

GLOBAL  
EDITION



# Words Their Way

*Word Sorts for Syllables and Affixes Spellers*

THIRD EDITION

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*Word Study*

# Word Sorts for Syllables and Affixes Spellers

Third Edition

Global Edition

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**SORT 13 Syllable Juncture in VCV and VCCV Patterns**

<b>VCV</b>	<b>VCCV</b>	<b><i>oddball</i></b>
<b>super</b>	<b>supper</b>	diner
dinner	tiger	happy
later	busy	pretty
paper	penny	zero
tiny	over	puppy
rabbit	unit	kitten
hello	crazy	letter
lesson	summer	open

## Sort 14 More Syllable Juncture in VCV and VCCV Patterns

**Generalisation:** The short-vowel sound comes before two consonants in the middle of a two-syllable word. The letters may be the same or different. When the first syllable is open in a VCV word, it has the long-vowel sound.

VCV	VCCV doublet	VCCV different	oddball
silent	happen	number*	never*
female	better*	winter	only*
duty	follow	problem	
moment	funny*	after*	
	yellow*	finger	
	pattern	sister*	
	bottom	chapter	
	pillow	member	
		blanket	
		window	

### Sorting and Discussion:

1. Quickly read through the words in this sort without showing the pattern headers. Most words should be familiar. If students have completed the previous sort, then they should be ready to respond with many ideas to the question, **What do you notice about these words?** Be sure to talk about how they all have two syllables. Probe for ideas from the previous sort. **What pattern do you see in the middle of these words? What do you notice about the vowel sounds in the first syllable?**
2. Ask students, **Who has an idea about how to sort these words?** Students might be able to sort independently or use a teacher-led Guess My Category Sort. Set up the key words *silent*, *happen* and *number* as headers. (Keep pattern headers for later.) Sort one more word under each header without explanation. Then hold up another word like *female* and ask, **Where will this word go?** Continue to sort all the words with student help before talking about the reason for the placements. If oddballs are not identified, leave them for now.

3. After sorting, read down each column and emphasise the first syllable. Ask, **What is the same about all the words in this column?** Talk about the vowel sound and the consonants in the middle, and introduce the pattern headers: VCV, VCCV doublet and VCCV different. Review the terms *open* and *closed*. **Which of these patterns is closed with a consonant? Which one is open ending in a vowel? What are the oddballs and why?** (*Never* has the VCV pattern but has a short vowel, *only* has the VCCV pattern but a long vowel.)
4. Wrap things up by reminding students of the generalisation from last week and add to it. **We learned that vowels are long before a single consonant and short before a double consonant. What can we add to that?** (The consonant letters do not have to be the same.) Break apart some of the words under *number* to show the syllables: *num-ber*, *win-ter*, *prob-lem*. Ask, **How can this help you as a reader when you come across new words like this?** Dividing words between two consonants can help you figure it out.

**Extend:** Assign the standard routines from pages 10–12 to complete over the week. Students might go back to the word hunt from the last sort to find words that fit in this new category. Explain that they will be learning more patterns in the middle of words so that eventually they will have a category for more of them. Call aloud at least 10 words for a weekly spell check.

**Apply:** Choose some words from the list below to read and spell. Review the generalisation and how it applies to each word: **Spell the word *basket*. Do you double any letters? Why not?** (There are already two consonants to close the syllable and keep the vowel short.) **Spell the word *crater*. Do you double the *t*? (No.) Why not?** (The first syllable ends with a long vowel and is open.) **How do you read this word: *trumpet*. Where would you divide the word into parts?** (*trum-pet*)

**Additional Words:** *crater, crisis, fever, navy, siren, vacant, blossom, dipper, gallop, butter, matter, hollow, tunnel, valley, basket, centre, cactus, dentist, goblet, helmet, insect, kidnap, magnet, master, seldom, tablet, temper, trumpet, basket, wonder.*

## SORT 14 More Syllable Juncture in VCV and VCCV Patterns

<b>VCV</b>	<b>VCCV</b> doublet	<b>VCCV</b> different	<i><b>oddball</b></i>
<b>silent</b>	<b>happen</b>	<b>number</b>	
<b>funny</b>	<b>winter</b>	<b>follow</b>	
<b>female</b>	<b>better</b>	<b>problem</b>	
<b>after</b>	<b>moment</b>	<b>pattern</b>	
<b>sister</b>	<b>finger</b>	<b>bottom</b>	
<b>chapter</b>	<b>duty</b>	<b>member</b>	
<b>blanket</b>	<b>pillow</b>	<b>never</b>	
<b>only</b>	<b>yellow</b>	<b>window</b>	

## Sort 15 Syllable Juncture in VCV and VVCV Patterns

The VCV pattern is most often the open syllable with a long-vowel sound as in *hu-man* (about 75% of the time), but there are also many words in which VCV has a closed syllable, as in *sev-en*. The VVCV juncture pattern is a variation of the open-syllable pattern because the syllable still ends with a vowel that has the long-vowel sound.

**Generalisation:** The first vowel is usually long in the VCV pattern but sometimes it can be short. The first vowel is long in the VVCV pattern.

V/CV (long)	VC/V (short)	VVCV (long)
human	seven*	reason
pilot	river	meeting
student	visit	peanut
humour	comet	eager
lazy	planet	leader
music	lemon	easy
hugest	finish	
	limit	
	present	
	second	
	minute	

**Explore Meaning:** *Present* and *minute* are homographs because they have two pronunciations and meaning. Write the sentence, *Will you present the present to the visitor?* Read it with the students and talk about the pronunciation and meanings. Display the word *minute* and ask students to read and define it. They will most readily identify *minute* as a unit of time and are probably not familiar with the adjective. Introduce the additional pronunciation and meaning ('tiny' as in 'a minute amount of salt').

### Sorting and Discussion:

- Without showing the pattern headers, read over the words quickly to be sure students can identify them. These are common words, so they should be familiar to most. Ask, **What do you notice about these words? Do they have a pattern in the middle that we have seen before? Do you see a new pattern in any? What do you notice about the vowels? Any ideas about how we might sort these words?**
- Set up the key words *human*, *seven* and *reason*. Sort another word in each category and then proceed as in a Guess My Category Sort. Ask, **Who can tell me where the next word goes?** Agree as a group to put the word *present* under *never* with a short vowel in the first syllable.
- After sorting, read down each column, emphasising the first syllable and checking the vowel sounds. Then ask about each category, **What do you notice about the words in each column? What is the vowel sound? What is the pattern in the middle?** Introduce the pattern headers and ask, **Which patterns are open?** (The vowel pair in VVCV is long, so it is also open.) **Which one is closed?** Speculate about why the letter *v* might not be doubled in words such as *seven* and *river*. Write these words with a double *v* and notice how the two *vs* begin to look like a *w*. The letter *v* doesn't double (the rare words *savvy* and *revved* are exceptions).
- Help students add to the generalisations they have been learning about patterns in the middle of words. **What did you learn from this sort to add to what you know about syllable patterns? How can that help you as a reader and speller?** Write the sentences, *I'd like to present you with a prize* and *The minute dust particles covered the table*, and talk about how a reader needs to be ready to change the vowel when it does not make sense.

The digital sort is available at <http://www.pearsonplaces.com.au/wordstheirway.aspx>.

**Extend:** Complete standard weekly routines with these words. In a word hunt, students should look for words with these patterns, but also ask them to revisit earlier word hunts for oddballs that might fit the new categories established here. Review the word hunts and ask, **Which VCV pattern did you find the most often?** They are likely to find more that have a long vowel in the first syllable. Call aloud at least 10 words for students to spell for a weekly assessment.

Help students identify which words in the sort have base words with a suffix added (*meeting*, *leader*). Point out that examining words for bases and suffixes also helps them decode and remember the spellings of many words. (Unit VIII examines affixes—prefixes and suffixes—in more depth as they combine with different types of base words.)

**Apply:** Select some less familiar VCV words from below to prepare a list for students to read. Have them practice a flexible decoding strategy, using both a short vowel and a long vowel, to read the word. (Is the word *lab-our* or *la-bour*?) They should check the pronunciation against what makes sense or whether they have heard the word before. Ask students to spell a word like *melon* or *credit*. What makes these words hard to spell? You don't know whether to double the consonant in the middle—is

it *mellon* or *creddit*? Writing the word and checking to see if it looks right can help. Ask them to spell *liver*. Does the *v* double? (No, it would look like a *w* as in *liwer*.)

**Additional Words:** *famous, labour, legal, private, recent, spiral, ozone, stupid, chapel, city, credit, critic, denim, dozen, devil, liver, limit, lizard, melon, panel, prison, wizard, waiter, season, eagle, diary, raisin, traitor, beaver.*

## SORT 15 Syllable Juncture in VCV and VVCV Patterns

<b>V/CV</b> long	<b>VC/V</b> short	<b>VVCV</b> long
<b>human</b>	<b>seven</b>	<b>reason</b>
river	pilot	visit
meeting	comet	planet
lemon	eager	peanut
finish	student	limit
leader	lazy	present
easy	second	music
hugest	humour	minute