

Word Study: Making Words

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Use the **Making Words** procedure during the **Word Study** part of guided reading. Making Words teaches students how to monitor for a visual and auditory match (or mismatch) during reading. It also firms up left-to-right visual scanning across a word. Students will need their own magnetic letter tray to make a series of words you dictate.

Materials:

Use a magnetic tray with printed letters so students can find the letters they need and easily replace them. Use letters that have strong magnets (so they don't slip) and a simple font that looks like print in books. I recommend the trays and magnetic letters at pioneervalleybooks.com/teaching-tools/tools-for-letter-learning.html.

Use the following steps:

Step 1: Tell students which letters to remove from their magnetic letter trays.

Step 2: Dictate a word for students to make; tell them how many letters they will need.

Step 3: After students make each word, tell them to check it by saying the word slowly as they slide their finger under it.

Step 4: Dictate a new word and have students determine which letter(s) they need to change to make the new word.

The process that students use to determine the mismatch between sound and letter is the same process they will use later to self-correct during reading. At first you will have to tell them which letter to change, but soon they will be able to make changes without your help.

Sample Word Study Lessons by Guided Reading Level

Level	Directions
Level A Initial consonants <i>d, l, n, j</i>	Students remove the following letters from their trays: <i>d, j, l, n, o,</i> and <i>t</i> . Dictate the following words: <i>jot, lot, not, dot</i> . Have students say the word slowly as they slide their finger under the word to determine which letter they should change to make the new word.
Level B Final consonants <i>t, d, p, n</i>	Students remove the following letters from their trays: <i>a, m, d, n, p,</i> and <i>t</i> . Dictate the following words: <i>mat, mad, map, man</i> . Have students say the word slowly as they slide their finger under the word to determine which letter they should change to make the new word.
Level C Short vowels <i>a</i> and <i>i</i>	Students remove the following letters from their trays: <i>a, d, l, m,</i> and <i>p</i> . Dictate the following words: <i>lap, lip, lid, lad, mad</i> . Have students say the word slowly as they slide their finger under the word to determine which letter they should change to make the new word.
Level D Digraphs <i>/sh/</i> and <i>/ch/</i>	Students remove the following letters from their trays: <i>c, h, i, n, p,</i> and <i>s</i> . Dictate the following words: <i>hip, ship, chip, chin, shin</i> . Have students say the word slowly as they slide their finger under the word to determine which letter they should change to make the new word. Have students break each word at the onset and rime and say each part before they remake the word.
Levels E-F Beginning blends	Students remove the following letters from their trays: <i>b, d, g, i, m, p, r,</i> and <i>t</i> . Dictate the following words: <i>frog, flog, flag, brag, drag</i> . Have students say the word slowly as they slide their finger under the word to determine which letter(s) they should change to make the new word. After students make each word, have them break it at the onset and rime and say each part before they remake the word.
Level F Ending blends	Students remove the following letters from their trays: <i>a, e, n, s, t,</i> and <i>w</i> . Dictate the following words: <i>went, west, pest, past, pant</i> . Have students say the word slowly as they slide their finger under the word to determine which letter(s) they should change to make the new word. After students make each word, have them break it at the onset and rime and say each part before they remake the word.
Level G Silent <i>e</i>	Students remove the following letters from their trays: <i>a, e, i, l, m, n,</i> and <i>p</i> . Dictate the following words: <i>pan, plan, plane, lane, line, lime</i> . Have students say the word slowly as they slide their finger under the word to determine which letter(s) they should change to make the new word. After students make each word, have them break it at the onset and rime and say each part before they remake the word.