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| **Blind Sorts**Key words or pictures are laid out and a partner calls out the words. The students then indicate in which category the word or picture belongs. | **Guess My Category**Categories are not labeled or described. As the teacher begins to sort the pictures or words, students decide how things are in each category are alike. |
| **Writing Sort**Students begin by writing key words as labels for the categories. Then, they can either copy a sort they have done with cards or turn over one word at a time and write it in the appropriate column. | **Word Hunts**Students search their reading and writing for examples of words with the sounds, patterns, or meanings they are studying. |
| **Blind Writing Sort**Someone calls out a word and the students write it under the correct category without looking at it (canbe used as an assessment) | **Brainstorming**Students have the opportunity to search their prior knowledge for additional examples of words with their focus sounds, patterns, or meanings. |
| **Draw and Label**Students draw the focus words and label their drawing. Brainstorm words that start with their focus sounds and draw a picture that represents the word and label. | **Buddy Sorts**Students work together to practice sorting words and pictures. |
| **Speed Sorts**Students sort the pictures or words into categories as they time themselves with a stopwatch. They repeat the sort several times, in an attempt to improve their **own** recorded times. | **Open Sort**The students create their own categories and are encouraged to find various ways to sort the set of words.  |
| **Closed Sort**Introductory sort. Teacher defines the categories and student puts words in the correct category based on the key word/picture. |  |