Middle School and High School

RHYMING
WORD
SORTS

Multisyllable Words

Using the Brain's Natural Ability for Patterns, Rhymes,
and Rhythms to Improve Reading and Spelling

creature	comic	information
feature	atomic	education
capture	economic	calculation
fracture	Atlantic	legislation
manufacture	romantic	communication

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Teacher's Guide
Introduction

The program ***Rhyming Word Sorts*** uses the brain's natural ability for patterns, rhymes, and rhythms to improve multisyllable word reading and spelling. ***Rhyming Word Sorts*** is based on the idea that the brain is highly efficient and organizes information by patterns, predictable patterns that give the brain a framework on which to hook new information. Working with predictable word patterns allows students' brains to do much of the work for them.

Rhyming Word Sorts is a unique reading and spelling program that organizes important words (words chosen from middle school and high school core textbooks and, also, high frequency reading and spelling words) by identical word endings. Organizing words by identical word endings helps students pronounce, spell, and comprehend multisyllable words. By analyzing the words students learn clusters of words that share common elements: infl**ation**, popul**ation**, and civiliz**ation**, for example. In ***Rhyming Word Sorts*** students learn words elements that appear in thousands of other words, thus improving their general reading and spelling abilities.

Rhyming Word Sorts includes eighteen lessons. Each lesson has the same structure, making the program comfortable for students and easy for teachers to present. Presenting the program requires only that teachers become familiar with the lesson structure. They become familiar with the structure of all lessons simply by using the "For the Teacher" directions given for lesson 1, following in the Teacher's Guide.

Program Benefits

- Provides a way for students to develop advanced phonics skills easily through rhyming in an activity-based format

- Has an adult-like presentation enjoyed by older struggling readers

- Offers a multi-sensory experience for students as they sort words into categories.

- Includes timed reading to develop automatic word recognition.

- Is practical for the teacher. Students can cut out word cards from completed lesson pages.

Presenting the Program

For the Teacher:

Awareness of consistent word patterns helps students spell, pronounce, and comprehend words.

Tell students that the *Rhyming Word Sorts* lessons help them pronounce, spell and comprehend big (multisyllable) words. Say that learning words organized by rhyming patterns will make it easier for them to read multisyllable words.

Tell students that rhyming words are words that sound the same at the ends, such as <u>cat</u> and <u>hat</u>. In multisyllable words, often more than one syllable rhymes (<u>action</u> – tr<u>action</u> and <u>evolution</u> – r<u>evolution</u>). Words listed with dots are words that have strong rhymes. Often, the words without dots sound similar but do not have strong rhymes.

For each student, duplicate and staple pages 1, 2, and 3 to make lesson 1. (When you are ready to the begin lesson 1, give the duplicated and stapled lesson 1 pages to each student.)

LESSON 1   WORD SORT 1   (consonant /-le)

●PAGE 1.

Page 1 is a self-correcting word sort.
Instruction 1. Read the words in the word box aloud with all students reading aloud with you. In each row, read the words from left to right. (Begin all lessons by reading the word box words aloud with students.)

Instruction 2. Students write the words under the correct ending spelling patterns. They use the words in the word box from left to right and cross out each word after writing it. This is important to make the rhyming words match on the pages. Underlining the ending spelling patterns before writing the words helps some students. Work with all students on the first word sort lesson, Rhyming Word Sort 1. Because all lessons have the same structure, after lesson 1 students can complete the word sorts with minimal help.

Instruction 3. (Optional, but recommended)
Students cut out the word cards and use them for individual word sorting, placing the word cards into appropriate categories and by words that rhyme.

After students practice sorting the word cards into appropriate categories, they practice speed word sorts to strengthen automatic word recognition. Speed word sorts work well with students in pairs or in cooperative groups. Students in the pair or group that completes the word sort in the shortest time are the winners. Give bonus points or prizes to the winners. Also, students use the word cards for a variety of games with which they are familiar, such as "Concentration," and other activities.

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● **PAGE 2.** (WORD BUILDING 1)

Part 1. Students add the endings **ed** and **ing** to two-syllable words that end in **e**. After completing the page, they choose 5 lesson words and write a sentence for each word. (Only a few lessons contain the Word Building.)

● **PAGE 3.** (STUDENT STUDY CARD 1)

Part 1. Students draw arcs under the syllables in the words. They can complete this part independently, or you can read the words at a quick, challenging pace, while students follow along and draw arcs under the syllables. Students make greater progress if you read the words. The words are in the same patterns as the words in the Rapid Reading 1, Part 2, below.

Part 2. (RAPID READING 1). Timed reading increases student reading speed and automaticity. The words are grouped by specific sound and rhyming patterns. **(1)** Before the timings, you and all students read the words aloud, together. **(2)** Then, individually, students read as many words as they can in one minute, aloud softly to themselves or aloud to you or to a student partner. If students finish reading the words, they may start at the beginning, again, and add to the total number of words they have already read. (You can adjust the Rapid "Reading time for your students.)

● **EXTRA CREDIT.** (WORD SEARCH). After every three lessons is a Word Search. The Word Search reinforces the lesson words and motivates students.

● **OPTIONAL.** (NO PAGES PROVIDED)

(Spelling Test)
You may choose selected words from the lesson for a spelling test. Studying for and taking the spelling test will improve students' spelling and decoding.

(Vocabulary Development)
For vocabulary development of words in the beginning word sorts, just discuss word meanings with all students in the class. For vocabulary development of words in the more advanced word sorts, students work in groups. Assign each group a few lesson words for which to find dictionary definitions to share with the class.

Use the lesson words for activities such as writing poetry and song lyrics.

Duplication of this book on a scale larger than the individual classroom is permitted only with the publisher's written approval.

V

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middle	riddle	settle	kettle	dribble	scribble
battle	cattle	bubble	fiddle	juggle	smuggle
paddle	saddle	struggle	drizzle	wiggle	possible
shuttle	puzzle	bottle	apple	ripple	

● Write each word under the correct spelling. Go from left to right, and cross out each used word.

-dle	**-tle**	**-ble**
● middle	●	●
●	●	●
●	●	
●	●	
●		**-gle**
-zle		●
	-ple	●
		●

Dots = Rhyming Words.

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WORD BUILDING 1

● Write each word again.   ● Add the endings.

Drop -e	+ed	+ing
scribble	scribbl_ed_	scribbl_ing_
struggle		
dribble		
battle		
smuggle		
drizzle		

● Choose 4 words from above. On the back of this page, write a sentence using each word.

STUDENT STUDY CARD 1

Say each word. Draw an arc under each syllable.

1. **mid** dle   **rid** dle   **pad** dle   **sad** dle

2. **bat** tle   **cat** tle   **jug** gle   **smug** gle

3. **drib** ble   **scrib** ble   **bub** ble   **bot** tle

4. **set** tle   **ket** tle   **driz** zle   **puz** zle

5. **wig** gle   **ap** ple   **rip** ple   strug gle

6. **drib** ble   **drib** bles   **drib** bled   **drib** bling

7. **pos** si ble   im **pos** si ble   in **vis** i ble

RAPID READING QUIZ 1

middle   **rid**dle   **pad**dle   **sad**dle

battle   **cat**tle   **jug**gle   **smug**gle

dribble   **scrib**ble   **bub**ble   **bot**tle

settle   **ket**tle   **driz**zle   **puz**zle

wiggle   **ap**ple   **rip**ple   **strug**gle

dribble   **drib**bles   **drib**bled   **drib**bling

TIME_____   SCORE_____

BONUS WORDS

possible   **impossible**   **invisible**

Lesson 2   WORD SORT 2   (consonant / -le)

~~hum**ble**~~	arti**cle**	parti**cle**	sim**ple**	dim**ple**	tur**tle**
ample	fumble	crumble	startle	sample	example
double	trouble	handle	candle	tremble	assemble
hurdle	gentle	gamble	preamble	mantle	

• Write each word under the correct spelling. Go from left to right, and cross out each used word.

-ble	**-ple**	**-cle**
• humb<u>le</u>	•	•
•	•	•
•	•	**-tle**
•	•	
•	•	
•	**-dle**	
•	•	
•	•	
•	•	

WORD BUILDING 2

● Write each word again.. ● Add the endings.

Drop -e	+ed	+ing
sparkle	sparkled	sparkling
startle		
stumble		
tremble		
crumble		
assemble		

● Choose 4 words from above, and write a sentence using each word.

STUDENT STUDY CARD 2

Say each word. Draw an arc under each syllable.

⟶

1.	**han** dle	**can** dle	**hum** ble	**stum** ble
2.	**crum** ble	**am** ple	**sam** ple	ex **am** ple
3.	**dou** ble	**trou** ble	**ar** ti cle	**par** ti cle
4.	**man** tle	**gen** tle	**trem** ble	as **sem** ble
5.	**tur** tle	**hur** dle	**gam** ble	pre **am** ble
6.	**flex** i ble	in **vis** i ble	in **cred** i ble	

RAPID READING 2

⟶

handle	**can**dle	**hum**ble	**stum**ble
crumble	**am**ple	**sam**ple	ex**am**ple
double	**trou**ble	**ar**ticle	**par**ticle
mantle	**gen**tle	**trem**ble	as**sem**ble
turtle	**hur**dle	**gam**ble	pre**am**ble

TIME_____   SCORE_____

BONUS WORDS

flexible   **invisible**   **incredible**

Lesson 3   WORD SORT 3   (-le)

a**ble**	ta**ble**	twin**kle**	wrin**kle**	ma**ple**	sta**ple**
sprinkle	fable	cable	single	shingle	sprinkles
angle	tangle	stable	sprinkling	triangle	capable
rectangle	ankle	reliable	jungle	responsible	

● Write each word under the correct spelling. Go from left to right, and cross out each used word.

-ble	-gle	-kle
● a<u>ble</u>	●	●
●	●	●
●	●	●
●	●	
●	●	
		-ple
		●
		●

STUDENT STUDY CARD 3

Say each word. Draw an arc under each syllable.

1. **a** ble   **ta** ble   **fa** ble   **ca** ble

2. **sta** ble   **sing** le   **shing** le   **ang** le

3. **tang** le   **tri** ang le   **twink** le   **wrink** le

4. **ank** le   **jung** le   **rec** tang le   un **tang** le

5. **ma** ple   **sta** ple   **sprink** le   **sprink** ling

6. **ve** hi cle   re **spon** si ble   **ca** pa ble   re **li** a ble

RAPID READING 3

able   **ta**ble   **fa**ble   **ca**ble

stable   **sing**le   **shing**le   **angl**e

tangle   **tri**angle   **twink**le   **wrink**le

ankle   **jung**le   **rec**tangle   un**tang**le

maple   **sta**ple   **sprink**le   **sprink**ling

TIME_____ SCORE_____

BONUS WORDS

vehicle   responsible   capable   reliable

Word Search 1

Lesssons 1, 2, 3

```
e  e  e  f  i  d  d  l  e  p  u  z  z  l  e
l  l  l  d  m  z  z  t  w  i  n  k  l  e  e
b  p  b  r  p  a  r  t  i  c  l  e  z  l  e
a  m  u  i  o  u  b  o  t  t  l  e  b  g  l
p  a  o  z  s  t  r  u  g  g  l  i  n  g  t
a  x  r  z  s  n  l  t  n  w  s  s  p  u  t
c  e  t  l  i  e  o  a  e  i  t  d  a  r  u
u  l  k  e  b  e  t  p  v  f  r  s  i  t  h
s  t  s  n  l  c  l  n  s  e  s  a  f  s  s
i  n  c  r  e  d  i  b  l  e  n  t  u  e  e
s  e  p  r  l  a  k  i  m  g  r  x  m  l  l
m  g  m  u  q  p  a  b  l  a  i  j  b  g  d
s  c  r  i  b  b  l  e  r  h  e  a  l  n  d
b  a  t  t  l  e  d  j  d  n  t  r  e  u  i
r  j  w  e  k  t  w  i  q  e  c  c  p  j  m
```

●Find the words below in the word search puzzle.

article	impossible	responsible	assemble
incredible	scribble	battle	invisible
shuttle	bottle	jungle	struggle
capable	middle	struggling	drizzle
particle	table	example	preamble
triangle	fiddle	puzzle	trouble
fumble	rectangle	twinkle	gentle
reliable			

WORD SORT 4

~~tall~~	tall**er**	tall**est**	small**est**	**small**	small**er**
tightest	tight	bright	fast	tighter	brighter
brightest	faster	slow	slower	fastest	slowest
stronger	strong	strongest	colder	lighter	coldest
cold	lightest	light			

● Write each word under the correct spelling. Go from left to right, and cross out each used word.

1 **syllable**	-er	-est
● tall	●	●
●	●	●
●	●	●
●	●	●