

Onestop Phonics: Three-letter sounds *-ick* and *-ing*

by Rachel Finnie

Level: Starter; Starters (Cambridge Young Learner tests)

Target age: 4+

Time needed: 30 minutes

Materials: Phonics podcast (downloaded from www.onestopenglish.com); flashcard; copies of worksheet 1, 2 and 3 for each child

Three-letter sounds *-ick* and *-ing*

Vocabulary

-ick (*chick, sick, pick, lick, quick*)

-ing (*thing, sing, singing, feeling, sleeping, wing, whispering*)

Note to teachers: Should you wish to refer to the onestopenglish phonemics chart, follow the link: www.onestopenglish.com/skills/pronunciation/phonemic-chart-and-app/

The vocabulary words all appear in the fun rhyme that is used to present the sounds initially.

Some of these words will be new to your learners and may require pre-teaching. You may like to use onestopenglish flashcards to pre-teach the words. Another option would be to use pictures from books, magazines or posters, draw pictures on the board or, where appropriate, use mime.

Alternatively, you might choose to start by inviting the children to guess the meaning of the words from the context of the rhyme.

The thing to remember is this: the more difficult words in the rhymes are only receptive. They are there to help the rhymes scan properly, and the children WILL remember the words easily as part of the rhyme, even if they don't always know the exact meanings of the words.

Procedure

• Start by telling the children: *We are going to learn about the sounds that different groups of three letters make when they are together in a word. Those letters are -i-c-k and -i-n-g. Explain what this means: When the letters 'i', 'n' and 'g' are together in a word, they are pronounced 'ing' as in 'playing'. When the letters 'i', 'c' and 'k' are together in a word, they are pronounced 'ick' as in 'click'.*

• Ask the children if they can think of any words with *-ick* or *-ing* in them.

- If they can, each time they say a word, ask the rest of the class to call out *-ick* or *-ing* depending on which sound they hear in the word.

- Draw two columns on the board, one for *-ick* words and one for *-ing* words. At the side of the column, write letters that can be used with both word endings (e.g. *s, br, k, th, w, cl*). Invite children to come to the board and choose a letter or letters from the list. They use the letters to make a word in one of the columns. The class says the word chorally. (Clarify meaning if necessary.)

• When all the words are on the board, point to them at random and ask the children to read the word, think about how it is pronounced and then to say the sound that is in the word (either *-ick* or *-ing*).

• Say to the children: *We are now going to listen to the new sounds in a rhyme.* Then play the audio for this lesson. Ask the children to listen carefully. Play the audio a second time if you think it is necessary.

Hand out Worksheet 1 and 2

• Play the audio again. This time, say to the children: *Look at the Worksheet and follow the words in the rhyme with your finger as you listen.*

• Then read the rhyme one line at a time. Each time, ask the children to repeat it.

• For each line of the rhyme, ask the children: *Which sound did you hear?* and choose children to call out the sound (each line only contains one of the sounds).

• Then choose children to call out the words from the rhyme that include either the *-ick* or *-ing* sound. Write the words on the board if you wish.

• Read the rhyme as a class.

• Suggest that the children take their pictures home to colour them in however they want.

• Ask the children to bring their coloured pictures to the next lesson. You can then ask for volunteers to bring their coloured pictures to the front and to read the rhyme to the class, to help to consolidate/revise the previous sounds.

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Audioscript:

*The thing
about Carlotta Chick
is that she can sing
beautifully.*

*But today
Carlotta's not singing
because she is feeling
sick.*

*Did she
pick
too many berries
or lick
too much ice cream?*

*Now
Carlotta's sleeping
with her head under her wing.
And her friend is whispering
a message ...
'Get better, Carlotta!'
'Quick!'*

Fun activity

- Write a selection of *-ick* and *-ing* words on the board. Ask for a volunteer to come to the front of the class. They choose a word from the board and mime it for the class. The first child to guess the word correctly comes up to the board and chooses the next word to mime.

Hand out Worksheet 3

- Explain that the children are going to complete all the words on the page by writing *ick* or *ing*. Point out that some words are in the rhyme and some are not.
- Walk round as they are working, to check what they are doing.
- When they have all finished, hold up the worksheet and point to the words one at a time, each time, the children call out the word and the spelling.
- End the lesson by asking the children to say the rhyme again as a class. You can invite them to tap out the rhythm with their fingers on their desks as they listen.
- You can either ask the children to draw a picture for one of the words in class, or they can take their worksheets home and draw a picture. If they draw their pictures at home, they should bring their pictures to the next lesson.

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YOUNG LEARNERS WORKSHEET 1



The **thing**
about Carlotta **Chick**
is that she can **sing**
beautifully.

But today
Carlotta's not **singing**
because she is **feeling**
sick.

Did she
pick
too many berries
or **lick**
too much ice cream?

Now
Carlotta's **sleeping**
with her head under
her **wing**.
And her friend is
whispering
a message ...
'Get better, Carlotta!'
'**Quick!**'

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Write *ick* or *ing* to make words. Then draw a picture.

l i c k _ _

c h _ _ _

q u _ _ _

k _ _ _

s l e e p _ _ _

w a l k _ _ _

s _ _ _

r _ _ _

