

Roll, Write, and Read with Double Consonant Patterns

Teacher Instructions

Skill: Double Consonant Patterns

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The purpose of this two-part activity is for students to build fluency with double consonant patterns. They can practice in whole group, small groups, or in pairs.

Materials:

- A roll, write, and read grid
- One regular die with numbers
- One die with letters A through F added to it. You can make this by adding stickers with these letters written on them to cover up the numbers on a typical die.
- A clear container, like a small plastic cup, to hold the two dice and control the rolling
- A student recording sheet



Teacher Tips:

- It's okay if some columns or words are read more than once.
- Laminate the grids so you can reuse them.
- It's important for students to record their work so the teacher can monitor practice and provide feedback. The template provided may be helpful but any writing paper can be used.

Directions:

Begin the activity by telling students, "Today we will practice reading words using these dice."

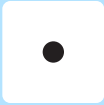
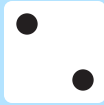
Part One

1. With only the numbered die, you will model the activity by rolling the dice, locating the column with that number, and then reading the words in that column aloud. From the example below, if you roll a 2, you would read *am, nab, fad, rag, lap*.
2. Ask your students to track the words you read on their grid.
3. You will then roll the die again and ask students to read the column together as a group.
4. Allow individual students to roll the die and read the columns until all the columns have been read together.

Part Two

1. Once all columns have been read, add the letter die to the container.
2. You will model the activity by rolling the dice, and use the number and letter rolled to locate the individual word on the grid. From the example below, if you roll B and 3, you would read the word *cab*.
3. Then, you will flip over the paper to the student recording sheet and write the word you just read. You can model this activity with three or four words.
4. After you are confident that your students know the routine, pair them together and give each a set of dice.
5. They will take turns rolling and writing.
6. At the end of the allotted time or when the writing grid is full, have some or all of your students read their written words to their partner or to you.

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A	tell	doll	hill	quill	mill	gill
B	toss	fuss	hiss	less	moss	pass
C	buzz	fizz	fuzz	jazz	chess	boss
D	cuff	off	puff	buff	miff	tiff
E	tiff	yell	guff	sill	muff	sass
F	mess	kiss	bell	fell	boss	well

Roll, Write, and Read Grid — Blank Template

						
A						
B						
C						
D						
E						
F						

Name _____ Date: _____



A

B

C

D

E

F