

# Unit 5

## Lesson 1



/nd/ wetland  
/ŋk/ trunk  
/nt/ plant

**Key Words** /nd/: wetland  
/ŋk/: trunk  
/nt/: plant

**Additional Words** tent, point, hand, chipmunk

### Objectives

Students will

- hear and produce /nd/, /ŋk/, and /nt/.
- associate sounds with letter blends.
- associate sounds, words, and images.
- differentiate between /nd/, /ŋk/, and /nt/.

### Resources

Student Book p. 38

Audio **TR: 98–101** (Audio CD, Website)

Unit 5 1 Listen. Then listen and repeat. TR: 98 and 99

2 Trace and say.

3 Do you hear the sound at the end one or two times? Listen and circle 1 or 2. TR: 100

1. nd (1) 2. nk (1) 3. nt (1) 4. nt (1)

4 Do you hear nd, nk, or nt? Listen and write. TR: 101

1. te nt 2. poi nt 3. ha nd 4. chipmu nk

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**Warm Up** Review the sound /ŋ/. (See p. 67.) Walk in place and ask *What am I doing?* (walking) Write *walking* on the board and underline the letters *ng*. Ask *What sound do the letters ng make at the end of walking?* Have students make the /ŋ/ sound. Then say *Now it's your turn*. Invite a student to the front of the class and whisper a verb in his or her ear, such as *wash*. As the student acts out the word, ask *What is (Sara) doing?* (washing) Repeat with other students acting out words such as *eat, read, watch TV, taste, hug, smile, laugh, work, play, sit, sleep, fly, yawn, and sing*.

1 Say *We know that the letters ng make the sound /ŋ/. Now let's look at some more word endings with n. Look at page 38. What letters are we going to combine with n? (d, k, t) What sounds do these letters make? (/d/, /k/, /t/) Let's learn the sound they make with n.* Play **TR: 98** and have students follow the words. Then point to *wetland* and ask *What sound do the letters nd make in wetland?* Have students make the /nd/ sound. Then ask the same questions about *trunk* and *plant* to have students make the sounds /ŋk/ and /nt/. Play **TR: 99**

and have students listen and repeat the words. Make sure they differentiate between /ŋk/, which combines /ŋ/ with /k/, and /nd/ or /nt/, which blend /n/ with the following letter.

**TR: 98 and TR: 99** Nd /nd/ wetland; Nk /ŋk/ trunk; Nt /nt/ plant

2 Say *Look at Activity 1 again. Trace the letters in each word.* When students finish, ask questions such as *Which word ends in nd?* (wetland)

3 Read the directions aloud. Point to the letters *nd* in number 1. Then begin playing **TR: 100**, pausing after number 1. Repeat the word *send* and ask *Do you hear /nd/?* (yes) Repeat the word *sink* and ask the same question. (no) Say *That's right. We hear /nd/ only one time. So let's circle 1.* Continue playing **TR: 100**, pausing for students to circle the correct number. Review the answers as a class.

**TR: 100** 1. send, sink 2. think, thank 3. bent, bend 4. paint, pant

4 Use the pictures to identify any new words. Play **TR: 101** once, pausing for students to point to the words and say the sounds they hear. Play **TR: 101** again, pausing for students to write *nd, nk, or nt* into the words. Review

the answers as a class. You may want to play **TR: 101** a third time and have students repeat the words.

**TR: 101** 1. tent 2. point 3. hand 4. chipmunk

**Extend** Draw a 3 x 3 grid on the board with the following letters:

tr	oi	nd
p	a	nt
h	u	nk

Invite a student to the board and say *Listen to the word and point to the letters. Trunk.* Have the student point to the correct letters in the grid. Then say *Connect the letters and say the word.* Have the student draw lines connecting the letters *tr, u, and nk* as he or she sounds out and says the word: /tr/, /ʌ/, /ŋk/, *trunk*. Repeat with the other words in the grid (point, hand). Repeat the activity with a second grid, this time including letters for the words *tent, land, and think*.

**Wrap Up** Challenge students to think of other words they know with the word endings on p. 38. Words they may know include *and, stand, paint, cent, pink, and sink*.

## Lesson 2



/g/      /dʒ/  
goat      giraffe

**Key Words** /g/: goat, kangaroo  
/dʒ/: giraffe, large

**Additional Words** goose, orange,  
mug, vegetables, frog, gas, cage, gem

## Objectives

Students will

- hear and produce /g/ and /dʒ/.
- associate sounds and letters.
- associate sounds, words, and images.
- differentiate between /g/ and /dʒ/ for the letter g.

## Resources

Student Book p. 39

Audio **TR: 102–105** (Audio CD, Website)

Picture Cards (for **Warm Up**) (Website)

## Materials

green and blue crayons or colored pencils (one of each per student)

**5 Listen.** Then listen and repeat. TR: 102 and 103

**Gg**    
goat kangaroo

**Gg**    
giraffe large

**6 Trace and say.**

**7 Do you hear g as in goat or g as in giraffe?** Listen and circle in green or blue. TR: 104

1.  2.  3.  4.   
goose      orange      mug      vegetables  
green      blue      green      blue

**8 What words with g do you hear?** Listen and write. TR: 105

1. f r o g 2. g a s 3. c a g e 4. g e m

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**Warm Up** Use Picture Cards of goat and giraffe to review the sounds /g/ and /dʒ/ for the letter g. (See pp. 29 and 55.) Hold up the goat Picture Card and ask *What's this? What letter does goat begin with? (g) What sound does g make in goat? (/g/)* Repeat with the giraffe card to review /dʒ/. Then choose one of the cards and hide it behind your back. Say *Guess which card I have—the goat or the giraffe.* When students guess, show the card. Have several students hide the cards and repeat.

**5** Say *Let's practice more words with /g/ or /dʒ/ for the letter g. Look at the pictures on page 39. Which two pictures show words with the sound /g/? (the top two) Which two pictures show words with the sound /dʒ/? (the bottom two)* Play **TR: 102**. Have students follow the words and check to see whether they guessed the sound for g correctly. Play **TR: 103** and have students listen and repeat.

**TR: 102 and TR: 103**

G /g/ 1. /g/ goat 2. /g/ kangaroo;

G /dʒ/ 1. /dʒ/ giraffe 2. /dʒ/ large

**6** Say *Look at Activity 5 again. Trace the letter g.* When students finish, ask questions such as *Which*

*word has /g/ in the middle? (kangaroo) Which word has /dʒ/ at the end? (large)*

**7** Make sure each student has green and blue crayons or colored pencils. Use the pictures to identify any new words. Read the directions aloud. Play **TR: 104**, pausing for students to circle each picture with the correct color. You may want to play **TR: 104** again and have students repeat the words.

**TR: 104** 1. goose 2. orange 3. mug  
4. vegetables

**8** Read the directions aloud. Begin playing **TR: 105**, pausing after number 1. Ask *What word with g did you hear? (frog) That's right, frog: /fr/, /a/, /g/. How do you spell frog?* As a student spells the word, model writing it in the space provided. Continue playing **TR: 105**, pausing for students to write the remaining words.

**TR: 105** 1. frog 2. gas 3. cage 4. gem

**Extend** Teach rules for using /g/ or /dʒ/ for the letter g. Ask *Which words on page 39 have the sound /dʒ/?* As students name the words, write them on the board. Then ask *What two letters come after the g in*

*each of these words? (i, e) Underline the i and the e in each word and say When g comes before an i or an e, we often say /dʒ/. When it comes before other letters, we usually say /g/ as in goat.* Write the word *bug* and ask *What sound do we hear at the end of bug? (/g/)* Underline the *ug* and say *When g comes after a vowel at the end of a word, we say /g/.*

Write the following words on the board: *giant, vegetarian, go, huge, and hedgehog.* Underline each letter g (both in the word *hedgehog*) and say *Now look at these new words. We'll learn them in Lessons 5 and 6. Can you guess what sound the letter g makes? Use the rules to help.* Have students discuss in pairs. Then read the words aloud for students to check.

**NOTE:** Point out that there are many exceptions to this rule, including common words such as *girl, give, and get.*

**Wrap Up** Have students close their books. Write a key word on the board with the letters out of order, such as *figarfe* for *giraffe*. Ask *What word can we make?* Invite a volunteer to write the word and say the correct sound for g.

# Unit 5

## Lesson 3



bridge rhino

**Key Words** bridge, edge, rhino, white

**Additional Words** Wednesday, honest, badge, ghost, whisper, fridge

### Objectives

Students will

- identify silent *d* and *h* in words.
- associate sounds, words, and images.
- differentiate between silent and voiced *d* and *h*.

### Resources

Student Book p. 40

Audio **TR: 106–109** (Audio CD, Website)

**9 Listen.** Then listen and repeat. TR: 106 and 107

**silent d**    
bridge edge

**silent h**    
rhino white

**10 Trace and say.**

**11 Listen.** Circle the words with a silent *d* or silent *h*. TR: 108

1. Wednesday 2. body 3. honest 4. heart

**12 Listen and repeat.** Unscramble and write the words. TR: 109

1.      
badge ghost whisper fridge  
abgde hsgot hsewpr i drfge

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**Warm Up** Write letter blanks to match a word from Lessons 1 and 2. For example, write four blanks for *hand*. Point to the blanks and say *Guess the letters in the word*. Invite a student to guess a letter. If the suggested letter is in your word, write it in the correct letter blank (for *h*, write *h*\_\_\_). If not, write an *x* on the board. Have students try to guess all the letters and say the word before you have written six *x*'s on the board. When the word is complete, have students sound it out, for example /h/, /æ/, /nd/. Finish the activity with the word *goose*.

**9** Read the word *goose* aloud and ask *What sound do we hear at the end of goose?* (/s/) Then point to the *e* and ask *Do we hear the letter e?* (no) *That's right. The letter e is often silent at the end of a word.* Then say *Let's learn more letters that can be silent. Open your books to page 40. What letters do you see? (d, h) What sound do these letters usually make? (/d/, /h/)* *That's right. Now let's learn some words with these letters when they're silent.* Play **TR: 106**. Have students follow the words. Play **TR: 107** and have students listen and repeat.

### TR: 106 and TR: 107

Silent *d* 1. bridge 2. edge;

Silent *h* 1. rhino 2. white

**10** Say *Look at Activity 9 again. Trace the letters in each word.* When students finish, ask *Which words have a silent d?* (bridge, edge) *Which words have a silent h?* (rhino, white)

**11** Read the directions aloud. Begin playing **TR: 108**, pausing after the word *Wednesday*. Ask *Does Wednesday have a silent letter?* (yes) *Which silent letter does it have—d or h?* (d) *Yes. Wednesday has a silent d. Let's circle the word.* Continue playing **TR: 108**, pausing for students to circle the words with a silent letter. You may want to have students underline the silent letter in the words they circled.

**TR: 108** 1. Wednesday 2. body  
3. honest 4. heart

**12** Use the pictures to identify any new words. Read the directions aloud. Play **TR: 109**, pausing for students to repeat the words. Play **TR: 109** again, pausing for students to unscramble the letters and write the words. Review the answers as a class.

**TR: 109** 1. badge 2. ghost 3. whisper  
4. fridge

**Extend** Have two or three groups of six students stand in a line by the board. Say *Wait while I whisper a word to the student at the back of the line.* Whisper a word from this lesson to the student at the back of each line. Then say *When I say go, whisper the word up the line. The student at the front of the line writes the word on the board and underlines the silent letter.* Say *Go!* Students whisper the word to the next student in line, until it reaches the student at the front. This student writes the word on the board, underlining the silent letter. The first student to write the word and underline the letter correctly gets a point for the line. Have the students at the front of the line move to the back and repeat the activity. With large classes, repeat the activity with other students standing in line.

**Wrap Up** Say *Listen. Stand up if a word contains a silent d or h.* Call out words students know with silent and voiced *d* and *h*, such as *fridge*, *whisper*, *hand*, *deer*, *ghost*, etc. Students stand up when they hear a word with one of the silent letters. Then have them tell whether the word contains a silent *d* or a silent *h*.

## Lesson 4



/ntʃ/    /rtʃ/  
branch    march

**Key Words** /ntʃ/: branch, lunch  
/rtʃ/: march, search

**Additional Words** bench, arch, torch, bunch

### Objectives

Students will

- hear and produce /ntʃ/ and /rtʃ/.
- associate sounds and letter combinations.
- associate sounds, words, and images.
- differentiate between /ntʃ/ and /rtʃ/.

### Resources

Student Book p. 41

Audio **TR: I10–I13** (Audio CD, Website)

Picture Card (for **Warm Up**) (Website)

### Materials

a piece of paper with a small square cut out of the middle (for **Warm Up**); index cards, tape or tack (*optional*) (for **Extend**)

**13** Listen. Then listen and repeat. **TR: I10 and I11**

**nch**    **rch**

1. branch    2. lunch

1. march    2. search

**14** Trace and say.

**15** Do you hear a word with **nch** or **rch**? Listen and circle. **TR: I12**

1. nch / rch    2. nch / rch    3. nch / rch    4. nch / rch

**16** Do you hear **nch** or **rch**? Listen and write. **TR: I13**

1. be nch    2. a rch    3. to rch    4. bu nch

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**Warm Up** Use the Picture Card of the word *chair* to review words with /tʃ/ for the letters *ch*. Hold up the Picture Card with the piece of paper placed over the front, so that students can only see part of the picture. Ask *What's this?* When a student guesses correctly, show the card and have students repeat the word *chair*. Then ask *What sound do we hear at the beginning of chair?* (/tʃ/) *Which letters make this sound?* (c, h) *What other words do we know with the sound /tʃ/?* Write students' suggestions on the board.

**13** Say *We know that the letters ch can make the sound /tʃ/. Now let's learn how this sound combines with two other letters. Open your books to page 41. What letters do you see with ch? (n, r) Let's listen to how these letters combine with /tʃ/.* Play **TR: I10** and have students follow the words. Then point to the branch and ask *What sound do the letters nch make in branch?* Have students make the /ntʃ/ sound. Ask the same question about the word *march*. Have students make the /rtʃ/ sound. Then play **TR: I11** and have students listen and repeat the words.

**TR: I10 and TR: I11**

**Nch** /ntʃ/ 1. /ntʃ/ branch 2. /ntʃ/ lunch;  
**Rch** /rtʃ/ 1. /rtʃ/ march 2. /rtʃ/ search

**14** Say *Look at Activity 13 again. Trace the letters in each word.* When students finish, ask *Which words end with nch?* (branch, lunch) *Which words end with rch?* (march, search)

**15** Read the directions aloud. Then begin playing **TR: I12**, pausing after number 1. Say **Bunch**. *Do you hear /ntʃ/ or /rtʃ/ in bunch?* (/ntʃ/) Say *That's right! /ntʃ/ is in bunch. How do we write /ntʃ/? (n, c, h) That's right. So let's circle the letters nch.* Continue playing **TR: I12**, pausing for students to circle the correct letters. Review the answers as a class.

**TR: I12** 1. bunch 2. starch 3. porch  
4. crunch

**16** Use the pictures to help students identify any new words. Play **TR: I13** once, pausing for students to point and say the sounds they hear. Play **TR: I13** again, pausing for students to write *nch* or *rch* to complete each word. Review the answers as a class.

**TR: I13** 1. bench 2. arch 3. torch  
4. bunch

**Extend** Write words from Lessons 1–4 on index cards, leaving out the underlined letters: *wetland*, *chipmunk*, *plant*, *goose*, *orange*, *bridge*, *Wednesday*, *honest*, *whisper*, *branch*, and *search*. Give the cards to students or pairs of students. Say *Read your word and write the missing letter or letters.* Allow time for students to complete their word. Then have them read it aloud to the class. Collect the cards and display them for a reading race. Divide the class into two teams. Invite one student from each team to the board. Say *Listen and find the word. Bridge.* The students race to take the word card for *bridge* and read it aloud to their team. Then ask the team *How do you spell bridge?* If the team responds correctly, it gets a point. Continue with other students. The team with the most points when the cards are gone wins.

**Wrap Up** Point to p. 41 again and ask *Which words rhyme?* (lunch and bunch; march and arch) Then have students practice these words by saying simple rhyming sentences with you, such as *What's for lunch? Bananas in a bunch.* or *Where will we march? Let's march through the arch.*

# Unit 5

## Lesson 5 Game and Chant

### Objectives

Students will

- hear /nd/, /ŋk/, /nt/, /g/, /dʒ/, /ntʃ/, and /rtʃ/.
- associate sounds with letters and letter combinations.
- write words with target sounds or silent letters.
- review unit content with a game.
- produce target sounds with a chant.

### Resources

Student Book pp. 42, 74–75

Audio **TR: II4–II5** (Audio CD, Website)

**Warm Up** Say a word from Lessons 1–4. For example, say *Branch*. Have students repeat the word and say the target letters and sound. (*nch*, /ntʃ/) Then say *Now tell me another word with nch for /ntʃ/*. Call on a student to give a word with the same letters and sound, such as *bench*. Repeat with other words from Unit 5.

**17** Use the pictures to review key words: *large*, *rhino*, *branch*, *plant*, and *whisper*. Then say *Let's write the words in the puzzle*. Model the activity with number 1. Ask *Is an elephant small or large?* (large) *How do you spell large?* Model writing the word *large* into the puzzle, spelling it aloud as you do so. Have students complete the rest of the puzzle alone or in pairs. Remind students to check pp. 38–41 in their books if they need help spelling any of the words.

When students finish, point to the pink panel in the puzzle. Say *Let's read down to find the hidden word in the puzzle. What letters do you see in the pink squares?* Have a volunteer read the hidden word aloud. Then say *Write the word goats into the sentence under the puzzle*. Have a volunteer read the completed

sentence aloud. Play **TR: II4** and have students check their answers.

**TR: II4** 1. l, a, r, g, e: large 2. r, h, i, n, o: rhino 3. b, r, a, n, c, h: branch 4. p, l, a, n, t: plant 5. w, h, i, s, p, e, r: whisper; **Sentence:** Wild goats live in the mountains.

**18** Say *Look at the picture. What do you see?* Have students name words with the target sounds (trunk, giraffe, rhino, branch, plant) and without (eat, leaves, trees). Then introduce the remaining words with the target sounds (drink, bend, munch, get, handsome, giant, vegetarian). Ask additional questions, such as *What do elephants drink?* (water) *Can an elephant bend its trunk?* (yes) *What does a giraffe munch for lunch?* (leaves) *Where do they get leaves from?* (trees) *Do rhinos have horns?* (yes)

Say *Let's listen to a chant*. Play **TR: II5** and have students listen to the chant. Say *Now let's say the chant*. Play **TR: II5** again, pausing after each line and having students repeat it. Then play **TR: II5** a third time so that students can chant as they listen.

**Extend** Write the main verse of the chant on the board with one

**17** Write the words. Complete the sentence with the hidden word. Then listen and check. TR: II4



Wild goats live in the mountains.

**18** Listen. Then listen and chant. TR: II5

*Animals are amazing.  
Watch what they do  
To eat and drink,  
And to play, too!*

*Elephants bend their trunks  
To eat and drink all day.  
Giraffes munch on leaves  
They get from tall trees.*

*Rhinos with their handsome horns  
are giant vegetarians!*

*Animals are amazing.  
Watch what they do.  
To eat and drink,  
And to play, too!*

incorrect word in each line. Say *Read each line from the chant. Which word doesn't belong?* Students read and say the incorrect word in each line. Then have them give the correct word. As they do, erase the incorrect word on the board and write (or have a volunteer write) the correct word in its place. Play **TR: II5** again, pausing for students to check their answers.

Elephants bend their hands  
To eat and point all day.  
Kangaroos munch on leaves  
They search from tall trees.  
Rhinos with their honest horns  
are giant vegetables!

**Wrap Up** Write a key word from the chant on the board with the letters out of order. For example, write *cnhum* for *munch*. Ask *What word from the chant can we make with these letters?* Allow students time to figure it out. When students say the word, have them also say the line from the chant that has that word.

Have students turn to pp. 74–75 and write the Unit 5 words in the **Picture Dictionary**.

## Lesson 6

### Story Camping with Aunt Giada

**Summary** Gaia and Calinda are going camping with Aunt Giada and Bella the dog. They search for animals and hear stories by the fire. But at night they hear a noise and get scared. What huge animal is outside their tent?

#### Objectives

Students will

- listen to and demonstrate understanding of a story.
- associate target sounds and words in context.
- use pictures to demonstrate understanding.
- track print from left to right.
- write words they hear and use them to solve a code.

#### Resources

Student Book pp. 43, 79

Audio **TR: I16–I18** (Audio CD, Website)

Unit 5 Worksheet (Website)

**19 Listen.** Then listen and repeat. TR: I16 and I17

### Camping with Aunt Giada

**20 Listen and write the words.** Then go to page 79. TR: I18

1. search 2. whisper 3. tent 4. frog

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**Warm Up** Invite a student to the front of the class. Say *Listen and act out the word*. Whisper a word from Unit 5 in the student's ear. Have the student act out the word for the rest of the class to guess. You may want to include words featured in the story, such as *chipmunk*, *munch*, *whisper*, and *search*.

**19** Say *It's time for a story! Turn to page 43*. Read the story's title, and have students look at the panels. Ask *What do you think the story is about?* (a camping trip) Point to each panel, asking questions to review or introduce vocabulary: *What animals are there in panel one?* (a dog, a chipmunk, a hedgehog) *What do the girls get for the fire in panel two?* (branches) *Who's telling them a story?* (Aunt Giada) *Where are the girls in panel three?* (in their tent) *How do they feel?* (scared) *Who's outside the tent?* (Bella the dog)

Say *Now let's listen to the story*. Play **TR: I16** and have students point to each panel in order. Play **TR: I16** again and have students follow the text. Then play **TR: I17** and have students listen and repeat.

**Extend** Write five true or false sentences about the story on the board:

1. The girls search for animals.
2. They see an elephant and a goat.
3. They munch on oranges by the fire.
4. They think a bear is outside the tent.
5. Bella's new friend is a giant rhino.

Have students work in pairs, deciding whether the sentences are *true* or *false*. (1. true 2. false 3. false 4. true 5. false) Review the answers as a class. Then call on students to correct false statements. For example, a student may say *They see a chipmunk and a hedgehog*.

Hold up the **Unit 5 Worksheet**. Point to the first word (Au\_\_) and ask *What sound is missing?* (/nt/) *How do you write /nt/ in the word aunt?* (nt) *Let's write the letters nt*. Have students complete the rest of Activity 1. For an extra challenge, have students first try to complete as many words as they can with their books closed. When they finish, have students work in pairs to do Activity 2. Students say the words and copy them into the correct column.

**20** Read the directions aloud. Play **TR: I18**, pausing for students to write the words. Have students compare their spellings in pairs. Remind them to check the spellings with the words in the story if necessary. Review the answers as a class.

**TR: I18** 1. search 2. whisper 3. tent 4. frog

Have students turn to p. 79 and complete the letter code in pairs. Remind them to refer to p. 43 to find the missing letters. Review the answers as a class to make sure students have completed the code correctly. Then have students work in pairs to write the sentence using the completed code. When students finish, call on a volunteer to read the sentence aloud.

**Wrap Up** Say the speech bubbles from the story out of order. For example, say *Then, a large bear . . .* Have students find the correct speech bubble in the story. Then ask *Who's speaking?* (Aunt Giada) Call on a volunteer to read the speech bubble aloud again, using the intonation from the story. Repeat this with the other speech bubbles.