DAY CLINIC

Examine Your Practices

Now it's your turn. Ask yourself the following questions to examine your instructional practices and materials as they relate to word building and word sorts.

- I. Am I including word building and word sorts as part of my regular weekly instructional cycle?
- 2. Am I using word building for both a blending focus and a word awareness focus throughout the instructional cycle?
- 3. Am I using multiple types of sorts to achieve different instructional goals?

- 4. Have I selected words for word building and word sorts that students are likely to encounter in their readings or use in their writings?
- 5. Am I having discussions following the word sorts about student observations and providing time for the students to verbalize their growing thinking about how words work?
- 6. Have I tried various ways to decrease the amount of time I spend transitioning from one activity to the next in order to maximize my instructional time and minimize waste?
- 7. Have I created word-building sequences and word-sort lists for each week's target skills, plus included review words to build toward mastery?

Below is a sample weekly instruction cycle schedule in which word sorts and word building have been added. Use this as a model to create your own schedule.

Sample Word-Building and Word-Sort Schedule

Monday	Tuesday	Wednesday	Thursday	Friday	
Open Word Sort (as follow-up to spelling lesson)	ss follow-up to pelling lesson) Closed Sort wire partner indeper work time. Closed Word Sort Repeat Building focus, as part of phonics lesson) Repeat Building focus) in groups students	Students repeat Closed Word Sort with partners during independent work time	(word awareness focus, as part of phonics lesson)	Timed Word Sort Repeat Word Building (word awareness focus) in small groups with students	
		Repeat Word Building (blending focus) in small groups with students needing additional support		needing additional support	

My Schedule

Monday	Tuesday	Wednesday	Thursday	Friday

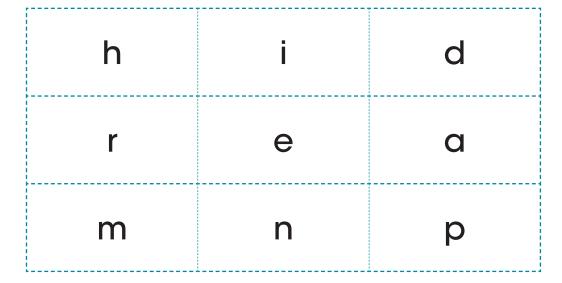
Use the skills and sample word sets below to create word-building and word-sort sets for your students. For word building, limit the amount of letter cards to 8–10 (fewer for kindergartners). Note that long-vowel, complex-vowel, *r*-controlled-vowel, and diphthong spellings can appear on one card (e.g., oa, oo, ar, oi). For word sorts, you can include a word or two that don't fit the pattern.

include a word o	or two that don't fit the pattern.
	Word Building
Sample Word-Bu	uilding Word Set (focus on short o , review short a and i):
mop, hop, hip, tij	p, top, mop, map, mat, hat, hot
Letter Cards: 0,	a, i, h, m, p, t
Word-Building V	Vord Set (focus on short <i>e</i> , review all short vowels):
Letter Cards:	
Letter Cards	
	Vord Set (focus on long a , review all short vowels and long o):
Word-Building V	
Word-Building V	Vord Set (focus on long <i>a</i> , review all short vowels and long <i>o</i>):
Word-Building V Letter Cards:	Vord Set (focus on long <i>a</i> , review all short vowels and long <i>o</i>):
Word-Building V Letter Cards:	Vord Set (focus on long <i>a</i> , review all short vowels and long <i>o</i>): Word Sorts
Word-Building V Letter Cards: Sample Word-So Word Cards: hop	Vord Set (focus on long <i>a</i> , review all short vowels and long <i>o</i>): Word Sorts ort Word Set (focus on short <i>o</i>):
Word-Building V Letter Cards: Sample Word-So Word Cards: hop	Word Set (focus on long a, review all short vowels and long o): Word Sorts ort Word Set (focus on short o): o, mop, top, hot, not, lot
Word-Building V Letter Cards: Sample Word-So Word Cards: hop Word-Sort Word Word-Cards:	Word Set (focus on long a, review all short vowels and long o): Word Sorts ort Word Set (focus on short o): o, mop, top, hot, not, lot d Set (focus on short e):

More Word Building

Here is a set of letter cards. What words can your students build? In what sequence?

Letter Cards:



1.

2.

3.

4.

5.

More Word Sorts

Here are the top 37 phonograms that can be used to make nearly 500 primary-grade words. What word sorts could you make with these common spelling patterns? Where in your scope and sequence would you use them?

ail	ash	est	ing	ore
ain	ask	ice	ink	uck
ake	at	ick	ip	ug
ale	ate	ide	ir	ump
ame	aw	ight	ock	unk
an	ay	ill	oke	
ank	eat	in	ор	
ар				

Sort I	
Nords:	
Student Outcome/Learning:	

	Sort 2	
Words:		
Student Outcome/Learning:		
	Sort 3	
Words:		
words.		
Student Outcome/Learning:		

	Word-Building Card Template				
444444444444444444444444444444444444444					

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