

Lesson Thirty-seven: Sing, Sang, Sung, Song

The Word Wall contains the following words and sounds:

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj
 Kk Ll Mm Nn Oo Pp **Rr** Ss Tt Uu Vv
 Ww Xx Yy Zz er sh ch th th
 wh oo oo oi ur or ou/ow qu aw/au
 air ar ear **ing**

The Tree of Sounds contains the following words:

ring	tears	heart	chair
dog	saw	queen	house
unicorn	turtle	oil	book
moon	wheel	child	fish
zipper	yo-yo	ax	
sun	cute	window	kite
hot	pig	bed	cat

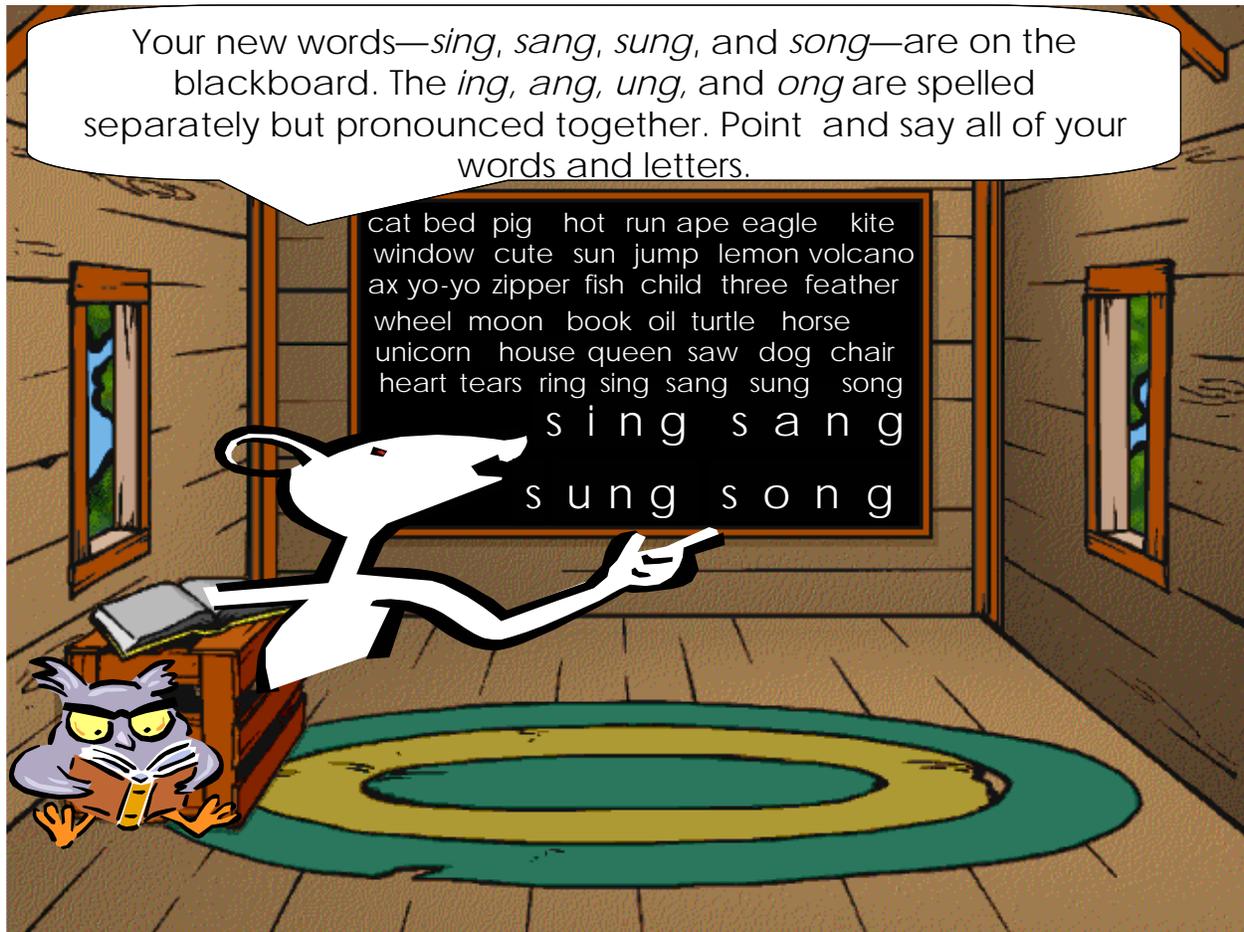
Other words on the tree include: horse, feather, three, volcano, lemon, jump, eagle, ape, run.

Ring is on the Word Wall. *R* and *ing* are bold and on the Tree of Sounds. Point and say *ring* and your new sounds until you know them. Point and say all your words and sounds until you know them.

Coach's Corner:

After following all Mat's instructions, have your student pay special attention to the *ing* sound in *ring*. This lesson will have the four sounds made up of three letters each: *ing*, *ang*, *ung*, and *ong*. Remember that *ing* can be added to all acting words so that *ring* becomes *ringing*, *run* becomes *running*, *play* becomes *playing*, and so forth. The *ing* in *ring* is used in these common words: *king*, *sing*, *bring*, *wing*, *thing*, *string*, and *spring*.

Use the flash cards to help your student learn these new words by sight. Sound out each word on the cards and break '*ring-ing*', '*run-ning*', and '*play-ing*' into syllables to help pronounce them.



Coach's Corner:

Be sure to point and say all of Mat's instructions.

Your student has three new words: *sing*, *sang*, *sung*, and *song*. The sounds are *ing*, like in *ring*, and *ang*, *ung*, and *ong*. At this point, focus on the spelling, and the sounding will be presented on the next page.

Your student has already studied *ing* in *ring*. *Ang* is in common words like *bang*, *rang*, and *gang*. *Ung* is in common words like *lung*, *sung*, and *wrung*. *Ong* is in common words like *bong*, *song*, *long*, *strong*, and *wrong*. Make flash cards for the three sets of words. Have your student sound out each of these words on the flash cards as the words are learned by sight.

s-i-n-g	s-ing	← Three letters make one sound.
s-a-n-g	s-ang	← Three letters make one sound.
s-u-n-g	s-ung	← Three letters make one sound.
s-o-n-g	s-ong	← Three letters make one sound.



sing
sang
sung
song



Coach's Corner:

Mat's prompt:

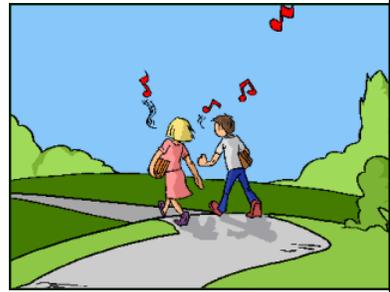
Spelling is how we see a word on the page. Sounding is how we say it. Point and spell each word, followed by pointing and sounding each word. Repeat this until you know the words, the letters, and the sounds.

Be sure to do Hootie's prompt: "Three letters make one sound."

Sing, sang, and sung are different parts of the same acting word. Teach *ring, rang, and rung; go, went, and gone; am, are, is, was, and were; come and came*. These parts of acting words must be remembered. Make flash cards to help your student learn them. Remember that they already know these orally.

ing ang
ong ung
ing
ang
ong
ung

We Sang the Song
We sang the song
That we had sung,
Marching off to school;
And hoped that we
might have a chance,
Yet once again
To sing the song
That we had sung.



Coach's Corner:

Point and say the words all the way through. Now point and say the words line by line. Point and say the parts of *sing*, *sang*, *sung*, *song*.

Point and say each line with expression.

Point and read Hootie's song. Hootie's song is on the software CD.

Sing a Song of Sixpence

Sing a song of sixpence,
A pocket full of rye.
Four and twenty blackbirds
Baked in a pie.
When the pie was opened
The birds began to sing.
Wasn't that a dainty dish
To set before a king?

Ang, Ong, Ung

Ang as in *sang*,

Ong as in *song*,

And *ung* as in *sung*

Are three sounds together.

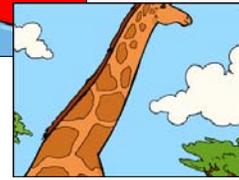
Try them on; sound them out:

Ang, ong, ung.

You can hear the *ang* in *angry*.

You can hear the *ong* in *long*.

And you can hear the *ung* in *sung*.



Coach's Corner:

Point and say the words all the way through. Now point and say the words line by line.

Sing my song with me!
"You ain't nothing but a hound dog!"

Point and say *ang*, *ong*, and *ung* each time they appear. Point and say the words that they make. Point and say each line with expression.

Point and read what Elvis says. *Sing* and *song*: Which is an acting word and which is a naming word? *Ain't* as used by Elvis is an expression that takes the place of such words as *aren't*, *am not*, and *is not*. Your student must remember that, in more formal situations, do not use *ain't*.



Go to your printing lesson.



sing
sang
song
sung

s

ing

sing

sang

song

sung

Coach's Corner:

The numbers to practice writing now are 9 and 10. Praise your student for completing all the printing.

Put the printing in the folder and go to the next page. You now have a portfolio of 37 printing lessons.

Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj Kk

Ll Mm Nn Oo Pp

Qq Rr Ss Tt Uu Vv

Ww Xx Yy Zz

0 1 2 3 4 5 6 7 8 9 10



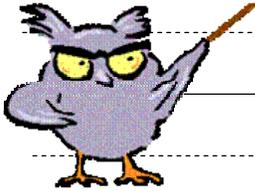
Point and say the words below.
These will start your writing.



sing
sang
song
sung

Start your writing:

These are the words
to my favorite song.



Coach's Corner:

This final starter sentence will cause your student to write something from memory. The words are in the mind and will flow to the paper. Have your student sing the words of the song first, if this helps. Much of school work will be writing from memory.

This is your student's last writing. You have a portfolio of your student's first 37 writing attempts. Take time to review, share, and enjoy the progress. You still have things to remember: Encourage the use of the dictionary, but misspellings are OK, and spelling for your student is OK. Take an editorial stance on beginning capitals, end marks, commas, quotation marks, and *s*, *es*, and *ies* plurals. Provide an audience for all writings. The next page will review *sing*, *sang*, *sung*, and *song*. This is your student's **last lesson!**

Word Wall: Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Rr Ss Tt Uu Vv Ww Xx Yy Zz er sh ch th th wh oo oo oi ur or Ou/ow qu aw/au

Tree of Sounds: air ar ear **ing** ang ung ong

Tree of Sounds Words: **song** sung sang ring tears heart chair dog saw queen house unicorn turtle oil book moon wheel child fish zipper yo-yo ax sun cute window kite hot pig bed cat

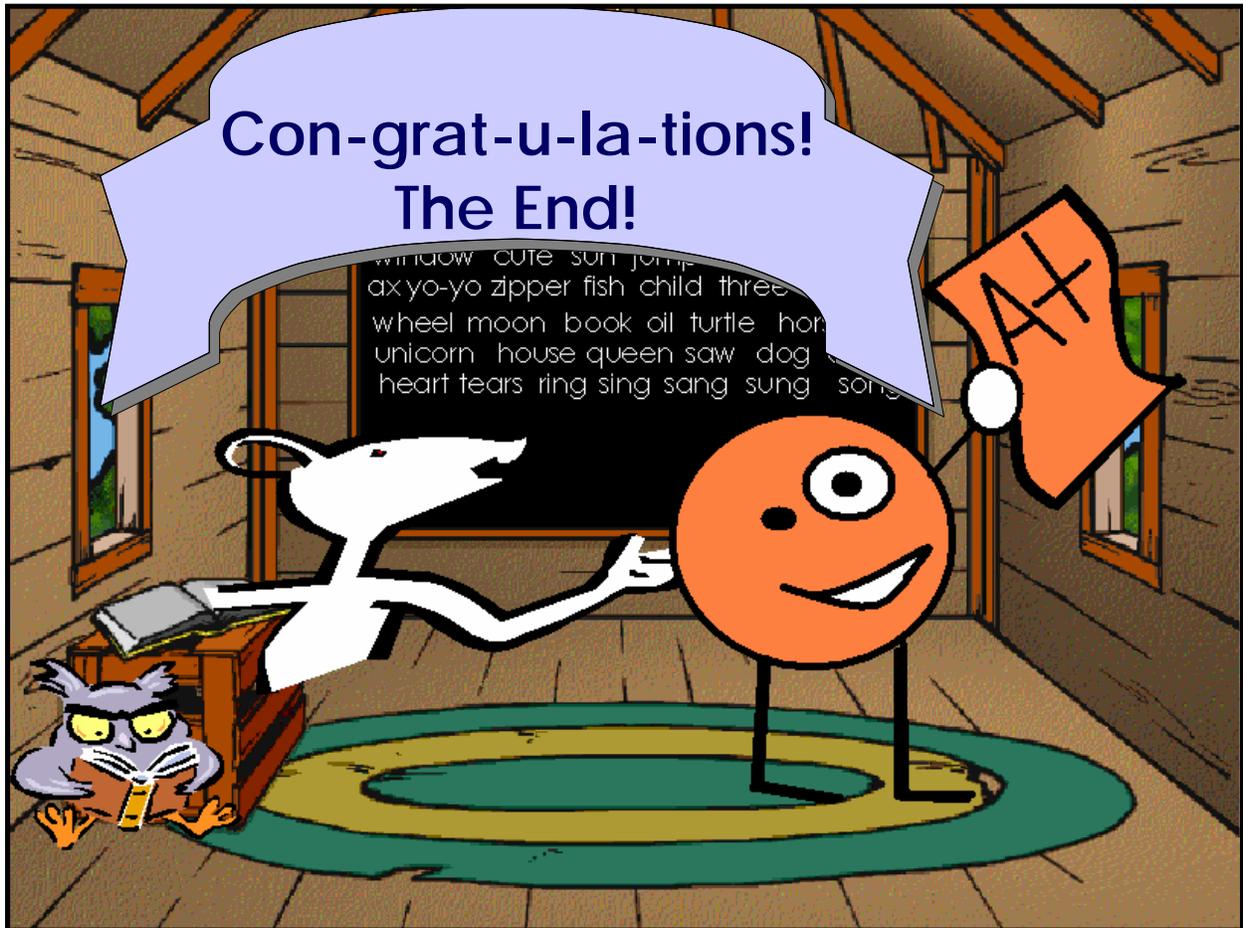
Speech Bubble: Sing, sang, sung, and song are bold and on the Word Wall. Ing, ang, ung, and ong are bold and on the Tree of Sounds. Point and say all your words and your sounds until you know them.

Coach's Corner:

Point and say all of Mat's instructions. After following all Mat's instructions, have your student pay special attention to the *s*, *ing*, *ang*, *ung*, and *ong*. These are the last of the 51 sounds.

Review that *ang* is in common words like *bang*, *rang*, and *gang*. *Ung* is in common words like *lung*, *sung*, *rung*, and *wrung*. *Ong* is in common words like *bong*, *long*, *strong*, and *wrong*.

Use the flash cards to help your student learn these last new words by sight. Sound out each word on the cards. Review all the flash cards with your student. **And now...**



Coach's Corner:

You and your student have covered the 51 general American sounds and their spellings, read over 74 stories and poems, read over 24 songs and rhymes, accomplished 37 printing lessons, and composed 37 writings. Your student knows how to use the dictionary, make beginning capitals, punctuation marks—periods, question marks, exclamation marks, commas, quotation marks—and *s*, *es*, and *ies* plurals. Plus, your student knows hundreds, if not thousands, of sight words. You have helped your student seek an audience for the compositions and writings. You and your student have a portfolio treasure of the first 37 printings and 37 writings.

If you have stayed the course with your student, you are the one to be congratulated! **The end!**