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Card Stock Letter Cards

Consonants (two sets)

Frequently Used Consonants

Vowels (two sets)

Frequently Used Vowels

Card Stock Picture Cards

Card Stock Word-Building Mats

Consonant-Vowel-Consonant (two sets)

Consonant-Vowel-Consonant-Vowel
(two sets)

Card Stock Center Directions Cards

Build a Word with Pictures (three and
four letter words)

Build a Word with Three Letters
(three letter words)

Build-a-Word with Four Letters
(four letter words)

Introduction

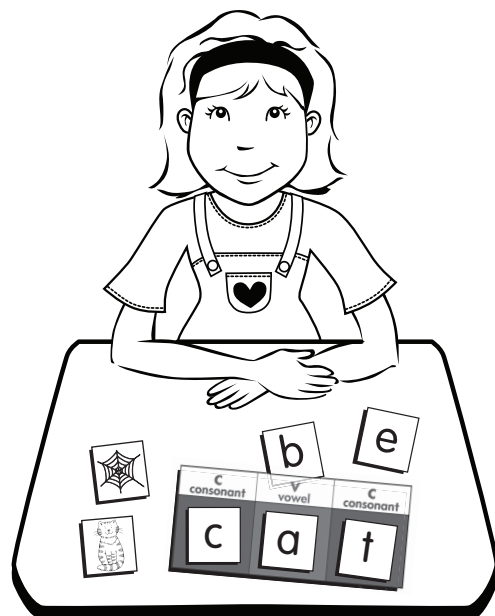
BUILD-A-WORD introduces students to the fundamental concept that letters go together to make words. One of the most important factors in early literacy development is phonemic awareness. As children become familiar with the letters and sounds of the alphabet, they begin to understand that words are composed of discrete sounds and that those sounds correspond to written letters. Children then begin to make the connection that those letters can be pieced together to build words. Use the activities in *Build-a-Word* to teach, review, and extend these basic literacy skills.

The interactive, hands-on activities in *Build-a-Word* focus on the following primary spelling patterns: consonant-vowel-consonant (CVC) to create short vowel words and consonant-vowel-consonant-vowel (CVCV), using silent e, to create long vowel words. The color-coded card stock letter cards serve as a visual reminder that consonants and vowels play different roles in the words they make.

Word-building mats, center activity directions, and a variety of reproducible activity pages are provided for both spelling patterns. Use the reproducible activities for review practice, extensions, homework assignments, or assessments.

The activities in this resource allow you to differentiate for the varying ability levels of your students. Have children who need more time to develop phonemic awareness work with the picture cards and identify the sounds they hear before progressing to word building. Use the picture cards with students who are learning English as a second language. The everyday objects will help them build basic vocabulary. Incorporate the letter cards to aid them in becoming fluent with the English alphabet. Have students who are ready record the words they are creating and complete any of the extension activities included.

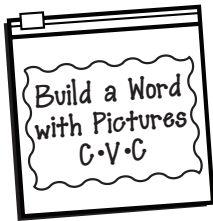
Begin using *Build-a-Word* today. The ready-to-use card stock letter and picture cards, word-building mats, and center activity directions cards require minimal preparation and are easy for teachers, parents, and volunteers to use. Once introduced, the materials store easily and travel anywhere young readers and writers need them. Get children excited about reading and writing words with the ideas and activities in *Build-a-Word*.



Getting Started

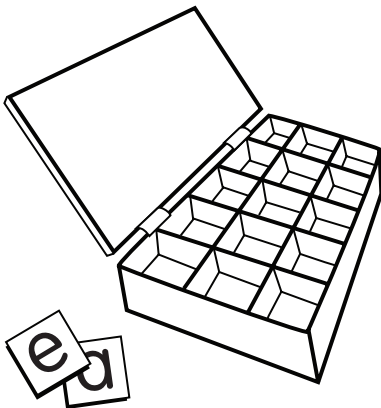
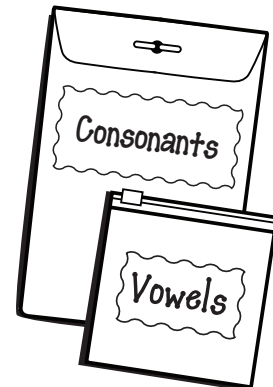
Preparing Center Materials

Pull out the colored card stock letter cards, picture cards, word-building mats, and directions cards. Make overhead transparencies of these pages if you choose to introduce the activities to the whole class before independent or small group instruction. Laminate these pages for durability. Cut the letter and picture cards on the perforated lines. Decide on a storage system that works best for your classroom arrangement and your students' needs. You may wish to choose from one of the following options.



1. Place word-building mats with the corresponding directions cards in resealable plastic bags or laminated manila clasp envelopes. Label each set with the title of the activity and the spelling pattern.

2. Store consonants, vowels, and picture cards in separate resealable plastic bags or laminated manila clasp envelopes. Both bags and envelopes store flat, take up less space in your center area, and allow children to free-sort the materials as they look through large groups of cards for the letters and pictures they need. As an option, store these same materials inside of shoe boxes or shoe box lids.



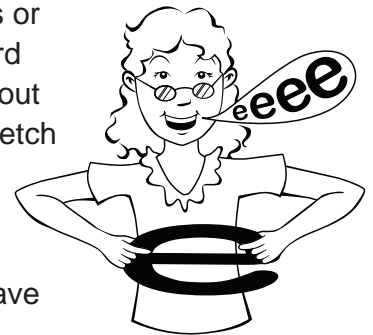
3. Store letter and picture cards in plastic, sectioned boxes that are often used to store hardware or beads. They can be found in most craft stores. This option allows for the individual letters and picture cards to be stored in separate sections and enables children to quickly find the letters or pictures they are searching for. It also helps children learn alphabetical order as they return the letters to their labeled sections at cleanup time.

No matter which storage option you choose, make sure to label consonants, vowels, and picture cards accordingly. Color-code your labels to match the cards inside. For example, blue for consonants and red for vowels. Place all of the materials at the center for children to use.

Using the Letter and Picture Cards

Letter Cards

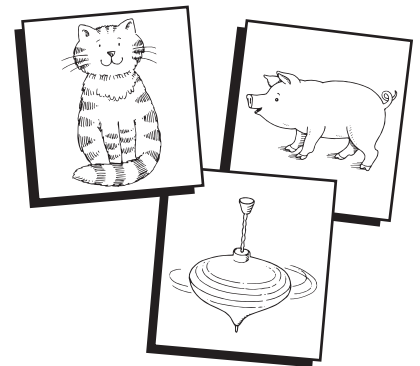
Use a pocket chart to introduce each letter and its sound to the whole class or in small groups. Demonstrate how many of the consonants make short, hard sounds while others, as well as the sounds of the vowels can be stretched out like a rubber band. Form a pulling motion with your hands as you slowly stretch out each of these sounds. Point out the colors of each letter as you identify the consonants and vowels. Share with children the importance of the vowels. Although there are fewer vowels, every word must have one. Invite the children to use the colors on the cards to sort the two letter types. Or have children place the cards in alphabetical order.



Picture Cards

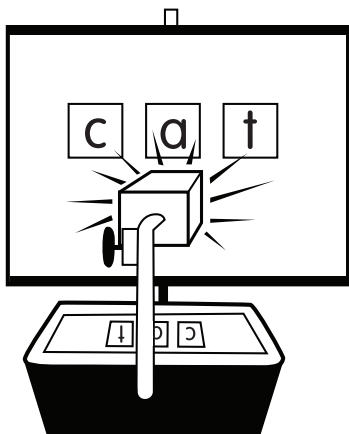
Use the picture cards to build vocabulary and aid children in listening for and identifying the beginning, middle, and ending sounds in words. Choose a group of picture cards that build on children's repertoire of known letters and sounds. As a class, or in small groups, sort the picture cards by beginning sounds. After sorting the cards, ask the children to match the picture cards with beginning sound letter cards in a pocket chart. When children are ready, use the picture cards to identify ending sounds and letters and eventually the middle sounds and letters.

Use the picture cards to help children practice their rhyming skills. Lay a group of cards facedown and choose one card. Ask children to look at the picture, say its name, and think of words that rhyme. Once children identify some rhyming words choose another card and begin again. Provide children who are ready for a challenge with small white boards. Invite them to write the rhyming words.



Using the Word-Building Mats and Center Directions Cards

Take the time needed to practice and review letter recognition and corresponding sounds. You do not want to overwhelm young readers by introducing word-building mats before they are ready. Children will need a basic understanding of most consonant and vowel sounds before they can begin to piece letters together to form words.



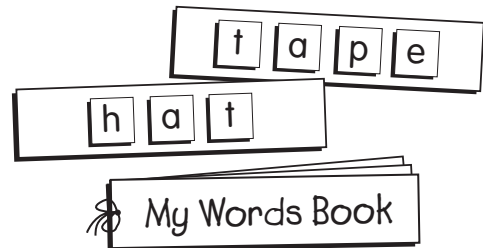
Introduce each word-building mat and corresponding center activity directions in small groups or to the whole class on the overhead. Talk through your thinking as if you were a student completing the activity. Read and point to the provided directions on the card as you practice each step. Show children how the cards and mats are stored and organized, and demonstrate what is expected during cleanup time. Four word-building activity levels have been provided to allow you to meet your students' individual learning needs. Keep in mind that some children may need to keep practicing with one type of mat, while others will be ready to record their findings and try new mats.

Using the Reproducible Pages

A variety of reproducible pages have been provided for children who are ready to apply and extend what they are learning beyond the introductory word-building centers. Many of the pages are to be used in conjunction with the card stock letter and picture cards and can be placed along with the materials at the center. Below are some additional helpful hints to help you get the most out of each activity.

Letter Cards (pages 8–11)

Have children create their own alphabet sets using the letter card reproducibles. Ask each child to cut out the letters and place them in a resealable plastic bag or envelope. Invite children to use the cards to spell words. Once a word is created, have children glue the letters in place on a strip of construction paper. Have children assemble their strips into personalized books titled *My Words Book*.



Picture Cards (pages 12–14)

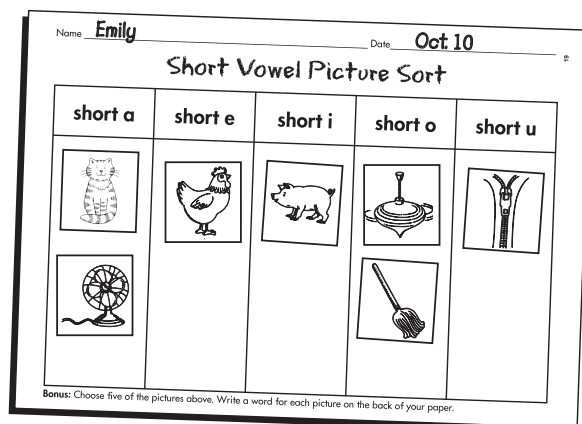
Make multiple copies of the picture card sets and store them in a manila envelope. Place the envelope with your other center materials so the picture cards are readily available to you. Provide the cards for children to use with the reproducible activities or word books they create on their own.

Build a Word (pages 15–18)

Have children use the card stock letter and/or picture cards and corresponding word-building mats to create short or long vowel words depending on their ability levels. Provide children with the matching Build a Word reproducible and ask the children to copy their work onto the page.

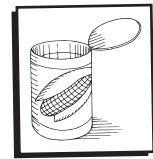
Short and Long Vowel Picture Sorts (pages 19–20)

Sort the card stock picture cards into labeled short and long vowel resealable plastic bags or envelopes. Have children work with the picture cards appropriate for their ability levels. Ask children to sort the picture cards according to the different vowel sounds they hear and then draw a picture for each vowel sound under the correct heading on the reproducible sorting chart. Or have children cut apart and glue the reproducible picture cards to their charts. Keep in mind there will not be an even number of picture cards in each column in either of these sorts. In addition, the long e section on the Long Vowel Picture Sort will not have any picture cards. Use this opportunity to discuss how the long e vowel sound has its own spelling pattern. Introduce the long e word family to students who are ready.



Add a Silent E (page 21)

Use the words on the reproducible to show children how adding a silent e changes how a word sounds and what the word means. Have children place an e letter card after the initial short vowel word for a visual representation of what the new word will be. Have children record the new word and draw a matching picture.



can | e

Name: Paolo Date: Nov. 5

Sort and Write Short and Long Vowel Words

Choose 10 picture cards. Draw the same pictures you chose in each of the boxes.

Sort and write the words below.

Short Vowels	Long Vowels
van	cape
pen	nine
bed	

Sort and Write Short and Long Vowel Words (page 22)

Have children lay the card stock picture cards upside down and randomly choose 10 picture cards to place above the page. Ask children to draw their own versions of the picture cards in the boxes. Have children say the names of the pictures aloud and write the corresponding words under the correct headings—*Short Vowels* or *Long Vowels*.

Fill in the Missing Vowel (pages 23–24)

Help children discriminate between different vowel sounds using these reproducibles. Choose the reproducible appropriate for each child.

Name: Molly Date: Nov. 8

Fill in the Missing Long Vowel

d_me	c_be	h_ve
p_le	t_me	g_te

Making Travel-Friendly Centers

Use these center materials for take-home review, for work with a classroom volunteer, or for after-school tutoring. Place the directions card, word-building mat, letter and picture cards, and corresponding reproducible inside a resealable plastic bag or laminated manila clasp envelope. Label the bag or envelope with an inventory checklist of the contents so the person receiving the bag knows what should be returned.

Assessment

Assessment depends on the level of each student and the time of year in which you introduce the centers. Informally assess children by direct observation as they use the materials, noting their successes and areas of need. Once children are ready to record their findings, use the reproducible pages as documentation of their progress. Show children's work to parents during conferences or send their work home for parents to use in supporting their children's learning.

Build a Word

What's inside

- Letter cards
- Picture cards
- 3-letter mat
- Build a Word activity page

b

c

d

f

g

h

j

k

l

m

n

p

q

r

s

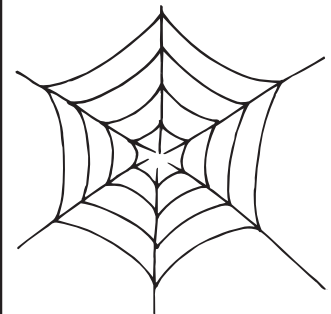
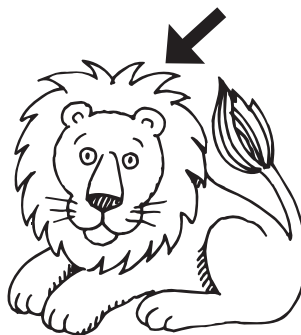
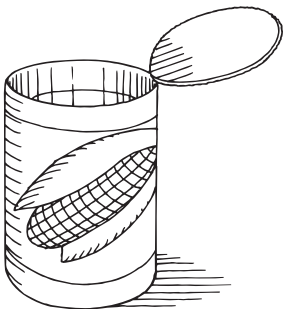
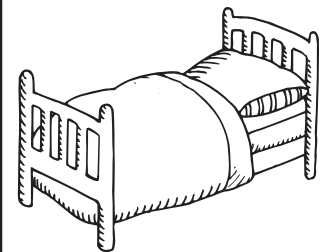
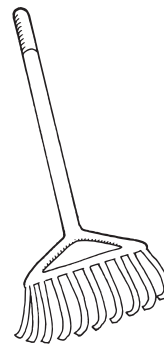
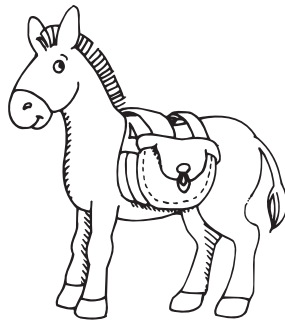
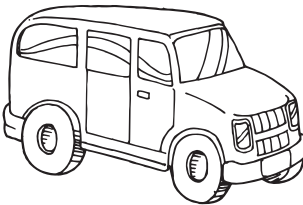
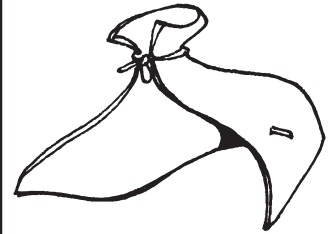
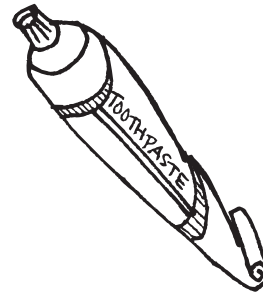
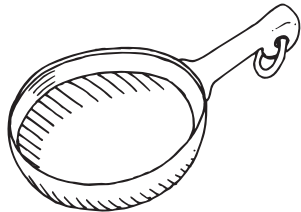
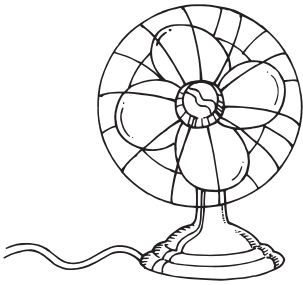
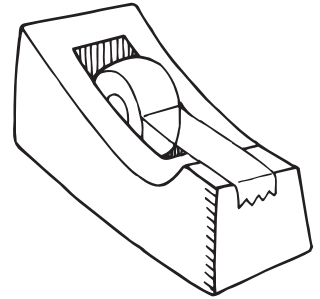
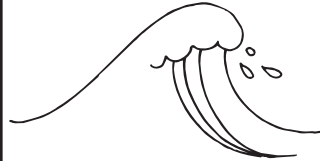
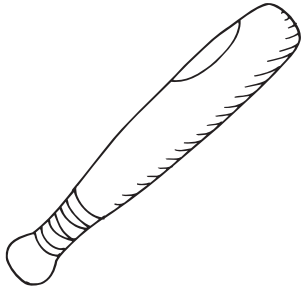
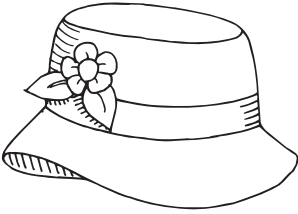
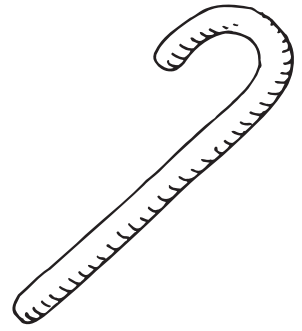
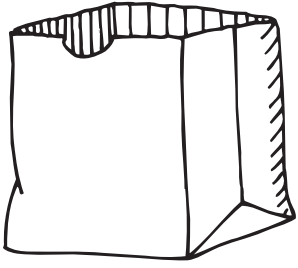
t

v

w

y

z



Name _____ Date _____

Build a Word with Three Letters

C • V • C

	Letters			Word
1.	<div></div>	<div></div>	<div></div>	_____
2.	<div></div>	<div></div>	<div></div>	_____
3.	<div></div>	<div></div>	<div></div>	_____
4.	<div></div>	<div></div>	<div></div>	_____
5.	<div></div>	<div></div>	<div></div>	_____

Bonus: Choose three of the words above. Draw a picture for each word on the back of your paper.

C consonant	V vowel	C consonant

Build-a-Word © 2007 Creative Teaching Press

C consonant	V vowel	C consonant

Build-a-Word © 2007 Creative Teaching Press

C consonant	V vowel	C consonant

Build-a-Word © 2007 Creative Teaching Press

Build a Word with Pictures

**3-Letter
Words**

- 1 Choose a picture. Place it above your mat.
- 2 Say the beginning sound. Find the letter that makes that sound. Put it on your mat.
- 3 Say the middle sound. Find that letter and put it on your mat.
- 4 Say the ending sound. Find that letter and put it on your mat.
- 5 What word did you build? See how many different pictures you can use to help you build words.

Have fun!

Build-a-Word © 2007 Creative Teaching Press

Build a Word with Pictures

**4-Letter
Words**

- 1 Choose a picture. Place it above your mat.
- 2 Say the beginning sound. Find the letter that makes that sound. Put it on your mat.
- 3 Say the middle sound. Find that letter and put it on your mat.
- 4 Say the ending sound. Find that letter and put it on your mat. Now add a silent e.
- 5 What word did you build? See how many different pictures you can use to help you build words.

Have fun!

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