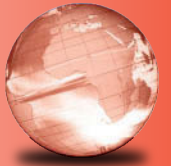


GLOBAL
EDITION



Words Their Way

Word Sorts for Letter Name–Alphabetic Spellers

THIRD EDITION

Francine Johnston • Donald R. Bear • Marcia Invernizzi • Shane Templeton



Word Study

Word Sorts for Letter Name- Alphabetic Spellers

Third Edition

Global Edition

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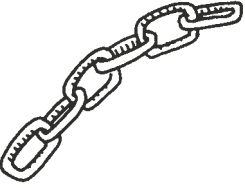
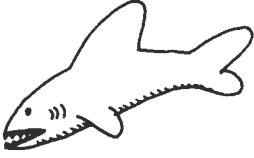
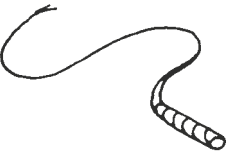
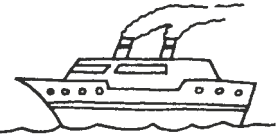

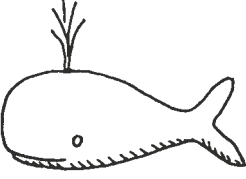
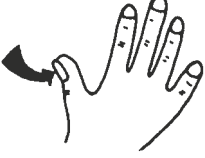
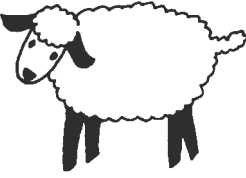
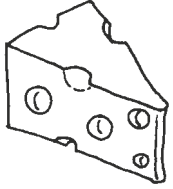
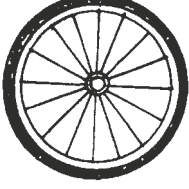




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UNIT SPELL CHECK 3A Assessment for Digraphs

Name _____

<p>1</p>  <p>_____</p>	<p>2</p>  <p>_____</p>	<p>3</p>  <p>_____</p>
<p>4</p>  <p>_____</p>	<p>5</p>  <p>_____</p>	<p>6</p>  <p>_____</p>
<p>7</p>  <p>_____</p>	<p>8</p>  <p>_____</p>	<p>9</p>  <p>_____</p>
<p>10</p>  <p>_____</p>	<p>11</p>  <p>_____</p>	<p>12</p>  <p>_____</p>

UNIT SPELL CHECK 3B Assessment for Blends

Name _____

1  _____	2  _____	3  _____	4  _____
5  _____	6  _____	7  _____	8  _____
9  _____	10  _____	11  _____	12  _____
13  _____	14  _____	15  _____	16  _____
17  _____	18  _____	19  _____	20  _____

Sort 19 S, H and SH Digraph

Generalisation: Sometimes two letters are needed to represent a sound. *S* and *h* are used to represent the sound of /*sh*/ at the beginning of words like *shoe*.

s and sun	h and hand	sh and shoe
saw	horse	shirt
socks	house	ship
soap	ham	sheep
seal	hose	shark
		shell
		shop
		shed/shack

Sorting and Discussion:

1. Prepare a set of pictures to use for teacher-directed modelling. Name the pictures and talk about any that might not be familiar. The building can be called either a *shed* or a *shack* since both start with *sh*. Explain, **Today we are going to learn about a new sound. You already know /s/ at the beginning of *sun* and /h/ at the beginning of *hand*, but this sound is /sh/ at the beginning of *shoe*. It is spelled with two letters: *s* and *h*. Use the letter cards as headers and display the pictures randomly. Begin by modelling one word into each column, explaining what you are doing: 'Here is a picture of a *hat*. *Hat* starts like *hand*, so I will put it under the letter *h*. This is a picture of a *sheep*. *Shhhh... eep* starts like *shoe*, so I will put it under these two letters, *s-h*. Here is a *sock*. *Sss... sock* starts with *s*. Now who can help me sort the rest of these pictures?' Continue with the children's help to sort all of the pictures, supplying the name of the picture as needed. Let mistakes go for now.**
2. When all the pictures have been sorted, check by naming them in columns as you emphasise the first sound. Ask, **Do all of these sound alike at the beginning? Do we need to move any?** Make corrections as needed.
3. Repeat the sort. Leave up the headers and scramble the rest of the pictures. After sorting, check again and ask, **What can you tell us about the words in each column?** Be sure to talk about how *sh* is special because it takes two letters to spell the sound.

Extend: Give each student a copy of the sort to practice. See the list of routines on page 54 for follow-up activities. When using the *Show Me Game*, students will need to put two letters into the first space, which reinforces the idea that two letters make the sound. Guide students to spell related words by saying something like this, **Make the word *hip*. Change it to *sip*. Now change it to *ship* by using two letters for the sound at the beginning.** Use these words, made up of rimes or word families studied earlier, for *Build, Blend and Extend*: *hip, sip, ship, hop, shop, hot, shot, hut, shut, sag*.

Sort 19A One- and Two-Syllable Words with Initial Consonants

This sort is a digital sort that introduces students to one- and two-syllable words with initial consonants. The digital sort is available at <http://www.pearsonplaces.com.au/wordstheirway.aspx>.

1 syllable	2 syllables
bike	money*
tent	penguin
house*	seven
hand*	hammer
car*	rocket
crab	puppet
fin	tiger
men*	zebra

*High-frequency word




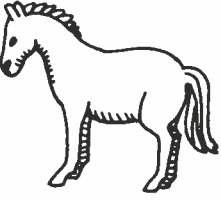

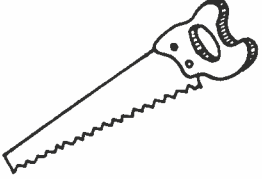


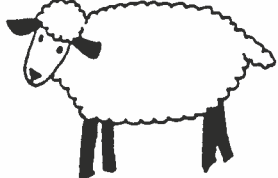

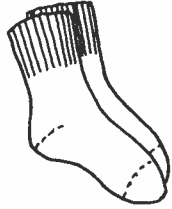

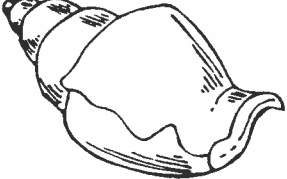
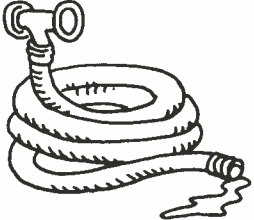
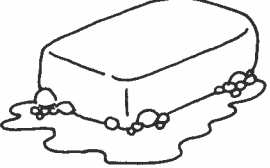


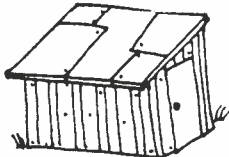
Sort 19B One-, Two- and Three-Syllable Words with Initial Consonants

This sort provides further opportunity for students to distinguish between one-, two- and three-syllable words with initial consonants.


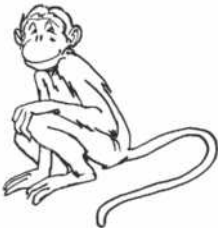


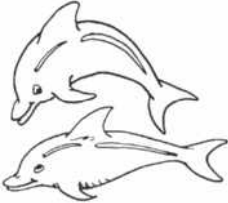

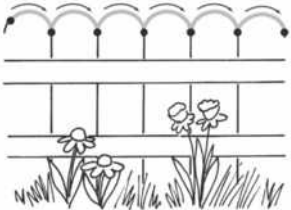

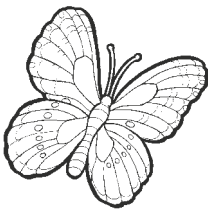

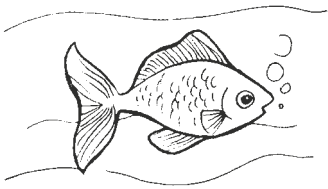



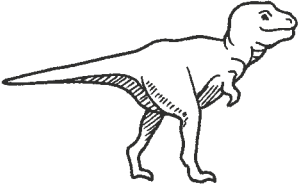
1 syllable	2 syllables	3 syllables
band	monkey	kangaroo
duck	dolphin	detective
fence	football	butterfly
dog	goldfish	koala
kite	lion	dinosaur

*High-frequency word

SORT 19 S, H and SH Digraph

s 	h 	sh 
		
		
		
		
		

SORT 19B One-, Two- and Three-Syllable Words with Initial Consonants

1 syllable	2 syllables	3 syllables
		
		
		
		
		

Sort 20 J, H and CH Digraph

Generalisation: Sometimes two letters are needed to represent a sound. C and h are used to represent the sound of /ch/ at the beginning of words like *chair*.

j and jug	h and hand	ch and chair
jar	heart	cherry
jet	hat	cheese
jog	horn	chin
juice	hook	chick
		chain
		check
		chop

Sorting and Discussion:

1. Prepare a set of pictures to use for teacher-directed modelling. Name the pictures and talk about any that might be unfamiliar. Explain, **We learned in the last sort that s and h make the special sound of /sh/ at the beginning of shoe. Show the header with ch and say, Listen to the sound at the beginning of chair. What letters are used to spell the sound of /ch/?** Set up the headers and display the pictures randomly as you name each one.
2. Begin by modelling one word into each column, explaining what you are doing: **'Here is a picture of a jar. Jar starts like jug, so I will put it under the letter j. This is a picture of cheese.**

Cheese starts like chair, so I will put it under these two letters, c-h. Here is a heart. Heart starts with h. Now who can help me sort the rest of these pictures?' Continue with the children's help to sort all of the pictures, supplying the name of the picture as needed. Let mistakes go for now.

3. When all the pictures have been sorted, check by naming them in columns as you emphasise the first sound. Ask, **Do all of these sound alike at the beginning? Do we need to move any?** Make corrections as needed.
4. Repeat the sort. Leave up the headers and scramble the rest of the pictures. After sorting, check again and ask, **What can you tell us about the words in each column? What is our new sound?** Be sure to talk about how *ch* is special because it takes two letters to spell the sound. Ask students, **How would you spell chip?** Take different answers but explain that sometimes students might spell it *JIP* or *HIP* because the sound (/j/) or the letter name ('haich') is similar. They will need to listen carefully for the new sound.

Extend: Give each student a copy of the sort to practice. See the list of routines on page 54 for follow-up activities. Use the *Show Me Game* or *Build, Blend and Extend*. Say something like this: **Make the word hat. Now change it to chat by adding another letter.** Words that students can read and spell using rimes from the word families in Unit II include: *hat, chat, jip, hip, chip, hop, chop, hill, chill*.