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Edok #1

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Gunning, T. (1995). Word building: A strategic approach to the teaching of phonics. *The Reading Teacher, 48,* 484.

CENTRAL THEME:

 This study looked at how children decoded words within their reading process. The first method was to divide the words into onset and rime. The second method was to use a pronounceable word to help construct the entire word. Throughout these different methods, there were only a few instances where the word was decoded letter by letter. The main point that became evident was that context was rarely used in decoding and there was also a limited use of phonics rules.

MAIN IDEAS:

1. Phonic elements can be taught through word building. Adding onsets to rimes can create a series of words. The teacher can start by putting a letter on the board, such as e. The teacher then asks the students what letter is needed to create he, or me. Repetition and reinforcement of the word building process is essential to success.
2. The make and break technique is designed to teach students how to break apart words into smaller, more identifiable words. The teacher can start with the word and, then add s to make the word sand. The teacher has the student say the word and then remove the s and say and. This process is repeated until the student recognizes the words and can say with ease.
3. Teaching syllable patterns can help students identify important sounds in word structures. For instance, the letter i. Once the sound of the letter is established, it can be incorporated into different words to help the student identify the new word. Some examples are, tie, tiger, spider, diner and miser.
4. There is one alternative strategy that can be used. It is called the analogy strategy. This strategy is designed to offer the students an opportunity to find a word that they do know to compare with the one that they don’t know. Using this technique can help students to identify words by the ones they already know.

AUTHOR’S CONCLUSION:

 There are some disadvantages to the word part and analogy strategies. They do not work all of the time. It is important to teach your students the flexibility of these strategies and to integrate when needed. Word building gives the students the potential to become better decoders and in the end, better readers. Although teacher guidance is essential, the end goal is for students to apply these strategies on their own.

EVALUATION:

 I found this article to be very helpful. The strategic approaches stated in this article are very acceptable and easy to use approaches. I felt that these techniques were ones that I could use in the classroom. Even though there were cons to some of these approaches, there was still usable information to help our students establish decoding techniques that will help them to be better readers.