

Yes, No, Why

What

Yes, No, Why is a strategy for helping students to identify and discriminate between words.

Why

This activity helps students to draw upon their knowledge in order to decide whether a word could or could not be what someone has identified it to be. It is similar to the decision-making process students will engage in for reading and spelling.

Who

For all students who are not skilled in the decoding aspects of reading.

How

You will need:

- a selection of words from a familiar text written on cards
- a few distracter words that do not belong to the text but are similar in appearance to some of the words in the text
- the familiar text (if available).

WARNING:

Do not use the wording, 'What is this word?' followed by acknowledgment that the answer is right or wrong. This approach does not give students any clues about how you could tell or how you could work it out. *Yes, No, Why* puts students in the problem-solving role. It helps them to be actively engaged in using the knowledge they have to examine parts of the words to make a decision as to what the word could or could not be.

Steps	Examples
<ul style="list-style-type: none"> • Put the cards on the table face down. • Remind students about the text from which these words have been selected. • Inform students that there could be some trick words included so they will have to be careful. • Select one of the words (or have one of the students select a word). • Invite students to identify the word. • Invite another student to say whether they agree that is 	

Steps	Examples
<p>the word (Yes) or disagree (No) and to say how they could tell (Why).</p> <ul style="list-style-type: none"> • Accept explanations according to the students' current knowledge. • Point out various ways of working it out or invite others to contribute to the explanation. 	<p>TA: <i>Do you agree that this word is _____? How could you tell?</i></p> <p>S: <i>I could see all of the letters for the sounds.</i></p> <p><i>It had a br at the beginning and I can hear the /br/ sound at the beginning and there's a d at the end.</i></p>

NOTE:

This activity provides opportunities for furthering the students' graphophonic knowledge. It is vital that they are actively engaged in problem-solving.