

Phonemic Awareness Strategy

Strategy: Change One Letter. The students will use their knowledge of letter-sound correspondence and awareness of phonological sound placement to write and change words.

Appropriate Grade Level: K-2

Materials Needed:

- One dry-erase board, marker, and eraser for each student.

Procedures/Steps: Tell the students they will be writing new words by changing one letter at a time. Say that they must listen carefully to figure out which letter they will have to change.

Then,

1. Give the students a word to write on their dry-erase board (e.g., *man*). Check all students' boards to make sure they have spelled the word correctly. Have the students track their index finger under the word *man* as they read it.
2. Tell the students that they should change one letter to make the word say *mat*. *Do not tell the students which letter to change!* It is important that students listen to the placement of the sound in the word and change the letter according to their understanding.
3. Make sure all the students have changed the correct letter (*n* to *t*). If they have not, have them write the word *man* again and, tracking a finger under the word *man*, say the word *mat*. Usually, this is all it takes for the students to realize that the *n* needs to be changed to *t*.
4. Continue to have the students change one letter at a time to manipulate different parts of the word.

Comments/Tips:

- Have the students add blends, change the vowel sound, or change two letters at a time.
- Have the students add only one letter, not changing the original word (e.g., add one letter to *man* to make it say *main*). They may give two different answers depending on the students understanding of vowel patterns (they may write *main* or *mane*). What a great way to open a discussion on homophones!

Source: Scammacca, N., Vaughn, S., Roberts, G, Wanzek, J. and Torgesen, J. (2007). Extensive Reading Interventions in Grades K-3: From Research to Practice.