

**VIDEO CLIP** [http://www.vdoe.whro.org/early\\_literacy/ER07/ER07.swf](http://www.vdoe.whro.org/early_literacy/ER07/ER07.swf)

**A picture sort for the sounds TH- and WH- is modeled in this video clip.**

*When preparing for watching the video with the staff, I pre-selected five stopping points. The ending of the sentence from the video clip that is underlined and **bold** indicates each stopping point. Following each stopping point is a question listed in **bold** text. Possible answers for these questions are listed below each question.*

**1. ...to new words they encounter while reading.**

**Why is the skill of categorization so important?**

When students sort words, they are engaged in the hands-on, manipulative, active process of searching, comparing, contrasting, and analyzing.

**How does this apply to word study sorting?**

Word sorts help students organize what they know about words and to form generalizations that they can apply to new words they encounter while reading.

**2. ...a consonant digraph sort.**

**What are the three steps to introducing word study?**

1. Introduce and model (demonstrate the sort)
2. Sort and check (individually or with a partner)
3. Reflect (The students verbalize what the words and pictures in each column have in common.)

**3. ...Amber? It goes in the T-H.**

**What did you notice about HOW Mrs. Kerr modeled this word sort?**

She put out the headers. She asked what type of sort it was going to be. A student responded that it was a two-header sort. She read the words aloud to the students modeling the sort.

**Why did she isolate sounds as she sorted?**

(Thorn, Th-Thorn Th- thumb; Th- thorn, Wh wheel)

To focus students on the initial digraph sounds being studied.

**Was this an example of an open sort or closed sort?**

Closed sort

**4. ...Thermos, Thumb, Thimble.**

**How did Mrs. Kerr end the modeled word sort?**

Reviewed the words in each column, going back to the header SOUND (Th-) before saying the next word.

**Why would this be a beneficial practice?**

Keeps kids focused on the sound

**5. ...Think Thermos.**

**What did the students do during the independent sort?**

They sorted the words as a pair, then checked their work by saying the words aloud using the modeled "Go back to the header, say the sound that is being focused on, and the name of the picture" repeating this process until all of the words in a column have been checked.