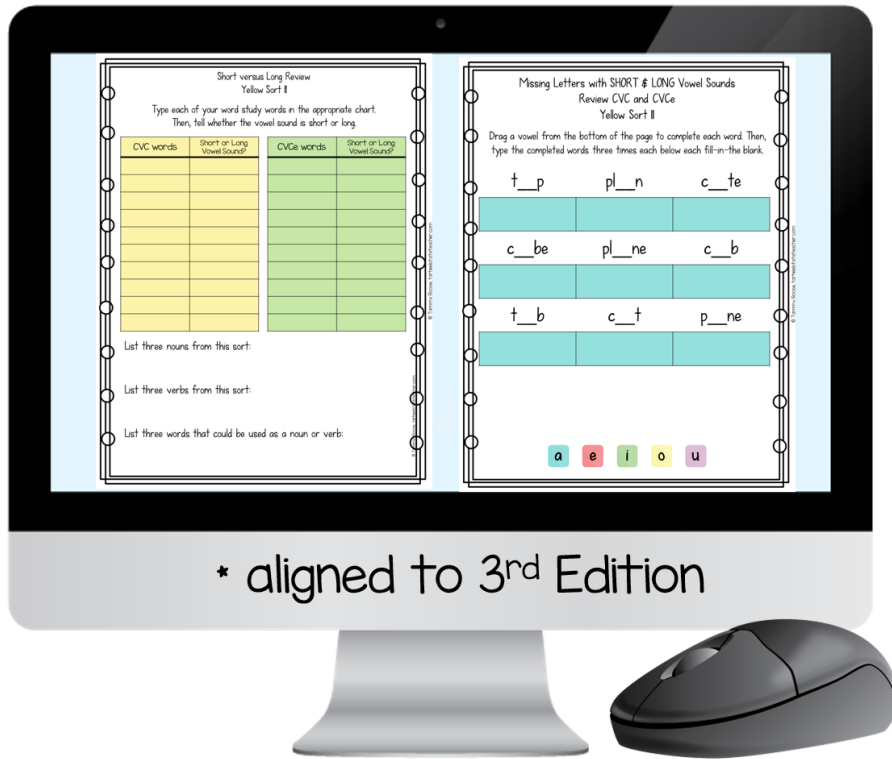


DIGITAL NOTEBOOKS

for **Words Their Way** Word Sorts Books



Free
Download

These word study notebook activity sheets are meant to be a companion to the following Words Their Way Resources:

[Words Their Way: Within Word Patterns Spellers Spellers](#) (Johnston, Invernizzi, Bear, and Templeton, 3rd Edition)

[Words Their Way: Syllables and Affixes Spellers](#) (Johnston, Invernizzi, Bear, and Templeton, 3rd Edition)

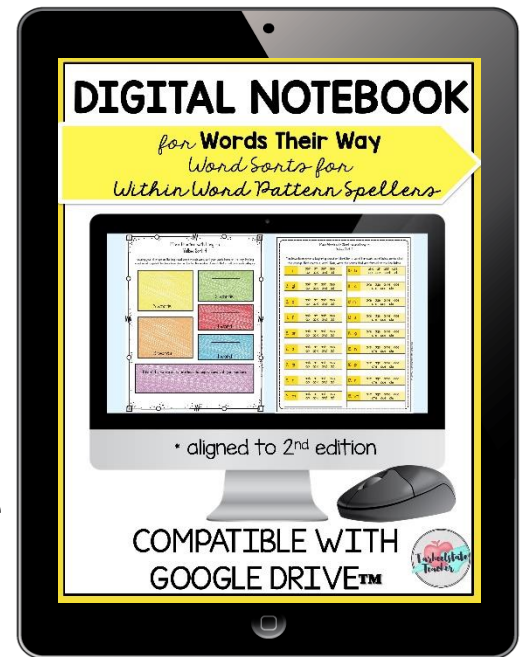
[Words Their Way: Derivational Relations Spellers](#) (Johnston, Invernizzi, Bear, and Templeton, 3rd Edition)

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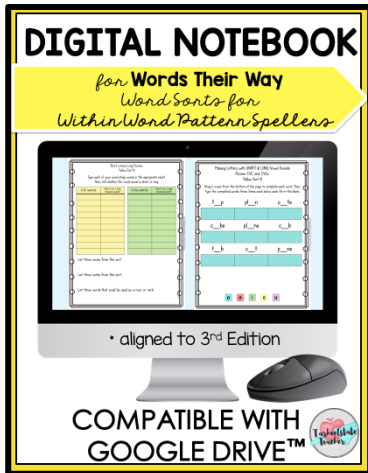
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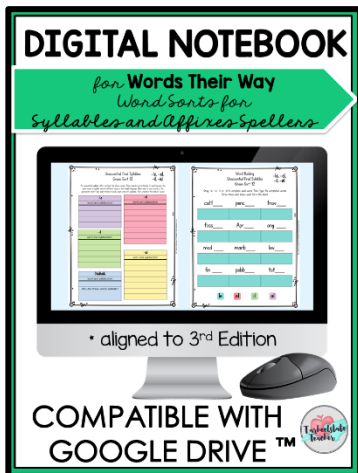
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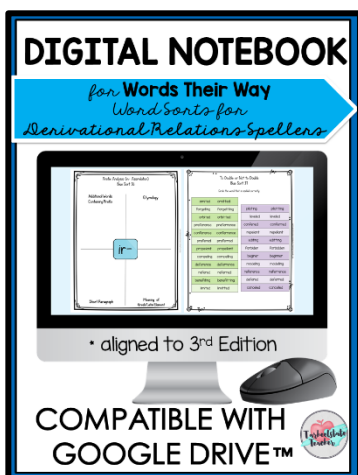
You will need to click the links below to access the word study notebook for each level. When you click the links, it will request that you make a copy for your own drive.



[WITHIN WORD PATTERN
SPELLERS GOOGLE DRIVE
SAMPLE – CLICK HERE](#)



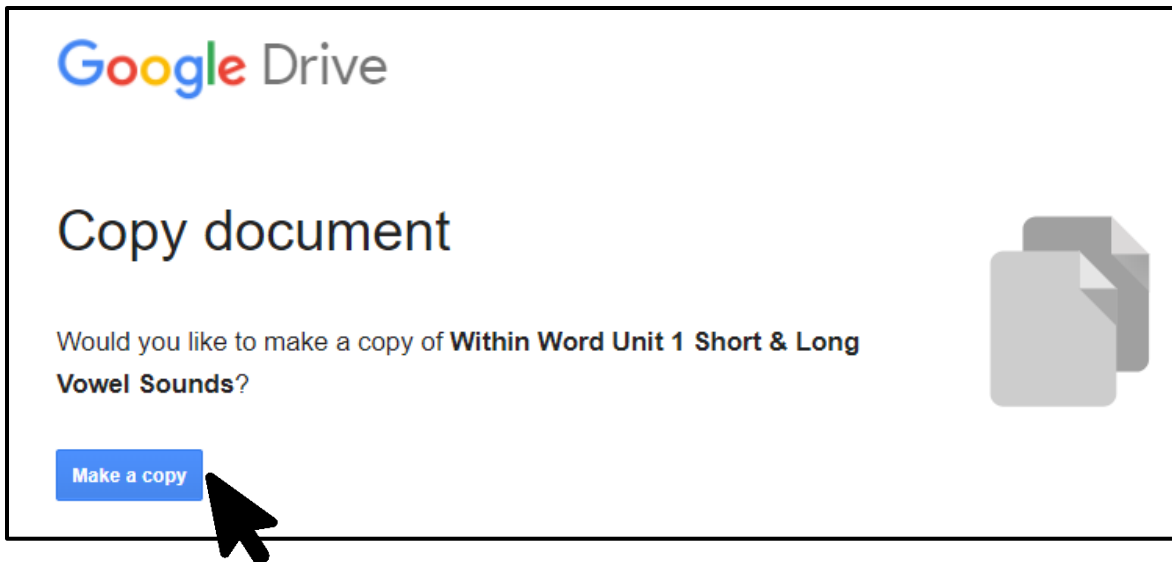
[SYLLABLES AND AFFIXES
SPELLERS GOOGLE DRIVE
SAMPLE – CLICK HERE](#)



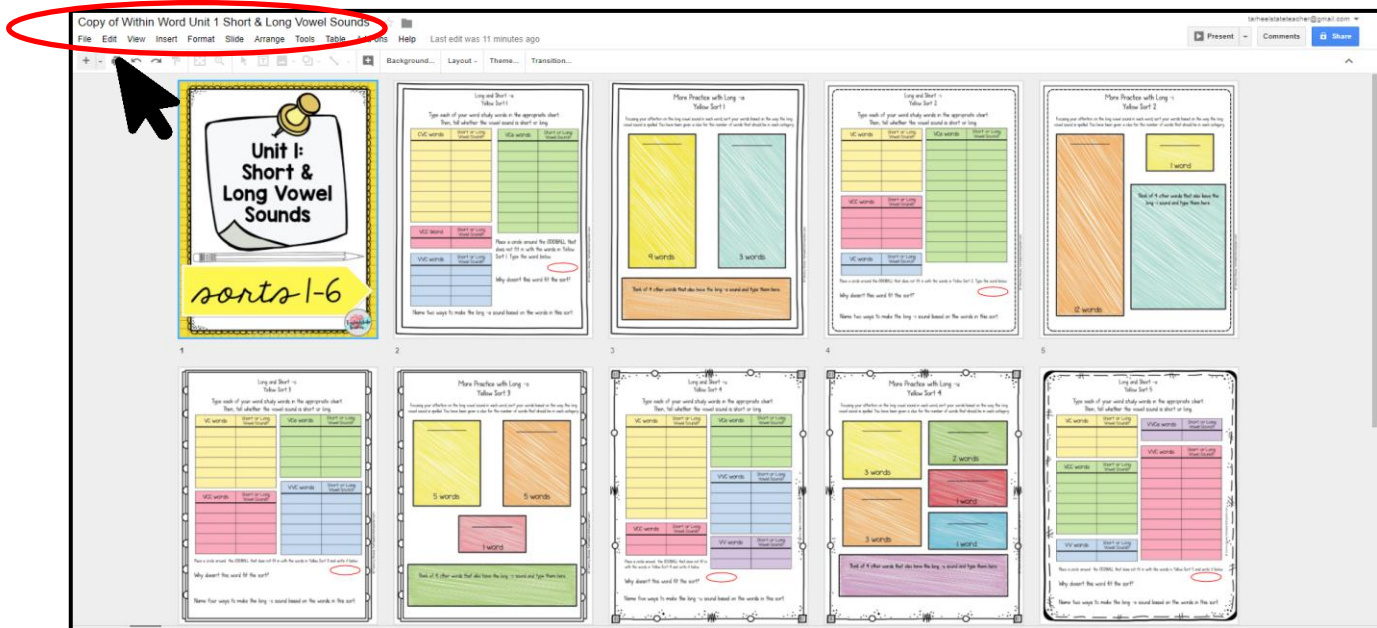
[DERIVATIONAL RELATIONS
SPELLERS GOOGLE DRIVE
SAMPLE – CLICK HERE](#)

Accessing Your Digital Word Study Notebooks:

1. Be sure that you are logged into the Google account where you want these files to reside. Click the links in the table of contents found on page 6. You will be prompted to “Make a Copy.”



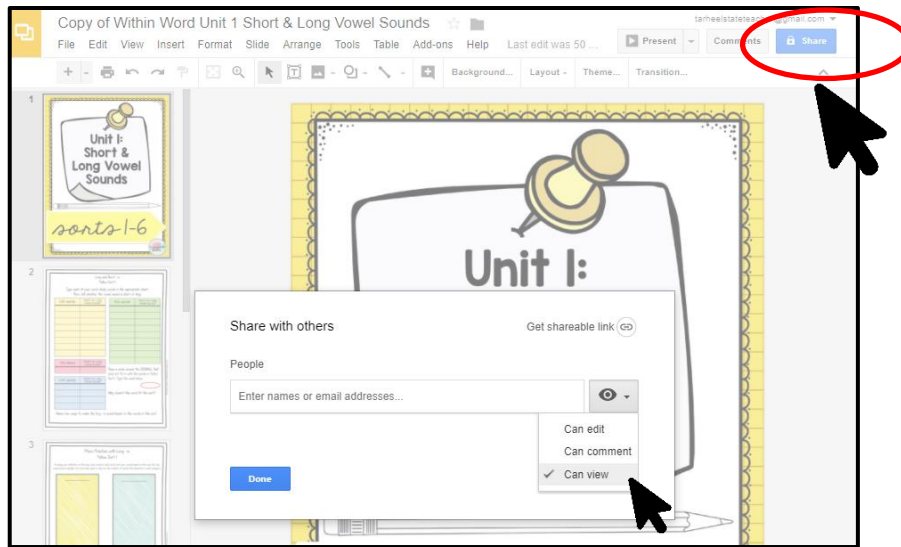
2. Once you click “Make a Copy,” the file will open like below and will now be found in your Google Drive™ account. You may delete the “Copy of” in the title before sharing with students.



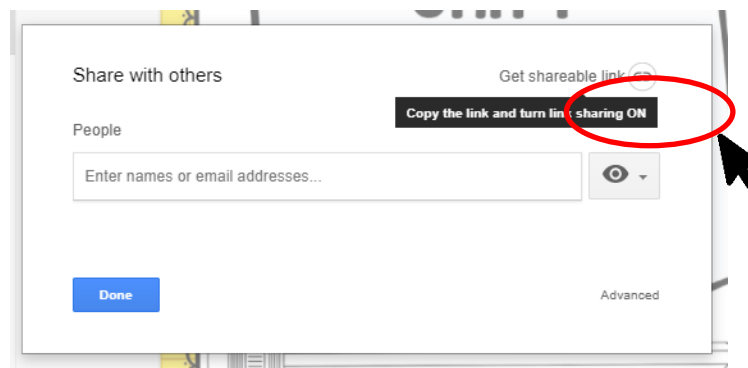
3. I highly recommend that prior to sharing and assigning each unit that you **review the notebook sheets and decide which sheets students can/should attempt to complete independently and which you will go through as a group.** You can note this in the margins of each notebook page by inserting a textbox and writing “SAVE FOR GROUP” or other directions that you see fit.

Accessing Your Digital Word Study Notebooks:

4. To share the files with students who have access to Google Drive™, **you will want to ensure that students are forced to make a copy before working in the word study notebooks.** You can do this two ways:
- **OPTION 1:** Make the file a “VIEW ONLY.” Students will have to go to “File → Make a Copy.” Students’ copy of the resource will now say “Copy of...” Students can add their own name to the file (but keep the title of the file intact for easy searching/finding).



- **OPTION 2:** If you want to automatically force students to make a copy of the document as I have done in the links I've share with you, grab the shareable link for the document by clicking the blue "share button" and "Get shareable link." The shareable link will end in "**edit?usp=sharing.**" You will want to change this to "copy."



While this method will take a few minutes to set up, you can save yourself time in the future by creating one Google™ document with all of the unit links you have created and sharing that document with the students who are in the Within Word Pattern group.

If you have Google Classroom, follow the directions on page 6.

Sharing Your Digital Files through Google Classroom™

To share with students:

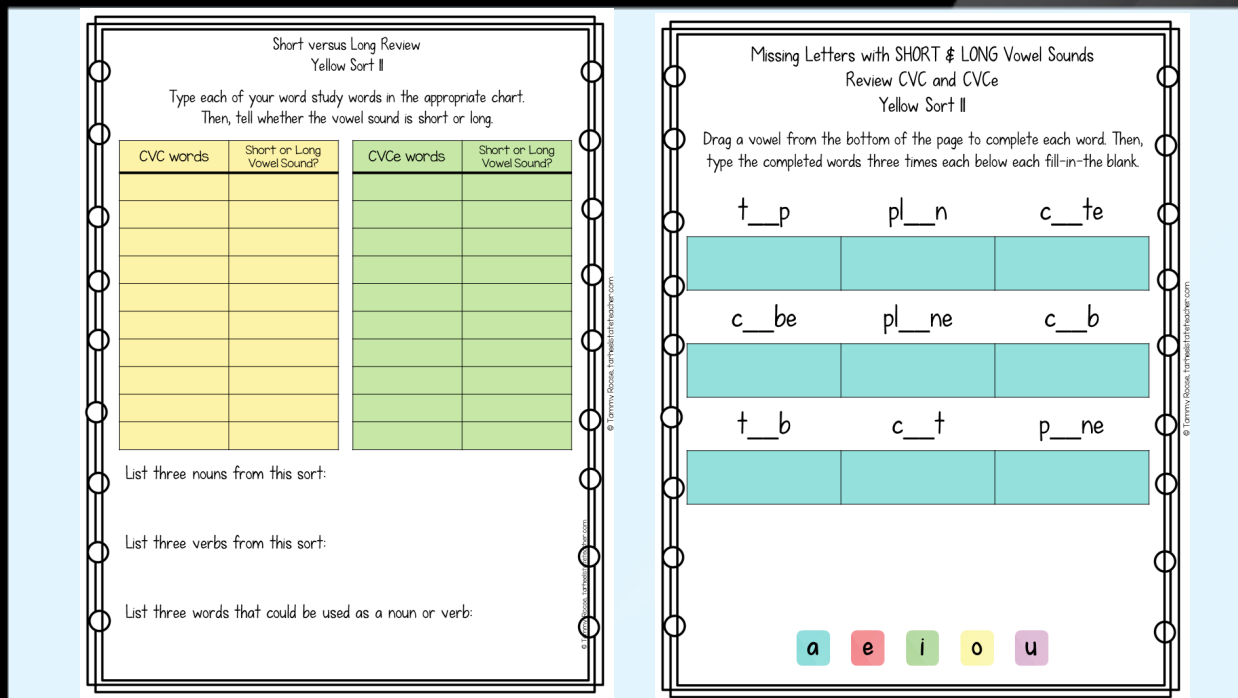
- ✓ If you haven't done so already, make a copy of your digital word study files when prompted (upon opening).
- ✓ Find the file in your Google Drive™ and rename it. I suggest using the words
- ✓ Master Copy or Original in the file along with the title I have used for the file.
- ✓ Go to the Google Classroom App or Website
- ✓ Click the PLUS button to add an assignment once you are in the correct classroom.
- ✓ Name the assignment and select which students you want to assign it to.
- ✓ Change the settings from "Students can View" to "Make a Copy for Each Student"
- ✓ Decide when the content will be delivered (schedule or immediately)
- ✓ Have students access their Google Classroom to receive the assignment.

NOTE: Students on iPads must open Google Slides for this resource to work.



DIGITAL NOTEBOOK

for Words Their Way
Word Sorts for
Within Word Pattern Spellers



The digital notebook displays two worksheets. The left worksheet is titled 'Short versus Long Review Yellow Sort II' and contains two tables for word sorting. The right worksheet is titled 'Missing Letters with SHORT & LONG Vowel Sounds Review CVC and CVCe Yellow Sort II' and contains word completion exercises with a vowel key at the bottom.

Short versus Long Review Yellow Sort II
Type each of your word study words in the appropriate chart. Then, tell whether the vowel sound is short or long.

CVC words	Short or Long Vowel Sound?	CVCe words	Short or Long Vowel Sound?

List three nouns from this sort:
List three verbs from this sort:
List three words that could be used as a noun or verb:

Missing Letters with SHORT & LONG Vowel Sounds Review CVC and CVCe Yellow Sort II
Drag a vowel from the bottom of the page to complete each word. Then, type the completed words three times each below each fill-in-the blank.

t__p pl__n c__te
c__be pl__ne c__b
t__b c__t p__ne

a e i o u

* aligned to 3rd Edition

answer
keys

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Short -a and Long -a Yellow Sort I

Type each of your word study words in the appropriate chart.
Then, tell whether the vowel sound is short or long.

CVC words	Short or Long Vowel Sound?
cat	short
crab	short
map	short
hat	short
bat	short
bag	short
flag	short
man	short

VCC Word	Short or Long Vowel Sound?
grass	short

VVC words	Short or Long Vowel Sound?
rain	long
snail	long
chain	long
foot	short

VCE words	Short or Long Vowel Sound?
cake	long
skate	long
frame	long
shave	long
grapes	long
plate	long
game	long
rake	long
snake	long

Place a circle around the ODDBALL that does not fit in with the words in Yellow Sort I. Type the word below.

foot

Why doesn't this word fit the sort?

"Foot" is an oddball in this sort because it does not have a long vowel sound, but it has the VVC spelling.

Name two ways to make the long -a sound based on the words in this sort.

To make the long -a sound, you use an a in the middle of the word and a silent -e at the end. The other way of spelling the long -a sound is with the letters ai.

More Practice with Long -a Yellow Sort I

Focusing your attention on the long vowel sound in each word, sort your words based on the way the long vowel sound is spelled. You have been given a clue for the number of words that should be in each category.

-a_e long -a words

cake
skate
frame
shave
grapes
plate
game
rake
snake

9 words

-ai long -a words

rain
snail
chain

3 words

Think of 4 other words that also have the long -a sound and type them here.

Student Answers Will Vary

Short -a versus Long -a in CVCe

Yellow Sort 7

Type each of your word study words in the appropriate chart.
Then, tell whether the vowel sound is short or long.

VCC words	Short or Long Vowel Sound?
last	short
fast	short
ask	short
grass	short

VC words	Short or Long Vowel Sound?
snap	short
mad	short
bat	short
what	short
cat	short
has	short
cap	short

List three nouns from this sort:

glass; grass; hand; bat; sack; cat;

face; gate; name; page; rake; whale

List three verbs from this sort:

snap; ask; make; rake;

came; made; face

VCE words	Short or Long Vowel Sound?
cake	long
make	long
face	long
same	long
gate	long
name	long
page	long
rake	long
came	long
whale	long
made	long

ODDBALLS	Short or Long Vowel Sound?
what	short
	short

List one adjective from this sort:

mad

List one adverb from this sort:

fast; last (research last to see how it can fall in any category depending on how it is used in a sentence).

Make Words with Short -a and Long -a

Yellow Sort 7

You have been given a beginning sound or blend for a word. For each sound listed, circle all the endings that create a word. Then, type the words that are formed on the line below.

1. l	ask at <u>ast</u> <u>ass</u> <u>ap</u> <u>ack</u> <u>and</u> ad	last, lass, lap, lack, land
2. gl	ask at <u>ast</u> <u>ass</u> ap ack <u>and</u> <u>ad</u>	glass, gland, glad
3. c	<u>ask</u> <u>at</u> <u>ast</u> ass <u>ap</u> <u>ack</u> and ad	cask, cat, cast, cap
4. f	ask <u>at</u> <u>ast</u> ass ap ack and <u>ad</u>	fat, fast, fad
5. sn	<u>ask</u> <u>at</u> ast ass <u>ap</u> <u>ack</u> and ad	snap, snack
6. s	ask <u>at</u> <u>ast</u> <u>ass</u> ap <u>ack</u> <u>and</u> <u>ad</u>	sat, sack, sand, sad, sass
7. gr	ask at <u>ast</u> <u>ass</u> ap ack and ad	grass
8. h	ask <u>at</u> <u>ast</u> ass ap <u>ack</u> <u>and</u> <u>ad</u>	hat, hast, hack, hand, had
9. m	<u>ask</u> at <u>ast</u> <u>ass</u> <u>ap</u> <u>ack</u> and <u>ad</u>	mask, mast, mass, map, mad

10. b	<u>ask</u> <u>at</u> ast ass ap <u>ack</u> <u>and</u> <u>ad</u>	bask, bat, back, band, bad
11. c	<u>ake</u> <u>age</u> <u>ame</u> ace ate ade ale	cake, cage, came
12. m	<u>ake</u> age ame <u>ace</u> ate <u>ade</u> <u>ale</u>	make, mace, made, male
13. s	<u>ake</u> <u>age</u> <u>ame</u> ace ate ade <u>ale</u>	sake, sage, same, sate, sale
14. g	ake <u>age</u> <u>ame</u> ace ate <u>ade</u> <u>ale</u>	gage, game, gate, gale
15. n	ake age <u>ame</u> ace <u>ate</u> ade ale	name Nate
16. p	ake <u>age</u> ame <u>ace</u> <u>ate</u> ade <u>ale</u>	page, pace, pate, pale
17. r	<u>ake</u> <u>age</u> ame <u>ace</u> <u>ate</u> ade <u>ale</u>	rake, rage, race, rate
18. wh	ake <u>age</u> ame ace ate ade <u>ale</u>	wage whale

Short versus Long Review

Yellow Sort II

Type each of your word study words in the appropriate chart.
Then, tell whether the vowel sound is short or long.

CVC words	Short or Long Vowel Sound?
tap	short
tub	short
pin	short
plan	short
cut	short
not	short
mad	short
pal	short
dim	short
cub	short

CVCe words	Short or Long Vowel Sound?
tape	long
pine	long
cute	long
made	long
dime	long
tube	long
plane	long
note	long
pale	long
cube	long

List three nouns from this sort:

tub; pin; plan; cut; pal; tape; pine; dime; tube;
plane; note; cube; cub

List three verbs from this sort:

tap; pin; plan; cut; dim; tape; made; note

List three words that could be used as a noun or verb:

cut; pin; plan; tape; pine; note

Missing Letters with SHORT & LONG Vowel Sounds
Review CVC and CVCe
Yellow Sort II

Drag a vowel from the bottom of the page to complete each word. Then, type the completed words three times each below each fill-in-the blank.

tap

plan

cute

tap tap tap

plan plan plan

cute cute cute

cube

plane

cub

cube cube cube

plane plane plane

cub cub cub

tub

cut

pine

tub tub tub

cut cut cut

pine pine pine

a

e

i

o

u

Missing Letters with SHORT & LONG Vowel Sounds
Review CVC and CVCe
Yellow Sort II

Drag a vowel from the bottom of the page to complete each word. Then, type the completed words three times each below each fill-in-the blank.

pale

tube

made

pale pale pale

tube tube tube

made made made

pin

tape

pal

pin pin pin

tape tape tape

pal pal pal

note

not

mad

note note note

not not not

mad mad mad

dime

dime dime dime

a

e

i

o

u

DIGITAL NOTEBOOK

for Words Their Way
Word Sorts for
Syllables and Affixes Spellers

The digital notebook displays two pages of word sorts. The left page is titled 'Unaccented Final Syllables Green Sort 32' and includes a list of syllables: -le, -el, -il, -al. It features four columns for word and syllabication: -le (purple), -el (pink), -il (green), and -al (yellow). Each column has a header 'word and syllabication' and a section for 'Oddballs' with the prompt 'why are these words oddballs?'. The right page is titled 'Word Building Unaccented Final Syllables Green Sort 32' and includes a list of syllables: -le, -el, -il, -al. It features three columns for word building: catt __, penc __, trav __; foss __, Apr __, ang __; mod __, marb __, lev __; fin __, pebb __, tot __. Each column has a header 'word and syllabication' and a section for 'Oddballs' with the prompt 'why are these words oddballs?'. At the bottom of the right page, there are four colored boxes: le (blue), el (red), il (green), and al (purple).

* aligned to 3rd Edition

answer keys

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Review of Vowel Patterns in One-Syllable Words

Green Sort I

Parts of Speech

Record each of your word study words in the appropriate chart. Then, record the part of speech.

CVVC Word	Part of Speech
chief	noun
fruit	noun
brief	adjective
scout	verb/noun
groan	verb
stain	verb/noun

CVC Word	Part of Speech
wrap	verb/noun
twig	noun
when	adverb
plot	verb/noun
clog	verb/noun
quit	verb

CVCC Word	Part of Speech
smell	verb/noun
sharp	adjective
thank	verb
front	adjective
climb	verb
trust	verb/noun

CVCe Word	Part of Speech
whine	verb
theme	noun
brave	adjective
scale	verb/noun
phone	verb/noun
quote	verb/noun

Spelling Changes with Suffixes

Green Sort 2

-ing

A suffix is a word unit added to the end of a base word. When a suffix is added to a base word, sometimes we need to change the ending of the word before we can add the suffix. Record all of your -ing words. **Underline the base word and circle the suffix.** Then describe any spelling changes that were necessary. If no spelling changes are needed, you may write "Do Nothing."

Word	Description of Spelling Changes
<u>get</u> ting	Double consonant
<u>skip</u> ping	Double consonant
<u>swim</u> ming	Double consonant
<u>yell</u> ing	Do Nothing
<u>rest</u> ing	Do Nothing
<u>run</u> ning	Double consonant
<u>sit</u> ting	Double consonant
<u>stand</u> ing	Do Nothing
<u>pick</u> ing	Do Nothing
<u>shut</u> ting	Double consonant
<u>pass</u> ing	Do Nothing
<u>jump</u> ing	Do Nothing

What similarities do you notice in the words where adding -ing caused the last consonant to double?

For short, one-syllable verbs, that end with CVC, we must double the last consonant and then add -ing

What similarities do you notice in the words where you were simply able to add -ing?

For short, one-syllable verbs, that end with VCC, just add -ing

Transfer -ing Suffix
To New Words
Green Sort 2

-ing

Add -ing to the base words listed below. Be sure to modify the spelling of your words appropriately when adding -ing. Describe the changes to the spelling of the base word in the last column.

Word	+ ing	Description of Spelling Change
drip	dripping	Double consonant
hunt	hunting	Do Nothing
tug	tugging	Double consonant
kick	kicking	Do Nothing
stir	stirring	Double consonant
mop	mopping	Double consonant
wink	winking	Do Nothing
quit	quitting	Double consonant
wish	wishing	Do Nothing
sob	sobbing	Double consonant
guess	guessing	Do Nothing
smell	smelling	Do Nothing
chop	chopping	Double consonant
drag	dragging	Double consonant
purr	purring	Do Nothing

Spelling Changes with Suffixes

Green Sort 3

-ing

A suffix is a word unit added to the end of a base word. When a suffix is added to a base word, sometimes we need to change the ending of the word before we can add the suffix. Record all of your -ing words. **Underline the base word and circle the suffix.** Then describe any spelling changes that were necessary. If no spelling changes are needed, you may write "Do Nothing."

Word	Description of Spelling Changes
<u>use</u> ing	e-drop
<u>eat</u> ing	Do Nothing
<u>writ</u> ing	e-drop
<u>dream</u> ing	Do Nothing
<u>look</u> ing	Do Nothing
<u>close</u> ing	e-drop
<u>trade</u> ing	e-drop
<u>clean</u> ing	Do Nothing
<u>moan</u> ing	Do Nothing
<u>skate</u> ing	e-drop
<u>wave</u> ing	e-drop
<u>mail</u> ing	Do Nothing

What similarities do you notice in the words where adding -ing required the e to drop off?

For verbs, that end with VCe, we must drop the e and then add -ing

What similarities do you notice in the words where you were simply able to add -ing?

For verbs, that end with VVC, just add -ing

Transfer -ing Suffix
To New Words
Green Sort 3

-ing

Add -ing to the base words listed below. Be sure to modify the spelling of your words appropriately when adding -ing. Describe the changes to the spelling of the base word in the last column.

Word	+ ing	Description of Spelling Change
ride	riding	e-drop
need	needing	Do Nothing
give	giving	e-drop
bake	baking	e-drop
peek	peeking	Do Nothing
smile	smiling	e-drop
vote	voting	e-drop
bloom	blooming	Do Nothing
scream	screaming	Do Nothing
joke	joking	e-drop
come	coming	e-drop

Spelling Changes with Suffixes

Green Sort 4

-ing

A suffix is a word unit added to the end of a base word. When a suffix is added to a base word, sometimes we need to change the ending of the word before we can add the suffix. Record all of your -ing words. **Underline the base word and circle the suffix.** Then describe any spelling changes that were necessary. If no spelling changes are needed, you may write "Do Nothing."

Word	Description of Spelling Changes
setting	Double consonant
hiking	e-drop
reading	Do Nothing
floating	Do Nothing
cutting	Double consonant
moving	e-drop
stopping	Double consonant
living	e-drop
spelling	Do Nothing
coming	e-drop
begging	Double consonant
growling	Do Nothing

Spelling Changes with Suffixes

Green Sort 4, pg 2

-ing

A suffix is a word unit added to the end of a base word. When a suffix is added to a base word, sometimes we need to change the ending of the word before we can add the suffix. Record all of your -ing words. **Underline the base word and circle the suffix.** Then describe any spelling changes that were necessary. If no spelling changes are needed, you may write "Do Nothing."

Word	Description of Spelling Changes
<u>grin</u> ing	Double consonant
<u>have</u> ing	e-drop
<u>cheer</u> ing	Do Nothing
<u>jog</u> ing	Double consonant
<u>share</u> ing	e-drop
<u>talk</u> ing	Do Nothing
<u>push</u> ing	Do Nothing
<u>hum</u> ing	Double consonant
<u>work</u> ing	Do Nothing
<u>fix</u> ing	Do Nothing
<u>go</u> ing	Do Nothing
<u>snow</u> ing	Do Nothing

Review the 3 types of spelling changes that can happen when you add -ing to a word. Record those here:

Double consonant
 e-drop
 Nothing

Transfer -ing Suffix
To New Words
Green Sort 4

-ing

Add -ing to the base words listed below. Be sure to modify the spelling of your words appropriately when adding -ing. Describe the changes to the spelling of the base word in the last column.

Word	+ ing	Description of Spelling Change
slip	slipping	Double consonant
row	rowing	Do Nothing
sneeze	sneezing	e-drop
pout	pouting	Do Nothing
find	finding	Do Nothing
mix	mixing	Do Nothing
tap	tapping	Double consonant
blow	blowing	Do Nothing
cheer	cheering	Do Nothing
love	loving	Do Nothing
speed	speeding	Do Nothing
dress	dressing	Do Nothing
start	starting	Do Nothing
box	boxing	Do Nothing
draw	drawing	Do Nothing
win	winning	Double consonant

Come up with -ing words for each letter of the alphabet.

Underline the base word and circle the suffix Then describe any spelling changes that were necessary when -ing was added. If no spelling changes are needed, you may write "Do Nothing."

ABC -ing Words

	word	Description of Spelling Change
a	<u>ask</u> ing	Nothing
b	<u>beg</u> ing	Double
c	<u>clean</u> ing	Nothing
d	<u>dress</u> ing	Nothing
e	<u>eat</u> ing	Nothing
f	<u>find</u> ing	Nothing
g	<u>go</u> ing	Nothing
h	<u>hum</u> ing	Double
i	<u>ice</u> ing	e-drop
j	<u>jump</u> ing	Nothing
k	<u>keep</u> ing	Nothing
l	<u>live</u> ing	e-drop
m	<u>move</u> ing	e-drop

	word	Description of Spelling Change
n	<u>need</u> ing	Nothing
o	<u>open</u> ing	Nothing
p	<u>push</u> ing	Nothing
q	<u>quit</u> ing	Double
r	<u>rest</u> ing	Nothing
s	<u>stop</u> ing	Double
t	<u>take</u> ing	e-drop
u	<u>use</u> ing	e-drop
v	<u>vote</u> ing	e-drop
w	<u>work</u> ing	Nothing
x	<u>xerox</u> ing	Nothing
y	<u>yell</u> ing	Nothing
z	<u>zoom</u> ing	Nothing

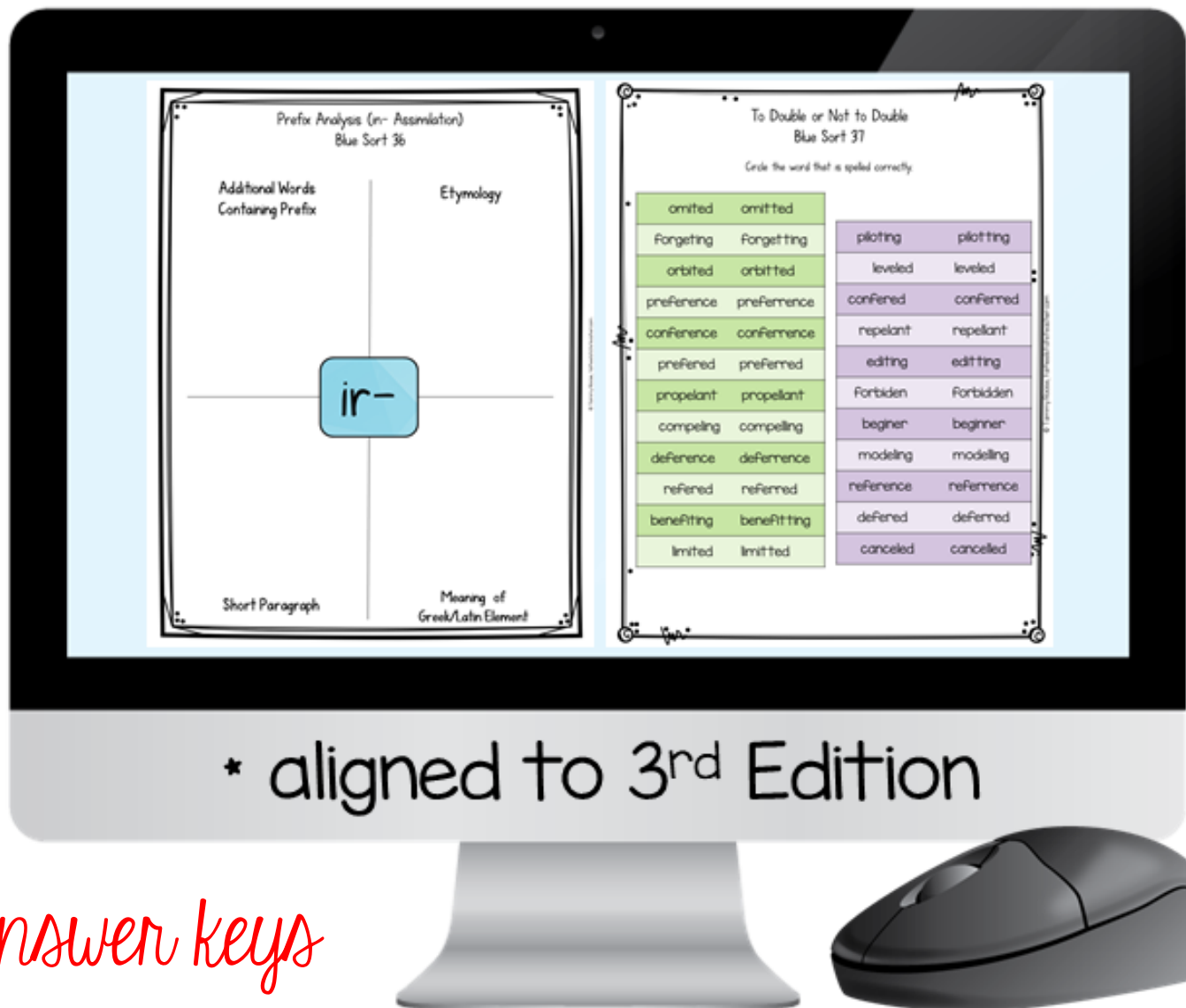
Review

Green Sorts 2-4

Student Answers
Will Vary

DIGITAL NOTEBOOK

for Words Their Way
Word Sorts for
Derivational Relations Spellers



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Spelling Analysis Blue Sort I

-er, -est,

A suffix is a word unit added to the end of a base word. When a suffix is added to a base word, sometimes we need to change the ending of the word before we can add the suffix. Type all of your word study words. **Underline the base word and circle the suffix.** Then describe any spelling changes that were necessary. If no spelling changes are needed, type "Do Nothing."

Word	Description of Spelling Changes
<u>kinder</u>	nothing
<u>stranger</u>	e-drop
<u>cleaner</u>	nothing
<u>quieter</u>	nothing
<u>harsher</u>	nothing
<u>kindest</u>	nothing
<u>strangest</u>	e-drop
<u>cleanest</u>	nothing
<u>quietest</u>	nothing
<u>harshest</u>	nothing

Spelling Analysis
Blue Sort 1, pg 2

-ier, -iest

A suffix is a word unit added to the end of a base word. When a suffix is added to a base word, sometimes we need to change the ending of the word before we can add the suffix. Type all of your word study words. **Underline the base word and circle the suffix.** Then describe any spelling changes that were necessary. If no spelling changes are needed, type "Do Nothing."

Word	Description of Spelling Changes
<u>earlier</u>	-y → -i
<u>emptier</u>	-y → -i
<u>trickier</u>	-y → -i
<u>fancier</u>	-y → -i
<u>crummier</u>	-y → -i
<u>murkier</u>	-y → -i
<u>shinier</u>	-y → -i
<u>earliest</u>	-y → -i
<u>emptiest</u>	-y → -i
<u>trickiest</u>	-y → -i
<u>fanciest</u>	-y → -i
<u>crummiest</u>	-y → -i
<u>murkiest</u>	-y → -i
<u>shiniest</u>	-y → -i

Base Words and Suffixes

Blue Sort I

-er words

A suffix is a word unit added to the end of a base word. When a suffix is added to a base word, the grammatical function of the word usually changes. Type the base word and the part of speech for each of your word study words. Then, type the word with the suffix and name its part of speech.

Base Word	Part of Speech	Word with Suffix	Part of Speech
kind	→ adjective	kinder	→ adjective
strange	→ adjective	stranger	→ adjective
clean	→ adjective	cleaner	→ adjective
quiet	→ adjective	quieter	→ adjective
harsh	→ adjective	harsher	→ adjective

How does adding -er to the end of a word change its part of speech?

Adding -er to the end of a word does not change its part of speech. The adjective turns into a comparative adjective.

Base Words and Suffixes

Blue Sort I

-est words

A suffix is a word unit added to the end of a base word. When a suffix is added to a base word, the grammatical function of the word usually changes. Type the base word and the part of speech for each of your word study words. Then, type the word with the suffix and name its part of speech.

Base Word	Part of Speech	Word with Suffix	Part of Speech
kind	→ adjective	kindest	→ adjective
strange	→ adjective	strangest	→ adjective
clean	→ adjective	cleanest	→ adjective
quiet	→ adjective	quietest	→ adjective
harsh	→ adjective	harshest	→ adjective

How does adding -est to the end of a word change its part of speech?

Adding -est to the end of a word does not change its part of speech. The adjective turns into a comparative adjective.

Base Words and Suffixes

Blue Sort 1

-ier words

A suffix is a word unit added to the end of a base word. When a suffix is added to a base word, the grammatical function of the word usually changes. Type the base word and the part of speech for each of your word study words. Then, type the word with the suffix and name its part of speech.

Base Word	Part of Speech	Word with Suffix	Part of Speech
early	→ adjective	earlier	→ adjective
empty	→ adjective	emptier	→ adjective
tricky	→ adjective	trickier	→ adjective
fancy	→ adjective	fancier	→ adjective
crummy	→ adjective	crummier	→ adjective
murky	→ adjective	murkier	→ adjective
shinny	→ adjective	shinnier	→ adjective

How does adding -ier to the end of a word change its part of speech?

Adding -ier to the end of a word does not change its part of speech. The adjective turns into a comparative adjective.

Base Words and Suffixes

Blue Sort 1

-iest words

A suffix is a word unit added to the end of a base word. When a suffix is added to a base word, the grammatical function of the word usually changes. Type the base word and the part of speech for each of your word study words. Then, type the word with the suffix and name its part of speech.

Base Word	Part of Speech	Word with Suffix	Part of Speech
early	→ adjective	earliest	→ adjective
empty	→ adjective	emptiest	→ adjective
tricky	→ adjective	trickiest	→ adjective
fancy	→ adjective	fanciest	→ adjective
crummy	→ adjective	crummiest	→ adjective
murky	→ adjective	murkiest	→ adjective
shinny	→ adjective	shinniest	→ adjective

How does adding -iest to the end of a word change its part of speech?

Adding -iest to the end of a word does not change its part of speech. The adjective turns into a comparative adjective.

Try to come up with a word using -er, -est, -ier, -iest for each letter of the alphabet.
Type the part of speech for each word.

	Word	Part of Speech
a	angrier	adjective
b	braver	adjective
c	calmest	adjective
d	dirtier	adjective
e	easiest	adjective
f	fatter	adjective
g	greater	adjective
h	hotter	adjective
i	icier	adjective
j	juiciest	adjective
k	laziest	adjective
l	luckier	adjective
m	murkiest	adjective

**-er, -est,
-ier, -iest**

ABC Part of Speech

Blue Sort 1

	Word	Part of Speech
n	noisier	adjective
o	older	adjective
p	prettier	adjective
q	quieter	adjective
r	rougher	adjective
s	stronger	adjective
t	taller	adjective
u	uglier	adjective
v	vastest	adjective
w	weaker	adjective
x	-	-
y	younger	adjective
z	zaniest	adjective

**Student Answers
Will Vary**

**WANT TO
LEARN MORE
ABOUT MY
CLASSROOM
WORD STUDY
ROUTINE?**

My Classroom Word Study Routine

* I set aside 15-20 minutes for word study with the goal of having our word study block consistently 3-4 times a week.

Day 1 and Day 2: My students begin their individualized Words-Their-Way word study routine with my “blind” Word Search activity. Because I want students searching for word patterns and improving in their ability to recognize correctly spelled words—a major key to spelling growth—these word searches do not contain the word list. ([Word searches for each Words Their Way Level can be found in my store](#). Be sure to purchase the **3rd Edition** if you are interested in adding these to your routines.) **This routine activity is meant to be an engaging, fun way for students to discover their word study words.** 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 word, just as they do in other Words their Way sorting activities.

*At end of day two/beginning of day 3, you may give students their word study word list from **Words Their Way: Within Word Pattern Spellers** to provide students with feedback on the words they have not yet found.

Day 3 and 4: Students work on the Word Study Notebook activities to build deeper understanding of word spellings and/or meanings. These sheets can also be completed in partners or during their “meet with the teacher” time. (You might specify how you want the activities completed prior to students beginning the set for each sort.)

Allowing students to work in partners at the beginning of a unit (say the first and second sorts in the unit) and then expecting students to complete later activities in the unit independently is another way you can provide extra support and scaffolding.

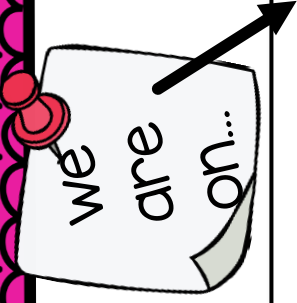
My Classroom Word Study Routine

Day 5: Meet with Teacher: This meeting provides an opportunity to go over activities that students had difficulty with and to reinforce specific word study concepts based on the word list students are working on.

Day 6: Assessment: Call out words and take a “traditional” spelling test OR complete a “blind sort” spelling test (this means students cannot see the words but sort the words into categories as they record them). I love blind sort assessments because as I watch students categorize words, I see them actively thinking about spelling—erasing, moving words around, and correcting their spelling.

I cycle my students through a staggered word study routine. You can check out my rationale for staggering our schedule and a sample schedule on pages 6 and 7. Keep in mind that if sort activities require additional time or if my word study time is limited, I can have students cycle through the same routine twice for one sort. (Based on difficulty level and students’ prior knowledge, some sorts may require an extra cycle while others may not.)

[You may find these blog posts helpful, too!](#)



Sample Staggered Schedule

GROUP	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Letter- Name Alphabetic Spellers (Red)	★ START NEW ROTATION meet w teacher and sort new words together	Word Search	Vocabulary Development Activity/ Program	Word Search Day 2	Writer's Notebook Day	2nd meet w teacher (assessment activities with teacher)	Spelling City
Syllables and Affixes Spellers (Green #1)	Spelling City	meet w teacher	Vocabulary Development Activity/ Program	Blind Assessment	Writer's Notebook Day	★ START NEW ROTATION/ Word List Word Search	Word Search Day 2
Within Word Pattern Spellers (Yellow)	★ START NEW ROTATION/ Word List Word Search	Word Search	Vocabulary Development Activity/ Program	meet w teacher	Writer's Notebook Day	Spelling City	Blind Assessment
Syllables and Affixes Spellers (Green #2)	Blind Assessment	★ START NEW ROTATION/ Word List Word Search	Vocabulary Development Activity/ Program	Spelling City	Writer's Notebook Day	Word Search Day 2	meet w teacher (a student leader can start the sharing of words they've found)
Derivational Relations Spellers (Blue)	★ START NEW ROTATION/ Word List Word Search	Word Search, then writer's notebook if time	Vocabulary Development Activity/ Program	<u>Derivational Relations Word Study Notebook Activities</u>	Writer's Notebook Day	<u>Derivational Relations Word Study Notebook Activities</u>	meet w one another (teacher just checks in with group for questions)

Note: You have an editable version of this schedule in your download.

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