

<b>Title:</b> Making Word Trains	<b>Grade:</b> 1st Grade
<b>Content:</b> Phonics/Spelling	<b>Duration:</b> 10-15 minutes daily

**Standard:**

- **RF.1.2:** Demonstrate understanding of spoken words, syllables, and sounds.

**Objective:**

Students will manipulate sounds and letters to create word trains.

**Resources Needed:**

- Blank paper or train handout [Train Worksheet](#) (attached below also)
- Pencil
- Lists for Word Trains increasing in difficulty:
  - Cat, hat, mat, pat, sat, rat, bat, fat, flat
  - Sit, hit, mit, fit, wit, kit, zit, lit, bit, pit, spit
  - Pop, mop, bop, hop, cop, sop, top, stop
  - Bet, net, set, let, met, pet, wet, vet, get, jet, yet
  - Cut, hut, nut, gut, mut, put, rut, rug, run, fun, bun, sun
  - Hot, hop, hog, dog, fog, log, bog, jog, jot, not, lot
  - Cat, cap, map, man, ran, rag, sag, sat, rat, rot, not, nut
  - Sit, sat, mat, man, pan, ran, run, sun, pun, pin, pit, sit
  - Ten, hen, men, met, mit, hit, his, him, dim, dig, dog, log, leg
  - Lap, clap, clip, lip, slip, slap, lap, flap, flip
  - Fin, pin, pit, pot, hot, lot, lit, lip, sip, sap, tap, rap, trap
  - Tub, tab, cab, cub, cup, cut, nut, hut, hot, shot, shut
  - Not, pot, pit, pin, win, wig, jig, fig, fog, frog
  - An, and, sand, send, spend, send, sent, dent, den, tend, bend
  - Tap, trap, trip, rip, drip, drop, crop, cop, cap, sap, slap, slam, slim
  - Hat, cat, cash, mash, man, tan, than, then, hen, pen, pin, spin, span
  - Up, cup, cap, chap, snap, snip, clip, clap, clash, lash, lack, luck, pluck, plush
  - Cake, cave, came, fame, fade, face, lace, lane, lake, wake, take, tape, tame
  - Cone, code, rode, rose, hose, hole, pole, pose, nose, nope
  - Lane, lone, line, pine, dine, dune, tune, tone, bone

**Introduction/Description:**

With the child, have them create words that link together by changing, adding, or deleting one letter sound or letter blend at time

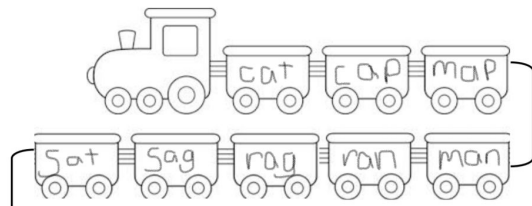
**Steps:**

- Warm up with a word train lists above and just do them orally, or no pencil and paper.
- Ask your child to listen carefully to hear the sound that changes. Say the words and repeat them slowly.
- He/she will TELL you the new word.
  - Say, "Change the word \_cat\_ to \_hat\_."
  - "What sound changes?"

- “/c/ changes to /h/”
- “What is the new word?”
- “hat”
- Repeat with the next word in the chain until you get to the end of the line.
  - Say, “Change the word \_hat\_ to \_mat\_.”
  - “What sound changes?”
  - “/h/ changes to /m/”
  - “What is the new word?”
  - “mat”
- Now have your child work on ONE list with pencil and paper, writing the words as you go through the routine.
- You can print the train page or just draw a line of train cars or boxes large enough to write short words in if you are using blank paper.
- Read the first word in order. Repeat the word slowly and ask the student to write it in the first train.
- Ask the student to touch the sounds and read the word back to you.
- Say, “Change the word \_\_\_\_\_ to \_\_\_\_\_”
- Continue in this pattern through the word list.

**Finished Product:** Complete word trains or paper with words recorded.

Example:



**Adaptations:**

- Repeat lists if more practice is needed. It’s okay to stay on the easier lists if that is an appropriate challenge for your child.
- Try using the more challenging word skills after children are used to the routine.
- See how many words you can make by just changing the first sound to create a rhyming list. See how many words you can use in one long silly sentence.
- Ask the student to orally use each word in a sentence.
- Have the child make up their own word train ideas, asking what letter sounds they would like to change each time. Nonsense or silly words are okay too.



**My Word Train** - Make one change at a time to make a train of new words.

