Preconsonantal Nasals -ng, -mp

Objectives
- To identify preconsonantal nasals -ng and -mp
- To identify and sort words with preconsonantal nasals -ng and -mp

Materials for Letter Name
- Big Book of Rhymes, “Watch Out, Sheep!” page 29
- Whiteboard Activities DVD-ROM, Sort 45
- Teacher Resource CD-ROM, Sort 45 and Match! Game
- Student Book, pages 177–180
- Words Their Way Library, That Pig Can’t Do a Thing

Introduce/Model Small Groups
- **Read a Rhyme** Read “Watch Out, Sheep!” As you read, emphasize words with endings -ng and -mp. (along, Ming, thump, bang, hump, bump) Ask children to name words they hear with endings -ng and -mp. Write the words in two columns. Help children understand that the words in each column contain the same ending sounds.

- **Model** Use the whiteboard DVD or the CD word cards. Explain that children will sort the word cards by their ending sounds. Demonstrate how to sort into word endings -ng and -mp. Help children sort and explain their sorts.

Practice the Sort Independent/Partner
- Have children use the Student Book or whiteboard DVD to read the words and use the grid to sort their cards into words with endings -ng and -mp.
- Have children check and explain their sorts.

Apply Independent/Partner/Small Groups
- Read aloud the directions on Student Book p. 180. Have children draw pictures and write words with endings -ng and -mp.
- **Game** Allow time for children to play Match!, which is on the CD.
- **Little Book** Read That Pig Can’t Do a Thing with children. Have them identify words that end with -ng or -mp.

Extend the Sort

**Alternative Sort: Mind Your A’s, I’s, and U’s**
Have children re-sort the words by their vowel sound. Tell them they will sort the words into one column each for words with vowel sounds a, i, and u. Have children work in pairs and take turns, with one partner selecting a card and saying the word and the other placing the word in the correct column.

**Vocabulary Building Vocabulary**
Point out that limp can have more than one meaning. Children may already be familiar with the meaning “to walk slowly or with difficulty.” Explain that limp can also mean “not stiff.” Demonstrate this meaning of limp by standing up very straight and then relaxing in a drooping manner with shoulders slumped and arms hanging down. Have children use limp in a sentence.

**ELL English Language Learners**
Children having difficulty with the sort may benefit from concentrating on one word ending at a time. Have children read through all the cards and listen for words that end with -ng before moving to words that end with -mp.
Preconsonantal Nasals -nt, -nd, -nk

Objectives
- To identify preconsonantal nasals -nt, -nd, and -nk
- To identify and sort words with preconsonantal nasals -nt, -nd, and -nk

Materials for Letter Name
- Big Book of Rhymes, “Five Goats in a Boat,” page 59
- Whiteboard Activities DVD-ROM, Sort 46
- Teacher Resource CD-ROM, Sort 46 and Park Race Game
- Student Book, pages 181–184
- Words Their Way Library, That Pig Can’t Do a Thing

Introduce/Model
Small Groups
- **Read a Rhyme** Read “Five Goats in a Boat.” Ask children to listen to the endings of words. As you read, emphasize words with endings -nt and -nk. (went, sank, bank) Write the word endings -nt, -nd, and -nk as column headings. Then write mint, bond, and clank under the correct heading. Help children understand that the words’ endings match the column heads.

- **Model** Use the whiteboard DVD or the CD word cards. Explain that children will sort the word cards by their ending sounds. Demonstrate how to sort into word endings -nt, -nd, and -nk. Help children sort and explain their sorts.

Practice the Sort
Independent/Partner
- Have children use the Student Book or whiteboard DVD to read the words and use the grid to sort their cards into words with endings -nt, -nd, and -nk.

- Have children check and explain their sorts.

Apply
Independent/Partner/Small Groups
- Read aloud the directions on Student Book p. 184. Have children write words with endings -nt, -nd, and -nk.

- **Game** Allow time for children to play Park Race, which is on the CD.

- **Little Book** Read That Pig Can’t Do a Thing with children. Have them identify words that end with -nt, -nd, or -nk.

Extend the Sort

**Alternative Sort: Is It U in the Middle?**

Have children re-sort the words by their vowel sound. Tell them they will sort the words into one column each for words with vowel sounds a, e, i, and u. Have children work in pairs and take turns, with one partner selecting a card and saying the word and the other placing the word in the correct column.

**Vocabulary Building Vocabulary**

Write the word bank on the board. Children may already be familiar with the meaning “a place to store money.” Ask children if they know another meaning for bank. Explain that bank can also mean “ground at the edge of a body of water.”

**Teacher Tip**

Review the word cards with children. Have children pronounce each word as you listen to be sure they are pronouncing difficult word endings correctly.

**Monitor Progress Spell Check 6**


Letter Name 127