

# Word Study Notebook & Activity Sheets



for **Words Their Way**  
*Word Sorts for*  
*Letter Name-Alphabetic Spellers*

**\* aligned to 3<sup>rd</sup> edition**



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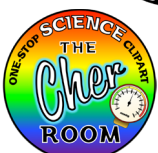
Thank you for understanding and I hope you appreciate the work that went into creating this product for your classroom and the prep time it saves now and in the future! ☺

If you have any questions or concerns, you may contact me at [tarheelstateteacher@gmail.com](mailto:tarheelstateteacher@gmail.com).

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WELCOME TO THE COMMUNITY!**

## RESOURCE MADE POSSIBLE BY THESE AMAZING CLIP ARTISTS AND FONT DESIGNERS



# GET YOUR FREE WORD SORT POSTERS AND CHOICE BOARD TODAY!

Are you looking for new ways to engage your students in learning and practicing word study concepts?!(If you're reading this, I'm almost certain you are ☺ ).

To help teachers like you add more differentiation, variety, and FUN to their word study routines, I've put together **FREE word sorting direction posters and a choice board for your students!**



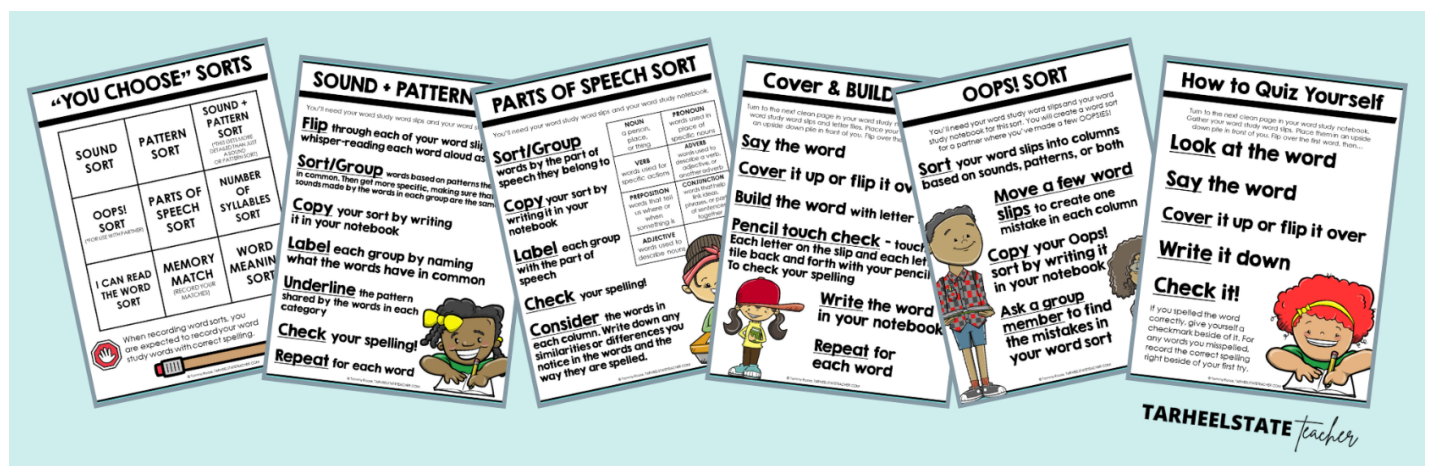
If word sorting is a part of your word study routine (or you want to see how to add it in), these direction posters and choice board are for you!

## JOIN MY EMAIL NEWSLETTER FOR 3<sup>RD</sup>-5<sup>TH</sup> TEACHERS

[CLICK HERE](#) TO SUBSCRIBE AND RECEIVE YOUR OWN COPY OF THE WORD SORT DIRECTION POSTERS + WORD SORT CHOICE BOARD!

**IT'S ALL IN A PDF THAT I'LL SEND STRAIGHT TO YOUR INBOX!**

Best of all, this won't be the only perk you'll receive by joining the email list. I'll also share downloadable and editable word study rotation schedules, student group forms, and more!

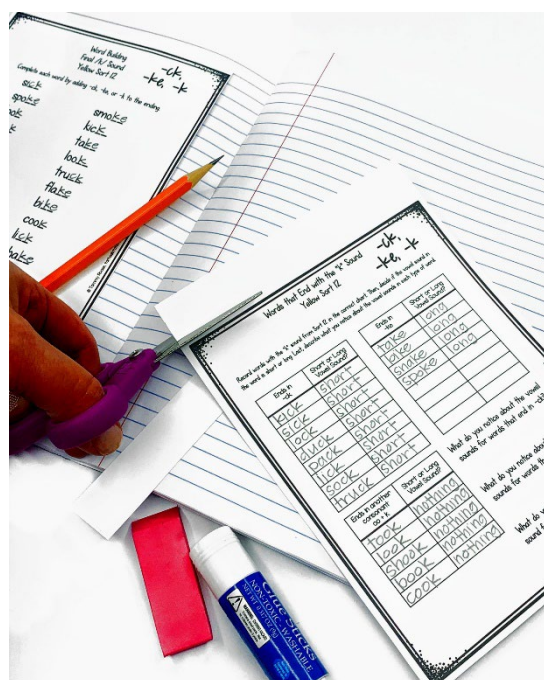


# Letter Name-Alphabetic Spellers Notebook Table of Contents:

|   |             |
|---|-------------|
| <a href="#">Using the Activity Sheets</a>   | Pg 5        |
| <a href="#">My Classroom Word Study Routine and Schedules</a>                                     | Pg 6-10     |
| <a href="#">Tips for Organizing Notebooks/Printing Suggestions</a>                                | Pg 11-12    |
| <a href="#">Student Word Study Notebook Cover Page</a>  | Pg 13       |
| <a href="#">Sorts 1-11: Beginning Consonants Review</a>   | Pgs 14-36   |
| <a href="#">Sorts 12-18: Same-Vowel Word Families</a>   | Pgs 37-51   |
| <a href="#">Sorts 19-32: Digraphs and Blends</a>  | Pgs 52-73   |
| <a href="#">Sorts 33-39: Mixed-Vowel Word Families</a>  | Pgs 74-88   |
| <a href="#">Sorts 40-52: Short Vowels in CVC Words</a>  | Pgs 89-113  |
| <a href="#">Sorts 53-57: Preconsonantal Nasals</a>  | Pgs 114-124 |
| <a href="#">Sorts 58-60: Additional Sorts -<br/>Intro to R-Controlled Vowels and Contractions</a> | Pgs 125-130 |



# Using the Activity Sheets

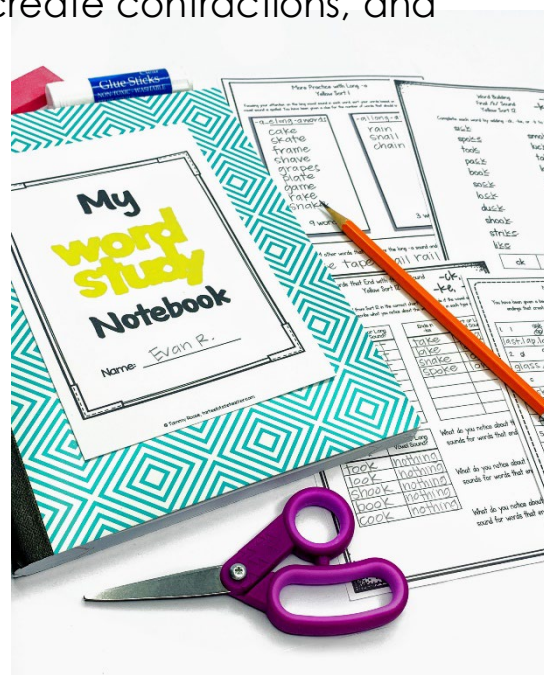


These word study notebook activity sheets can be a companion to Words Their Way: Word Sorts for Letter Name-Alphabetic Spellers (Johnston, Invernizzi, Bear, and Templeton, 3<sup>rd</sup> Edition). Students who fall into the Letter Name-Alphabetic Spellers stage of word study may be inconsistent with accurately representing letter-sound correspondences for consonants and often struggle with representing initial and final consonants as well as the accurate medial vowel in CVC words. In the Letter Name-Alphabetic stage, students are learning critical letter-name correspondence as well as gaining a strong understanding of words that follow the CVC pattern (consonant-vowel-consonant). This stage is critical in expanding students' ability to accurately read and write CVC words.

Letter Name-Alphabetic Spellers benefit from guided activities that challenge them to work exclusively with CVC words, studying beginning consonants, word families, digraphs and blends, short vowels, and preconsonantal nasals. Students working in the Letter Name-Alphabetic stage may be asked to identify beginning consonants, blends, or digraphs, create CVC words by representing and blending the individual phonemes they hear, choose the correct beginning letters, vowels, or rime to complete a word, complete fill-in-the blank sentences to apply the meanings of words they are studying, create contractions, and more!

The activities presented here could easily be discussed in small group lessons with the teacher, but are designed for independent exploration and reinforcement of concepts embedded in the Letter Name-Alphabetic Spellers word study lists.

Based on the level of difficulty of the activity pages and how progressed your students are with being “independent thinkers,” **you may choose to have them complete some of the sheets independently and save others for their small group meeting.** In the beginning, you will want to spend time modeling the activity sheets and setting expectations.



**My 9 Day Word Study Cycle for  
Letter Name-Alphabetic Spellers (the “Red Group”)**

## **9 DAY WORD STUDY CYCLE**

|                |  |
|----------------|--|
| <b>DAY 1</b>   | Meet with the Teacher  |
| <b>DAY 2-3</b> | <a href="#"><u>Partner Games/Hands On Independent Activity</u></a> |
| <b>DAY 4</b>   | Meet with the Teacher  |
| <b>DAY 5-6</b> | <a href="#"><u>Discovery Word Search</u></a>                       |
| <b>DAY 7</b>   | <a href="#"><u>Word Study Notebook</u></a>                         |
| <b>DAY 8</b>   | Writer's Notebook<br>(from Writer's Workshop)*                     |
| <b>DAY 9</b>   | “Hear it/Sort and Spell It” or<br>“No Peaking” Assessment          |

*\* I set aside 15-20 minutes for word study with the goal of having our word study block consistently 4-5 times a week. If you compare schedules for different levels, you'll notice that Writer's Notebook day shifts around because it is a whole-group day where all students are working in their writer's notebook.*

# My Classroom Word Study Routine for Letter Name-Alphabetic Spellers (the “Red Group”)

*\* I set aside 15-20 minutes for word study with the goal of having our word study block consistently 4-5 times a week.*

## Day 1 and 4: Meet with the Teacher/Small Group

Because students in the Letter Name-Alphabetic stage benefit from direct instruction and one-on-one support, I include two small group meetings in their schedule. Meetings provide an opportunity to discuss and reinforce specific word study concepts based on the word list students are working on. Meet with the teacher time may include sorting words in different ways, getting students started with [discovery word searches](#), [introducing word study notebook activities](#), or [playing games or independent hands-on activities](#) together so that students are prepared for upcoming activities in their rotation. The focus is always on discussing word patterns/rules, word meanings, and attempts at spelling their words correctly. The resources I use during Meet with the Teacher may change as the year goes on and students become more independent with different activities.

In the **first meeting**, I may have students sort and build their words as I call them out, discuss patterns and misconceptions or oddball words, and introduce a game or independent activity that students will play in an upcoming rotation. In the **second meeting**, we typically review recording sheets from the game days, provide an additional lesson if needed (you can find some suggestions [here](#)), and introduce the word study notebook sheets that students will complete during their next word study block.

## Day 2 and 3: Hands-On Game/Activity

Students play [hands-on, partner games or engage in fun independent activities](#) specifically aligned to their sort to allow them opportunities to apply the word study concepts they have been studying in new and unique ways. I use a few recurring game formats (like match and memory, board games, picture and word boards, spinner games, and more) in my plans so that students play a variety of games throughout the year, *but easily remember how to play the games the next time they see them with new word patterns.* [You can find all of my word study center bundles here.](#)

## Day 5 and 6: Discovery Word Search

Rather than giving students a word list to search for, students work to *discover* the words contained in their word search. In this activity, students work on increasing their ability to recognize correctly spelled words as they search for words with specific patterns. As students find words in the word search, they are required to record the words they have found, sorting them categories based on sound and/or look of the words, just as they do in other Words Their Way sorting activities. You can find [word searches for each word study level in my store.](#)

(Note: Most word study groups have two consecutive days to work on word searches, but this suggested schedule has been created based on juggling a schedule where the teacher is meeting with other small groups.)

# **My Classroom Word Study Routine for Letter Name-Alphabetic Spellers (the “Red Group”)**

## **Day 7: Word Study Notebook**

Students work on the [Word Study Notebook](#) activities to build deeper understanding of word spellings and/or meanings. You can provide extra support and scaffolding with the Word Study Notebooks activities by allowing students to work in partners for the first sort in a unit, then expect them to complete the activities for future sorts independently. As students work with the activity sheets, they'll become more comfortable in completing them. I encourage you to preview the activity sheets, consider students comfortability with the activity, and specify how you want them completed (together, partner, independent) prior to students beginning the activities for each sort.

## **Day 8: Writer's Notebook Day**

I think it's important to include activities in our word study routine that remind students of one of the main purposes of word study--improved spelling! That's just what writer's notebook day is for! Students take out their writer's notebook (a marble notebook that we use during writer's workshop), turn to a page that is full of writing, and search for misspelled words. When students think they have found all of the misspelled words on a page, they raise their hand and I skim to see if I can find any words they've missed. I usually tell students, "I see #\_\_ more misspelled words" and have them continue to search for misspelled words.

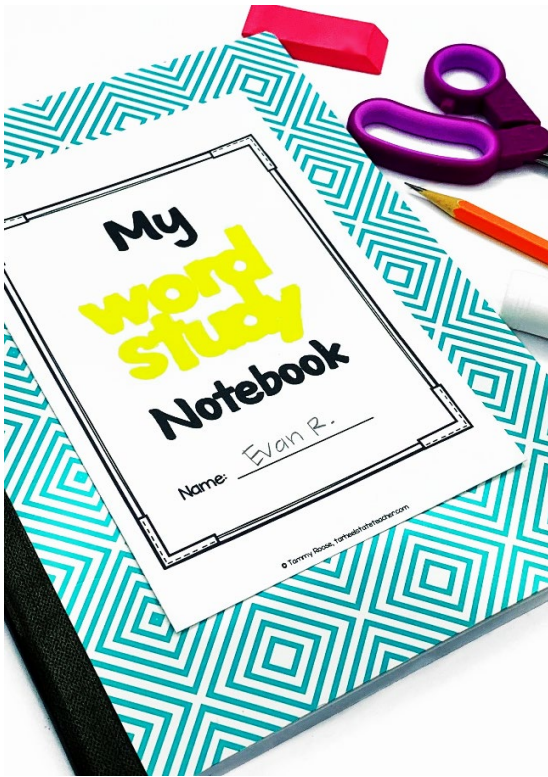
## **Day 9: Assessment**

I call students' assessment a "Hear It/Sort and Spell It" or "No Peaking" assessment. Students sort the words read to them in categories as they try to spell them correctly. As students complete a "hear it/sort and spell it" assessment, they actively consider the spelling patterns in their words, allowing them the opportunity to thoughtfully correct any misspellings as they work.

Students need someone to call their word list out to them. If all students are assessing on the same day, I assign everyone a word study partner that is not in their word study group. Students check their partner's tests using their word lists, record a # correct/total at the top, and record missed words on their "Words to Work On" Chart. Spelling partners pull two words from the "Words to Work On" chart so that students get another opportunity to spell them correctly. Once a word has been spelled correctly 3-4 times, it can be checked off of the "Words to Work On" list.



# Organizing Word Study Materials



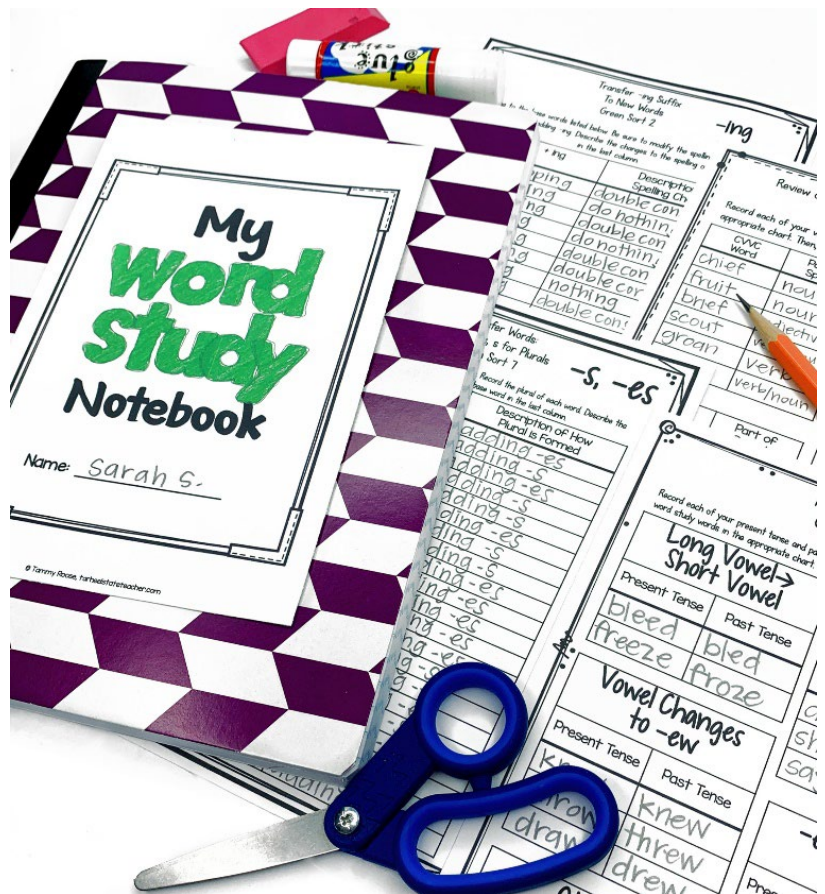
Students put all of their work for word study in marble composition notebooks. When I launch word study, I print the word study notebooks and [word searches](#) for each group's first unit.

In the first few small group meetings, I teach students how to set up their notebooks with their word searches and activity pages. **Students glue their first word search on the left side of their notebooks and save the right side for recording words** as they find them in the word search.

Then **students place the activity sheets for that sort on the following pages.** You can do this all in one session for each unit. While it takes a bit of patience to get notebooks ready, you can get set up for a quarter or longer.

**Printing the activity pages one unit at a time and stapling them together is a quicker option for organizing students' word study notebook activities.** In this case, students would have a booklet of word searches and a booklet of word study notebook sheets. The downside of this method is that students do not have extra sheets of paper needed for small group meetings and recording their word sorts. If you choose this method, you can print your word searches 1 sided so that students have space to record word sorts and meeting notes.

You may also consider having students place the word study activities in a 3-pronged folder.



## A Cyclical, Staggered Word Study Schedule

So many students have benefited from their teacher's decision to organize their word study block through a **7, 8, or 9 day cycle of activities** instead of a Monday through Friday routine. A cyclical schedule allows you to do so much more with your time and for students to experience and benefit from more engaging activities during word study time.

If you differentiate your word study block with small groups of students on different levels, staggering your word study schedule is a must-do for a game-changing, impactful routine! (Ok, maybe I'm a bit dramatic, but I really believe that **how you set up your word study schedule is a decision that can be the difference between your word study routines running smoothly or constantly falling apart.**)

I'd love to show you how I've created a word study routine that survives day to day interruptions, [so I've laid it all out in this blog post](#). Head to the blog post to

- See Sample 7 and 9 Day Schedules
- Learn how to tweak and modify the cycle of activities for different groups
- Learn how you can transition from a First Quarter/Beginning of Year schedule to your target schedule
- Get your own editable copy of the word study schedules so that you can create them for your word study block!

| SECOND, THIRD, & FOURTH QUARTER – TARGET SCHEDULE (9 DAY) |   |        |       |        |                   |       |         |        |       |
|---|---|--------|-------|--------|-------------------|-------|---------|--------|-------|
| Group   | FIRST   | SECOND | THIRD | FOURTH | FIFTH             | SIXTH | SEVENTH | EIGHTH | NINTH |
| Letter-Name Alphabetic Spellers (Red)                     | ★ START NEW ROTATION<br>MEET WITH TEACHER<br>Sort & Build<br>Intro Game or Independent Activity |        |       |        | MEET WITH TEACHER |       |         |        |       |

| FIRST QUARTER – TRANSITIONAL SCHEDULE (9 DAY) |   |       |       |       |                       |       |       |       |       |
|---|---|-------|-------|-------|-----------------------|-------|-------|-------|-------|
| Group   | Day 1   | Day 2 | Day 3 | Day 4 | Day 5                 | Day 6 | Day 7 | Day 8 | Day 9 |
| Letter-Name Alphabetic Spellers (Red)         | ★ START NEW ROTATION<br>MEET WITH TEACHER<br>Sort & Build<br>Intro Game or Independent Activity |       |       |       | MEET WITH TEACHER (2) |       |       |       |       |

| SECOND, THIRD, & FOURTH QUARTER – TARGET SCHEDULE (7 DAY) |   |       |       |       |       |       |       |
|---|---|-------|-------|-------|-------|-------|-------|
| Group   | Day 1   | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 | Day 7 |
| Letter-Name Alphabetic Spellers (Red)                     | ★ START NEW ROTATION<br>MEET WITH TEACHER<br>Sort & Build<br>Intro Game or Independent Activity |       |       |       |       |       |       |
| Within Word Pattern Spellers (Yellow)                     | Game Day/ Hands On: Partner or Independent  |       |       |       |       |       |       |
| Syllables and Affixes Spellers (Green #1)                 | ★ START NEW ROTATION/WORD LIST<br>Start Word Search   |       |       |       |       |       |       |
| Derivational Relations Spellers (Blue)                    | ★ START NEW ROTATION/WORD LIST<br>Start Word Search   |       |       |       |       |       |       |

| FIRST QUARTER – TRANSITIONAL SCHEDULE (7 DAY) |   |  |  |  |   |  |   |
|---|---|--|--|--|---|--|---|
| Group   | Day 1   | Day 2  | Day 3  | Day 4  | Day 5                                     | Day 6  | Day 7   |
| Letter-Name Alphabetic Spellers (Red)         | ★ START NEW ROTATION<br>MEET WITH TEACHER<br>Sort & Build<br>Intro Game or Independent Activity |  |  |  |   |  |   |
| Within Word Pattern Spellers (Yellow)         | Game Day/ Hands On: Partner or Independent  | MEET WITH TEACHER<br>Review Skills/ Recording Sheets from Word Study Game: Sort & Build, Game, or other lesson | Word Study Notebook Assignment                 | "Hear it/sort and spell it" Quiz               | ★ START NEW ROTATION<br>Start Word Search | Word Search Day 2                              | MEET WITH TEACHER<br>Sort & Build<br>Intro Game or Independent Activity |
| Syllables and Affixes Spellers (Green #1)     | ★ START NEW ROTATION<br>Start Word Search   | Word Search Day 2  | MEET WITH TEACHER<br>Intro Word Study Notebook | Word Study Notebook Assignment                 | CATCH UP DAY OR BEGIN "YOU CHOOSE" SORTS  | "You Choose" Sort and Quiz Self                | "Hear it/sort and spell it" Quiz  |
| Syllables and Affixes Spellers (Green #2)     | "Hear it/sort and spell it" Quiz  | ★ START NEW ROTATION<br>Start Word Search  | Word Search Day 2                              | MEET WITH TEACHER<br>Intro Word Study Notebook | Word Study Notebook Assignment            | CATCH UP DAY OR BEGIN "YOU CHOOSE" SORTS       | "You Choose" Sort and Quiz Self   |
| Derivational Relations Spellers (Blue)        | CATCH UP DAY OR BEGIN "YOU CHOOSE" SORTS  | "You Choose" Sort and Quiz Self  | "Hear it/sort and spell it" Quiz               | ★ START NEW ROTATION<br>Start Word Search      | Word Search Day 2                         | MEET WITH TEACHER<br>Intro Word Study Notebook | Word Study Notebook Assignment  |

**CLICK TO GO TO  
THE BLOG POST TO  
SEE IT ALL LAID OUT  
AND GRAB YOUR  
SAMPLE SCHEDULE**

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# Sample Staggered Schedule

## THIRD, & FOURTH QUARTER – TARGET SCHEDULE (9 DAY)

| Group   | Day 1   | Day 2   | Day 3  | Day 4  | Day 5   | Day 6                       | Day 7  | Day 8  | Day 9  |
|---|---|---|--|--|---|-----------------------------|--|--|--|
| Letter-<br>Name<br>Alphabetic<br>Spellers<br>(Red)    | ★<br>START NEW<br>ROTATION<br>MEET WITH<br>TEACHER<br>Sort & Build;<br>Intro Game or<br>Independent<br>Activity | Game<br>Day/<br>Hands On:<br>Partner or<br>Independent  | Word<br>Search<br>Day 1  | Word<br>Search<br>Day 2  | MEET WITH<br>TEACHER (2)<br>Review Skills/<br>Recording<br>Sheets from<br>Word Study<br>Game: Sort &<br>Build, Game, or<br>other lesson | Writer's<br>Notebook<br>Day | Game<br>Day/<br>Hands On:<br>Partner or<br>Independent           | "You<br>Choose"<br>Sorts / Quiz<br>Self  | "Hear it/sort<br>and spell it"<br>Quiz                           |
| Within<br>Word<br>Pattern<br>Spellers<br>(Yellow)     | Game<br>Day/<br>Hands On:<br>Partner or<br>Independent  | MEET WITH<br>TEACHER<br>Review Skills/<br>Recording<br>Sheets from<br>Word Study<br>Game: Intro<br>Word Study<br>Notebook | Word Study<br>Notebook<br>Assignment                             | "Hear it/<br>sort and<br>spell it"<br>Quiz                       | ★<br>START NEW<br>ROTATION/<br>WORD LIST<br>Start Word<br>Search  | Writer's<br>Notebook<br>Day | Word<br>Search<br>Day 2  | MEET WITH<br>TEACHER<br>Sort & Build<br>Intro Game<br>or Independent<br>Activity | Game<br>Day/<br>Hands On:<br>Partner or<br>Independent           |
| Syllables<br>and<br>Affixes<br>Spellers<br>(Green #1) | ★<br>START NEW<br>ROTATION/<br>WORD LIST<br>Start Word<br>Search  | Word<br>Search<br>Day 2   | MEET WITH<br>TEACHER<br>Intro Game<br>or Independent<br>Activity | Game<br>Day/<br>Hands On:<br>Partner or<br>Independent           | Game<br>Day/<br>Hands On:<br>Partner or<br>Independent  | Writer's<br>Notebook<br>Day | Word<br>Study<br>Notebook<br>Assignment                          | Catch Up<br>Day /<br>"You<br>Choose"<br>Sorts / Quiz<br>Self                     | "Hear it/sort<br>and spell it"<br>Quiz                           |
| Syllables<br>and Affixes<br>Spellers<br>(Green #2)    | "Hear it/sort<br>and spell it"<br>Quiz  | ★<br>START NEW<br>ROTATION/<br>WORD LIST<br>Start Word<br>Search  | Word<br>Search<br>Day 2  | MEET WITH<br>TEACHER<br>Intro Game<br>or Independent<br>Activity | Game<br>Day/<br>Hands On:<br>Partner or<br>Independent  | Writer's<br>Notebook<br>Day | Game<br>Day/<br>Hands On:<br>Partner or<br>Independent           | Word<br>Study<br>Notebook<br>Assignment  | Catch Up<br>Day /<br>"You<br>Choose"<br>Sorts / Quiz<br>Self     |
| Derivational<br>Relations<br>Spellers<br>(Blue)       | Game<br>Day/<br>Hands On:<br>Partner or<br>Independent  | Game<br>Day/<br>Hands On:<br>Partner or<br>Independent  | Word<br>Study<br>Notebook<br>Assignment                          | Catch Up<br>Day /<br>"You<br>Choose"<br>Sorts / Quiz<br>Self     | "Hear it/sort<br>and spell it"<br>Quiz  | Writer's<br>Notebook<br>Day | ★<br>START NEW<br>ROTATION/<br>WORD LIST<br>Start Word<br>Search | Word<br>Search<br>Day 2  | MEET WITH<br>TEACHER<br>Intro Game<br>or Independent<br>Activity |

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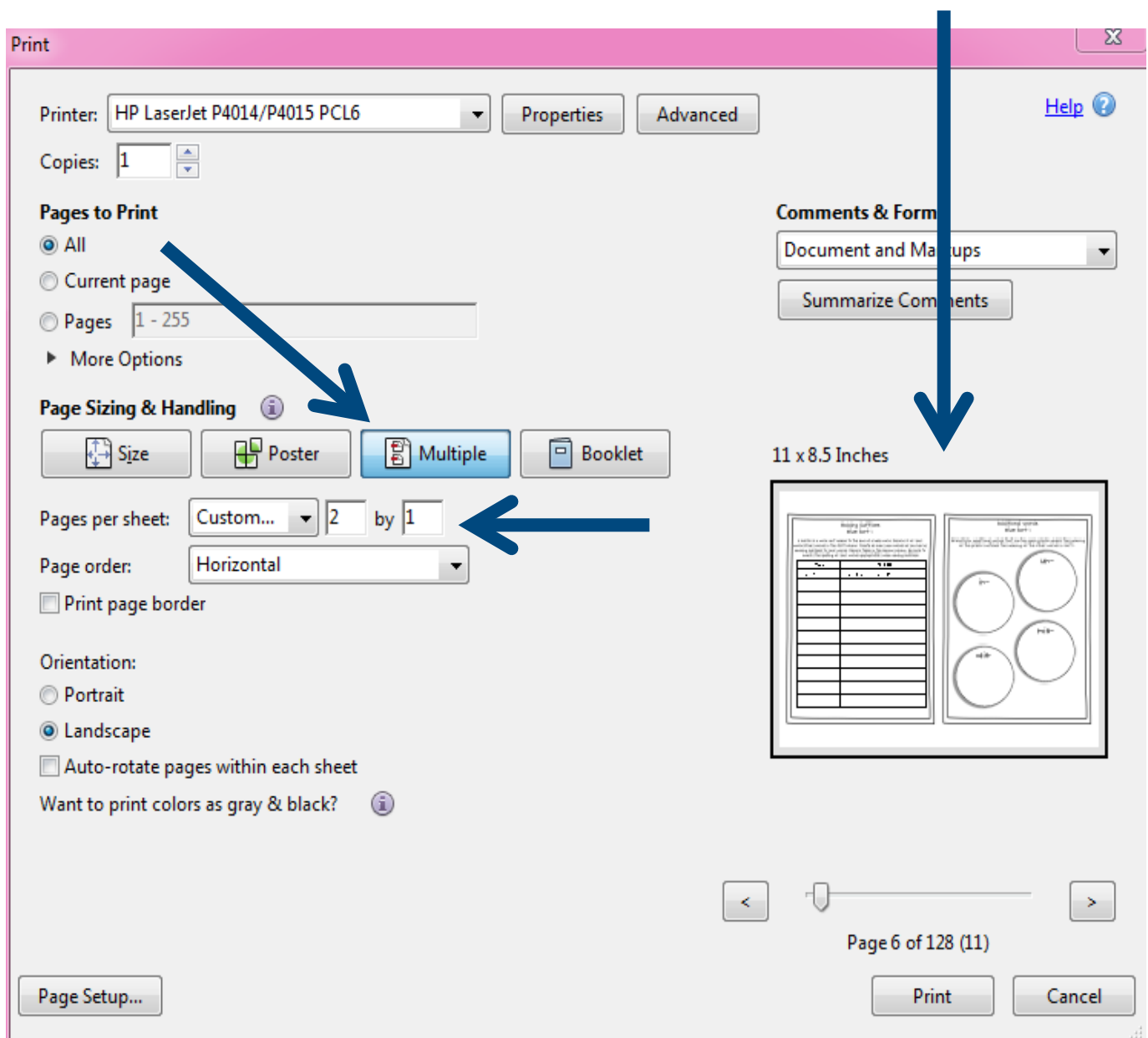
Click [HERE](#) to access an [editable version of this schedule](#) in a Google Slides format. The link will prompt you to make a copy.





# Want these Activities as Journal Sized Pages?

When you print your students' activity pages, you should be able to set your printer to print the sheets two-to-a-page so that students can cut them in half and glue them into their marble composition notebooks.





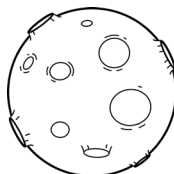
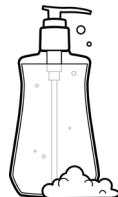
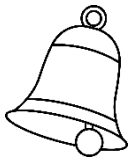
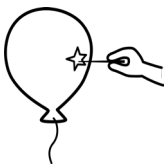
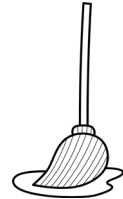
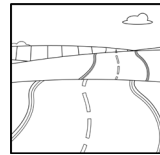
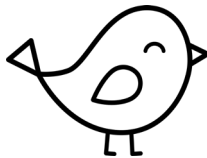
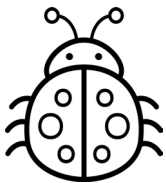
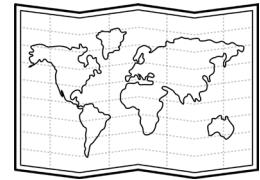
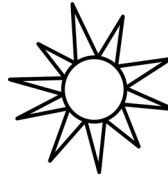
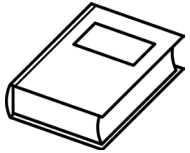
# My word study Notebook

Name: \_\_\_\_\_

# Beginning Consonant B, M, R, and S

Red Sort I

Color or circle the pictures with the color that matches each beginning sound.



B = BLUE



M = YELLOW



R = RED

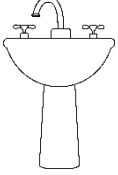


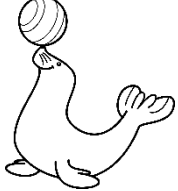

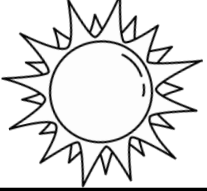





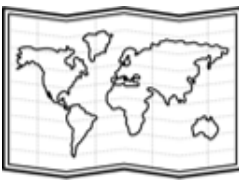
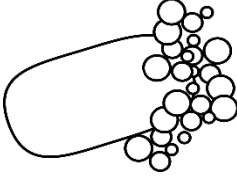





S = BLACK



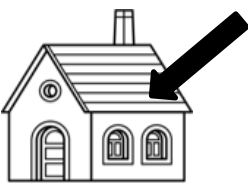

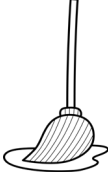



# Beginning Consonant B, M, R, and S

## Red Sort I

Write the letter of the beginning sound you hear beside of each picture.

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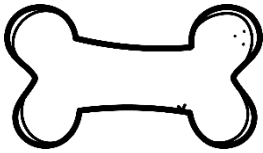
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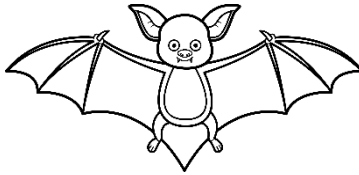
# Beginning Consonants B and P

Red Sort b

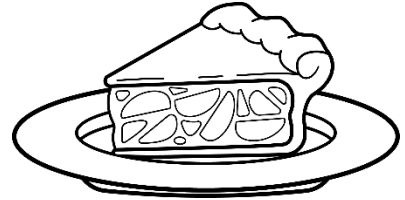
Circle the beginning consonant sound for each picture.



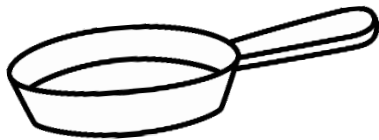
b      p



b      p



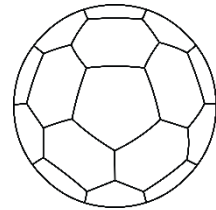
b      p



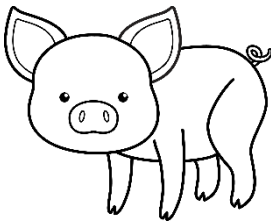
b      p



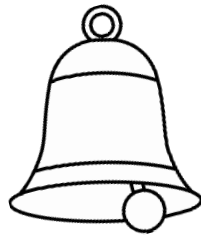
b      p



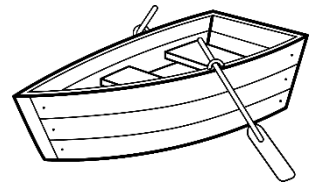
b      p



b      p



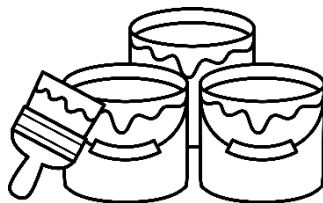
b      p



b      p



b      p



b      p



b      p

Why can words beginning with b and p sometimes be confusing?



# Beginning Consonants B and P

Red Sort 6

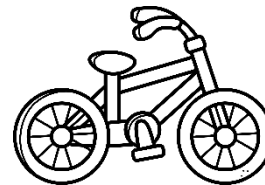
Circle the beginning consonant sound for each picture.



b p



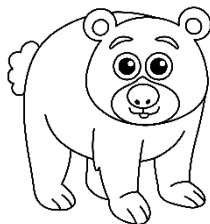
b p



b p



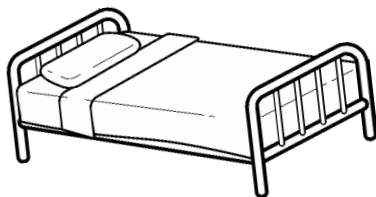
b p



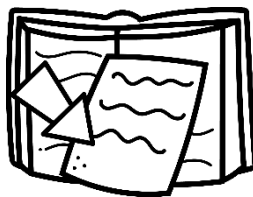
b p



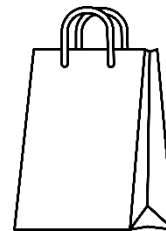
b p



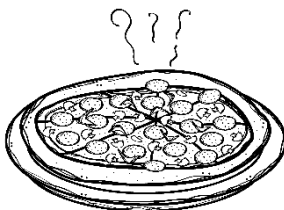
b p



b p



b p



b p



b p



b p

In the box, write or draw a word beginning with b and a word beginning with p that are not on your word list.

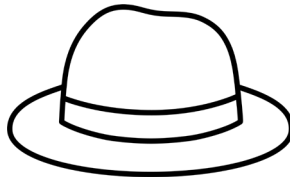
# AT Family with Words and Pictures

Red Sort 12

Draw a line to match the correct beginning sound, word family, and picture. Then write the word.

r

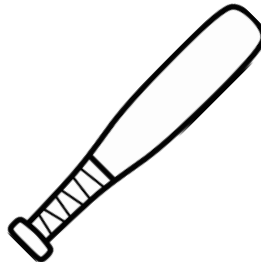
-at



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s

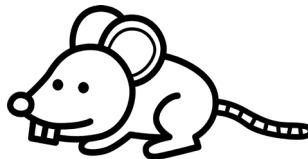
-at



\_\_\_\_\_

h

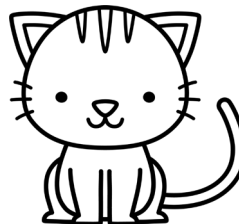
-at



\_\_\_\_\_

b

-at



\_\_\_\_\_

c

-at



\_\_\_\_\_

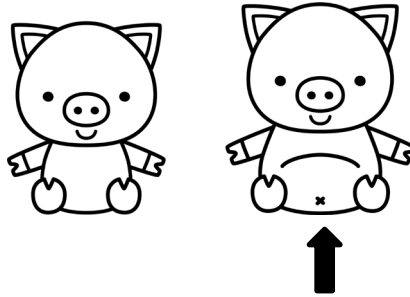
# AT Family with Words and Pictures

Red Sort 12

Draw a line to match the correct beginning sound, word family, and picture. Then write the word.

b

-at



\_\_\_\_\_

m

-at



\_\_\_\_\_

f

-at



\_\_\_\_\_

p

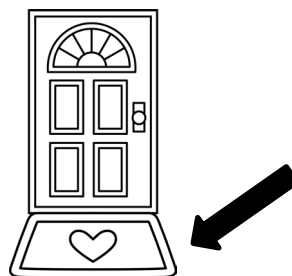
-at



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-at


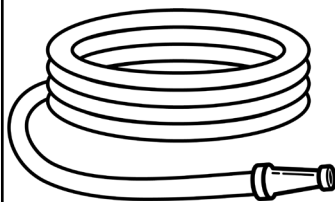
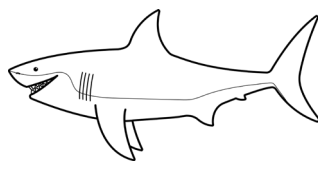
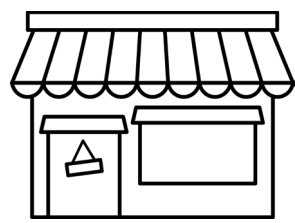
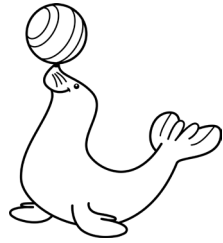
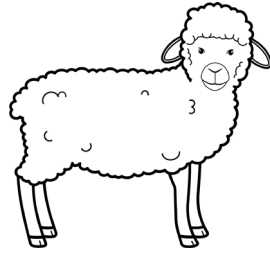
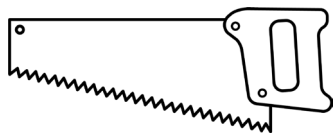
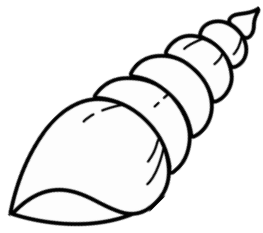

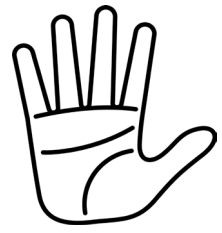
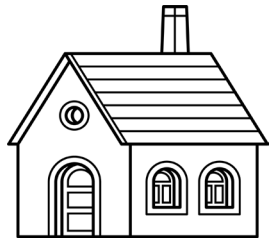
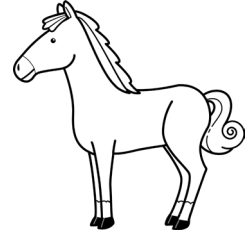

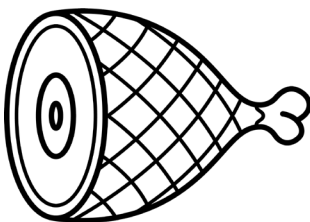
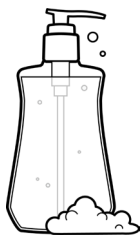
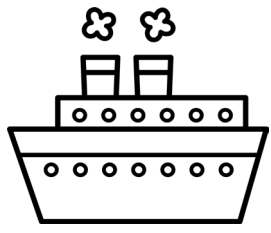
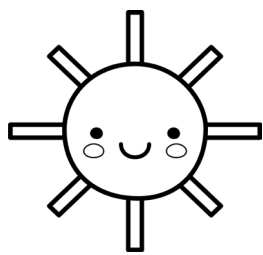
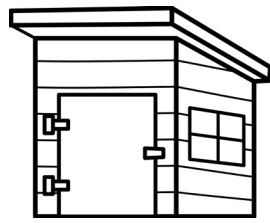
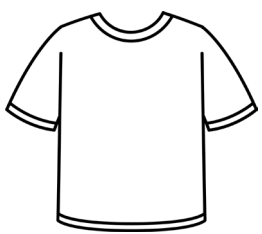



\_\_\_\_\_

# S, H, and SH Digraph

Red Sort 19

Write an "sh" under the words that begin with the sh digraph.  
Then, put an "X" over the words that do not begin with a digraph.

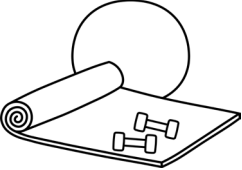
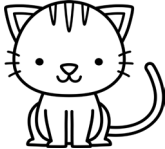






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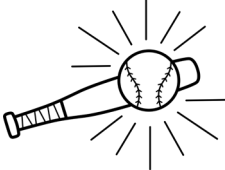
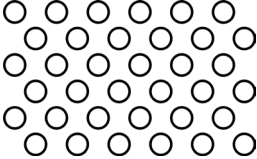
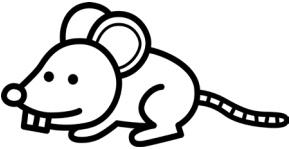







# AT, OT, and IT Word Families

## Red Sort 33

These words all belong to the -at, -ot, and -it word families. Write each sound you hear for the word that matches the picture in the box. Then, write the word below..

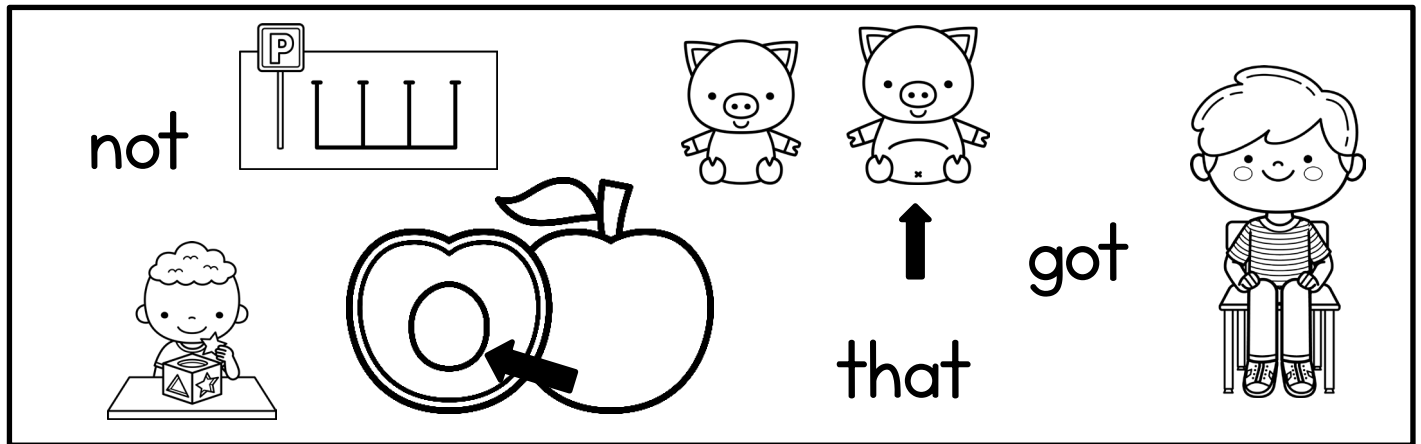
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# AT, OT, and IT Word Families

## Red Sort 33

Use the word and picture bank to help you complete each sentence with the correct -at, -ot, or -it word.



The boy is trying to \_\_\_\_\_ the blocks in the box.

The parking \_\_\_\_\_ is empty.

Do \_\_\_\_\_ open the door for strangers.

\_\_\_\_\_ trash stinks. It needs to be taken out.

Please \_\_\_\_\_ in the empty chair on the back row.

Take the \_\_\_\_\_ out of fruit before you eat it.

The sun came out and it \_\_\_\_\_ hot!

The turkey was \_\_\_\_\_ and plump, ready for roasting.

# Short A and O in Pictures and Words

Red Sort 40

Color or circle the pictures with the color that matches each vowel sound.  
Then write each word in the appropriate column on the chart.



Short a sound = BLUE



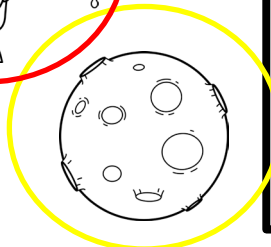
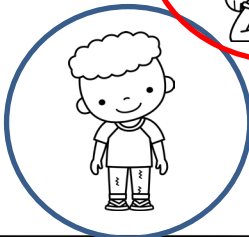
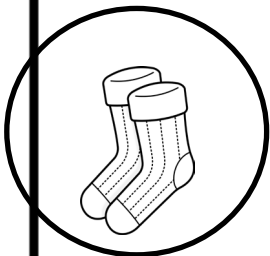
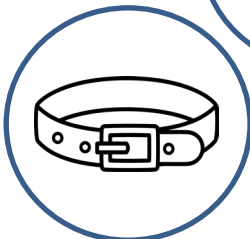
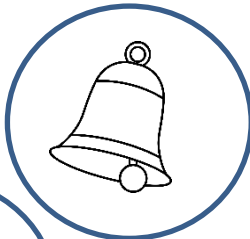
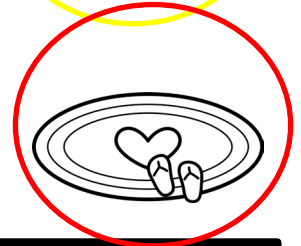
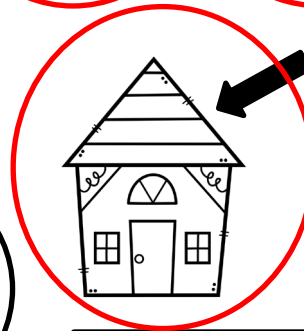
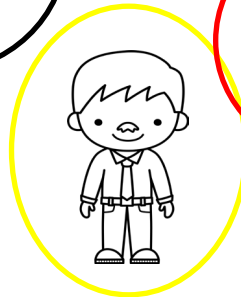
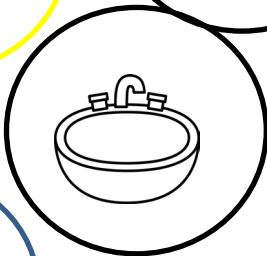
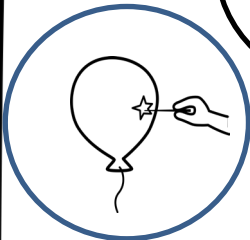
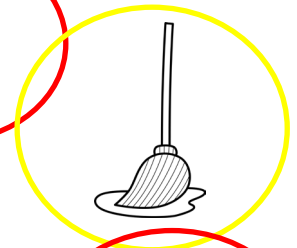
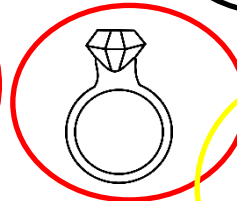
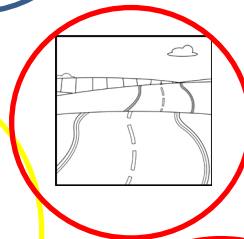
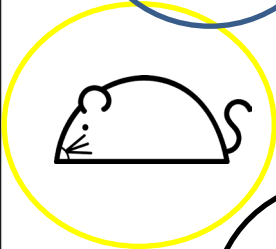
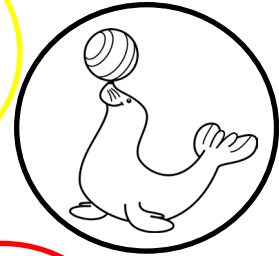
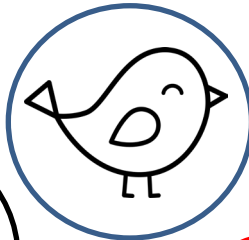
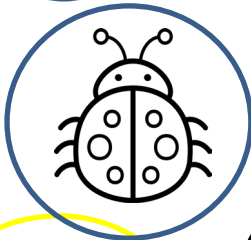
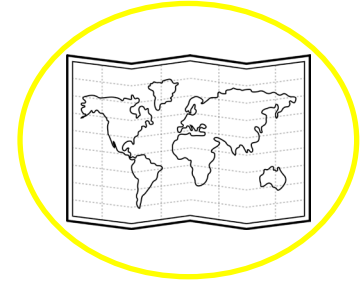
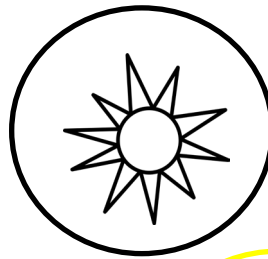
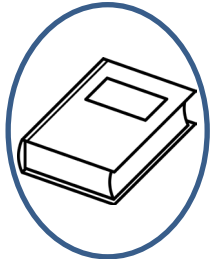
Short o sound = RED

| Short a words | Short o words |
|---------------|---------------|
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# Beginning Consonant B, M, R, and S

## Red Sort I

Color or circle the pictures with the color that matches each beginning sound.



B = BLUE



M = YELLOW



R = RED



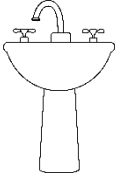


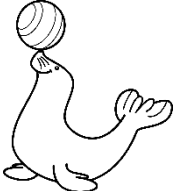

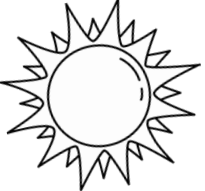


S = BLACK


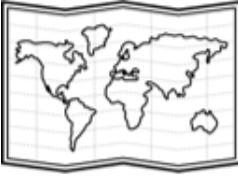
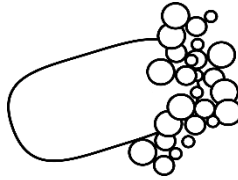









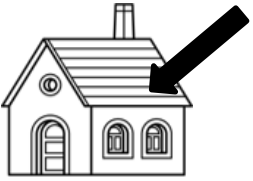

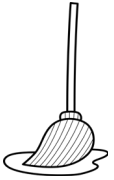


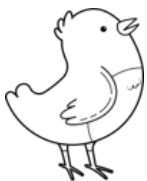
# Beginning Consonant B, M, R, and S

## Red Sort I

Write the letter of the beginning sound you hear beside of each picture.

|   |   |
|---|---|
|    | s |
|    | b |
|    | m |
|   | s |
|  | r |
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|  | m |
|  | b |

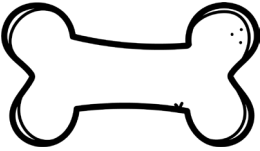
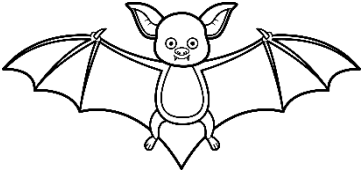
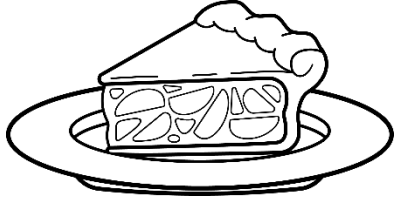



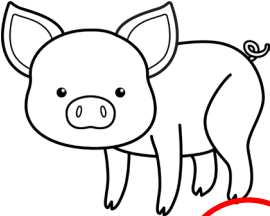

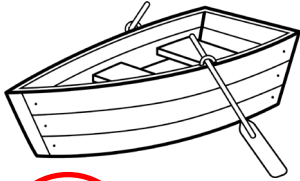
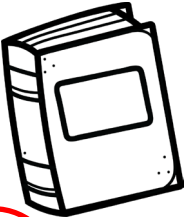
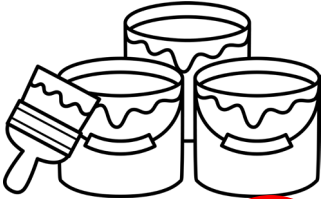

|   |   |
|---|---|
|    | b |
|    | m |
|    | s |
|   | m |
|  | r |
|  | s |
|  | m |
|  | s |

|   |   |
|---|---|
|    | r |
|    | b |
|    | r |
|   | b |
|  | m |
|  | r |
|  | r |
|  | b |

# Beginning Consonants B and P

Red Sort 6

Circle the beginning consonant sound for each picture.

|  |  |  |
|--|--|--|
| <br><input checked="" type="radio"/> b    p   | <br><input checked="" type="radio"/> b    p   | <br>b <input checked="" type="radio"/> p      |
| <br>b <input checked="" type="radio"/> p      | <br>b <input checked="" type="radio"/> p      | <br><input checked="" type="radio"/> b    p   |
| <br>b <input checked="" type="radio"/> p    | <br><input checked="" type="radio"/> b    p | <br><input checked="" type="radio"/> b    p |
| <br><input checked="" type="radio"/> b    p | <br>b <input checked="" type="radio"/> p    | <br>b <input checked="" type="radio"/> p    |



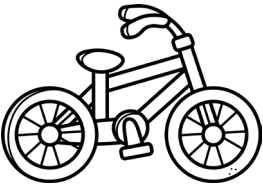

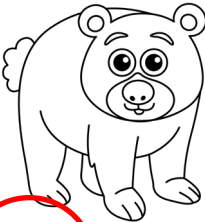

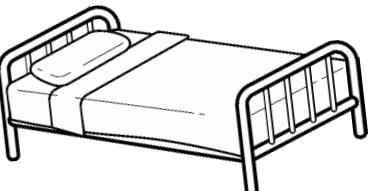

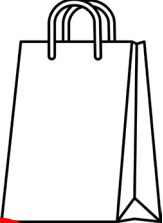



Why can words beginning with b and p sometimes be confusing?

B and P can be confusing because they sometimes sound similar when pronounced. Also they look very similar when written.

# Beginning Consonants B and P

Red Sort 6

Circle the beginning consonant sound for each picture.

|   |   |   |
|---|---|---|
| <br><b>b</b> p   | <br>b <b>p</b>   | <br><b>b</b> p   |
| <br>b <b>p</b>   | <br><b>b</b> p   | <br>b <b>p</b>   |
| <br><b>b</b> p | <br>b <b>p</b> | <br><b>b</b> p |
| <br>b <b>p</b> | <br>b <b>p</b> | <br><b>b</b> p |

In the box, write or draw a word beginning with b and a word beginning with p that are not on your word list.

Answers will vary.

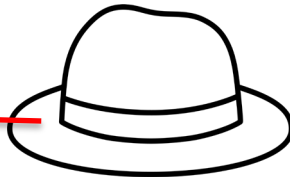
# AT Family with Words and Pictures

Red Sort 12

Draw a line to match the correct beginning sound, word family, and picture. Then write the word.

r

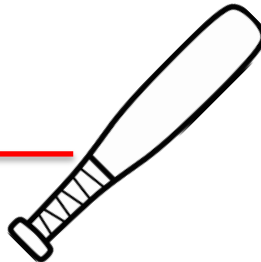
-at



hat

s

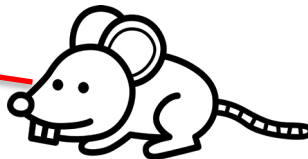
-at



bat

h

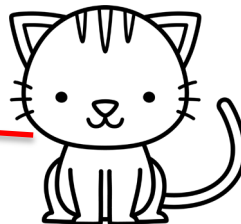
-at



rat

b

-at



cat

c

-at



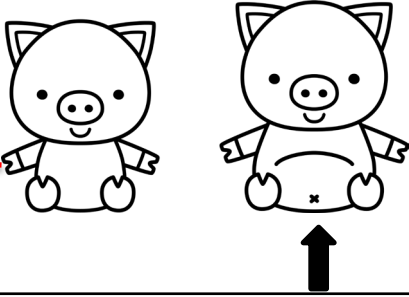
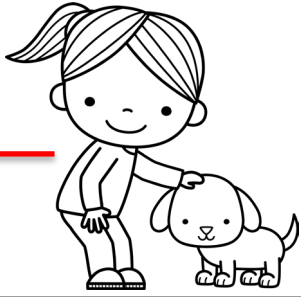


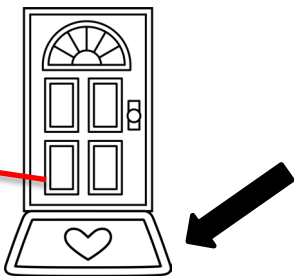
sat



# AT Family with Words and Pictures

Red Sort 12


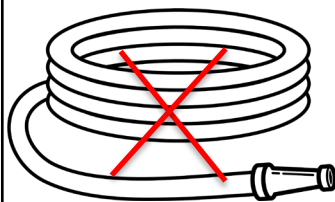
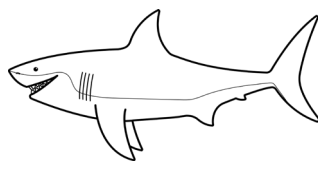
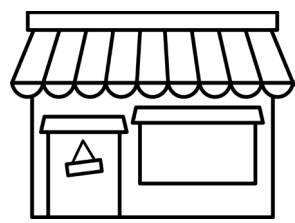

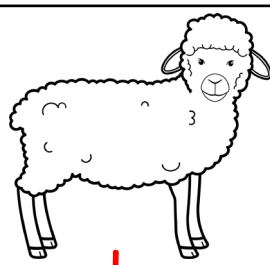
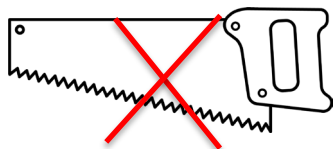
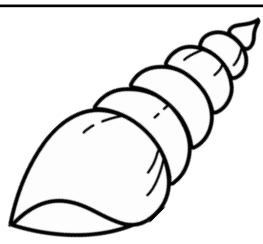


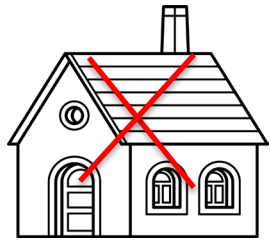
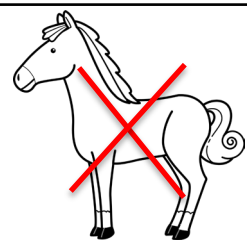

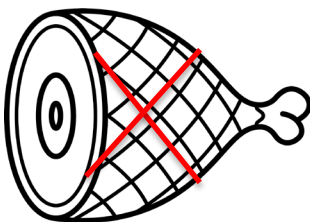

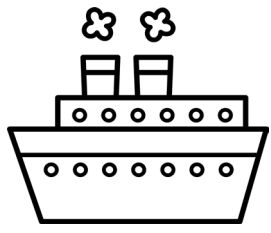
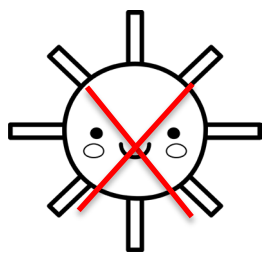
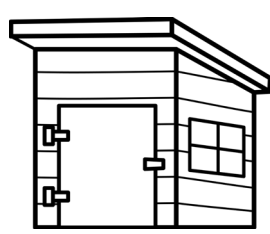
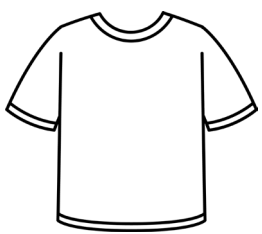

Draw a line to match the correct beginning sound, word family, and picture. Then write the word.

|   |     |  |            |
|---|-----|--|------------|
| b | -at |    | <u>fat</u> |
| m | -at |   | <u>pat</u> |
| f | -at |   | <u>bat</u> |
| p | -at |  | <u>hat</u> |
| h | -at |  | <u>mat</u> |

# S, H, and SH Digraph

## Red Sort 19

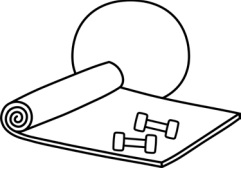
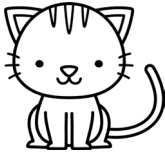






Write an "sh" under the words that begin with the sh digraph.  
Then, put an "X" over the words that do not begin with a digraph.

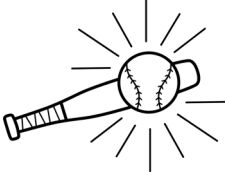
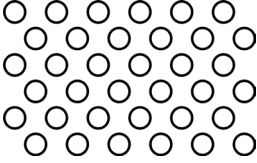
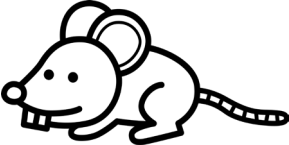





|   |   |  |   |
|---|---|--|---|
| <br>sh   | <br>     | <br>sh   | <br>sh   |
| <br>     | <br>sh  | <br>     | <br>sh   |
| <br>sh | <br>   | <br>   | <br>   |
| <br>sh | <br>   | <br>   | <br>sh |
| <br>   | <br>sh | <br>sh | <br>   |

# AT, OT, and IT Word Families

## Red Sort 33

These words all belong to the -at, -ot, and -it word families. Write each sound you hear for the word that matches the picture in the box. Then, write the word below..

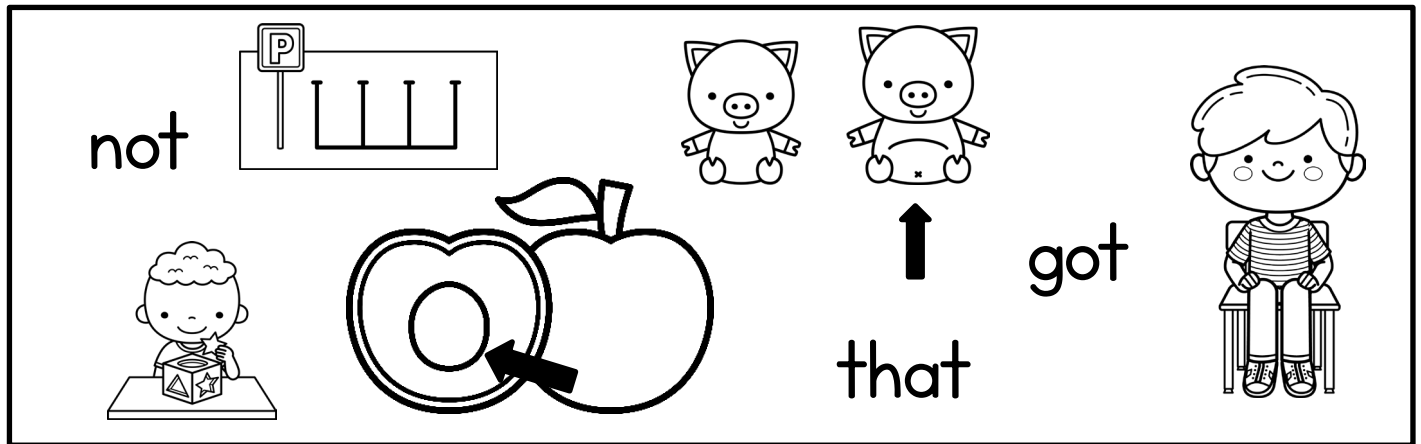
|   |       |
|---|-------|
|    | m a t |
|   | mat   |
|    | c a t |
|   | cat   |
|    | c o t |
|   | cot   |
|  | h a t |
|   | hat   |
|  | h o t |
|   | hot   |
|  | p o t |
|   | pot   |
|  | b a t |
|   | bat   |
|  | p a t |
|   | pat   |

|   |       |
|---|-------|
|     | h i t |
|   | hit   |
|     | d o t |
|   | dot   |
|     | r a t |
|   | rat   |
|   | b i t |
|   | bit   |
|  | l i t |
|   | lit   |
|   | s a t |
|   | sat   |
|   | r o t |
|   | rot   |
|   | k i t |
|   | kit   |

# AT, OT, and IT Word Families

## Red Sort 33

Use the word and picture bank to help you complete each sentence with the correct -at, -ot, or -it word.



The boy is trying to fit the blocks in the box.

The parking lot is empty.

Do not open the door for strangers.

That trash stinks. It needs to be taken out.

Please sit in the empty chair on the back row.

Take the pit out of fruit before you eat it.

The sun came out and it got hot!

The turkey was fat and plump, ready for roasting.



# Short A and O in Pictures and Words

Red Sort 40

Color or circle the pictures with the color that matches each vowel sound.  
Then write each word in the appropriate column on the chart.



Short a sound = BLUE



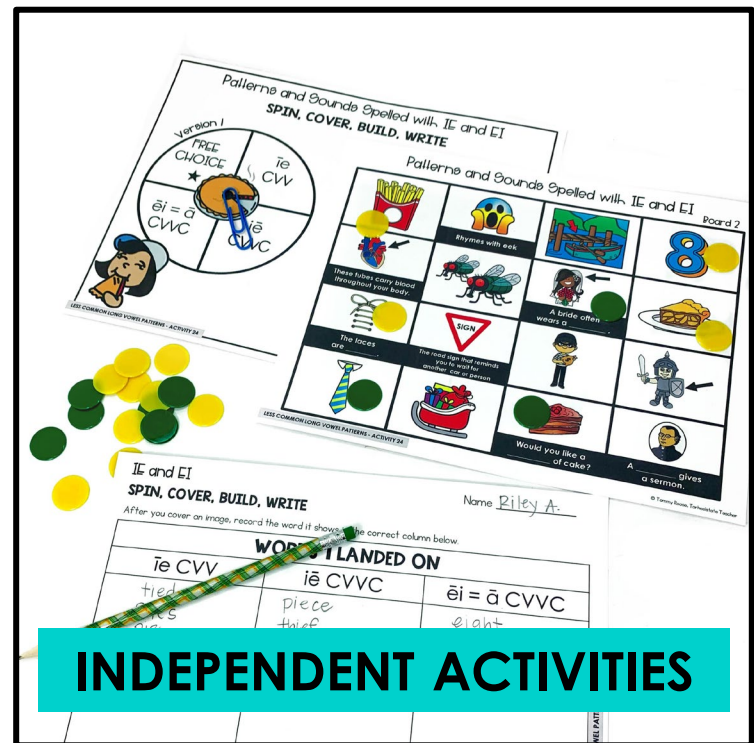
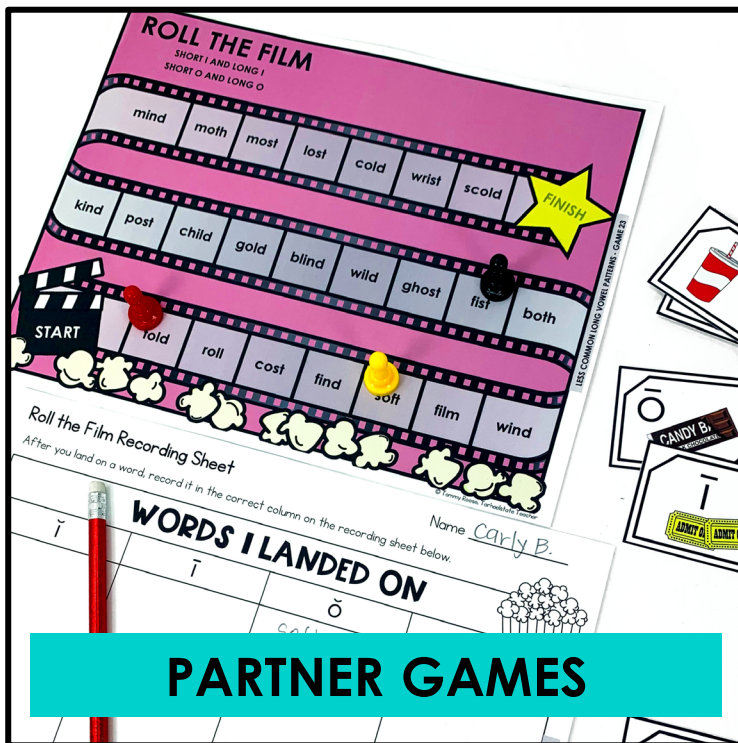
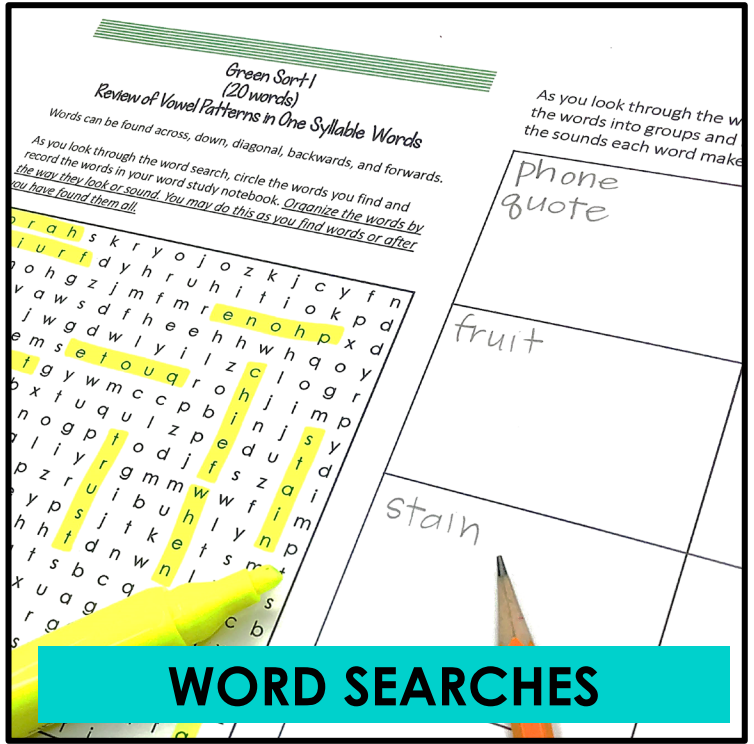
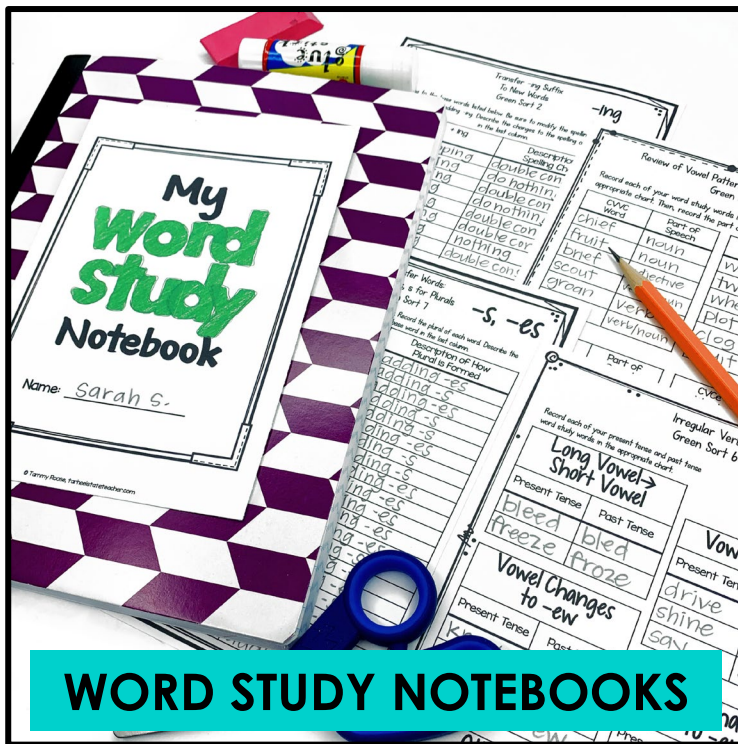
Short o sound = RED

Illustrations of various objects and animals, each circled in either red or blue to indicate the vowel sound it represents:

- Top left: A bowl of soup (red circle).
- Top middle: A cat (blue circle).
- Top right: A sad face (blue circle).
- Middle left: A box (red circle).
- Middle center: A can of tomatoes (blue circle).
- Middle right: A tag (blue circle).
- Far right: A large pizza (red circle).
- Below soup: A sock (red circle).
- Below cat: A fox (red circle).
- Below sad face: A fishing rod (red circle).
- Below box: A ham (blue circle).
- Below can: A mop (red circle).
- Below tag: A pizza (blue circle).
- Below pizza: A grid of dots (red circle).
- Below fishing rod: A ham (blue circle).
- Below mop: A cap (blue circle).
- Bottom left: A bag (blue circle).
- Bottom center: A broom (red circle).

| Short a words | Short o words |
|---------------|---------------|
| rag           | top           |
| tag           | dot           |
| ham           | pot           |
| sad           | sock          |
| cat           | hot           |
| bag           | fox           |
| cap           | mop           |
| can           | box           |
|               | rod           |

# WORD STUDY RESOURCES



Find these resources at the [Tarheelstate Teacher Website Store](#) or on [Teachers Pay Teachers](#)

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