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Consonants q and x use two phonemes

a b c d e f g h i j k l m n o p q r s t u v w x y z

/n/ /a/ /m/ /p/

Week One

/s/ /t/ /o/ /d/

Week Two

/e/ /h/ /f/ /g/

Week Three

/i/ /b/ /k/ /r/

Week Four

/u/ /l/ /w/ /j/

Week Five

/v/ /y/ /z/

Week Six



Phonemes

We have now covered all the basic consonants and the short vowels. Consonant “c” comes under the phoneme /k/, and the consonants “q” and “x” each use two phonemes: /k//w/ and /c//s/.

PHONEMIC AWARENESS

- Get sound/symbol card 29.
- Show the front of the card and ask what is in the picture. Tell the students that “queen” begins with **two** sounds that they have already learned — /k/ and /w/.
- Ask the students to listen for the /k/ and /w/ sounds and repeat them in the word “queen.”



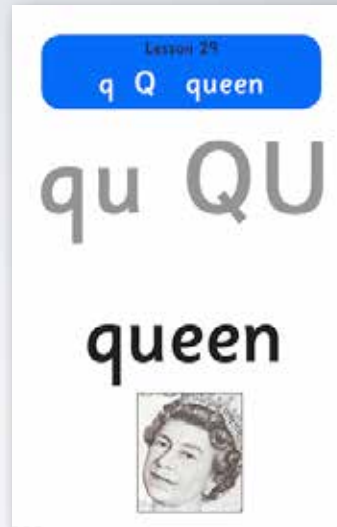
Sound/Symbol Cards Cards

Print on a thick paper or card. Fold the sheet down the center on the dotted line. Cut the cards into four and glue. For extra durability, you can laminate the cards.



SOUND/LETTER RELATIONSHIP

- Give out the sound/symbol card for **qu**.
- Show the back of the card.
- Point to the small **qu** and say the letter **u** **always** follows the letter **q**.
- Point to the capital **Q** and say this is how we write big **Q** which is for important words like people's names.
- Point to the word "queen" and say this is how we write the word "queen." Point out the letter **q** and say this is how we write the letter **q** at the beginning of the word "queen."



Sound/Symbol Cards
[Cards](#)

SOUND/LETTER RELATIONSHIP

- Give out the writing practice sheet for **qu QU**.
- Point to small **q** and say this is how we write the letter for the sounds **/k/ /w/** when they appear together.
- Point to the capital **Q** and say this is how we write big **/k/ /w/** which is for important words like people's names.
- Model the formation of the letters **qu QU** for the students.



Writing Practice Sheets
[Writing Practice Sheet](#)



SOUND/LETTER RELATIONSHIP

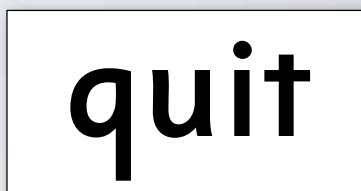
- Have students write the letters **qu** in the air as they watch you write them.
- Have students trace the letters on the practice worksheets with their fingers.
- Ask the students to practice writing the small **qu** and the large **QU** on the practice worksheets.



Writing Practice Sheets
[qu Writing Practice Sheet](#)

BLENDING

- Show the Word Card for **quit**.
- Say that the word begins with **q** so it must have a **u** after it.
- Remind students that q and u make two sounds **/k/ and /w/**.
- Sound out **quit** while running a finger under each letter: **/k/w/i/t/**.
- Say the word quickly **quit**.
- Have the students sound out the word with you.



Word Cards
[Word Cards](#)



PHONEMIC AWARENESS

- Get sound/symbol card 30.
- Show the front of the card and ask what is in the picture. Tell the students that fox ends with the letter x. They use two sounds that they have already learned — /k/ and /s/ to make the sound for the letter x.
- Ask the students to listen for the /k/ and /s/ sounds and repeat them in the word “fox.”

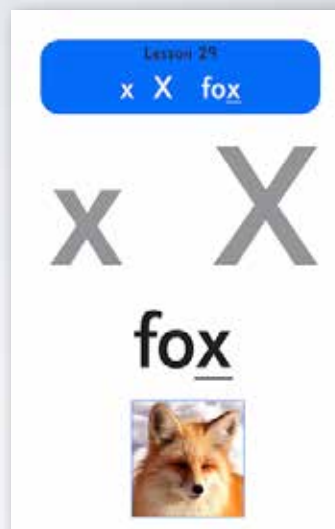


Sound/Symbol Cards Cards

See page 2

SOUND/LETTER RELATIONSHIP

- Give out the sound/symbol card for **xX**.
- Show the back of the card.
- Point to the small **x** and say this is how we write the letter for the sound /k/ /s/
- Point to the capital **X** and say this is how we write big /k/ /s/ which is for important words like people's names.
- Point to the word “fox” and say this is how we write the word “fox.” Point out the letter **x** and say this is how we write the letter at the end of the word “fox.”





SOUND/LETTER RELATIONSHIP

- Give out the writing practice sheet for **x X**.
- Point to the small **x** and say this is how we write the letter for the sounds /k/ /s/ when they appear together.
- Point to the capital **X** and say this is how we write big /k/ /s/ which is for important words like people's names.
- Model the formation of the letters **x X** for the students.



Writing Practice Sheets
x [Writing Practice Sheet](#)

SOUND/LETTER RELATIONSHIP

- Have students write the letter **x** in the air as they watch you write them.
- Have students trace the letters on the practice worksheets with their fingers.
- Ask the students to practice writing the small **x** and the large **X** on the practice worksheets.

