

# Phonics Shed

## Phonological and Phonemic Awareness

### Grade 1 - Lesson 1

#### /ng/ Wing the Duckling



15 mins

#### Resources (Optional)

- Sound Boxes & Manipulatives
- Blending & Segmenting Visuals
- Ch.3 Set 3 'ng' Flashcard

**Important Note:** The /ng/ sound should not be pronounced with a /g/ sound. Please watch the pronunciation guidance video for this digraph.

### Sentence Segmentation

2 mins



Read a sentence aloud and ask students to repeat. Students will count the number of words in the sentence. Students can use manipulatives to help count if needed.

- Bring the king a ring. (5)
- She sang a song. (4)
- Hank sank the tank. (4)

Repeat this sentence after me and count the number of words in the sentence.

**Extend:** Students try to identify the words that end with the /ng/ and/or /ng/-/k/ sound.

### Segmenting & Blending Words

2 mins



**Blending - Compound Words:** Say the words with a pause in between. Students repeat the words and also pause in between, and then say the whole word.

**Ex. Teacher:** mail - box » **Student:** mail - box, mailbox

- fish - tank; fishtank
- junk - yard; junkyard
- some - thing; something

I will say two words, and you will repeat them with a pause in between, then repeat the words again without a pause as one word.

**Segmenting:** Say a compound word and have students repeat the word and then segment into two words.

**Ex. Teacher:** mailbox » **Student:** mailbox, mail - box

- beesting; bee - sting
- bunkbed; bunk - bed
- duckling; duck - ling

I will say a word. Repeat the word, then say the two words that make up that word.

**Extend:** Students try to identify where they hear the /ng/ and/or /ng/-/k/ sound in each word.

## Syllable Segmentation & Blending

2 mins



**Blending:** Say the syllables in a word. Students repeat the syllables, then blend them together, and say the whole word. Ask students to either hum the word or hold their hand under their chin as they say the whole word again, and count the hums or chin drops to figure out how many syllables are in each word.

**Ex. Teacher:** jump - ing » **Student:** jump - ing, jumping, 2

- mus - tang; mustang (2)
- sting - er; stinger (2)
- blank - et; blanket (2)
- long - est; longest (2)

I will say some word parts. Repeat the word parts with a pause in between each, and then say the word parts again without any pauses in between. Count how many hums or chins drops are in the new word.

**Segmenting:** Say a word and ask students to repeat the word. Have students choose to either hum the syllables, or hold their hand under their chin as they say the whole word again, to feel the syllables in each word. Then have the students say the syllable parts.

**Ex. Teacher:** yogurt » **Student:** yogurt, (hum or say with flat hand under chin) yo-gurt, yo-gurt

- along; a - long (2)
- being; be - ing (2)
- among; a - mong (2)

I will say a word. Repeat the word and count how many hums or chins drops are in the word. Say the words parts with a pause in between each part.

**Extend:** Students try to identify where they hear the /ng/ and/or /ng/-/k/ sound in each word.

## Rhyming

2 mins



Read a pair of words and students repeat words. If they rhyme, students will clap their hands and shake their heads yes. If the pair of words does not rhyme, students will stomp their feet and shake their heads no.

- fang, bang (yes)
- tong, toe (no)
- dunk, bunk (yes)
- sang, sung (no)
- ding, ring (yes)
- clung, hung (yes)

I will say two words, if they rhyme, clap and shake your head yes. If they don't rhyme, stomp, and shake your head no.

**Extend:** Students try to produce their own rhyming pairs.

## Isolate Initial, Medial, & Final Sounds

3 mins



**Initial:** Read the list of words. Explain that they all end with /ng/ or /ng/-/k/ but have different beginning sounds. Ask the students to listen for the beginning sound and say the sound they hear.

**Ex. Teacher:** tang » **Student:** tang, /t/

- sang - /s/
- ring - /r/
- hang - /h/
- lung - /l/
- long - /l/

I will say a word. Repeat the word, and tell me the first sound in the word.

**Medial:** Read the words and ask the students to listen for the middle vowel sound. The vowel sound will be either /a/ or /i/. Model how to segment the word slowly to hear the vowel sound. Ask the students to segment and say the word and say the vowel sound they hear.

**Ex. Teacher:** sink, /s/-/i/-/ng/-/k/ » **Student:** sink, /s/-/i/-/ng/-/k/, /i/

- ring - /i/
- bang - /a/
- mink - /i/
- sank - /a/
- tank - /a/

I will say a word and sound it out. Repeat what I say, then tell me what the middle vowel sound is.

**Final:** Explain that these words end with /ng/ or /ng/-/k/. Read the following words and ask students to repeat the words and determine if the word ends with /ng/ or /ng/-/k/.

**Ex. Teacher:** sink » **Student:** sink, /ng/-/k/

- wrong - /ng/
- clung - /ng/
- think - /ng/-/k/
- sung - /ng/
- thank - /ng/-/k/
- king - /ng/

I will say a word. Repeat the word, and tell me the final sound in the word.

## Adding, Deleting, Substituting; Compound Words

3 mins



**Adding:** Say a word and students repeat. Tell students to add \_\_\_\_ at the end, and ask them what the new word is.

**Ex. Teacher: race » Student: race » Teacher: Add 'car' » Student: racecar**

- song - Add 'bird' - songbird
- hang - Add 'out' - hangout
- stink - Add 'bug' - stinkbug
- spring - Add 'time' - springtime

I will say a word. Repeat the word. Then I will say another word, add the two words together, and say the new word without any pauses in the middle.

**Deleting:** Say a word and students repeat. Tell students to leave off the first word. Ask them what word is left.

**Ex. Teacher: rainbow » Student: rainbow » Teacher: Leave off 'rain' » Student: bow**

- something - Leave off 'some' - thing
- fingernail - Leave off 'finger' - nail
- alongside - Leave off 'along' - side
- snowbank - Leave off 'snow' - bank

I will say a word. Repeat the word. I will ask you to leave off a word part, then tell me the new word.

**Substituting:** Say a word and students repeat. Tell students to change \_\_\_\_ to \_\_\_\_, and ask them what the new word is.

**Ex. Teacher: cupcake » Student: cupcake » Teacher: Change 'cup' to 'pan' » Student: pancake**

- junkyard - Change 'junk' to 'barn' - barnyard
- handshake - Change 'shake' to 'spring' - handspring
- something - Change 'some' to 'every' - everything

I will say a word. Repeat the word. I will ask you to change one of the word parts, then tell me the new word.

**Extend:** Students make new words by changing a word to make a new compound word.



1 min

### Closing

**See** - Show flashcard, "This is Wing the duckling. Say hi to Wing." Children (and Joe) wave.

**Sound** - We just practiced saying words with the /ng/ and /ng/-/k/ sound. Run your finger (or Joe's hand) over the letter on flashcard and model sound. Students finger trace in air or on arm.

- "Wing the duckling has the /ng/ sound at the end." "Can you say /ng/ (unvoiced)?" Children join in and repeat sound. "/ng/"

**Name** - "The letter names for Wing the duckling are... 'n', 'g', can you say these letter names?" Point to the letters as the child says the names. Explain that 'ng' is a digraph, which means two letters that spell one sound, /ng/.

**Action** - Show children the action (or use Joe to show) while saying the sound; **(moving elbows as wings)** children repeat. "When we see Wing, we say hello by doing this action." Repeat action and sound together.

(Omit closing if PPA lesson is followed by the Phonics Shed Ch. 3 explicit phonics lessons and/or intervention lessons.)