

## Lesson 45 - KN

In this lesson, students will decode words containing phonogram kn.

You will need:  *Swing into Reading* pages 259-262

kn letter tile

Phonogram Card 57

Word Cards 267-278

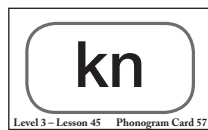
### Before You Begin

### Preview Phonogram KN

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

**know**      **knew**      **known**      **knee**      **knife**  
**knight**      **knit**      **knock**      **knot**      **knuckle**

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.



Listen to the *Phonogram Sounds* app for a demonstration of the kn phonogram sound.

**kn**

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.”

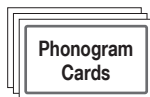
Store the tile under the following label:

Consonant Team

**kn**



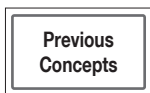
## Review



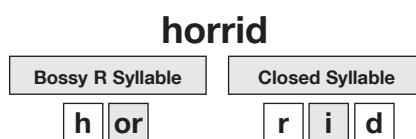
Review the Phonogram Cards that are behind the Review divider in your student’s Reading Review Box. Show each card to your student and have him say the sound(s). If necessary, remind your student of the sound(s).



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 decoding procedure shown in Appendix C.



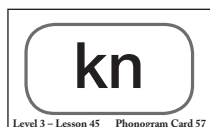
Build the following word with letter tiles. Have your student divide the word using the Two Consonant Tiles syllable division rule, label with syllable tags, and read.



## 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.

Set out the new letter tile. 

kn
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Point to the kn tile. “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 tile until your student can say the sound accurately.

## New Teaching

(continued)

## Blend Sounds with Letter Tiles

Build the word *kneel*. **kn ee l**

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

Touch the **kn** and say /n/. **kn ee l**



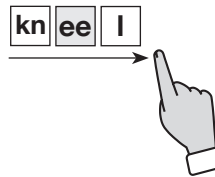
Touch the **ee** and say /ē/. **kn ee l**



Touch the **l** and say /l/. **kn ee 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.

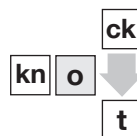
Using the same blending procedure, have your student sound out the word *knot*.

**kn o t**

## Play “Change the Word”

Leave the word *knot* on the board.

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



## New Teaching

(continued)

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

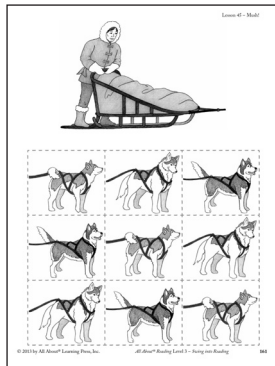
Continue to change one or two tiles at a time to form the following words. Each time, have your student sound out the new word.

**knock → know → knew → knee**

## Complete Activity Sheet

“Let’s practice reading words with kn.”

A *musher* is a driver of a dogsled. A *husky* is a breed of dog used for pulling dogsleds.



### Mush!

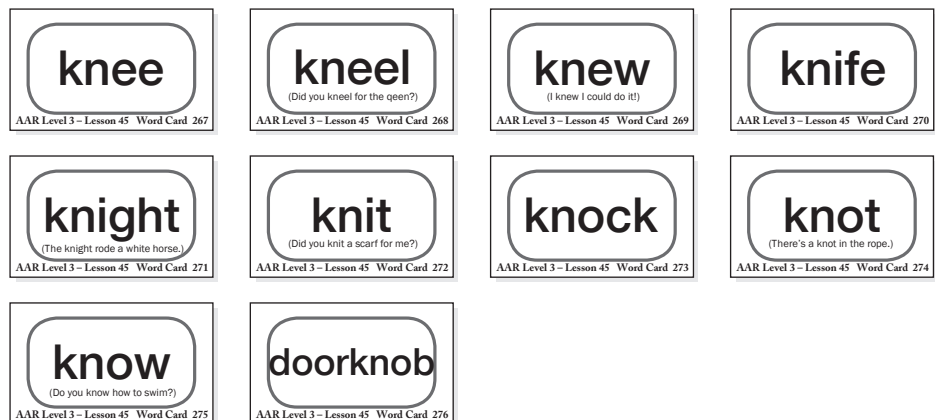
Remove pages 259-260 from the *Swing into Reading* activity book.

Cut out the dogsled and the musher on page 259, then cut out all the husky dogs. Place the huskies in a pile with the words facing up. To collect huskies, your student will select a card, read the word, and flip 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 267-276.



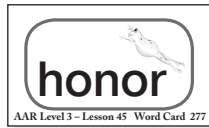
File the Word Cards behind the Review divider in the Reading Review Box.

## New Teaching

(continued)

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

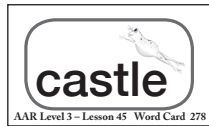
Show Word Card 277 to your student.



“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.

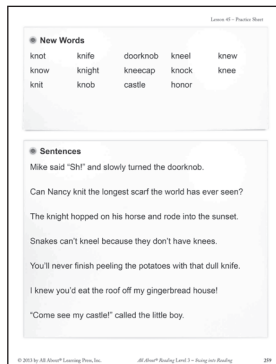


“This word is *castle*, as in *The queen lives in a castle*. This is a Leap Word because the t is silent.”

“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.

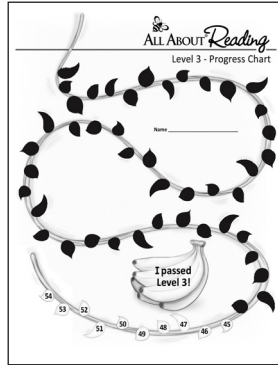
Have your student read from the Practice Sheets.

## 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.)