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ELD 307-01

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### Phonics Lesson Plan

#### Part A: Introduction

In order to introduce the -ing and -ang rime patterns, the book *Swing, Swing, Swing* by Gail Tuchman will be used to emphasize the word “swing” which uses the -ing rime ending throughout the book. This is a story about a girl who claims her swing is so big that she keeps having animal friends join her on the swing. At the end, she realizes the swing is too crowded and decides to swing by herself.

As this book repeats the word “swing,” it is a suitable book to introduce the -ing and -ang rime patterns. In the -ing ending, the sounds of short i as /i/ plus /n/ plus hard g as /g/ create the sound of /ing/. On the other hand, the -ang ending is made up of the sounds of short a as /a/ plus /n/ plus hard g as /g/ to create the sound of /ang/. In comparison, the only difference is in the short a and short i sounds at the start of each ending. Due to the similarity in two of the three letters, students can emphasize the change in short vowel sound and connect the final consonant blend /ng/. As these endings are one short vowel different (short a and short i), they have high amounts of similarity for them to be easier to comprehend while learning them both together. It is also important to note that the -ing ending is often used in the present tense, and the -ang ending in the respective past tense. This provides the opportunity to discuss change in time when speaking and writing.

Teaching rime patterns has a high amount of educational value in beginning readers and writers. The teaching of rime patterns, such as -ing and -ang, are often taught in first grade, most likely in the first half of the school year (Dougherty, Word Study Presentation, p. 12). Rhyme awareness aids word recognition by teaching students to identify sounds in words and connect spoken words to written words (Fox, 2012, p. 30). Teaching the rime patterns most common in student literature improves student word recognition, reading and writing. Moreover, “identifying words by their analogous onsets and rimes is easier than decoding or spelling words letter-sound by letter-sound” (Fox, 2012, p. 105). By recognizing the sound and writing of a rime, words are read and written with more accuracy. In addition, “word families are word groups that share the same rime or phonogram” (Fox, 2012, p. 102), which increases word recognition as one rime pattern can be found in many words; for example, -ing in ring, jumping, bring, hopping, wing, etc. Teaching these rime patterns increases reading and writing abilities through word recognition.

## Part B: Lesson Plan

### **Juliana Alusik’s Part B of the Phonics Lesson Assignment**

Reading and Writing Words with the Short a and Short i Rime Patterns -ing and -ang

This lesson is based on Professor Dougherty’s modified version of Word Sorts for Beginning and Struggling Readers, a lesson created by Nancy Mills and available at [http://www.readwritethink.org/lessons/lesson\\_view.asp?id=795](http://www.readwritethink.org/lessons/lesson_view.asp?id=795).

### **New Jersey Student Learning Standards**

English Language Arts

Reading Foundations

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

B. Decode regularly spelled one-syllable words.

### **Student Objectives**

- Students will demonstrate the ability to sort words into –ing and –ang word families by identifying rimes.

- Students will be able to read words containing the –ing and –ang pattern accurately and fluently
- Students will be able to spell words using –ing or –ang correctly

### Instructional Plan

#### Materials:

- *Swing, Swing, Swing* by Gail Tuchman
- Manipulatives – Magnetic letters for each child. Each set will include one –ing and one –ang magnet and an assortment of one letter onsets and one consonant blend (sw). The -ing ending will use the one letter onsets (d, k, r, s, w) and the -ang ending will use the one letter onsets (b, f, g, h, r, s).
- 3 dry erase boards with 3 markers and 3 erasers.
- Teacher-set of the manipulatives with a dry erase board, marker and eraser.

#### Instruction and Activities

#### Session 1 (Teacher explanation & modeling; whole class participation)

1. Tell students that you will be reading them the story of *Swing, Swing, Swing* by Gail Tuchman. Tell the children that this story is about a young girl who wants to share the space on her swing with her animal friends. Tell them that the girl thinks the swing is much bigger than it is. Let's read the story to see how many animal friends can fit and how the girl feels about the space on her swing.
2. After reading the story, invite the children to respond to the story. What happened in the story? Why did the girl decide to swing alone? Tell the children that you will put the book in the classroom library and that they may select it for independent reading.
3. Return to the book *Swing, Swing, Swing*. Talk about the fact that this story is all about a girl using her swing and having animal friends join her and that the word "swing" is very important. Tell them that someone reading the book is going to see the word "swing" many times in the story.
4. Use the teacher-set of manipulatives (magnetic letters) as you introduce the –ing rime. Explicitly name the three letters in the pattern and the sounds represented by each letter. (Short i sound and the consonant sound /n/ and the hard g consonant sound /g/ represented with i n g) Segment and blend the three sounds. Tell the students that someone reading this book would be able to read the word "swing" if she knew that –ing rime pattern. Demonstrate again how the reader would read the onset and the rime and blend them together to arrive at the word "swing."
5. Tell the students that many words that rhyme with *swing* can be made with the same –ing rime pattern. Tell them that you will show them how the word *king* can be made with the

–ing pattern. (Use the Teacher-set to demonstrate as you give the explanations that follow.) Segment the word *king* and point out that just like in *swing*, the second part of the word is /ing/. Segment /ing/ into /i/, /n/ and /g/ and tell the students that an *i*, and a *n* and a *g* are needed to make the –ing sound. Remind them that this was the same pattern in *swing*, but that in *king*, we need to add a letter to represent the /k/ sound. Tell the children that in the word *king* the letter *k* is used to represent the /k/ sound. Have the students segment and blend the sounds in *king*. Remind the students that the sound of *i* in this word is a short *i* /i/.

6. Show the students the words *swing* and *king* and restate that they both contain the –ing rime pattern. Tell the students that you are going to ask them to help you make some more words that contain the –ing pattern. Ask, “Can you think of any other words that rhyme with *swing* and *king*?” As children make suggestions, segment the onset and rime. Ask the child who makes the suggestion if they hear the –ing pattern and if they do, ask them what letters should be used to represent /i/ /n/ /g/. Then ask the child what letter should be added to –ing to make the word they suggested. (Make these words using the teacher manipulatives).
7. Pass out individual whiteboards and dry erase markers and tell the students that they are going to practice writing words that rhyme with *swing*. Ask the children what three letters they will use to write the /ing/. After they tell you that they would use *i* and *n* and *g*, tell them that when they hear you say /ing/ they should write it on their board and then erase it. Say /ing/ several times, preceded with directions like “write it at the top,” “write it big,” “write it small,” etc.
8. Next, tell them that you will say some words that contain the –ing pattern and that they should write the word. Demonstrate once on the teacher whiteboard. “If I say, *king*, you will think to yourself /k/ /ing/, and write a *k* to show the /k/ sound and then –ing to show the /ing/ part of *king*. Say several words with the –ing rime. Scaffold by orally segmenting the word as necessary. Provide feedback as needed to support children that may be having trouble (e.g. “I see that many of you heard the /ing/ sounds in *sing* so you wrote *i – n -- g*. Then you added a *s* at the beginning of the word to make /s/ /ing/, *sing*.”)
9. Tell the children that you are now going to work with another rime pattern. This pattern is found in a word *sang*. Tell the students that *sang* means to sing in the past. Ask the students if they have ever heard the word *sang*. If no one brings it up, be sure to mention *you sang in music on Monday*. Tell the students that the word *sang* sounds like one of the words they’ve just been making -- the word *swing*. Explain that the word *sang* ends differently than the word *swing*. Say the words *swing* and *sang* together and ask the children if they notice anything different about the sounds at the end of the words. Tell the children that the word *sang* ends with three letters that represent the /ang/ sound. Segment the sounds. Tell the children that the /a/ is shown with an *a*, the /n/ is shown with a *n* and the /g/ sound is shown with a *g*.
10. Use the teacher-set of manipulatives to demonstrate putting *a* and *n* and *g* together to make /ang/. Tell the children that if they wanted to make the word *sang*, they would need

to add a *s* to represent the /s/ sound before –ang. Demonstrate with manipulatives. Follow step 7 above to make more words with the –ang rime pattern (e.g. *fang*, *hang*, *rang* and *bang*).

11. Ask student to use their white boards to write some –ang words. Provide scaffolding and feedback as in 9 above, as needed.
12. Tell the students that when they read words, they need to look carefully at all the letters in the rime pattern, because just one letter can make a big difference. Show them the words *sing* and *sang* and point out that *sing* has the –ing rime pattern and *sang* has the –ang pattern. Segment and blend each rime as you show the three letters used to represent the sounds. Tell them that you are going to have them practice making words with both the –ing and –ang patterns and that they are going to have to listen closely to sounds to decide which rime pattern to choose.
13. Pass out bags of manipulatives that have –ang, –ing, and a number of consonants. Have the children put all the manipulatives on their white boards (e.g. magnetic letters). Demonstrate with the teacher materials. (e.g. “If I said the word *ring*, you would listen carefully and maybe even say “ring” to yourself. You would hear the /r/ sound at the beginning of the word, so you would put a *r* on your whiteboard. Then you hear the –ing pattern and put the *i n g* rime pattern on your whiteboard. Then you would have *ring*, /r/ /ing/.”)
14. Ask the children to make several words, mixing up the –ang and –ing endings. Scaffold and provide feedback as necessary (as in 9 and 12 above). Take note of any children who are having difficulty with this task.
15. Finally, tell the children that when they read words, they will want to look closely to see if the word contains a pattern they know. Tell them that they can figure out what the word is by saying the beginning sound and the rime pattern. Demonstrate by using the teacher materials to show the word *rang*. Tell the children that you see the –ang rime pattern and the letter *r*, so by saying the first sound /r/ and then the rime pattern /ang/ and blending them together /r/ /ang/, you recognize that the word is *rang*.
16. Tell the children that you are going to show them several words that have either the –ing rime pattern or the –ang rime pattern and that you would like them to try to say the words. Put the words up one at a time, and invite the children to read the words chorally.
17. Tell the students that you want them to have lots of chances to read books that have words with the –ang and –ing patterns in them. Tell them that you will put *Sing*, *Swing*, *Swing* out for them to select as a free choice read. Show them that you have placed highlighter tape over words that have –ing and –ang in them, so they will know to look carefully at those words as they read the story to themselves.
18. Introduce several other high quality picture books that feature –ang and –ing rime patterns. Some possibilities include *King Hugo’s Huge Ego* by Chris Van Dusen, *King*

*Bidgood's in the Bathtub* by Audrey Wood, *Strega Nona's Magic Ring* by Tomie dePaola, *Nugget and Fang: Friends Forever—Or Snack Time?* By Tammi Sauer, and *Mrs. McNosh Hangs Up Her Wash* by Sarah Weeks. Tell the children that these books will also be on display for them to select over the coming days and that you will read these books aloud so they can have an opportunity to become familiar with them.

19. Provide students will simple, leveled texts that contain these patterns. Work with small groups of children using these books.

Future sessions will include the following activities

**Session 2:** (Teacher explanation & modeling; guided practice (pairs); whole group review)

- 1) Teacher review of –ing and –ang.
- 2) Partners work together to read words with –ing and –ang endings and match them with picture cards.
- 3) Whole group follow-up (students select one pair and explain to the group how they were able to read the word and match it with the appropriate picture.)

**Session 3:** (Brief teacher explanation and modeling; guided practice (pairs); individual practice; assessment)

- 1) Brief teacher review of –ing and –ang.
- 2) Children work in pairs to practice -ing and –ang. One child will write a word with an –ang or –ing ending and other child will attempt to read it. (Picture cards will be available to support children who have difficulty thinking of words.)
- 3) Next, children work independently to read words with –ing and –ang endings and match them with picture cards. The teacher will assist children who have difficulty with the independent task and may work with a small group of children needing further reinforcement.

## Assessment

(Reading) Children match picture cards with words with –ing and –ang endings. The teacher observes and uses a checklist to keep track of students who have learned to read the patterns.

(Writing) The teacher dictates 3 to 5 sentences, each containing one or two words with the target patterns. Only those words containing the target patterns will be examined to determine if the students have fully learned these patterns. Other spelling errors may suggest patterns to be addressed in future lesson.

Dictation sentences:

*I like to swing.*  
*We hang up our coats.*  
*I heard a loud bang.*  
*My mom likes to sing.*  
*The phone rang.*

### Part C: Center Materials

For a literacy center, I will create a “Word Family Sundae” activity, with the inspiration from The Kindergarten Connection (2015). For this activity, each student needs a graphic organizer with two columns of three blank ice cream scoops and a bowl. The two rime patterns are labeled at the bottom as one in each bowl. To pair with this, a small bowl is filled with cut out—and laminated if desired—ice cream scoops that have various rhyming words that end in the rime patterns. To begin, all cut out ice cream scoops will be mixed in the bowl. Students will pick up a scoop and read it aloud to themselves. They will then match the rime pattern ending to the one on the bowl on their handout. Once this is done, students will write the word in an ice cream scoop above the correct bowl. They will fill out three words for each rime pattern. This can then be adapted to new rime patterns introduced by the substitution of the rime pattern words in the bowl and the rime patterns on the handout. Further, if students need help the option to work in partnerships to go through the activity can be offered.

## References

- Dougherty, S. *Word Study in the Early Elementary Grades*. [PowerPoint].
- Fox, B. J. (2012). *Word Identification Strategies: Building Phonics into a Classroom Reading Program*. Boston: Pearson.
- The Kindergarten Connection. (2015). Word Family Game (and freebies). Retrieved from <https://thekindergartenconnection.com/word-family-game-and-freebies/>