

### Lesson 2: Words with nk /ng/-/k/ & the /k/ sound: c vs. k vs. ck

#### Objectives

- To be able to use spelling patterns to spell one-syllable and multisyllabic words
- To spell words with nk and other words with the /k/ sound

#### This week's words

*bank	honk	topic	*milk	*drink
*cake	skin	kept	panic	backpack

\* indicates high-frequency words

#### Revise

- Starter:** Show **2.1**. Revise last week's words by asking children to write the word that matches the picture.
  - Discuss that we previously reviewed consonant digraphs, two consonant letters that spell one sound, and ask if they remember the digraphs (sh, th, ch, ck, ng).
- Using a *phonics voice*, read through the words by segmenting and blending each word.
  - Note:** A *phonics voice* is an exaggerated way of speaking that clearly enunciates every phoneme within a word. You don't need to put on an accent, just ensure that every phoneme is spoken using pure sounds (mmm not muh, etc.).
- Share answers and correct where necessary.

#### Introduction

- This Week's Words:** Show **2.2** and introduce this week's words.
  - Again, using a *phonics voice*, read through the words by segmenting and blending each word.
  - What do the words have in common? They all have a /k/ sound, and some of the words have **nk**. When **n** and **k** are next to each other, the **n** spells the /ng/ sound and **nk** has a special blended sound of /ng/ plus /k/, /ng/-/k/. Ask the children to spot the words with **nk**.
  - Explain that when two or more consonants sit next to each other in a word, most of the time they each spell distinct sounds that are blended together and are not part of a digraph. Other common examples include **st**, **sp**, and **tr**.
  - Ask if they spot any other words on the list that have two consonants sitting next to each other that spell separate sounds? Review the **dr** in *drink* and **sk** in *skin*. Then ask which words have a digraph, and review the **ck** in *backpack* and the **a\_e** split digraph in *cake*.
- Syllables:** Show **2.3** and model humming the word *back|pack* and counting the hums for each syllable in the word. Next, model saying the word while placing a hand under the chin and counting how many times the chin drops for each syllable in the word.
  - Ask the children to work with a partner/individually and chose one or both methods to count the syllables in *top|ic* and *pan|ic*. Share answers and correct where necessary.

#### Main Teaching Input

- Spelling Sort:** On slide **2.4**, ask the children to sort the words depending on how the /k/ sound is spelled.
  - Spelling Patterns:** Do the children see any patterns about where the **nk** and other /k/ sounds appear in the words? Establish that the **nk** sound appears at the end of base words, and the /k/ sound can appear anywhere in a word.
- Spelling Sort:** On slide **2.5**, ask the children to sort the words depending on where the /k/ sound occurs in each word. Discuss other words where the /k/ sound occur in the same place.
- Spelling Patterns:** On slide **2.6**, Review the generalizations about how to spell the /k/ sound. Review the summarized version on slide **2.7**.

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#### Main Teaching Input

- **Sound It, Squash It, Say It, Scribe It:** Share slide **2.8** and re-introduce *Sound It, Squash It, Say It, Scribe It*. This four-step process should be used to help children in the independent phoneme mapping activity.
  - Model using the process to read and write *bank* as a class.
  - Click to model adding sound buttons, and ask students to write the word and add the sound buttons as well. Establish that **nk** spells two sounds and needs two dots underneath.
  - **Phoneme Maps:** Ask the children to work with a partner/individually to write the words and add sound buttons to *drink*, *topic*, and *backpack*. Share answers and correct where necessary.
- Share **2.9** and ask children to independently map the phonemes for a selection of their words. Ask them to circle the word with two syllables. Answers on **2.10**.

#### Independent

Choose the activity which best matches the ability of the children in your class.

- **Simplify** - Using **2.11** and **2.12**, ask children to label the pictures to match this week's words. Then students will write 1-3 sentences to describe the picture. Answers on **2.13** and **2.14**.
- **Expect** - Using **2.15**, invite the children to choose a missing word from today's list to complete the first two sentences. Then write three of their own sentences, using three different words from this week's word list. Answers on **2.16**.

#### Consolidation / Reinforcement

→ Share **2.17-2.24**, read the sentences, and ask children to write the missing word on their whiteboards.

#### Optional Independent Extended Learning Ideas

##### Paint Words

Add some paint to a zip-lock bag. Children use a cotton swab (or a similar pointy-ended instrument) to practice writing words with the /k/ sound. Children could use spelling words or the additional /k/ pictures on slides **2.25-2.26**.

##### Build Words

Children use magnetic letters and/or the Digital Letter Tile tool to spell other words with the /k/ sound (simplify: slide **2.25**; extend: slides **2.25-2.26**).

##### Picture Sort

Children sort the pictures on slides **2.25-2.26** based on which grapheme spells the /k/ sound. The sorting mat is on slide **2.27**.