

PEARSON NEW INTERNATIONAL EDITION

**Creating Literacy Instruction
for All Students
Thomas G. Gunning
Eighth Edition**



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Step 5. Evaluation and reteaching

Note students' ability to read and write short-*a* words. Review and extend the pattern.

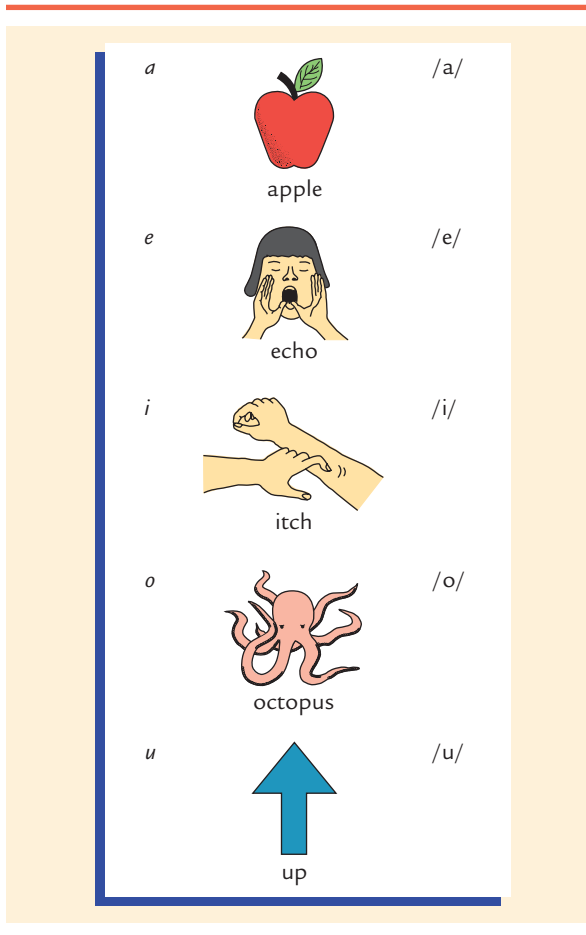


FIGURE 5 Short-Vowel Chart

Source: Gunning, T. (2008). *Teacher's guide for word building book B* (2nd ed.). Honesdale, PA: Phoenix Learning Resources.

CCSS

Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

Students also did their best when given differentiated instruction in word analysis that met their needs. The more time the at-risk students spent working at their level, the better their progress. This suggests that lessons provided to small groups of students who have approximately the same level of development in phonics are more effective than phonics instruction provided to the whole class. Small-group instruction benefits achieving readers as well, because they will not have to be subjected to instruction in skills that they have already mastered. Lesson 4 describes how the rime *-et* might be presented.

Teaching Vowels Early

It isn't necessary or even desirable to teach all the major consonant correspondences before introducing vowels. After students have learned five or six consonant correspondences, have them combine the consonants they have learned with a short vowel to form words. For instance after *m/m/*, *s/s/*, *b/h/*, *c/k/*, and *t/t/* have been taught, introduce *a/a/*. After students have learned *a/a/*, they will be able to form, with your help, the words *at*, *sat*, *bat*, *cat*, *mat*, and *rat*. You will need to teach final *t/t* as well as initial *t/t* and how to blend sounds to make words. Using a word-building approach, first demonstrate how you add *t* to *a* to make the word *at*. Writing *a* on the board, have students say its sound. Writing *t* on the board, have students say its sound. Moving your hand under the *a* and the *t*, explain that you are blending the sounds */a/* and */t/* to form the word *at*. Have students read the word *at*. Then ask students to tell what you would add to *at* to make the words *mat*, *bat*, *sat*, and *cat*. Stress each sound in the words so that phonemic awareness is fostered.

Teaching Patterns

Most vowels occur in one of four patterns:

- Consonant-vowel-consonant, or closed syllable (*cat*, *hot*, *pattern*). The syllable is closed because it ends with a consonant. The vowel is usually short.
- Consonant-vowel, or open syllable (*be*, *go*, *open*). The syllable is open because it ends with a vowel. The vowel is usually long.
- Final *e* (*wave*, *pine*). The vowel is usually long.
- Vowel digraph (*sheep*, *wait*). The vowel is usually long.

The easiest pattern is the consonant-vowel-consonant (CVC) pattern. In short-vowel words, each letter represents a sound. Such words may be processed in linear fashion: *b-a-t*. Final-*e* words are a major stumbling block for many learners. They represent a higher level of cognitive processing (Bear, personal communication, December 2003). Final-*e* words require the reader to note the final *e* as the word is being processed and use it as a sign that the vowel is probably long. Students need to use orthographic awareness as well as phonics skills when they decode final-*e* words. In addition, when working at the short-vowel level, students generally encountered vowels with a short sound. After long vowels have been introduced, the vowels they see might have a long or a short sound. Decoding becomes a whole lot more difficult.



LESSON 4

Word-Building Pattern: *-et*

Objectives

- Students will understand how the *-et* pattern is formed.
- Students will be able to use the *-et* pattern to read and spell words.

Step 1. Introducing the pattern's vowel

Explain to students that they will be learning how to read a group of words. As explained in Lesson 3, before presenting short-*e* or another vowel pattern, introduce the vowel in that pattern by presenting words in which the vowel appears first: *echo*, *Ed*, and *effort*. Discuss the words, the model word for /*e*/, and the mnemonic: *echo*.

Step 2. Building words by adding onsets

To introduce the *-et* pattern, share-read a story or rhyme that contains *-et* words. Then write *et* on the board, and ask the class what letter would have to be added to *et* to make the word *pet*, as in the story that you just read. (This reviews initial consonants and helps students see how words are formed.) As you add *p* to *et*, carefully enunciate the /*p*/ and the /*et*/ and then the whole word. Have several volunteers read the word. Then write *et* underneath *pet*, and ask the class what letter should be added to *et* to make the word *wet*. As you add *w* to *et*, carefully enunciate /*w*/ and /*et*/ and then the whole word. Have the word *wet* read by volunteers. The word *pet* is then read, and the two words are contrasted. Ask students how the two are different. Other high-frequency *-et* words are formed in the same way: *get*, *let*, *jet*, and *net*. After the words have been formed, have students tell what is the same about all the words. Have students note that all the words end in the letters *e* and *t*, which make the sounds heard in *et*. Then have them tell which letter makes the /*e*/ sound and which makes the /*t*/, or ending, sound in *et*. Calling attention to the individual sounds in *et* will help students discriminate between *-et* and other short-*e* patterns. It should also help students improve the perception of individual sounds in words and so help improve their reading and spelling.

In a sense, word building takes a spelling approach. The teacher says a sound, and students supply the letter that would spell that sound. By slightly altering the directions, you can change to a reading approach when building words: Add the target letter, and then have students read the word. For instance, adding *p* to *et*, ask, "If I add *p* to *et*, what word do I make?" If students don't respond to a spelling approach, using a reading approach to building words provides another way of considering the elements in words.

Step 3. Building words by adding rimes to onsets

To make sure that students have a thorough grasp of both key parts of the word—the onset and the rime—present the onset, and have students supply the rime. Write *p* on the board, and have students tell what sound it stands for. Then ask them to tell what should be added to *p* to make the word *pet*. After adding *et* to *p*, say the word in parts—/p/ /e/ /t/—and then as a whole. Pointing to *p*, say the sound /p/. Pointing to *e* and then *t*, say /e/ and then /t/. Running your hand under the whole word, say, "pet." Show *wet*, *get*, *let*, *jet*, and *net* being formed in the same way. After all words have been formed, have students read them.

Step 4. Providing mixed practice

Realizing that they are learning words that all end in the same way, students may focus on the initial letter and fail to take careful note of the rest of the word, the rime. After presenting a pattern, mix in words from previously presented patterns and have students read these. For example, after presenting the *-et* pattern, you might have students read the following words: *wet*, *when*, *pet*, *pen*, *net*, and *Ned* (assuming that *-en* and *-ed* have been previously taught). This gives students practice in processing all the letters in the words and also reviews patterns that have already been introduced.



Using Technology

Between the Lions features a number of brief film clips of songs and stories that reinforce vowel patterns. The clips are fairly sophisticated, so they can be used with older as well as younger students.

<http://pbskids.org/lions>

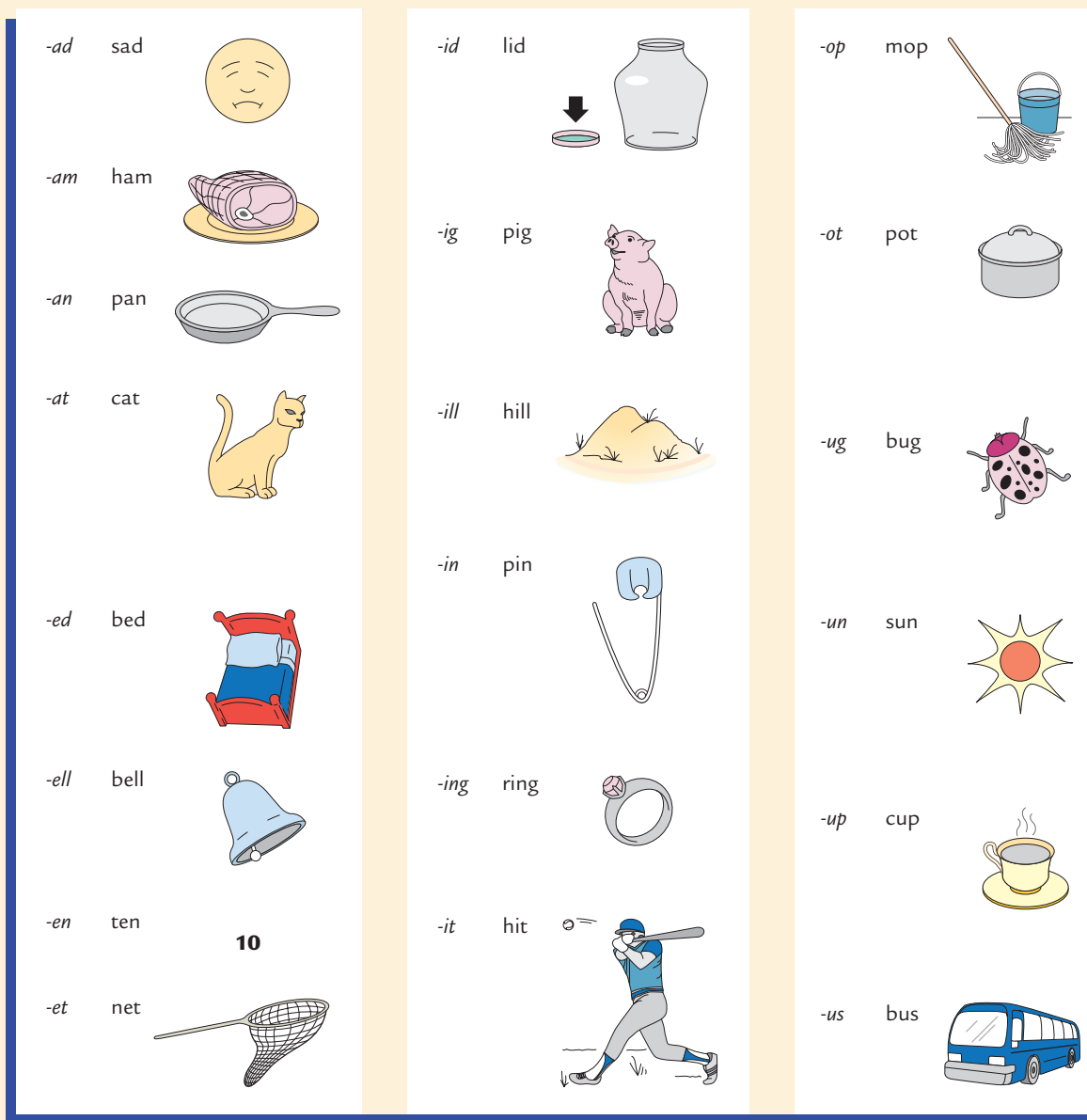
The exercises in *Words and Pictures* have a distinctive British flavor but provide imaginative reinforcement. <http://www.bbc.co.uk/schools/wordsandpictures/index.shtml>

Simon Sounds It Out (Don Johnston), pronounces and helps students build words by combining initial consonants (onsets) and patterns (rimes). Featuring an electronic tutor, it provides effective practice for word building. Because it pronounces and shows parts of words, it also helps develop phonemic awareness. ■



FYI

- A book that may be used to introduce the concept of building words is dePaola's (1973) *Andy: That's My Name*, in which his name is used to construct words: *and*, *sand*, *handy*, *sandy*, and so on.
- Students who are unable to conserve or pay attention to two aspects of an object or a situation at the same time may have difficulty dealing with word patterns (Moustafa, 1995). Although they may know the words *hat* and *sat*, they may be unable to use their knowledge of these two words to read *bat* or *mat* because they fail to see the *-at* pattern. These children may still be processing words sound by sound. As their cognitive skills mature, they should be able to grasp patterns. ■

**FIGURE 6** Model Words

From *Word Building, Book A*, 2nd ed., by T. Gunning (2008). Honesdale, PA: Phoenix Learning Resources.

Step 5. Creating a model word

Create a model word. This should be a word that is easy and can be depicted. Construct a chart on which model words are printed and depicted with a photo or illustration. (A sample chart of model words for short-vowel patterns is presented in Figure 6) For the *-et* pattern, the word *net* might be used. Students can use the chart to help them decipher difficult words that incorporate patterns that have already been taught. Place the chart where all can see it. Explain to students that if they come across a word that ends in *-et* and forget how to say it, they can use the chart of model words to help them figure it out. Explain that the model word *net* has a picture that shows the word. In case they forget how to say the model word, the picture will help them.

Step 6. Guided practice

Under the teacher's direction, the class might read sentences or rhymes about a pet that got wet and was caught in a net, or they might create group or individual experience stories about pets they have or wish they had.

Step 7. Application

Students read stories and/or create pieces using *-et* words. Two very easy books that might be used to reinforce the *-et* pattern are *Let's Get a Pet* (Greydanus, 1988) and *A Pet for Pat* (Snow, 1984). Also have students read words such as *vet* and *yet*, which incorporate the pattern but which were not presented. As students encounter words such as *letter*, *better*, and *settle*, encourage them to use the known *et* element in each word to help them decode the whole word.

Step 8. Writing and spelling

If necessary, review the formation of the letters *e* and *t*. Dictate some easy but useful *-et* words (*get*, *let*, *wet*), and have students spell them. When dictating the words, stretch out their pronunciations (/g/-/e/-/t/) and encourage students to do the same so that they can better perceive the individual sounds. After students have attempted to spell the words, have them check their attempts against correct spellings placed on the board or overhead. Students should correct any misspellings. Encourage students to use *-et* words in their writing.

Step 9. Extension

Students learn other short-*e* patterns: *-en*, *-ep*, *-ell*, and so on.

Step 10. Evaluation and review

Note whether students are able to read words containing *-et*. Note, in particular, whether they are able to decode *-et* words that have not been taught. Note, too, whether students are spelling *-et* words in their writing. Provide additional instruction and practice as necessary.

To introduce final-*e* words (CVE pattern), dramatize the impact of a final *e* on a word. When presenting the *a_e* pattern, you might do the following: Holding up a can, tell students that you are going to change the can into a cane (hold up a cane). Ask students to guess how you might do that. Explain that you are not actually going to change the can but are going to change the word *can*. Write *can* on the board. Adding *e*, explain that the word is now *cane*. Write the following words on the board and then add *e* so that they become long-vowel words: *cap*, *tap*, *mad*, *hat*, *plan*, *man*. Lead students to see that short *a* is spelled with an *a* in the middle or beginning of a word, as in *cap* or *at*, while long *a* has an *e* at the end of the word as a marker, as in *cape* and *ate*. Explain that long *a* is spelled *a _ e*, with the blank being the space for a consonant letter (Gunning, 2008).

Have students complete exercises similar to the following in which they choose between CVC and CVE words. When discussing the completed exercise, make sure they know the meanings of all the words.

1. The (man, mane) sees a lion.
2. The lion has a (man, mane).
3. The (man, mane) is the hair around the lion's face and on its neck.
4. Lions like to rest in the (shad, shade) of a tree.
5. Lions (can, cane) hunt for food.

Vowel digraphs, which are typically presented after the final-*e* pattern, also pose problems. Present vowel digraphs as another way of spelling long vowels. Write the words *tale* and *tail* on the board. Explain that both are pronounced the same way. Point out that *e* at the end of a word is often used to mark the vowel as being long. Explain that another way of marking a vowel as being long is its placement right before another vowel, as in *tail*. Discuss the different meanings of the two words *tale* and *tail*.

Place the following homophone pairs on the board and discuss them with students: *male–mail, pale–pail, sale–sail*. Have students sort long-*a* words spelled with final *e* and long-*a* words spelled with a digraph.

Application Through Reading

As students begin to learn decoding strategies that combine context and knowledge of letter-sound correspondences, it is important that they have opportunities to apply these strategies to whole selections. If they read materials that contain elements they have been taught, they will learn the elements better and also be better at applying them to new words (Juel & Roper-Schneider, 1985). For instance, students who have been introduced to short-*u* correspondences might read *Bugs* (McKissack & McKissack, 1988) and *Joshua James Likes Trucks* (Petrie, 1983), both of which are very easy to read; a somewhat more challenging text is *Buzz Said the Bee* (Lewison, 1992).

Books that might be used to reinforce vowel letter-sound relationships are listed in the following Student Reading List.



Using Technology

Reading A–Z offers numerous decodable and leveled book and lesson plans for a small subscription fee.

<http://www.readinga-z.com> ■



FYI

- *Mouse's Hide-and-Seek Words* (Heling & Hembrook, 2003) can be used to reinforce finding pronounceable word parts. The book shows readers how to find little words in a big word. (Asking students to find a part they can say works better than finding little words in big words. Not all big words have little words.)
- Display real-world materials that contain the phonics element you are working on. If working on *ch*, for example, bring in a box of Cheerios, chocolate chip cookies, and a menu that features cheeseburgers or chicken. Help students read the items, and encourage them to bring in some of their own. ■



Adapting Instruction for Struggling Readers

Books listed in the Student Reading List have varying levels of maturity. When working with older struggling readers, select materials that are on their interest level. ■



STUDENT READING LIST

Books That Reinforce Vowel Patterns

Short-Vowel Patterns

Level 1

Short *a*

- Antee, N. (1985). *The good bad cat*. Grand Haven, MI: School Zone.
- Cameron, A. (1994). *The cat sat on the mat*. Boston: Houghton Mifflin.
- Carle, E. (1987). *Have you seen my cat?* New York: Scholastic.
- Coxe, M. (1996). *Cat traps*. New York: Random House.
- Flanagan, A. K. (2000). *Cats: The sound of short a*. Elgin, IL: Child's World.
- Maccarone, G. (1995). *"What is THAT?" said the cat*. New York: Scholastic.
- Wildsmith, B. (1982). *Cat on the mat*. New York: Oxford.

Short *i*

- Coxe, M. (1997). *Big egg*. New York: Random.
- Greydanus, R. (1988). *Let's get a pet*. New York: Troll.
- Meister, C. (1999). *When Tiny was tiny*. New York: Puffin.
- Moncure, J. B. (2002). *Play with "i" and "g"*. Elgin, IL: Child's World.
- Ziefert, H. (2005). *Can you play?* New York: Sterling.

Level 2

Short *o*

- Flanagan, A. K. (2000). *Hot pot: The sound of short o*. Elgin, IL: Child's World.
- McKissack, P. C. (1983). *Who is who?* Chicago: Children's Press.
- Moncure, J. B. (1981). *No! no! Word Bird*. Elgin, IL: Child's World.
- Smee, N. (2006). *Clip-clop*. New York: Sterling.
- Weston, M. (2002). *Jack and Jill and big dog Bill*. New York: Random House.
- Worth, B. (2003). *Cooking with the cat*. New York: Random House.

Short *e*

- Ada, A. F. (2003). *Daniel's pet*. San Diego, CA: Harcourt.
- Flanagan, A. K. (2000). *Ben's pens: The sound of short e*. Elgin, IL: Child's World.
- Gregorich, B. (1984). *Nine men chase a ben*. Grand Haven, MI: School Zone.
- Snow, P. (1984). *A pet for Pat*. Chicago: Children's Press.

Short u

- Capucilli, A. S. (1996). *Biscuit*. New York: HarperCollins.
Gaydos, N. (2008). *The bus stop*. Norwalk, CT: Innovative Kids.
Gaydos, N. (2009). *Frog legs*. Norwalk, CT: Innovative Kids.
Gaydos, N. (2009). *The trip*. Norwalk, CT: Innovative Kids.
McKissack, P., & McKissack, F. (1988). *Bugs*. Chicago: Children's Press.
Petrie, C. (1983). *Joshua James likes trucks*. Chicago: Children's Press.
Rylant, C. (2002). *Puppy Mudge takes a bath*. New York: Simon & Schuster.

Levels 3 and 4

Review of Short Vowels

- Boegehold, B. D. (1990). *You are much too small*. New York: Bantam.
Kraus, R. (1971). *Leo, the late bloomer*. New York: Simon & Schuster.
Lewison, W. C. (1992). *Buzz said the bee*. New York: Scholastic.

Long-Vowel Patterns

Level 5

Long a

- Cohen, C. L. (1998). *How many fish?* New York: HarperCollins.
Flanagan, A. K. (2000). *Play day: The sound of long a*. Elgin, IL: Child's World.
Oppenheim, J. (1990). *Wake up, baby!* New York: Bantam.
Raffi. (1987). *Shake my sillies out*. New York: Crown.
Robart, R. (1986). *The cake that Mack ate*. Toronto: Kids Can Press.
Stadler, J. (1984). *Hooray for Snail!* New York: HarperTrophy.

Long i

- Gelman, R. G. (1977). *More spaghetti I say*. New York: Scholastic.
Hoff, S. (1988). *Mrs. Brice's mice*. New York: HarperTrophy.
Kenah, K. (2004). *Animals day and night*. Columbus, OH: Children's Specialty.
Ziefert, H. (1984). *Sleepy dog*. New York: Random House.
Ziefert, H. (1987). *Jason's bus ride*. New York: Random House.
Ziefert, H. (2005). *No more TV, sleepy cat*. New York: Sterling.

Level 6

Long o

- Armstrong, J. (1996). *The snowball*. New York: Random House.
Buller, J., & Schade, S. A. (1998). *Pig at play*. New York: Troll.
Cobb, A. (1996). *Wheels*. New York: Random House.
Hamsa, B. (1985). *Animal babies*. Chicago: Children's Press.
Kueffner, S. (1999). *Lucky duck*. Pleasantville, NY: Reader's Digest Children's Books.
McDermott, G. (1999). *Fox and the stork*. San Diego, CA: Harcourt.
Oppenheim, J. (1992). *The show-and-tell frog*. New York: Bantam.
Rader, L. (2005). *Silly pig*. New York: Sterling.
Schade, S. (1992). *Toad on the road*. New York: Random House.

Long e

- Bonsall, C. (1974). *And I mean it, Stanley*. New York: Harper.
Milgrim, D. (2003). *See Pip point*. New York: Atheneum.
Shaw, N. (1986). *Sheep in a jeep*. Boston: Houghton Mifflin.
Ziefert, H. (1988). *Dark night, sleepy night*. New York: Puffin.
Ziefert, H. (1995). *The little red hen*. New York: Puffin.

Review of Long Vowels

- Heling, K., & Hembrook, D. (2003). *Mouse's hide-and-seek words*. New York: Random House.
Matthias, C. (1983). *I love cats*. Chicago: Children's Press.
Parish, P. (1974). *Dinosaur time*. New York: Harper.
Phillips, J. (1986). *My new boy*. New York: Random House.
Ziefert, H. (1985). *A dozen dogs*. New York: Random House.