

Pattern Pairings

Purpose: Students will recognize and use knowledge of spelling patterns when reading words such as *cut/cutting* and *slide/sliding*.

Materials: *Lotto Game Boards* black line master, index cards, chalkboard/whiteboard

Pre-Activity Preparation: Use the *Lotto Game Boards* black line master to create game board sets. Refer to the Teacher Directions on the back of the black line master for detailed instructions.

Activity:

1. Begin by writing several sets of verbs and their inflectional endings on the board (e.g., *make/making*, *sit/sitting*). Review two spelling rules: (1) When words end in silent *e*, drop the *e* when adding an ending that begins with a vowel (e.g., *slide/sliding*). (2) When a one-syllable word ends in a vowel followed by a consonant, double the consonant before adding an ending that begins with a vowel (e.g., *run/runner*).
2. Tell students they will be playing a matching game by matching words that follow these spelling rules.
3. Put students into groups of four. Give each group a set of four game boards and a facedown deck of 36 word cards.
4. Have each student take a turn drawing a word card. If the word on the card is a form of one of the words on the student's game board, he/she covers the game board word with the card. If it is not a match, the card is discarded. (A match is a pair such as *cut/cutting*)
5. Instruct the next player to choose the discarded card or a new card. Play continues until one student in the group has covered his/her game board.
6. Have students rotate game boards within their group and play again.
7. Review the spelling rules reinforced with this activity. Ask students to name pairs of words that follow the first rule. Ask students to name words that follow the second spelling rule.

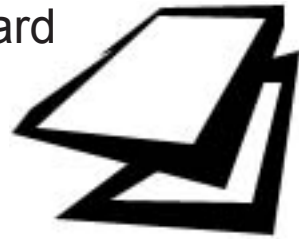
You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Developed</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student correctly matches word pairs AND states a spelling rule that a pair follows.
 ** Student correctly matches word pairs.
 * Student cannot match word pairs.

Name _____ Date _____

Pattern Pairings Lotto Game Board





Teacher Directions

1. Make lotto game board sets: Copy four game boards. Write a different word in each square. Include both words that end in silent e (e.g., *slide*, *ride*) and words that are one-syllable with a vowel followed by a consonant (e.g., *cut*, *run*).
2. Make game cards: Copy four blank game boards onto card stock. Cut the game board apart on the black lines. Use these 36 cards as the game cards. Write a word on each card. Each word on the word cards should be a form of one of the words on the game board (e.g., *sliding*, *runner*).
3. Create enough sets for each group of four students.

Sample Words

Silent e words: make, take, rake, bake, paste, ride, slide, hide, bike, bite, dine, invite, arrive, tame, blame, locate, welcome

One-syllable words with a vowel followed by a consonant: cut, run, spin, win, dim, rip, dig, hit, sit, rap, tap, snap, bug, tug, rot