

DIRECTIONS FOR MAKING WORDS

When doing Making Words, a long 'mystery' word is chosen. For example, the word **mountains**. I give the students the letters a i o u m n n t s. With these letters we spell smaller words, which can be made from these letters (for ex. in, at, sat, mat, man, tan, tin, ton/not, into, tuna, stain, mount, amount) making and spelling the words one at a time. I say the word that I want them to make, and at times will give them clues like the next word has four letters or use the same three letters in **ton** to make **not**. Don't tell them what the one 'mystery' word is that may be made using all the letter, because at the end the students try create it on their own. Give them about 2 minutes to try and make it, then spell it together. You may consider giving them a clue or two along the way like...."It's a tall rock you make take a hike to' or "Everest is one of these".

An extension activity is to use one of the rimes in a made word like -at, -in, -an or the like to make other words (sat, rat, chat, spat, scat, etc.)

Look for common spelling pattern in the words made. Do some have the same vowel sound, or beginning or ending blend. Look at which word are plurals, or have a small word inside a big word. Can you make anagrams with a word. (Change the same letters in a word to make a new word) For example, with the word scare, you can make races and cares, with the word or with the word laps, you can make pals and slap.

Also think about what big words you might be able to make by spelling these smaller words. And finally, can you spell some of them aloud.