

# Monday HW

## Word Sort

1. Take out your words. Place your headers at the top of the table or workspace.
2. Read all of your words first before sorting.
3. Ask a question if you don't know a word (or look it up in a dictionary).
4. Think about the sounds and spelling.
5. Explain the headers to your parent. (What are the categories? How do you know if a word belongs in that category? How do you know when to use this feature?)
6. Sort the words into column headers.
7. Read the words in each header aloud to check and make sure they belong there.
8. Ask your parent to check your sort.

## Timed Sort (also called Speed Sort)

1. Leave your headers out and shuffle the remaining words.
2. Get your watch/timer ready and press start.
3. Begin sorting your cards under the correct header as quickly and accurately as you can.
4. When you finish sorting, press stop. Have your parent check your sorting for accuracy.
5. Record your time on your Homework Log. (You may repeat the Timed Sort as many times as you wish and record the fastest time on your log.)
6. Be sure to put your words and headers back in your pouch.

# Word Study Language

**Header** —categories that words can be grouped into

**Sorting** —organizing words into groups based on similarities in their patterns or meaning

**Oddballs** —words that cannot be grouped into any of the identified categories of a sort. Students should be taught that there are always words that “break the rules” and do not follow the general pattern.

**Sound marks / /** —Sound marks around a letter or pattern tell the student to focus only on the sound rather than the actual letters. (example: the word *gem* could be grouped into the /j/ category because it sounds like j at the beginning).

**Vowel** (represented by V) —one of 6 letters causing the mouth to open when vocalized (a, e, i, o, u, and usually y). A single vowel sound is heard in every syllable of a word.

**Consonants** (represented by C) —all letters other than the vowels. Consonant sounds are blocked by the lips, tongue, or teeth during articulation.

**Short vowels**—can be represented by a curved symbol above the vowel: **ă, ě, ĭ, ǒ, ŭ.**

**Long Vowels**—can be represented by a horizontal line above the vowel: **ā, ē, ī, ō, ū.**

# Word Study Homework

An Explanation for Parents



## **Purpose of Word Study**

- It teaches students to examine words to discover the regularities, patterns, and conventions of the English language in order to read and spell.
- It increases specific knowledge of words – the spelling and meaning of individual words.

Your child will be bringing home a collection of spelling words weekly that have been introduced in class. Throughout the week your child is expected to complete different activities to ensure that these words and the spelling principles they represent are mastered. These activities have been modeled and practiced in school, so your child can teach you how to do them.

We would appreciate it if you could take the time to assist your children in spelling these words correctly and conducting regular “word sorts.” In this brochure we have included an explanation of the nightly activities that you can complete together for homework.

# Tuesday HW

## Blind Sort

1. Take out your words. Place your headers at the top of the table or workspace.
2. Shuffle your remaining words and give them to your parent.
3. Your parent will call out each word, one at a time, without showing it to you.
4. Spell the word out loud to your parent.
5. If you spelled the word correctly, your parent will give you the word for you to sort under the correct header. If you misspelled the word, your parent will put it back in the pile. (Parents: Return misspelled words to the pile no more than three times. After the third time your child misspells the word, show him/her the word and discuss how it should be spelled. Then have your child sort it under the correct header.)
6. Once you have spelled and sorted all of the words, copy the sort into your Word Study Notebook. Don't forget to put the date at the top of your page!
7. Be sure to put your words and headers back in your pouch.



# Wednesday HW

## Word Hunt

1. Take out your Word Study Notebook.
2. Write the date at the top of the page.
3. Write your headers beneath the date.
4. Find a book, magazine, newspaper, or something else to read. It should be something you've read before.
5. Skim through the pages in the book and look for any words that fit your categories.  
**You cannot use your spelling words.**
6. Once you find a word, say it aloud. Listen to the sound of the word to make sure it belongs under one of your headers.
7. Record the words on in your notebook under the appropriate header.
8. Find at least 3 words for each of your headers. You may need to look in more than one book.
9. Parents: Please spend no longer than 10 minutes on this activity. If your child cannot find 3 words for a particular header, you may write in the notebook to explain. A note from your child does not count!



# Thursday HW

## Writing Sort (Practice Quiz)

1. Take out your words and Word Study Notebook.
2. Write the date at the top of the page.
3. Write your headers beneath the date.
4. Shuffle your words and give them to your parent.
5. Your parent will call out each word in random order.
6. Decide which header the word belongs under and write word in that column.
7. After you are finished with all of the words, ask your parent to check your sort. Parents: Circle any words that your child misspelled or sorted incorrectly.
8. If you misspelled the word or if you sorted it under the wrong header, talk about the correct spelling/sorting with your parent. Then write that word 3 times.
9. Be sure to put your words and headers back in your pouch.

