



### Same but Different

#### Objective

The student will identify variant correspondences in words.

#### Materials

- ▶ Vowel pattern reference cards (Activity Master P.017.AM1a - P.017.AM1c)  
*This serves as a spelling reference to help in determining which vowel pattern is correct. Choose the target vowel pattern card. Choose one vowel at a time by selecting word header, vowel pattern, and reference cards for the same vowel (e.g., all the words with long vowel “e”).*
- ▶ Header cards (Activity Master P.017.AM2a - P.017.AM2e)
- ▶ Word cards (Activity Master P.017.AM3a - P.017.AM3n)  
*Laminate.*  
*Note: Some word cards may use more than one pattern; either can be used (e.g., weigh, way).*
- ▶ Vis-à-Vis® markers

#### Activity

Students identify and sort different spelling patterns for long vowels.

1. Place header cards in a row face up along with the corresponding vowel pattern reference card. Place word cards face down in a stack at the center.
2. Taking turns, students select the top card from the stack, read the word using the targeted long vowel sound (e.g., m\_\_l, “/m/ /ē/ /l/, meal”).
3. Using the vowel pattern reference card, write the different vowel patterns in the blanks with the Vis-à-Vis® marker until the correct pattern is determined (e.g., “meal, /ē/, ea”).
4. Place word card in column under matching header card.
5. Point to and read words in entire column starting with header card.
6. Continue until all cards are sorted.
7. Peer evaluation

#### Extensions and Adaptations

- ▶ Add other words with the same spelling pattern to the list.
- ▶ Use a combination of different vowels to sort.

/ā/ patterns

a\_e

ai

ay

eigh

ey



/ē/ patterns

ee

ea

y

ie



# Phonics

Same but Different

P.017.AM1b

/ī/ patterns

i\_e

igh

y

ie

i\_



/ō/ patterns

o\_e

oa

ow

o\_

oe



vowel pattern reference cards

/ū/ patterns

u \_ e

ue

ew



# Phonics

Same but Different

P.017.AM2a

tame

header

bait

header

day

header

eight

header

prey

header

header

long "a" header cards



feet

header

beam

header

baby

header

brief

header

header

header

long "e" header cards



# Phonics

Same but Different

P.017.AM2c

smile

header

high

header

sky

header

pie

header

i \_ \_

header

header

long "i" header cards



home

header

boat

header

show

header

o

— —

header

toe

header

header

long "o" header cards





# Phonics

Same but Different

P.017.AM2e

muse

header

fuel

header

few

header

header

header

header

long "u" header cards



c \_ k \_

/ā/

tr \_ d \_

/ā/

cr \_ n \_

/ā/

sk \_ t \_

/ā/

t \_ l \_

/ā/

r \_ n

/ā/

br \_ d

/ā/

cl \_ m

/ā/

long "a" word cards



# Phonics

Same but Different

P.017.AM3b

m \_\_\_\_\_  
/ā/

st \_\_\_\_\_ n  
/ā/

cl \_\_\_\_\_  
/ā/

str \_\_\_\_\_  
/ā/

pl \_\_\_\_\_  
/ā/

fr \_\_\_\_\_  
/ā/

m \_\_\_\_\_  
/ā/

sl \_\_\_\_\_  
/ā/

long "a" word cards



P.017.AM3c

Same but Different

<p>_____ t</p> <p>/ā/</p>	<p>fr _____ t</p> <p>/ā/</p>
<p>w _____</p> <p>/ā/</p>	<p>ob _____</p> <p>/ā/</p>
<p>h _____</p> <p>/ā/</p>	<p>th _____</p> <p>/ā/</p>
<p>gr _____</p> <p>/ā/</p>	<p>wh _____</p> <p>/ā/</p>

long "a" word cards



# Phonics

Same but Different

P.017.AM3d

j \_\_\_\_\_ p

/ē/

f \_\_\_\_\_ d

/ē/

cr \_\_\_\_\_ p

/ē/

ch \_\_\_\_\_ k

/ē/

gr \_\_\_\_\_ t

/ē/

m \_\_\_\_\_ l

/ē/

b \_\_\_\_\_ n

/ē/

p \_\_\_\_\_ ch

/ē/

long "e" word cards



l \_ \_ d

/ē/

sp \_ \_ k

/ē/

an \_ \_

/ē/

dirt \_ \_

/ē/

jell \_ \_

/ē/

dut \_ \_

/ē/

cand \_ \_

/ē/

ch \_ \_ f

/ē/

long "e" word cards



# Phonics

Same but Different

P.017.AM3f

th \_\_\_\_\_ f  
/ē/

bel \_\_\_\_\_ f  
/ē/

gr \_\_\_\_\_ f  
/ē/

y \_\_\_\_\_ ld  
/ē/

long "e" word cards



tw \_ c \_  
/i/

wr \_ t \_  
/i/

sp \_ c \_  
/i/

gl \_ d \_  
/i/

str \_ k \_  
/i/

br \_ t \_  
/i/

s \_  
/i/

fr \_ t \_  
/i/

long "i" word cards





# Phonics

Same but Different

P.017.AM3h

kn \_\_\_\_\_ t  
/i/

r \_\_\_\_\_ t  
/i/

sh \_\_\_\_\_  
/i/

fr \_\_\_\_\_  
/i/

wh \_\_\_\_\_  
/i/

b \_\_\_\_\_  
/i/

tr \_\_\_\_\_  
/i/

t \_\_\_\_\_  
/i/

long "i" word cards



d \_\_\_\_\_

/i/

dr \_\_\_\_\_ s

/i/

fl \_\_\_\_\_ s

/i/

fr \_\_\_\_\_ d

/i/

ch \_\_\_\_\_ ld

/i/

bl \_\_\_\_\_ nd

/i/

w \_\_\_\_\_ ld

/i/

k \_\_\_\_\_ nd

/i/

long "i" word cards



# Phonics

Same but Different

P.017.AM3j

wh \_ l \_

/ō/

sp \_ k \_

/ō/

c \_ d \_

/ō/

r \_ b \_

/ō/

c \_ v \_

/ō/

r \_ st

/ō/

c \_ ch

/ō/

g \_ l

/ō/

long "o" word cards



f \_\_\_\_\_ m

/ō/

fl \_\_\_\_\_

/ō/

cr \_\_\_\_\_

/ō/

sh \_\_\_\_\_

/ō/

gr \_\_\_\_\_

/ō/

kn \_\_\_\_\_

/ō/

gh \_\_\_\_\_ st

/ō/

c \_\_\_\_\_ lt

/ō/

long "o" word cards



# Phonics

Same but Different

P.017.AM3I

fl\_wn

/ō/

sc\_ld

/ō/

r\_ll

/ō/

d\_

/ō/

J\_

/ō/

t\_

/ō/

w\_

/ō/

f\_

/ō/

long "o" word cards



<p>   <b>s</b>   </p> <p>_____</p> <p>/ū/</p>	<p>  <b>m</b>  <b>t</b>  </p> <p>_____</p> <p>/ū/</p>
<p>  <b>c</b>  <b>t</b>  </p> <p>_____</p> <p>/ū/</p>	<p>  <b>f</b>  <b>m</b>  </p> <p>_____</p> <p>/ū/</p>
<p>  <b>f</b>  <b>s</b>  </p> <p>_____</p> <p>/ū/</p>	<p>  <b>cl</b>  </p> <p>_____</p> <p>/ū/</p>
<p>  <b>resc</b>  </p> <p>_____</p> <p>/ū/</p>	<p>  <b>val</b>  </p> <p>_____</p> <p>/ū/</p>

long "u" word cards



# Phonics

Same but Different

P.017.AM3n

contin\_\_\_\_\_

/ū/

arg\_\_\_\_\_

/ū/

p\_\_\_\_\_

/ū/

m\_\_\_\_\_

/ū/

h\_\_\_\_\_

/ū/

ch\_\_\_\_\_

/ū/

st\_\_\_\_\_

/ū/

long "u" word cards

