

Write two or three words that rhyme and have the same spelling pattern as the words in the pocket chart. Let the children underline the spelling pattern and put each word in the pocket chart under the other words with the same spelling pattern. Help the children use the rhyme to decode the words.

Finally, say two or three words that rhyme. The children decide what words they rhyme with and use the spelling pattern to spell them. Here are the *I Wish That I Had Duck Feet* words along with the new words read and spelled based on their rhymes and spelling patterns.

why	brown	play	floor	don't	instead
dry	town	way	door	won't	head
sky	clown	tray	poor		bread

Steps in Teaching a Rounding Up the Rhymes Lesson

1. Read a book with lots of rhyming words.
2. Choose several pages of the book to reread.
3. After reading each page, have students tell you which words rhyme. Write these words on cards and display them in your pocket chart or on your smart board.
4. Have children read the rhyming words with you and underline the spelling pattern.
5. Discard any rhymes that have different spelling patterns.
6. Show students some new words that rhyme and have the same pattern as the words displayed. Have students put these new words with the rhyming words from the book and use the rhyming words to decode the new words.
7. Say a few words that rhyme and have the same spelling pattern. Have students decide which words they rhyme with and use that rhyming pattern to spell the new words.

Using Words You Know

Another activity that helps children learn patterns and how patterns help you read and write is called Using Words You Know. To plan a Using Words You Know lesson, choose three or four words that your children can read and spell and that have many rhyming words spelled the same way. Although about half the word-wall words are irregular words such as **they**, **was**, and **have**, other words follow the expected pattern. Many teachers put a star on those word-wall words such as **big**, **play**, **not**, **make**, **ride**, and **thing** that help students spell lots of other words and use these in a Using Words You Know activity. You can also use words from your Key Word/Picture Rhyming Board.

Using Words I Know Lessons

Really Good Stuff publishes a book that contains 45 Using Words I Know lessons. You can also plan your own lessons using a good rhyming dictionary, many of which can be found at various online sites.

For the first lessons, choose three or four words that have very different vowel and ending sounds. When your students begin to understand how they can use rhyming words to decode and spell other words, teach lessons in which the words sound alike at the end but have different rhymes.

Here is an outline of how this first lesson might go.

1. Head three columns with three words all your students can read and spell. Have students divide a piece of paper into three columns and head them with the same three words.

ride day hot

2. Tell students that you are going to show them some words and that they should write them under the key word with the same spelling pattern. Show them words that you have written on index cards. Let different students go to the board and write the words there as the rest of the students are writing them on their paper. Do not let the students pronounce the words until they are written on the board. Help the students pronounce the words by making them rhyme. Here are some words to use.

side stay gray slide shot
cot stray spot wide tray

3. Once all the words are written, have students verbalize the strategy they used to read the words:

"If d-a-y is day, then s-t-r-a-y must be stray. If r-i-d-e is ride, s-l-i-d-e is slide."

4. Explain to students that thinking of rhyming words can also help them spell. This time you will not show your students the words. Rather, you will say words and your students will have to decide which key word they rhyme with and then spell them using the spelling pattern of the key word. First, say some words (but do not show them to your students). Next, have the children write these words under the appropriate key word. Finally, have a student write each word on the chart or board. Here are some words you might pronounce and have your students spell:

bride rot clay hide spray
trot glide slot pay tide

Again, help them verbalize their strategy by leading them to explain,

"If ride is spelled r-i-d-e, glide is probably spelled g-l-i-d-e. If hot is spelled h-o-t, slot is probably spelled s-l-o-t."

5. End this part of the lesson by helping students verbalize that in English, words that rhyme often have the same spelling pattern and that good readers and spellers don't sound out every letter but rather they try to think of a rhyming word and read or spell the word using the pattern in the rhyming word.
6. Explain to the students that using the rhyme to help read and spell words works with longer words too. Show students some longer words written on index cards and have them write them under the appropriate word. Once the word is written on the board or chart, have them pronounce the word, making the last syllable rhyme with the key word
teapot birthday delay
riptide landslide jackpot
7. Now say some longer words, but this time do not show them to your students. For each of these longer words, have students decide which key word the last syllable rhymes with and then have them spell the longer word using the spelling pattern of the key word. Give help with the spelling of the first part if needed.
inside robot relay
mascot beside subway
8. Again, end the lesson by helping students notice how helpful it is to think of a rhyming word they are sure how to spell when trying to read or spell a strange word.

In most classrooms, this lesson would take two days. One-syllable words would be read and spelled on the first day and two-syllable words on the second day.

After doing several more lessons in which the key words are very different (and, best, night; ten, make, sit; will, hop, thing), choose words that end with the same sound but have a different rhyme. It is the vowel part of the word that most students find difficult to decode and spell, and they need to make distinctions between words that sound alike at the end and words that rhyme. Here is a lesson in which the words have the same ending sound.

Key words: **eat, kite, vote, date**

One-syllable words to read: **quote, white, note, plate, wrote, skate, write**

One-syllable words to spell: **treat, gate, bite, beat, cheat, state, seat**

Longer words to read: **backseat, debate, excite, classmate, repeat, termite**

Longer words to spell: **promote, defeat, remote, inflate, rebate, retreat, invite**

Some teachers worry that if they do lessons such as this one in which rhyming words can be spelled two different ways, students will choose rhymes with the wrong patterns. That is precisely why we never ask children to give us the rhyming

words. We give them the rhyming words and only choose rhymes that are spelled alike. On another day, we could work with the other rhyming pattern. Here are words you could use in that lesson.

Key words: **street, night, coat, at**

One-syllable words to read: **goat, flight, tweet, throat, sight, flat, might**

One-syllable words to spell: **feet, splat, fight, boat, light, chat, tight**

Longer words to read: **lifeboat, parakeet, flashlight, acrobat, hardhat, steamboat**

Longer words to spell: **delight, tonight, inflate, stoplight, combat, raincoat**

It is very important for Using Words You Know lessons (and the transfer steps of Rounding Up the Rhymes and Making Words lessons) that you choose the rhyming words for the students to read and spell rather than ask them for rhyming words. In English, there are often two spelling patterns for the same rhyme. If you ask the children what rhymes with **cream** or **cool**, they may come up with words with the **e-e-m** pattern such as **seem** and words with the **u-l-e** pattern such as **rule**. The fact that there are two common patterns for many rhymes should not hinder the children while reading. When new readers see the word **drool**, their brains think of other **o-o-l** words such as **cool** and **school**. They make this new word **drool** rhyme with **cool** and **school** and then check out this pronunciation with the meaning of whatever they are reading. If they were going to write the word **drool** for the first time, they wouldn't know for sure which spelling pattern to use, and they might think of the rhyming word **rule** and use that pattern. Spelling requires both a sense of word patterns and a visual checking sense. When a person writes a word and then thinks, "That doesn't look right!"

Steps in Teaching a Using Words You Know Lesson

1. Display and talk about the words children know.
2. Make as many columns as needed on the board and on student papers. Head these with the known word and underline the spelling pattern.
3. Show one-syllable words written on index cards. Have the children write them under the word with the same pattern and use the rhyme to pronounce the words.
4. Say one-syllable words and have the students decide how to spell them by deciding which word they rhyme with.
5. Repeat the preceding procedure with longer words.
6. Help students explain how words they know help them read and spell lots of other words, including longer words.

and then writes it using a different pattern, he or she is demonstrating a developed visual checking sense. Once children become good at spelling by pattern—rather than putting down one letter for each sound—teachers can help them develop their visual checking sense through two activities: Reading/Writing Rhymes and What Looks Right? During Using Words You Know lessons, the teacher is trying to get the students to spell based on pattern, and “finesses” the problem of two patterns by choosing the words the teacher presents to them.

Reading/Writing Rhymes

Reading/Writing Rhymes is another activity that helps students learn to use patterns to decode and spell hundreds of words. In addition, all beginning letters (onsets) are reviewed every time you do a Reading/Writing Rhymes lesson. Once all the rhyming words are generated on a chart, students write rhymes using these words and then read each other’s rhymes. Because writing and reading are connected to every lesson, students learn how to use these patterns as they actually read and write. Here is how to do Reading/Writing Rhymes lessons.

* **The Onset Deck**

You will need an onset deck containing cards for all the beginning sounds. The cards, 3 × 5 index cards, are laminated and have the single-letter consonants written in blue, the blends in red, and the digraphs and other two-letter combinations in green. On one side of each card, the first letter of the onset is a capital letter. The onset deck contains 50 beginning letter cards including:

Single consonants: **b c d f g h j k l m n p r s t v w y z**

Digraphs (two letters, one sound): **sh ch wh th**

Other two-letter, one-sound combinations: **kn qu**

Blends (beginning letters blended together, sometimes called clusters):

**bl br cl cr dr fl fr gl gr pl pr sc scr sk sl sm sn sp spl spr st
str sw tr tw**

To begin the lesson, distribute all the onset cards to your students. Depending on how many students you have, each student will have two or three cards.

* **Making the Chart of Rhyming Words**

Once all the onset cards are distributed, write the spelling pattern you are working with 10 to 12 times on a piece of chart paper or a smart board. As you write it each time, have the children help spell it and pronounce it (“a-d, ad”).

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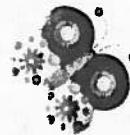


Phonics They Use

Words for Reading and Writing

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