

Word Builder

Word Builder is a simple, slotted cardboard used with the 42 Sounds cards.

Students fill the top slot with assigned letters. They are then transferred to the bottom slot as students use them. They can be used for:

- letter identification and sound practice
- building and reading blends
- building and reading words and nonsense words and
- experiencing letter/sound manipulation and substitution

HOW TO ASSEMBLE WORD BUILDER

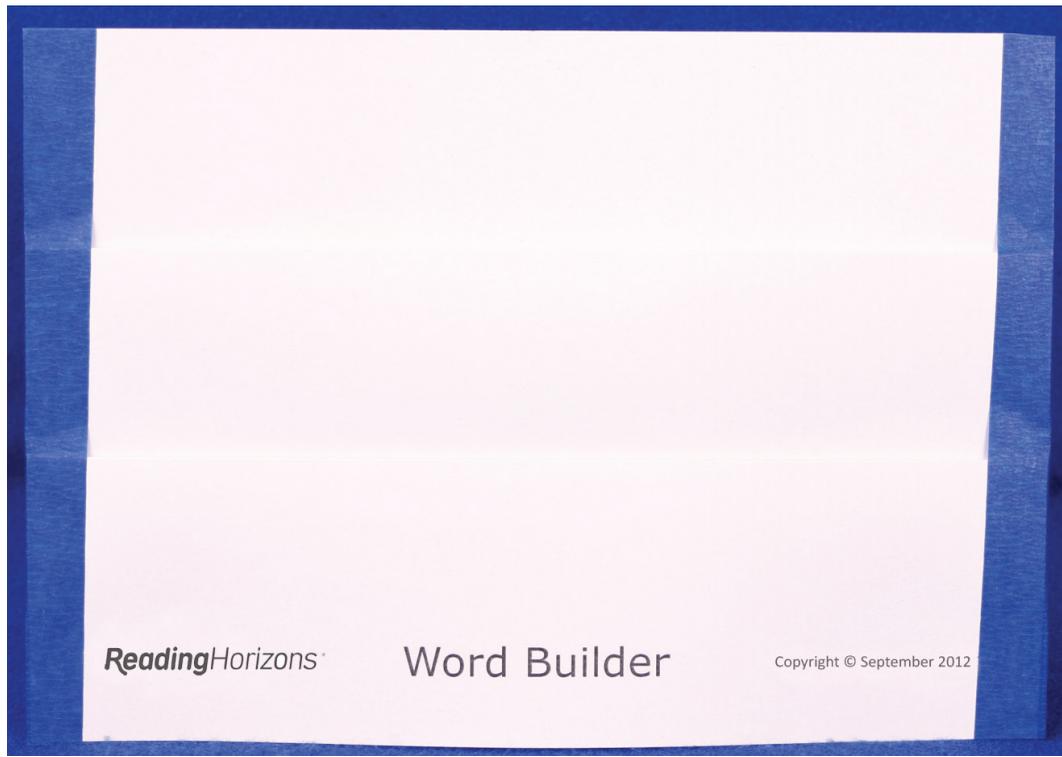
Below are instructions on folding and constructing Word Builder. If you want to see a demonstration, select the Word Builder link on the Web site.

We have found that the best paper to use for the Word Builders is 8 1/2 by 11 sized cardstock.

You will need a ruler to proceed.

1. With the paper resting length-wise on the table, draw four lines width-wise starting from the bottom: 2.5 inches, 3.75 inches, 6.75 inches, 8 inches. This creates two sets of lines; one set near the bottom of the page and one set near the top.
2. Begin folding with the bottom set of lines. Turn the paper over. Then, fold and firmly crease the very bottom line (2.5 inches). Turn the paper over again, fold and crease along the second line (3.75 inches) the opposite direction.
3. Turn the paper over again and repeat the same process on the top pair of lines beginning with the bottom line (6.75 inches).
4. Secure the folds in position with tape (any kind will do) and the Word Builder is ready for use!

This is what the Word Builder should look like:



How to Use

There is a link on www.RHAccelerate.com for the 42 Sounds cards. If you can, print the cards double-sided on cardstock, then cut them along the lines.

Note that the consonant page has the uppercase letters on one side and their corresponding lowercase letters on the other side.

The following is an example of using Word Builder with Letter Group 1.

 Let's make the word *bag*. What letter do you hear first?

- Students select *b* and place in the pocket below.

What do you hear next?

- Students respond /a/.

Good. Put the letter *a* after the *b*. What slide do you hear?

- Students respond *ba*.

How can we make it say *bag*?

- Students respond to add a *g*.

Great! Let's read our word *bag*.

- Students say *bag* with you.

Example substitution and manipulation: (continue from above)

 How can we change this word to say *bad*?

- Students respond to change the *g*.

Let's change the *g* to a *d*."

Substitute *d* for *g*.

Using these same letters, let's make the word *bad* say *dab*."

To continue this activity, have students replace the letters in the top pocket and ask:

 Using these letters, what other words can we make?