Discovery Method Card

**Teacher:** Listen and tell me what you **hear** that is the same in this list.

*(Teacher reads three or more items that all have the same sound.)*

What did you hear that was the same in this list?

**Students:** *(Respond)*

**Teacher:** Now, what do you **see** that is the same in this list?

*(Teacher shows the students the items in the list.)*

**Students:** *(Respond)*

**Teacher:** When you see __________, you should say __________.

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**Students:** *(Respond)*

**Teacher:** Now, what do you **see** that is the same in this list?

*(Teacher shows the students the items in the list.)*

**Students:** *(Respond)*

**Teacher:** When you see __________, you should say __________.
Examples of the Discovery Method
With the Six Syllable Types

Open syllable
Teacher: Listen and tell me what sounds the same in this list: hi, no, me, blu, ta. What sounded the same?
Students: They all had long vowel sounds.
Teacher: What do you see that is the same in this list? (Teacher shows students the list.)
Students: They all end in one vowel.
Teacher: When you see one vowel at the end of a syllable, it is an open syllable, and the vowel makes its long sound.

Closed syllable
Teacher: Listen and tell me what sounds the same in this list: hip, lof, met, wuv, last. What sounded the same?
Students: They all had short vowel sounds.
Teacher: What do you see that is the same in this list? (Teacher shows students the list.)
Students: They all end in one vowel and at least one consonant.
Teacher: At the end of a syllable, if you see one vowel and then at least one consonant, it is a closed syllable, and the vowel makes its short sound.

Vowel-consonant-silent e syllable
Teacher: Listen and tell me what sounds the same in this list: make, these, fove, tibe, cute. What sounded the same?
Students: They all had long vowel sounds.
Teacher: What do you see that is the same in this list? (Teacher shows students the list.)
Students: They all end in one vowel, one consonant, and a final e.
Teacher: At the end of a syllable, if you see one vowel, one consonant, and a final e, it is a vowel-consonant-silent e syllable. The vowel makes its long sound, and the final e is silent.

r-controlled vowel syllable
Teacher: Listen and tell me what sounds the same in this list: her, ker, ber, ger. What sounded the same?
Students: All had the /er/ sound.
Teacher: What do you see that is the same in this list? (Teacher shows students the list.)
Students: They all have the letters er.
Teacher: When you see a vowel and then an r, it is an r-controlled vowel syllable. The vowel makes an unexpected sound. (The teacher then explicitly teaches students what sounds the letters ar, er, ir, or, and ur make.)
Vowel digraph and diphthong syllable

Teacher: Listen and tell me what sounds the same in this list: need, three, feet. What sounded the same?

Students: They all had the /ė/ sound.

Teacher: What do you see that is the same in this list? (Teacher shows students the list.)

Students: They all have the letters ee.

Teacher: When you see two adjacent, or side-by-side, vowels, it is a vowel digraph and diphthong syllable. We have to treat each pair with loving care by memorizing what sound it makes. For example, the vowel pair ee makes the /ė/ sound.

Final stable syllable

Teacher: Listen and tell me what sounds the same in this list: candle, toddle, bridle. What sounded the same?

Students: They all had the /dl/ sound.

Teacher: What do you see that is the same in this list? (Teacher shows students the list.)

Students: They all end with the letters dle.

Teacher: When you see a consonant, an l, and an e at the end of a word, it is a final stable syllable. The e is silent.