

Word Study and GPS

Summary

Students will successfully participate in and complete a word sort activity. The word sort will focus on common spelling patterns. Each sort will take place at a different physical location around the school, located by the students with a GPS unit.

Time Frame

1 class periods of 45 minutes each

Group Size

Small Groups

Materials

(1) GPS units - one per group of 3-4 children (2) containers (ziplock baggies or small Tupperware-type boxes would work) - one for each waypoint (3) Word study cards and pattern cards (attached below or teacher-created)

Background for Teachers

Teachers should know how to operate a GPS unit prior to conducting this activity.

Student Prior Knowledge

Students need to know how to successfully operate a GPS unit prior to participating in this activity. Students need to have the ability to read and to sort words according to vowel sound and spelling patterns.

Intended Learning Outcomes

Students will:

- (1) categorize and sort familiar 'A' and 'E' spelling pattern words into word families.
- (2) use a GPS unit to find the location of each waypoint.
- (3) work cooperatively

Instructional Procedures

- (1) Prior to the activity, the teacher should locate 10-14 (depending on number of student groups) waypoint locations found on the school grounds. These waypoints should be inputted into each GPS device before the activity.
- (2) Students are placed into groups of 3 to 4 students. Each group will be given a GPS unit and word cards. (Management tip: Students should start out toward a different waypoint. For example, Group 5 would begin at Waypoint 5 and continue numerically down the list, Group 6 would begin at Waypoint 6, etc.)
- (3) At each waypoint, students will read the card in the container. The card will tell them clues (the vowel sound, spelling pattern, and keyword) about which words to leave behind in that container. Students will sort through their words and leave the appropriate words in that container.
- (4) Groups will continue on to each waypoint, sorting and leaving words in each container.
- (5) When groups are finished, they should meet back at a designated location for assessment.

Assessment Plan

Once all groups have completed the activity, send them to their starting waypoint to collect the container. When they return to the designated location, students will read the words that were deposited in the container to make sure the words match the specified sound and spelling pattern. Groups can exchange containers to check other patterns as many times as the teacher desires. Words placed in the wrong container should be given to the teacher. The teacher will lead a discussion as to the proper container the words should go in according to the vowel sound and spelling pattern.

Authors

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