound */k/*. Have children say *kangaroo* as they hop around like kangaroos. Write *Kk* on the lines above the first pocket and have children identify the letters. (*capital K, lowercase k*) Remind them that *k* stands for */k/*, the sound at the beginning of *kangaroo*.

Put the Picture Card of the keys next to the kangaroo card. Name the picture and have children identify the sound and letter at the beginning of *keys*. (*/k/, k*) Repeat with the Picture Cards of the king, kite, and kittens. Ask how all the picture names are alike. (*They all begin with /k/ and the letter k.*) Conclude by saying */k/-kangaroo* and pointing to

*Continued on the next page.*



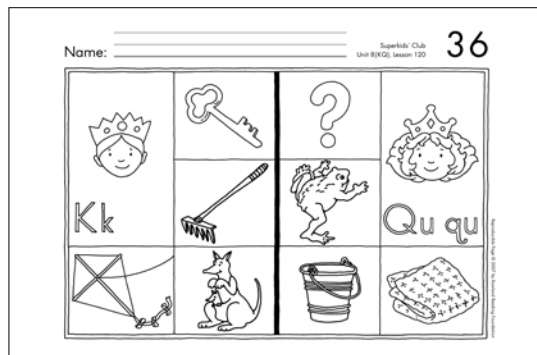
# TEN-MINUTE TUCK-INS

each card again. Have children say each picture name while hopping like kangaroos.

Repeat the activity using the Picture Card of a queen to reteach *Qu, qu/kw/*. Have children pretend to bow to the queen as they say *queen*. Use the Picture Cards of a question mark and a quilt to have children practice identifying */kw/* and *qu*.

## Reinforce Phonics: *k/k/* and *qu/kw/*

Use *Blackline Master 36* and red and blue crayons.



Child uses red crayon to circle pictures of king, key, kite, kangaroo. Child uses blue crayon to circle pictures of queen, question mark, quilt.

Distribute copies of *Blackline Master 36* and red and blue crayons. Help children name each picture. (*king, key, question*

*mark, queen, rake, frog, kite, kangaroo, bucket, quilt*) Have them identify the letters *Kk* and the sound *k* stands for.

(*/k/*) Tell them *king* begins with *k/k/* and have them circle the picture of the king in red. Then have them identify the letters *Qu, qu* and tell what sound *qu* makes.

(*/kw/*) Tell them *queen* begins with *qu/kw/* and have them circle the queen with a blue crayon. To complete the page, tell children to circle in red the pictures whose names begin with *k/k/* like *king* and circle in blue the pictures whose names begin with *qu/kw/* like *queen*. Review answers.

## Reinforce Phonics: Distinguish Between *k/k/* and *qu/kw/*

Use paper crowns and objects or pictures whose names begin with *k/k/* and *qu/kw/*.

Give a boy a paper crown with *K* on it and have him play the king. Give a girl a crown with *Qu* on it and have her be the queen. Give other children objects or pictures whose names begin with *k/k/* (*keychain, kite, kazoo, kangaroo, kitten*) and *qu/kw/* (*quarter, quilt, quartz rock, question mark, quill pen*). Explain that these items are gifts for the king and queen and help children name each one. Tell them that if their item's name begins with *k/k/*, they should give the gift to the king. If the name begins with *qu/kw/*, they should give the gift to the queen. Have children name each item as they hand it to the king or queen. The king can accept each gift, saying, "That's very kind." The queen can say, "This is quite lovely."

You can also include a picky princess and items whose names begin with *p/p/*. The picky princess can refuse each gift by saying, "No. That does not please me."