

Date: _____


Word Chains


PLAN

Component: Phonemic Awareness

Instructional Activity: Word Chains

Materials Needed: whiteboards, markers or magnetic letters

 **Approximate Time:**
10 minutes

 [Click here for video example](#)

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

You're going to learn how to change one sound in a word to make a new word. Understanding how sounds work in words is important for reading and spelling. Changing one sound in a word can make a completely new word! You will know you have it when you are able to turn one word into another word by knowing which letter to change.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

Build this background knowledge, if needed: **The words we will be using have three sounds: a *beginning* sound, a *middle* sound, and an *ending* sound. The *beginning* sound is the first sound in the word. The *middle* sound is the second sound. The *ending* sound is the third sound. For example, I'll stretch the word *sat*. Watch and listen as I stretch the sounds in *sat*. I will hold up one finger for each sound. Hold your right fist in front of you with the back of the hand facing students. Hold up the index finger for the first sound, then add the middle finger for the second sound and the ring finger for the third sound: /sss...äää...t/. /sss/ is the *beginning* sound; /äää/ is the *middle* sound; /t/ is the *ending* sound. We will change the beginning, middle, or ending sound in a word to make a new word.**

Date: _____

Word Chains

I DO IT!

Demonstrate. *Teach the new skill. Model with clear explanations. Verbalize your thinking process.*

Teacher Tip: Students will either need whiteboards and markers or you can also do this task with magnetic letters. For this sample lesson, you and each student would need the following magnetic letters: a i u c p t s. Do not hand out materials to students until after you have modeled the task.

Watch and listen as I start the word chain.

First, I will listen to the word the teacher says.

Next, I will spell that word by writing the letter that represents each sound.

Then, I will listen to the new word. I need to figure out what part of the old word I have to change to make the new word.

I will touch under each letter in the word I wrote while I slowly say the sounds in the *new* word. One of the sounds won't match the letter. I am looking for the letter that doesn't match.

When I find the one that doesn't match, I will erase the old letter and write the letter that represents the new sound.

To check my work, I will point under each letter and say its sound, then glide my finger under the whole word and read it.

Watch and listen.

The word is *sat*. I will stretch and spell the word *sat*: /sss/ write *s*; /äää/ write *a*; /t/ write *t*.

I want to change the word *sat* to *sit*.

I will touch under each letter I wrote while saying the sounds in the new word, *sit*. I'm looking for the spelling that doesn't match the sound. Model touching each letter while saying, /sss...iii...t/.

The sound /iii/ is in the middle of the word *sit*. I need to change the /äää/ to /iii/. The letter *i* makes the /iii/ sound. I erase *i* and write *a*.

To check it, I point under each letter and say its sound: /sss...iii...t/. The new word is *sit*.

Date: _____

Word Chains

WE DO IT!

Provide guided practice.

Let's try a few together! Hand out materials.

Stretch and spell the word *sit* on your board: /sss/ write s; /iii/ write i; /t/ write t.

Let's change the word *sit* to *sip*.

First, touch under each letter in the word *sit* while saying the sounds in the word *sip*. Which letter doesn't match? Students and teacher respond.

Yes! The word *sip* ends in /p/. What letter makes the /p/ sound? Students and teacher respond: p

Erase the *t* and write a *p* in its place. Students and teacher respond.

Now check what you wrote. Stretch the sounds in the new word: /sss...iii...p/. What's the word? Students and teacher: *sip*.

Continue the routine using the word list.

Word List
sip → sap
sap → cap



If students need support with:	Then try this:
Identifying the phoneme change	Try using manipulatives, such as letter tiles, to push and say the sounds in the word.

Date: _____

Word Chains

YOU DO IT!

Provide independent practice.

Now, you will do the last words on your own.

We have the word *cap*. Let's change the word *cap* to *cat*.

Repeat the routine above. Use the prompts from above if students need support.

Let's change *cat* to *cut*.

Repeat the routine above. Use the prompts from above if students need support.

Let's change *cut* to *cup*.

Repeat the routine above. Use the prompts from above if students need support.

Continue the routine using the word list.

Change...
cup → pup
pup → pun



If students need support with:	Then try this:
Identifying the phoneme change	Try using manipulatives, such as letter tiles, to push and say the sounds in the word.

Date: _____

Word Chains

ASSESS

Assess students (formally or informally). *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice. Scaffold or correct all errors. Provide specific feedback for accurate responses. If you are unsure if a student truly has the skill, consider holding them at the table while the rest of the group goes to their next work so that you can quickly check in with the student individually.

ENRICH/EXTEND

Enrichment/Extension. *Provide enrichment and extension activities for students who need less support.*

Here are some additional word lists that progress from simple to complex. The first three focus on a particular position in the words: beginning, middle, or end. Use these as scaffolds for students who are learning the Word Chains routine. In the last two word lists, beginning, middle, and ending sounds are changed during the activity.

<u>Word List</u> <u>Focus - Initial</u> <u>Letters Needed:</u> w, s, e, t, g, m, b, l	<u>Word List</u> <u>Focus - Final</u> <u>Letters Needed:</u> b, a, g, t, d, m,	<u>Word List</u> <u>Focus - Medial</u> <u>Letters Needed:</u> p, e, t, a, o, i	<u>Word List</u> <u>Focus - Mixed</u> <u>Letters Needed:</u> c, a, p, s, i, t, u	<u>Word List</u> <u>Focus - Mixed</u> <u>Letters Needed:</u> p, e, t, g, o, r, l, d
wet set get met bet let	bag bat bad bam	pet pat pot pit	sat sit sip sap cap cat cut cup	pet get got rot rod red led leg