

Foundations for Literacy III

-ng

&

-nk

-ang -ank
(-eng -enk)

-ing -ink

-ong -onk
-ung -unk

Many students already know the sounds for i-n-g, but do not skip this lesson. There is so much more here than the sounds for this letter combination. Indeed, many adults confess that they, themselves, never understood the spellings of the words addressed in these lessons.

Give your students a ring (or a Ring Pop for a treat) to put on their ring fingers. Tell them to point to their rings and say, “I-n-g says /ing/ like ring.” This is the motion and sound for i-n-g saying /ing/.

Write the letters i, n, and g on a paper or board. Invite your scholars to make the sounds we would typically make for i (short vowel sound), then the n, then the g. Notice the difference in the sounds when the letters i-n-g are together. What is your mouth doing when you make the sounds for /ing/? The tip of your tongue isn’t touching the top of your mouth as it does when making the sound /n/. The g doesn’t make the expected sound either. Note that we still get that vibration when we touch our noses or throats because the sound is a *voiced* sound. We do get the nasal sound that’s typically associated with the letter n, but this is different.



Read: *I am Going*, by Mo Willems

As you read the title *I Am Going*, please remind your students that when we see a really short word with a vowel at the end, the vowel usually says its name. *I* is a really short word with a vowel at the end, so the i says its name. *Am* is a really short word, but the vowel is at the beginning, so the a makes its short sound. *Go* is a really short word with the vowel at the end, so the o would say its name too, but in this word, we see that an i-n-g is added to the end of the word *go*. Explain to your students that the i-n-g means that Piggie is doing it *right now*, in the present.

Demonstrate this by identifying a lot of things that your students are doing right now— in the present. You may share that right now they am breathing, They’re looking, their hearts are beating, they’re noticing, and they may even be smiling. Invite your students to name a few more things they’re doing and notice with them that those words end with /ing/ spelled with an i-n-g.

When teaching kids about words with i-n-g, it is good to note that some words contain i-n-g within the actual word (ring, stinger, king, etc.), and some words have an i-n-g added to a base word (talking, hiking, planning, scribing, etc.). Please teach your students to differentiate between the base words with the letters i-n-g versus -ing suffix endings that “morph” base words into present participles or gerunds.

FYI- Present *participles* are words with -ing that are verbs or adjectives. *Gerunds* are those same words that are functioning as nouns.

Decoding words with i-n-g

materials include: i-n-g word cards (pulled from the any vowel + -ing word cards)

Invite the students to decode the most basic word cards using their ringed fingers to point to the letters as they make the sounds they see, moving their fingers from left to right across each word. Notice with your students that in these words it sounds like there should be an e instead of an i.

Note, too, that all short vowels preceding an n-g have the same final sounds /ng/ and the vowels make their expected sounds. The tricky part is that though very few familiar words end have e-n-g (e.g., ginseng). When we hear the sound /eeng/ it's most always spelled with an i-n-g.

Note that all short vowels preceding an n-g make their expected sounds + /ng/ except for e, and no familiar words end with e-n-g. If it sounds like /eeng/, it's probably an i-n-g.

Write all the short vowels, vertically, on chart paper or a white board to record at least one word for each short vowel that is followed by -ng.

sang
-eng X
swing
strong
flung

Decoding words with i-n-g

materials include: i-n-g word cards (removed from the -ng word cards)

Invite your students to decode words with i-n-g saying /ing/ using their ring fingers to point to the letters as they're decoding the words. You may use the word cards at your table and have the kids decode one quietly to you and then pass it on to a neighbor while you listen to them make the words.

Wink at your students and say, “I-n-k says /ink/ like wink.”





Read: *Annie and Snowball and the Pink Surprise*, by Cynthia Rylant

As you're reading this book, ask your students to wink at you every time you say the word *pink*. (And you wink at them, too.)

Note that this book is part of a great beginning readers' series. We love the endearing characters and that the topics are relatable. This series does not feel dumbed down. Cynthia Rylant also writes the popular *Henry and Mudge* and *Mr. Putter and Tabby* series. All three are appropriate for beginning readers, and we highly recommend them.

Decoding words with i-n-k

materials include: i-n-k word cards (removed from the -nk word cards)

Invite your students to decode the words on the word cards, using their pinkie fingers to point to the letters as they make their way, moving from left to right, across each word. When decoding these words, you will notice that many also include -ing from the previous lesson (e.g., sinking, winking)

Note that all short vowels preceding an n-k make their expected sounds + /nk/ except for e, and no familiar words end with e-n-k. If it sounds like /eenk/, it's probably an i-n-k.

Write all the short vowels, vertically, on chart paper or a white board to record at least one word that has that short vowel followed by -nk.

thank
-enk
shrink
honk
punk

Now that you have decoded lots and lots of words with i-n-g and i-n-k, let's look at other vowels preceding

Decoding words with any vowel + n-g

materials include: V-n-g word cards, -ng header

Students will decode lots of words with -ng and sort them into columns under the -ng header according to which vowel precedes the -ng.

Decoding words with any vowel + n-k

materials include: V-n-k word cards

Students will decode lots of words with -nk and sort them into columns under the -nk header according to which vowel precedes the -nk.

V-n-g & V-n-k Board Game

materials include: any vowel + -ng and -nk board game, movers, dice, crayons

Students will play the board game, moving their movers the number of spaces indicated when they roll their dice. They'll decode the words with you coaching them as needed, for accurate reading. When you provide confirmation that the word was accurately decoded, the word may be colored in and won't be landed upon for the remainder of the game. Continue play until the students are equipped to accurately decode words with -ng and -nk.

Going Deeper with -ing...

In this part of the lessons, we're going to be spelling and decoding challenging words with -ing added to base words and root words.

Remember that base words are actual words that can stand alone without the suffix -ing (or any other prefix or suffix). An example is *spilling*. *Spill* is a word with or without the -ing. Root words, on the other hand, have a Latin or Greek root that cannot stand alone as a word when it's separated from the added -ing (or any other prefix or suffix). For example, *spect* is a root that means *to look* in the word *inspecting*. *Spect* cannot stand alone as a word. Generally, people use these terms interchangeably, but you should know the difference between the two terms.

The work we're going to do next sounds a little complicated. Please do not discount the importance and assume that it's just too complicated for your students. We have found that very young, beginning readers can and DO understand how these words work. We're sharing very explicit lessons that will guide you and your scholars to accurate reading and spelling of words such as *hoping* and *hopping* and *staring* and *starring*.

Standardized tests ask questions like the following:

What is the base word in the word below?

hoping

- 1) hop
- 2) hope
- 3) hopp
- 4) ing

Can you guess how kids typically respond?

- 1) hop

Our students do not understand how words work, and it's our responsibility to teach them—whether we were taught this way or not. I bet you've seen adults make similar mistakes on social media. Maybe you are going to understand how these words work for the very first time, in this lesson.

What to Do About That e, i-n-g Word Building

materials include: word builder mats, -ing suffix cards, magic e word cards (as well as a few other words ending with an e), small pipe cleaner pieces (to make rainbows that will demonstrate the *two vowels together* and *magic e* rules), +ing record sheets, tubing image

Place a magic e word on a word builder mat. Have your students decode the word you've

presented such as *make*. Next, tell the students that you want to change the word *make* to *making*. Place the *-ing* next to the word *make*. Tell them that when we have magic e words, adding the *-ing* is a little tricky. Explain that we already know that . . . **When we have two vowels together, the first one says its name.** So, we're in a bit of a conundrum. We don't want the i in the *i-n-g* to tell the e in the word *make* to say its name. We don't want to make the word say /make-ee-ing/. What can we do?

Say, "When we add an i-n-g to magic e words (and other words ending with an e), we cover the e and let the i do the magic." Say, "We cannot leave the e and *then* add the i-n-g because then we'd have two vowels together, and '**When we have two vowels together, the first one says its name.**' I want you to remember that any vowel can jump and do magic like a magic e. It doesn't always, but it can."

Show the students that the i in the i-n-g can do magic. Simply slide the i-n-g card over/on top of the final e so the magic e is covered. Use the magic e rainbow/pipe cleaner piece to show that the i is doing the magic, now. Have your students write on their + ing spelling/record sheets the word *making*.

Share the tubing image. Notice that **we "covered the e and let the i do the magic."**

Continue presenting magic e words, and have the kids demonstrate what we are to do by simply placing the i-n-g card alongside the base word so it covers the magic e. Instruct the students to show what's happening with the magic e rainbow pipe cleaner piece. We're covering the e and letting the i do the magic. Have the students record each word you make on their spelling/record sheets, remembering what they now know about how words work.

Note that any word ending with a final e, even if it's not doing magic, will be covered by the i when adding -ing.

TIP:

We say that the magic e is *covered* so your scholars will recognize that when we take the -ing away, the e is still there. This is important.

To Double or Not to Double Word Building

materials include: a word builder card, an -ing suffix card, a blocker guy, short vowel word cards, small pipe cleaner pieces (to make a rainbow demonstrating the *any vowel can jump* rule), + ing record sheets

Next, place a short vowel word on the word builder card. Have the students decode the word you've presented such as *hop*. Next, tell the students that you want to change the word *hop* to *hopping*.

When adding i-n-g to words ending with a short vowel and another consonant (cvc, -cvc) such as *hop*, *slap*, and *trumpet*, **we must add a blocker letter** (double the final consonant) **to keep the i in the -ing from jumping and doing magic—telling the vowel to say its name. We don't want that short vowel to say its name. We need the vowel to keep its original, short vowel sound.**

We already know that double consonants only make their sounds one time, so the added consonant does not change the word in any way outside of keeping the short vowel from saying its name.

Continue presenting short vowel words, and have the kids demonstrate what we are to do by simply placing the i-n-g card alongside the base word. Instruct the students to show what's happening with the "magic i" rainbow pipe cleaner piece and then place a *blocker guy* on the mat to indicate that the final consonant needs to be doubled so the i cannot do magic.

We want our students to know when we need to add a **blocker letter** to keep the i from doing magic when we add i-n-g to the ends of words where the final vowel makes its short sound. For example, when we're writing *hop* and adding an i-n-g to the end, we need to add a **blocker letter** to keep the i from telling that short o to say its name. Make it clear that the **blocker letter** is always the double of the consonant that followed the final short vowel as in *hopping*.

Have your scholars record each word you make on their spelling/record sheets, acknowledging the use of the blocker letters.

When kids get a sense for this rule, mix in some magic e words with the short vowel words. We want our kids to be able to navigate these spelling rules, justifying why they're doing what they're doing, as they build words adding i-n-g.

Just add the -ing if the word does not end with a magic e or we don't need a blocker letter.
materials include: a word builder card, an -ing suffix card, a blocker guy, short vowel word cards, small pipe cleaner piece (to make a rainbow demonstrating the *any vowel can jump* rule), + ing record sheets

When words end with vowel combinations/rules we know (e.g., o-w, o-r, e-e) we do not need to double the final letter because there's no short vowel to protect. For example, in the word *growing*, we don't need to double the w because there is no short vowel sound to protect. (Besides, the o is already saying its name.) We simply add the i-n-g to words such as *foam* and *creep*, too. It's the same with *saw*. There's no short vowel in these words so we can just add the i-n-g without it changing the base word. The main exception is with words ending with a-r. Say, **"With a-r, magic e wins. I wins when adding -ing, too."**

Have your students record each word you make on the word builder mat, mixing them up, on their spelling/record sheets. Acknowledge the elimination of magic e's, the use of the blocker letters, and not needing to do anything at all before adding the -ing.

Some other tricky words are words with short vowels that are followed by an x. Recall that x has two sounds, /ks/. Those two sounds (even though its only one letter) act as blockers for words such as *boxes*, *waxing*, and *vexing*.

Next, mix all the word cards, even the ones you have not addressed to this point. Place words, one at a time, on the word builder card. Have the students decide what is to be done to properly spell the presented words when adding an i-n-g.

Examples:

sip	sipping	Add a blocker letter to keep the short i short.
plow	plowing	Just add the i-n-g. There's no short vowel to protect.
take	taking	Cover the e and let the i do the jumping/magic.

Soon we'll learn that single syllable short vowel words ending with the /k/ sound are spelled with c-k. Now we know one of the reasons for that. The k is acting as a blocker letter, and the k keeps the c from changing to a soft c, /s/, sound (pick/picking, stock/stocking, truck/trucking). The soft

c lesson is coming soon.

Do the following spelling practice pages, one third of both ages, each day, across three days.

What to Do About That e, Spelling Practice

materials include: spelling practice page, pencils

Present the students with the *What to Do About that e* spelling practice page. Note that all the words in the left column are magic e words or other words with final e. Ask the students to read the first word, and then direct them to spell the word remembering what we just learned about adding i-n-g to magic e words. Coach the students to proceed with accuracy. Remind them of the rules and why we need to cover those e's before adding the i-n-g's to the ends of these words. Stop after the students have completed about a third of the words. Save the remaining words for reviewing/practicing over the next two days. Do the second third of the words, first thing, tomorrow and then the final third of the words to begin the following day. In this way we are spiraling the practice to ensure retention and mastery.

To Double or Not to Double, Spelling Practice

materials include: spelling practice page, pencils

Present the students with the *To Double or Not to Double* spelling practice page. Note that some of the words in the left column are short vowel words and some are not. Ask the students to read the first word, and then direct them to spell the word remembering what we just learned about adding i-n-g to short vowel words and adding i-n-g to words with no short vowel and no magic e or any other final e. Coach the students to proceed with accurate reading and then to spell the words with an added -ing. Remind them of the rules and why we need to double some letters before adding the i-n-g's to the ends of these words. Stop after the students have completed about a third of the words. Save the remaining words for reviewing/practicing over the next two days. Do the second third of the words, first thing, tomorrow and then the final third of the words to begin the following day. In this way we are spiraling the practice to ensure retention and mastery.

Decoding words with added -ing

materials include: word cards, pencils (to draw arrows as needed), adding -ing word sort header pages

Provide your students with the word cards featuring words with the added -ing. Have your scholars sort the words into three columns: words with blocker letters, words with covered magic e's, and words with no changes (before adding -ing). Invite your students to use a pencil to draw arrows to see if the i's can do magic or not. This can be helpful in the initial stages of learning this phonics rule.

Words with Added -ing Board Game

materials include: words with added ing board game, movers, dice, crayons

Students will play the board game, moving their movers the number of spaces indicated when they roll their dice. They'll decode the words with you coaching them, as needed, to accurate reading. When you provide confirmation that the word was accurately decoded, the word may be colored in and won't be landed upon for the remainder of the game. Continue play until the

students are equipped to accurately decode words with added -ing.

Adding -ing Book Marks

materials include: bookmarks to remember how words with added -ing work

Students will review the words on the bookmark and use it as a reminder as they're reading for pleasure.

Advance Adding -ing Board Game

materials include: advanced words with added -ing board game, movers, dice, crayons

Students will play the advanced board game in addition to the previous board game—not instead of—to promote orthographic mapping. Students will move their movers the number of spaces indicated when they roll their dice. They'll decode the words with you coaching them, as needed, to accurate reading. When you provide confirmation that the word was accurately decoded, the word may be colored in and won't be landed upon for the remainder of the game. Continue play until the students are equipped to accurately decode words with added -ing.

Okay, it's time for you to trust the process. You see how quickly your students are gaining access to this code-based language of ours, right? If you want to equip your students to skillfully navigate multisyllabic words, here's how you can do it. You're going to deviate from "what's right" and move forward with "what works." We're going to teach our students that not only i can "jump" (over one letter) and "do magic," but . . .

Any Vowel Can Jump and Do Magic.

All Vowels Can "Jump" and Do Magic. They Don't Always, but They Can.

materials include: Any Vowel Can Jump practice page, explanation page, pencils

Share with students that we've learned about i's doing magic. That was weird. But now we're going to learn that . . . **All vowels can jump over one letter and do magic. They can tell vowels to "Say your name." They won't always, but they can.** This is another instance where, if it doesn't work to make a word you know, we can just "flip it" to the other sound. This flexibility when using the code is referred to, in the literature, as *set for variability*.

Invite your students to use a pencil to draw arrows from one vowel, over a consonant, to another vowel and to remember that that first vowel is often made to "Say your name." Your students will decode lots and lots of multisyllabic words using this guiding premise. Note that magic e's work within words, too, but the magic e often **will** often make a sound—they won't be silent.

Many examples of "any vowel can jump" words are listed on this practice page. After your students have decoded them, with your help and using arrows to remind them of what's happening, you're going to share that it's really the open vowel rule at play, but kids **get** "any vowel can jump" more easily.

Share the words with the open vowel rule explanation, but don't linger here. Share what's happening (that you'll apply when spelling words) but instruct your students to simply remember that "All vowels can jump and do magic. They won't always, but they can."

When spelling, it's easier for our students to spell multisyllabic words by syllable. When spelling *remember*, they'll stretch out the word by syllable and spell *re-mem-ber*, remember. The magic of the "Any Vowel Can Jump..." rule is that kids don't need to memorize lots of information about syllable types. They don't need to practice diagramming words to try to figure out how to decode longer, unfamiliar words.

Every teacher who uses this approach says it's a game changer. It provides quick and easy access to words that used to challenge and frustrate struggling readers. The thing is, this work can only happen when kids have benefitted from the previous lessons. This sheds light on why explicit, **systematic** instruction is so very important.

Reminder:

The study of how words are formed and analyzing words and word parts such as stems, root words, base words, prefixes, and suffixes is called morphology. We want our kids to recognize the patterns in our language. We want them to understand how words work. Remember that root words, generally, cannot stand alone with meaning (*bene*, *cred*, *dict*, etc.), but base words are actual words that *can* stand alone (*trust*, *happy*, *call*, etc.). The terms root words and base words are often used interchangeably.

*An i-n-g added to the ends of words can create verbs that are used as nouns (gerunds) or adjective phrases, and they can create verb tenses (present participles).

gerund- *Singing* is my favorite pastime. present participle- She is *singing* beautifully.

Dictated Sentence and Decoding Sentence Practice Page

materials include: dictated sentence practice pages, pencils

Students will be challenged to write one sentence from the dictated sentence page for this lesson. You will read one sentence of your choosing, as many times as needed, as the students record that sentence—using capitals, spaces, and end marks. Of course, you'll also coach them to correctly use the phonics rule you've been teaching this week (and in previous weeks).

TIP: With the dictated sentence page in front of your students, on their tables or at their desks, have them flip the paper upside down and fold on the dotted line so the handwriting lines show at the bottoms of their papers. When done this way, it'll be easy for your students to flip that fold back up and check their sentence writing with the one on the page. Their sentences will be right side up when they unfold them to check their work.

This self-checking promotes skilled reading and writing. And remember, this work is not to be graded. This is practice. We want to use no-stakes assessments, so our kids feel comfortable taking risks and trying out the skills they're learning.

Finally, your scholars will practice decoding words, featuring this new learning, as they decode the remaining sentences.