



# 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.

1. 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
<p><b>Open Word Sort</b> (as follow-up to spelling lesson)</p>	<p><b>Word Building</b> (blending focus, as part of phonics lesson)</p> <p><b>Closed Word Sort</b></p>	<p>Students <b>repeat Closed Word Sort with partners</b> during independent work time</p> <p><b>Repeat Word Building</b> (blending focus) <b>in small groups</b> with students needing additional support</p>	<p><b>Word Building</b> (word awareness focus, as part of phonics lesson)</p>	<p><b>Timed Word Sort</b></p> <p><b>Repeat Word Building</b> (word awareness focus) <b>in small groups</b> with students needing additional support</p>

### 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.

### Word Building

**Sample Word-Building Word Set** (focus on short *o*, review short *a* and *i*):

*mop, hop, hip, tip, top, mop, map, mat, hat, hot*

**Letter Cards:** *o, a, i, h, m, p, t*

**Word-Building Word Set** (focus on short *e*, review all short vowels):

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**Letter Cards:** \_\_\_\_\_

**Word-Building Word Set** (focus on long *a*, review all short vowels and long *o*):

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**Letter Cards:** \_\_\_\_\_

### Word Sorts

**Sample Word-Sort Word Set** (focus on short *o*):

**Word Cards:** *hop, mop, top, hot, not, lot*

**Word-Sort Word Set** (focus on short *e*):

**Word Cards:** \_\_\_\_\_

**Word-Sort Word Set** (focus on long *a*):

**Word Cards:** \_\_\_\_\_

## More Word Building

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

**Letter Cards:**

h	i	d
r	e	a
m	n	p

- 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	op	
ap	ell	ine	or	

#### Sort 1

Words:

Student Outcome/Learning:

**Sort 2**

Words:

Student Outcome/Learning:

**Sort 3**

Words:

Student Outcome/Learning:

Word-Building Card Template


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