

Title: Making Word Trains	Grade: Kindergarten
Content: Phonics/Spelling	Duration: 10-15 minutes daily

Standard:

- **RF.K.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
 - 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
 - Lap, clap, clip, lip, slip, slap, lap, flap, flip
 - 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:

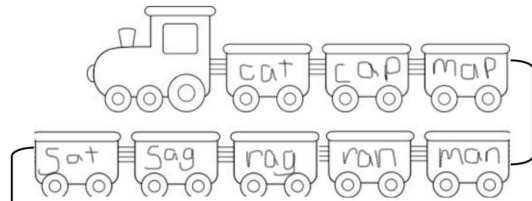
- Warm-up with a word train lists above and just do them orally, or no pencil and paper.
- Ask your child to listen carefully to hear the sound that changes. Say the words and repeat them slowly.
- He/she will TELL you the new word.
 - Say, "Change the word cat to hat."

- “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.

