

Word Part Manipulation

Manipulation suggestions begin in Unit 9 of the WordBuilder Scope and Sequence

Level 1: Have students add and take away specific word parts.

Example:

Teacher: What is your word?

Student: Establishment.

Teacher: Please take off *ment*. What word?

Student: Establish.

Teacher: Please add the suffix *ing*. What word?

Student: Establishing.

Teacher Sentence Frames:

- Add the prefix/suffix/word part _____. What word?
- Take off the prefix/suffix/word part _____. What word?

Level 2: Have students create new words without telling them the parts.

Example:

Teacher: What is your word?

Student: Establishment.

Teacher: Can you make the word *established*?

Student: Yes, established.

Teacher: Can you change *established* to *stab*?

Student: Yes, *stab*.

Teacher: Can you change *stab* to *stable*?

Student: Yes, *stable*.

Teacher Sentence Frames:

- Change _____ to _____.

Level 3: Letter manipulation within one part.

Example:

Teacher: What is your word?

Student: Stable.

Teacher: Can you make it *stab* again?

Student: Yes, *stab*.

Teacher: Can you take off the */s/*? What word?

Student: *Tab*.

Teacher: Can you change *tab* to *lab*?

Student: *Lab*.

Teacher Sentence Frames:

- Take off the */_/_* what word?
- Change */_/_* to */_/_* what word?
- Change _____ to _____. What word?

*Note: Although students are moving individual letters on the screen, the teacher should be using sounds that the letters represent rather than the letter name. Teachers should work simplest to hardest beginning with initial sound changes, then final sound changes, before moving on to medial sound changes.

Level 4: Phoneme manipulation with cover.

Example:

Teacher: What is your word?

Student: *Lab*.

Teacher: Please cover it. Can you change the */l/* to */f/*? What word?

Student: *Fab*.

Teacher: Can you change the */b/* to */d/*? What word?

Student: *Fad*.

Teacher: Can you change the */a/* to */e/*? What word?

Student: *Fed*.

Teacher: Can you change the */d/* to */th/*? What word?

Student: *Feth*.

Teacher: Yes, add the suffix */er/*.

Student: *Feather!*

Teacher Sentence Frames:

- Please put the cover over your word.
- Take off the */_/_* what word?
- Change */_/_* to */_/_* what word?
- Change _____ to _____. What word?

*Note: Teachers should work simplest to hardest beginning with initial sound changes, then final sound changes, before moving on to medial sound changes.