

# SORTS 7-12

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## Word Sorts Contrasting Short- and Long-Vowel Sounds and Patterns (CVC and CVCe)

### NOTES FOR THE TEACHER

Most students easily notice that adding a silent *-e* to the end of a short-vowel word makes the vowel say its name. They see that the addition of the silent *-e* changes the short-vowel sound into a long-vowel sound: *tap* becomes *tape*; *can* becomes *cane*; *cub* becomes *cube*. While the initial use of pictures in the first six sorts helped your students discriminate the two vowel sounds, only by examining printed words will your students learn to associate the CVCe pattern with the long-vowel sound. The silent *-e*, or CVCe pattern, is the most common long-vowel spelling for *a*, *i*, *o*, and *u*. In single-syllable words, the CVCe pattern does not occur often for *e*, so the long-vowel spellings of *e* are not included here. The few spelling patterns for *e* may be found in the next set of sorts (13–18) that examine other long-vowel patterns.

Sorts 7–12 are designed for students in the early within word pattern stage who are just learning to associate the CVCe pattern with the long-vowel sounds for *a*, *i*, *o*, and *u*. Most of the words in these sorts are on a late first- and second-grade level. More difficult words that follow the same pattern are also provided for each sort. Make sure your students can read the words in each sort. You might use the Spell Check on page 28 as a pretest to see which of your students are in need of these particular sorts. Students who spell most of the words on the Spell Check correctly may benefit from the study of other common long-vowel patterns in the next section. Different pacing schemes for the within word pattern stage are suggested in *WTW*.

Although you want your students to use spelling patterns to help them read and spell, you do not want them to overrely on visual cues to the exclusion of the sound they represent. The silent *-e* at the end of words proffers a strong visual pull. If the pattern-to-sound association is not firmly established, they may not be able to spell without copying from a word card or some other visual crutch while writing.

In sorts 7–12 we take several measures to offset the strong draw to the visual at the expense of the sound. First, we include several pictures with each word sort in this section to induce students to categorize by sound as well as by pattern. Second, we recommend the use of blind or no-peeking sorts as a standard weekly routine. No-peeking sorts require students to categorize a word by sound before they see its spelling pattern.

Third, we incorporate oddballs that violate the prevailing pattern-to-sound correspondence. High-frequency words like *come*, *some*, *done*, and *have* are also incorporated to keep your students on their toes. These words are spelled with the CVCe pattern but do not have the long-vowel sound. For more information on blind or no-peeking sorts and on dealing with high-frequency words, see Chapter 6 of *WTW*.

Sorts 7–10 require students to categorize words and pictures by short- or long-vowel sounds. The same key words and pictures that were used to head the categories in sorts 1–6 are used again here. Each sort contains at least one oddball, a word that follows the pattern for a particular vowel sound but does not contain that vowel sound. Students should be encouraged to find “the odd one out” after they sort and to articulate why it does not fit into either category by sound or by pattern.

Sort 11 requires students to categorize short- and long-vowel sounds and patterns across all four vowels. Sort 12 focuses on the spelling of words ending in *ck*, *ke*, or *k*, and demonstrates how these word endings are also tied directly to the vowel sounds.

When possible, share books that contain a number of words from the targeted vowel sounds as a way to introduce or reinforce the pattern-to-sound consistency. For example, *Make Way for Ducklings* (McCloskey, 1941) is a natural connection for the *ck* versus *ke* and *k* distinctions presented in sort 12 since the ducklings’ names are Jack, Kack, Lack, Mack, Nack, Ouack, Pack, and Quack. You may also have poems or chants that feature similar short- and long-vowel sounds and patterns such as *Seven Little Rabbits* (Tashjian, 1941), that feature many long-vowel sounds. You might present these on a chart or overhead and underline target words before or after doing the sorting and activities.

## STANDARD WEEKLY ROUTINES FOR USE WITH SORTS 7-12

1. **Repeated Work with the Pictures and Words:** Students should work with the featured sorts several times after the sort has been modeled and discussed, as described in each lesson below. After cutting out the words and pictures, the pieces can be stored in an envelope or baggie to be sorted again for individual practice on other days. The pictures and words can also be used in partner activities where students work together to read and spell the words. At some point students may glue down the sort or they may keep it to combine with additional sorts in review lessons.
2. **Writing Sorts and Word Study Notebooks:** Students should record their word sorts by writing them into columns in their notebooks under the same key words and pictures that headed the columns of their word sort. Writing their sorts into columns gives students practice with writing the word and provides a “home base” for the other weekly routines and homework assignments. At the bottom of the writing sort, have your students **reflect** on what they learned in that particular sort and write their observations about the spelling of certain sounds. See Chapter 3 in *WTW* for more detailed descriptions of word study notebooks.
3. **Change-O:** This activity is especially appropriate for early within word pattern spellers. Choose four or five words to work with, then show students how they can change a letter to make a new word. Typically, consonants are exchanged for other consonants at the beginning (*make-bake*) or end (*mad-mat*) of words. Consonant blends may be exchanged for other consonant blends as well (*grass-class*), or digraphs for digraphs (*chin-thin*) at either the beginning or end of words (*wish-with*). As students progress further through this stage, see if they can change the vowel in the middle to come up with a new word (*drive-drove; give-gave*) and have them write their new creations in their word study notebooks.
4. **Word Hunts:** Students can look for words in daily reading that mirror the featured sound or pattern. Challenge children to find others that contain the same vowel

sound and/or pattern; or brainstorm additional words. After they find examples of the sound or pattern they are looking for, they can add the words to the bottom of the proper column in their word study notebook. You may want to create posters or displays of all the words students can discover for each category.

5. **Dictated Sentences:** Tell your students that you study patterns that go with short- and long-vowel sounds so that they can read and spell. Prepare a sentence that contains several of your word study words. Read the sentence to your students and have them write it. Give them feedback about their spelling and mechanics.
6. **Blind or No-Peeking Sorts and No-Peeking Writing Sorts:** A blind or no-peeking sort should only be done after students have had a chance to practice a word sort several times. Key words are laid down as headers. Students work together and take turns calling out a word without showing it. The other student points to where the word should go and the partner then shows the word card to check its spelling against the key word. In a blind or no-peeking writing sort, key words are written at the top of a sheet of paper. The student then writes the words in the correct column as they are called aloud. After the word has been written, the partner calling the words shows the word card to the student doing the writing to check for correctness. No-peeking sorts require students to think about words by sound and by pattern and to use the key words as models for analogy. Buddy sorts like the blind or no-peeking sorts are a great way to practice for spelling tests and can be assigned for homework. See the homework form in the Appendix.
7. **Games and Other Activities:** Create games and activities such as those in *WTW* or download them ready made from the *WTW* CD-ROM. The Train Station game is one we highly recommend for use with all long-vowel patterns. Other games, such as Green Light! Red Light!, Scattergories, Word Study Trivial Pursuit, and UNO, are described in Chapter 6 of *WTW*.
8. **Assessment:** To assess students' weekly mastery, ask them to both spell and read the words. An assessment of all the short- and long (CVCe pattern)-vowel words used in these sorts follows the sorts on page 28: Spell Check 1: Short versus Long (CVCe).

## **SORT 7 SHORT -A VERSUS LONG -A (CVCe)**

Prepare a set of pictures and words to use for teacher-directed modeling. There are 17 words and four pictures. Read and discuss any unfamiliar words, then ask your students if they notice anything about the words (they all have an *a* in them). Ask about the vowel sounds in the middle of the words. Do they all have the same vowel sound? Students might cut their own sets of words in advance to bring to the group.

### **Demonstrate**

Introduce the short *-a* symbol and the long *-a* symbol on the headers. Be sure to include the oddball header for words that do not fit the other two categories. Provide an example of each vowel sound and model the phoneme segmentation process involved in isolating and identifying each vowel sound. Demonstrate the sorting process by saying each word and comparing it to each key word, picture, and symbol. Have your students join in as you continue to model the isolation, identification, and categorization of the medial vowel sound. After sorting a few, be sure to model the word *what* and how to decide when a word does not fit either category. Explain why *what* is an oddball; *what* is spelled like it should have a short *-a* sound but it does not: The middle sound of *what* sounds like /uh/ instead of the short *-a* sound. When you are finished sorting, ask the students how the words in each column are alike and how they are different from the other words.

## Sort

Have your students shuffle their cards and sort them into groups by short- and long-vowel sounds. Remember to have them head up their categories with the same key words and pictures that you used, including the oddball header. Tell your students to say each word aloud as they sort. The final sort should look like this (pictures are in brackets):

Short -a [cat]	Long -a [cake]	oddball
last	make	what
[glass]	face	
fast	same	
snap	[gate]	
sack	base	
ask	page	
grass	rake	
hand	came	
mad	[whale]	
[bat]	made	

## Check

After the students sort, have them check their own sorts by reading each word and picture in a column to make sure they all sound the same in the middle. If a student does not notice a mistake, guide him or her to it by saying: *One of these doesn't fit. See if you can hear which one as I read them all.* Then read each word card, being careful to enunciate each vowel sound clearly. If the student still does not hear the oddball, read through the column again, then revisit the misplaced word and compare it to each key word and symbol. Ask the student which column the word should go in and why.

## Reflect, Declare, and Compare

After checking the sort, ask your students to reflect on their sort and declare their categories by sound and by pattern. You might have students write how the words in one column are alike and how they are different from the words in the other.

## Extend

Have students store their words and pictures in an envelope or plastic bag so they can reuse them throughout the week in individual and buddy sorts. Students should repeat this sort several times. Additional, similar sorts may be downloaded from WTW CD-ROM. See the list of standard weekly routines to form follow-up activities to the basic sorting lesson.

**More Difficult Words:** (16) *fact, sand, bath, math, tame, grape, flame, scale, fame, lane, whale, wade, blame, fake, blaze, skate.*

## SORT 8 SHORT -I VERSUS LONG -I (CVCe)

Prepare a set of pictures and words to use for teacher-directed modeling as described in sort 7. There are 16 words and five pictures. Read and discuss any unfamiliar words. Ask your students what they notice about the spelling of the words in the sort.

## Demonstrate

Introduce the short *-i* and the long *-i* symbols on the headers. Be sure to include the oddball header for words that do not fit the other two categories. Tell your students that they will compare and contrast the spelling patterns of short- and long *-i* words. Remember to segment the middle vowel sound in the key words so that students will know what to listen for. Demonstrate the sorting process by saying the word and comparing it to each key word, picture, and symbol. Have your students join in as you continue to model the isolation, identification, and categorization of the medial vowel sound. After you have sorted a few, hold up the word *give* and ask what pattern the word might go with. Then ask if the word *give* has a long *-i* sound. Explain that the word *give* is an oddball because it is spelled like a long *-i* word—it has the CVCe pattern—but the vowel sound in the middle of *give* is short. When you are finished demonstrating the sort, ask your students how the words in each column are alike and how they are different.

## Sort

Have your students shuffle their cards and sort them into groups by short- and long-vowel sounds. Remember to have them head up their categories with the same vowel symbol, key words, and pictures that you used, including the oddball header. Have your students say each word aloud as they sort. The final sort should look like the one below. Key words are bolded and pictures are in brackets.

Short <i>-i</i> [pig]	Long <i>-i</i> [kite]	oddball
<b>swim</b>	<b>five</b>	<b>give</b>
rich	drive	
[stick]	mice	
thin	[dice]	
flip	hike	
gift	nice	
[clip]	life	
spill	[knife]	
[kick]	nine	
dish	prize	

## Check

After the students sort, have them check their own sorts by reading each word and picture in a column to make sure they all sound the same in the middle. If a student does not notice a mistake, guide him or her to it by saying: *One of these doesn't fit. See if you can hear which one as I read them all.* Then read each word card, being careful to enunciate each vowel sound clearly. Most students will notice their error when you do this, but if the student does not, read through the column again, then revisit the misplaced word and compare it to each key word and symbol.

## Reflect, Declare, and Compare

After checking the sort, ask your students to reflect on their sort and declare their categories by sound and by pattern. You might ask students to write what they learned about spelling short *-i* and long *-i* words from doing this sort in their word study notebooks.



## Extend

Have students store their words and pictures in an envelope or plastic bag so they can reuse them in individual and buddy sorts. Students should repeat this sort several times throughout the week. Use the standard weekly routines for follow-up activities to this basic sorting lesson; especially Writing Sorts, Change-O, Word Hunts, and Blind or No-Peeking Sorts.

**More Difficult Words:** (16) *slid, grin, skip, grip, shine, glide, pride, spine, tribe, ripe, pine, price, file, hive, smile, while.*

## SORT 9 SHORT -O VERSUS LONG -O (CVCe)

There are 17 words and four pictures in this sort. Introduce this sort in a manner similar to that described for sorts 7 and 8. As you read and discuss the words, be sure to talk about the meanings of the words *rode* and *hole* so that students do not confuse them with the words *road* and *whole*. Explain that *rode* and *hole* are homophones—words that sound alike but have different meanings and different spelling patterns. The words *come* and *some* are oddballs in this sort because they have the CVCe spelling pattern but do not have the long -o sound. Conduct this sort using the same lesson format: **Demonstrate, sort, check, reflect, and extend.** The sort will end up looking something like this:

Short -o [sock]	Long -o [bone]	oddball
rock	home	come
job	stove	some
hot	hose	
spot	[cone]	
[pot]	hope	
chop	those	
[clock]	joke	
	rode*	
	broke	
	rose	
	hole*	
	[rope]	

\*homophones

**More Difficult Words:** (16) *flock, plot, flop, slot, plop, lone, pole, woke, mole, tone, vote, robe, role, choke, stole, once.*

## SORT 10 SHORT -U VERSUS LONG -U (CVCe)

This sort contains 16 words, five pictures, and three headers. Introduce the sort in a manner similar to sorts 7 and 8. The word *put* is an oddball because it has the short -u CVC pattern but it is pronounced as if it rhymes with *foot* instead of *cut*. Note: There is a slight difference in the long -u sound in *use* and *cute* (where the vowel says its name *yū*) and in *tune* and *flute* (*ū*). Children may or may not notice this difference. Either way, the sound is spelled the same.

**Demonstrate, sort, check, reflect, and extend.** The sort will look something like this:

Short -u [cup]	Long -u [tube]	oddball
just	tube	put
drum	huge	
[bus]	June	
hunt	[cube]	
jump	rude	
shut	flute	
club	[mule]	
[cut]	cute	
such	tune	
[plus]	use	

**More Difficult Words:** (10) *crush, pump, plum, snug, plug, spun, plus, fuse, plume, prude.*

## SORT 11 SHORT VERSUS LONG (CVC AND CVCe) REVIEW

There are 21 words in this sort and no pictures. Note that the column headers for this sort are different. The column headers label the pattern of consonants and vowels for each vowel sound. The label CVC refers to the consonant(s) to the left and right of the short vowel. The label CVCe refers to the pattern of consonants and vowels for the long vowel. Read and discuss any unfamiliar words. See if anyone knows which word is a homophone and tell your students that this *which* is spelled differently from the *witch* that rides a broomstick; they have different spelling patterns so we can tell them apart.

### Demonstrate

Introduce headers *CVC-short*, *CVCe-long*, and *oddball*. Tell your students that they will be comparing and contrasting the short- and long-vowel spellings of all four of the vowels they have been studying in the previous four sorts. Since all four vowels are represented, the key words and pictures for individual vowels have been dropped. Explain that the CVC refers to the consonant-vowel-consonant spelling pattern of the short vowels. Write up several words and label them. *Fat* = CVC, but so is *flat* and *flock*. Label the consonants in *crop* as CCVC and in *which* as CCVCC. Explain that all three words have a short vowel and CVC is used to represent all of them. The CVCe refers to the consonant-vowel-consonant -e spelling pattern of the long vowels. Demonstrate the sorting process by saying each word and comparing it to each header. Have your students join you as you model sorting by pattern. See if they can spot the oddballs—the words *done* and *have* contain the CVCe pattern—but not the long-vowel sound. When you are finished demonstrating the sort, ask your students how the words in each column are alike by sound and by pattern. Reflect as a group on the pattern-to-sound consistency in the CVC and CVCe pattern across all four vowels.

### Sort

Ask your students to sort independently and in buddy pairs.

### Check

Since this sort does not include pictures, the ubiquitous silent -e at the end of so many words may tempt some students to sort by pattern alone. They may categorize all of the words with an e at the end into one group together. Without sorting by sound as well as pattern, however, the words *done* and *have* will no doubt be misplaced. If this is the case, ask your students to read all of the words in a column aloud to make sure they all have the same sound.

## Reflect

Ask your students to reflect on the patterns characteristic of short- and long-vowel sounds in this review.

CVC-short	CVCe-long	oddball
crop	note	done
wax	mule	have
skin	rule	
crab	dune	
lots	safe	
gum	wife	
drip	cape	
which	tide	
	vote	
	wipe	
	race	

## Extend

See the list of standard weekly routines. At this point you can also **review** all four long vowels using pictures and words from sorts 7, 8, 9, and 10. Challenge students to sort into four categories. You might try this with just the words by creating your own word sort sheet using the template at the back of this book. List long-vowel words from all four vowels randomly for students to cut apart and sort by long-vowel sounds. Follow this up with blind or no-peeking writing sorts where children take turns reading the words for their partner to write.

**More Difficult Words:** (16) *slap, shade, mate, chip, spite, slice, sob, owe, wove, stroke, mast, crate, clip, wide, phone, dove.*

## SORT 12 FINAL /k/ SOUND SPELLED CK, KE, OR K

Students in the within word pattern stage may overgeneralize the final *ck* digraph in long-vowel words and spell the word *smoke*, *SMOCKE*, for example. Students need to discover that the final /k/ sound in single-syllable words is directly related to the vowel sound that precedes it. These spelling distinctions are tied directly to the vowel sound.

There are 21 words in this sort. Prepare a set of words and headers to use for teacher-directed modeling. Note that the column headers for this sort are different—they reflect the spelling of the final /k/ sound in three different vowel-sound contrasts. Read and discuss any unfamiliar words. Ask your students if there is anything they notice about all of the words (they all have *k* in them). You may want to cut off the headers and ask students to do an open sort. Some may sort by pattern, others by sound. Either way the results will be similar.

## Demonstrate

Introduce headers *ck*, *ke*, and *k*. Tell your students that they will be comparing and contrasting the spelling of the final /k/ sound. Demonstrate the sorting process by using the bolded key words: *kick*, and *take*, and *took*. Say each word and compare it to each header. Have your students join you as you continue to model sorting by the spelling of the final /k/ sound at the end of each word. When you are finished demonstrating the sort, ask your students how the words in each column are alike by vowel sound. See



if they notice that all of the words ending in *ck* have short-vowel sounds; all of the words ending in *ke* have long-vowel sounds; and all of the words ending in *k* have vowel sounds that are neither long nor short. If your students do not notice this on their own, read the words in each column carefully and tell them directly. At this point you might compare the *ck* spelling to the CVC pattern of previous sorts and point out that it is still a CVC pattern. Likewise, compare the *ke* spelling to the CVCe pattern of the previous sort. Read all of the words in the *k* column aloud and ask the students what they notice about them (they rhyme and they all have the same spelling pattern).

After your demonstration, have the students **sort**, **check**, and then **reflect** on this sort. Be sure to have them **declare** what spellings go with which vowel sounds. The sort will look something like this:

<b>-ck short</b>	<b>-ke long</b>	<b>-k other</b>
kick	take	took
sick	bike	shook
lock	shake	cook
duck	spoke	look
pack	duke	book
lick	strike	
sock	smoke	
truck	like	

## Extend

See the list of standard weekly routines: Writing Sorts, Change-O, Word Hunts, No-Peeking Sorts, and Games. You might try dictating a sentence like: *Take a snack in your pack when you go for a hike.* See also the Take-A-Card game on the WTW CD-ROM for more *ck*, *ke*, and *k* spellings.




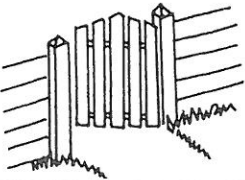
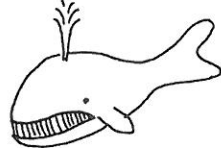
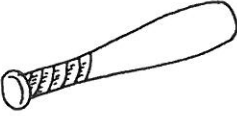
**More Difficult Words:** (14) *stack, track, quack, brake, quake, flake, wake, brick, chick, click, spike, poke, clove, pluck.*

## SPELL CHECK 1 ASSESSMENT FOR SHORT- AND LONG (CVCe)-VOWEL PATTERNS

The spelling of short vowels following the consonant-vowel-consonant (CVC) pattern and the spelling of long vowels following the consonant-vowel-consonant-silent *e* patterns (CVCe) are assessed with the Spell Check for Short and Long (CVCe) on page 28. All of the words pictured have been presented previously in sorts 7–12. Name each picture, then ask your students to think about each word's vowel sound and write the spelling of the word on the lines provided. Students can also complete this independently. These are the 20 words assessed:




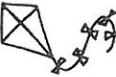

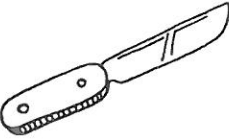

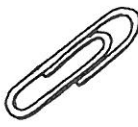
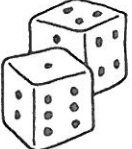
- |           |          |           |
|-----------|----------|-----------|
| 1. hose   | 2. tube  | 3. duck   |
| 4. tape   | 5. book  | 6. sack   |
| 7. bone   | 8. kick  | 9. sock   |
| 10. mule  | 11. bike | 12. flute |
| 13. five  | 14. rock | 15. smoke |
| 16. stove | 17. rake | 18. kite  |
| 19. lock  | 20. cape |           |

**SORT 7 Short -a versus Long -a (CVCe)**






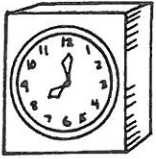

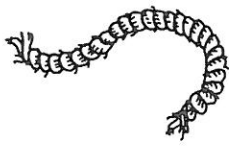
		<i>oddball</i>
mad		make
fast	hand	what
	snap	last
page	came	
	grass	face
base	rake	ask
same	made	sack

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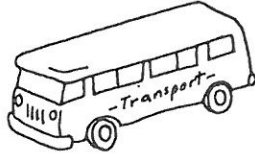


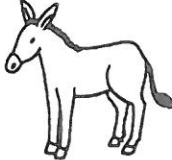
**SORT 8 Short -i versus Long -i (CVCe)**

  pig	  kite	<i>oddball</i>
dish		five
rich	mice	prize
	gift	hike
life	flip	
	thin	swim
nice	drive	spill
nine	give	

**SORT 9 Short -o versus Long -o (CVCe)**

  sock	  bone	<i>oddball</i>
rock		rode
job	hope	those
	hot	hose
joke	home	
	come	hole
some	spot	chop
stove	rose	broke

SORT 10 Short -u versus Long -u (CVCe)

<p>ŭ  cup</p>	<p>ū  tube</p>	<p><i>oddball</i></p>
<p>drum</p>		<p>cute</p>
<p>use</p>	<p>huge</p>	<p>just</p>
	<p>jump</p>	<p>hunt</p>
<p>shut</p>	<p>tube</p>	
<p>2 + 2 = 4</p>	<p>tune</p>	<p>such</p>
<p>club</p>	<p>June</p>	<p>rude</p>
<p>flute</p>		<p>put</p>



SORT 11 Short versus Long Review (CVC and CVCe)

CVC - short	CVCe - long	<i>oddball</i>
crop	note	mule
done	wax	rule
dune	skin	safe
crab	wife	lots
cape	tide	gum
have	drip	vote
race	which	wipe

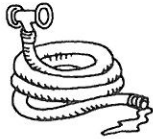


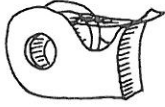





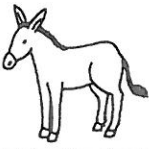




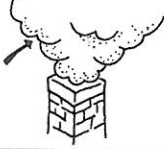


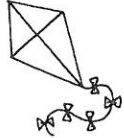

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**SORT 12** Final /k/ Sound Spelled ck/ke/k

<b>-ck short</b>	<b>-ke long</b>	<b>-k other</b>
<b>kick</b>	<b>take</b>	<b>took</b>
<b>bike</b>	<b>sick</b>	<b>lock</b>
<b>shook</b>	<b>shake</b>	<b>duck</b>
<b>duke</b>	<b>spoke</b>	<b>pack</b>
<b>strike</b>	<b>cook</b>	<b>lick</b>
<b>sock</b>	<b>smoke</b>	<b>look</b>
<b>truck</b>	<b>like</b>	<b>book</b>

Spell Check 1 Sorts 7-12 CVCe Patterns

Name \_\_\_\_\_

<p>1. _____            _____            _____</p> 	<p>2. _____            _____            _____</p> 
<p>3. _____            _____            _____</p> 	<p>4. _____            _____            _____</p> 
<p>5. _____            _____            _____</p> 	<p>6. _____            _____            _____</p> 
<p>7. _____            _____            _____</p> 	<p>8. _____            _____            _____</p> 
<p>9. _____            _____            _____</p> 	<p>10. _____            _____            _____</p> 
<p>11. _____            _____            _____</p> 	<p>12. _____            _____            _____</p> 
<p>13. _____            _____            _____</p> 	<p>14. _____            _____            _____</p> 
<p>15. _____            _____            _____</p> 	<p>16. _____            _____            _____</p> 
<p>17. _____            _____            _____</p> 	<p>18. _____            _____            _____</p> 
<p>19. _____            _____            _____</p> 	<p>20. _____            _____            _____</p> 