

Change One Letter

College- and Career-Ready Standards Addressed:

- RF.K.2e
 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.3d
 2. Know and apply grade-level phonics and word analysis skills in decoding words.
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Objective: The students will use their knowledge of letter–sound correspondence and awareness of phonological sound placement to write and change words.

Materials

- One dry-erase board (whiteboard), marker, and eraser for each student.

Suggested Schedule and Group Size

Schedule: Daily, no more than five to 10 minutes per session

Recommended group size: Individual or small group (up to five students)

Note: The following script is intended as a model.

Activity

Intervention Principle

Use precise, simple language to introduce key concepts or procedures.

Break tasks into smaller steps, compared with less intensive levels of instruction or intervention.

Start by modeling, and then provide opportunities for guided practice with feedback.

Sample Script and Procedures

Today, we are going to write words and then change them into new words by changing just one letter.

Write the word “man” on the board. Let’s read this word together slowly. Put your finger under each letter of “man.” (mmaaaannn) Now let’s read it quickly (man).

Watch while I change one letter so that it says “map.” Say the word map. (map) I can tell the sound at the end of the word is different, so I know I need to change the “n” to “p.” Change the “n” to a “p” on the whiteboard. You may need to repeat the words

Adapted with permission from the Meadows Center for Preventing Educational Risk. Texas Center for Reading and Language Arts. (2002). *Word study for students with learning disabilities and English language learners*. Austin, TX: Author. Retrieved from http://www.meadowscenter.org/files/resources/Word_Study.pdf

<p>Fade steps from examples, so students gradually assume responsibility for completing more and more steps.</p> <p>Provide repeated opportunities to correctly practice the step.</p>	<p><i>slowly (e.g., mmmmaaannn and mmmmaaapppp) to allow students to hear the differences in the words. What is the new word? (map)</i></p> <p>Nice job, the new word is <i>map</i>.</p> <p>Now we are going to work together to change one letter so that the word says, “mat.” Say the word <i>mat</i>. (<i>mat</i>) What letter do we need to change to make “map” “mat?” You may need to repeat the words slowly (e.g., mmmmaapppp and mmmmaaattt) to allow students to hear the differences in the words.</p> <p>That is right. We need to change the “p” to “t” in order to change the word “map” to “mat.” <i>On the board, erase the “p” and write a “t.”</i></p> <p>Now it is your turn. Use your whiteboard to write a word and then change just one letter in it to make a new word.</p> <p><i>Choose another word and have students write the word down on their whiteboard (e.g., “had”).</i></p> <p>Write the word “had” on your whiteboard. Ensure that all students have the word spelled correctly. Put your finger under the letters as you read it aloud “hhhaaaddd.” Now change one letter to make the word say “dad.” Do not tell students which letter to change.</p> <p><i>Make sure that the students have changed the correct letter (changed “h” to “d”).</i></p> <p>What letter do we need to change to make “had” into “dad”? That is right, we changed the letter “h” to a “d” to make the word “dad.”</p> <p><i>Continue with other words.</i></p>
--	---

Error Correction	
<p>Provide immediate and explicit error correction. Have the student practice the correct response.</p>	<p><i>If a student has trouble choosing which letter to change, then have the student track with their index finger under the letters in the word, read it slowly, and then read it fast.</i></p> <p>That is not quite right. What word is this? Put your finger under the letters and read it slowly. (mmmmaaaappp)</p> <p>Now read it fast. (map)</p> <p>That is right. The word is “man.” We want to make “map” into “mat.” What is the new word? (mat)</p> <p>Listen: “man,” “mat.” Which letter is different?</p> <p><i>The teacher verifies that the student identified the correct letter to change, and the student writes the new word.</i></p> <p><i>If a student mispronounces a word and is having trouble identifying which letter needs to be changed, then stop the student and tell the correct pronunciation. Then, have the student say the word correctly.</i></p> <p><i>If multiple students are struggling to identify which letter to choose, then go back to having them orally state the letter and write it, until they are successful. Then have them work with partners or individually to just make the change without having to say it aloud.</i></p>
Instructional Considerations	
	<ul style="list-style-type: none"> ▪ To further simplify, consider starting this activity with words where they change the first rather than the last sound. ▪ Have students change the same word multiple times. For example, <i>man</i> to <i>mat</i>, <i>mat</i> to <i>cat</i>, <i>cat</i> to <i>sat</i>, <i>sat</i> to <i>hat</i>. ▪ Have students write the words in a notebook. Have two columns: one with the original word (e.g., <i>man</i>) and one with the changed word (e.g., <i>mat</i>). ▪ Set a timer for three minutes and see as a group how many words students can orally change correctly by listening to the teacher say two words and repeating them. ▪ As students demonstrate mastery, have them add blends, change the vowel sound, or change two letters at a time. ▪ To add complexity, have students add only one letter, not changing the original (e.g., add one letter to <i>man</i> to make it say “<i>mân</i>”). They may come up with two different answers depending on the students’ understanding of vowel patterns (they may write <i>main</i> or <i>mane</i>).