

Literacy Skill – Week 2

Week 2 – Consonant Digraphs (ng, ing)

Day 5: The ‘ng’ Sound (as in king, song)

30-Minute Plan Summary

Focus: Recognizing and pronouncing the ‘ng’ ending sound

Class Size: 30 children

Time: 0–5 minutes

Introduction & Sound Awareness

Teacher says:

“Children, today we will learn a new sound — ‘ng’! It comes at the end of many words.”

Show and Say:

Hold up pictures one by one — *king, ring, song, wing, long*.

Say each word slowly, stretching the ending sound:

- “kiiiiing”
- “riiing”
- “soooong”

Children repeat after you.

Ask:

“What do you hear at the end?” → “ng”

Fun Tip:

Touch your nose and say “ng.” Feel the vibration — it’s a nose sound!

Time: 5–15 minutes

Oral Blending Practice

Step 1: Sound Practice

Teacher: “Let’s blend some *ng* words.”

Say slowly and let children repeat:

- s + ing → sing
- r + ing → ring
- k + ing → king
- w + ing → wing
- s + ong → song

Step 2: Quick Game – “Who can find ‘ng’?”

Say words aloud (some with ‘ng’, some without):

ring, cat, long, dog, song, bed.

Children raise their hand when they hear *ng*.

Encourage:

“Good listening! You caught the ‘ng’ sound!”

Time: 15–25 minutes

Writing Practice

On the board:

ring, king, song, long, wing

Children copy and trace these words in their notebooks or worksheets.

Then ask them to circle the ‘*ng*’ in each word with a colored pencil.

Optional:

Ask them to write one simple sentence:

- “The king can sing.”

Teacher checks formation and gives star stickers for neat work.

Time: 25–30 minutes

Activity: “King Song” Rhyme

Sing Together:

(Tune of “Twinkle Twinkle”)

“King with a ring likes to sing,
Dancing bird with shiny wing.
Song so sweet and long,

Let's all sing along.
King with a ring likes to sing,
'ng' sound is everything!"

Action:

Children pretend to wear a crown, hold a ring, flap wings, and sing.

Teacher says:

"Wonderful singing! We heard so many *ng* sounds!"

Teacher Tip:

- Emphasize the *nose sound* — say "*ng*" softly, not "*guh*."
 - Let children feel the vibration by touching their nose or throat.
 - Keep repeating the chant "ng at the end!" to reinforce the rule.
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Day 6 – The ‘ing’ Sound (as in singing, running)

30-Minute Plan Summary

Focus: Understanding ‘ing’ as an ending that shows an action happening now.

Class Size: 30 children

Time: 0–5 minutes – Introduction & Sound Awareness

Teacher says:

“Yesterday, we learned ‘ng’ at the end of words like *king* and *song*.

Today, we’ll add one more letter – ‘i’. That makes ‘ing’! It tells us that something is happening **now**.”

Show & Say with actions:

- “I am **jumping!**” (jump)
- “I am **running!**” (pretend to run)
- “I am **singing!**” (sing softly)

Let children repeat and copy each action as they say the word aloud.

Teacher asks:

“What are you doing?”

Children respond:

“I am clapping!” “I am jumping!”

Time: 5–15 minutes

Oral Blending & Meaning Practice

Step 1: Add ‘ing’ to base words

Write on the board:

run → running

sing → singing

jump → jumping

play → playing

dance → dancing

Say: “When we add ‘ing’, it means the action is happening now.”

Children repeat:

“Run – running, Jump – jumping.”

Step 2: Small Game – “What am I doing?”

Teacher acts out one action silently (like jumping).

Children guess: “You are jumping!”

Then a few children take turns acting.

Time: 15–25 minutes

Writing Practice**On the board:**

run, sing, jump, play, dance

Children write each word and then add *‘ing’*:

running, singing, jumping, playing, dancing

Worksheet idea:

Match the base word to its *‘ing’* form.

Example:

run → running

sing → singing

Optional:

Ask children to write one short sentence:

“I am running.” or “She is dancing.”

Time: 25–30 minutes

Activity: “Do the Action” Game**Teacher says:**

“When I say the word, you do the action!”

Call out: running, jumping, clapping, singing, dancing, reading.

Children perform each action joyfully.

Repeat 2–3 times for reinforcement.

Teacher Tip:

- Gently introduce grammar idea: “‘ing’ shows something we are doing now.”
 - Use repetition and body movement to strengthen understanding.
 - Praise children for using *‘ing’* words in full sentences: “I am drawing.”
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Day 7 – Review of ‘ng’ / ‘ing’

30-Minute Plan Summary

Focus: Reinforce and differentiate between ‘ng’ (ending sound) and ‘ing’ (action happening now).

Class Size: 30 children

Time: 0–5 minutes

Sound Warm-up

Teacher says:

“Let’s remember our two special sounds — ‘ng’ and ‘ing!’”

Say together:

- “ng” — nose sound (as in *song, king, ring*)
- “ing” — action sound (as in *singing, jumping, running*)

Quick Oral Practice:

Teacher says a word → children say if it ends with ‘ng’ or ‘ing’.

Examples:

- ring → *ng*
- dancing → *ing*
- king → *ng*
- jumping → *ing*

Encourage: Clap when they answer correctly.

Time: 5–15 minutes

Writing Practice

Worksheet or Board Exercise:

Children fill in missing sounds (*ng* or *ing*) in words.

Example:

1. si__ (sing)
2. play__ (playing)
3. so__ (song)
4. danc__ (dancing)

Then, check together as a class and read aloud the correct answers.

Extension: Write one *'ng'* word and one *'ing'* word in their notebooks.

Time: 15–25 minutes – Activity: “King Ring Song” Poem

Teacher introduces mini rhyme:

“The king has a ring,
He loves to sing,
Ding dong ding,
It’s the happy king’s song!”

Children repeat after teacher — first slowly, then with rhythm and actions:

- Touch head for *king*
- Pretend to wear a *ring*
- Sing softly *ding dong ding*

Repeat 2–3 times to help with sound memory.

Time: 25–30 minutes

Story Connection & Recap

Story Time:

Open a short picture storybook and ask children to spot *'ng'* or *'ing'* words.

For example:

“Look! The bird is singing!” or “The king has a ring!”

Quick Recap Questions:

- “Which sound shows something happening now?” → *ing*
- “Which sound comes at the end of words like king or song?” → *ng*

Teacher Tip:

- Encourage children to listen for *'ng'* and *'ing'* in daily conversation and rhymes.
 - Keep rhythm and music in practice—it helps reinforce pronunciation naturally.
 - End the session with cheerful praise: “You are all singing kings and queens today!”
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Day 8 – Short Reading Practice (wh, ph, ng, ing words)

30-Minute Plan Summary

Focus: Reading short passage with *wh, ph, ng, ing* digraphs and understanding through writing and activity.

Class Size: 30 children

Time: 0–5 minutes

Warm-up & Recap

Teacher says:

“Let’s remember our special sounds — *wh, ph, ng, and ing!*”

Children repeat:

- *wh* → what, when, wheel
- *ph* → phone, photo
- *ng* → king, song
- *ing* → running, singing

Quick Drill:

Teacher says a word → children tell which digraph it has.

Example:

“photo” → ph

“king” → ng

Time: 5–15 minutes – Oral Reading Practice

Display or read aloud a short passage:

“When the king took a photo with his phone,
he was singing a happy song.
The whale was swimming in the water.
What a funny thing to see!”

Steps:

1. Teacher reads aloud slowly, pointing to each word.
2. Children repeat line by line.
3. Emphasize blending sounds (not memorizing).
4. Highlight digraphs while reading aloud — *wh, ph, ng, ing*.

Comprehension Talk:

Ask:

- “Who took a photo?” (The king)
 - “What was the whale doing?” (Swimming)
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Time: 15–25 minutes

Writing Practice

Children open notebooks and write any **3 short sentences** from the passage.

Examples:

- The king took a photo.
- He was singing a song.
- The whale was swimming.

Tip:

Encourage neat handwriting and spacing.

Time: 25–30 minutes

Activity: Find and Circle

Provide worksheet or printout of the same passage.

Task: Circle all words that have **wh**, **ph**, **ng**, or **ing**.

Children work in pairs to find and circle them.

Check together:

whale, what, phone, photo, singing, king

Teacher Tip:

- Encourage **slow blending** while reading.
 - Avoid rote memorization — let children sound out each digraph.
 - Read the same passage again with rhythm and expression to make it engaging.
 - Praise reading attempts with lines like, *“Good job! You found all the wh and ph words!”*
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