

# phonics/spelling Dyad "Information Gap" Activities for Adults

Adult language learners are different from children in many ways: their awareness of their identity, their experience and knowledge, their eagerness to learn, their sense of practicality and purpose, and so on. Especially in subject matter areas often taught to children—such as phonics, spelling, and vocabulary, it's important for older learners to have access to effective materials and procedures that respect and address their abilities, interests, and needs.

Better than traditional lecture, exercise, and testing methodologies, collaborative learning activities such as dyad (paired) activities tend to engage older learners. The attached five pages of *Dyad "Information Gap" Activities* to practice *Vowel and Consonant Sounds & Spellings* are typical. To make productive use of them, participants work in pairs or small groups, taking responsibility not only for their own learning success but also for that of their classmates, co-learners, or colleagues. Teachers and tutors can then act as "(native-speaker) informants," giving "students" the helpful information, models, and correction they need *only when asked*.

Make as many one-sided or two-sided copies of each page as desired—at least one for each pair of learners. You may wish to cut off the shaded "Answer Key Strip" at the bottom for your own and/or for participants' reference *only when needed for ideas or a spell-check*.

The two identical halves of each page, left and right, can be cut apart on the dotted line and given to each partner—or the page can be left intact for each person to use several times in different ways.

The given directions can be followed as is and/or adapted to various situations at different times. For instance, a whole page, a vertical half, or even a single column can function as a quick "phonics quiz."

COLUMN 1	COLUMN 2	COLUMN 1	COLUMN 2
1. s	1. s	1. s	1. s
2. p s	2. p s	2. p s	2. p s
3. f t	3. f t	3. f t	3. f t
4. w ll	4. w ll	4. w ll	4. w ll
5. wh l	5. wh l	5. wh l	5. wh l
6. p r	6. p r	6. p r	6. p r
7. l st	7. l st	7. l st	7. l st
8. p ck	8. p ck	8. p ck	8. p ck
9. m ss	9. m ss	9. m ss	9. m ss
10. p c	10. p c	10. p c	10. p c
11. g s	11. g s	11. g s	11. g s
12. w r	12. w r	12. w r	12. w r
13. t	13. t	13. t	13. t
14. c p	14. c p	14. c p	14. c p
15. s ng	15. s ng	15. s ng	15. s ng

*Dyad "Information Gap" Activities* in this simple, multi-purpose format have many advantages in word-level instruction. They enable older learners who can "multi-task" to practice related practical skills during the same "lesson"—reading aloud, articulating clearly, listening closely, cooperating verbally, printing alphabet letters, spelling orally, and so on. They promote self-monitoring and awareness of others.

The engage and motivate participants by "merging teaching with learning"—demonstrating that people can learn best what they share with or "teach" to others.

And of course, both teachers and learners can produce their own *Dyad "Information Gap" Materials* in this or a similar design—with any useful word-level content.

# phonics/pelling Dyad "Information Gap" Vowel Sounds & Spellings I

## INSTRUCTIONS FOR PERSON A:

Complete *Items 1-15* in COLUMN 1 by printing the vowel letters *a, e, i, o, u* (+ *w, y*)—alone and/or in combination—between and/or after the given consonants. Create only *real words* of one-syllable by adding letters for *vowel sounds* only. Don't change any consonants. EXAMPLES: 1. saw 2. poise 3. fought\*\*

Read aloud your words to a partner, who will put the missing letters in his/her COLUMN 2. Compare the words in your COLUMN 1 to those in his/her COLUMN 2.

Listen to your partner's COLUMN 1 words. Write the missing letters in your COLUMN 2. If there are differences in spelling, figure out why.

## INSTRUCTIONS FOR PERSON B:

Complete *Items 1-15* in COLUMN 1 by printing the vowel letters *a, e, i, o, u* (+ *w, y*)—alone and/or in combination—between and/or after the given consonants. Create only *real words* of one-syllable by adding letters for *vowel sounds* only. Don't change any consonants. EXAMPLES: 1. sea 2. pays 3. fit

Read aloud your words to a partner, who will put the missing letters in his/her COLUMN 2. Compare the words in your COLUMN 1 to those in his/her COLUMN 2.

Listen to your partner's COLUMN 1 words. Write the missing letters in your COLUMN 2. If there are differences in spelling, figure out why.

COLUMN 1	COLUMN 2
1. s	1. s
2. p s	2. p s
3. f t	3. f t
4. w ll	4. w ll
5. wh l	5. wh l
6. p r	6. p r
7. l st	7. l st
8. p ck	8. p ck
9. m ss	9. m ss
10. p c	10. p c
11. g s	11. g s
12. w r	12. w r
13. t	13. t
14. c p	14. c p
15. s ng	15. s ng

COLUMN 1	COLUMN 2
1. s	1. s
2. p s	2. p s
3. f t	3. f t
4. w ll	4. w ll
5. wh l	5. wh l
6. p r	6. p r
7. l st	7. l st
8. p ck	8. p ck
9. m ss	9. m ss
10. p c	10. p c
11. g s	11. g s
12. w r	12. w r
13. t	13. t
14. c p	14. c p
15. s ng	15. s ng

**MOST LIKELY WORDS FOR ITEMS 1-15:** 1. say, see, sea, sigh\*\*, so, sew, sue, sow, soy 2. pause, pays, peas, pies, pose, poise 3. fat, fit, foot, fought\*\*, fate, feet, fight\*\* 4. wall, well, will, wool, wail 5. whale, wheel, while, whole 6. par, per, pair, peer, pier, pore, pour, poor, power 7. last, lest, list, lost, lust, least 8. pack, peck, pick, puck 9. mass, mess, miss, moss 10. pic, pace, piece, peace 11. gas, geese, guise, goes, goose 12. war, were, ware, wear, wire, wore 13. at, it, ate, eat, oat, out 14. cap, cop, cup, cape, cope, coop 15. sang, sing, singe, song, sung \*\* = *This word contains silent consonant letters that are part of its vowel sound.*

# phonicspelling Dyad "Information Gap" Vowel Sounds & Spellings II

## INSTRUCTIONS FOR PERSON A:

Complete *Items 16-30* in COLUMN 1 by printing the vowel letters *a, e, i, o, u* (+ *w, y*)—alone and/or in combination—between and/or after the given consonants. Create only *real words* of one-syllable by adding letters for *vowel sounds* only. Don't change any consonants. EXAMPLES: 16. show 17. lack 18. hawk

Read aloud your words to a partner, who will put the missing letters in his/her COLUMN 2. Compare the words in your COLUMN 1 to those in his/her COLUMN 2.

Listen to your partner's COLUMN 1 words. Write the missing letters in your COLUMN 2. If there are differences in spelling, figure out why.

## INSTRUCTIONS FOR PERSON B:

Complete *Items 16-30* in COLUMN 1 by printing the vowel letters *a, e, i, o, u* (+ *w, y*)—alone and/or in combination—between and/or after the given consonants. Create only *real words* of one-syllable by adding letters for *vowel sounds* only. Don't change any consonants. EXAMPLES: 16. shy 17. lock 18. hike

Read aloud your words to a partner, who will put the missing letters in his/her COLUMN 2. Compare the words in your COLUMN 1 to those in his/her COLUMN 2.

Listen to your partner's COLUMN 1 words. Write the missing letters in your COLUMN 2. If there are differences in spelling, figure out why.

COLUMN 1	COLUMN 2
16. sh	16. sh
17. l ck	17. l ck
18. h k	18. h k
19. ch r	19. ch r
20. th s	20. th s
21. gr t	21. gr t
22. b th	22. b th
23. fl	23. fl
24. s nk	24. s nk
25. r s	25. r s
26. d sk	26. d sk
27. p rk	27. p rk
28. fr t	28. fr t
29. t n	29. t n
30. n	30. n

COLUMN 1	COLUMN 2
16. sh	16. sh
17. l ck	17. l ck
18. h k	18. h k
19. ch r	19. ch r
20. th s	20. th s
21. gr t	21. gr t
22. b th	22. b th
23. fl	23. fl
24. s nk	24. s nk
25. r s	25. r s
26. d sk	26. d sk
27. p rk	27. p rk
28. fr t	28. fr t
29. t n	29. t n
30. n	30. n

**MOST LIKELY WORDS FOR ITEMS 16-30:** 16. shah\*\* , shay, she, shy, show, shoo, shoe 17. lack, lick, lock, luck 18. hawk, hook, hike 19. char, chair, cheer, chore 20. this, thaws, these, thighs\*\* , those 21. grit, grate, great, greet, groat, grout 22. bath, bathe, both, booth 23. flaw, flay, flee, fly, flow, flew 24. sank, sink, sunk 25. rays, raise, rise, rose, rows, ruse, rues, rouse 26. desk, disk, dusk 27. park, perk, pork 28. frat, fret, frit, fraught\*\* , freight\*\* , fright\*\* , fruit 29. tan, ten, tin, ton, teen, tone, tune, town 30. an, en, in, one, on, own

\*\* = *This word contains one or more silent consonant letters that are part of its vowel sound.*

# phonic/spelling Dyad "Information Gap" Initial Consonants I

## INSTRUCTIONS FOR PERSON A:

Complete *Items 1-15* in COLUMN 1 by printing initial consonants *b, c, ch, d, f, g, h, j, k, l, m, n, p, q(u), r, s, sh, t, th, v, w, wh, y, z*—alone and/or in blended consonant clusters—on the lines before the given rimes—vowels (and final consonants). Create only *real one-syllable words*. Don't change any of the given letters. EXAMPLES: 1. shack 2. frail 3. tall

Read aloud your words to a partner, who will put the missing letters in his/her COLUMN 2. Compare the words in your COLUMN 1 to those in his/her COLUMN 2.

Listen to your partner's COLUMN 1 words. Write the missing letters in your COLUMN 2. If there are differences in spelling, figure out why.

## INSTRUCTIONS FOR PERSON B:

Complete *Items 1-15* in COLUMN 1 by printing initial consonants *b, c, ch, d, f, g, h, j, k, l, m, n, p, q(u), r, s, sh, t, th, v, w, wh, y, z*—alone and/or in blended consonant clusters—before the given rimes—vowels (and final consonants). Create only *real words* of one-syllable. Don't change any of the given letters.

EXAMPLES: 1. whack 2. mail 3. small

Read aloud your words to a partner, who will put the missing letters in his/her COLUMN 2. Compare the words in your COLUMN 1 to those in his/her COLUMN 2.

Listen to your partner's COLUMN 1 words. Write the missing letters in your COLUMN 2. If there are differences in spelling, figure out why.

### COLUMN 1

1. \_\_\_\_ack
2. \_\_\_\_ail
3. \_\_\_\_all
4. \_\_\_\_ame
5. \_\_\_\_art
6. \_\_\_\_en
7. \_\_\_\_eat
8. \_\_\_\_ice
9. \_\_\_\_ile
10. \_\_\_\_ing
11. \_\_\_\_ip
12. \_\_\_\_oat
13. \_\_\_\_oil
14. \_\_\_\_ook
15. \_\_\_\_ut

### COLUMN 2

1. \_\_\_\_ack
2. \_\_\_\_ail
3. \_\_\_\_all
4. \_\_\_\_ame
5. \_\_\_\_art
6. \_\_\_\_en
7. \_\_\_\_eat
8. \_\_\_\_ice
9. \_\_\_\_ile
10. \_\_\_\_ing
11. \_\_\_\_ip
12. \_\_\_\_oat
13. \_\_\_\_oil
14. \_\_\_\_ook
15. \_\_\_\_ut

### COLUMN 1

1. \_\_\_\_ack
2. \_\_\_\_ail
3. \_\_\_\_all
4. \_\_\_\_ame
5. \_\_\_\_art
6. \_\_\_\_en
7. \_\_\_\_eat
8. \_\_\_\_ice
9. \_\_\_\_ile
10. \_\_\_\_ing
11. \_\_\_\_ip
12. \_\_\_\_oat
13. \_\_\_\_oil
14. \_\_\_\_ook
15. \_\_\_\_ut

### COLUMN 2

1. \_\_\_\_ack
2. \_\_\_\_ail
3. \_\_\_\_all
4. \_\_\_\_ame
5. \_\_\_\_art
6. \_\_\_\_en
7. \_\_\_\_eat
8. \_\_\_\_ice
9. \_\_\_\_ile
10. \_\_\_\_ing
11. \_\_\_\_ip
12. \_\_\_\_oat
13. \_\_\_\_oil
14. \_\_\_\_ook
15. \_\_\_\_ut

**MOST LIKELY WORDS FOR ITEMS 1-15:** 1. back, black, crack, jack, lack, pack, rack, sack, snack, stack, track, tack 2. bail, fail, mail, nail, pail, sail, tail, trail 3. ball, call, fall, hall, tall, wall, small, stall 4. blame, came, dame, flame, game, name, same, shame 5. cart, chart, dart, part, smart, start 6. den, hen, men, pen, ten, then, when 7. beat, cheat, heat, meat, neat, seat, treat, wheat 8. mice, nice, rice, price, slice, spice, splice, twice 9. file, mile, pile, smile, tile, while 10. bling, bring, king, ring, sing, spring, sting, string, swing, thing, wing 11. chip, dip, drip, hip, lip, rip, sip, ship, skip, slip, tip, trip, zip 12. boat, coat, float, goat, moat, throat 13. boil, broil, coil, foil, soil, spoil, toil 14. book, brook, cook, crook, hook, look, nook, rook, took 15. but, cut, gut, jut, nut, put, rut, shut, strut

# phonicspelling Dyad "Information Gap" Initial Consonants II

## INSTRUCTIONS FOR PERSON A:

Complete *Items 16-30* in COLUMN 1 by printing initial consonants *b, c, ch, d, f, g, h, j, k, l, m, n, p, q(u), r, s, sh, t, th, v, w, wh, y, z*—alone and/or in blended consonant clusters—on the lines before the given rimes—vowels (and final consonants). Create only *real one-syllable words*. Don't change any of the given letters. EXAMPLES: 1. shack 2. frail 3. tall

Read aloud your words to a partner, who will put the missing letters in his/her COLUMN 2. Compare the words in your COLUMN 1 to those in his/her COLUMN 2.

Listen to your partner's COLUMN 1 words. Write the missing letters in your COLUMN 2. If there are differences in spelling, figure out why.

## INSTRUCTIONS FOR PERSON B:

Complete *Items 16-30* in COLUMN 1 by printing initial consonants *b, c, ch, d, f, g, h, j, k, l, m, n, p, q(u), r, s, sh, t, th, v, w, wh, y, z*—alone and/or in blended consonant clusters—before the given rimes—vowels (and final consonants). Create only *real words* of one-syllable. Don't change any of the given letters. EXAMPLES: 1. whack 2. mail 3. small

Read aloud your words to a partner, who will put the missing letters in his/her COLUMN 2. Compare the words in your COLUMN 1 to those in his/her COLUMN 2.

Listen to your partner's COLUMN 1 words. Write the missing letters in your COLUMN 2. If there are differences in spelling, figure out why.

COLUMN 1	COLUMN 2
16. ____ ad	16. ____ ad
17. ____ ain	17. ____ ain
18. ____ ash	18. ____ ash
19. ____ ate	19. ____ ate
20. ____ ea	20. ____ ea
21. ____ ell	21. ____ ell
22. ____ end	22. ____ end
23. ____ in	23. ____ in
24. ____ ick	24. ____ ick
25. ____ ink	25. ____ ink
26. ____ ood	26. ____ ood
27. ____ op	27. ____ op
28. ____ ore	28. ____ ore
29. ____ out	29. ____ out
30. ____ ow	30. ____ ow

COLUMN 1	COLUMN 2
16. ____ ad	16. ____ ad
17. ____ ain	17. ____ ain
18. ____ ash	18. ____ ash
19. ____ ate	19. ____ ate
20. ____ ea	20. ____ ea
21. ____ ell	21. ____ ell
22. ____ end	22. ____ end
23. ____ in	23. ____ in
24. ____ ick	24. ____ ick
25. ____ ink	25. ____ ink
26. ____ ood	26. ____ ood
27. ____ op	27. ____ op
28. ____ ore	28. ____ ore
29. ____ out	29. ____ out
30. ____ ow	30. ____ ow

MOST LIKELY WORDS FOR ITEMS 16-30: 16. bad, brad, cad, dad, fad, had, lad, mad, pad, quad, sad, tad 17. brain, chain, gain, grain, main, pain, plain, rain, slain, strain, train 18. bash, brash, cash, clash, crash, dash, mash, quash, rash, slash, stash, trash 19. crate, date, fate, gate, hate, late, mate, plate, skate, spate, state 20. flea, pea, plea, sea, tea 21. bell, cell, dell, fell, hell, quell, sell, shell, spell, swell, tell, well, yell 22. bend, blend, fend, lend, mend, send, spend, tend, trend 23. bin, chin, din, fin, gin, grin, pin, shin, sin, skin, spin, thin, tin, twin, win 24. flick, kick, lick, nick, pick, prick, quick, sick, slick, stick, thick, trick, wick 25. blink, brink, drink, kink, link, mink, pink, rink, sink, shrink, stink, think, wink 26. [ū] = blood, flood; [ō] = good, hood, stood, wood; [ū] = food, mood 27. cop, crop, drop, flop, hop, mop, stop, top 28. bore, core, fore, chore, more, pore, sore, shore, store, tore, whore, wore 29. bout, clout, pout, scout, shout, spout, sprount, trout 30. [ō] = blow, bow, crow, flow, low, mow, row, sow, show, snow, sow, stow, throw, tow; [ou] = bow, brow, cow, how, now, plow, pow, row, sow, vow, wow

# phonics/spelling Dyad "Information Gap" Final Consonants

## INSTRUCTIONS FOR PERSON A:

Complete *Items 1-12* in COLUMN 1 by printing final consonants like *-b; -c(e), -ch, -ck, -ct; -d(ge); -f, -ft; -g(e); -k; -l(l), -ld, -lf, -lk, -lm, -lt, -lth; -m, -mp; -n, -nch, -nd, -ng(e), -nk, -nt; -p, -pt; -r, -rb, -rch, -rd, -rf, -rl, -rm, -rn, -rp, -rt, -sh, -sk, -st, -t, -tch, -th; -v(e); -x; -z(e)*—alone, in consonant clusters, and/or with silent letters\*\*—on the lines after (initial consonants and) vowels. Create only *real one-syllable words*. Don't change any of the given letters.

EXAMPLES: 1. badge 2. watch 3. fair 4. male 5. health

Read aloud your words to a partner, who will put the missing letters in his/her COLUMN 2. Compare the words in your COLUMN 1 to those in his/her COLUMN 2.

Listen to your partner's COLUMN 1 words. Write the missing letters in your COLUMN 2. If the letters differ, figure out why. (Were there mistakes in pronunciation, comprehension, spelling, or what?)

## INSTRUCTIONS FOR PERSON B:

Complete *Items 1-12* in COLUMN 1 by printing final consonants like *-b; -c(e), -ch, -ck, -ct; -d(ge); -f, -ft; -g(e); -k; -l(l), -ld, -lf, -lk, -lm, -lt, -lth; -m, -mp; -n, -nch, -nd, -ng(e), -nk, -nt; -p, -pt; -r, -rb, -rch, -rd, -rf, -rl, -rm, -rn, -rp, -rt, -sh, -sk, -st, -t, -tch, -th; -v(e); -x; -z(e)*—alone, in consonant clusters, and/or with silent letters\*\*—on the lines after (initial consonants and) vowels. Create only *real one-syllable words*. Don't change any of the given letters.

EXAMPLES: 1. barge 2. walk\*\* 3. faint 4. maze 5. heart

Read aloud your words to a partner, who will put the missing letters in his/her COLUMN 2. Compare the words in your COLUMN 1 to those in his/her COLUMN 2.

Listen to your partner's COLUMN 1 words. Write the missing letters in your COLUMN 2. If the letters differ, figure out why. (Were there mistakes in pronunciation, comprehension, spelling, or what?)

### COLUMN 1

1. ba \_\_\_\_\_
2. wa \_\_\_\_\_
3. fai \_\_\_\_\_
4. ma \_\_\_\_\_ e
5. hea \_\_\_\_\_
6. ki \_\_\_\_\_
7. fie \_\_\_\_\_
8. ri \_\_\_\_\_ e
9. po \_\_\_\_\_
10. cou \_\_\_\_\_
11. ru \_\_\_\_\_
12. cu \_\_\_\_\_ e

### COLUMN 2

1. ba \_\_\_\_\_
2. wa \_\_\_\_\_
3. fai \_\_\_\_\_
4. ma \_\_\_\_\_ e
5. hea \_\_\_\_\_
6. ki \_\_\_\_\_
7. fie \_\_\_\_\_
8. ri \_\_\_\_\_ e
9. po \_\_\_\_\_
10. cou \_\_\_\_\_
11. ru \_\_\_\_\_
12. cu \_\_\_\_\_ e

### COLUMN 1

1. ba \_\_\_\_\_
2. wa \_\_\_\_\_
3. fai \_\_\_\_\_
4. ma \_\_\_\_\_ e
5. hea \_\_\_\_\_
6. ki \_\_\_\_\_
7. fie \_\_\_\_\_
8. ri \_\_\_\_\_ e
9. po \_\_\_\_\_
10. cou \_\_\_\_\_
11. ru \_\_\_\_\_
12. cu \_\_\_\_\_ e

### COLUMN 2

1. ba \_\_\_\_\_
2. wa \_\_\_\_\_
3. fai \_\_\_\_\_
4. ma \_\_\_\_\_ e
5. hea \_\_\_\_\_
6. ki \_\_\_\_\_
7. fie \_\_\_\_\_
8. ri \_\_\_\_\_ e
9. po \_\_\_\_\_
10. cou \_\_\_\_\_
11. ru \_\_\_\_\_
12. cu \_\_\_\_\_ e

**MOST LIKELY WORDS FOR ITEMS 1-12:** 1. back, bad, badge, bag, bald, ball, balk\*\*, balm\*\*, ban, band, bank, bar, barb, bard, barf, barge, barn, bash, bask, baste, bat, batch, bath 2. wack, wad, wag, wall, walk\*\*, want, war, ward, warm, warn, warp, wart, was, wasp, wash, watch, watt, wax 3. fail, fair, faint, faith 4. mace, made, male, mane, mare, mate, maze 5. head, heal, health, heap, hear, heard, hearse, heart, heat, heath, heave 6. kick, kid, kill, kiln, kilt, kin, kind, king, kink, kip, kiss, kit 7. fief, field, fiend, fierce 8. rice, ride, ridge, rife, rile, rime, ripe, rise, rite 9. pock, pod, poll, pomp, pond, pork, porn, port, post, posh, pot, pox 10. couch, cough, could\*\*, count, court, course, couth 11. rub, rug, rum, run, rung, runt, rush, rut, rust 12. cube, cuke, cure, cute

**NOTE:** *Without changing the number of syllables, many of these words can take the grammatical endings -(e)s or -(e)d—with or without additional spelling changes (EXAMPLES: bags, balls, bands, banned, bastes, failed, mates, hearts). Also, final silent -e may be required after some consonants—even after one-letter, "simple" vowel sounds—at word end (EXAMPLES: done, badge, plaque, fence, twelve, hinge, pulse, love, bounce).*