

Words Their Way Word Sorting and Games

Daily Sorting Homework Procedures:

1) Your child should read the words on the cards aloud until fluent.
2) Ask your child what s/he notices about the similarities and differences so s/he can tell you the spelling patterns.
3) *Every time your child sorts a word into a column, s/he should read it aloud, then read the keyword, say the pattern sound, and notice the pattern spelling in the heading. After s/he places the word in the column, s/he should read all the other words in that column to check. The student should also touch each word as s/he reads it.
4) If your child makes a mistake, suggest that s/he <u>re-reads</u> the words in the column to see if s/he can see the mistake. If not, point it out to him or her.
5) Check your child's completed sort.
6) Have the students reflect on what they learned and check for understanding.
7) Complete the homework sheet, do some speed sorts aloud, and play a spelling game.

Sorting Lesson Language:

What do we notice about how these words sound, spell, mean, etc? Where does this word go? Tell me about this column. Tell me about your oddball column. Let's check these columns with the key words. Tell me about your thinking. What could we say about what we notice about these words? What do we remember about the sort? What do we know about the columns? Let's talk about the patterns we see in each column and write it down.

Games and Activities for Word Study at Home: Have fun playing a few games each week.

Concentration/Memory (K-5)

- 1) Play with a family member or by yourself. Youngest player goes first.
- 2) Use the word cards for the week.
- 3) Place the key words under each of the headings. Set aside the oddballs.
- 4) Shuffle the rest of the word cards.
- 5) Lay the word cards face down in a pattern of rows and columns.
- 6) Player 1 turns over 2 cards and places them back in their spots so the other player can see them.
- 7) Player 1 then reads and spells both word cards and checks to see if they have matching spelling patterns. If they do, Player 1 keeps both cards. If the cards have different spelling patterns, Player 1 turns them back over in the exact place. and his or her turn ends.
- 8) Then Player 2 takes a turn flipping, reading, spelling, and trying to match two more cards. The player with the most matching pairs wins. If time, shuffle the cards and start over.

Snap-Clap-Stomp Spelling Chant:

Using the weekly wordlist or word cards, have your child read and spell each word. As s/he spells each letter, have him or her snap fingers if it's a tall consonant letter, clap hands if it's a vowel letter, and stomp a foot if it's small consonant letter.

Making and Writing Words:

Your child uses the *Making & Writing Words* sheet or a sheet of paper. Pick a word from your wordlist or the book you're reading. S/he puts the vowels in one box and the consonants in the other box. See how many other words s/he can build and spell using the letters in the original word. At the bottom of the page in the Transfer section, your child is allowed to change one letter of a word s/he wrote, to make plurals, and to add a prefix, a suffix, or an inflected ending to make other words.

Spelling Word Scramble

The object of this word scramble game is to unscramble a spelling word from the wordlist. The game can be played with a family member.

The scrambler takes a spelling wordlist card from a pile placed facedown in the center of the desk, or chooses one from the spelling wordlist and scrambles the letters of the word. The scrambler should write the mixed up letters on a whiteboard or paper. The scrambler shows the scrambled letters by holding up the whiteboard or paper.

The scrambler should continue to show the mixed up letters until the speller unscrambles the spelling word. No hints are allowed. Then the other person gets to be the scrambler. Play continues until all spelling words from the list have been scrambled and unscrambled.

Word Hunts:

Assist your child in doing a word hunt. Look through familiar reading materials and word banks of old sorts for words that match the targeted word study pattern and write them down. These additional words can be added to the spelling list and sorted. For younger students use previously read material so they can skim through the words quickly and easily. Older students can find words in their current reading materials, magazines, and newspapers. Try to find 2-3 words for each category.

Changing Words:

Students choose nouns from the spelling list and make them plural by adding -s, -es, -ies, -eys. Choose verbs and spell the root word in the past tense and spell the participle. For example, walk, walked, walking, hop, hopped, hopping, hope, hoped, hoping, etc

Word-O:

Students conduct a word operation (Word-O) on 5 to 10 words on the weekly spelling wordlist. Add, subtract, or substitute consonants to make a new word. For example, start with the word *space* and subtract the *s* to get *pace*.

Spelling Wordlist Hangman:

This game is for two players. One player must guess the other player's mystery word from the wordlist letter by letter. For each letter missed, one body part is drawn on the hanging man. The object is to guess the word before being "hanged."

1. Find a family member to play with. One person will be the Hangman and the other will be the Guesser.
2. The Hangman will choose a word from the Wordlist for the other to guess.
3. On a dry erase board or a piece of paper, the Hangman will make a line for each letter in the word and should also draw the gallows.
4. The Guesser will guess one letter at a time. If the letter is in the word, the Hangman will fill in the blanks with the correct guesses.
5. If the letter is not in the word, the Hangman will draw one body part for each incorrect guess (head, neck, body, each arm, each leg, and each foot)
6. The Guesser may guess the mystery word at any time.

Spelling Crazy Eights:

1. Dealer shuffles the word cards and gives each player 5 cards and stacks the remaining cards facedown in a draw pile.
 2. Player 1 lays down a card in the discard pile next to the draw pile, says and spells the word, and names the vowel spelling pattern or targeted pattern for the weekly sort.
 3. Player 2 must lay down a card with the same sound and spelling pattern and say and spell the word aloud. If the player does not have a word that matches the pattern, s/he draws a card from the deck and the player's turn is over. Players lose a turn if they lay down an incorrect card.
 4. When a player doesn't have a word that matches the established pattern, his or her turn is over. If a player is holding a Wild-Change-the-Pattern card, s/he can lay it down and change the pattern to one of the other patterns in the game. Play then continues as above, with players laying down cards that follow the new pattern. (You can either make 4 of these on blank word cards or use the pattern heading cards and Oddball cards as Wild-Change-the-Pattern cards to change the pattern on the draw pile to another pattern in the game.)
 5. If no player is holding a card with the required pattern, the player who last placed a card in play chooses a different pattern and lays down a card with that pattern, saying the name and of the word and naming the spelling pattern.
- Play continues until one player runs out of cards. That player is the winner.

Spelling Go Fish:

2 to 3 players

Use your word sort word cards.

Shuffle the cards and deal 5 cards to each person. Put the remaining cards in a facedown draw pile.

One player begins by asking the player on his left for one of his cards. If the player has it he must give it to him. Matches are put down in front of the player.

If a player asks for a card and the other player does not have it, the asking player must draw a card from the deck.

Play continues until someone runs out of cards.

The player with the most matches wins.

Eye Spy/Mind Reader Game:

You take turns giving pattern and/or meaning clues for each other to guess and spell a word from the weekly wordlist, collected word bank, or word on a familiar page in a story.

You Can Be A Cut Up!

Have students write multisyllabic words containing prefixes and/or suffixes on cards. Students will cut the prefixes and suffixes off of the cards and try to make new words by switching the word parts around. Try to make other real words or see what interesting combinations they can make. Ask the students to define some of their silly words!