

Routines for Teaching, Learning, and Using Vowel Patterns

Materials:

- Vowel Pattern chart – Make a copy for each student in the group.
- Vowel Pattern cards with pictures – Copy the cards with the pattern on one side and the picture clue on the other.
- Vowel Pattern cards without pictures – Copy the cards with the pattern on one side and the words on the other.
- Magnetic letters
- Dry erase board and marker
- Analogy chart in plastic sleeve

Step 1 ASSESS: Identify the vowel patterns students need to learn. Administer the word study inventories for levels G, H, and I in *Next Step Forward in Word Study*, p. 212.

Step 2 DECIDE: Select a vowel team to teach the group.

- Teach one pattern at a time (usually one or two per week).
- Review the patterns students have learned.

Step 3 GUIDE (7-15 minutes)

Review – Use the following drills to review the vowel patterns you have taught. (1 minute)

- Visual drill (30 seconds). Use one of the following routines. They are listed easiest to hardest.
 - *Use the vowel pattern chart.* Point to a vowel pattern on the chart and have students say the sound /ar/, the letters A-R, and picture (car).
 - *Use the vowel pattern cards with pictures.* Show students a vowel pattern card. Have them say the pattern /ar/ and recall the picture printed on the back side (car).
 - *Use the vowel pattern cards without pictures.* Show students a vowel pattern card. Have students say the sound /ar/. Repeat

with other familiar vowel patterns. Work toward automaticity and fluency.

- Auditory drill (30 seconds)
 - Say a vowel pattern you have taught (/ar/). Have students write the letters that spell the pattern.
 - Repeat with other familiar vowel patterns.

Teach – Explicitly teach the new vowel pattern (1 minute).

- Point to the new pattern on the chart. Say the sound /ew/, the letters E-W, and the picture link (screw).
- Segment the sounds in words with the vowel pattern (30 seconds).
 - Dictate 3-4 words that have the new vowel pattern. Have students segment the sounds in each word (e.g. T: blew, S: /b/ /l/ /ew/).
- Blend the sounds in words with the vowel pattern (30 seconds).
 - Choose 3-4 words with the new phonics skill. Segment the sounds in each word and have the students say the word (e.g. T: /s/ /t/ /ew/, S: stew).

Practice - Use some of the following word study activities. (5-10 minutes)

- **Making Words.** Students use magnetic letters to make a series of words that contain the vowel pattern. If you want to teach the ew pattern, for instance, you might have students make these words: *new – few – flew – blew – brew – crew*. After they make each word, have them break the letters before the vowel and say the two parts (/b/- /ew/). Alternate saying the new word for students to make with telling students which letter to change to make a new word.
 - Make the word new. Break it (n-ew), Say it (/n/-/ew/), Make it (new).
 - Change *new* to *few*. Break it, say it, make it.
 - Add the letter *l* after the letter *f*. Break it, say it, make it (*flew*).
 - Change *flew* to *blew*. Break it, say it, make it.
 - Change the letter *l* to the letter *r*. Break it, say it, make it (*brew*).
- **Analogy Charts.** Students use a key word to write words that have the same vowel pattern.

Choose two vowel patterns -- Use the new vowel pattern and a pattern you have already taught the group (e.g., ew, ar).

Dictate the key words for each pattern for students to write at the top of their analogy chart. Have them underline the vowel pattern in each word.

<u>new</u>	<u>car</u>

Dictate a series of words that either have the ar or the ew pattern. Children should repeat the word and point to the key word that has the same pattern before they write the word on the chart.

<u>new</u>	<u>car</u>
<u>flew</u>	<u>star</u>
<u>stew</u>	<u>farm</u>
<u>newer</u>	<u>start</u>
<u>fewer</u>	<u>started</u>

Read - Students read each column of words.

- **Make a big word.** Select a word from the story that contains the new vowel pattern. Tell students which letters they will need, dictating the letters in alphabetical order (e.g., c, e, e, m, n, o, r, w). Tell them the word they will make (*newcomer*) and have them clap the syllables. After they make the word with the magnetic letters, have them break it into syllables (new – com- er). This activity helps students break big words during reading and writing.
- **Write words.** Review the new vowel pattern. Dictate a few words with the pattern for students to write: *fewer*, *withdrew*, *pewter*. After they write each word, have them underline the vowel pattern.
- **Read Words.** On a dry erase board, write 3-4 words with the new vowel pattern and have students read them.

Step 4: TRANSFER - Prompt students to use vowel patterns when reading and writing continuous text.

Transfer to Reading

Once you teach a vowel pattern, direct children to use it during reading. For example, if they have trouble decoding the word *newly*, ask them to tell you the pattern (ew) and to think of a word they know that has that pattern. If they can't think of a word, have them find the *ew* pattern on their chart. Then they can use the picture clue, *screw* to read the word.

Another suggestion is during the book introduction, select a word from the book that has the new pattern. Make the word out of magnetic letters and show students how to break it into parts. Then have students find the vowel pattern on their vowel pattern chart and read the word.

Transfer to Writing

Since there are several different ways to spell most of the vowel sounds, it will take longer for students to transfer the skill to writing than to reading. When students struggle to spell a word with a vowel pattern you have taught, tell them to find the picture on the chart that has the sound of the vowel pattern and use those letters in the word they want to write.

Practice Activities - Provide opportunities for overlearning by using the vowel patterns in literacy centers. After you have taught several vowel patterns, teach children a few games they can play with a partner or a small group. Use the set of vowel pattern cards that has the vowel pattern on one side and the picture on the other. Laminate the cards to make them more durable.

Name the Pattern

1. Students lay out the cards with the picture side up and the pattern side down.
2. Students take turns choosing a card, saying the picture (ball), saying the pattern (all), and spelling the pattern (A-L-L). They can check themselves by turning the card over.

Name the Picture

1. Students lay out the cards with the vowel pattern facing up and the picture facing down.

2. Students take turns choosing a card, saying the vowel pattern (all), and then trying to recall the picture on the back of the card (ball). They can check themselves by turning the card over.

Vowel Pattern Speed Game

1. Students organize the cards in a pile with the pictures facing up.
2. They try to run through the pile quickly saying the picture (car), the vowel pattern /ar/, and the letters that make that sound A-R. Children can check themselves by turning the card over to see the vowel pattern.
 - The goal of the game is to build automaticity with vowel patterns. Children can set a timer and see how long it takes to go through the cards. Then they can repeat the process and see if they can do it faster.

Variation: Students can play the game with the pattern facing up. Then they take turns saying the pattern (ee) and trying to recall the picture on the back of the card (tree). Of course, they can always turn the card over if they need help.

SPEED – How many words can you write in 30 seconds?

Materials: timer, set of vowel pattern cards, dry erase board and marker for each student.

1. The cards are stacked with the pattern facing up.
2. The leader sets the timer for 30 seconds, and the children write as many words as they can that have that vowel pattern.
3. After the timer goes off, each child reads the words they have written.
4. The next card is revealed, and the game continues.

With explicit instruction, guided practice, specific prompting during reading and writing and purposeful practice, you will see your students grow as readers and develop automaticity and flexibility with vowel patterns.