

## Make-A-Word Student Pocket Chart™ Kit

Congratulations on your purchase of this Really Good Stuff® **Make-A-Word Student Pocket Chart™ Kit** for small-group and independent word building in the primary grades.

### This Really Good Stuff® product includes:

- 4 Make-A-Word Student Pocket Charts™
- 64 Letter Cards
- This Really Good Stuff® Instructional Guide

The **Make-A-Word Student Pocket Chart™ Kit** has all the parts you need for small-group word work that builds phonemic awareness. The *Make-A-Word Student Pocket Charts™* provide a setting for word work in both interactive and independent environments.

### Instructional Goals

The **Make-A-Word Student Pocket Chart™ Kit** provides many opportunities to meet kindergarten and first grade state language arts standards with your students, which include the basic skills of reading:

- Identifying sounds of the alphabet.
- Distinguishing initial, medial, and final sounds in single-syllable words.
- Blending two to four phonemes into a word.
- Creating and reading a series of rhyming words, including consonant blends.
- Adding, deleting, or changing sounds in order to change words.

Word building is an essential step in early word work that lays a strong foundation for literacy. By manipulating letter cards in their own *Student Pocket Charts* to build and rebuild words, students begin to internalize phonetic elements and apply them in their reading. The *Student Pocket Charts* provide room for longer words, allowing for more advanced word study.

### Group and One-on-One Word Work

First assess students' letter-substitution skills through simple sound-identification activities. Group students who have similar abilities, and lead word work with three to six students at a time.

When working with a small group, first model the activity in a *Student Pocket Chart* as students contribute to the discussion and follow along using their own *Student Pocket Charts*.

You can also use the **Make-A-Word Student Pocket Chart™ Kit** for one-on-one teaching, making it a wonderful tool for special education and English Language Development (ELD).

### Independent Work and Literacy Centers

Help students make a transition from the group environment to independent study at desks or at literacy centers. A teacher or aide should observe and offer support during the transition.

The kit is also ideal for setting up word-building centers. Using a *Student Pocket Chart* and a selection of *Letter Cards* at every station, have students independently practice replacing a sound pattern, such as beginning or ending sounds, vowel sounds, or phonograms. Students can work alone or in pairs as they progress through the stations.

Depending on your assessments, begin with alphabet/letter work and build up to word work. There are a multitude of possibilities for the **Make-A-Word Student Pocket Chart™ Kit**. Samplings of interactive demonstrations and center activities are provided. They are listed in order from least to greatest challenge.

### Letter Work

#### Letter Identification

Students are ready to read when they can make an automatic connection between letters and their sounds. Ideally children will start practicing this skill before kindergarten through quality children's literature, music, TV, and videos.

Hold up one card at a time and ask the student to name the letter and its sound. There are many variations:

- The student names the letter and a word that begins with the sound.
- The student has a selection of letter cards and holds up the card with the same letter that the teacher holds up.
- The teacher names a letter and the student points it out among *Letter Cards* in the *Student Pocket Chart*.
- The teacher names a letter and the student identifies the letter in a word spelled out in the *Student Pocket Chart*.

#### Letter Formation

1. Model writing a letter on the board.
2. Trace over the letter with a finger as you say its name.
3. Have students write the letter in the air.
4. Provide lapboards and pens for students to practice writing letters on the lapboard.

#### Upper/Lowercase Match

1. Display one uppercase letter alongside its lowercase counterpart.
2. Discuss the physical letter features of both. (See "Physical Features of Letters," below.)
3. Provide three or four letters in both uppercase and lowercase.
4. Demonstrate matching the uppercase letter to its lowercase, naming each letter as you move it next to its match.

#### Physical Features of Letters

Identifying, discussing, and sorting letter features helps visual learners identify letters:

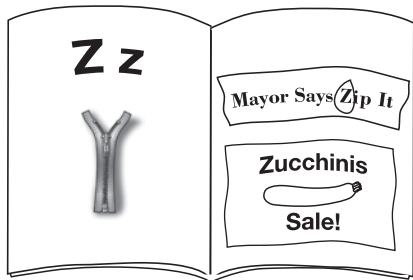
- Line shapes such as *curves*, *circles*, *sticks*
- Repeating features (e.g., *n* has one hump, *m* has two)
- Height: tall, short, or hangs below the line

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### Letter Recognition

Students practice saying letters quickly while moving them into the *Student Pocket Chart*.

Students find the letters they have studied in print materials, such as books, magazines, newspapers, etc.



### Sort Letters

Sort letters into two, then four, categories. Select three or four letters and have the student look at each one in the *Student Pocket Chart*. Talk about letter features. (See "Physical Features of Letters," page 1.) Provide two or three letter cards for each of the letters. Mix up the cards and have students sort the different letters.

Use color coding to add more visual association to the sort.



Have students sort the letters onto different colored paper.

- Increase the challenge: Sort letters by letter features.
- Sort words that have a particular letter, even if students are unable to read the word.
- Using a timer, practice increasing the sorting speed.

### Alphabetizing

There are many ways to practice the alphabet:

- Sing the alphabet song.
- Chant the alphabet as a group.
- Challenge students to find words in children's dictionaries.
- Have students each hold one letter and find their alphabetical place in a line of students.

Have students use their *Letter Cards* in their *Student Pocket Charts* to show the correct alphabetical order of the letters d, b, a, e, and c. Then have them help you alphabetize various sequences of vowels and consonants, and then only consonants.



Have students practice alphabetizing letters in the *Student Pocket Charts* at a center.

### Begin Phonics

Practicing the whole alphabet in order is important. However, as you begin teaching phonics, start with consonants first, studying the most common consonants and slowly working through to the least common. Tackle them in groups of four. Notice how these groupings vary in appearance and pronunciation:

b, m, r, s  
t, g, n, p  
c, h, f, d  
l, k, j, w  
y, z, v, q

Encourage students to listen to the sounds these letters make in the beginning position of words. Have students bring in and share items that match the sound. Identify items in the classroom that begin with the letter. Explore the uppercase and lowercase and the other letter features discussed in this section. Then begin word work in which students explore the letter sounds in the context of words.

### Fun with Letter Sounds

Read books that highlight certain letter sounds. Sing songs and chant poems that repeat one beginning sound. Encourage the group to create their own songs and poems in a *Desktop Pocket Chart* (see related products).

Let's pack a picnic
Park at the park
Practice sports
Play and pretend
Eat popsicles
Drink pink lemonade
Pick up after your pals

Write a group poem that highlights a particular letter sound.

Have students take turns finding a word that has the chosen letter, read it aloud, and underline or highlight the letter.

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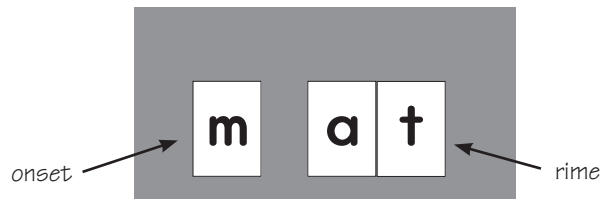
### Word Work

Word work is an essential part of literacy. Word work mainly consists of word building, word sorting, and their variations. Working with words and their sound components, or phonemes, readies students to attack new words they encounter in their reading.

### Identify Word Parts

The *Student Pocket Chart* is a great way to visually isolate and analyze the components of a word. Show students a variety of CVC words. Because of the simplicity of the CVC structure, students will have an easier time recognizing the phonemes.

1. Build a simple CVC word, such as *mat*.
2. Discuss the sound components of the word with the group.
3. Ask students to identify the beginning sound, or onset (*m*).
4. Ask students to name other words that start with *m*.
5. Point out the ending rime, *-at*.



6. Ask students to name other words that end with the same rime (e.g., *cat*, *bat*, *hat*, *sat*, *pat*).

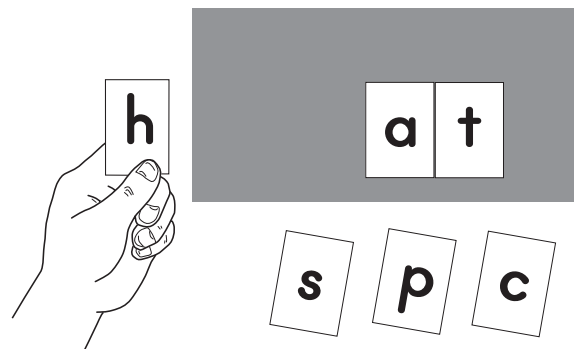
Have students practice making their names and other known words in the *Student Pocket Charts* at a center.

### Word Building

Beginning-letter (consonant) substitution is one of the earliest independent-reading skills. Practice substituting sounds to make new words in the *Student Pocket Chart*.

1. Assess students' letter-substitution abilities before you begin word building as a group.
2. Write two words that share the same ending rime. Read both words with the group and ask students to say what the words have in common.
3. Build a CVC word, such as *mat*, in the *Student Pocket Chart*.
4. Model replacing the beginning consonant by sliding a different consonant, such as *h*, in front to make a new CVC word, *hat*.
5. Ask the students what word /h/ and /at/ make. Have students read the new word together.
6. Insert a new letter card, such as *b*, in place of *h* and ask the students to tell you what new word /b/ and /at/ make.
7. As you build new words, record them in columns sorted by ending rimes.
8. At the end of the lesson, review the lists students have made. Help them notice what the words have in common: Their spellings are similar, and they rhyme. Tell students that each rhyming word list represents a *word family*.
9. Brainstorm additional rhyming words to add to the lists.

mat	bit	bet
sat	kit	met
cat	sit	set
pat	fit	let
bat		pet

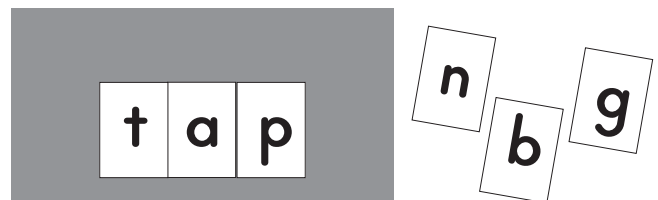


Have students practice building rhyming words in the *Student Pocket Charts* at a center and record their words in a notebook.

### Change the Ending Consonant

By isolating the ending sound of a CVC word, students get further practice in breaking words into manageable parts in order to make their reading more automatic.

Model replacing the ending sound while keeping the beginning



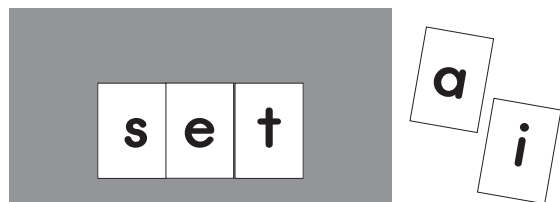
consonant and vowel in place.

Have students practice word building in the *Student Pocket Charts* at a center, this time replacing the ending sound to make new words.

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### Change the Medial Vowel Sound

Practice short vowel recognition. Build a word and substitute

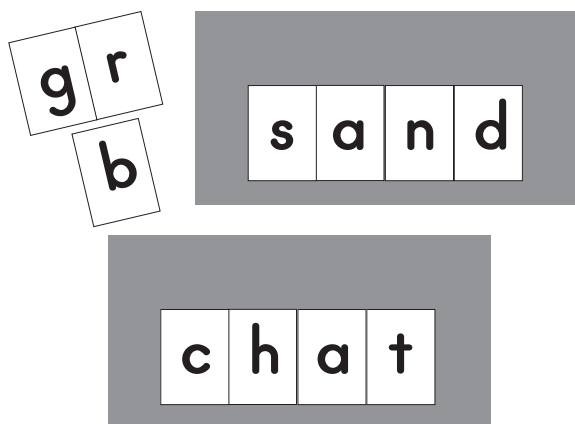


the vowel to make new words.

Have students practice word building in the *Student Pocket Charts* at a center, this time replacing the vowel sound.

### Change the Beginning-Consonant Blend or Digraph

After students have a good grasp of CVC words, begin building CVCC words, which end in consonant blends. Then build words and



replace the beginning sound with consonant blends and digraphs. Have students practice substituting blends and digraphs in the *Student Pocket Charts* at a center.

### Sort Words

Sorting words by their beginning or ending sounds or other sound patterns helps to make the patterns automatic. Have students sort words by spelling patterns they've studied:

- Beginning sounds
- Ending sounds
- Vowel sounds
- Beginning or ending blends
- Beginning or ending digraphs
- Inflected endings

### Build Bigger Words

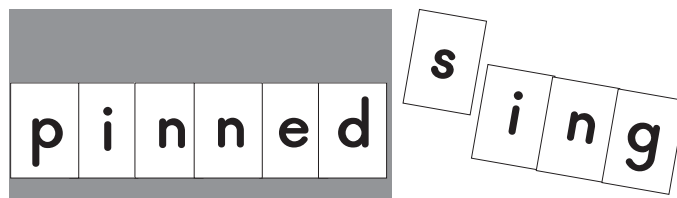
Practice adding inflected endings, and later other suffixes and prefixes, to familiar base words.

1. Build a CVC word, such as *pin*, in the *Student Pocket Chart*.
2. Model adding an ending, such as *s*. Ask students to read the

new word and have a volunteer use it in a sentence.

3. Replace the *s* with *ed*, and tell students you are trying to make the word *pinned*. Ask them what is missing (an *n*). Ask them to use *pinned* in a sentence.

4. Add the missing *n*.



5. Replace *ed* with *ing*, and again ask students to read the new word and use it in a sentence.

6. As you build new words, write them on the board.

7. Review the list at the end of the lesson.

8. Brainstorm additional words with inflected endings to add to the list.

Have students practice adding inflected endings to base words in the *Student Pocket Charts* at a center.

### Explore Other Spelling Patterns

Depending on the needs of your students, you can explore a number of spelling patterns through focused word work using the **Make-A-Word Student Pocket Chart™ Kit**.