

Phonics
LESSON 49

Ng Digraph

- The *ng* digraph category of phonetic elements includes words with the consonants *n* and *g* that together stand for the /ng/ sound, as in *wing*.

This lesson is divided into two sections. Section 1 is the core lesson, which can be used with most students in a whole-class or small-group setting. The core lesson is designed to introduce, model, and practice the phonetic element taught. Section 2 consists of optional activities designed to reinforce the element taught in the core lesson. These optional activities work well for small-group and individual instruction.

MATERIALS		DECODABLE BOOK
Ng digraph picture cards	Bingo cards and place markers	<i>The King Lost His Ring</i>
Word cards	Practice sheet	
Ng digraph card	Workmats	
Word-family cards		
Letter cards		

SECTION 1

Student Objectives

- Introduce *ng* digraph
- Blend *ng* digraph words
- Blend onset and rime
- Sort words
- Practice decoding
- Introduce new high-frequency word: *before*
- Read the decodable book

Introduce Ng Digraph

Materials: Ng digraph picture cards

- Show students the *ng* digraph picture card for *wing*. Ask them to name the picture and tell you the sound they hear at the end of the word. Point to the letters *ng* on the card and tell students that the letters *n* and *g* together stand for the /ng/ sound they hear at the end of the word *wing*.
- Explain that *wing* ends with *ng*, which is an example of a consonant digraph. Remind students that a consonant digraph is two consonants that together stand for one sound. Say the words *wing* and *win* aloud. Ask students which word contains the *ng* digraph. Make sure students can differentiate between the two ending sounds.
- Show students the *ng* digraph picture cards one by one. Have them name each picture, point to the digraph, and say the digraph sound.

Blend Ng Digraph Words
Materials: Workmats, ng digraph card, letter cards

NOTE: If students have mastered individual sound/symbol relationships, you may want to skip this section and go directly to Blend Onset and Rime.

- Write the word *sang* on the board. Point out the *ng* digraph at the end of the word and ask students to put the *n* and *g* together to make the /ng/ sound. Next, run your finger under the letters as you blend the three sounds *sang*: *s/a/ng*. Point out that even though there are four letters, there are three sounds blended together to form the word. Have students blend the word aloud with you as you run your finger under the letters.
- Repeat the blending activity with the words *fang*, *hung*, and *sing*. When students have blended the words, ask volunteers to come up and circle the *ng* digraph in each word. Have a student point to each *ng* digraph as the rest of the group says the sound.
- If students need more work with blending words, give them the letter/digraph workmat, the *ng* digraph card, and the letter cards to blend the words above. Have students line up the card for each sound in each word under the boxes on their workmat. Model how to push up the *ng* digraph card into the box on the workmat and indicate the sound the digraph makes. Have students push up and sound out the remaining letters of each word in order on their workmat.

Blend Onset and Rime
Materials: Ng digraph card, letter cards, word-family cards

- Tell students they are going to practice reading words with the *ng* digraph. Model using the digraph card, the letter cards, and the word-family cards.
 - ❶ Place the *ang* word-family card in a pocket chart or along the ledge of a chalkboard. Remind students that this is the *ang* word family. Place the *b* letter card in front of *ang*. Have students listen while you model sounding out the word by blending the sound in the onset with the sounds in the rime: *b/ang*. Have students repeat.
 - ❷ Replace the *b* card with the *cl* card. Repeat the process with the new word.
 - ❸ Replace the *ang* card with the *ing* card. Have students name the new word family. Model sounding out the word by blending the sounds in the onset with the sounds in the rime: *cl/ing*. Have students repeat.
 - ❹ Replace the *cl* card with the *k* card. Repeat the process with the new word.
 - ❺ Replace the *k* card with the *st* card. Repeat the process with the new word.
 - ❻ Replace the *st* card with the *r* card. Repeat the process with the new word.

- 7 Replace the *ing* card with the *ung* card. Have students name the new word family. Model sounding out the word by blending the sound in the onset with the sounds in the rime: r/ung. Have students repeat.
- 8 Replace the *r* card with the *fl* card. Repeat the process with the new word.

Sort Words

Materials: Word-family cards, word cards

- Place the word-family cards on the top row of a pocket chart or along the ledge of a chalkboard. Ask volunteers to come up one at a time, select a word card, say the word, and place it under the correct word family. Continue until all the word cards are placed correctly. Once all the words have been sorted, have students read aloud the words under each word family.

Practice Decoding

Materials: Decodable book *The King Lost His Ring*, practice sheet

- For students who seem to have a grasp of decoding *ng* digraph words and previously taught decodable and high-frequency words, provide extra practice with the text by allowing them to independently read:
 - the practice sheet
 - the decodable book *The King Lost His Ring*
- Some students may benefit from having the decodable book introduced and pre-taught before they read the book. Strategies might include introducing and practicing high-frequency words used in the book, teaching special word structures, and doing a book walk.

Introduce New High-Frequency Word: *before*

- Tell students they are going to learn a new word that they need to be able to recognize and read quickly. Write the word *before* on the board, and read it. Then have students read the word with you. Have students write the word *before* in the air with their finger as you spell it out loud with them, pointing to each letter on the board as you say the letter name.
- Use the high-frequency word in a sentence. Have students make up their own sentences using the high-frequency word.

Read the Decodable BookMaterials: Decodable book *The King Lost His Ring*

NOTE: See the “Elements Used in This Book” section, found at the start of the decodable book, for a list of words and skills covered in the book. Pre-teach these elements as necessary.

- Show students the cover of the book. Have them read the title with you as you run your finger under each word. Ask what they see in the picture and what they think the story might be about. Ask a student to point to the *ng* digraph in the words *King* and *Ring*.
- Give students a copy of the book. Have them preview the pictures and predict the story. When they get to page 8, ask students what kind of ring they think the king lost and how he lost it.
- Have students read the book. You may want them to whisper read so you can monitor their progress. When they have finished reading, take time to discuss the book and check for understanding. Ask students how the king found his ring and what he might do differently next time he loses something.

SECTION 2 Optional Lesson Activities (for students who need additional practice)

Student Objectives

- Blend *ng* digraph words
- Blend onset and rime
- Spell and write *ng* digraph words
- Complete learning center activities

Blend Ng Digraph Words

Materials: Workmats, ng digraph card, letter cards

- Give students the letter/digraph workmat, the *ng* digraph card, and the letter cards. Say the word *bring* and have students listen for the sounds in the word. Have students select the *ng* digraph card and the letter cards they need to spell *bring*. Provide help as needed. Have students line up the card for each sound under the boxes on their workmat. Ask them to blend the sounds as they push up the letters into the boxes. Then have them say the word *bring* aloud.
- Repeat the process with the words *rang* and *lung*.

Blend Onset and Rime

Materials: Workmats, letter cards, word-family cards

- Give students the onset/rime workmat, the letter cards, and the word-family cards. Say the word *rung*. Ask students what rime they hear at the end of the word. Have them place the *ung* word-family card in the box on the right of their workmat. Have them identify the onset they need to put at the beginning of *ung* to make the word *rung*. Have them place the *r* card in the box on the left. Write the word on the board. Have students check their spelling of the word on their workmat with the word on the board. Then have them blend the sound in the onset with the sounds in the rime.
- Say the words *bang*, *cling*, *ring*, *flung*, *clang*, *king*, and *sting* one at a time and have students use the letter and word-family cards to spell the words on their workmat. Have them blend the onset and rime as they make each word. Write each word on the board as students finish making the word on their workmat. Have students check their spelling of each word on their workmat with the word on the board.

Spell and Write Ng Digraph Words

- Dictate several *ng* digraph words and have students write or spell them (*rang, sang, string, swing*).
- Dictate simple sentences for students to write.
The string was long.
She likes to swing.
He sang for me.
The bell rang and I am late.

Learning Center Activities

Materials: Word cards, letter cards, word-family cards, Bingo cards, place markers

- Laminate two sets of word cards. Have pairs of students play Concentration with the cards. Have them spread the cards face down on the floor. Have one student turn over two cards and read them. If he/she reads the words correctly and they belong to the same word family, the student keeps the cards and gets another turn. If not, the student turns the cards back over, and his/her partner gets a turn. You can vary the game by having students try to match word pairs, since there are two cards for each word.
- Laminate a set of letter cards and a set of word-family cards, and place them face down into two piles in the center of the table. Have students take turns drawing one letter card (onset) and one word-family card (rime), and blending the sounds of the onset and rime together. Return the cards to the bottom of the pile after each turn.
- Give each student a blank Bingo card. Have them write *ng* digraph words from the word cards on their Bingo card. Place the word cards upside down. Have students take turns drawing a word and saying it aloud. Have them put a place marker on their card if they find a word that matches the one read. Continue playing until a student has marked three words in a row on his/her card.