

## Phonics Strategy

**Strategy:** Pair That Sound! The students will learn the multiple sound correspondences for a specific vowel pattern and will practice reading words using the differing sounds.

**Appropriate Grade Level:** K-3

**Materials Needed:**

- Vowel pattern word cards separated into piles by similar vowel sounds.
- Vowel pattern word lists for teacher use (included below).

**Procedures/Steps:** Tell the students they will be reading and matching word cards with the same vowel sound. Then,

1. Show the students two cards, each containing one word from the differing sounds of the target vowel pattern (for example, *good* and *goose*). Read the words to the students. Explain that although the words are written with the same vowel pattern (*oo*), the vowel pattern is pronounced differently in each word.
2. Ask the students to read the two word cards, listening for and identifying the difference in the vowel pattern sounds.
3. Ask students to read the remaining word cards. Separate the cards into piles by similar sound.
4. Play concentration with the word cards. The object of the game is to turn over two words with the same vowel sound (for example, *good* and *look*).
5. Shuffle all the word cards and place them face down in rows.
6. Players take turns choosing two cards at a time, and reading the words on the cards. If the two words have the same vowel sound, and they are read correctly, the student may keep the cards. Non-matching vowel sounds or words read incorrectly should be returned to their original places.
7. Each student places his or her matching pairs in a separate pile, to be reread at the end of the game.
8. Students continue to take turns until all word pairs have been found.
9. Each student reads his or her matching pairs to the group.

### Vowel Patterns Containing Multiple Sound Correspondences

#### Oo

**/u/:** look, good, hook, afoot, hood, took, wood, hoof, crook, foot, stood, soot, cookie, nook, shook, goodbye, lookout, football, wooden, brook, wool, notebook, understood, neighborhood, cook, book.

**oo:**  
**/u/:** ooze, soon, shool, room, food, shoot, smooth, pool, tooth, cool, goose, troop, fool, boot, tool, mood, roof, moon, loose, balloon, noon, too, zoo, shampoo, coo, tattoo, kangaroo, bamboo, cuckoo, boo, igloo

### Ea

**Long /e/:** eat, each, east, easy, eagle, eager, easel, Easter, eaten, eastern, ease, easily, neat, read, least, beat, clean, deal, dear, leaf, feast, peach, meat, weak, peanut, sea, tea, flea, plea, pea

**Short /e/:** head, heavy, ready, thread, steady, dead, breath, ahead, breakfast, already, Feather, death, measure, instead, leather, meadow, pleasant, spread, heading, sweat, threaten, treasure, weapon, weather, overhead, heaven, dread, pleasure, widespread, gingerbread

### Ow

**/au/:** down, town, brown, flower, crowd, crown, cowboy, power, vowel, downward, towel, powder, tower, chowder, shower, how, now, cow, plow, allow, somehow, eyebrow, vow, owl

**Long /o/:** bow, tow, low, mow, snow, own, owe, bowl, towboat, rowboat, bowling, show, slow, yellow, follow, tomorrow, throw, blow, grow, flow, glow, know, crow, arrow, borrow

#### Comments/Tips:

- This game may be adapted by having students read and match word cards that have the same vowel sound, but differing patterns representing that sound for long vowel patterns, as well as spelling patterns, that can be used for this adaptation.
- For extra practice, have students write their word pairs in their notebooks.
- For English language learners, clarify the pronunciation and meaning of all words introduced. Be sure to review letters that have pronunciations or sounds in English that are different from or similar to those in the students' first language, as well as teach the use and meaning of context-specific vocabulary (e.g., homophones or words with multiple meanings).
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**Source:** Adapted from Fry, E. B., Kress, J. E., & Fountoukidis, D. L. (2000). *The reading teacher's book of lists* (4<sup>th</sup> ed.). Paramus, NJ: Prentice Hall.