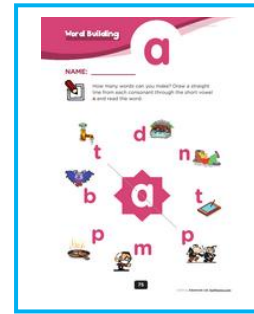


Word Building a (page 27)



Materials:

- letter flashcards Aa-Zz
- lowercase letter flashcards a, t, d, n, p, m and b
- individual letter cards a, t, d, n, p, m and b for each student
- page 27

Review: 2-3 minutes

- Mix up the letter flashcards and show them to the students one at a time.
 - *Hint:* You should develop a routine when doing this.
 - Teacher: "Letter?" Students: "A."
 - Teacher: "Sound?" Students: "/a/."
 - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.

Preview: 3-5 minutes

- Pull out the lowercase letter flashcards a, t, and p
- Show the lowercase letter flashcards, one at a time, saying the individual sounds and then blending them together; have the student repeat
 - Teacher: /t//a//p//.....tap, /t//a//p//.....tap; students repeat
- Now show the students how you can switch around the beginning and ending letters to create a new word.
 - Teacher: /p//a//t//.....pat, /p//a//t//.....pat; students repeat

Modeling: 5-7 minutes

- Pull out the lowercase letter flashcards a, t, d, n, p, m and b
- Show the lowercase letter flashcards, one at a time, saying the individual sounds and then blending them together; have the students repeat
 - Teacher: /d//a//m//.....dam, /d//a//m//.....dam; students repeat
 - Teacher: /m//a//d//.....mad, /m//a//d//.....mad; students repeat

Guided Practice: 7-10 minutes

- Give each student a set of lowercase letter cards (a, t, d, n, p, m and b) while the teacher uses the lowercase letter flashcards

- Lay the letters out at the top of the workspace in a straight line
- Teacher will say a word, emphasizing each individual sound; have the students repeat
 - Teacher: nap...../n//a//p/.....nap; students repeat
- Now as the teacher says the sounds again, pull down a letter card that matches each sound in the word; the students should be copying the teacher using their own individual letter cards
- Read the word that was created with the lowercase letter cards
- Now switch the beginning and ending letter cards to make a new word with the same letters; the students should be copying the teacher using their own individual letter cards
 - Teacher: pan...../p//a//n/.....pan; students repeat
- Move the letter cards back to the line at the top of the work space
- Repeat the process for words tab, bat, dam, mad, pat and tap

Independent Practice: 5 minutes

- Explain how to do page 27.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 27 to each student. If the students finish drawing the lines through the letters and reading the words, allow them to use their individual letter cards and see if they can make the words on their own.

Assessment: (during Independent Practice)

- As the students are completing page 27, monitor and give guidance/support/correction/praise, as needed.
- Have the students read the words on page 27 to you as you walk around and check on their progress.
- Use page 27 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Write each of the words on the board: tap, pat, dam, mad, nap, pan, tab and bat
- Point at each letter, saying the individual sounds, and then blending all the sounds together to read the word; have the students say the sounds and read the words with you