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WORD STUDY: BREAKING WORDS

PURPOSE: The goal is for students to learn how to independently take words apart in reading.

BREAKING WORDS PROCEDURE:

Use breaking words after you have introduced the sounds you are working on with pictures sorts, making words, and sound boxes. If possible, connect the word study to a teaching point after reading the new book.

- STEP 1** Write a word on the dry-erase easel. Do not say the word (and ask students not to say the word). **(flop)**
- STEP 2** Have students take the letters off their trays and make the word.
- STEP 3** Tell students to break the word at the vowel. **(fl op)**
- STEP 4** Have students say each part chorally. **(/fl/ /op/)**
- STEP 5** Have students put the word back together and read it. **(flop)**
- STEP 6** Have students change onset and make a new word with the same rime. **(plop)** Repeat steps 3-5.
- STEP 7** Write another word on the dry-erase easel with the same rime and have students read it **(stop)**. If they need help, underline the rime **(stop)**.

BREAKING BIGGER WORDS PROCEDURE:

- STEP 1** Write a word with an ending on a dry-erase board. Do not say the word (and ask students not to say the word). **(spinning)**
- STEP 2** Have students take the letters off their trays and make the word. (You will need to provide double letters.)
- STEP 3** Tell students to take off the ending and then break the word at the vowel. **(sp inn ing)**
- STEP 4** Have students say each part chorally **(/sp/ /in/ /ing/)**. Explain that you double the consonant when you add an ending to a word with a two-letter rime that has a short vowel (e.g., at, ap, it, ip, op, un, etc.).
- STEP 5** Have students put the word back together and read it. **(spinning)**

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WORD STUDY: BREAKING WORDS, CONT.

STEP 6 Have students use magnetic letters to change the onset to make a new word. Do not say the word and ask students not to say the new word (**spinning - grinning**). Repeat steps 3, 4, and 5 with the new word.

STEP 7 Write another word on the dry-erase easel with the same rime and have students read it. If they need help, underline the rime (**thinning - thinner - grinned**).

BREAKING WORDS TABLE

LEVEL	TARGET SKILL	EXAMPLES
D	Digraphs with simple short and long vowel rimes	<i>chin - thin - shin</i> <i>sheep - cheep</i> <i>bash - rash - cash</i>
E	Initial blends with simple short and long vowel rimes	<i>blot - plot - shot</i> <i>scab - grab - drab</i> <i>skate - grate - plate</i>
F	Final blends with initial digraphs and blends	<i>grunt - blunt - stunt</i> <i>stink - blink - think</i>
G	Inflectional endings (-ed,- ing, -s, -er, -y)	<i>spinning - thinning - grinned</i> <i>stabbed - grabbed - blabber</i> <i>flatter - platter - bratty</i>
H-I	Vowel teams with inflectional endings	<i>bloomed - groomed - gloomy</i> <i>bloated - floated - gloating</i> <i>treating - pleating - cheater</i>
J-L	Vowel teams with inflectional endings	<i>spurning - churning - blurted</i> <i>drowning - clowning - browner</i> <i>sheared - smeared - clearing</i>
M-N	Vowel teams, suffixes, and prefixes	<i>commotion - completion</i> <i>departure - recapture</i> <i>creativity - humanity</i>