

SORTS FOR LETTER NAME-ALPHABETIC SPELLERS- EARLY

Directions For Same-Vowel Word Families 8- 12

These directions offer some basic guidelines for five same-vowel word family sorts. See *Words Their Way: Word Study Phonics, Vocabulary and Spelling*, 5e for complete instructions about how to place students, how to conduct sorts, and the follow-up activities that will assure students practice for mastery over the week. Chapter 2 describes assessment, Chapter 3 describes organizations and core activities and Chapter 5 describes the letter name-alphabetic stage in detail and suggests follow up activities to do with these sorts. Similar sorts, as well as additional sorts and activities for same-vowel word families, can be found in the supplemental book: *Words Sorts for Letter Name-Alphabetic Spellers*.

Printable Word Games: Look for Flip books for AN and AT, Letter Slides for OT, OG and OP, and “Word Family Go Fish”. You can also create your own games by selecting the words and pictures you want to use with the game boards or for card games.

Pretest: To determine how much students already know about same-vowel word families you may want to administer Spell Check 2 and use the Progress Monitoring/Goal Setting Forms available with other assessment tools at this website.

LN-A Sort 8. Pictures and Words for –AT

Introduce this sort by laying out all the pictures and naming them one by one as you arrange them in a column starting with *cat*. Talk about how they sound alike at the end and rhyme. Then show the words. Model how to match the words to the picture. Point to the cat and say, “*I am going to find the word for cat. Cat starts with a C and ends with a T so this word must be cat*”. Match one or two more and then ask students to match the rest of the words. Have them explain how they listen for the first and last sound. Once all the words are matched to the pictures read through them and ask how the words in each column are alike (They rhyme and they all have A and T at the end.) Explain that this is the “AT family” because they all end with the –at sound. Underline A and T on the word *cat* to serve as a header. Then take away the pictures and leave up the words. Hand out pictures to the students to match back to the words. Read through them after sorting. Finally take away the pictures again and challenge students to read the words without the pictures to help them. Remind them to pay attention to the first sound in each word. Leave up the headers and scramble the rest of the words to resort, check and reflect again in the group before giving students their own set of words to sort.

LN-A Sort 9. Pictures and Words for –AT and –AN

Introduce the pictures of *cat* and *can* as a headers for this sort. Explain that some of the words rhyme with *cat* and some with *can*. Model several to get started: *Here is a bat. Listen, bat-cat, bat-can. Bat rhymes with cat so I will put it under the cat.* Sort all the pictures with help from the students. After sorting the pictures name them in columns to reinforce the sound of the rhyme. Talk about how they sound alike at the end and rhyme. Then show the

words. Model how to match the words to the picture. Point to the can and say, *I am going to find the word for can. Can starts with a C and ends with an N so this word must be can.. Who can find the word cat?* Match one or two more and then ask students to match the rest of the words. Have them explain how they listen for the first and last sound. Once all the words are matched to the pictures read through them and ask how the words in each column are alike (They rhyme and they all end with the same letters) Point out the “AT family” and the “AN family” and underline the –at in cat and the –an in can to serve as headers. Then take away the pictures and leave up the words. Hand out pictures to the students to match back to the words. Read through them after sorting. Finally take away the pictures and challenge students to read the words without the pictures to help them. Remind them to pay attention to the first sound in each word. Leave up the headers and scramble the rest of the words to resort, check and reflect again in the group before giving students their own set of words to sort.

LN-A Sort 10. Pictures and Words for –OT, -OG, and –OP

Introduce the pictures of top, pot and dog as a headers for this sort. Explain that the sort will be by rhyming words. Model several to get started: *Here is a mop. Listen, mop-top, mop-pot, mop-dog. Mop rhymes with top so I will put it under the top.* Sort all the pictures with help from the students. After sorting the pictures name them in columns to reinforce the sound of the rhyme. Talk about how they sound alike at the end and rhyme. Then show the words. Model how to match the words to the picture. Point to the top and say, *I am going to find the word for top. Top starts with a T and ends with an P so this word must be top. Who can find the word pot?* Match one or two more and then ask students to match the rest of the words. Have them explain how they listen for the first and last sound. Once all the words are matched to the pictures read through them and ask how the words in each column are alike (They rhyme and they all end with the same letters) Underline the –op in top, –ot in pot, and the –og in dog. to serve as headers. Then take away the pictures and leave up the words. Hand out pictures to the students to match back to the words. Read through them after sorting. Finally take away the pictures and challenge students to read the words without the pictures to help them. Remind them to pay attention to the first sound in each word. Leave up the headers and scramble the rest of the words to resort, check and reflect again in the group before giving students their own set of words to sort.

LN-A Sort 11. Pictures and Words for -ET, -EN, -EG

Introduce the pictures of net, leg and men as a headers for this sort. Explain that the words rhyme and model several to get started: *“Here is a ten. Listen, ten-net, ten- leg, ten-men. Ten rhymes with men so I will put it under the men.”* Sort all the pictures with help from the students. After sorting the pictures name them in columns to reinforce the sound of the rhyme and talk about how they sound alike at the end. Then show the words. Model how to match the words to the picture. Point to the net and say, *How can I find the word for net? Net starts with an N and ends with a T so this word must be net. Who can find the word leg?* Ask students to match the rest of the words and explain how they listen for the first and last sound. Once all the words are matched to the pictures, read through them and ask how the words in each column are alike (They rhyme and they all end with the same letters). Point out the letters that make the word families and underline them in the key words to serve as headers. Then take away the pictures and leave up the words. Ask students to match the pictures to the words. Read through them after sorting. Take away the pictures again and challenge students

to read the words without the pictures to help them. Remind them to pay attention to the first sound in each word. Leave up the headers and scramble the rest of the words to resort, check and reflect again in the group before giving students their own set of words to sort.

LN-A Sort 12. Pictures and Words for -UN, -UT, -UG

Introduce the pictures of run, cut and, jug as a headers for this sort. Sort several more words by the rhyme: *Here is a nut. Listen, nut-run, nut-cut, nut-jug. Nut rhymes with cut, so I will put it under cut.* Sort all the pictures with help from the students. After sorting the pictures name them in columns to reinforce the sound of the rhyme and talk about how they sound alike at the end. Then show the words. Model how to match the words to the picture. Point to run and say, *How can I find the word for run? Who can find the word?* Ask students to match the rest of the words and explain how they listen for the first and last sound. Once all the words are matched to the pictures, read through them and ask how the words in each column are alike (They rhyme and they all end with the same letters). Point out the letters that make the word families and underline them in the key words to serve as headers. Then take away the pictures and leave up the words. Ask students to match the pictures to the words. Read through them after sorting. Take away the pictures again and challenge students to read the words without the pictures to help them. Remind them to pay attention to the first sound in each word. Leave up the headers and scramble the rest of the words to resort, check and reflect again in the group before giving students their own set of words to sort.

Posttest: At this point you may want to administer spell check 2 using the Progress Monitoring/Goal Setting Forms available under the Assessment Tools tab, then select Assessment Materials. Although students may not have sorted short-I families they should be able to match the words.