

Phonemic Awareness Strategy

Strategy: Decoding: Short Vowels. The students will decode words with short vowel patterns.
Appropriate Grade Level: K-2
Materials Needed: <ul style="list-style-type: none">• Reading material at the students' instructional reading level, containing words with short vowel patterns.
Procedures/Steps: Short vowel sounds are the sounds a vowel makes when it does not say its name. The short sound for all of the vowels are as follows: short /a/ as in cat; short /e/ as in bet; short /i/ as in bit; short /o/ as in hot; and short /u/ as in bug. These sounds should be introduced and reviewed with students in a word analysis lesson before they begin to read the passage or book. Preview any short vowel words or patterns that may appear in the book. Then, <ul style="list-style-type: none">• Do a comprehension/vocabulary preview.• As students begin to read aloud, assist them with any unfamiliar short vowel words, either by reminding them of the sound of the vowel or by reminding them of the short vowel pattern.• After students decode a word, remind them to go back to the beginning of the sentence and read the entire sentence again.• Have the students continue reading and decoding any unfamiliar words.• After the students read the entire passage or book, discuss what happened in the story, and the students' reaction to it.
Comments/Tips: <ul style="list-style-type: none">• If the students are having difficulty with particular short vowel words or patterns, write them on word cards to review during a word analysis lesson.• For English language learners, be sure to preview any unfamiliar vocabulary and word meanings. The short sounds of vowels may be more difficulty for these students; for example, the differences between the short sounds of <i>e</i> and <i>i</i> are very slight, and may not be present in their first language. Be sure to give students examples of words with these sounds, and show them how to position their mouths and tongues as they say these sounds. (See "Short <i>E</i> and <i>I</i>: What's the Difference?" strategy.)
Source: Scammacca, N., Vaughn, S., Roberts, G, Wanzek, J. and Torgesen, J. (2007). Extensive Reading Interventions in Grades K-3: From Research to Practice.