

Phonics Strategy

Strategy: Sticky Books
Appropriate Grade Level: K-5
Materials Needed: <ul style="list-style-type: none">• List of words containing a specific word/spelling pattern for teacher use.• Sticky books for each student, consisting of a blank 3x9 inch tag board card (1/3 of sentence strip) with the appropriate number of sticky notes stapled at the left edge.• Dry-erase boards, one for each student• Dry-erase markers and erasers, one for each student• Chart paper and permanent markers for recording words• Timer
Procedures/Steps: <ol style="list-style-type: none">1) Inform the students that they will be learning words containing a specific pattern (the _____ pattern). Review the sounds of the letters, if any are silent, and how the pattern is read.2) Give the students a few oral and written examples of words containing this pattern.3) Ask students to brainstorm words containing this pattern. Explain they will have one (two, three) minute(s) to write as many of these words as possible on their dry-erase boards.4) Pass out the boards and markers. Set the timer. Instruct students to begin.5) When the timer rings, have each student read his or her words to the group. Write the words on a master chart paper list. Reread the master list with the students when all have given their words. Keep track of words the student may have brainstormed that have similar sounds when read, but contain different spelling patterns to use later for comparison.6) After rereading the words, provide clues to other words students might not have generated.7) Give each student a sticky book with the beginning or ending word pattern written on the tag board (leave sticky notes blank).8) Have student write the remaining letters (onsets) on the sticky notes to complete the words and the book.9) Read the sticky books together10) Allow students to take their books home to read for practice.
Comments/Tips: <ul style="list-style-type: none">• Have students roll letter dice, using the rolled letter as the onset to add to the rime, to create words. Clarify whether the words created are real words or nonsense words.• For English language learners, clarify the pronunciation and meaning of all words read and listed. Be sure to distinguish between real words and nonsense words, as well as clarify the meaning of any homophones or words with multiple meanings.
Source: <p>Scammacca, N., Vaughn, S., Roberts, G, Wanzek, J. and Torgesen, J. (2007). Extensive Reading Interventions in Grades K-3: From Research to Practice.</p>

