

Simply Charlotte Mason presents
Delightful Reading

Level
2

Words I Can Build

SAMPLE

PLAY

Games and Activities Book
By Lanaya Gore

More than 90 multi-sensory games and activities to teach basic phonics!

The *Words I Can Build* kit helps you guide your child into the delightful world of building and reading words! Once your child knows the letters and the sounds they make, *Words I Can Build* takes the next step and gently teaches him beginning phonics through enjoyable hands-on activities.

This Games and Activities book

- Gives simple instructions, so you can spend more time interacting with your child.
- Focuses on basic phonics to encourage confidence and reduce confusion.
- Uses common household items to keep activities informal and easy to do.
- Provides helpful tips so you know when to pause and when to move on at your child's pace.

See it.

Sound it.

Hear it.

Say it.

Play with it.

Build it.

Read it!

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Charlotte Mason
.com

Delightful Reading, Level 2

Words I Can Build

Games and Activities Book

by Lanaya Gore

Thank you to Sonya, Cheley, Alisa, my husband and children
for sharing their ideas for *Words I Can Build*.

Delightful Reading, Level 2: Words I Can Build, Games and Activities Book
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This book is part of the Delightful Reading, Level 2: Words I Can Build Kit.

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Introduction

I began exploring Charlotte Mason education when my oldest child was in Kindergarten. Having limited knowledge about all the homeschool curricula and options available, I felt Charlotte's writings were a breath of fresh air from the textbook curriculum I had previously chosen. I've been using her methods since then for our homeschooling journey and have been more than satisfied and joyful with the process.

Before I found Charlotte Mason, I used a little of this and a little of that for my daughter's education. She learned enough via this route, but I'm not sure how. I still can't quite figure out how she learned to read. I decided I wanted to do something a little better-planned for my next child. After reading through *Home Education* by Charlotte Mason, I liked the sound of her reading lesson ideas. But no prepared lesson plans could I find that would be easy to implement. The plans in *Delightful Reading* are a result of my need for a Charlotte Mason reading curriculum.

You will find on page 72 the writings of Charlotte herself on the subject of Word-Building. Her comments are straight from *Home Education*, Volume 1 of The Original Home Schooling Series.

May you and your child enjoy this step in Charlotte Mason's delightful road to reading.

Delightful Reading

Level 1: Playing with Letters and Sounds

Level 2: Words I Can Build

Level 3: From Words to Books

Household Items Used in These Activities

These simple items will be needed for some of the activities designed to help your child learn word-building. You will probably have most of them around the house already or can easily find them.

- Pencil or pen
- Crayons or felt-tip markers
- Jar and lid
- Jump rope
- Tape
- Sidewalk chalk or masking tape
- Stone or bean bag
- Squirt bottle of water or old toothbrush (optional)
- Favorite toy
- Chalkboard with chalk or white board with dry-erase markers
- Spaghetti, yarn, or shoelaces
- Pairs of shoes and socks
- Building blocks or interlocking bricks
- Glue
- Plastic lid
- Plain paper or construction paper
- Toy cars
- Black cloth or black interlocking blocks
- Paints (watercolor or finger paints)
- Dolls, stuffed animals, or action figures
- Lipstick (optional)
- Hat
- Two clear water glasses
- Flashlight
- Binoculars, magnifying glass, or telescope
- Cans of food
- Old cell phone or toy phone (optional)
- Three plastic cups
- Favorite music
- Walking stick, backpack, or canteen (optional)
- Camera
- Bowl and mixing spoon
- Dried noodles, beans, or rice (optional)
- Purse, wallet, or backpack

- Envelopes
- Dish towel or scarf
- Small bouncy ball
- ABC book

Items used in each activity are **highlighted** so you can tell at glance what will be needed for each one.

How to Use **Words I Can Build**

Words I Can Build is designed to help you guide your child into the delightful world of building and reading words. You will gently teach beginning phonics through enjoyable hands-on activities.

- If your child has not yet learned the letters and the sounds they make, begin with *Delightful Reading, Level 1: Playing with Letters and Sounds*, which gives activity ideas to help your child learn them.
- Word-building activities should be like play for a young one. Leave alphabet letters out and about for him to play with on his own if he so chooses. Keep activity time light and fun, short and sweet.
- Take your cue from your child. If your child is not yet ready to blend sounds together to make words, be assured that there is no need to panic. Children are ready at different ages. Don't push. It's frustrating for him and for you and could set a bad taste in his mouth for reading lessons. Once your child is ready, the process will go swiftly and be a delight. If he is interested in words, do one of the activities and gauge his response. If he wants more, do the next activity in a day or two. If he, however, drags his heels and doesn't enjoy the activity or doesn't understand it, set the activities aside for a week or two then try one again.
- Some children might complete an entire activity in only 10 minutes. It may take longer for others. Divide the activities up into several chunks of time or take several days to complete one if needed. The more "touches" your child gets on a new concept, the more he will remember it. Match your child's pace instead of carrying him to the finish line.
- Feel free to repeat favorite activities as often as desired or tweak an activity to better suit your child. Remember, the goal is not to go as fast as you can; the goal is to lay a sure foundation that will help your child enjoy reading for his entire life.
- When you have completed *Delightful Reading, Level 2: Words I Can Build*, the next step will be *Delightful Reading, Level 3: From Words to Books*, which builds upon and reinforces the concepts learned in these activities and helps your child move with confidence from reading beginning words to reading entire sentences and books.

Activities for Word-Building

Notes

Words I Can Build uses multi-sensory activities to teach

- word endings from which several words can be built (from *-at* we can build *cat, mat, hat*, etc.);
- some beginning and ending blends (such as *bl* and *ck*);
- R-controlled words (such as *car*);
- digraphs (such as *sh, th*, and *ph*);
- W words (such as *few* and *claw*);
- Y words (such as *they* and *toy*);
- some vowel combinations (such as *ai* and *ou*);
- and ng endings (such as *sing, sang, sung*).

The hands-on activities include

1. quick reviews,
2. new concepts to learn,
3. practicing new concepts, and
4. working with words on paper in the child's *Words I Can Build* book.
(No writing required from the child.)

There comes a time to learn words and not rules. There are so many phonics rules and so many exceptions to those rules, that it's practically impossible, as well as boring, to teach them all to your child. The basic phonics presented in Delightful Reading, Level 2: Words I Can Build will give your child the skills to decode many words, and he will pick up more rules naturally as he continues in reading lessons.

Notes

*Is your child ready?
Blending sounds happens
when your child is saying
each of the sounds represented
by the letters and then
moving one sound into
another. For the word bat
he might say b — a — t.
Then he would say the sounds
closer together: b-a-a-t.
Make sure he is forming the
connections on his own, not
just copying what you say.*

*The Words I Can Build
book is a way to reinforce
the words that your child is
building with letter tiles. The
book allows your child to see
the words on paper and make
a mental connection between
manipulatives and print.*

Activity 1 Building at

1. Review

Show your child *a* and *t* from his **letter tiles (in kit)**. Ask him to say the short *a* sound and the *t* sound.

2. Learn

Make *at* with letter tiles. Tell your child that the letters *a* and *t* make the word *at*. Use it in a sentence he might recognize or enjoy. You could say, for example, “This is the word *at*. It’s the word we use when we say, ‘We found a puppy *at* the pet store.’” Help him again say the short *a* /a/ and /t/ sounds and then blend them together to form the word: *a-a-a-t*. If your child would like to, he could use his finger or a pointer to move from left to right as he follows the sounds to the end.

Let this activity be an experiment in readiness for your child. If he cannot yet blend the letters together, set word-building aside for a few weeks then gently knock on that door again to see if it’s ready to open. You can continue playing letter and sound activities during the interim if desired.

3. Practice with Jump Words

Choose 2–5 consonant letter tiles (*b, c, f, h, m, p, r, s, t, or v*) that can be used for beginning-sound letters and combined with *-at* to build words. Use only the beginning letters that will build words that mean something to your child, and build only as many words as your child can handle. Lay a **jump rope** vertically on the floor or on the ground outside. Line up the selected beginning-sound letters vertically on the left side of the jump rope. Place the *-at* ending on the right side. Have your child stand next to one of the letters on the left side, say that beginning sound, and jump to the other side of the rope to say the ending. See if he can blend the sounds together to build the words.

4. Record

Have your child choose one word that he just built to include in his **Words I Can Build book (in kit)**. You can write his selected word under “A Word I Can Build with *-at*” on page 3, and he can draw a picture of the word on the same page under “My Drawing.”

Activity 2

Building at, en

1. Review

Review *-at* by having your child read the word written in his **Words I Can Build book (in kit)** on page 3.

2. Learn

Make *en* with **letter tiles (in kit)**. Help your child say the short *e* /eh/ and /n/ sounds and then blend them together to find the ending: *e-e-e-n*. If your child would like to, he could use his finger or a pointer as he follows the sounds from left to right.

3. Practice with Jar and Lid

Cut out the *-en* ending and the beginning letters labeled **W2 on the Cut-Apart Sheet (in kit)**. Lay a jar on its side and **tape** the *-en* ending to the **jar**, parallel with the tabletop. Tape your choice of beginning letters around the sides of the jar **lid** so that when the lid is turned, each beginning sound meets up with the ending and your child can sound out the new word.

4. Record

Have your child choose one word he just learned to include in his *Words I Can Build* book. You can write it for him on page 4 under “A Word I Can Build with *-en*.” Then have him circle or point to any *-en* words he can find on the bottom of the page. He may not have learned the exact words that are on the page, but ask him to search for any word that ends in *-en* and then circle or point to it. Read those words or help your child read them.

Activity 3

Building at, en, od

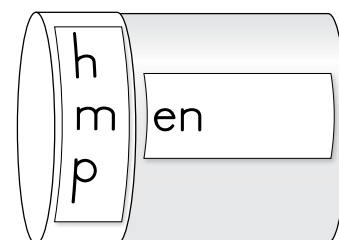
1. Review

Review *-at* and *-en* by having your child read words from his **Words I Can Build book (in kit)**, pages 3 and 4.

2. Learn

Make *od* with **letter tiles (in kit)**. Help your child say the short *o* /ah/ and /d/ sounds and then blend them together to find the ending: *o-o-o-d*. If he would like to, allow him to use his finger or a pointer as he follows the sounds from left to right.

Notes



When doing word-building activities, choose beginning-sound letters that will build words that mean something to your child. You do not have to include every possible combination of letters. Your child will comprehend and remember better if he has a personal relation to the words he learns.

*If your child struggles with the *-at* and *-en* word review, you may want to slow down and spend another few days securing that ground under his feet before introducing another new letter combination. Work through these activities at your child's pace.*

Notes

Learning to read is hard work. We might assume it's not hard because of the blessing of literacy expectancy in our country—every child is expected to learn how to read. Great amounts of information are being committed to memory, though. Audio, visual, and verbal skills have to work together. Little brains need to be developmentally ready (and they are ready at different ages). Have understanding and patience as you teach. Encourage your child.

p	at
r	
s	
t	
c	
h	

3. Practice with Letter Tiles

Select 2–5 consonant letter tiles that are beginning-sound letters for *-od* words and put them in a pile: *c, G, n, p, r, s*. Guide your child to add letters from this pile to *-od* to discover new words. He might also think of a word on his own and then find the correct letter to add to *-od* to make that word. Examples: “Can you think of a word that ends in *-od*? Yes, *nod* ends in *-od*. What letter would you add to *-od* to make *n-n-od*?” or “Here is an *r*. Add it to *-od*. What new word did you make? Say the *r* sound first: *r-r-od*.”

4. Record

Have your child choose one word he just learned to include in his *Words I Can Build* book. You can write it for him on page 5 under “A Word I Can Build with *-od*.” Have your child think of a sentence using one or more of the words he just learned. Write his sentence(s) on the bottom of page 5. Encourage him to point to or underline the word(s) he learned after they are written down.

Activity 4

Review at, en, od

Practice with Chalk Chart

Using **sidewalk chalk** outdoors (or **masking tape and letter tiles [in kit]** indoors), draw a large chart with *at* on the right side and the beginning-sound letters of *p, r, s, t, c, h* on the left side. Have your child throw a **stone or bean bag** onto a beginning sound then blend that sound with *-at* to build a word.

Once he has built 2–3 words, erase the *-at* ending. (An **old toothbrush** or a **squirt bottle of water** works sufficiently for scrubbing out words on concrete.) Write *od* on the right side and erase *h* and *t* on the left side. Encourage your child to build one or two words from those combinations.

Then erase *od* and *r, s, c*. Write *en* on the right side and *t* and *h* on the left side (so you have *p, t, h* remaining on the left side). See if your child can build those new words.

Activity 5

Building at, en, od, it

1. Review

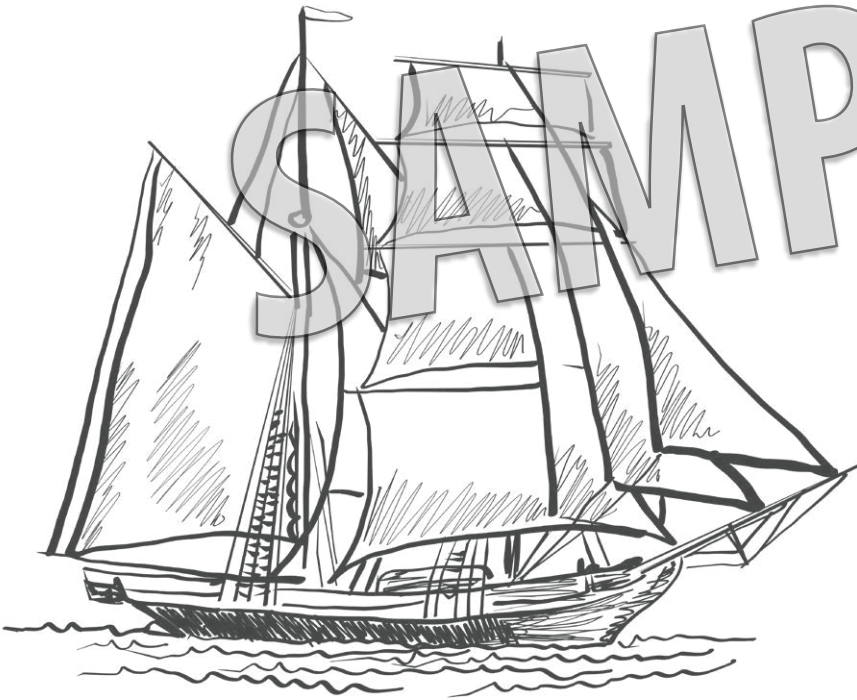
Have your child read *-at, -en, -od* words from pages 3, 4, and

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W o r d s
I C a n
B u i l d

SAMPLE

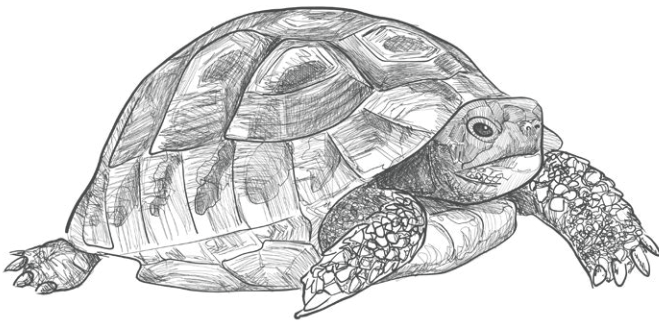
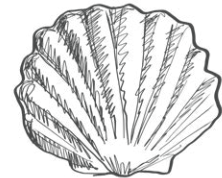


By Lanaya Gore

Welcome to the delightful world of building and reading words!

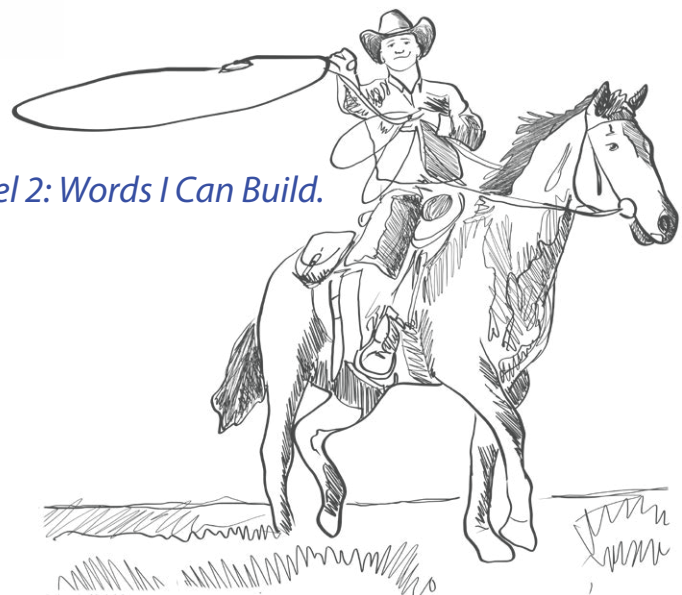
With this *Words I Can Build* book you can

- Create a treasury of words you can build and read
- Gain confidence recognizing words in print
- Record and celebrate your progress in word-building



To be used with *Delightful Reading, Level 2: Words I Can Build.*

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Words I Can Build

by Lanaya Gore

Words I Can Build

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A Word I Can Build with

a

t

My Drawing

A Word I Can Build with

e

n

Find *-en* Words

hen

job

ten

tag

pen

A Word I Can Build with

o

d

My Sentence