# RELATIONSHIP OF TAKING WORDS APART IN READING AND WRITING AND MAKING AND BREAKING

Mary Boehnlein

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<tr>
<th>TAKING WORDS APART IN READING</th>
<th>MAKING AND BREAKING</th>
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<tbody>
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<td><strong>PURPOSE:</strong> Solving words by analysis while reading by using what is known about how words work</td>
<td><strong>PURPOSE:</strong> To become more aware of how to work with what he knows, to get to new words. To help the child understand the process of word construction, how words work, and how to get help from known words to solve new words.</td>
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<td><strong>BENCHMARK:</strong> Writing stories with efficient sound-to-letter analysis; can do sound boxes</td>
<td><strong>BENCHMARK:</strong> When child is able to identify 15-20 letters.</td>
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<th>PART OF THE LESSON:</th>
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| ★ When making and breaking words in the letter identification section of the lesson  
  After familiar book reading  
  During the work on the new book  
  After the first attempt of the new book | ★ After teaching after the running record and before writing  
  Supported by work in constructing words in writing and by fluent reading of familiar text |

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<th>SEQUENCE:</th>
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| No sequence - whatever is easy for child - whatever child knows and can use - linking what has been learned in making and breaking | ★ Learning the action of making and breaking  
  ★ Simple analogies with predictable letter-sound sequences  
    ★ Substitute onsets  
    ★ Substitute rimes  
    ★ Change middles  
  ★ Child thinks of the words  
    ★ Choice  
    ★ Think of rhyming words, etc.  
  ★ Less predictable letter-sound sequences  
    ★ Rimes which have different spelling patterns |

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<th>TEACHER’S ROLE:</th>
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| Observe what child knows and prompt for linking knowledge, independence, and for integration of visual processing on the run:  
  ★ from writing  
  ★ from hearing sounds in words  
  ★ from learning to look at print  
  ★ from work in making and breaking  
  ★ from known reading and writing words  
  Teacher supplies all the materials (letters, written words) needed for solving during reading.  
  See next page for Prompts. | ★ Teach hard early for spatial layout, learning to look at print, directionality, and strategies of searching, monitoring, cross checking, and self correcting  
  ★ Making it easy by hand eye manipulation, supplying all letters or words, breaking at easy-to-find breaks in words  
  ★ Knowing characteristics and principles of words child will be encountering in leveled books  
  ★ Keeping pace with child’s growing knowledge in writing and reading - moving through above sequence  
  ★ Prompting to use this knowledge during reading of continuous text and in writing |
Taking Words Apart in Reading

PROMPT FOR
- Initial letters or signs
- Final letters or signs
- Using letter groups or chunks by
  Hearing breaks in words: Pe / ter
- Prompting after success: How did you know?
  At point of difficulty: What could you try? Etc.
- Finding help within the word
  Syllable break
  Inflection break
  Prefix or suffix breaks
  Onset and rime
- Expanding knowledge - after reading books
  Adding endings and beginnings
  Subtracting from known words
  Substituting initial consonants
  Making analogies - simple to hard
- Testing for control of letter groups by writing words