

**Grade 4 Spelling and Word Study**  
**Theme 2/Selection 1/Tomas and the Library Lady**

**Big Ideas for this sort:**

- ◆ Students will review some common sounds made by ou/ow, au/aw/ and al
- ◆ The spelling principles that students will review include:
  - The spelling pattern ou and ow can sound like /ou/as in (ouch).
  - The spelling pattern au, aw, can sound like aw as in saw.
  - The spelling pattern al can sometimes sound like all as in bald.
    - ◆ This al pattern is very close in sound to au/aw. The word bald is typically pronounced as "balled", not "bawled"). Because of the influence of the 'l', the al words included in this sort are clearly different from the aw (saw) sound - (always, although, false, also). For clarity, these words have been segmented into a separate category for this word sort. Once you have a chance to study the words beforehand, if you wish to include the al words within the aw pattern, disregard the picture cue for *bald*. and include the al words in the *saw* column.

**Closed Sort to discuss and discover:**

- ◆ First use key pictures to sort by sounds: ouch/saw/bald and ? (? fits no pattern given - the word *couple* will go in this category).
- ◆ Have students notice that, in this list, the ou/ow, aw/aw and al patterns are usually followed by a consonant sound (exceptions: jaw, gnaw)

**Additional Closed Sorts to discover and discuss (spelling patterns):**

- ◆ Sub-sorts of ou and ow based on key words; use words that are most familiar such as sound/clown
- ◆ Sub-sorts of au/aw/ based on key words; use words that are most familiar such as jaw/cause

**Ideas for Differentiating the Word List**

- ◆ You may want to introduce and model the basic sort with the whole class, and then differentiate for the words that will be assigned for students to study throughout the spelling sequence. If guided reading groups align with spelling groups, a few minutes could be spent adding or deleting words to the word sort/assigned words at that time. Or you may be able to pair spelling partners who have similar needs.
- ◆ To simplify the list: omit some ou words, omit the challenge words, and add the basic words *lawn, loud, sound, clown*.
- ◆ To increase the challenge, include all challenge words with an \*: other words might include two syllable words or more complex words: *daughter, squawk, eyebrow, awkward, caution, applaud, exhaust, fountain, scoundrel, chowder, drowsy, scald* (see Grade 4 Additional Spelling Words).

**Additional support information for this sort (OPTIONAL):**

- ◆ Students may suggest that the word *aloud* could fit in two categories - ou (ouch) and all (bald). In order to clearly hear the *all* sound, the pronunciation becomes distorted ("all loud" rather than "uh loud"). Tell students that they are not wrong to consider the sound of all in aloud, but that this word has been included as a clear example of the ou (ouch) pattern. As students develop a mind set of word study, it is important to validate their efforts to focus on sound patterns in words. Varieties in dialect and pronunciation may make some patterns less clear for some students.