

LESSON 11

Teacher Instructions

Read the words in **bold** out loud to your learner.

(point to *nd*)

These two letters, *n* and *d*, work together to make the sound ***nd***.

You hear the ***nd*** sound at the end of the word *land*.

Say the word *land*. What sound do you hear at the end? (pause for the student to answer)

That's right! ***Nd*** makes the ***nd*** sound.

Say the ***nd*** sound three times: ***nd, nd, nd*** (point to the *nd* each time)

(point to *nt*)

These two letters, *n* and *t*, work together to make the sound ***nt***.

You hear the ***nt*** sound at the end of the word *plant*.

Say the word *plant*. What sound do you hear at the end? (pause for the student to answer)

That's right! ***Nt*** makes the ***nt*** sound.

Say the ***nt*** sound three times: ***nt, nt, nt*** (point to the *nt* each time)

(point to *er*)

These two letters, *e* and *r*, work together to make the sound ***er***.

You hear the ***er*** sound at the end of the word *better*.

Say the word *better*. What sound do you hear at the end? (pause for the student to answer)

That's right! ***Er*** makes the ***er*** sound.

Say the ***er*** sound three times: ***er, er, er*** (point to the *er* each time)

(point to *nk*)

These two letters, *n* and *k*, work together to make the sound ***nk***.

You hear the ***nk*** sound at the end of the word *ink*.

Say the word *ink*. What sound do you hear at the end? (pause for the student to answer)

That's right! ***Nk*** makes the ***nk*** sound.

Say the ***nk*** sound three times: ***nk, nk, nk*** (point to the *nk* each time)

(point to *nch*)

These three letters, *n*, *c*, and *h*, work together to make the sound ***nch***.

You hear the ***nch*** sound at the end of the word *lunch*.

Say the word *lunch*. What sound do you hear at the end? (pause for the student to answer)

That's right! ***Nch*** makes the ***nch*** sound.

Say the ***nch*** sound three times: ***nch, nch, nch*** (point to the *nch* each time)

(point to *nc*)

These two letters, *n* and *c*, work together to make the sound ***nc***.

You hear the ***nc*** sound at the end of the word *zinc*.

Say the word *zinc*. What sound do you hear at the end? (pause for the student to answer)

That's right! ***Nc*** makes the ***nc*** sound.

Say the ***nc*** sound three times: ***nc, nc, nc*** (point to the *nc* each time)

The words *wand* and *want* are memory words. That means they break the rules and you need to remember them.

(point to the sound *w*)

The ***w*** doesn't break the rules.

(point to the sounds *nd* and *nt*)

The ***nd*** and the ***nt*** don't break the rules.

(point to the *a*)

But the ***a*** does break the rules. What sound does ***a*** usually make? (pause for your student to answer)

That's right! ***A*** usually makes the sound ***aaa*** like the first sound in *apple*.

But in the words *wand* and *want*, the ***a*** makes the sound ***ah***, like the first sound in *awesome*.

Because it breaks the rules, you can remember the words *wand* and *want*.

LESSON 11

nd

nt

er

nk

nch

nc

wand

want

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Teacher Instructions

Read the words in **bold** out loud to your learner.

Read the sentences out loud.

Underline the following words:

- **munching**
- **winter**
- **tending**

Her rabbit is munching in
the basket.

The hunter is at the camp in
the winter and the spring.

Dad is at the ranch tending
the hens and chicks.

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Teacher Instructions

Read the words in **bold** out loud to your learner.

Read the words out loud.

Circle the following words:

- **summer**
- **ranch**
- **ant**

zinc wind sink punch ink

summer lunch butter

her winter sister junk

pink better letter honk

pond bank hunter finch

ranch lender bigger

hunch bunking send hint

sinking land ant chatter

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Teacher Instructions

Read the words in **bold** out loud to your learner.

Read the sentences. Write the sentences.

Sam is fishing in the pond.

Her sister sent a letter in
spring, summer, fall, and winter.

Mom is sending Dad lunch.
