

A proven **phonics** program to improve Reading, Writing, and Spelling
Grade Two to Adult

88 WORD SORT

PATTERNS

PLUS WORD BUILDING PUZZLES AND QUICK READS

-an	-at	-ap	-amp
man	cat	cap	camp
can	hat	lap	damp
plan	rat	map	lamp
ran	sat	trap	stamp
than	that		

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

Teacher's Guide

OVERVIEW

88 Word Sort Patterns, a program enjoyed by struggling readers in grade 3 through high school, teaches word patterns in a unique way. First, in writing sorts, students write words under the appropriate categories headed by key spelling patterns or sounds, making word cards. Then, for reinforcement, students cut out the writing sort word cards to practice the word skills in different formats including mix and match word sorts and other activities.

All lessons in **88 Word Sort Patterns** have similar structures, allowing students to work independently. The program presents predictable word patterns in word families called “phonograms”. Phonograms have matching visual patterns, and they rhyme, man, can, fan, tan or mat, cat, bat, hat, for example. Students use the knowledge of these patterns to decode one-syllable and multi-syllable words.

Most lessons focus on matching spelling patterns. Review lessons focus on matching sounds. The phonogram patterns in **88 Word Sort Patterns** are based on thirty-seven high frequency phonograms plus high frequency reading and writing words which can be instrumental in improving reading and writing skills.

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Program Benefits

- - Provides a way for students to develop phonics skills in an activity-based format
 - Has an adult-like presentation enjoyed by older struggling readers
 - Serves as an assessment tool to easily monitor students' progress
 - Offers a multi-sensory experience for students as they sort words into categories and read words in pattern and non-pattern lists
 - Includes Quick Reads to develop automatic word recognition skills and decoding
 - Is practical for the teacher. Students cut out word cards from completed lesson pages to reinforce specific skills.

PROGRAM COMPONENTS

Spelling Sorts

STEP 1

Students write the words under the letters that match the spelling patterns.

SAMPLE Word Sort 1

Spellings for the sound /a/

man	that*	than*	lap	can*	hat*
cat	damp	rat	ran*	cap	plan*
lamp	trap	camp	map	sat*	stamp

• Write each word under the correct spelling.

an	at	ap	amp
man	cat	cap	camp
can	hat	lap	damp
plan	rat	map	lamp
ran	sat	cap	stamp
than	that		

The lessons are self-correcting. The number of boxes match the number of words in each column.

STEP 2

With the teacher, the aide, or another student, the students practice reading the words down. Reading the words down takes advantage of the rhyming pattern of the words. Next, students read the words across.

an	at	ap	amp
man	cat	cap	camp
can	hat	lap	damp
plan	rat	map	lamp
ran	sat	cap	stamp
than	that		

STEP 3

For added practice, students cut out the word cards and mix and match them. For a game, students are timed to see how quickly they can organize the words into patterns.

man	cat	cap	camp
can	hat	lap	damp
plan	rat	map	lamp
ran	sat	trap	stamp
than	that		

Sound Sorts

Sound sorts are organized by sound patterns. Because some students have difficulty with sound sorts, the teacher writes examples on the chalkboard, and explains how to categorize words by sound. The teacher starts with short **a** and short **e** vowel sounds, and writes words under each category.

Word Sort 17

Sound sort for short vowels

that*	less*	band	lunch	guess*	next*
asked*	trust	clock	bread*	knock	thumb
stopped*	dance	that's	shopping	gotten*	tough*

• Write each word under the correct sound.

short a	short e	short o	short u
that	less	clock	lunch
band	guess	knock	trust
asked	next	stopped	thumb
dance	bread	shopping	tough
that's		gotten	

WORD BUILDING PUZZLES

Word building puzzles are mix and match puzzles that provide practice in several skill areas, including compound words, contractions, and homophones. In addition to mixing and matching, students use the puzzles for card, concentration, and other games.

OPEN AND CLOSED WORD SORTS

Word sorts can be open or closed. In **88 Word Sort Patterns**, the word sorts are presented as closed sorts in specific patterns to reinforce systematic skill development. When complete, the word cards can be cut out and used for added practice of specific patterns or open sorts. In open sorts students try to discover different ways that words can be grouped, for example, by the alphabet, by number of letters or syllables, by sound patterns, or by meaning. Word cards that do not fit new patterns can be separated or discarded.

As students examine words through sorting, the teacher encourages them to talk about their observations, helping them to make generalizations about the organization or categories. Students work well with word sorts working in pairs or cooperative student groups.

SPEED SORTS

After students practice sorting words into the appropriate categories, speed sorts help students work toward automaticity. Speed sorts work well with students in pairs or cooperative groups. The pair or group that completes the word sort in the shortest time is the winner. The winners usually receive prizes or bonus points.

QUICK READS

Quick reads are important for improving automatic word recognition. They can be done with the teacher, the aide, or another student (reading partner).

INDEPENDENT READING

Practice with phonograms develops decoding skills; however, the phonogram activities should be followed with independent reading to reinforce decoding skills in a regular reading context.

HIGH FREQUENCY PHONOGRAMS AND WRITING WORDS

Wylie and Durrell (1970) developed a list of 37 phonogram patterns that occur in nearly 500 primary grade words. Many of the phonograms also occur in multi-syllable words. For example, the phonogram **at** appears in words such as **battle**, **cattle**, **pattern**, and **attitude**. In **88 Word Sort Patterns** high frequency writing words are designated with asterisks.

Wylie, R., & Durrell, D. (1970) Teaching vowels through phonograms. *Elementary English*, 47, 787-791.

WORD SORT 1

Spellings for the sound /a/

man	that*	than*	lap	can*	hat*
cat	damp	rat	ran*	cap	plan*
lamp	trap	camp	map	sat*	stamp

• Write each word under the correct spelling.

an	at	ap	amp
man			

WORD SORT 2

Spellings for the sound /a/

fast*	band*	trash	dance	stand	last*
hand*	past*	cast	cash	glance	rash
sand	splash	land*	France	flash	chance*

• Write each word under the correct spelling.

and	ast	ash	ance

WORD SORT 5

Spellings for the sound /a/

bank*	back*	bang	cash	black*	tank
gang	flash	sack	thank	hang	trash
pack	sank	sang	smash	quack	drank

- Write each word under the correct spelling.

ack	ash	ang	ank

WORD SORT 6

Spellings for the sound /e/

bell	deck	less*	kept*	fell	neck
dress*	slept	spell	check	bless	next*
smell	guess*	shell	wreck	chess	text

- Write each word under the correct spelling.

ell	ess	eck	ept / ext

WORD SORT 15

Spellings for the sound /u/

duck	but*	rough	lunch	luck	cut
tough*	punch	truck	nut	enough*	bunch
stuck	shut	some*	come*	crunch	struck

- Write each word under the correct spelling.

ut	uck	unch	ome / ough

WORD SORT 16

Spellings for the sound /u/

dunk	lung	fudge	junk	sung	judge*
punt	flunk	hung	budge	hunt	skunk
trunk	stung	grudge	grunt	bunt	clung

- Write each word under the correct spelling.

unt	udge	unk	ung

