

# Welcome to Lessons 45-46 of *All About Reading Level 3!*

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# Lesson 45 KN

## Objective

In this lesson, students decode words containing phonogram kn.

## You Will Need

- ☐ *Swing into Reading* pages 259-262
- ☐ Phonogram Card 57
- ☐ letter tile kn
- ☐ Word Cards 268-278

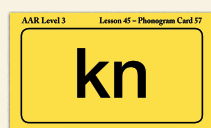
## Before You Begin

## Preview Phonogram KN

Phonogram kn says /n/ as in *knee*. Read the following examples and listen for the /n/ sound.

<b>know</b>	<b>knew</b>	<b>known</b>	<b>knee</b>	<b>knife</b>
<b>knight</b>	<b>knit</b>	<b>knock</b>	<b>knot</b>	<b>knuckle</b>

Phonogram kn is found only at the beginning of base words.



When we practice the Phonogram Card for kn, we say “/n/, two-letter /n/ used only at the beginning of a word.” This phrase distinguishes kn from the other ways of spelling /n/, such as n and gn. By learning the full wording for phonogram kn now, your student won’t have to relearn the flashcard for spelling purposes later.

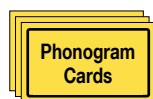


The kn tile is stored under the Consonant Teams category.



Refer to the Letter Tiles app or Phonogram Sounds app for a demonstration of the kn phonogram sound. When we use the kn letter tile, we only say the sound /n/. To facilitate blending, we don’t say the second part, “two-letter /n/ used only at the beginning of a word.”

## Review



Review the Phonogram Cards that are behind the Review divider in your student’s Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).

## Review

(continued)



Shuffle and review the Word Cards that are behind the Review divider in your student's Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.



Build the following word with letter tiles. Have your student divide the word using the Two Consonant Tiles syllable division rule, label with syllable tags, and read.

**horrid**

Bossy R Syllable

h or

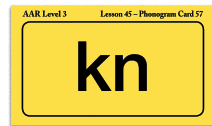
Closed Syllable

r i d

## New Teaching

### Teach New Phonogram KN

Hold up the kn Phonogram Card.



“K-n says /n/. When we practice this card, we say /n/, *two-letter /n/ used only at the beginning of a word*. Repeat after me: /n/, two-letter /n/ used only at the beginning of a word.” *Student repeats the sound.*

Mix in several other Phonogram Cards for mixed review and practice until your student can say the sound accurately. File the Phonogram Card behind the Review divider in the Reading Review Box.

Move the kn tile into the workspace.



“When you see this tile, say its sound, /n/. You don’t have to say *two-letter /n/ used only at the beginning of a word* when we are building with tiles, just when we are using the flashcards.”

Mix in several other letter tiles for mixed review and practice with the new phonogram until your student can say the sound accurately.




For extra practice with the new phonogram, play the game “Swat the Phonograms.” For instructions, look for this icon in Appendix L.


## New Teaching


(continued)

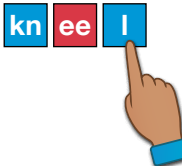
## Blend Sounds with Letter Tiles

Build the word *kneel*. 

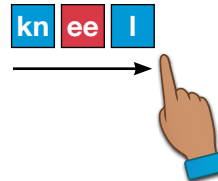
“I’ll sound out this first word, and then you’ll sound out the next word.”

Touch under the kn and say /n/. 

Touch under the ee and say /ē/. 

Touch under the l and say /l/. 

Now go back to the beginning of the word. Slide your finger under the letters kn-ee-l and say *kneel* slowly.



Finally, read the word *kneel* at a normal pace as we do when we speak.

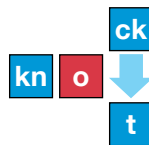
Using the same blending procedure, have your student sound out the word *knot*.



Leave the word *knot* in the workspace.

## Play “Change the Word”

“I’m going to change the last part of this word.”



“What does this new word say?” Encourage your student to sound out the new word, *knock*.

## New Teaching

(continued)

Continue to change one or two tiles at a time to form the following words. Each time, have your student sound out the new word. Use the kn tile for all these words.

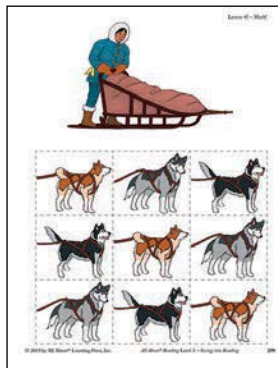
**knock\* → knob → knee\***

\*Use the ck tile for *knock*. Use the ee tile for *knee*.

## Complete Activity Sheet

“Have you ever seen a sled pulled by dogs?” Discuss your student’s experience.

“The driver of the dogsled is called a *musher*, and the dogs are often a special breed called *husky dogs*. Let’s read words with kn with the help of some husky dogs.”



### Mush!

Remove pages 259-260 from the *Swing into Reading* activity book.

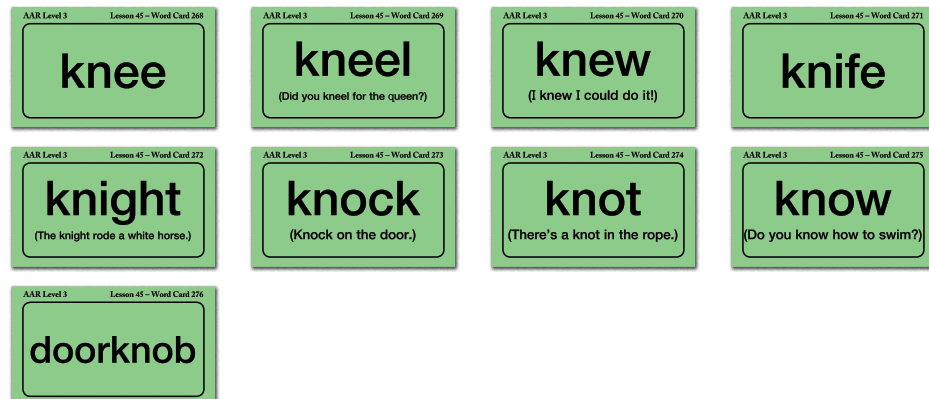
Cut out the dogsled and musher illustration and the husky dog cards. Place the huskies in a pile with the words facing up.

Have your student collect huskies by selecting a card, reading the word, and flipping it over to reveal the husky. Your student may then pretend to harness each husky to the sled.

Continue until all the cards have been read and all the husky dogs have been harnessed to the sled.

## Practice Reading Words

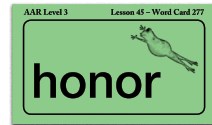
Have your student practice reading the words on Word Cards 268-276.



File the Word Cards behind the Review divider in the Reading Review Box.

## Teach Two Leap Words: *honor* and *castle*

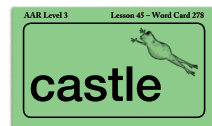
Show Word Card 277 to your student.



"This word is *honor*, as in *It's an honor to meet you*. This is a Leap Word because the h is silent."

"What is this word?" *Honor*.

Show Word Card 278 to your student.



"This word is *castle*, as in *The queen lives in a castle*. This is a Leap Word because the t is silent."

"What is this word?" *Castle*.

Review these Leap Words several times today and then file them behind the Review divider in the Reading Review Box.

## Practice Fluency



Turn to pages 261-262 in the activity book.

Have your student read from the Practice Sheets.



To engage your student in the fluency exercises, try the activity "Buddy Reading." For instructions, look for this icon in Appendix K.

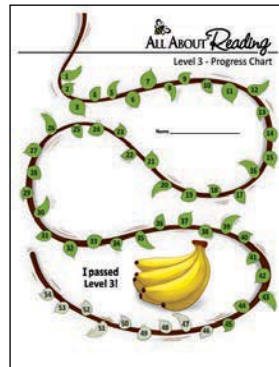
## Read-Aloud Time

### Read a Story or Poem

Read aloud to your student for twenty minutes.

## Track Your Progress

### Mark the Progress Chart



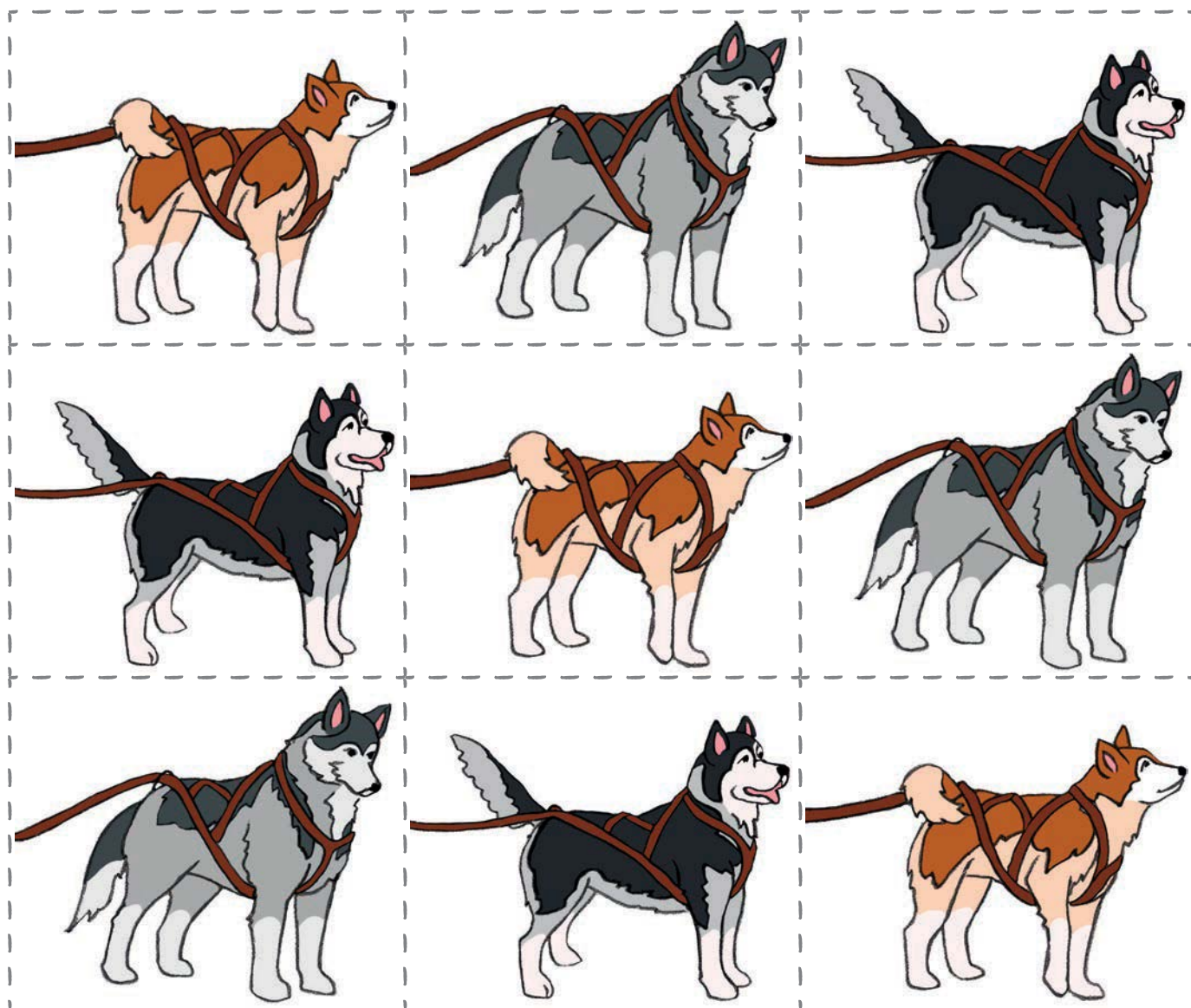
Have your student mark Lesson 45 on the Progress Chart.



Well, knock me to my knees  
with a knickknack!  
I had no idea you could spell /n/ with KN.  
This will come in handy when I start selling my  
knitted knapsacks and knuckle warmers!

(Yes, chilly knuckles.  
It's a monkey thing.)







knead

knee

knew

knife

knit

knob

knock

knot

know

# Lesson 46    Read “Cedric the Brave Knight”

## Objective

In this lesson, students read a short story and discuss the types of people who live in castles.

## You Will Need

- ☐ *Swing into Reading* pages 263–267
- ☐ *Shipwreck!* book

## Before You Begin

### Preview the Purpose of the Activity Sheet

Today’s short story is set in medieval times. The activity sheet will familiarize your student with the various roles of knights, princesses, pages, and other figures of the time period—all important background knowledge that will aid in reading comprehension.

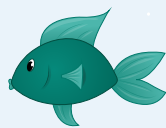
## Review



Review the Phonogram Cards that are behind the Review divider in your student’s Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



Shuffle and review the Word Cards that are behind the Review divider in your student’s Reading Review Box. If your student has difficulty reading a word, build the word with letter tiles and have your student sound it out using the blending procedure shown in Appendix C.



Liven up today’s Word Card review with the game “Go Fish.” For instructions, look for this icon in Appendix M.

## New Teaching

### Learn about Castle Characters

“Have you ever visited a castle? In medieval times, many people lived and worked in castles besides the king and queen. Now let’s find out who lived behind those castle walls.”

## New Teaching

(continued)



### Who's in the Castle?

Remove pages 263-266 from the *Swing into Reading* activity book.

Cut the castle doors on the dotted lines so they open. Cut out the character cards and spread them out on the table.

Have your student choose a character, turn the card over, and read the word. If the word is read correctly, the student may place the character in the castle. If the word is not read correctly, the student should place the character back on the table to try again later.

When these cards are flipped over, you may wish to define them for your student:

**knight:** a man who serves the king as a mounted soldier in armor

**page:** a young boy in training to become a knight

**jester:** a clown who works for a king

**maid:** a young, unmarried girl

Continue until all the characters are in the castle.

## Read the Warm-Up Sheet for “Cedric the Brave Knight”



Turn to page 267 in the activity book.

Have your student practice reading words and phrases that will be encountered in “Cedric the Brave Knight.”

If your student needs additional help decoding the words in the New Decodable Words section, build the words with letter tiles and refer to the Decoding Tips chart.

## New Teaching

(continued)

Word	Decoding Tips
mew	<i>Mew</i> is one of the sounds a cat makes.
squeaked cowered exactly felines excitement selected panicked	Build and decode the base word first and then add the suffix.  Note that in the word <i>panic</i> , <u>c</u> is changed to <u>ck</u> before adding the suffix. This protects the <u>c</u> from the softening effect of the <u>e</u> in <i>ed</i> .
overcome	Follow the Prefixes division rule to separate this word into two recognizable parts: <b>over come</b>
banquet Cedric hidden	Follow the Two Consonant Tiles division rule. All syllables are <b>Closed Syllable</b> types.  <i>Cedric</i> is a boy's name.
armor	Follow the Two Consonant Tiles division rule.  <b>Bossy R Syllable</b> <b>Bossy R Syllable</b> <b>ar</b> <b>mor</b>
deserve reason	Follow the One Consonant Tile, Part 1 division rule.  <b>Open Syllable</b> <b>Bossy R Syllable</b> <b>de</b> <b>serve</b>  <b>Vowel Team Syllable</b> <b>Closed Syllable</b> <b>rea</b> <b>son</b>
talon	Follow the One Consonant Tile, Part 2 division rule.  <b>Closed Syllable</b> <b>Closed Syllable</b> <b>tal</b> <b>on</b>
kingdom	Follow the Three Consonant Tiles, Part 2 division rule. Keep phonogram <u>ng</u> together.  <b>Closed Syllable</b> <b>Closed Syllable</b> <b>king</b> <b>dom</b>

## New Teaching

(continued)

Word	Decoding Tips
bravery	Follow the One Consonant Tile division rule, first Part 1 and then Part 2. <div><div>Open Syllable</div><div>Bossy R Syllable</div><div>Open Syllable</div><div>bra</div><div>ver</div><div>y</div></div>

## Teach Vocabulary and Activate Prior Knowledge

Point out the illustration of the mascot on the Warm-Up Sheet. “A *mascot* is someone or something that is used to represent a group, a sports team, or an organization. For example, Smokey Bear is the mascot of the United States Forest Service. Can you think of any other mascots?”

“Are you afraid of something, like the dark or spiders? Why are you afraid of it?”

“In this next story, the main character is terribly afraid of a particular animal. Let’s find out what it is.”

## Read “Cedric the Brave Knight”

“Turn to page 137 in your reader and read ‘Cedric the Brave Knight’ aloud.”

**After reading:** “The writer shows Cedric’s fear in various ways. Skim the text to find some examples of how Cedric shows his fear.” Guide your student in locating some of the following examples.

**Page 140:** The series of questions in the last paragraph shows Cedric’s anxiety.

**Page 143:** Cedric’s face grows pale when he finds out all knights must look for the cat.

**Page 144:** Cedric sways and almost faints. His voice squeaks.

**Page 145:** Cedric shows anxiety by repeating “Please don’t let it be a cat.” He freezes and squeezes his eyes shut.

## New Teaching

(continued)

**Page 146:** He trembles and has weak knees and shaky hands.

“At which point does Cedric’s attitude toward the cat begin to change?”  
*After he rescues the cat from the hawk. At that point, he realizes that the cat also had great fear. He feels sorry for her.*

## Read-Aloud Time

### Read a Story or Poem

Read aloud to your student for twenty minutes.



**Read-Aloud Tip!**

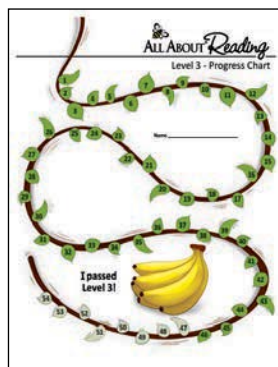
#### A Picture Is Worth...

Before, during, or after reading, be sure to take the time to talk about the book’s illustrations. Not only do the illustrations in picture books tell half the story, there are often secondary “silent” stories going on as well.

Have your student point out favorite characters, objects, colors, and recurring elements, or ask him why the artist may have drawn something a certain way.

## Track Your Progress

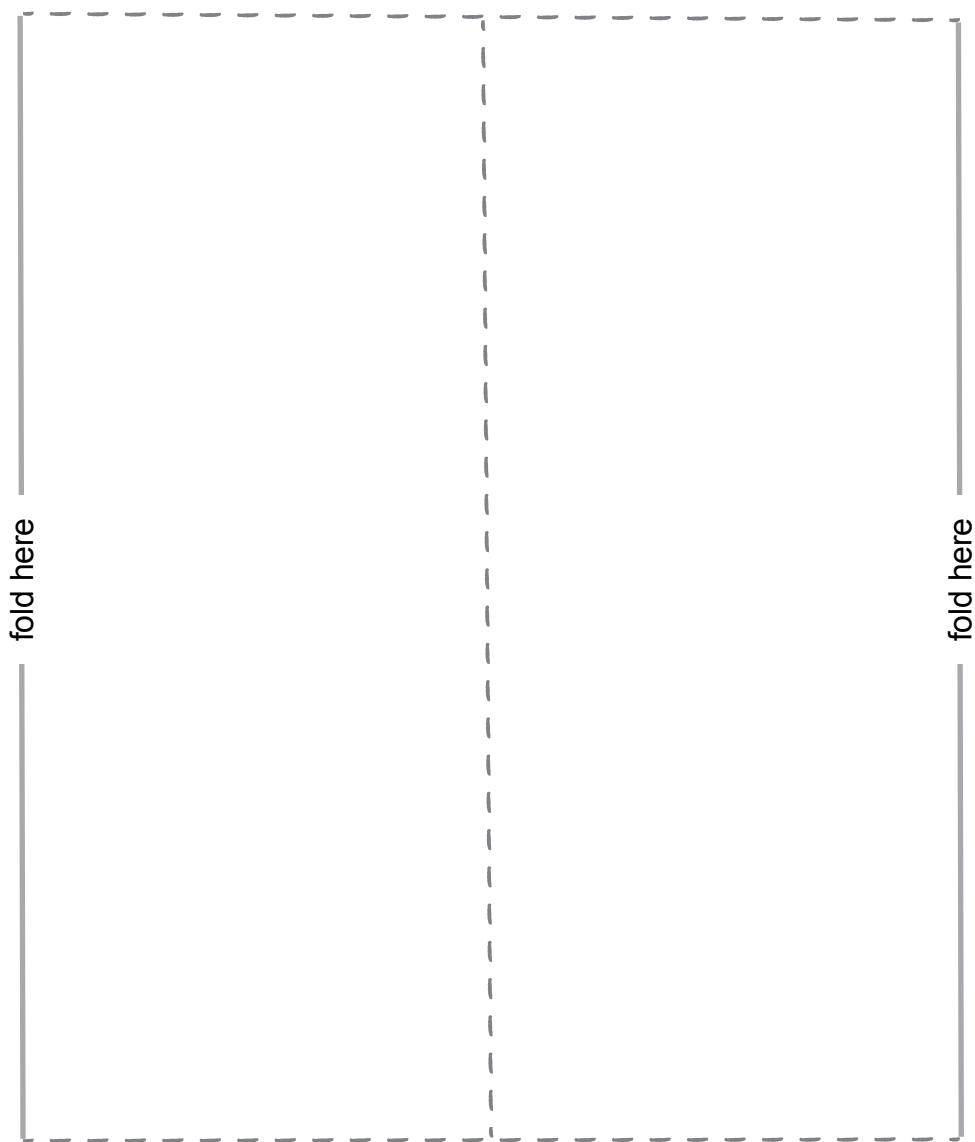
### Mark the Progress Chart



Have your student mark Lesson 46 on the Progress Chart.











knight

queen

king

maid

jester

page

## Words Taught in Previous Lesson

known	knew	knuckles	knocked	kneeled
knees	doorknob	knapsack	know	

## New Decodable Words

mew	squeaked	cowered	exactly	felines
excitement	selected	panicked	overcome	banquet
Cedric	hidden	armor	deserve	reason
talon	kingdom	bravery		

## Phrases

a horrid beast  
knights in shining armor  
a story of bravery  
his hands were sweaty

fight a hundred battles  
Jackknife Forest  
Training Center for Young Knights  
he pondered his problem

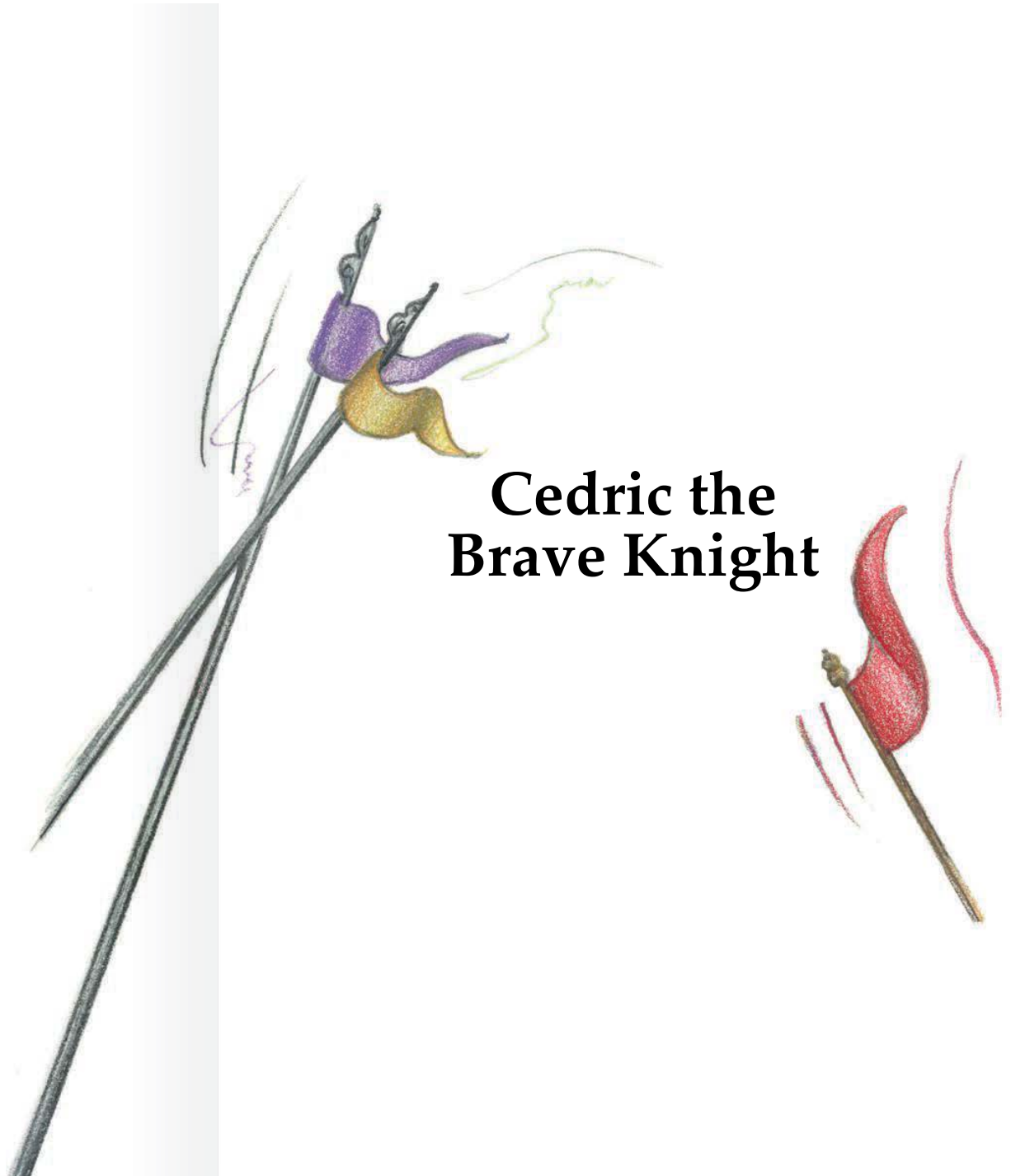
a banquet at the castle  
a new honor  
surprised hawk

## Names

Cedric  
Queen Jane  
Princess Purr



mascot



## Cedric the Brave Knight



This is a story of bravery, of knights in shining armor, and of cats. But mostly, it is a story of bravery.

Like all tales of bravery, it is also a tale of fear, for a person can only be brave if there is fear to overcome.

Our hero, Cedric, was known as the bravest knight in the entire kingdom. In fact, on the night that this story begins, Cedric had just won an important battle and was being honored with a banquet at the castle.



Cedric looked at the crowded banquet room. People had come from near and far to honor him. Knights and princes filled the room. Even Queen Jane was there with her cat, Princess Purr, who was her pride and joy.



The room quieted as Queen Jane rose to speak. In glowing terms, she described Cedric as a fearless knight.

“And that’s not all,” the queen went on.  
“Tonight I’m bestowing a new honor upon him.”

All eyes turned to Cedric. What would this new honor be? Even Cedric didn’t know!

“Cedric will run my new Training Center for Young Knights, teaching them to be as brave as he is!” the queen stated proudly. The people cheered.

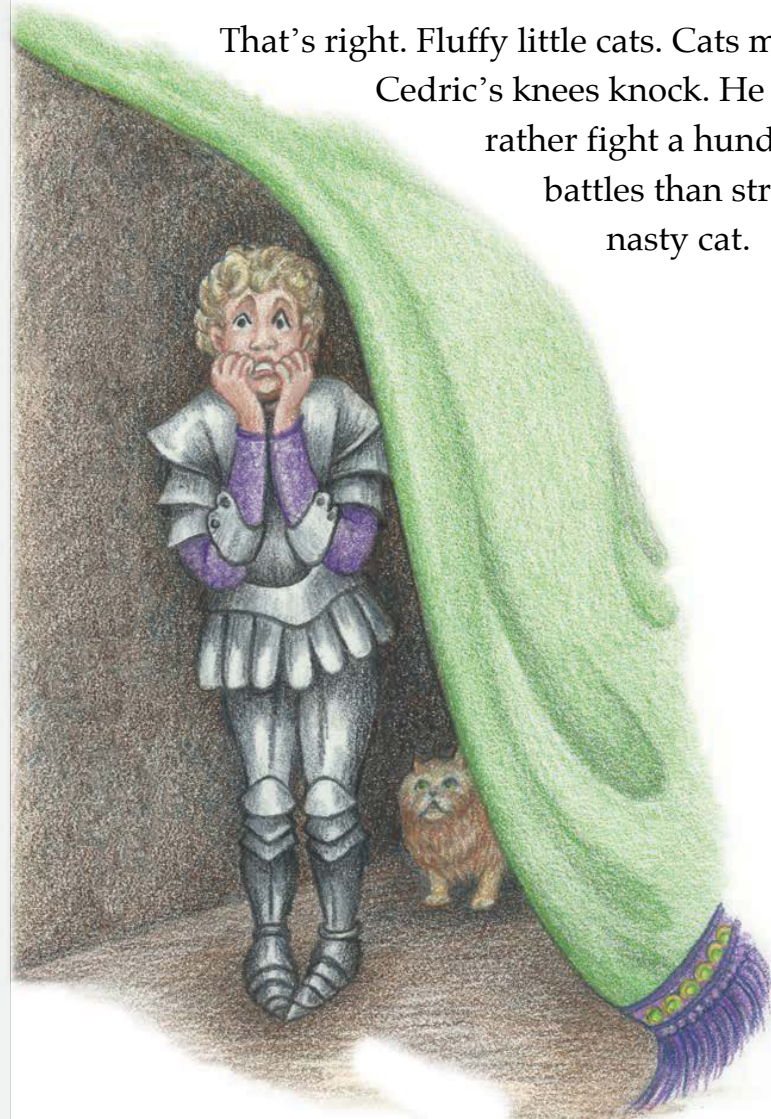
Cedric stood and thanked the queen for her kind words, but he could hardly hear the cheering. Inside, he felt that he didn’t deserve such an honor because he had a secret fear. And that reminded him—where had the queen’s cat gone? His gaze darted from corner to corner.

Where was it? Did no one else notice that it was missing? Was it under his chair? Did it just rub his boot under the table? His hands got sweaty just thinking of it. Oh, why did the queen keep such a horrid beast?

Have you guessed by now what Cedric’s deepest fear was?

Cats.

That’s right. Fluffy little cats. Cats made Cedric’s knees knock. He would rather fight a hundred battles than stroke a nasty cat.





No one in the world knew of Cedric's fear of felines. He had kept it hidden for years.

That night, Cedric barely slept. He tossed and turned in his bed. He pondered his problem. How could he teach young knights to be brave when he himself was so scared of cats?



The next morning, a young page knocked on Cedric's door.



"Princess Purr is missing," said the page. "She escaped at the banquet last night and Queen Jane is asking all knights to join in the hunt to find her."

Cedric's face grew pale.

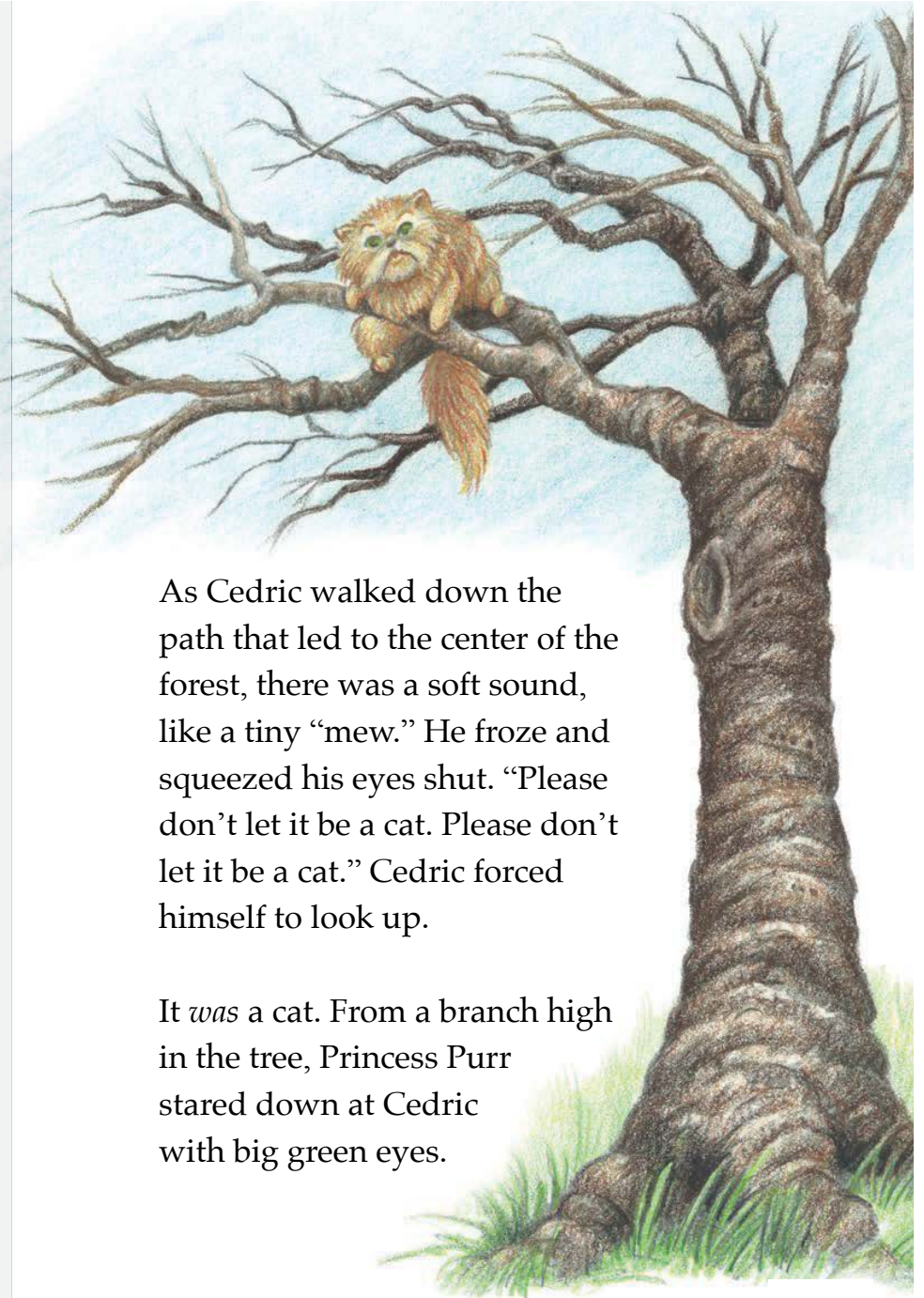
The page kept speaking. "The queen is beside herself with worry. We must find her cat soon! Can you look in Jackknife Forest?"

Cedric swayed and gripped the doorknob so tightly that his knuckles turned white. It would not be good for the page to see him faint.

“I will look for the cat in Jackknife Forest,” Cedric squeaked. He couldn’t think of anything worse than looking for a missing cat, except maybe finding it. But he couldn’t betray the queen.

Jackknife Forest was filled with danger, even during the day. Robbers, snakes, and traps seemed to hide behind every tree. But Cedric wasn’t scared of those things. Instead, he came up with a plan to catch the cat without having to get near it. He stuffed gloves, rope, and a pillowcase into a knapsack and set off.

Cedric could hardly grasp the fact that he was hunting for a cat. A cat!

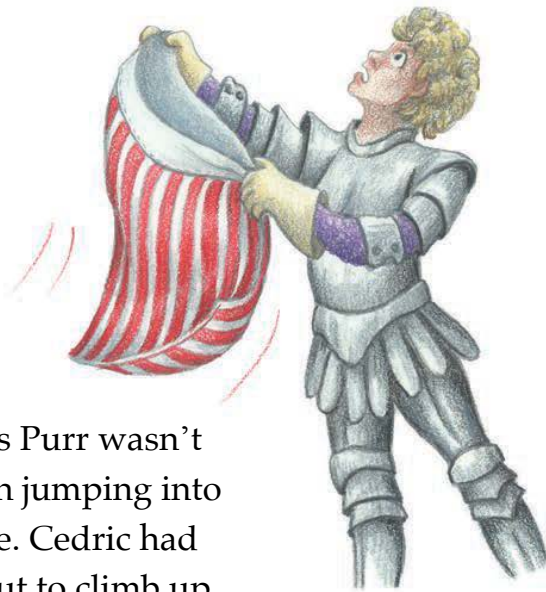


As Cedric walked down the path that led to the center of the forest, there was a soft sound, like a tiny “mew.” He froze and squeezed his eyes shut. “Please don’t let it be a cat. Please don’t let it be a cat.” Cedric forced himself to look up.

It *was* a cat. From a branch high in the tree, Princess Purr stared down at Cedric with big green eyes.



Cedric stared back, filled with dread. He kept one eye on the cat as he slowly reached into his knapsack. He put on his gloves and pulled out the pillowcase. “Here, Princess Purr,” he whispered, holding the pillowcase as far from his body as he could. “Come down now. Jump into this pillowcase.” He was glad that no one could see him trembling.



But Princess Purr wasn't interested in jumping into a pillowcase. Cedric had no choice but to climb up the tree after her. With weak knees and shaky hands, he grabbed one branch after the other, inching closer and closer to the cat. Princess Purr hissed and backed up, staying just out of reach.

Cedric tried to scoop the cat closer to him using the rope. Princess Purr panicked and hooked her needle-sharp claws into Cedric's glove. She hung on for dear life.

“Ah!” cried Cedric when he felt that scary cat hanging from his glove. “Nightmare!”



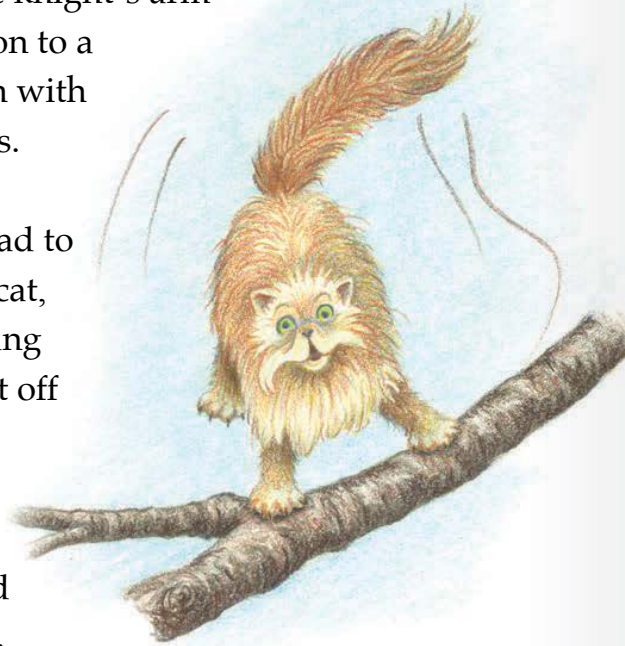
When you have something scary clinging to you, your first instinct is to shake it off, and that's exactly what Cedric did. He shook Princess Purr off his sleeve just like you would shake a creepy spider off your coat.

The cat didn't stand a chance. She flipped off the knight's arm and grabbed on to a nearby branch with her front paws.

Cedric was glad to be free of the cat, but he had flung his glove right off his hand. He watched in dismay as the glove tumbled to the ground.

Now how would he get the cat for the queen? He surely couldn't use his bare hands.

Cedric stared at the horrid dangling cat and plotted how to get her.



"Kee-kee!" A loud screech startled Cedric and the cat. A black hawk soared over their tree, looking for its next meal. Princess Purr puffed her tail in fear and scrambled to get her hind legs on the branch.







“Kee-kee!” the hawk screamed once more as it went right for Princess Purr. The cat cowered as the hawk stretched out its talons—but Cedric beat the

bird at its own game. He grabbed the cat and hugged her tight to his chest. The surprised hawk soared off without its dinner.

Still clutching the trembling cat, Cedric climbed down the tree as fast as he could.

Even after both feet were on the ground, he held the cat tightly. What would happen if he relaxed his grip on her? Would she rip him to shreds? Would she bite him with her sharp, pointy teeth?

Then Cedric remembered the look of panic in the cat’s face when the hawk tried to grab her. He had never seen such fear. He started to feel sorry for the helpless cat.

Cedric took a careful peek at the furball in his arms. Princess Purr was a mess, her fur sticking out every which way.



Cedric spoke softly to her. “I can’t bring you back looking like this. Let’s get you cleaned up for the queen.”

The brave knight sat by the base of a tree. Taking a deep breath, he rubbed the cat's head. He was surprised at how warm and soft she felt. The cat blinked sweetly and purred.



When Cedric had smoothed every bit of the cat's fur, he picked her up and took her safely back to the castle.



Trumpets and cheers rang out as Cedric and the cat neared the castle. The knight kneeled in front of the queen and placed Princess Purr in her arms.

"You saved Princess Purr!" cried Queen Jane, hugging her cat close.

"I was glad to do it," said Cedric.

On his way home, Cedric ran and shouted. Those who saw him smiled at his excitement. He was ready to start the queen's Training Center for Young Knights! His first lesson for young knights would be "Feel the fear, then do it anyway." Yes!

When the training center opened, Cedric made Princess Purr the mascot. No one in the kingdom knew why Cedric selected the cat for this honor, and he wasn't telling.

But we know the reason, don't we?



**The End**





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