



# Steps In Teaching A Making Words Lesson

## Materials Needed:

### Students

- 🐶 Letter cards for students
  - Lower case on one side b
  - Upper case on the other side B  
(Necessary for words that are capitalized)
  - Vowels are differentiated (by color, shape, etc.) from consonants (include y)

### Teacher

- 🐶 Large set of letter cards
- 🐶 Large set of word cards for the designated lesson plus extra words for transfer
- 🐶 Pocket Chart (for displaying letters and words)

Step 1: Making Words	Step 2: Sorting patterns	Step 3: Transferring words
<ul style="list-style-type: none"> <li>• Place the large index cards with the letters in the top of the pocket chart.</li> <li>• Students put matching letters on their desk in a row.</li> <li>• The teacher names each letter then the children hold them up and name the matching letter.</li> <li>• Tell children that every word must have a vowel. Point to a vowel in the lesson.</li> <li>• Write a numeral on the board. Say, "The word I want you to make has ___ letters. Make the word ___." Teacher elongates. Use the word in a sentence.</li> <li>• Have a child who has made the word correctly make it in the pocket chart.</li> <li>• Others fix their cards.</li> <li>• Next place the word card in the pocket chart.</li> <li>• Repeat process until all words are completed.</li> <li>• Last use all the letters to find the secret word.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct students attention to the words on index cards in the pocket chart.</li> <li>• Teacher directs the sort.               <ul style="list-style-type: none"> <li>• Beginning letter/sound</li> <li>• Medial letter/sound</li> <li>• Ending letter/sound</li> <li>• Rhyming pattern</li> </ul> </li> </ul> <p>Example of sorting by spelling pattern:</p> <ul style="list-style-type: none"> <li>• Pick a word pattern, for example: <i>and</i></li> <li>• Ask children to find other words with the same pattern and place them under <i>and</i> in the pocket chart.</li> <li>• Repeat the process with other pattern words if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Use words learned and patterns/rhyming words sorted to read new words.</li> <li>• Hold or place in the pocket chart an additional word that fits the pattern/rhyming words learned.</li> <li>• Say: "Pretend you are reading and you come to this word (don't say the word). Who can put it with the pattern/rhyming words that can help you figure it out? Now let's pronounce the word.</li> <li>• Say: "Thinking of patterns/rhyming words can help you when you are writing, too. What if you were writing and had to figure out how to spell ___?"</li> <li>• Repeat this transfer and application process using two or three words.</li> </ul>