

Phonics Strategy

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| Strategy: Bingo. The students will read and review word/spelling patterns. |
| Appropriate Grade Level: K-5 |
| Materials Needed: <ul style="list-style-type: none">• Word cards with words containing known and current word/spelling patterns• Matrix game board for each student with words written in the squares (number of squares determined by the teacher).• Plastic chips or other small manipulatives to cover words on the game board. |
| Procedures/Steps: Explain to students that in this game they will be matching dictated words with the corresponding written words on their game boards. <ol style="list-style-type: none">1. Read the word cards with the students, reviewing the word/spelling patterns.2. Give each student a BINGO game board and chips to cover words.3. Tell the students that when a word is called they are to look for that word on the game board. Then, read a word out loud from a card. Say the word in a sentence and read the word again.4. Instruct the students to put a chip over the word if found on their game board. They may call out “BINGO!” when they have covered all words in a row, either horizontally, vertically, or diagonally.5. In order to win, the student who calls “BINGO!” must correctly read all the covered words from the game board. If the student cannot read all the words, then the game continues until another student (or the same student) is able to call “BINGO!” again and reads all the words correctly. |
| Comments/Tips: <ul style="list-style-type: none">• Do not show the word card to the students, unless the pattern is relatively new and additional visual reinforcement is necessary or helpful.• If time permits, have every student read back the words they have covered on their game boards.• This game can also be designed to include phonetically irregular (exception) and high frequency words. Also, content area words could be used to reinforce science/social studies vocabulary.• For <i>English language learners</i>, discuss meanings of words while reviewing them during step one. Be sure to provide students with a sentence containing that word during step three to reinforce word meanings in context. |
| Source: Scammacca, N., Vaughn, S., Roberts, G, Wanzek, J. and Torgesen, J. (2007). Extensive Reading Interventions in Grades K-3: From Research to Practice. |