





LESSON 122

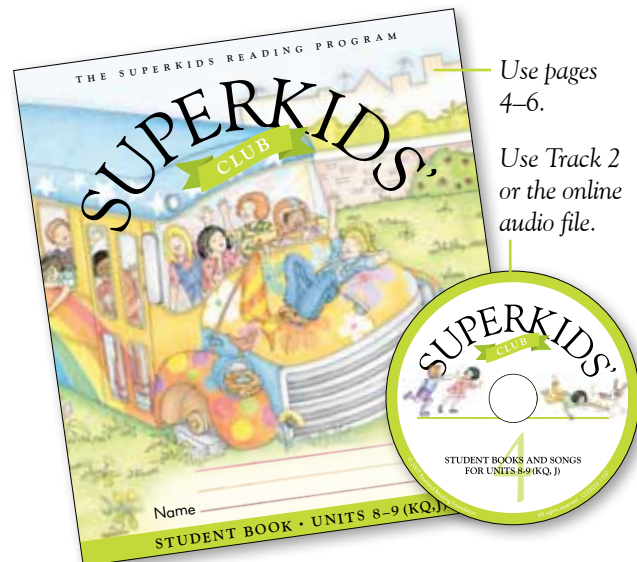
Decoding and Encoding

Summary of Core Instruction

-  **Daily Routines:** Informal Assessment
-  **Step 1** Give decoding and encoding practice with *ck/k/*
-  **Step 2** Give phonics practice
-  **Step 3** Review asking and telling sentences

Materials

Student Book for Units 8–9 (KQ, J)
CD 4 or the online audio file
Student White Boards or handwriting paper



Student Objectives

Reading

Phonics

Decode words with medial and final *ck/k/*
Associate two letters with initial sounds

Vocabulary

Understand the meaning of *cricket*

Spelling

Encode words with *ck/k/*

Grammar, Usage, and Mechanics

Identify types of sentences

Listening and Speaking

Follow oral directions



DAILY ROUTINES: Informal Assessment

Phonemic Awareness

Have children pretend to bow to a queen if you say a word that begins with /kw/ as in *queen*.

<u>quit</u>	<u>quiet</u>	<u>question</u>
itch	under	<u>quarter</u>

Dictation

Say a word, give a context sentence, and tell children to write the letter *k* if the word begins with /k/ or write the letters *qu* if the word begins with /kw/. Define *quarrel* (fight).

<u>key</u>	<u>quiz</u>	<u>quietly</u>
<u>quick</u>	<u>kids</u>	<u>kindness</u>
<u>kick</u>	<u>quilt</u>	<u>quarrel</u>

Handwriting

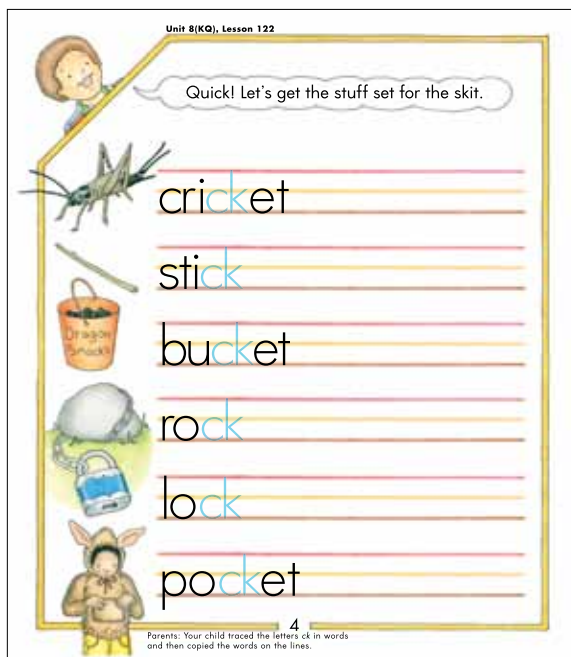
Have children read the words aloud together before copying them.

Kk	Kk	Kk	Kk
Qu	Qu	qu	qu
Kids	kids	Quilt	quilt



Give decoding and encoding practice with *ck*/*k*/

Use Student Book page 4.



Child traces *ck* in each word and then writes the word on the lines.

Discuss medial and final *ck*/*k*/. Have children turn to page 4 and look at the words on the handwriting lines. Ask them to identify the letters that are in blue in each word. (*ck*) Remind them that when *c* and *k* are next to each other, the two letters stand for one sound—/k/. Ask if the letters *ck* are in the

beginning, middle, or end of the words. (*middle and end*) Explain that the sound /k/ is spelled *ck* when it comes right after a short-vowel sound, as in the words shown on page 4. Tell children you'll help them figure out when to use *ck* when they write words. Point out that the more they read and write words with the /k/ sound, the easier it will be for them to remember which spelling for /k/ to use.

Have children decode and encode words with medial and final *ck*/*k*/. Point to Icky's speech balloon at the top of the page. Ask which word ends in *ck*. (*Quick*) Have children read Icky's words to themselves and then aloud together. Explain that the pictures on the page show the things the Superkids need for their skit.

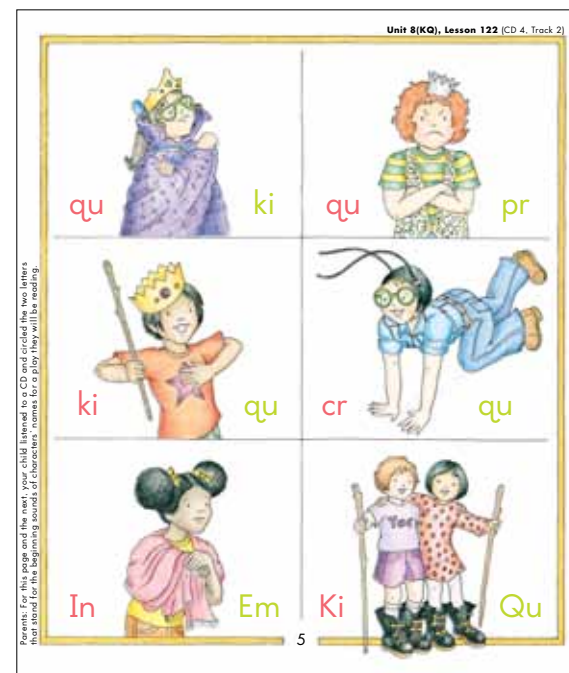
Help children decode the word next to the first picture. Ask what a *cricket* is. (*a type of bug or insect*) Tell children to trace the *ck* in the middle of *cricket* and then write the word on the handwriting lines.

To complete the page, have children read the word next to each picture, trace the letters *ck*, and write the word on the handwriting lines. Review by having children read aloud the picture names and say whether *ck* is in the middle or at the end of the word.



Give phonics practice

Use Student Book pages 5–6 and CD 4, Track 2.



Child listens to a CD and circles the first two letters of a word related to each picture: *qu* (queen), *pr* (princess), *ki* (king), *cr* (cricket), *Em* (Emma), *Qu* (Quint).

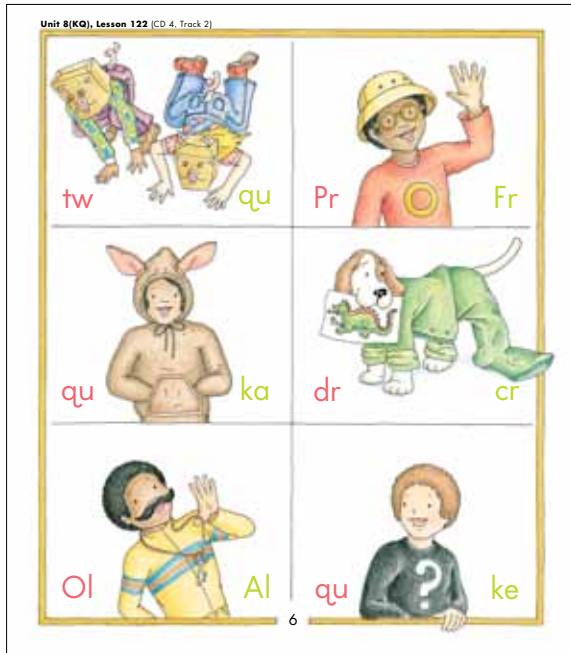


Have children listen to a CD and circle the first two letters in character names. Have children turn to page 5.

Explain that the pictures show the Superkids dressed as the different characters for their skit, *The Glum Princess*. Point out the letters

in the bottom corners of each box. Tell children they will listen to a CD and be asked to circle the letters that stand for the first two sounds in the word that names the character in the picture. Play CD 4, Track 2.

The narrator reviews the answer for each box before giving instructions for the next box. Circulate as children mark their answers to check their work. The narrator tells children when to turn to page 6.



Child circles *tw* (twin), *Fr* (Fred), *ka* (kangaroo), *dr* (dragon), *Al* (Alvin), *qu* (questions).

Step
3

Review asking and telling sentences

Use *Student Book* page 6.

Have children distinguish between asking and telling sentences. Have children look at the picture of Icky on page 6. Ask what is on his shirt (*a question mark*) and what part he is going to play in the skit. (*the question asker*) Write these sentences on the board:

Is it a big pet?
It is a big pet.

Point out that both sentences begin with a capital letter but they have different marks at the end. Have children identify the end marks. (*question mark, period*) Read the sentences aloud together. Remind children that asking sentences, or questions, ask for information and end with a question mark.

Explain that a telling sentence tells information and ends in a period or exclamation mark. Have children tell which sentence is an asking sentence (*the first one*) and which one is a telling sentence. (*the second one*)

Have children dictate end punctuation for asking and telling sentences. Write these sentences on the board:

It is the best pet
Is it the best pet

Read the two sentences aloud with children. Ask which asks a question (*the second one*) and what is missing from the end of the sentence. (*a question mark*) Write the question mark at the end. Have children name the two types of end marks that can go at the end of a telling sentence. (*period or exclamation mark*) Ask which mark shows strong feeling. (*exclamation mark*) Write an exclamation mark at the end of the telling sentence.

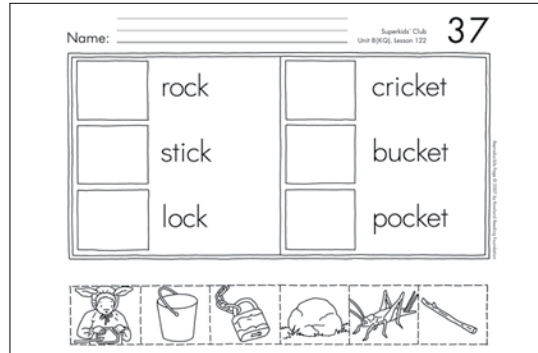


TEN-MINUTE TUCK-INS

Activities for Differentiating Instruction

Reinforce Phonics: Final and Medial ck/k/

Use Blackline Master 37, scissors, and glue.



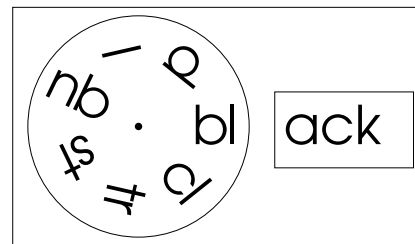
Child glues pictures next to corresponding words.

Distribute copies of Blackline Master 37, scissors, and glue. Have children look at the words on the left and tell how they are alike. (*All end with ck.*) Ask them where *ck* appears in the words on the right. (*in the middle*) Remind children that when they see *ck* together, the two letters stand for one sound—/k/. Read the words aloud together. Help them name the pictures at the bottom of the page. (*pocket, bucket, lock, rock, cricket, stick*) Then have them cut out the pictures and glue each one in the box by the word that names it.

Reinforce Decoding: Word Families -ack, -ick, -ock, -uck

Use poster board, scissors, marker, paper fastener, and self-sticking notes.

Cut a small circle from posterboard and loosely fasten it on the left side of a rectangular piece of poster board. Make sure the circle can rotate easily. On it, write the letters *l, p, bl, cl, tr, st,* and *qu* as shown below. Write *ack, ick, ock,* and *uck* on separate self-sticking notes. Stick the note with *ack* next to the wheel. Turn the wheel until a letter or letter pair lines up with the letters on the self-sticking note. Have children blend the sounds and tell if the letters form a real word. Have children write real words on the board. Continue turning the wheel until all combinations have been blended. Repeat for other word families.



Extend Decoding and Encoding: Words with /k/

Use Blackline Master 6.

Make cards for decodable words with /k/ spelled *c, k,* or *ck,* such as:

cat	kept	back	ask
can	kiss	neck	desk
crab	kid	sick	milk
cot	kill	stick	pink
cup	kit	sock	bank
club	kidnap	duck	skunk

Read an example word for each spelling of /k/ and lay it faceup on a table. Ask which letter or letters stand for /k/ in the word and if /k/ is at the beginning or end of the word. Then mix up the other cards. Have children take turns choosing and reading a word aloud. Help them sort the words into groups by the spelling of the sound /k/. They can also sort for initial and final /k/. For words that end in /k/, point out that /k/ is spelled *ck* when it comes right after the short vowel.