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| **Do**  Do cut words as morning work or independent work  Do meet with each group several times a week (2-3)  Do have in depth conversations about the patterns in the sorts  Do scaffold student thinking! Use what they know about words and build from here.  Do include spelling words that students know how to spell. This allows student to generalize and make connections to new words.  Do engage in word study every day.  Do have students articulate their understandings either verbally or in writing at the end of the lesson  Do establish a routine. Having similar activities each week with different words will help classroom management and engagement.  Do ask questions like:  What do you notice about these words?  What patterns do you see?  What do you notice about the vowels and the consonants in these words?  What are the meanings of the words?  How does the meaning effect the spelling?  How does the spelling effect the part of speech?  What is the origin of the word?  How does knowing the origin help me spell the word? | **Don't**  Don't spend more than a few minutes (2-3) cutting out words  Don't have students sort words independently all week  Don't have high students figure it out on their own. This group needs instructional time to discuss in depth word origins and understandings.  Don't have students play games before they understand the pattern  Don't assign only unknown words.  Don't go through the meaning of every single word. If every word is new then this is probably not the right sort for this group. For ESL students consider cutting the list in half. |

Word Study Do's and Don'ts