

# 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

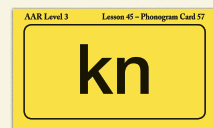
## Before You Begin

### 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.

Previous Concepts

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

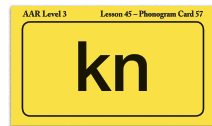
Closed Syllable

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)

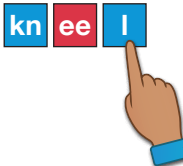
## Blend Sounds with Letter Tiles

Build the word *kneel*. 

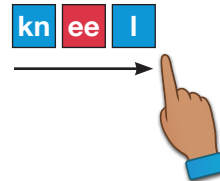
“I’ll sound out this first word, and then you’ll sound out the next word.”

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.

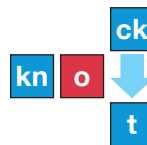
Using the same blending procedure, have your student sound out the word *knot*.



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.

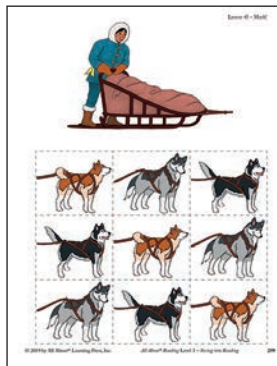
**knock\* → knob → knee\***

\*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.

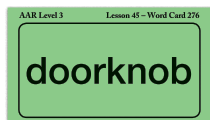
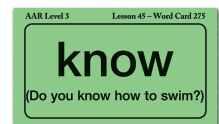
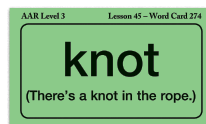
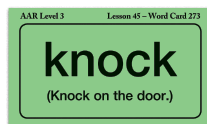
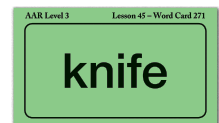
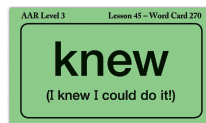
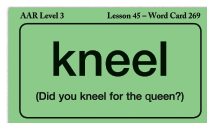
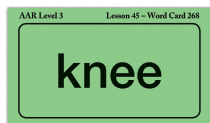
Cut out the dogsled and musher illustration and the husky dog cards. Place the huskies in a pile with the words facing up.

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

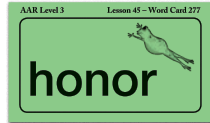
Have your student practice reading the words on Word Cards 268-276.



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

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

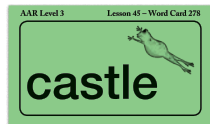
Show Word Card 277 to your student.



"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.

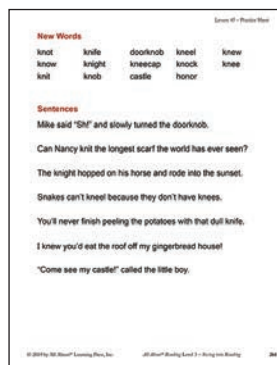


"This word is *castle*, as in *The queen lives in a castle*. This is a Leap Word because the t is silent."

"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.

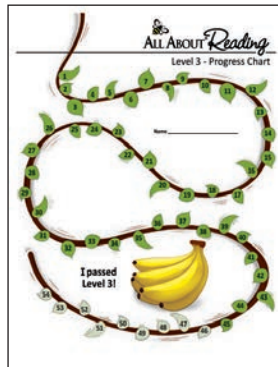
## Read-Aloud Time

### 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.)



## Did you enjoy this activity? Then you'll love **All About® Reading!**

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