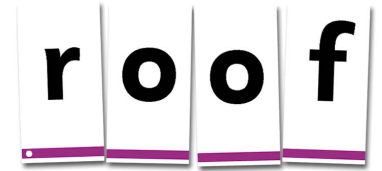


Make-a-word



Make-a-word game 4: 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. Put all the picture tiles on the board. Say e.g. "Point to the one that rhymes with *rose*." (*nose* picture) "Point to the one that rhymes with *like*." (*bike* picture) Do this for each of the picture tiles.
2. Put the picture tiles on the board, one after another. As you put each tile down, ask your child how many words they can say that **rhyme** with the word portrayed. **Don't worry** if all of the words they give you don't have the same spelling pattern as the picture word. For example, accept *hope* and *soap* as rhymes for *rope*; accept *green* and *clean* as rhymes for *queen*. Ask your child to **say**, not write the words. If your child finds it difficult to think of words, giving him/her prompts or clues may help. Here are some examples:

For *gate* rhyming words: 'something you put food on' (*plate*); 'the opposite of 'early' (*late*).

For *tray* rhyming words: 'people do this in church' (*pray*); 'the month after April' (*May*).

3. Ask your child to tell you a sentence for each picture that has **at least two** rhyming words in it. You may need to give an example or two to start. Examples:

'I have seen the queen.'

'May I play with the tray?'

'I like Mike's bike.'

'I'll wait for you by the gate if you are late.'

As before, don't worry if the words don't have the same spelling patterns, as long as they rhyme.

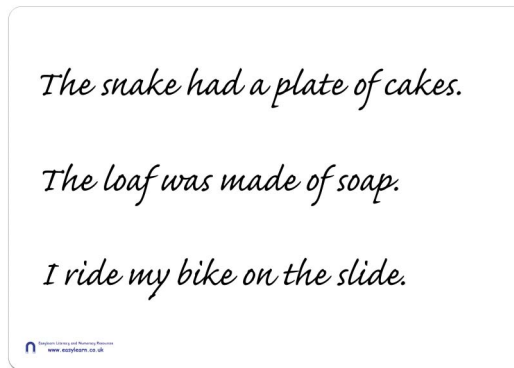
Spelling and Writing Work

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 'oo' 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 'oo' box.
2. Once your child has mastered the above, try the following task. Read the four words in the 'oo' 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 nine 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 *-oa-* words before working on the *-ai-* words and then the *-ee-* words, and so on.
4. Put all the picture tiles on the board, leaving room at the bottom to write. Think of one of the pictures and write the first letter of the word on the board, followed by a dash for each subsequent letter. (So, e.g. for *gate* put g _ _ _ .) Then give your child a clue; e.g. for *gate* you could say 'You open and close it.' Ask your child to say the word and then write in the missing letters.
5. 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.

6. Once your child can do the activities above confidently, you can go on to using the words in written sentences. Read out each list of words (e.g. *gate, snake, cake, plate, safe* and *spade*), one list at a time. For each set of words, ask your child to tell you a silly sentence that uses at least two of the words, and then ask him/her to write it. See the examples below. Your child might like to illustrate these sentences.



7. You may wish to work on words that have the same vowel sound in them but different spelling patterns. For example, some words with an 'ee' sound in them are spelt with 'ee' and some are spelt with 'ea'. This can be very difficult for some children and should certainly not be tackled until all of the above can be done easily. You could work on the following lists of words, using some of the writing activities above. (Please note: many of the words cannot be made with the tiles, so you need to concentrate on spelling and writing.)

<i>rain</i>	<i>cane</i>
<i>chain</i>	<i>lane</i>
<i>train</i>	<i>sane</i>
<i>again</i>	<i>crane</i>
<i>pain - pane</i>	
<i>main - mane</i>	

<i>fail</i>	<i>gale</i>
<i>nail</i>	<i>whale</i>
<i>rail</i>	<i>stale</i>
<i>snail</i>	<i>scale</i>
<i>tail - tale</i>	
<i>sail - sale</i>	

<i>feed</i>	<i>seat</i>
<i>weed</i>	<i>heat</i>
<i>need</i>	<i>neat</i>
<i>bleed</i>	<i>cheat</i>
<i>meet - meat</i>	

<i>coat</i>	<i>note</i>
<i>boat</i>	<i>vote</i>
<i>goat</i>	<i>dote</i>
<i>float</i>	<i>quote</i>
<i>road - rode</i>	

<i>brew</i>	<i>true</i>
<i>chew</i>	<i>glue</i>
<i>grew</i>	<i>clue</i>
<i>drew</i>	<i>Sue</i>
<i>blew - blue</i>	

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