

## Practicing a Word Sort Lesson

**Materials:**

Tabletop pocket chart  
Writing Sort word cards  
Dry-erase boards  
Markers

**Directions:**

One person will be the teacher; others at the table will be the students. Practice the lesson using the steps below. Begin with the closed sort to review the words and their correct spellings. Then complete a writing sort to practice spelling the words.

**Closed Sort:**

Hold up each card for the students to read.

Say: "Let's see if you can tell me what each word is."

Discard any words students don't know.

Stop and discuss some of the words.

Ask: "Who can tell us what \_\_\_\_\_ means? Can anyone give us an example of something that is \_\_\_\_\_?"

Introduce the word sort by placing the key words as category headers in the pocket chart.

Say: "Our key words are \_\_\_\_\_. We will also have an "Other?" category for words that don't fit any of the patterns. Today, I want you to think about the way a word sounds and the way it looks."

Model the sort.

Say: "I'm going to sort some of the words, but as soon as you can, I want you to show me where they go. Ready? The first word is \_\_\_\_\_." Read the word and each key word.

Hold the card under each key word as you say it.

Say: "\_\_\_\_\_ goes with \_\_\_\_\_."

Place the card under the correct key word.

Say: "The next word is \_\_\_\_\_."

Follow the same procedure for each word.

If a word doesn't fit one of the categories, say: "\_\_\_\_\_ doesn't appear to fit. There are no key words with the long /a/ sound spelled \_\_\_\_\_."

Place the card in the "Other?" category.

Throughout the word sort, correct any mistakes. Move incorrectly placed cards to the correct category and explain.

For example: "\_\_\_\_\_ does have the same long a sound as \_\_\_\_\_, but we are looking at spelling patterns. \_\_\_\_\_ goes with \_\_\_\_\_. They both have the long /a/ sound spelled with the spelling pattern: \_\_\_\_\_."

Discuss the completed categories.

Ask: "What do all the words in each column have in common that makes them different from words in other columns?"

Have students read aloud all the words in each category.

### **Writing sort:**

Students need a dry-erase board and a marker (or pencil and paper).

Remove all the word cards from the pocket chart.

Say: "On your board, make four columns."

Model by drawing four lines across the board.

Say: "Write the key words at the top of each column."

Write the key words on the board at the top of each column.

Say: "I will read the words, one at a time. Write each word under the key word that has the same spelling pattern."

Read each word.

Allow time for students to write one word before reading the next.

Check answers:

Show a word card.

Say: **“Read the word.”**

Ask: **“In which category did you place this word?”**

Hide the word card.

Say: **“Spell the word.”**

Write the word on the board under the correct category.

Continue this procedure for checking all words.

Say: **“Let’s read the words in each category.”**

Begin with the key word and read the words in each category.

Adapted from Ganske, K. (2000). *Word Journeys: Assessment-guided phonics, spelling, and vocabulary instruction*. New York: Guilford Press.