

Spell, Spell, Ring the Bell

Purpose: Students will change letters in words using phonics skills to create new words.

Materials: White board or chalkboard, optional bell, list of simple words that can be changed into other words by changing only one letter at a time (e.g., pig>big>bog>hog>dog>dug>rug).

Pre-Activity Preparation: Select words that can be easily transformed into a number of words. Examples: *name, cat, mice, stop, car, can, skin*, etc.

Activity:

1. Ask students if they have ever seen the carnival game where a person uses all of his/her strength to ring a bell. Explain that just like people use their arm muscles to ring a bell at a carnival, they can use their brains to try to ring the bell in this activity. If they can think of lots of new words, they can ring the bell.
2. Draw seven blank lines on the board to resemble a ladder. Draw a bell just above the top row.
3. Explain that you are going to show how to change the word *pig* into *rug* in just seven tries.
4. Write the *pig* on the bottom line. Explain that you can write a new word like *big* if you change the p to a b.
5. Write the word *big* on the line above it. Continue creating new words on each line until you arrive at the top line. (Follow sample words listed under Materials). When you get to the top line you can make a bell sound, or ring one if you have it.
6. Now tell students that it is their chance to see how strong their brains are. Draw four lines on the board. Put a word on the bottom line (e.g., *like*).
7. Ask if there is a volunteer who thinks their brain is strong enough to think of three more words that can be made by changing one letter at a time. Call a volunteer to the board and let him or her test his or her “strength.” (If you don’t have a bell, many students love to be the bell noise!)
8. Keep practicing with more words. Add more lines to make the activity harder and show more “strength.”



rug
dug
dog
hog
bog
big
pig

Extension: Have students substitute blends and digraphs instead of single letters.

You can record an individual student’s understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student’s Name	Developed ***	Developing **	Minimal *	Date

*** Student understands how to independently change letters to create new words.
 ** Student needs assistance changing letters to create new words.
 * Student is unable to change letters to create new words.