

# Make-a-word



## Make-a-word game 1: Additional activities

Before starting these activities you need to use the *Make-a-word materials* and the *related instructions*.

### Rhyming Work

You can do the following activities to vary the work you are doing with the tiles and the *Using the materials* instructions.

1. For children who are unfamiliar with rhymes, try the following. Show them the *cat* picture tile and say you are going to tell them words that sound the same, or rhyme. Proceed to say words aloud, e.g. *cat* - *bat* - *hat* - *sat* - *pat* - *rat* - *mat*. Do the same for the *bag* and *tap* pictures. As they become familiar with rhyming you can ask them to repeat some of the rhyming words you have said. If you have worked on the other vowels with *Make-a-word*, then repeat the activity for the other four vowel sets of picture tiles. (There are three pictures per vowel.)
2. Select three picture tiles with the same vowel sound, e.g. *cat*, *bag* and *tap*. Give them to your child, one at a time, asking them e.g. "Can you tell me one or two words that rhyme with *cat*?" Use prompts as necessary (e.g. something you hit a ball with [*bat*], something you wear on your head [*hat*]). Don't **make** the words: just ask your child to **say** them. Only work on vowels you have already worked on with *Make-a-word*.

You can do the following three activities once you have reached point 5 in the *Making words with the other vowels* section of the instructions.

3. Put the picture tiles on the board, one after another. As you put each tile down, ask your child to say one or two words that **rhyme** with the word portrayed.
4. Put all the picture tiles on the board. Say e.g. "Point to the one that rhymes with *hat*." (*cat* picture) "Point to the one that rhymes with *red*." (*bed* picture) Do this for each of the picture tiles.
5. Give your child a picture tile, asking him/her to make the word in the usual way. Demonstrate how you can substitute the first letter for another to make a rhyming word: e.g. *cat* - swap the *c* for a *b* to make *bat*. Ask your child to try substituting the beginning letter again to make another rhyming word. Ask your child to make words in this way for other pictures. If you wish, you can include nonsense words, provided your child can read and say the words. (N.B. The letter *c* is best removed when using the vowels *e* and *i*, to avoid confusion.)

### Spelling and Writing Work

Once your child is confidently making words with the *Make-a-word* tiles, you can introduce writing words. This will support the spelling work your child does in school.

#### Step 1

Begin writing/spelling when your child can make and read words with the vowel 'a' quite well.

1. Set up the letter tiles on the magnetic board as usual. Look at the words in the 'a' box on the *Using the materials* sheet. Read one of the words aloud and ask your child to make the word in the usual way. If correct, ask your child to **copy** the word (either underneath using a dry-wipe pen, or on a piece of paper). When he/she has done this correctly, rub out/remove the written word and return the tiles to the correct holding area. Repeat this exercise for the rest of the words in the 'a' box.
2. Once your child has mastered the above, try the following task. Choosing words at random, read the words in the 'a' box aloud, one at a time, each time asking your child to **write** the word down.
3. Repeat steps 1 and 2 for the other vowels when your child has worked on them and when he/she is ready. As with the other *Make-a-word* activities, you should work on each vowel separately to start, and progress to spelling words with any of the five vowels.

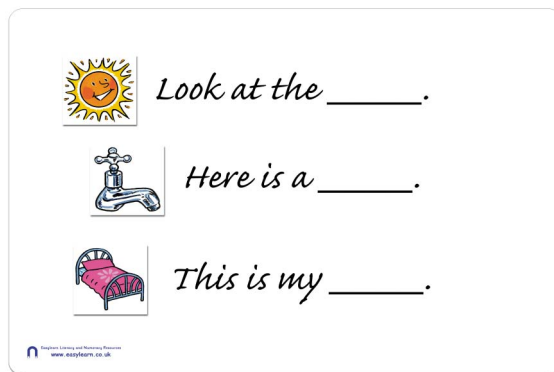
## Step 2

When you have successfully reached the end of the *Using the materials* instructions, you can do the following spelling activity. Put picture tiles, one at a time, on the board, each time asking your child to write the word underneath. You can then progress to choosing words from the five word boxes on the *Using the materials* sheet at random, reading them aloud and asking your child to write them down.

## Step 3

Once your child can do the activities above confidently, you can ask them to write short sentences.

1. Put three or four picture tiles on the board and write a short, simple sentence next to each one. Try to use words that your child can read. Omit the illustrated word from each sentence, drawing a line where the missing word should go. Ask your child to write the missing word so that the sentence goes with the picture. See the examples below (A).
2. Put a picture tile on the board and dictate a short, simple sentence related to the picture for your child to write down. Try to use the common words your child knows and can write. See the examples below (B).



Activity A shows three picture tiles in a vertical column. Each tile has a small illustration on the left and a sentence with a blank line on the right. The first tile has a sun and the sentence "Look at the \_\_\_\_\_." The second tile has a faucet and the sentence "Here is a \_\_\_\_\_." The third tile has a bed and the sentence "This is my \_\_\_\_\_." A small logo for "English Learning and Resources" is in the bottom left corner.

(A)



Activity B shows four picture tiles in a vertical column. Each tile has a small illustration on the left and a complete sentence on the right. The first tile has a cat and the sentence "I can see a cat." The second tile has a green bin and the sentence "This is a bin." The third tile has a red pen and the sentence "Mum has a pen." The fourth tile has a mop and the sentence "Here is a mop." A small logo for "English Learning and Resources" is in the bottom left corner.

(B)

**Remember :** as with *Make-a-word*, do these activities little and often, use lots of praise and make sure you both enjoy the activities!