Congratulations on your purchase of the Really Good Stuff® Little Pocket Sorts™: Irregular Past-Tense Verbs, a hands-on activity that strengthens your students’ ability to recognize irregular past-tense verbs and distinguish them from their present-tense counterparts. Should you need this or any other Really Good Stuff® Teaching Guides, download them from our Web site at www.reallygoodstuff.com.

Objective
Distinguish between present- and past-tense irregular verbs.

Common Core State Standard
Form and use the past tense of frequently occurring irregular verbs.

This Really Good Stuff® product includes:
• 2 Two-Pocket Folders
• 40 Two-Sided Sort Cards
• 5 Sorting Envelopes
• 4 Category Cards
• 1 Storage Bag with Handle
• This Really Good Stuff® Teaching Guide

This sorting activity offers practice of verbs that do not follow the regular past-tense rule of adding -ed or -d to the infinitive form of the verb. Students, especially English language learners, often make mistakes with irregular past tense. They must rely on memorization through repeated encounters to learn irregular past-tense verbs. Students can match up the present tense and past tense verb forms (e.g., come/came), and then sort by tense.

Some irregular verbs change forms in the past tense (e.g., past tense of go is went), and some do not change (e.g., past tense of put is put). This set includes only verbs that change.

Managing Little Pocket Sorts™
• Photocopy and laminate the Little Pocket Sorts™ instructions.
• Separate the Sort Cards by their colors, and store them in the Sorting Envelopes.
• Label the envelope tabs according to colored sets, for example: Irregular Past-Tense Verbs: Purple.
• Slide the Category Cards into the slots of the folder.
• When finished, place all the materials in the Storage Bag.

Introducing Little Pocket Sorts™
Little Pocket Sorts™: Irregular Past-Tense Verbs provides a fun setting for students to practice identifying past and present tense in a closed sort that is easy to manage and check. The Category Cards fit neatly into the slots of each pocket in the Pocket Folder. The two-sided Sort Cards have either purple or green borders on the front, providing an easy way to split them for two separate centers. The Sort Cards have 40 exemplars of past and present tense verbs on the front (border) side. The answer is printed on the back of each card, along with a sample sentence for each verb form—especially helpful for English language learners.

The sentences on the backs of the Sort Cards are similar for verbs that go together, such as give and gave. This provides students with context for the verb and helps them internalize the two tenses. The sentences include time words, such as last week, for hints.

Each answer is provided on the back, with the verb used in a sentence.

Before using the sorts, discuss what students already know about past tense. Review the common -ed and -d endings before introducing irregular past-tense verbs. Introduce some very common irregular past-tense verbs such as saw and went. Have students use them in sentences and name their present-tense counterparts. Provide classwork that gives students a chance to identify verb tenses in the context of sentences.

Model the Activity
Begin by modeling the activity, discussing each step with students. Place the Category Cards into the slots of each pocket in a 2-Pocket Folder. Place the Sort Cards, border-side up, in a stack in front of you. Optional first step: Model matching up the past- and present-tense verbs that go together (leave/left, catch/caught, etc.).

Explain to students that each card has a verb, and they will need to determine if the verb is in the present or past tense. If the card has a present-tense verb, place it in the present tense pocket, and if the card has a past-tense verb, place it in the past tense pocket.
Take the top Sort Card and read the verb. Ask the group if the verb is present tense or past tense. Place the card in the corresponding pocket. Continue sorting all of the cards. (You may want to place one or two cards in the wrong pocket so that you can model how to correct misplaced cards.)

Once all of the cards are sorted, take them out and review each category separately. Show students that the back of each card has the verb used in a sentence, and the tense is marked in small print. Model reading the sentence before looking at the answer. Together, decide if the cards have been placed in the correct pockets. Model by thinking aloud as you re-sort any cards that were incorrectly placed.

After modeling, demonstrate the proper way to store the materials in the Storage Bag. Then have students sort independently, either in pairs or individually.

Suggested Prerequisite Training
• Train students to work in pairs, taking turns sorting and checking sorts.
• Train students to use their inside voice as they read and sort verbs.
• Train students to politely provide corrective feedback to their partner.
• Train students to carefully handle and manage materials.

Instructions
Little Pocket Sort™: Irregular Past-Tense Verbs
One to four students
Object: Distinguish between present- and past-tense irregular verbs.
Materials: Sort Cards, Category Cards, one 2-Pocket Folder
1. Open the Pocket Folder in front of you.
2. Place the cards border-side up in front of you.
3. Take one of the Sort Cards and read the verb.
   Decide if the verb is present tense or past tense.

<table>
<thead>
<tr>
<th>Purple Set</th>
<th>Present Tense</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>come</td>
<td>came</td>
<td></td>
</tr>
<tr>
<td>make</td>
<td>made</td>
<td></td>
</tr>
<tr>
<td>win</td>
<td>won</td>
<td></td>
</tr>
<tr>
<td>know</td>
<td>knew</td>
<td></td>
</tr>
<tr>
<td>run</td>
<td>ran</td>
<td></td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
<td></td>
</tr>
<tr>
<td>leave</td>
<td>left</td>
<td></td>
</tr>
<tr>
<td>catch</td>
<td>caught</td>
<td></td>
</tr>
<tr>
<td>feel</td>
<td>felt</td>
<td></td>
</tr>
<tr>
<td>find</td>
<td>found</td>
<td></td>
</tr>
<tr>
<td>send</td>
<td>sent</td>
<td></td>
</tr>
<tr>
<td>tell</td>
<td>told</td>
<td></td>
</tr>
<tr>
<td>say</td>
<td>said</td>
<td></td>
</tr>
<tr>
<td>hide</td>
<td>hid</td>
<td></td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td></td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
<td></td>
</tr>
<tr>
<td>lead</td>
<td>led</td>
<td></td>
</tr>
<tr>
<td>steal</td>
<td>stole</td>
<td></td>
</tr>
<tr>
<td>shake</td>
<td>shook</td>
<td></td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
<td></td>
</tr>
</tbody>
</table>

Green Set
Related Really Good Stuff® Products:
Little Pocket Sort™: Contractions (#305229)
Little Pocket Sort™: Plural Nouns (#305219)
Little Pocket Sort™: Drop the e, Double the Consonant (#305280)
Little Pocket Sort™: Parts of Speech (#305282)
Little Pocket Sort™: Envelopes (#304780)
Little Pocket Sort™ Envelope Storage Box (#304821)
Congratulations on your purchase of the Really Good Stuff® Little Pocket Sorts™: Plural Nouns, a hands-on activity that strengthens your students' ability to recognize plural-noun spelling patterns. Should you need this or any other Really Good Stuff® Teaching Guides, download them from our Web site at www.reallygoodstuff.com.

Objective
Distinguish among nouns that take common plural endings.

Common Core State Standard
Form and use regular and irregular plural nouns.

This Really Good Stuff® product includes:
• 2 Four-Pocket Folders
• 40 Two-Sided Sort Cards
• 5 Sorting Envelopes
• 8 Category Cards
• 1 Storage Bag with Handle
• This Really Good Stuff® Teaching Guide

Managing Little Pocket Sorts™: Plural Nouns
• Photocopy and laminate the Little Pocket Sorts™ instructions.
• Separate the Sort Cards by their colors, and store them in the Sorting Envelopes.
• Label the envelope tabs according to colored sets, for example: Plural Nouns: Pink.
• Slide the Category Cards into the slots of the folder.
• When finished, place all the materials in the Storage Bag.

Introducing Little Pocket Sorts™: Plural Nouns
Little Pocket Sorts™: Plural Nouns provides a fun setting for students to practice applying plural-noun spelling rules in a closed sort that is easy to manage and check. The two-sided Sort Cards have either blue or pink borders on the front, which provides an easy way to split them for two separate centers. The Sort Cards have 40 exemplars of singular nouns on the front (border) side. The answer is printed on the back of each card as an equation involving the noun and its plural ending, reflecting the pluralization rule. The Category Cards fit neatly into the slots of each pocket in the Pocket Folder. You can opt to start with fewer than four categories, adding the others later.

Before using the sorts, discuss what students already know about plural nouns. First review the common -s ending, then -es, before introducing rules that involve changing the base word. Have students practice using plurals in the context of sentences. Provide classwork that gives students a chance to distinguish between singular and plural nouns. Discuss exceptions to the rules and provide examples.

Common Plural-Noun Forms
Add s (chicken/chickens)
Add es (witch/witches)
Drop y/add ies (party/parties)
Drop f/add ves (calf/calves)
Whole word change (child/children)
No change (sheep/sheep)

Model the Activity
Begin by modeling the activity, discussing each step with students. Place the Category Cards into the slots of each pocket in a 4-Pocket Folder. Place the Sort Cards, border-side up, in a stack in front of you.

Explain to students that each card has a noun, and they will need to determine what rule they must use to make the noun plural. If the card has a noun that gets an -s ending, place it in the add s pocket, and so on.

Take the top Sort Card and read the noun. Ask the group what they do to make the noun plural. Place the card in the corresponding pocket. Continue sorting all of the cards. (You may want to place one or two cards in the wrong pocket so that you can model how to correct misplaced cards.)
Once all of the cards are sorted, take them out and review each category separately. Show students that the back of each card has an equation that indicates its category. Together, decide if the cards have been placed in the correct pockets. Model by thinking aloud as you re-sort any cards that were incorrectly placed.

After modeling, demonstrate the proper way to store the materials in the Storage Bag. Then have students sort independently, either in pairs or individually.

Suggested Prerequisite Training
- Train students to work in pairs, taking turns sorting and checking sorts.
- Train students to use their inside voice as they read and sort nouns.
- Train students to politely provide corrective feedback to their partner.
- Train students to carefully handle and manage materials.

Instructions

**Little Pocket Sorts™: Plural Nouns**

**Object:** Distinguish among nouns that take common plural endings.

**Materials:** Sort Cards, Category Cards, one 4-Pocket Folder

1. Open the Pocket Folder in front of you.
2. Place the cards border-side up in front of you.
3. Take one of the Sort Cards and read the noun. Decide which spelling rule is used to the noun plural.
4. Place the card in the correct pocket.
5. Continue sorting all the cards.
6. Remove the cards from each pocket and read them, one category at a time.
7. Turn the card over to check your work.
8. Re-sort any incorrectly placed cards.

**Related Really Good Stuff® Products:**
- Little Pocket Sorts™: Contractions (#305229)
- Little Pocket Sorts™: Drop the e, Double the Consonant (#305280)
- Little Pocket Sorts™: Irregular Past-Tense Verbs (#305218)
- Little Pocket Sorts™: Parts of Speech (#305282)
- Little Pocket Sorts™ Envelopes (#304780)
- Little Pocket Sorts™ Envelope Storage Box (#304821)

**Sort Cards**

<table>
<thead>
<tr>
<th>Pink Set</th>
<th>Add s</th>
<th>Add es</th>
<th>Drop the y &amp; Add is</th>
<th>Drop the f &amp; Add ves</th>
</tr>
</thead>
<tbody>
<tr>
<td>side 1</td>
<td>side 2</td>
<td>bench</td>
<td>benches</td>
<td>kitty</td>
</tr>
<tr>
<td>meal</td>
<td>meal + s = meals</td>
<td>bench</td>
<td>bench + es = benches</td>
<td>kitty + ies = kitties</td>
</tr>
<tr>
<td>house</td>
<td>house + s = houses</td>
<td>crutch</td>
<td>crutch + es = crutches</td>
<td>family</td>
</tr>
<tr>
<td>cookie</td>
<td>cookie + s = cookies</td>
<td>sandwich</td>
<td>sandwich + es = sandwiches</td>
<td>party</td>
</tr>
<tr>
<td>chicken</td>
<td>chicken + s = chickens</td>
<td>wish</td>
<td>wish + es = wishes</td>
<td>country</td>
</tr>
<tr>
<td>bone</td>
<td>bone + s = bones</td>
<td>mailbox</td>
<td>mailbox + es = mailboxes</td>
<td>puppy</td>
</tr>
<tr>
<td>hour</td>
<td>hour + s = hours</td>
<td></td>
<td></td>
<td>army</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Blue Set</th>
<th>Add s</th>
<th>Add es</th>
<th>Drop the y &amp; Add is</th>
<th>Drop the f &amp; Add ves</th>
</tr>
</thead>
<tbody>
<tr>
<td>parent</td>
<td>parent + s = parents</td>
<td>fox</td>
<td>fox + es = foxes</td>
<td>buddy</td>
</tr>
<tr>
<td>roof</td>
<td>roof + s = roofs</td>
<td>potato</td>
<td>potato + es = potatoes</td>
<td>story</td>
</tr>
<tr>
<td>cliff</td>
<td>cliff + s = cliffs</td>
<td>bus</td>
<td>bus + es = buses</td>
<td>berry</td>
</tr>
<tr>
<td>patio</td>
<td>patio + s = paltios</td>
<td>glass</td>
<td>glass + es = glasses</td>
<td>fly</td>
</tr>
<tr>
<td>toy</td>
<td>toy + s = toys</td>
<td>wrench</td>
<td>wrench + es = wrenches</td>
<td>sky</td>
</tr>
<tr>
<td>ski</td>
<td>ski + s = skis</td>
<td>dish</td>
<td>dish + es = dishes</td>
<td></td>
</tr>
</tbody>
</table>

Helping Teachers Make A Difference® © 2012 Really Good Stuff® 1-800-366-1920 www.reallygoodstuff.com Made in Guangzhou, China #305219A
Congratulations on your purchase of this Really Good Stuff®
Little Pocket Sorts™: Contractions, a hands-on activity that
strengthens your students' ability to recognize, define, and
correctly spell contractions.

Objective
Distinguish among contraction families, and sort contractions
according to the words they represent.

Common Core State Standard
Use an apostrophe to form contractions.

This Really Good Stuff® product includes:
• 2 Four-Pocket Folders
• 40 Two-Sided Sort Cards
• 5 Sorting Envelopes
• 8 Category Cards
• 1 Storage Bag with Handle
• This Really Good Stuff® Teaching Guide

Contractions are words that are formed by combining and
shortening two separate words. An apostrophe is used in place
of omitted letters. Second- and third-graders are already
using contractions in their speech and writing, but they need
practice with the meaning and spelling of contractions,
especially those that are less common. By sorting contraction
words into different categories, students practice using and
spelling contractions correctly.

Contraction Families

<table>
<thead>
<tr>
<th></th>
<th>be</th>
<th>will</th>
<th>would</th>
<th>have</th>
<th>had</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I'm</td>
<td>'ll</td>
<td>'d</td>
<td>'ve</td>
<td>'d</td>
</tr>
<tr>
<td>I am</td>
<td>I am</td>
<td>I will</td>
<td>I would</td>
<td>I have</td>
<td>I had</td>
</tr>
<tr>
<td>you</td>
<td>you're</td>
<td>you'll</td>
<td>you'd</td>
<td>you've</td>
<td>you'd</td>
</tr>
<tr>
<td>you are</td>
<td>you are</td>
<td>you would</td>
<td>you have</td>
<td>you had</td>
<td></td>
</tr>
<tr>
<td>he</td>
<td>he's</td>
<td>he'll</td>
<td>he'd</td>
<td>he's</td>
<td>he'd</td>
</tr>
<tr>
<td>he is</td>
<td>he is</td>
<td>he will</td>
<td>he would</td>
<td>he has</td>
<td>he had</td>
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<tr>
<td>she</td>
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<td>she's</td>
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<td>she is</td>
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<td>they have</td>
<td>they had</td>
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<td>that's</td>
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<td>what would</td>
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<td>what had</td>
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<td>where's</td>
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<td>where will</td>
<td>where would</td>
<td>where has</td>
<td>where had</td>
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<td>when would</td>
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<td>how's</td>
<td>how'd</td>
</tr>
<tr>
<td>how is</td>
<td>how is</td>
<td>how will</td>
<td>how would</td>
<td>how has</td>
<td>how had</td>
</tr>
</tbody>
</table>

Managing Little Pocket Sorts™: Contractions
• Should you need this or any other Really Good Stuff®
  Teaching Guides, download them from our Web site at
• Separate the Sort Cards by their colors, and store
  them in the Sorting Envelopes.
• Label the envelope tabs according to colored sets,
  for example: Contractions: Orange.
• Slide the Category Cards into the slots of the folder.
• When finished, place all the materials in the
  Storage Bag.

Introducing Little Pocket Sorts™: Contractions
Little Pocket Sorts™: Contractions provides a fun
setting for students to practice identifying contractions
in a closed sort that is easy to manage and check.
The two-sided Sort Cards have 40 exemplars with
contractions formed by is, not, will, and other words.
The answer is printed on the back of each card as
an equation involving the two words that form the
contraction. The Category Cards fit neatly into the slots
of each pocket in the Pocket Folder. You can opt to start
with fewer than four, adding the other categories later.
The Sort Cards have either orange or blue borders,
which provides an easy way to split them for two
separate centers. Less-common contractions are
included in the blue set.

Before using the sorts, discuss what students already
know about contractions. Ask them for examples of
contractions, and have students use them in sentences
and name the words that form them. Provide classwork
that gives students a chance to form contractions from
two words, and to break contractions into two words.
Model the Activity
Teach contractions by categories, or families. Introduce one or two at a time, and together make a list of contractions in that family. Then add any they missed, providing only the base words and challenging students to provide the contractions.

Help students understand that some contractions can have two different meanings. For example, we’d can mean we would or we had, and he’s can mean he is or he has. Have students sort contractions for reinforcement. Also discuss contractions that don’t reflect the exact spelling of their base words, such as won’t, the contraction form of will not.

Begin by modeling the activity, discussing each step with students. Place the Category Cards into the slots of each pocket in a 4-Pocket Folder. Place the Sort Cards, border-side up, in a stack in front of you. Explain to students that each card has a contraction, and they will need to identify the contraction family that the word represents. If the card has a not contraction, place it in the not pocket, and so on. Explain that the other category is for any contraction that doesn’t fit into the other three families.

Take the top Sort Card and read the contraction. Ask the group to determine if the contraction includes is, not, or will. Place the card in the corresponding pocket. Continue sorting all of the cards. (You may want to place one or two cards in the wrong pocket so that you can model how to correct misplaced cards.)

Once all of the cards are sorted, take them out and review each category separately. Show students that the back of each card has the contraction separated into two words to indicate its category. Together, decide if the cards have been placed in the correct pockets. Model by thinking aloud as you re-sort any cards that were incorrectly placed.

After modeling, demonstrate the proper way to store the materials in the Storage Bag. Then have students sort independently, either in pairs or individually.

Suggested Prerequisite Training
- Train students to work in pairs, taking turns sorting and checking sorts.
- Train students to use their inside voice as they read and sort contractions.
- Train students to politely provide corrective feedback to their partners.
- Train students to carefully handle and manage materials.
Congratulations on your purchase of the Really Good Stuff®
Little Pocket Sorts™: Drop the e, Double the Consonant,
a hands-on activity that strengthens your students’ ability
to determine when to change base words before adding
inflected endings. Should you need this or any other
Really Good Stuff® Teaching Guides, download them from

Objective
Distinguish among base words that do or do not require
dropping the e and doubling the final consonant when
adding inflected endings.

Common Core State Standard
Use spelling patterns and generalizations in writing words.

This Really Good Stuff® product includes:
• 2 Three-Pocket Folders
• 42 Two-Sided Sort Cards
• 5 Sorting Envelopes
• 12 Category Cards
• 1 Storage Bag with Handle
• This Really Good Stuff® Teaching Guide

When adding inflections -ed and -ing to some base words,
we drop the final e or double the ending consonant.
Students must learn when to apply these patterns.
They can learn the rules; however, as with many rules of
English, there are plenty of exceptions. A certain amount
of memorization is necessary for mastering this spelling
skill. Sorting is a great way to get practice with words
that fit the pattern and some of the exceptions.

Managing Little Pocket Sorts™
• Photocopy and laminate the Little Pocket Sorts™
  instructions.
• Separate the Sort Cards by their colors, and store
  them in the Sorting Envelopes.
• Label the envelope tabs according to colored sets,
  for example: Drop the e, Double the Consonant: Green.
• Slide the Category Cards into the slots of the folder.
• When finished, place all the materials in the
  Storage Bag.

Introducing Little Pocket Sorts™:
Little Pocket Sorts™: Drop the e, Double the Consonant
provides a fun setting for students to practice an
important spelling and vocabulary skill in a closed sort that
is easy to manage and check. The two-sided Sort Cards
have 42 exemplars from the three categories: drop the e,
double the consonant, and no change. The Category Cards
fit neatly into the slots of each pocket in the Pocket Folder.

The Sort Cards have color borders: green is for words that have -ing added; orange is for words that have -ed added.

The answer is printed on the back of each card as an
equation involving the base word, ending, and inflected form.
Dropped e’s are shown with a red cross-out. Added
consonants are shown in blue.

Before using the sorts, discuss what students already know
about these spelling skills. Practice applying the skills with
verbs as well as other parts of speech, as with the
adjectives hotter and famous.

Have students practice the following spelling rules for
doubling the consonant and talk about exceptions to the
rule. Note that the drop the e rule is almost always
applicable with words that have a silent e.

Spelling Rules for Doubling the Consonant
in -ed and -ing Words
In one-syllable words that end with one vowel followed by
one consonant (VC), double the final consonant before
adding -ed or -ing:
tip(p) + ed = tipped
swim(m) + ing = swimming
If the word ends with two or more consonants (VCC), or if
it ends with two vowels followed by a consonant (VVC), do
not double the final consonant before adding -ed or -ing:
lock + ed = locked
wait + ing = waiting
Ask students to give examples of words that require
doubling the consonant or dropping the e, and invite them
to use the words in sentences. Show them some of the base
words on the Sort Cards and the answers on the back, and
have them use black and colored pens to create similar
equations with other base words.

Model the Activity
Begin by modeling the activity, discussing each step with
students. Place the Category Cards for either an -ed sort
or an -ing sort into the slots of each pocket in a 3-Pocket
Folder. Place the Sort Cards, border-side up, in a stack in
front of you. Explain to students that each card has a base
word, and they will need to identify the category that the
word represents. If the card has a base word that requires
dropping the e, place it in that pocket, and so on. Explain
that the no change category is for any word that doesn’t
fit into the other two categories.

Take the top Sort Card and read the word. Ask the group
to determine if the base word requires dropping the e,
doubling the consonant, or no change. Place the card in
the corresponding pocket. Continue sorting all of the
cards. (You may want to place one or two cards in the
wrong pocket so that you can model how to correct
misplaced cards.)

All teaching guides can be found online:
Once all of the cards are sorted, take them out and review each category separately. Show students that the back of each card has an equation that indicates its category. Together, decide if the cards have been placed in the correct pockets. Model by thinking aloud as you re-sort any cards that were incorrectly placed.

After modeling, demonstrate the proper way to store the materials in the Storage Bag. Then have students sort independently, either in pairs or individually.

**Suggested Prerequisite Training**
- Train students to work in pairs, taking turns sorting and checking sorts.
- Train students to use their inside voice, especially if they’re working in pairs.
- Train students to politely provide corrective feedback to their partners.
- Train students to carefully handle and manage materials.

**Little Pocket Sorts™: Drop the e, Double the Consonant**

**Object:** Distinguish among base words that require dropping the e and doubling the consonant when adding inflected endings.

**Materials:** Sort Cards, Category Cards, one 3-Pocket Folder

1. Open the Pocket Folder in front of you.
2. Place the Sort Cards border-side up in front of you.
3. Take one of the cards and read the base word.
4. Decide which category the word belongs to.
5. Place the card in the correct pocket.
6. Continue sorting all the cards.
7. Remove the cards from each pocket and read them, one category at a time.
8. Turn each card over to check your work.
9. Re-sort any incorrectly placed cards.

**Sort Cards**

<table>
<thead>
<tr>
<th></th>
<th>drop the e</th>
<th>double the consonant</th>
<th>no change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Side 1</strong></td>
<td><strong>Side 2</strong></td>
<td><strong>Side 1</strong></td>
<td><strong>Side 2</strong></td>
</tr>
<tr>
<td>use</td>
<td>use + ed = used</td>
<td>tip</td>
<td>tip + ed = tipped</td>
</tr>
<tr>
<td>tape</td>
<td>tape + ed = taped</td>
<td>beg</td>
<td>beg + ed = begged</td>
</tr>
<tr>
<td>chase</td>
<td>chase + ed = chased</td>
<td>rot</td>
<td>rot + ed = rotted</td>
</tr>
<tr>
<td>smile</td>
<td>smile + ed = smiled</td>
<td>hop</td>
<td>hop + ed = hooped</td>
</tr>
<tr>
<td>place</td>
<td>place + ed = placed</td>
<td>clip</td>
<td>clip + ed = clipped</td>
</tr>
<tr>
<td>refuse</td>
<td>refuse + ed = refused</td>
<td>chat</td>
<td>chat + ed = chatted</td>
</tr>
<tr>
<td>realize</td>
<td>realize + ed = realized</td>
<td>plan</td>
<td>plan + ed = planned</td>
</tr>
<tr>
<td><strong>Green Set</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bie</td>
<td>bie + ing = biling</td>
<td>run</td>
<td>run + ing = running</td>
</tr>
<tr>
<td>while</td>
<td>while + ing = writing</td>
<td>get</td>
<td>get + ing = getting</td>
</tr>
<tr>
<td>lose</td>
<td>lose + ing = losing</td>
<td>sit</td>
<td>sit + ing = sitting</td>
</tr>
<tr>
<td>hope</td>
<td>hope + ing = hoping</td>
<td>nod</td>
<td>nod + ing = nodding</td>
</tr>
<tr>
<td>shape</td>
<td>shape + ing = shaping</td>
<td>swim</td>
<td>swim + ing = swimming</td>
</tr>
<tr>
<td>excise</td>
<td>excise + ed = excised</td>
<td>begin</td>
<td>begin + ing = beginning</td>
</tr>
<tr>
<td>forgive</td>
<td>forgive + ing = forgiving</td>
<td>step</td>
<td>step + ed = stepping</td>
</tr>
</tbody>
</table>

**Related Really Good Stuff® Products:**
- Little Pocket Sorts™: Plural Nouns (#305219)
- Little Pocket Sorts™: Contractions (#305229)
- Little Pocket Sorts™: Irregular Past-Tense Verbs (#305218)
- Little Pocket Sorts™: Parts of Speech (#305282)
- Little Pocket Sorts™ Envelopes (#304780)
- Little Pocket Sorts™ Envelope Storage Box (#304821)
Congratulations on your purchase of the Really Good Stuff® Little Pocket Sorts™: Parts of Speech, a hands-on activity that strengthens your students’ ability to recognize parts of speech. Should you need this or any other Really Good Stuff® Teaching Guides, download them from our Web site at www.reallygoodstuff.com.

Objective
Distinguish among nouns, verbs, adjectives, and adverbs.

Common Core State Standard
Explain the function of nouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

This Really Good Stuff® product includes:
• 2 Four-Pocket Folders
• 58 Two-Sided Sort Cards
• 5 Sorting Envelopes
• 8 Category Cards
• 1 Storage Bag with Handle
• This Really Good Stuff® Teaching Guide

This sorting activity offers practice of the first four parts of speech that students learn. Students practice identifying the parts of speech of underlined words in sentences. Three different sorts are included for varied learning.

Managing Little Pocket Sorts™: Parts of Speech
• Photocopy and laminate the Little Pocket Sorts™ instructions.
• Separate the Sort Cards by their colors, and store them in the Sorting Envelopes.
• Label the envelope tabs according to colored sets, for example: Parts of Speech: Red.
• Slide the Category Cards into the slots of the folder.
• When finished, place all the materials in the Storage Bag.

Introducing Little Pocket Sorts™: Parts of Speech
Little Pocket Sorts™: Parts of Speech provides a fun setting for students to practice parts of speech in a closed sort that is easy to manage and check. The two-sided Sort Cards have three different color borders on the front, which provides an easy way to split them into these sorts:

Red Set: noun, verb
Yellow Set: noun, verb, adjective
Purple Set: noun, verb, adjective, adverb

The Sort Cards have 58 exemplars in sentence form. The answer (part of speech) is printed on the back of each card. The Category Cards fit neatly into the slots of each pocket in the Pocket Folder. Depending on your students’ abilities, you can opt to start them on the two-category sort, increasing the number of categories later.

Before using the sorts, discuss what students already know about parts of speech. Review the parts of speech, and the function each one has. Have students practice looking at parts of speech in the context of sentences. Provide classwork that gives students a chance to distinguish between different parts of speech.

Model the Activity
Begin by modeling the activity, discussing each step with students. Place the Category Cards into the slots of each pocket in a 4-Pocket Folder. Place the Sort Cards, border-side up, in a stack in front of you.

Explain to students that each card has a sentence with one word underlined, and they will need to determine what part of speech it is. If the card has an underlined noun, place it in the noun pocket, and so on.

Take the top Sort Card, read the sentence, and point out the underlined word. Ask the group which part of speech it is. Place the card in the corresponding pocket. Continue sorting all of the cards. (You may want to place one or two cards in the wrong pocket so that you can model how to correct misplaced cards.)

Once all of the cards are sorted, take them out and review each category separately. Show students that the answer is printed on the back of each card. Together, decide if the cards have been placed in the correct pockets. Model by thinking aloud as you re-sort any cards that were incorrectly placed.

After modeling, demonstrate the proper way to store the materials in the Storage Bag. Then have students sort independently, either in pairs or individually.

Suggested Prerequisite Training
• Train students to carefully handle and manage materials.
• Train students to use their inside voice as they read sentences and sort parts of speech.
• Train students to politely provide corrective feedback to their partners.
• Train students to carefully handle and manage materials.

Little Pocket Sorts™: Parts of Speech
One to four students
Object: Distinguish among parts of speech.
Materials: Sort Cards, Category Cards, one 4-Pocket Folder

1. Open the Pocket Folder in front of you.
2. Place the cards border-side up in front of you.
3. Take one of the Sort Cards and read the sentence. Look at the underlined word and decide which part of speech it is.
4. Place the card in the correct pocket.
5. Continue sorting all the cards.
6. Remove the cards from each pocket and read them, one category at a time.
7. Turn each card over to check your work.
8. Re-sort any incorrectly placed cards.

Related Really Good Stuff® Products:
Little Pocket Sorts™: Contractions (#305229)
Little Pocket Sorts™: Drop the e, Double the Consonant (#305280)
Little Pocket Sorts™: Irregular Past-Tense Verbs (#305218)
Little Pocket Sorts™: Plural Nouns (#305219)
Little Pocket Sorts™: Envelopes (#304780)
Little Pocket Sorts™ Envelope Storage Box (#304821)

All teaching guides can be found online:
www.reallygoodstuff.com
### Red Set

<table>
<thead>
<tr>
<th>Side 1</th>
<th>Side 2</th>
<th>Side 1</th>
<th>Side 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stand in the shade when you feel too hot.</td>
<td>noun</td>
<td>Diego went to camp in July.</td>
<td>verb</td>
</tr>
<tr>
<td>Jeannie's brother walks the dog.</td>
<td>noun</td>
<td>A big wasp buzzed around our heads.</td>
<td>verb</td>
</tr>
<tr>
<td>I like to bury my thumb deep in the sand.</td>
<td>noun</td>
<td>They built this bridge 50 years ago.</td>
<td>verb</td>
</tr>
<tr>
<td>We keep the toothpaste on the shelf.</td>
<td>noun</td>
<td>I spread cream cheese on my tasty bagel.</td>
<td>verb</td>
</tr>
<tr>
<td>Th Earth's crust is a thin layer.</td>
<td>noun</td>
<td>The dog spied on the cat from the top step.</td>
<td>verb</td>
</tr>
<tr>
<td>My eggs taste too salty.</td>
<td>noun</td>
<td>The neighbor knocked softly on our front door.</td>
<td>verb</td>
</tr>
<tr>
<td>I had a bump on my head from falling down.</td>
<td>noun</td>
<td>The teacher likes to eat lunch outside.</td>
<td>verb</td>
</tr>
<tr>
<td>These toys aren't safe for babies.</td>
<td>noun</td>
<td>My dad teaches us to be kind to everyone.</td>
<td>verb</td>
</tr>
<tr>
<td>Add the numbers to get the sum.</td>
<td>noun</td>
<td>Mom lit the candles in our living room.</td>
<td>verb</td>
</tr>
<tr>
<td>All spiders have eight legs.</td>
<td>noun</td>
<td>We get to vote in the next school election.</td>
<td>verb</td>
</tr>
</tbody>
</table>

### Yellow Set

<table>
<thead>
<tr>
<th>Side 1</th>
<th>Side 2</th>
<th>Side 1</th>
<th>Side 2</th>
<th>Side 1</th>
<th>Side 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aunt Karen uses a brush to keep her hair neat.</td>
<td>noun</td>
<td>Ms. Brown wore a funny costume.</td>
<td>verb</td>
<td>We swim in a cold pond in the mountains.</td>
<td>adjective</td>
</tr>
<tr>
<td>I spelled all the words on the list correctly.</td>
<td>noun</td>
<td>We're not old enough to drive.</td>
<td>verb</td>
<td>It's not safe to have wild animals in the house.</td>
<td>adjective</td>
</tr>
<tr>
<td>The teacher likes to eat lunch outside.</td>
<td>noun</td>
<td>The cattle wandered back to the barn.</td>
<td>verb</td>
<td>Dolphins have strong tails that move up and down.</td>
<td>adjective</td>
</tr>
<tr>
<td>Mom quickly placed each glass on the shelf.</td>
<td>noun</td>
<td>Colorful kites filled the sky.</td>
<td>verb</td>
<td>I spread cream cheese on my tasty bagel.</td>
<td>adjective</td>
</tr>
<tr>
<td>Dolphins have strong tails that move up and down.</td>
<td>noun</td>
<td>Add the numbers to get the sum.</td>
<td>verb</td>
<td>We rode quickly through the dark tunnel.</td>
<td>adjective</td>
</tr>
<tr>
<td>The baby is standing up in his crib.</td>
<td>noun</td>
<td>The Earth's crust is a thin layer.</td>
<td>verb</td>
<td>My dad teaches us to be kind to everyone.</td>
<td>adjective</td>
</tr>
</tbody>
</table>

### Purple Set

<table>
<thead>
<tr>
<th>Side 1</th>
<th>Side 2</th>
<th>Side 1</th>
<th>Side 2</th>
<th>Side 1</th>
<th>Side 2</th>
<th>Side 1</th>
<th>Side 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mom lit the candles in our living room.</td>
<td>noun</td>
<td>The tiny newt squirmed around in my hand.</td>
<td>verb</td>
<td>The stars looked bright once we left the city.</td>
<td>adjective</td>
<td>We split up all the treats fairly.</td>
<td>adverb</td>
</tr>
<tr>
<td>We rode quickly through the dark tunnel.</td>
<td>noun</td>
<td>The hen realized no one wanted to help her.</td>
<td>verb</td>
<td>Colorful kites filled the sky.</td>
<td>adjective</td>
<td>The sloth keeps lying in the tree most of the day.</td>
<td>adverb</td>
</tr>
<tr>
<td>We get to vote in the next school election.</td>
<td>noun</td>
<td>I spelled all the words on the list correctly.</td>
<td>verb</td>
<td>My eggs taste too salty.</td>
<td>adjective</td>
<td>Yearly, the birds return to this lake.</td>
<td>adverb</td>
</tr>
<tr>
<td>The cattle wandered back to the barn.</td>
<td>noun</td>
<td>We swam in a cold pond in the mountains.</td>
<td>verb</td>
<td>My favorite shirt is made of silk.</td>
<td>adjective</td>
<td>Mom quickly placed each glass on the shelf.</td>
<td>adverb</td>
</tr>
<tr>
<td>i wasp buzzed around our head.</td>
<td>noun</td>
<td>Aunt Karen uses a brush to keep her hair neat.</td>
<td>verb</td>
<td>Stand in the shade when you feel too hot.</td>
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<td>The neighbor knocked softly on our front door.</td>
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