"Make It Say"
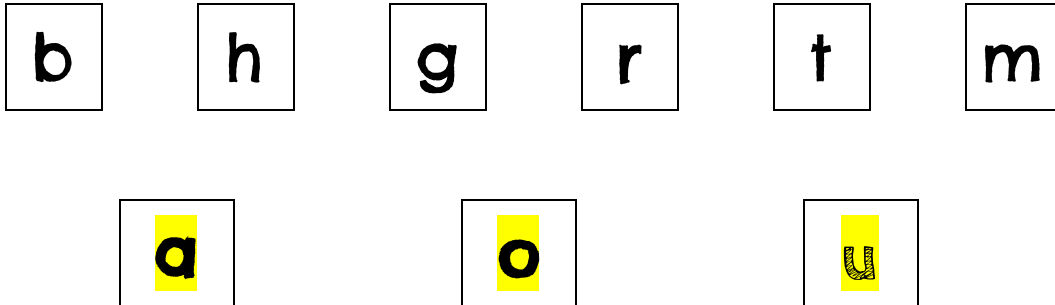
Make It Say is a "game" that is an alternative to a blending activity. It is fun and builds children's capacity for manipulating phonemes.
Here's how it works:

Select a little bunch of letters (consonants and vowels, some very familiar, and some newly learned)

b	h	g	r	t	m

a   o   u

Pop a word on the board, using code cards:

h	a	m

"Here's the word "ham." We need to change the word to make it say a new word. Listen:

> This word is "ham". Can you make it say "bam"?
> Can you make it say "ram"?
> Can you make it say "rag?"
> Can you make it say "rat?"
> Can you make it say "rot"?
> Can you make it say "rut?"

★ Each time, only <u>one</u> sound is changing.
★ The task is easier when we switch the beginning sound over and over again, leaving the rest of the word intact.
★ It gets trickier when we are listening for and manipulating ending sounds, and the medial vowel sound is trickier still.
★ This task can be slowed down to be very supportive in a guided setting.

Controlled Text

Like "decodable text," controlled text can be decoded using the sounds a reader already knows. It is <u>controlled</u> because it contains NO unknown code. (We <u>control</u> which phonemes are used!)

If a new reader knows:
i   s   m   f   p   t   c   a   b   n
Then suitable controlled text might be:
2 sounds/3 sounds (words):
if   in   at   bat   cab   bin   tap map   fan   fin   sip   tip   nit   nip *is   *as (fair game, but may need a "nudge" to pronounce "iz" and "az")
Short phrases/sentences (different sentence structures!)
a map in a bit Is it a nit ? Sam sat in a cab . A man bit Pat !

Thoughts on using controlled text:

In preparation for lessons, write a few words for children to read (using new code, as well as everything previously taught) on a chart (or whiteboard.)
 ❖ These have no pictures to support children's decoding efforts.
 ❖ The chart can be cut apart and distributed to a few children to take home and read again. (FUN!)
 ❖ They are 100% decodable by children who have learned the letters up to a given point, so they reinforce the value of <u>blending sounds</u> to read. This is READING (not guessing!! YAH!)

We can use controlled text to emphasize and introduce
 ● vocabulary,
 ● fluency,
 ● irregular words (which must be memorized),
 ● sentence structures and punctuation,
 ● meaning and comprehension
through our choices and offerings of controlled text.

As a new piece of the code is taught, that new bit is included in the controlled text that is offered… so now we can read

gal   gag   gab   bag   tag   gig   pig etc…

a big fig

A fat pig bit Tag.

Pam is ill.

Read and Spell with [th]

thin   bath   moth   thing

this   math   sloth   with   path

a big bath tub

set things up

get a cloth

All the things can fit in the bin.

The thin dog will have a bath.

This is the path.

Math is fun!

The kids will bring the sloth with them.

That moth did fall in this cup.

This is the fifth shop.