

Lesson Thirty-six: Ring—r- i- n- g

The Word Wall contains the following letters and sounds:

Aa Aa Bb Cc Dd Ee Ee Ff Gg Hh Ii Ii Jj
 Kk Ll Mm Nn Oo Oo Pp Rr **Ss** **Tt** Uu 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**

The Tree of Sounds contains the following words:

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	

Additional words on the ground:

horse		
feather	three	
volcano	lemon	jump
eagle	ape	run

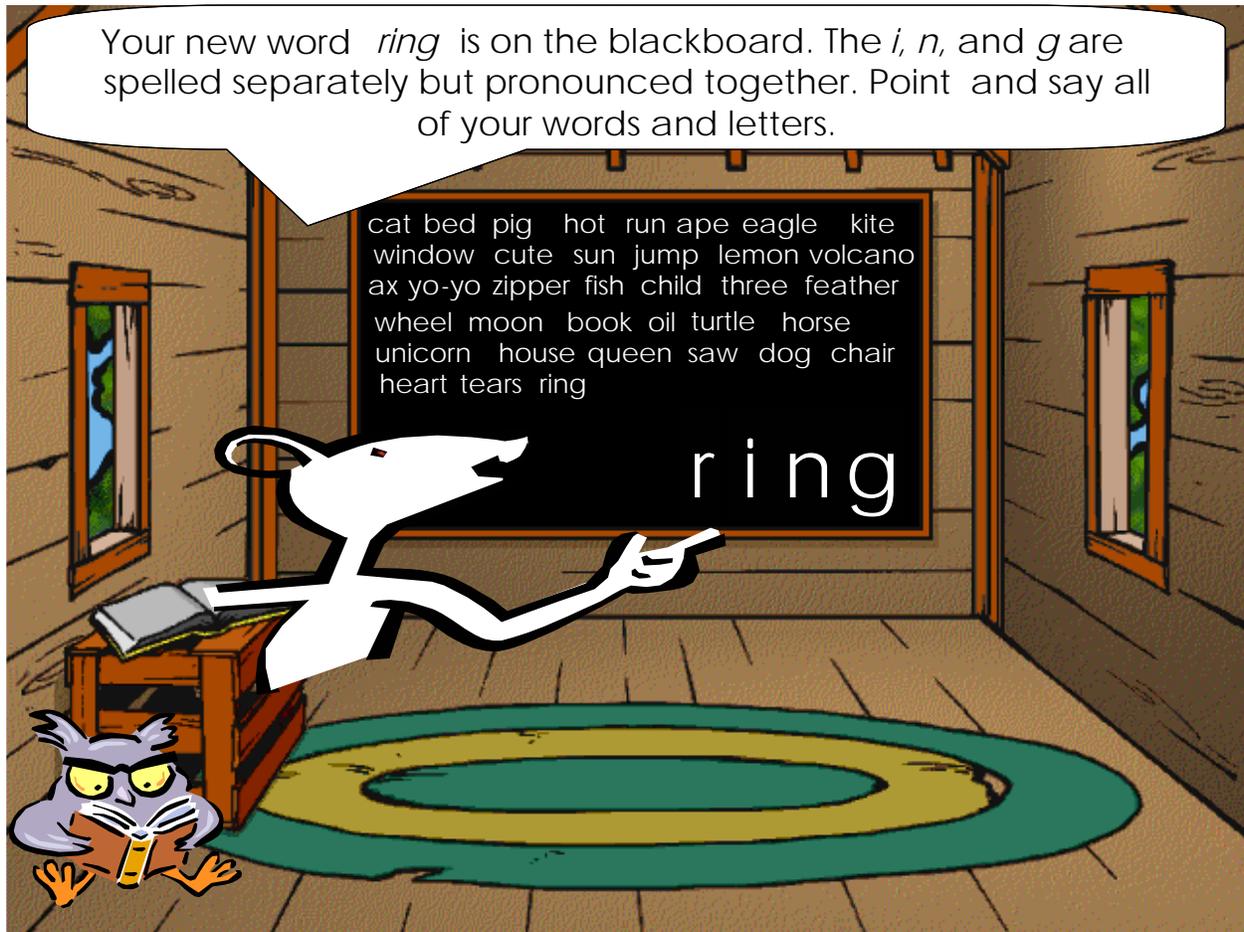
Tears is on the Word Wall. *T*, *ear*, and *s* are bold and on the Tree of Sounds. Point and say *tears* and your new sounds until you know them. Point and say all your words and sounds until you know them.

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 *ear* sound in *tears*. Three letters make the *ear* sound.

The *ear* in *tears* is used in these common words: *dear*, *fear*, *hear*, *near*, *rear*, *year*, *clear*, *smear*, and *spear*.

Use the flash cards to help your student learn these new words by sight. Sound out each word on the cards.



Coach's Corner:

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

Your student's new word, *ring*, has the spelling of *i*, *n*, and *g*. The three letters make the sound *ing*. At this point, focus on the spelling, and the sounding will be presented on the next page.

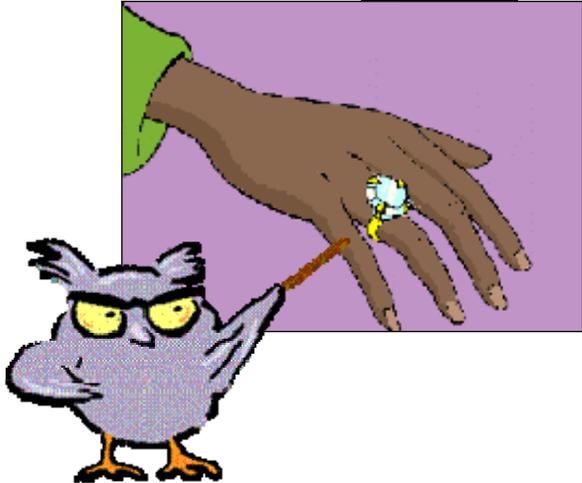
Remember that *ing* can be added to all acting words so that *ring* becomes *ringing*, *run* becomes *running*, *play* becomes *playing*, and so forth.

The *ing* in *ring* is used in these common words: *king*, *sing*, *bring*, *wing*, *thing*, *string*, and *spring*. Make flash cards for these words. Have your student sound out each of these words on the flash cards as the words are learned by sight.

ring
r-i-ng

ring
r-ing

Three letters
make one
sound.



Coach's Corner:

Mat's prompt:

Spelling is how we see a word on the page. Sounding is how we say it. Point and say the first word *ring*. Now point and say each letter. Point and say the second word *ring*. Now point and say each sound. The *ing* forms a single sound. Repeat this until you know the word, its letters, and its sounds.

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

There are two kinds of *rings*. One *ring* means a sound that bells make. The other *ring* is a piece of jewelry worn on the finger and other things that form a circle.

Ing Is a Wonderful Sound

Ing is a wonderful sound.



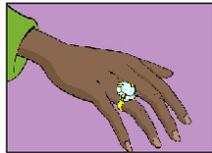
Go can be *going*.



Stop can be *stopping*.



R can be *ring* as in *ring on your finger*.



St can be *sting* as in *the bee did it! Ouch!*



Let's make our word *ring*;



For *ring* feels and sounds so much better!

Coach's Corner:

Mat's prompt:

Point and say the words all the way through. Now point and say the words line by line. Point and say *ring* each time it appears. Point and say each line with expression. Point out the *ing* in each word where it appears.

The *ing* is a useful sound since it is added to acting words to give the sense of continuous action. Help your student understand the sense of continuous action by acting out starting, stopping, and talking. Have your student make up as many acting words as possible ending in *ing*. How many ways can your student use *ring*?

Papa's Going to Buy You a Mockingbird

Hush, little baby, don't say a word.

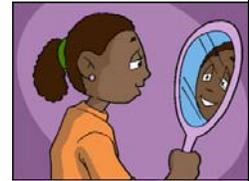
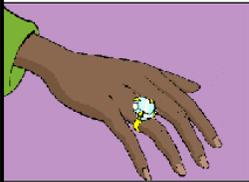
Papa's going to buy you a mockingbird.



If that mockingbird don't sing,
Papa's going to buy you a
diamond ring.



If that diamond ring turns brass,
Papa's going to buy you
a looking glass.



If you grow up and get real tall,



You'll be the prettiest baby of all.

--Traditional



Coach's Corner:

Point and say the words all the way through. Now point and say the words line by line. Point and say *ring* and the rhyming word *sing*. Point and say each line with expression.

Ring-a-Ring-a-Roses

Ring-a-ring-a-roses
A pocket full of posies
A tissue! A tissue!
We all fall down!

Have your student find each set of rhymes in the poem, which is also a song.

Point and read Hootie's song. What kind of *ring* is Hootie singing about? This song is on the software CD. Play the game Ring-a-Rosey.



Go to your
printing lesson.

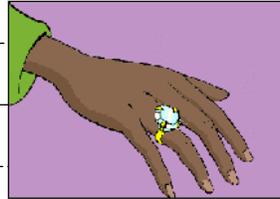


r

ing

ring

ring



s

rings

Coach's Corner:

The numbers to practice writing now are 7 and 8.

Put the printing in the folder and go to the next page.

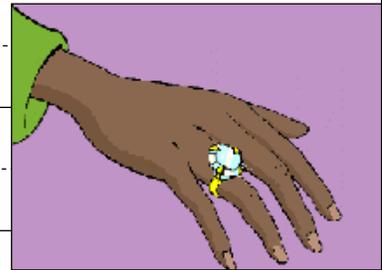
Aa Bb Cc Dd Ee
Ff Gg Hh Ii Jj Kk
Ll Mm Nn Oo Pp
Qq Rr Ss Tt Uu Vv
Ww Xx Yy Zz
0 1 2 3 4 5 6 7 8 9 10



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

Start your writing:

I put the magic ring
on my finger
and wished. . .



Coach's Corner:

Have your student start the writing with the starter: "I put the magic ring on my finger and wished. . ." Both *magic ring* and *wished* should cause imaginative thoughts. Ask your student to take the writing as far as possible.

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. Include in this list *ing*. Provide an audience for all writings. Be sure that all the printing and writing papers are in the file.

The next lesson is the very last lesson!