

Date: _____

Decoding Words with *nk*

PLAN

Component: Decoding

Instructional Activity: Decoding Words with *nk*

Materials Needed: sound-spelling cards, whiteboards, markers, erasers



Approximate Time:
7 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

Some words and syllables end with sounds that are “glued” together. Each letter has its own sound, but it can be tricky to separate the sounds because they stick together. One glued sound is /ŋk/ spelled *nk*. The sound /ŋk/ can combine with the vowels, *a*, *i*, *o*, and *u*. Today we will practice reading words with /ŋk/.

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Review prerequisite skills and teach related vocabulary.

Refer to the sound-spelling cards as you review the vowels. **There are two kinds of letters: *consonants* and *vowels*.** The vowels are *Aa, Ee, Ii, Oo, and Uu*. Sometimes the letter *Yy* can also make a vowel sound.

Each vowel can make two sounds: a short vowel sound and a long vowel sound. Let's practice the vowel sounds, starting with their short sounds. Remember to hold each sound like I do. Point to each vowel and say its short sound:

Point to Aa: /ăăă/ Students: /ăăă/

Point to Ee: /ĕĕĕ/ Students: /ĕĕĕ/

Point to Ii: /ĭĭĭ/ Students: /ĭĭĭ/

Point to Oo: /ŏŏŏ/ Students: /ŏŏŏ/

Point to Uu: /ŭŭŭ/ Students: /ŭŭŭ/

Now let's practice the long sounds. Remember to hold each sound like I do. Point to each vowel and say its short sound:

Point to Aa: /āāā/ Students: /āāā/

Point to Ee: /ēēē/ Students: /ēēē/

Point to Ii: /īīī/ Students: /īīī/

Point to Oo: /ōōō/ Students: /ōōō/

Point to Uu: /ūūū/ Students: /ūūū/

You have also learned that some letters combine to create a new sound called a digraph, like *c* and *h* together say /ch/. We have also practiced reading and spelling words with blends, like *t r* in *truck*.

Glued sounds are different because each letter makes its own sound, but the sounds stick together.

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I DO IT!

Demonstrate. Teach the new skill, model with clear explanations, verbalize your thinking process.

Display or hold the sound-spelling card for /ŋk/. Point to the picture at the top of the card.

- The sound is /ŋk/. The key word is _____.
- The sound /ŋk/ cannot be held. Listen: /ŋk/.
- Point to the spelling patterns on the card. The sound /ŋk/ is spelled *nk*.
- ***Nk* comes at the end of a word or syllable. It always follows a vowel, and the sounds stick together. Repeat each common pattern or chunk with *nk* after me.** Point to each spelling pattern and say the sounds.

Point to –ank: /aŋk/ Students: /aŋk/

Point to –ink: /iŋk/ Students: /iŋk/

Point to –onk: /oŋk/ Students: /oŋk/

Point to –unk: /uŋk/ Students: /uŋk/

Now, watch and listen as I sound out and read some words containing /ŋk/ spelled *nk*.

Write the word *pink* on the board.

First, I look for parts I know. I'll put a dot under the individual letter sounds I know. First, I put a dot under the *p*. I know the sound is /p/. Next, I'll underline the glued sound *-ink* because I see the *nk* at the end, and I know that the vowel and *nk* stick together. If I see a word that ends with *nk*, I know that the vowel and *nk* stick together to make a glued sound—/ink/. What sound? Students: /ink/.

Now, I'll sound out the word beginning on the left /p/ /ink/. *Pink!*

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WE DO IT!

Provide guided practice.

Distribute student whiteboards, markers, and erasers.

Let's read some words together. If you know the word, don't say it aloud. Pretend you haven't seen it before.

Write the word *plank* on the board. **Write this word on your board** (or, *make your board look like mine*).

Step 1 is Look for parts you know.

- **Dot under each consonant sound and say the sound it makes. Remember, if you see a vowel followed by *nk*, the sound is glued because the sounds of each letter stick together. Underline the glued sound.** Students and teacher put dots under *p* and *l* and underline *-ank*.

Step 2 is Sound it out.

- **Sound it out, beginning on the left.** Students and teacher: /p/ /lll/ /aŋk/.
- **What's the word?** Students and teacher: *plank*

Step 3 is Check it.

- **Does it sound like a real word? Have you heard it before?** Students respond.
- **If you found the word in a sentence, you would read the sentence again and see if it makes sense.**

Repeat the routine 2-3 times with words from the Word List.

Word List
think
bunk
tank

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YOU DO IT!

Provide independent practice.

This time, you'll do it independently. I'll remind you of the steps to take, if needed. I'll call on one person to read the word aloud.
Write the word *drink* on the board. **Write this word on your board** (or, *make your board look like mine*).

Prompt, if needed: **Step 1 is Look for parts you know.**

Prompt, if needed: **Step 2 is Sound it out.**

Prompt, if needed: **Step 3 is Check it.**

(Student name), what's the word? Selected student responds.

Continue the routine using words from the Word List.

Word List
blank
skunk
honk
blink
trunk

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ASSESS

Assess students (formally or informally). *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice. Scaffold or correct all errors. Provide specific feedback for accurate responses.

SUPPORT

Additional support. *Teach students how and where the sound is made. Allow them to use handheld mirrors with the lesson, if available.*

Sound	Where	What	How
/ŋk/	Tongue raised at back of mouth, air pushed through nose	Tongue, teeth, nose	Voice on

Students may benefit from understanding how and where a sound is made. Teaching the shape of the mouth, the articulators (the parts of the mouth that block the flow of air when making sounds), and the voice can aid in correct pronunciation of each sound.

When I make the sound /ŋk/, my mouth looks like this. Model the shape of your mouth as you make the sound /ŋk/. **Can you make your mouth look like mine?** If possible, let students use handheld mirrors to check the shape of the mouth.

When I make the sound /ŋk/, my tongue is raised of my mouth, and my mouth is open a little, and I slowly push air out through my nose to say /ŋk/. Can you feel the position of your tongue when you make the sound /ŋk/? Again, let students use handheld mirrors, if available.

When I make the sound /ŋk/, my voice is on. I use my voice to make the sound /ŋk/. If I put my hand on my throat when I make the sound /ŋk/, I can feel a vibration. Put your hand on your throat and say the sound /ŋk/. Do you feel the vibration?

ENRICH/EXTEND

Enrichment/Extension. *Provide enrichment and extension activities for students who need less support.*

For students who show mastery of single syllable words with glued sounds, try extending their learning by introducing multisyllabic words with glued sounds. Example words include *thankful, stinkbug, bankrupt, debunk, and junkyard*.