Spell and Sort

Listen for a word, spell it, and study its letters.

2.LF.38.o "Encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity."

NAME _____ DATE _____

SOUNDS MATCH

You can spell each sound the way you expect.

sit

ONE SURPRISE

One part of the spelling is not what you expect. A vowel team may make a surprising sound, or a silent final e may not make the vowel long.

head

1 SORT

8 items

For Part 1, listen as your teacher says each word, write it, and circle SOUND or TRICKY; for Part 2, choose one word from each group and explain how its spelling helped you sort it.

1. Write the word: _____ SOUND TRICKY

2. Write the word: _____ SOUND TRICKY

3. Write the word: _____ SOUND TRICKY

4. Write the word: _____ SOUND TRICKY

5. Write the word: _____ SOUND TRICKY

6. Write the word: _____ SOUND TRICKY

7. Write the word: _____ SOUND TRICKY

8. Write the word: _____ SOUND TRICKY

2 PROVE IT

Explain your thinking

Choose one word from each group and explain how its spelling helped you sort it.

ITEM # _____ **HOW I KNEW** _____

ITEM # _____ **HOW I KNEW** _____

3 MAKE YOUR OWN

One of each

Part 3 MAKE YOUR OWN: Write one new SOUND word and one new TRICKY word.

SOUND _____

TRICKY _____

CHALLENGE

Write a sentence using a TRICKY word from Part 1, and underline the letter or letters that surprise you.

ANSWER KEY

Spell and Sort

GRADE 2 · 2.LF.38.o

PART 1 · SORT

#	ITEM	CATEGORY	WHY
1	Write the word: _____	**SOUND**	Dictate can: "I can jump." The letters c, a, and n spell the expected sounds.
2	Write the word: _____	**SOUND**	Dictate went: "We went to school." Each sound has an expected spelling.
3	Write the word: _____	**TRICKY**	Dictate said: "She said yes." The vowel team ai spells /ĕ/ instead of its usual /ā/.
4	Write the word: _____	**SOUND**	Dictate run: "I run fast." The letters r, u, and n spell the expected sounds.
5	Write the word: _____	**TRICKY**	Dictate have: "I have a book." The a spells short /ă/. The final e is silent and does not make the a long.
6	Write the word: _____	**TRICKY**	Dictate give: "Give me a turn." The i spells short /ĭ/. The final e is silent and does not make the i long.
7	Write the word: _____	**SOUND**	Dictate get: "Get your coat." The letters g, e, and t spell the expected sounds.
8	Write the word: _____	**SOUND**	Dictate not: "It is not cold." The letters n, o, and t spell the expected sounds.

PART 2 · PROVE IT

Task: Choose one word from each group and explain how its spelling helped you sort it.
Accept any explanation that names the deciding feature from the rule box for the chosen item.

PART 3 · MAKE YOUR OWN (SAMPLE ANSWERS)

- **SOUND**: map
- **TRICKY**: bread

Challenge: I hav<u>e</u> a book.

For Part 2, a student might explain that every sound in can has an expected spelling, while the silent final e in have does not make the a long. Accept other accurate explanations tied to the words the student chose.