



Word Work Weekly Schedule



Dear Parents/Guardians,

Today your child is bringing home their first spelling list. We have been doing the **Words Their Way** spelling program in class for the past two weeks and your child is very familiar with the practise procedures. On the first day of the school week your child will be bringing home a collection of spelling words that have been introduced to his/her group in class. Each night of the week your child is expected to do a different activity to ensure that these words and, more importantly, the spelling patterns they represent are mastered. These activities have been modeled and practiced in school, so your child can teach them to you.

You may ask, Why this program? The answer is for several reasons:

1. Word sorts are fun and interesting for students
2. Sorting makes students pay attention to words and to make logical decisions about their sound, pattern, and/or meaning as they place the words
3. Students work with words they already know, allowing them to concentrate on analyzing the sounds or patterns within each word. Learning to spell involves making associations between the spelling of words and their pronunciations, so it is important that children know and can already pronounce most of the words to be sorted.
4. Sorting allows students to use critical thinking skills to make judgments about which category to use when placing a given word. Students do not rely on rote memorization, but determine the similarities and differences among targeted features themselves.

5. Once sorting routines have been taught it is then possible to have students working in groups that address their needs as learners instead of using one spelling list for all students. All of the students in the class have all been assessed to see where their areas of need are and have been grouped accordingly.

(Above information taken from Words Their Way – Word Study for Phonics, Vocabulary, and Spelling Instruction by Donald R. Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston)

The following is a weekly schedule for you and your child to follow at home to support the learning your child will do at school.

Monday

Remind your child to **sort the words** into categories like the ones he/she did in school. Your child should say each word aloud as he/she places the word into the appropriate category during this activity. Ask your child to explain why the words are sorted in a particular way – What does the sort reveal about spelling in general? Ask your child to sort them a second time as fast as possible.

Tuesday

Do a **blind sort** (or **no peeking sort**) with your child. Lay down one card from each category as a header and then read the rest of the words aloud. Your child must indicate where the word goes without seeing it. Lay it down and let your child move it if he/she is wrong. Repeat if your child makes two or more errors.

Wednesday

Assist your child in doing a **writing sort**. Lay down one card from each category as a header, have your child take a word card from his/her pile. Have your child - **SAY THE WORD, SPELL THE WORD, PLACE THE WORD** under the correct header. Once your child has completed this, have him/her copy the words under the correct headers.

Thursday

Do a **practise quiz sort** to prepare for the Friday test. Have your child label the columns with the headers (guide words) they have used all week. As you call out the words in random order your child should write them under the correct guide word. Call out any words your child misspells a second time. Thank you for your support. Please call or stop by the classroom after school if you have any questions. Together we can help your child make valuable progress.

Sincerely,
Janet Price