

Appendix C5

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 to stick them on. If you use magnetic letters, be sure to give your child only the letters he/she needs to make new words. If you give your child all the magnetic letters to use and manage, this task could be overwhelming.
3. Say to your child, "I know you can read the word 'back'." 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 'back'." Tell your child, "If you can make the word 'back,' you can make the word 'pack'." Have your child take the marker and see what he/she does. See if your child will erase the "b" and write the "p" in front of the -ack 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 "p," take away the "b," and replace it with the "p" to make the new word "pack." 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 'back' and you can make the word 'pack,' see if you can make the word 'tack'." 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 'back' and you can make the word 'sack,' see if you can make the word 'slack'." 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. If your child is ready, you can use the opportunity to introduce him or her to new word blends or digraphs, such as /th/ (perhaps in making the word "that," "those" or "this"). When introducing the digraph /th/, use a mirror or look at each other's faces to show where in the mouth the sound is made. For example, when you say the /th/ sound, notice that your tongue sticks out between your teeth. Teach your child these things as a reminder of where sounds are made and what letters match these sounds.