



/ng/



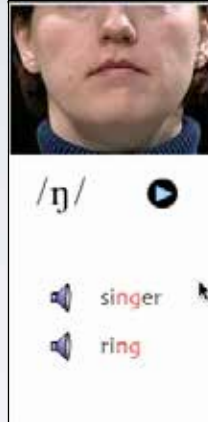
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PHONEMIC AWARENESS

- Let's start by learning how the sound **/ng/** should be sounded.
- To make the **/ng/** sound, make a humming sound at the back of your throat, but do it with your mouth open.
- Use the link in the online lessons to go to the *Iowa University website* and click on the triangle to hear how the consonant digraph **/ng/** should be sounded.



American Pronunciation
[University of Iowa](#)

Australian Pronunciation
[Get Reading Right](#)

British Pronunciation
[Phonics International](#)

Scroll to the middle of the page.

You must have Flash 7 or higher plug-in to use these pages.

PHONEMIC AWARENESS

- Tell the students they are going to learn the **/ng/** sound.
- Demonstrate how the word “king” has the **/ng/** sound at the end of the word.
- Download the SongSheet “*Old King Cole*.”
- Read out, or sing the song, “*Old King Cole*,” emphasizing the **/ng/** sounds at the end of the word “king.”



Song Sheet
[Old King Cole](#)

SongSheet from KIDiddles



PHONEMIC AWARENESS

- Get sound/symbol card 39.
- Show the front of the card and ask what is in the picture. Ask what sound “king” ends with.
- Ask students to listen for the **/ng/** sound and repeat it in the word “king.”



Sound/Symbol Cards Cards

Print on a thick paper or card. Fold the sheet down the center on the dotted line. Cut the cards into four and glue. For extra durability, you can laminate the cards.

PHONEMIC AWARENESS

- Say the word **sing** stressing the **/ng/** at the end of the word. Say that in this word the **/ng/** sound is at the end of the word.
- Tell the students that you are going to say some words that have the **/ng/** sound at the end and some that do not.
- Here are the words:

**bang, spin, train, song,
wing, wins, long, list**

- Be sure to leave plenty of time between saying each word for the students to respond.

More words to use that have the **/ng/** sound at the end of words:

clang, gang, hang, hung, king,
rang, rung, sang, sung, strong,
thing, young



PHONEMIC AWARENESS

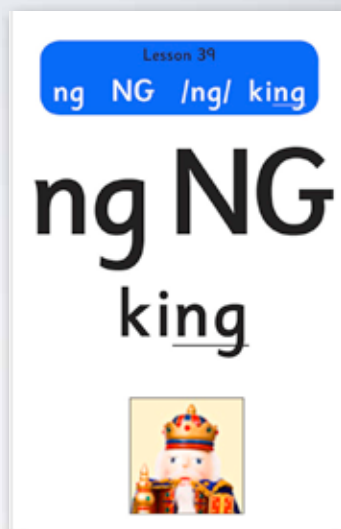
- Tell the students they should say /ng/ when they hear the /ng/ sound at the end of a word in the verse you are going to read them.
- Here's the verse:

**I sing a song about a king
The song I sang was about a ring,
A rich king who lost his ring,
A bird had taken it in his wing.**

- Repeat the verse until the students can identify all the middle /ng/ sounds in the verse.

SOUND/LETTER RELATIONSHIP

- Show the back of the sound/symbol card for /ng/.
- Point to the small **ng** and say this is how we write the letters for the sound /ng/.
- Say the sound /ng/ is another sound that takes two letters to represent it.
- Point to the capital **NG** and say this is how we write big /ng/ which is for important words like people's names.
- Point to the word "king" and say this is how we write the word "king." Point out the letters **ng** and say this is how we write the /ng/ sound at the end of the word "king."



Sound/Symbol Cards
[Cards](#)



SOUND/LETTER RELATIONSHIP

- Give out the writing practice sheet for **ng**.
- Point to the small **ng** and say this is how we write the letters for the sound **/ng/**.
- Remind students that the sound **/ng/** is another sound that takes two letters to represent it.
- Explain that this digraph usually appears at the end of words.



Writing Practice Sheets
[/ng/ Writing Practice Sheet](#)

SOUND/LETTER RELATIONSHIP

- Model the formation of the letter **ng** for the students.
- Have students write the letter **ng** in the air as they watch you write it.
- Have students trace the letters on the practice worksheets with their fingers.
- Ask the students to practice writing **ng** on the practice worksheets.





BLENDING

- Blending is the skill of sounding out letters all through a word into a natural sounding word.
- Using a Word Card, point to the first letter of the word and say the sound.
- Then pass your finger to the next letter and say the sound, and so on.
- For example, for the word **sing** say sss-ii-ng.
- Point out the **/ng/** at the end of the word.
- Do this again more quickly until the word is pronounced naturally.



Cut where indicated to make eight cards

Word Cards
[ng Word Cards](#)

BLENDING

- Show the Word Card for **king**.
- Say that **king** has the **/ng/** sound in the end of the word.
- Ask a student to point to the letters that stand for **/ng/**.
- Sound out **king** while running a finger under each letter:
/k/i/ng/.
- Say the word quickly **king**.
- Have the students sound out the word with you.

