

# Make-a-word



## Make-a-word game 2: Additional activities

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

### Word-study Tasks

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

1. Put seven or eight picture tiles on the board. Ask questions, e.g. "Which one has the **same end letters** as the word *back*?" (*sock* picture) "Which one has the **same end letters** as the word *jump*?" (*lamp* picture) Ask a question related to each picture. Repeat for the remaining seven or eight picture tiles.
2. Set up the letter tiles on the board, as usual. Put one picture tile on the board and ask your child to make the word in the usual way. Return the tiles to the correct holding area. Ask your child to **write** the last two letters (end letters) of the word they made, using a dry-wipe pen on the board or writing on a piece of paper. Now ask them if they can think of another word /words that end with those letters. Use prompts as necessary. (e.g. For *lamp* and '-mp' words: 'a camel has one of these' [*hump*]; 'something you stick on an envelope' [*stamp*]). Repeat for the rest of the picture tiles.
3. Put the *sock* picture tile on the board. Ask your child to say the word aloud and then tell you one or two words that **rhyme** with, or sound the same as, *sock*. **Don't** ask your child to write them. Use prompts as necessary. (e.g. 'something that tells you the time' [*clock*]; 'something you put a key in' [*lock*]). Now say a word with the same end letters but a **different** beginning letter and vowel, e.g. *tick*. Ask your child to tell you one or two words that rhyme with *tick*. Again, use prompts as necessary. (e.g. 'a baby hen' [*chick*]; 'something you do to an ice-lolly' [*lick*]) Repeat this for other picture tiles. Please note: for this task some words are more difficult than others: you may wish to leave the *golf*, *milk*, *belt* and *lift* pictures.

### 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. Go through the activities in the order shown.

1. Set up the letter tiles on the magnetic board as usual. Look at the four words in the '-ck' 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 with the other three words in the '-ck' box.
2. Once your child has mastered the above, try the following task. Read the four words in the '-ck' box aloud, one at a time. Each time ask your child to **write** the word down.
3. Repeat steps 1 and 2 for the other fourteen sets of words in the bottom box on the *Using the materials* sheet. Do one set at a time, i.e. make, copy and spell all the -ll words before working on the -ss words.
4. Choose picture tiles at random and put them on the board, one at a time. Each time ask your child to write the word underneath. You can then progress to choosing words from the word boxes on the *Using the materials* sheet at random, reading them aloud and asking your child to write them down.
5. Once your child can do the activities above confidently, you can ask them to write short sentences.
  - a. Put three or four picture tiles on the board and write a fairly 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).
  - b. 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).



The \_\_\_\_\_ is pink.



The man is playing \_\_\_\_\_.



I have a \_\_\_\_\_ on my hand.

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(A)



I can see a nest.



The tent is blue.



I put the pots in the sink.



I have lost a sock.

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(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!