

Learning Segment

The learning segment for this assessment was glued “-ng” sounds: ang, ong, ing, ung. The three lessons provide an introduction to combining a consonant with an “-ng” (vcc) glued sounds to make a new cvcc word.

Learning Objective	Assessment and rationale
<p>Lesson 1: Students will be able to identify “-ng” (vcc) glued sounds and combine them with a given consonant to form new cvcc words.</p>	<p>Students will use magnetic letter boards to build words that are dictated to them — building the consonants and “-ng” glued sounds on their magnetic letter boards (making cvcc words).</p> <p><i>This magnetic letter activity is a great way to introduce this concept and it also allows the teacher to observe the students’ understanding as the teacher moves about the room.</i></p> <p><i>There is a second opportunity for assessment when the teacher asks the students how to write the previously dictated cvcc words. The teacher will use a digital version of the magnetic tiles on the SMARTboard.</i></p>
<p>Lesson 2: Students will be able to identify and write “-ng” (vcc) glued sounds and combine them with a given consonant to form new cvcc words.</p>	<p>Students will write blends of dictated consonants and “-ng” glued sounds (making cvcc words) on dry erase boards. At the conclusion of the lesson, students will write the word “sang” on a sticky note as their exit ticket to post on a large chart paper.</p> <p><i>This assessment is a quick way for the teacher to evaluate the students’ level of understanding and where the teacher may need to re-teach or clarify in the following lesson through both the dry erase board writing and the exit slip.</i></p>
<p>Lesson 3: Students will be able to identify and write a dictated sentence containing cvcc words with “-ng” glued sounds.</p>	<p>Students will write a sentence that is dictated to them on their dry erase boards that contains two different words that use “-ng” glued sounds.</p> <p><i>This assessment is a bit more challenging and shows a deeper level of understanding. There is less guidance on the teacher’s behalf. The students need to focus on listening to the words being dictated and differentiate between the ang, ing, ong, and ung sounds.</i></p>