

Lesson Skill: Applying phonetic principles

Strand Reading

SOL K.7
1.6
2.5

Materials

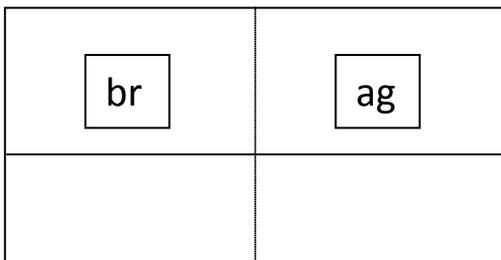
- Previously taught word family lists (ex: beginning/ending consonants, beginning consonant diagraphs, short vowels, or long vowels) with word feature parts written on 1 ½ by 4 inch cards. For example: *br-* on one card and *-ag* on another card.
- List of word family words for teacher reference
- Letter pockets. Cut into rectangles 7 x 5 inches, fold up 1 inch on the long side, then fold the whole pocket into half, thirds, or fourths depending on word sorts. Staple the edges.

Lesson

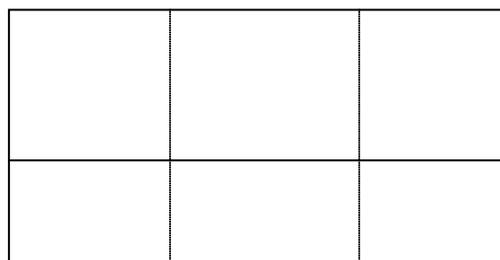
1. Review the word study groups from a previous word family lesson.
2. Explain to students they are going to practice spelling words.
3. Give the letter cards to each student. Students should spread the cards out in front of them in order to see all cards at once.
4. Give students the word pockets. Demonstrate how the letter cards are placed in the sections and how the whole pocket can be closed to hide the word.
5. Call out a word. Students spell the word by placing the letter cards in the pockets and then closing the pockets to hide the word. Say, "Show me." Students will unfold their pocket and hold it up for you to see.
6. Complete one practice word with the class to teach the routine. This activity can be continued with the group or with pairs.
7. Move about the room to check that students are using the word family features correctly.

Example:

2 pockets



3 pockets



Strategies for Differentiation

- Use pictures of word family related words.
- Color code all of the examples of the feature in the same color, e.g., ag – green, at – blue, etc.
- For oral language development, provide pictures of the words as needed.