

Teaching Process

1. Organize the Process for Recording and Storing the Lists

Decide on the scope of the Phonic Pattern Word Lists component and on a process for collecting and recording the words. Which class lists will you generate and which will be exclusively written by students? Will some lists have both teacher and student entries? How will students record their individual lists? Will they use notebooks or some other method that will make it easy for them to use the lists for study and for reference?

2. Use Chart Paper and Chart Stands

Large flip chart pads can be used to record the word lists for continual study and use by students as references for writing, spelling assignments, etc. Chart stands with large loose leaf rings can be used to organize and store the chart pages.

3. Beginning and Adding to the Word Lists

You and your students can begin and add to these lists as you identify words with common phonic patterns in readers and content area texts, in the Street Phonics program, and in the 1,000 Most Common Words List.

4. Students' Notebook of Phonic Pattern Word Lists

Each student keeps a loose-leaf notebook of lists of words with the same HR Phonic Element. These are words they have identified in their readers, trade books, street signs, and other sources. Pages accumulate and provide a rich resource for continual meaningful practice and review of the HR Phonic Elements through both group and independent work assignments. Students' lists are periodically checked for accuracy by you, teachers' aides, parents, and fellow students.

5. Lists of Words with Phonic Elements That are Not on the HR Phonic Elements Chart

Students study sound patterns that are not on the HR Phonic Elements chart as they are encountered in words in various reading materials. Introduce and provide intensified practice in the application of these phonic patterns by leading students in the analysis and decoding of lists of words, all of which have the specific phonic element that is to be learned.

For example, when students attempt to decode the word soup on a restaurant street sign, the teacher introduces a list of other words that have the same sound for the spelling ou. Examples of these words are: you, group, bouquet, coupon, route, youth, souvenir, routine, Louis, Louisiana. When students are phonetically analyzing the word rough in a science text, they learn to decode additional words with that /ou/sound/symbol relationship such as: cousin, double, country, southern, tough, Douglas. These lists are recorded on separate charts and practiced along with the lists of the words with the HR Phonic Elements.

6. Word Cards

Sets of word cards are needed for specific phonic pattern lists. Use these in small group lessons. Students can make a set of 3"x 5" or 4"x 6" word cards for each list, keep them in large plastic sandwich bags, and use them for independent study and for quizzing each other. Other sets of cards

can include words from various lists. Students can categorize these cards according to common phonic elements.

7. Independent Work

Students can use the lists for independent schoolwork and homework. For example, alone or together with a partner or small group, they can: search the lists for synonyms and antonyms; create funny stories or comic strips using 10 to 15 of the words from a particular list, identify a specified number of words that have at least two HR Phonic Elements, etc.

8. Common Phonograms

Common phonograms can be taught and practiced through recitation of word lists on charts. Some phonograms that occur with high frequency in primary-grade words are: ack, ake, ale, ame, an, ank, ap, ash, at, ate, ay, eat, ell, ive, ick, ide, ight, ill, in, ine, ing, ink, ip, it, oke, op, ore, ot, uck, ump, and unk.

Tips

- As an independent practice activity, students can be assigned one or more HR Phonic Elements. They must look in various types of printed materials and make lists of words that they identify for each of the designated phonic elements. The following is an example of only part of a Phonic Pattern Word List that you and your students might collaboratively compile for the sound pattern /er/: larger, mother, nervous, personal, pitcher, shelter, several, permit, superintendent, monster, oyster, pattern, perhaps, serve.
- You may assign students a certain number of words to identify and record each week for some or all of the HR Phonic Elements.