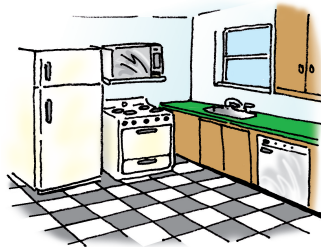
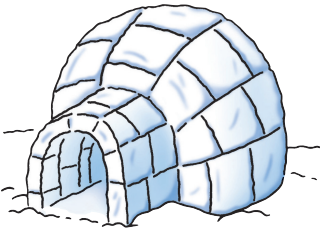
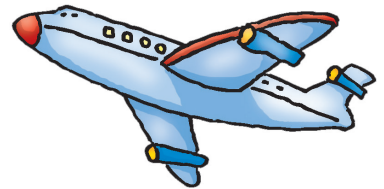


I Can Do It!

★ Say each picture name.  
Circle the pictures that begin like *kite*.

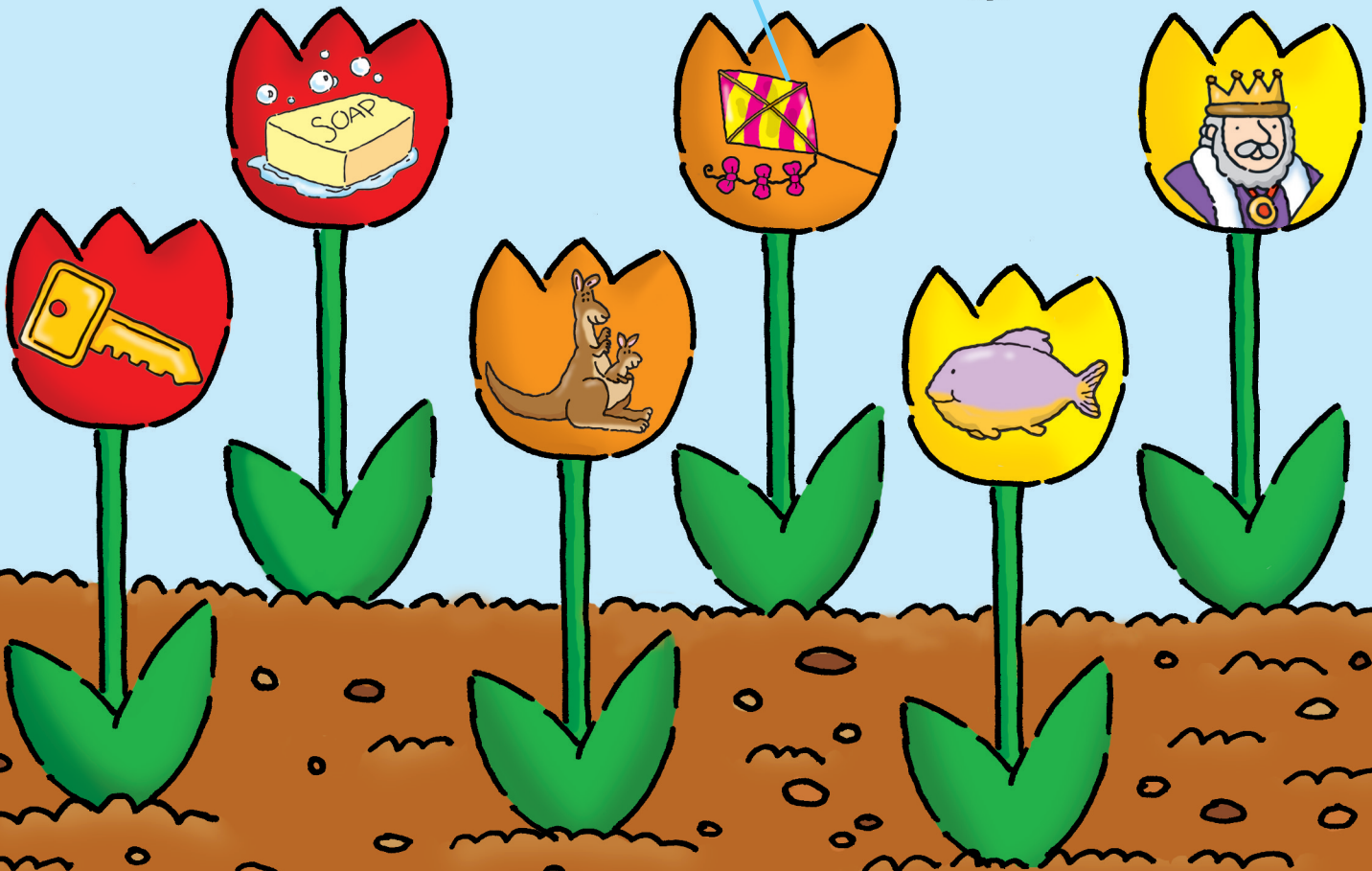
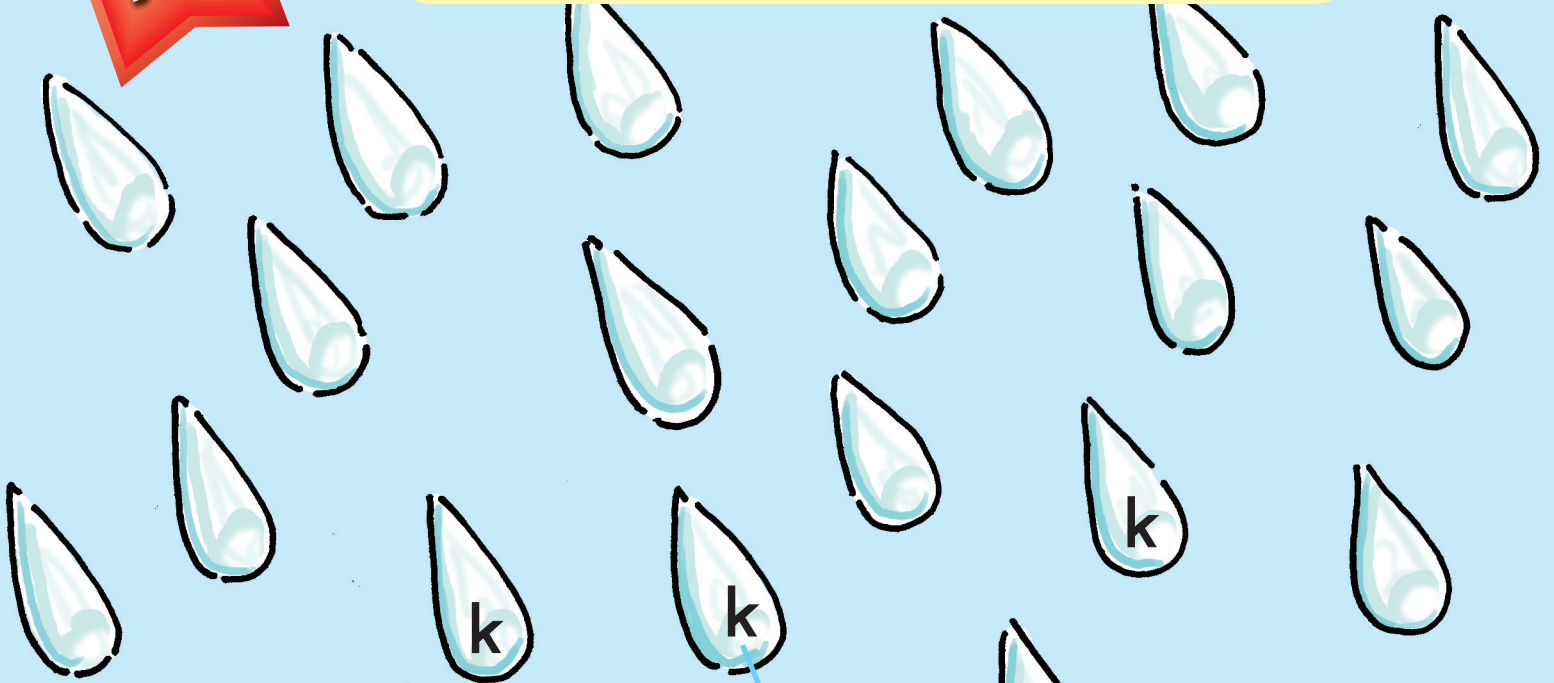


**Tongue Twister** Crazy kite kits.

Lesson 12: Consonant Sounds: k



★ Say each picture name. Draw a line from each raindrop with a *k* to a picture that begins like *kite*.



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## Consonant Sounds: k

### Objectives

Students will

- circle pictures whose names begin with the /k/ sound.
- draw a line from the letter /k/ to each picture whose name begins with the /k/ sound.



### 5-STAR Pointers

#### 1 Activating Prior Knowledge

Use an overhead projector to review correct formation of the letter *k*. Discuss the similarities and differences between the uppercase and lowercase forms. Tell students that today they are going to learn the sound that the letter *k* stands for.

#### 2 Introducing the Lesson

Show students a kite. Say, “The word *kite* begins with the /k/ sound. The consonant *k* stands for the /k/ sound.” Remind them that the letter *c* can also stand for the /k/ sound.

#### 3 Guided Practice

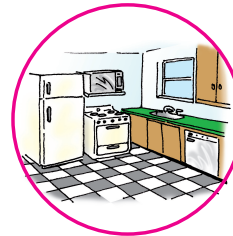
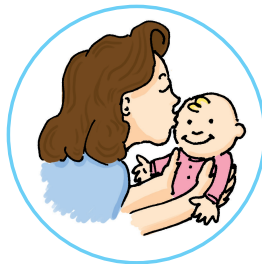
Instruct students to echo as you recite this nonsense sentence several times: “A kitten kicked a key in the kitchen.” Brainstorm other words that begin with *k* and substitute them in the sentence. For example, “A kitten *kissed* a key in the kitchen.” If students suggest a word that begins with *c*, tell them that more than one letter stands for the /k/ sound. Tell them the word they said begins with the letter *c* and has the /k/ sound at the beginning. Read the **Tongue Twister** at the bottom of page 49 in the Student Workbook to the class. Instruct students to listen for the /k/ sound as they repeat the **Tongue Twister** three times as fast as they can.

All-STAR Phonics & Word Studies, Level A

### Lesson 12: Consonant Sounds: k

I Can Do It!

- ★ Say each picture name.  
 Circle the pictures that begin like *kite*.



**Tongue Twister** Crazy kite kits.

Unit 2: Consonant Sounds 49

#### 4 Informal Assessment

Observe students during the guided practice activity. If students have difficulty, use the **All-STAR Intervention Strategies** on the next page as needed for reinforcement.

#### 5 Independent Practice

Read the directions and review the images on pages 49 and 50 together. Work through the sample exercises with students before assigning pages 49 and 50 in the Student Workbook. Use the completed pages to assess students' understanding. See page xx in this Teacher's Edition for guidelines.

Lesson 12: Consonant Sounds: k



★ Say each picture name. Draw a line from each raindrop with a *k* to a picture that begins like *kite*.

50 Unit 2: Consonant Sounds

### English-Language Development Strategies

#### Consonant Sounds: k

Speakers of Spanish may be only slightly familiar with the letter *k*. It appears only in words that Spanish has borrowed from other languages. Listen carefully to these students to make sure they are pronouncing the sound correctly. Some students may confuse the /k/ sound with the /g/ sound. Have them practice by saying /k/ words, such as *key*, *keep*, *kangaroo*, *kitten*, *kiss*, and *ketchup*.



## All-STAR Intervention Strategies

### Visual Reinforcement

Make two columns on the board. The heading for the first column is *Kk*. The heading for the second column is *Not Kk*. Distribute pictures of objects and actions, some of which begin with *k*. Avoid pictures whose names begin with the letter *c*. Each student must name his or her picture aloud for the class. Instruct them to put their pictures under the correct column on the board.

### Auditory Reinforcement

Read pairs of words aloud. If the beginning sounds of the words are the same, students hold up a card that says *same*. If the beginning sounds are different, students hold up a card that says *different*. Begin with pairs of words that have gross differences and move toward minimal pairs. For example: *kitten/tail*, *part/kettle*, *kick/key*, *kiss/miss*, *hit/kit*, *peep/keep*, *kin/king*.



### Literature Connection

Moncure, Jane Belk. *My 'K' Sound Box*. Child's World, 2000. *This book is filled with pictures and words that resound with the /k/ sound.* Read the book aloud to the class or to a small group. Introduce students to new vocabulary by having them repeat words after you. Challenge students to compose tongue twisters or nonsense sentences based on the text and illustrations in the book.