

Appendix D5

Step-by-step Directions for Making New Words

1. Choose a word pattern that your child already knows. For example, he/she may already know these chunks: -at, -it, -ing, -og, -ake. Be sure your child can read a word with one of these chunks independently.
2. Use a white board with a dry erase marker or magnetic letters and a cookie sheet where they will stick. If you use magnetic letters, be sure to give your child only the letters he/she needs to make new words. Have other letters available in case your child can add parts at the beginning or end of words to make bigger words.
3. Say to your child, "I know you can read the word 'oar'." Write the word on the white board or make the word with magnetic letters. Have your child read the word. If he/she wants, he/she can write the word or make the word independently.
4. Then say to your child, "Let's make some new words that sound like the word 'oar'." Tell your child, "If you can make the word 'oar,' you can make the word 'soar'." Have your child take the marker and see what he/she does. See if your child adds the "s" to make the new word. Ask your child to change the word "soar" to "roar." See if your child erases the "s" and writes the "r" in front of the -oar chunk. If not, show your child what to do for the first example. If using magnetic letters, spread out a variety of letters and see if your child can find the "r," take away the "s," and replace it with the "r" to make the new word "roar." If not, show your child how to exchange the magnetic letters to make a new word.
5. Once your child has the hang of the first example, say, "Since you know the word 'oar' and you can make the word 'roar,' see if you can make the word 'boar'." Again, watch what your child does to make new words.
6. Continue making new words as your child is ready. Challenge your child (if he or she is able) to make new words with perhaps trickier word parts. For example, say to your child, "If you know the word 'boar,' you can make the word 'board.'" See if you can make the word 'boarded.'" Have your child say the word out loud with you. If needed, stretch out the word and say it extra slowly. Help your child as needed.
7. Keep thinking of ways to extend this particular word chunk. In the example of changing "oar" to "boar" to "board" to "boarded," you can add new beginning or ending parts to make more new words (such as pre-board or boarding).
8. Ask your child what words he/she can make longer by thinking of new beginning and ending word parts.