

Phonics Strategy

Strategy: Word Slide. The students will learn different vowel patterns corresponding with specific vowel sounds.

Appropriate Grade Level: K-2

Materials Needed:

- Dry erase-board, marker, and eraser for modeling
- Word slides containing different vowel patterns corresponding with one vowel sound/phoneme

Procedures/Steps: Tell the students they will be learning different patterns that correspond with one vowel sound. Then,

1. Write words that show the different ways to spell the target vowel sound on the dry-erase board.
2. Read the words and call attention to the different spellings.
3. Write more examples of words with the target sound on the dry-erase board, categorized by spelling pattern. Have students read the words as they are introduced and written.
4. Point to the words in a random order and have students read the words again.
5. Tell students they will be making a word slide to read words containing one of the vowel patterns. You may want to review the list of words containing this pattern again.
6. Give each student a word slide containing one of the vowel patterns.
7. Help students write one or more words listed on the dry-erase board onto their construction paper strip, around the spelling pattern tag board strip. Assist the students in writing or copying additional words from the dry-erase board onto their word slide.
8. After the students complete their word slide and read all the words as they slide the tag board, ask them to exchange slides to read each others words.

Comments/Tips:

- Allow individual students to choose various words from the dry-erase board, or other words not listed as appropriate, given each student's reading/word knowledge level.
- On the following or another day, teach or review the other spelling patterns with the same target sound. Have students compare various words across spelling patterns, noting the various positions of each pattern within words.
- Depending on the reading level of the group, two or three patterns may be learned during one day.
- This activity may be adapted by playing "Concentration" with word cards made with different spelling patterns of the target vowel sound, instead of slides for these patterns. Words are considered "matches" if they contain the same spelling pattern of the target sound and the student is able to read both words correctly.
- For *English language learners*, clarify the pronunciation and meaning of all words. Be sure to discuss and clarify homophones or words with multiple meanings. Word banks or charts may be helpful in providing a visual organization of words with similar patterns.

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