

Fluency Strategy

Strategy: Word Pattern Road Race. The students will read words with a particular spelling pattern quickly and accurately.

Appropriate Grade Level: K-5

Materials Needed:

- Two game boards, or a pair of game boards for every two students (can be made out of a manila file folder cut in quarters and sectioned off as in the example below)
- A set of word cards for each student
- A game piece for each student
- Game board example (for sight words):

| | |
|-----|--------|
| for | the |
| it | he |
| boy | girl |
| cat | little |
| and | up |
| go | red |
| is | I |

Start here and go up and over

End here

Procedures/Steps: This is a two player game (if more than two students are in the group, divide them into pairs and have a different game board and set of word cards for each pair). To play the game,

1. Have students put their game pieces at the bottom of the first (left) column.
2. Explain that students should read their word cards aloud in order until they encounter the card containing the first word in the left column on the game board. After students read the word aloud they move the game piece onto that word on the game board.
3. The game continues with the students reading the words and moving their game pieces up the left column, then over and down the right column. The first student to reach the bottom of the second column wins.

Note: The students do not “search” for the next card in the stack; they must read and reread all the words in the stack in order until the next word is read, thereby reading through the entire stack of words many times before the end of the game.

Comments/Tips:

- This game may also be played with high frequency words, sight words, and less phonetically regular words. Content words could also be used to reinforce science or social studies curriculum as a pre-teach/re-teach strategy.
- For *English language learners*, picture cues next to the words may help the students with new or difficult 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.