

Strategy: Making Words
Reading Dimension(s): Word Study
Objective/Essential Question: Is a student able to make new words from given letters?
SOL(s): K.7, 1.6, 1.9, 2.4, 2.6, 2.7, 3.3, 3.4, 4.3, 5.4
Prerequisite Skills: <ol style="list-style-type: none"> 1. Strong letter-sound recognition. 2. Knowledge of common spelling patterns. 3. Ability to rhyme.
Materials: <ol style="list-style-type: none"> 1. Holders made from file folder cut in thirds. 2. Letter cards for students that will fit in the holders – vowels in different color, capitals on back. 3. Large letter cards and pocket chart. 4. Index cards with words to be made written on them.
Procedure: <p>Steps in Planning a Making Words Lesson</p> <ol style="list-style-type: none"> 1. Decide what the “secret word” is that can be made with all the letters. 2. Make a list of other words that can be made from these letters. 3. From all the words you could make, pick 12-15 words using these criteria: <ul style="list-style-type: none"> ▪ Words that you can sort for the pattern you want to emphasize. ▪ Little words and big words so that the lesson is a multilevel lesson. ▪ Words that can be made with the same letters in different places (barn/bran) so children are reminded that when spelling words, the ordering of the letters is crucial. ▪ A proper noun or two to remind the that we us capital letters. ▪ Words that most students have in their listening vocabularies. 4. Write all the words on index cards and order them from smallest to biggest. 5. Store the cards in an envelope. Write the words in order on the envelope, the patterns you will sort for, and the transfer words. <p>Steps in Teaching a Making Words Lesson</p> <ol style="list-style-type: none"> 1. Place the larger letter cards needed in the pocket chart or along the chalk tray. 2. Have children pass out letters or pick up the letters needed. 3. Hold up and name the letters on the large cards and have the children hold their matching small letter cards. 4. Write the numeral 2 (or 3 if there are not two-letter words in this lesson) on the board. Tell them to take two letters and make the first word. Have them say the word after you stretching out the word to hear all the sounds. 5. Have a child who has the first word made correctly make the same word with the large letter cards on the chalk tray or pocket chart. Do not wait for everyone to make the word before sending a child to make it with the big letters. Encourage anyone who didn’t make the word correctly at first to fix the word when they see it made correctly.

6. Continue to make words, giving students clues such as, “Change the first letter only” or “ Move the same letters around and you can make a different word” or “Take all of your letters out and make another word.” Send a child who has the word made correctly to make the word with the large letter cards.
7. Before telling them the last word, say, “Now, it’s time for the secret word – the word we can make with all of our letters. I am coming around to see if anyone has the secret word made in you holder.” If someone has figured it out, send that child to make the big word. If not, tell them the word and let everyone make it.
8. Once all of the words have been made, take the index cards on which you wrote the words and place them one at a time along the chalkledge or in the pocket chart. Have the children say and spell the words with you as you do this. Have the children sort these words for patterns – including beginning sounds and rhymes.

Reference(s):

Cunningham, P. M., & Allington, R. L. (1999). *Classrooms that work: They can all read and write* (2nd ed.). New York: Longman.