



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"> • Place the large index cards with the letters in the top of the pocket chart. • Students put matching letters on their desk in a row. • The teacher names each letter then the children hold them up and name the matching letter. • Tell children that every word must have a vowel. Point to a vowel in the lesson. • 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. • Have a child who has made the word correctly make it in the pocket chart. • Others fix their cards. • Next place the word card in the pocket chart. • Repeat process until all words are completed. • Last use all the letters to find the secret word. 	<ul style="list-style-type: none"> • Direct students attention to the words on index cards in the pocket chart. • Teacher directs the sort. <ul style="list-style-type: none"> • Beginning letter/sound • Medial letter/sound • Ending letter/sound • Rhyming pattern <p>Example of sorting by spelling pattern:</p> <ul style="list-style-type: none"> • Pick a word pattern, for example: <i>and</i> • Ask children to find other words with the same pattern and place them under <i>and</i> in the pocket chart. • Repeat the process with other pattern words if appropriate. 	<ul style="list-style-type: none"> • Use words learned and patterns/rhyming words sorted to read new words. • Hold or place in the pocket chart an additional word that fits the pattern/rhyming words learned. • 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. • 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 ___?" • Repeat this transfer and application process using two or three words.