

## Building Words

### Overview:

Building Words is an activity that allows students with beginning reading skills to become more fluent in their decoding skills.

### Procedure:

This activity is to be completed using a current word study list.

- ❖ The teacher will read the words to the reading group, and the students will read it back to the group.
- ❖ After reading the words, the students will be given an assortment of letter tiles. Letter tiles given will be pre-sorted by the teacher, so that the students have all the necessary tiles to complete the activity.
- ❖ The teacher will tell the students what the objective is for the day (They are going to learn how the sound of letters form words.).
- ❖ The teacher will then model a word from the word list. Example: hat. The teacher will take the h, a, and t word tiles. Using think aloud, the teacher will look at the printed word (from a flashcard or other visuals the students use), and order the tiles to form the word. Example: “On my flashcard, I see the word ‘hat.’ I want to make the word ‘hat’ with my letter tiles. Let’s look at what letter tile I need first. What letter comes first? (H)” The teacher will then take the H tile and place it under the flashcard. “What letter comes second, third?” Repeat the think aloud process.
- ❖ Summarize the process for students and informally assess: “I wanted to spell the word hat with my word tiles. How did I do that?” (Looked at the word on the flashcard, used the flashcard to order the letters of the word.)
- ❖ “Next, we are going to sound out the word. When we sound out words, we say the sounds of the letters that make the word. Look at the first letter. H comes first. What sound does H make? Say the sound. We know the word HAT begins with the H sound. Let’s say that sound as we drag the H under the rest of the word HAT. What letter comes next? A comes next. What sound does A make in the word HAT? A. Let’s put together the sounds so far. H and A. HA. Repeat for the last letter, T. Put the word together.”
- ❖ Continue to practice the chosen amount of words.

### ASOL Covered in this Activity:

**3E-RW 1b:** The student will apply letter name and letter-sound knowledge when decoding words.

**Extension idea:** Create an interactive whiteboard activity that reteaches the skills used with the tiles. Present students with the chosen words, one at a time, as the title of the

page. Create the activity so that the correct letters can be dragged into the boxes, while the incorrect answers will “bounce” out of the boxes.

**3E-RW 1c:** The student will apply letter-sound and word analysis skills in decoding words by identifying 18 or more letter-sound associations in context.

**Extension idea:** Continue to practice the activity, increasing the level of skill, as appropriate for differentiated groups. If whiteboard not available, other forms of letters may be used.

**3E-RW 1d:** The student will identify the beginning sound of familiar words beginning with a single consonant sound.

**Extension idea:** Have students use the activity to identify beginning sounds. Present students with various tiles to create words and non-words. Example: give students a few tile choices: H, C, T, and the ending sound AT. What letters can we add to AT to make words? H. What is the beginning sound? C. What is the beginning sound now? T. What is the beginning sound now? Which two letters make words?

**3E-RW 5a/c:** The student will recognize 10/40 or more written words.

**Extension idea:** Continue the above activity until the students are able to recognize the chosen amount of words.

**3E-RW 5b:** The student will apply letter-sound skills in decoding consonant sounds of familiar one-syllable words; in context, demonstrate basic knowledge of letter-sound correspondences.

**Extension idea:** Use the strategies practiced in the various activities to decode words during read-alouds or independent reading. Identify words in the environment (ex., “eat,” “food,” “boy,” etc.).

**4E-RW 1a:** The student will apply letter-sound knowledge by using first letter plus context to identify unfamiliar words

**Extension idea:** Use the tiles to identify the first letters. Use a plus sign visual to separate the first letter from the rest of the words. Use the beginning sound and “add” the remaining sounds to emphasize the beginning sound.

**5E-RW 1b:** The student will apply phonics and word analysis skills in decoding words by decoding two-syllable words

**Extension idea:** Complete the activity to create the words. Divide the words into two parts, in order to separate the various amounts of syllables. Work with common words in school ex., “foot + ball,” “lunch+box,” etc.)

**Materials Needed:**

Letter tiles  
Word-study flashcards/word lists  
Plus sign visual  
Interactive whiteboard

**Instructional Setting:**

Classroom

**Community Connections and/or Peer Interaction:**

Students can either be grouped homogeneously or heterogeneously. Instruction can be differentiated to accommodate various goals. Example: Student A is studying single-syllable words, and has the word HAT. Student B is studying two-syllable words, and has the word BASEBALL. Each student can contribute his/her word to the group. Students in general education can lead a follow-up practice activity so that the students are generalizing their skills.

**Functional Activity/Routine:**

Introduce students to basic functional signs. Example: students are practicing the W beginning sound in two syllable words. They can use the Women's Restroom sign to create the word women, using the beginning sounds and two-syllable words extension activities.

**Strategies to Collect Evidence:**

Use video, data sheets to document each skill as well as generalization of skills.

**Specific Options for Differentiating this Activity:**

For students who may not be able to use an interactive whiteboard, or who need a more tactile approach, a variety of letters may be used (magnetic, felt, sandpaper, etc.) or word lists may be written on cards with Velcro® or magnetic backing.

For students with visual impairment, provide Braille or letters & words in other tactile formats.

Pictures and/or symbols might be added to the words in the word bank.

Reduce the number of words.

Student could use a flashlight to highlight the letters and words that combine.