

*Exercise A-* Students focus on and pick out the target cluster in context. Sentences are then read aloud with the teacher to practice decoding strategies.

**A. Circle the ING clusters, and copy each ING word. Read these sentences aloud.**

1. We sing jingles at each meeting.

*sing jingles meeting*

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2. King Charles put the shing ring on Diana's finger.

*King shining ring finger*

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*Exercise B-* Vocabulary is reinforced.

**B. Match the vocabulary word to its definition below.**

<u>jingles</u>	<u>linguini</u>	<u>clinging</u>
<u>holding tight</u>	<u>silly songs</u>	<u>flat noodles</u>

*Exercise A -* Students must use phonemic awareness to choose the correct cluster.

**A. Fill in the cluster to complete the word correctly: ING, AT.**

1. I was so cold that my fing ers were ting ling .

2. Did you say something about spring ?

*Exercise B -* Students must visually discriminate among similar choices and use context clues to decode.

**B. Circle, then write the word to complete each sentence.**

1. He cannot \_\_\_\_\_.  
sing                  sang                  sung

2. We heard a \_\_\_\_\_ when the coin fell.  
pang                  pat                  ping