

***Phonics First*® Lesson 2-3 A**
-ing, -ang, -ong, -ung

Concept Introduction

- The ending **-ng** is paired with one of four vowels and is taught as a single sound unit at the end of a word or syllable.

Multisensory Activities:

- **Card Pop:** give each student one or two *Card Pop* Cards with one of these rimes (next page). As you say words with these endings, ask students to listen for their sound and “pop” their card up in the air.
 - After this activity, ask students to brainstorm words with their ending or have them draw a picture of something that ends with their sound.
 - Use the cards for *Go Fish* and *Memory* games. When playing *Go Fish*, make several copies of the *Card Pop* cards on the next page, students ask for one of the endings and give a word with that ending. For *Memory*, make one copy of the *Card Pop* cards and place face down on the table. Players take turns flipping two cards to find a match. Say the rime along with a word for that family as you turn over each card.
- **Rime Bingo:** use the *Rime Bingo Boards* on the following pages. Call out beginning sounds (use the Layer One consonant cards in the card pack). Ask students to fill in the beginning sound for one of the rimes to make a “real word”. Play until someone gets a bingo (four in a row; four in a column; four corners; four diagonally; whole card; etc.).

Card Pop:

<p><u>-ing</u></p>	<p><u>-ang</u></p>	<p><u>-ong</u></p>	<p><u>-ung</u></p>
<p><u>-ing</u></p>	<p><u>-ang</u></p>	<p><u>-ong</u></p>	<p><u>-ung</u></p>

Rime Bingo:

__ing	__ang	__ing	__ung
__ong	__ing	__ung	__ang
__ung	__ang	__ong	__ing
__ing	__ung	__ang	__ong

__ong	__ung	__ing	__ang
__ing	__ing	__ung	__ang
__ung	__ang	__ing	__ong
__ing	__ang	__ung	__ong

More Multisensory Activities for Extra Practice:

- **Charades:** Make **one** copy of the *-ng Charades Cards (below)* and cut apart. Ask the student(s) to “act out” or draw the word on a card for their classmates (tutor) to guess.
 - **Challenge:** Students act out their own /-ng/ words.

-ng Charades Cards:

sing	ring	king	wing
fang	hang	long	lung

Dictation Words Activities *(to be used with the Dictation Word Cards on the following pages):*

- **Go Fish:** (Make **two** copies of the Dictation Word Cards and cut apart.) Mix the cards, deal 3 to each player, and place the rest face down on the desk. When playing “Go Fish”, students ask for the match to one of the cards in their hand. If the other player has it, they must hand it over. The first player lays that pair to the side and it is the other person’s turn. If the other player does not have it, the person who asked picks a card from the card pack.
 - **Challenge:** Use the word in a sentence or define.

- **Memory:** (Make **two** copies of the Dictation Word cards and cut apart.) Place cards face down on the table. Students take turns flipping over two cards. Students say each word. If the words are a match, the student keeps the pair. Play passes to the next player. If the cards are not a match, the cards are replaced, and it is the next person’s turn.
 - **Challenge:** students define or use the word in a sentence when they have a match.

- **Word Sort:** *(Words and Sort Charts are on the following pages.)* Sort Dictation Word cards into categories (noun/verb/both; -ing/-ang/-ong/-ung).

- **Tic-Tac-Toe:** (Make **one** copy of the Dictation Word cards and cut apart.) Draw a Tic-Tac-Toe board on a white board or paper. Play "Tic-Tac-Toe" by placing the Dictation Word Cards face down in a pile and choosing two different colored markers (anything except red). Players take turns picking a word card and reading it to the other player. The other player must then pound, fingertap, and write the word in a space of his/her choice. Continue taking turns until someone gets 3 in a row of their color or the game is a tie.

- **Sentence Savvy:** (Make **one** copy of the Dictation Word cards and cut apart.) Students select a Dictation Word Card and create a sentence using that word. Students then write the sentence* on lined paper while gluing the word card into the sentence.
 - **Challenge:**
 - Ask students to use 2 or more words in one sentence*
 - Ask students to use these words in questions*, exclamations*, titles*, quotes*, etc. **Remember to only make corrections on phonetic words and Red Words which have already been taught.*

- **Race to Read:** (Make **one** copy of the Dictation Word Cards, cut apart, and place in a stack face down.) Use a stopwatch to time students as they read the Dictation Word cards (correctly) one at a time. Record their time. Repeat often as students constantly try to “beat” their old records.

Fingertapping:

- **Teacher says:** "sing"
- **Students say:** "sing" (pound)
- Students fingertap: "/s/, /ing/" (2 taps); write
(read from clean copy)

Dictation Word Cards:

sing	rang	song
ring	fang	long
king	bang	gong
wing	hang	sung
thing	zing	dung
lung	hung	rung
pang	ding	sang

Dictation Word Sorts*:

Noun	Verb	Both

*Note: the word, long, is an adjective.

More Dictation Word Sorts:

-ing	-ang
-ong	-ung

Dictation Sentences Activities: (Make one copy of the *Cut-Apart* Dictation Sentences on the following page and cut apart to use with the following activities.)

- **Dictation Sentence Match:** Give students the sentence parts and match to create correct sentences while practicing fluency and comprehension.
- **Match Me:** Give the first part of the *Cut-Apart* Dictation Sentences (starts with a capital letter) to half of your group and the last part (ends with punctuation) to the other half. Students then find their “match”.
- **Memory:** Place *Cut-Apart* Dictation Sentence Cards face down on the table. Students take turns flipping over two cards. Students read each phrase. If the phrases are a match (makes a Dictation Sentence), the student reads the sentence and keeps the pair. Play passes to the next player. If the cards are not a match, the cards are replaced, and it is the next person’s turn.
- **Sentence Savvy:** Students select one part of a *Cut-Apart* Dictation Sentence and create a different beginning/end for that sentence. Students may then write their new sentence* on lined paper while gluing the sentence part card into the sentence.
 - **Challenge:**
 - Ask students to write a sentence which may come before/after their sentence*
 - Ask students to create questions*, exclamations*, titles*, quotes*, etc. using their sentence part.

**Remember to only make corrections on phonetic words and Red Words which have already been taught.*

More Dictation Sentences Activities:

- **Find the Sound:** (Make **two** copies of the *Find-the-Sound* Dictation Sentences.) Give one copy of the Sentences and a highlighter to each person. At, “One, two, three, Go!” both participants race to find and highlight the words ending in *-ng*. Practice reading the highlighted words and sentences.

Cut-Apart Dictation Sentences:

The king rang the bell.

Did you see the fang on that dog?

Toss his hat in the ring.

The gang sang that long rock song.

His gang has a lot of zing.

Ring the gong when you quit the quiz.

They will all sing a long song.

Has the bell hung in this shed for long?

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