

Phonics Strategy

Strategy: What's the Difference? The students will differentiate between two short vowel sounds.

Appropriate Grade Level: K-2

Materials Needed:

- Word lists with short *e* and short *i* words (write these words in lists of three, with two having the same short vowel sound, and the other word having the different vowel sound)
- Two cards, one with *e* written on it and the other with *i*.

Procedures/Steps:

1. Show the students the cards and review each short vowel sound.
2. Give examples of words with these sounds in them, in both initial (*elephant, egg*) and medial (*men, set*) positions, and have students feel the position of their mouth and lips as they make these sounds.
3. Call out words in threes; use two that have the same short vowel sound and one that has a different vowel sound. The students must determine which word has the different vowel sound.

Comments/Tips:

- Begin the game using only words with the short vowel sounds in the initial position, and then move to words with short vowel sounds in the middle.
- Have the students practice by saying a word with one vowel sound, then changing the vowel sound in the word. For example, have them say or read *pet*, practicing the feel and sound of the short *e*, then change the medial vowel to *i*, and have them say or read *pit* to feel and hear the differences.
- For *English language learners*, have picture cards of the words to assist the students in learning vocabulary.

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