

Word Building a (pages 28 and 29)



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 pair of students
- pages 28 and 29

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

- Place the lowercase letter **a** flashcard on the board.
- Put all the other lowercase letter flashcards (t, d, n, p, m and b) upside down on a table or on the floor.
- Turn over two of the flashcards and put one in front and one in back of the letter **a** flashcard on the board.
- Say the sound of each letter individually and then blend the sounds together to read the word you created.

Modeling: 5-7 minutes

- Continue the activity from above by putting the two cards you chose back with the rest of the cards and drawing two more letter cards.
- Again, place one in front and one in back of the letter **a** flashcard on the board.
- Say the sound of the letters individually and then blend the sounds together to read the word you created.
- Explain to the students they are going to be playing this game called Draw a Word.

Guided/Independent Practice: 7-10 minutes

- Play Draw a Word.
 - Give each pair of students a set of lowercase letter cards a, t, d, n, p, m and b
 - Place the letter **a** at the top of the word area and turn all the other cards upside down so that the letters can't be seen.
 - Students take turns drawing two letter cards at a time.
 - Take the cards and put one in front of the letter **a** and one in back of the letter **a**.
 - Say the sound of each letter individually and then blend the word together.
 - Put the two letter cards back into the drawing area and it is the next student's turn.
 - Repeat the process as long as needed to make different words.

Assessment: (during Guided/Independent Practice)

- As the students are playing Draw a Word, walk around to each group and show them pages 28 and 29.
- Have the students read the words on pages 28 and 29 to you as you walk around and check on their progress.
- Use pages 28 and 29 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Have each pair of students share a word they made during Draw a Word.
- Write the words they say on the board and read them together as a whole class.