

Language Objectives

- Decode words using letter-sound relationships that include consonant patterns.
- Spell words with the consonant patterns *ng* and *nk*.

Building Literacy

Phonics instruction teaches sound-spelling relationships so that children can decode words quickly and accurately. In this lesson:

- Children learn the spelling-sound correspondences for consonant patterns *ng/ng/* and *nk/ngk/*.

Focus on Language

These English words are used in this lesson. Consider displaying pictures, using gestures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

ring	think
skunk	monkey
finger	singer
drinks	hanger
sing	something
bank	stingrays
wing	link
swing	stinger
sink	



ENGLISH LANGUAGE LEARNERS

Differentiating between the sounds /ng/ (*ng*) and /ngk/ (*nk*) can be difficult for some English language learners. Pronunciation can also be a challenge. Use word pairs such as *sing/sink*, *wing/wink*, and *bang/bank* to help children hear and pronounce the two sounds.



show me

Have children look at their Targeted Lessons Student Book, p. 61. Have them name the letter pairs that they see at the top of the page. Remind children that each letter in the pair is a consonant. **Today you will learn about some special pairs of consonants.**

Point to the consonant pattern *ng*. The letters *ng* together in a word stand for the sound /ng/. The first picture under *ng* is a ring. The last sound in *ring* is /ng/. The letters *ng* spell the sound /ng/. Have children write *ng* on the lines. **Let's read the word together: /r/ /i/ /ng/, ring.**

Point to the consonant pattern *nk*. The letters *nk* together in a word stand for the sound /ngk/. The first picture under *nk* is a skunk. The last sound in *skunk* is /ngk/. The letters *nk* spell the sound /ngk/. Have children write *nk* on the lines. **Let's read the word together: /s/ /k/ /u/ /ngk/, skunk.**

Now look at the finger. The sound /ng/ is in the middle of this word. What letters spell the sound /ng/ in the middle of *finger*? (*ng*) Have children write *ng* on the lines. **Let's read the word together: /f/ /i/ /ng/ /èr/, finger.**

Continue the activity with *nk/ngk*, having children name the letters that spell the sound /ngk/ in *drinks*. Have children write *nk* on the lines. Read the word together.

SPELLING PATTERNS

ng/ng/ The sound /ng/ is spelled *ng* and can appear in the middle or at the end of a word.

nk/ngk/ The sound /ngk/ is spelled *nk* and can appear in the middle or at the end of a word.

Consonant Patterns *ng, nk*

show me

Name each picture. Write the letters that spell the last sound in each word.

ng	nk
ri <u>n</u> <u>g</u> 	sku <u>n</u> <u>k</u> 

Name each picture. Write the letters that spell the missing sound in each word.

ng	nk
fi <u>n</u> <u>g</u> er 	dri <u>n</u> <u>k</u> s 

guide me

Have children look at their Targeted Lessons Student Book, p. 62. Read the directions together. Ask children to tell you in their own words what they are to do. (They will circle the word that names each picture.)

The people in the first picture can sing. There are two words under the picture. Let's read them: *sing, sink*. Repeat the words, emphasizing the sounds /ng/ and /ngk/. Can you see the difference between the two words? The word *sing* ends with the letters *ng* and the word *sink* ends with the letters *nk*. Does the picture show *sing* or *sink*? (*sing*) Circle the word *sing*. Repeat the routine with *bang/bank* and *wing/wink*.

work time

Have children name the pictures: *swing, sink, think, monkey, singer, hanger*. Read the directions together. Remind children to say the sounds in each word to help determine the missing letters. Have children complete each item by writing the letters that spell the missing sound or sounds. For the last item, have children write the letters to spell the whole word. (*hanger*)

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Consonant Patterns ng, nk

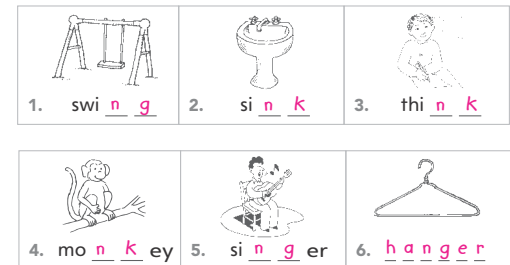
guide me

Circle the word that names the picture.



work time

Name each picture. Write the letters that spell the missing sound in each word. For the last one, spell the word.



62 PHONICS AND SPELLING

➞ guide me

High-Frequency Words Have children look at their Targeted Lessons Student Book, p. 63. Remind children that there are some words that they can't sound out. They have to remember what the words look like. Have children look at the first word on the page, *about*. This word is *about*. Who can use the word *about* in a sentence? The next word is *their*. This is a tricky word because it sounds like two other words, *there* and *they're*, that are spelled differently and have different meanings. If necessary, point out the differences in these spellings and meanings. The word *their*, spelled *t-h-e-i-r*, tells us that something belongs to someone. For example, Ms. [Name]'s class is next door. That is *their* classroom. Have children repeat each word after you as you point to it. Tell children that they will read the words *about* and *their* as they read the story *Franklin Learns Something New*.

➞ work time

Decodable Text Have children look at the story *Franklin Learns Something New*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children point to and read the words with the sound /ng/ (*something, stingrays, finger, stinger*) and circle the letters that spell that sound. Have children point to and read the words with the sound /ngk/ (*Franklin, thinks, link*) and underline the letters that spell that sound.

➞ check for understanding

Write the letters *ng*. What is the sound for these letters? (/ng/) What is a word we have learned with the sound /ng/ in it? Write examples the children share and work together to segment and blend the sounds to read the words. Repeat with the letters *nk*.

Let's spell words with the sounds and letters we learned. The first word we will spell is *thing*. What sounds do you hear in *thing*? (/th/ /i/ /ng/) What are the letters that spell the sound /th/? (*th*) Write the letters *th* on a sheet of paper. What is the letter for the sound /i/? (*i*) Write the letter *i*. What are the letters for the sound /ng/? (*ng*) Write the letters *ng*. Let's read the word: /th/ /i/ /ng/, *thing*. Continue with *bank*, *singer*, and *skunk*.

➞ reflect

Have children think about what they have learned. What new words can you read and spell? How does being able to read and spell these words help you?

Consonant Patterns *ng, nk* 21

➞ guide me

about
their

➞ work time

Read the story.

Franklin Learns Something New

Franklin likes stingrays.

He wants to learn about them.


Franklin thinks about what to do.


He gets his tablet.

He taps a link with his finger.

Franklin learns something new.

He learns that stingrays have a stinger in their tail.





PHONICS AND SPELLING 63

Consonant Patterns *ng, nk*

➤ show me

Name each picture. Write the letters that spell the last sound in each word.

ng	nk
ri _ _ 	sku _ _ 

Name each picture. Write the letters that spell the missing sound in each word.

ng	nk
fi _ _ er 	dri _ _ s 

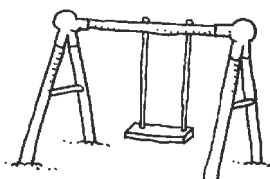
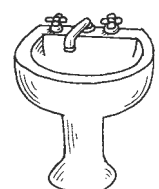

➤ guide me

Circle the word that names the picture.

 sing sink	 bang bank	 wing wink
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➤ work time

Name each picture. Write the letters that spell the missing sound in each word. For the last one, spell the word.

 1. swi _ _	 2. si _ _	 3. thi _ _
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 4. mo _ _ ey	 5. si _ _ er	 6. _ _ _ _ _
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➤ **guide me**

.....

about

their

➤ **work time**

.....

Read the story.

Franklin Learns Something New

Franklin likes stingrays.

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Franklin thinks about what to do.

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