Within word pattern sort for Ellie

Ellie is in the early within word pattern stage of spelling. She is demonstrating multiple areas where she struggles with features. The long vowel sound is one feature where she is confusing the letter combination that makes the sound. She is also confusing the r-controlled vowels, ambiguous vowels, and consonant clusters features. As her instructor I will begin with long vowels, specifically the long a. I will include the most common patten of VCe because she did demonstrate confusion on the inventory. Included also will be \ai\ and \ay\ for her to determine and practice the pattern.

Word Knowledge Practice

1. Introduce all the words from the sort to Ellie. Make sure she is familiar with the word’s definition. Ask her, what is the difference between the words male/mail and sail/sale based on the picture on the card?
2. Set out the word sort cards with the underlined patten for the long a sound.
3. Point out that the VCe pattern is making a long a sound in the word cake. Show her the card with rain on it. Point to the letters as the word is said. Elongate the sound to show the ai vowel pattern making the long a sound. Ask her to look at the word day. Ask her what letters make the a sound in that word?
4. Explain the procedure for the sort to her and model two or three examples. The headers cards will be placed at the top of the work area. Using the word sort cards match the feature pattern that is similar in the accurate category. Explain why word cards go in a specific category, under a heading. For example, “I am going to put stay under day because it has the same pattern /ay/ making the long a sound. Point out the oddball category and instruct Ellie to put any word that she is unsure of the category to place it there.
5. Allow her to complete the rest of the sort cards herself. Be sure to ask her to give an explanation as to why she chose the category she chose for each word.
6. Have her read down the columns of the organized sort out loud to self-check if the words all match the pattern as the headers.
7. If any words are incorrect, allow her the opportunity to spot that word and self-correct. This is the time to make sure she recognizes the sound of the word said as not being the same as /ai/ in paid. It is an oddball.
8. When she has accurately completed the sort, have her repeat the process without remove the headers and ask her to categorize the sort from the matching patterns.
9. Once she has completed the word sort accurately, draw her attention back to the words male/mail, sale/sail, and tail/tale. Discuss these words by meaning again. Ask her to compose a sentence for each one that gives clues as to the meaning of the word. Have her write the sentences in her word study notebook. If she has difficulty defining the words then this is a teachable moment for the Ellie to utilize a dictionary.

Comprehension and Skill Practice

1. Read the passage, “Alex’s Lemonade Sale”. The thematic study of consumable resources (fuel) in Science makes this a good selection. This story will allow the discussion of fuel use and finding alternate sources of fuel. It also has a noticeable conflict and progression of plot so the same passage will be used to dissect during English class to determine conflict and plot. Within the passage there are several words that are incorporated in the sort. This allows Ellie to see the word in text and practice recognizing the feature patterns within words. The passage will be reread in English to strengthen reading fluency and encourage thoughtful discussion.

Writing Activity

1. Write the vocabulary word “fuel” in her literary notebook. Next, she will find the word in the text and write the sentence in her literacy notebook. Then she will write what the word means based on the sentence. She will give the evidence from the text that helped her figure that out and write that also. Next, she will write how she plans on remembering what the word means in her literacy notebook. She will also describe her strategy to remember the word. Finally she will use the word in a sentence she constructed on her own.
2. Different passages can be located to perform the same tasks for various students. Sorts and passages will vary per word study groups. Each group can study the same content using different passages and strengthening the features they individually struggle with in reading and spelling.