

## ***SORTS FOR LETTER NAME-ALPHABETIC SPELLERS - MIDDLE***

### **Directions For Digraphs And Blends 13 – 18**

The directions here offer some ideas for guiding the 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 for follow-up activities that will assure students practice for mastery. Chapter 2 describes assessment, Chapter 3 describes organizations and core activities and Chapter 5 describes the letter name-alphabetic stage in detail. These 7 sorts are a fast paced coverage of digraphs and blends and not digraphs and blends are covered. Many students may need the more complete and slower introductory pace in the 14 sorts offered in the supplement *Word Sorts for Letter name-Alphabetic Spellers*. Or you can create your own additional sorts using the on PDTToolkit for Words Their Way™.

**Printable Word Games:** Look for the “Shopping Game” to review digraphs, The S-blend Bingo Game, and “Gruff Drops Troll at Bridge” Game for R-blends. 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 blends and digraphs you may want to administer Spell Check 3 and 4 and use the Progress Monitoring/Goal Setting Forms available with other assessment tools at PDTToolkit for Words Their Way™.

### **LN-A Sort 13. Picture sort for Ch, Sh, and Th**

Introduce the headers and model a few pictures: *CH has the sound you hear at the beginning of chair. Say that with me – chair. Two letters are used to spell the sound of /ch/. (Repeat with sheep and thumb). We are going to listen to the first sound in these other words; listen to see if they will go under chair, sheep, or thumb. Here is a shirt. Shirt-chair, shirt-sheep, shirt-thumb. Shirt starts like sheep so I will put it under SH.* Sort several pictures and then get students to help you sort the rest. After sorting, read through all the pictures to emphasize the initial sound. Ask students how the words in each column are alike (They have the same beginning sound.) 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 14. Picture sort for S, ST, and T**

Introduce the headers and model a few pictures: Explain that *ST has the sound you hear at the beginning of star and it is called a blend because the two sounds work together SSSSTT. We are going to listen to the first sounds in these other words. Listen to see if they will go under sun, star or tent. This arrow is pointing to the stem of the flower. Listen to the first sounds in stem. Will it go with sun, star, or tent? Stem starts like star so I will put it under ST.* Sort several pictures and then get students to help you sort the rest. After sorting, read through all the pictures to emphasize the initial sounds. Ask students how the words in each column are alike (They have the same beginning sounds which are called blends.) 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 15. Picture sort for ST, SP, and SM**

Introduce the headers and model a few pictures: Explain that *These are blends because two sounds work together as in SSSTT. We are going to listen to the first sounds in these other words. Listen to see if they will go under star, spider, or smell. This is a stick. Listen to the first sound in stick. Will it go under star, spider, or smile? Stick starts like star so I will put it under ST.* Sort several pictures and then get students to help you sort the rest. After sorting, read through all the pictures to emphasize the initial sounds. Ask students how the words in each column are alike (They have the same beginning sounds which are called blends.) 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 16. Picture sort for SL, SN, and SW**

Introduce the headers and model a few pictures: Explain that *these are blends because two sounds work together as in SSSLLLL. We are going to listen to the first sounds in these other words. Listen to see where they will go. This is a swan. Listen to the first sound in swan. Will it go under slide, snail or swing? Swan starts like swing so I will put it under SW.* Sort several pictures and then get students to help you sort the rest. After sorting, read through all the pictures to emphasize the initial sounds. Ask students how the words in each column are alike (They have the same beginning sounds which are called blends.) 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 17. Picture sort for BL, GL, and CL**

Introduce the headers and model a few pictures: Explain that *these are blends because two sounds work together as in BLLL. We are going to listen to the first sounds in these other words. Listen to see where they will go. This is a globe. Listen to the first sound in globe. Will it go under block, glass, or cloud? Globe starts like glass so I will put it under GL.* Sort several pictures and then get students to help you sort the rest. After sorting, read through all the pictures to emphasize the initial sounds. Ask students how the words in each column are alike (They have the same beginning sounds which are called blends.) 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 18. Picture sort for GR, TR, DR**

Introduce the headers and model a few pictures: Explain that *these are blends because two sounds work together as in GRRR. We are going to listen to the first sounds in these other words. Listen to see where they will go. The arrow is pointing to the elephant's trunk. Listen to the first sound in trunk. Will it go under grapes, tree, or drum? Trunk starts like tree so I will put it under TR.* Sort several pictures and then get students to help you sort the rest. After sorting, read through all the pictures to emphasize the initial sounds. Ask students how the words in each column are alike (They have the same beginning sounds which are called blends.) 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 3 and 4 using the Progress Monitoring/Goal Setting Forms available under the Assessment Tools tab, then select Assessment Materials.