

Manchester College
Education Department
Lesson Plan by Kelsey Morris and Mary Jane Dickey

Lesson: Making Words

Lesson Length: 25 minutes

Age or Grade Intended: 1st grade

Source: Ideas can be found at: http://www.readwritethink.org/lessons/lesson_view.asp?id=150
and Patricia M. Cunningham, Dorothy P. Hall, and Cheryl M. Sigmon; The Teacher's Guide to the Four Blocks; Carson-Dellosa Publishing Co.; page 142

Standards:

- ✓ (English) 1.1.8 – Add, delete, or change sounds to change words.

Performance Objective:

- ✓ After being given the word clue, the students will correctly add, delete or change letters to create the new word correctly spelling all 8 of the 8 words.

Assessment:

- ✓ Students will be asked to spell a series of words to get to the final “mystery word” by correctly adding, deleting, or changing letters. Students will write the words on the worksheet and glue the “mystery word” on the top of the worksheet, and turn it in to be looked at by the teacher.

Advanced Preparation by Teacher:

- Worksheet with the letters to be cut out by the students. (attached)
- Scissors
- Glue
- Magnetic letters (n, t, e, p, s)
- Overhead projector

Procedure:

Introduction:

“Today we are going to make words using a set of letters, that when we put them all together they spell a mystery word. Making words is a word study activity introduced by Patricia Cunningham in which students are guided through the process of working with a set of letters in a sequence to construct words. By making words students notice patterns and make discoveries about written language that they can apply to other reading and writing strategies. When words are connected to a story or current classroom lesson, students are able to have greater success with phonics lessons.”

Making Words is an active, hands-on, manipulative activity in which children learn how to look for patterns in words and how changing just one letter changes the whole word. The children are given six to eight letters, which will form a final "secret" word. The lesson begins with small words, builds to longer words, and finally ends with the "secret" word that can be made with all

the letters. Then, students sort the words according to a variety of patterns, such as beginning sounds, endings, and rhymes. They transfer the patterns by using the words sorted to read and spell words with similar patterns.

Step-by-Step:

1. “Now that we know the importance and theory behind making words, you are going to pretend you are 1st graders and we are going to do a making words lesson together.”
2. The teacher will pass out the letter worksheet to the students, and have the students cut out the letters keeping them face up on their desk.
3. While students are cutting, place magnetic letters (n, t, p, e, s) on the overhead projector.
4. When everyone has finished cutting out their letters ask the students to put their letters facing up, in front of them. Ask the students to spell a word that means a writing tool that uses ink using their cut out letters. *pen* The teacher should walk around and monitor the students.
5. Ask a student to go up to the overhead and spell the word *pen* for the students and sound it out, or SLIDE AND CHECK, for the class to determine if that is the correct spelling. (*Gardner: Bodily-Kinesthetic*) The class will determine if that was the correct spelling, and then write the word on the first line, on the worksheet.
6. Now ask the students to create a three-letter word that represents an animal you keep at your house. *pet* Explain that you would have another student come up and spell out the word on the overhead again, and slide and check the word. Write the correct spelling on the second line of the worksheet.
7. Ask the students to spell a three-letter word for something you catch butterflies with. *net* Repeat step 5.
8. Ask the students to spell a four-letter word for something that a bird makes to live in. *nest* Repeat step 5.
9. Have the students place another four-letter word that represents something or someone that bothers you. *pest* Repeat step 5.
10. Have the students rearrange the letters in *pest* to spell a word that means what you do when you walk. *step* Repeat step 5.
11. Have the students create a three-letter word that comes after the number nine. *ten* Repeat step 5.
12. Tell the class, “We are now going to make the five-letter “mystery word.” If the students need a hint give them a sentence leaving the word they are spelling blank. (I _____ my money on a candy bar.) *spent* Repeat step 5.

Closure:

Ask the students the following questions:

“Did you notice a pattern while we went through the process of making the words?” (*Bloom’s Question: Level VI; Evaluation*)

“What is the purpose of this activity?”

(Bloom's Question: Level II; Comprehension)

Students will turn in their worksheets to be looked over by the teacher.

Adaptations/Enrichment:

- For a student with ADHD, let them pass the papers out to the students, this allows the student to get up and moving for a little bit. (Gardner: Bodily-Kinesthetic)
- For a student with a learning disability in Language Arts, place that student with a partner that will help them determine the answer or with an aide if there is access to one.
(Gardner: Interpersonal)

Self Reflection: I have not yet taught this lesson to a class, but some questions that I might want to ask myself are:

- Were the students engaged during the lesson?
- What changes could be made?
- Was there another word I should have used?
- Did the students grasp the concept?

MAKING WORDS

NAME _____ DATE _____

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_____	_____
_____	_____
_____	_____
_____	_____

n	t	e	s	p