

Hide and Seek

College- and Career-Ready Standard Addressed: RF.1.3

Know and apply grade-level phonics and word analysis skills in decoding words.

- Know the spelling-sound correspondences for common consonant digraphs.
- Decode regularly spelled one-syllable words.
- Know final-e and common vowel team conventions for representing long vowel sounds.

Objective: Students will practice reading words with long and short vowel patterns.

Materials

Vowel letter cards (see below).

Word cards:

- List 1: mad, cap, pan, Sam, sat, bat, bath
- List 2: make, same, take, date, bathe
- List 3: man, mane, nap, cake, can, cane
- Optional nonsense words: dat, pap, dape, fane, mape

Suggested Schedule and Group Size

Schedule: Daily, no more than 5 minutes to 10 minutes per session.

Recommended group size: Individual or small group (up to five students).

Note: The following script is intended as a model.

Activity

Intervention Principle

Use precise, simple language to introduce and review key concepts or procedures.

Sample Script and Procedures

Today we will practice reading words with long and short vowel patterns. Words have different vowel patterns, and knowing these vowel patterns helps us know how to read words.

Adapted with permission from The University of Texas Center for Reading and Language Arts. (2002). *Word Study for Students with Learning Disabilities and English Language Learners* (p. 24). Austin, TX: Author.

<p>Break tasks into smaller steps, compared with less intensive levels of instruction/intervention.</p>	<p>First, we will practice reading words that have the same vowel and follow the short vowel pattern. <i>Quickly review all the vowels with students: a, e, i, o, u, y.</i></p>
<p>Think aloud and use modeling to demonstrate new procedures.</p>	<p>Now let’s practice reading words that include the vowel “a.” <i>Show the “a” letter card. Place a word card containing a short “a” on the table facing the students (e.g., mad).</i></p>
<p>Provide repeated opportunities to correctly practice the skill and provide feedback.</p>	<p>To read this word, I look at the letters from left to right <i>(run finger from left to right).</i> I see a consonant letter “m” followed by a vowel “a” followed by another consonant “d”. I know when one vowel is “closed in” by at least one consonant, it makes the vowel short so the “a” in this word will say /a/ like in apple. What sound does “a” make? <i>(Pause for student response.)</i> That’s right, “a” says /a/.</p>
	<p>Now I will blend the letters to read the word: /m/ /a/ /d/ <i>(run fingers from left to right to model reading the word “mad” out loud.)</i> “mad!” I get mad when my little brother takes my toys.</p>
	<p>Let’s read it together, what word? <i>(Teacher and students say “mad” together.)</i></p>
	<p>Now we will work in pairs. One partner is Partner 1 and one is Partner 2. <i>Assign partners. The stronger reader should be Partner 1 to serve as a model for Partner 2 (see below for pairing instructions).</i></p>
	<p>Now let’s see if we can read a word together that has the same vowel pattern. <i>Show the word card “cap.”</i></p>
	<p>Now, 1s tell 2s if you see any vowels in this word <i>(yes).</i> Which one? <i>(a)</i></p>
	<p>2s tell 1s if the vowel is “closed in” by a consonant <i>(yes).</i></p>
	<p>1s tell 2s what the sound of the vowel will make? <i>/a/</i></p>
	<p>Now let’s blend the letters together. <i>Run your finger underneath each letter as you say the sounds with the students: /c/ /a/ /p/</i> cap. What word? Cap <i>(students repeat chorally).</i> That’s right, cap. I like to wear my baseball cap to the game to keep the sun out of my eyes.</p>
	<p><i>Show the “Sam” word card.</i> Let’s practice again. This time 2s tell 1s if you see any vowels in this word <i>(yes).</i> Which one? <i>(a)</i></p>
	<p>1s tell 2s if the vowel is “closed in” by a consonant <i>(yes).</i> 2s tell 1s what the sound of the vowel will make <i>(/a/).</i> Now let’s blend these letters together. <i>Run your finger underneath each letter as you segment it with students. /S/ /a/ /m/</i> Sam. What word? Sam <i>(students repeat chorally).</i> My brother’s best friend is named Sam.</p>

<p>Provide repeated opportunities for practice to build accuracy and fluency. Provide corrective feedback as needed.</p>	<p>Now you will read a list of words that have the short vowel sound /a/ in them. <i>Have them read the list to their partner. Have 1s read to 2s and then 2s read the list to 1s, or have them alternate. Give each student a set of List 1 word cards.</i></p> <p><i>After students have finished practicing with partners, provide more opportunities to practice by rotating reading the words aloud across the group so that each student has a chance to read at least one of the words out loud to the group. Make sure that students can read the words with fluency and approximately 90 percent accuracy before moving on to the next skill.</i></p>
<p>Build on previously taught skills to introduce new concepts.</p>	<p>Now we are going to practice reading a new kind of word. This kind of word will have the same vowel “a” in it, but it will now follow a long vowel pattern, which means the vowel will say its “name.” Words with a long vowel pattern in them have something special, another vowel “e” at the end. The “e” helps the vowel in the middle of the word say its name. When a word has a long vowel pattern, the vowel says its name. So the “a” will now say /ā/ as in make instead of /a/ as in apple.</p>
<p>Think aloud and use modeling to demonstrate new procedures.</p>	<p><i>Place the card “mad” on the table. Remember that we just learned to read words with a short vowel pattern like /m/ /a/ /d/. Demonstrate blending mad with the word card in front of them. What word? Mad (students chorally repeat).</i></p> <p>When you add an “e” at the end, you change the sound of the vowel “a” from /a/ to /ā/, its name. <i>Put the vowel letter card “e” at the end of the word mad. Now the word becomes “made.” Run your fingers from left to right under each letter as you blend it to model reading the word “made” out loud. We made our beds this morning before we left the house.</i></p>
<p>Provide repeated opportunities to correctly practice the skill and provide feedback.</p>	<p>Now let’s see if we can read a word like this together. <i>Put the next word card out: cape. 1s tell 2s if you see any vowels in this word (yes). Which one(s)? (a and e)</i></p> <p>2s tell 1s what job the “e” has when it is at the end of the word (it helps “a” say its name). 1s tell 2s what sound “a” will make now that we know there is an “e” at the end of the word /ā/. Now let’s blend the word together. <i>Run your finger underneath each letter as you blend it with the students: /c/ /ā/ /p/ cape. What word? Cape (students repeat chorally). That’s right, cape. Superman wears a cape on his back.</i></p> <p><i>Show the word card “same.” 2s ask 1s “Do you see any vowels in this word?” (yes). Which one(s)?” (a and e). 1s tell 2s what job the “e” has when it is at the end of the word. (It helps “a” say its name).</i></p> <p>2s tell 1s what sound “a” will make now that we know there is an “e” at the end of the word. /ā/</p> <p>Now let’s blend the word together. <i>Run your finger underneath each letter as you blend it with the students: /s/ /ā/ /m/ same. What word? (students repeat chorally) That’s right, same. I have the same color sweater on as my teacher today.</i></p>

<p>Provide repeated opportunities for practice to build accuracy and fluency. Provide corrective feedback as needed.</p>	<p>Now you will read a list of words that have the long vowel sound /a/ in them. Give students List 2 word cards. Have them read the list to their partner using the partnering procedure described above.</p> <p><i>After students have finished practicing, rotate reading aloud across the group so that each student has a chance to read at least one of the words out loud to the group.</i></p> <p>Now that you know both short and long a vowel patterns, we will practice reading words that follow both patterns in one activity. Give each student a set of List 3 cards that include words with both patterns. Have students spread the words out in front of them. Have 1s tell 2s what sound the vowel “a” will make in a word that has the short vowel pattern (/a/ as in apple). Review with the class. Tell students to raise a card that they have that follows the short vowel pattern.</p>
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Error Correction

<p><u>Intervention Principle</u></p> <p><i>Provide immediate and explicit error correction. Have the student practice the correct response.</i></p>	<p><u>Sample Script and Procedures</u></p> <p><i>Student says cap instead of cape. That’s not quite right. The word is cape. The “e” makes the “a” say its name. Watch me (point and blend from left to right) c-a-p-e / cape. What word? (Cape.)</i></p>
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Instructional Considerations

<p><u>Intervention Principle</u></p>	<p><u>Sample Script and Procedures</u></p> <ul style="list-style-type: none"> • This activity can be repeated over time with different short and long vowels and additional example words. • Another extension is to introduce nonsense words that follow the same vowel pattern you are teaching: dat, pap, dape, fane, mape. • Use words with digraphs. • Considerations for planning partner work: When partnering your students, it is a good idea to use their Oral Reading Fluency (ORF) scores to rank them from highest to lowest in a group/class. Next, split the list in half and move the top student in the second half to the top of the list in the first half. The goal is to pair a student who is functioning at a level a little bit higher than another student to serve as a model for the student who is a little bit lower. However, you want their skills to be somewhat close together so they can provide adequate feedback to each other. The higher level student should be assigned to be Partner 1, and the lower level student is Partner 2.
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Vowel Cards (print and cut)

A	e	i
O	u	y

Word List 1 (print and cut)

mad	cap	pan
Sam	sat	bat
bath		

Word List 2

make	same	take
date	bathe	

Word List 3

man	mane	nap
cake	can	cane

Nonsense Words (Optional)

dat	pap	dape
fane	mape	