

SORTS 1-6

Picture Sorts for Short- and Long-Vowel Sounds

NOTES FOR THE TEACHER

These first six picture sorts are designed to focus students' attention on the vowel sound in the middle of single-syllable words and to provide ample practice in recognizing, identifying, and categorizing vowel sounds as either long or short. Direct instruction in segmenting and isolating the vowel sound in the middle of single-syllable words lays the phonological foundation for learning how to spell long-vowel patterns.

Some students may think that the terms *long* and *short* refer to the height or length of the letters on the page. Be sure they understand that the term *long vowel* refers to the *sound* of the vowel.

Directly teaching vowel sounds with pictures is especially useful for students in the early within word pattern stage. If you see that students have missed only one or two long-vowel patterns on a spelling inventory and are representing most long-vowel patterns correctly in their writing, then you will want to skip to later sorts in this book. You may also want to use the first Spell Check for a pretest to see which students will require instruction in isolating the medial vowel sound. Additional review will take place as students work with words in the next section.

The first six picture sorts can be used with students who have mastered the spelling of most two-letter consonant digraphs and blends at the beginning and end of words and correctly represent most short-vowel sounds in the middle. With these basic phonics features under their belt, students begin to "use but confuse" silent vowels that provide the signal that a vowel sound is long, often spelling words like *snake* as SNAIK. Typically these children are in late first or second grade. Students should begin their study of long-vowel patterns by comparing and contrasting short- and long-vowel sounds in single-syllable words.

The pictures in sorts 1-6 represent words that are already in most students' oral vocabulary. English Language Learners (ELLs) may learn new words by working collaboratively with a buddy who names each picture as it is sorted. Key pictures are provided to associate with each sound and these should be placed at the top of each column to explicitly label the category. The key pictures contain key words and highlight the vowel under study (see the Appendix in *WTW* for sound boards containing the key words and pictures used throughout this supplement). While working with picture sorts, children

will practice phoneme segmentation skills as they learn to divide each word into its individual sounds. When phoneme segmentation is difficult, students should be encouraged to peel away the consonant sounds at the beginning and end of the word to isolate the vowel sound in the middle. For example, if students are having difficulty segmenting the word *rain* into three individual phonemes, try having them say *rain* without the /r/ sound (*ain*); and then *ain* without the /n/ sound.

Five picture sorts in this section feature one-syllable words for each of the five vowels. Each sort focuses on one vowel at a time and includes words that contain both short- and long-vowel sounds. Each sort also contains an oddball (e.g. *foot* in sort #1). The sixth sort contrasts short- and long-vowel sounds of all five vowels. Since these six introductory sorts are so similar, you may be able to introduce and practice three picture sorts per week. Students who find it difficult to isolate the medial vowel sound will need a slower, more explicit presentation. To make these sorts even more explicit, ask students to segment and count the individual sounds within a few words in each category. For example, after sorting the picture of the *slide* under the key picture / word for the long -i sound (*kite*), you may ask students to count the four sounds in the word *slide*, perhaps by pushing a counter for each sound. After deconstructing the sounds within the word, students should blend the sounds together again to reconstruct it (e.g., /s/ + /l/ + /i/ + /d/ = *slide*).

When possible, share books that contain a number of words with the same vowel sounds being studied. For example, *The Cake That Jake Baked* is a natural connection to the long -a sound, while *Sheep in a Jeep* plays on the long -e. You may also have poems, rhymes, or traditional chants that feature short- and long-vowel sounds, such as *Old Hogan's Goat in Juba This and Juba That* (Tashjian, 1969). You might present these on a chart or overhead and underline target words before or after doing the sorting activities.

STANDARD WEEKLY ROUTINES FOR USE WITH SORTS 1-6

1. **Repeated Work with the Pictures:** Students should repeat the sort several times after it has been modeled and discussed under the teacher's direction. After cutting out the pictures and using them for individual practice, the pieces can be stored in an envelope or baggie to sort again several times on other days. See *WTW* (Chapter 3) for tips on managing picture sorting.
2. **Draw and Label and Cut and Paste:** For seat work, students can draw additional pictures of words containing the targeted vowel sounds. They can also look for pictures in magazines and catalogs and paste those into categories according to the medial vowel sound. The pictures from the black line sort can be pasted into categories and children can be asked to label them. Or, the pictures from this sort can be reduced in size and glued onto paper in columns. This can serve as an assessment tool but *do not* expect accurate spelling of the entire word at this time.
3. **Games and Other Activities:** Many games are described in *WTW* and are available to print out from the *WTW* CD-ROM. Variations of the Follow-the-Path game work especially well for short- and long-vowel sounds. You might want to create one for each of the first five sorts presented here.




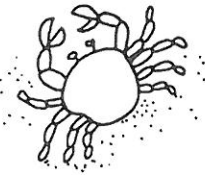
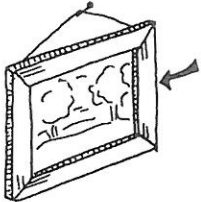
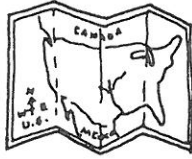


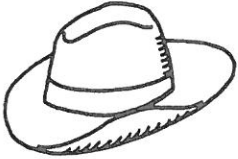


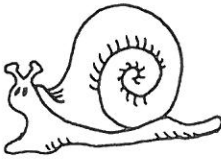

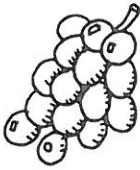
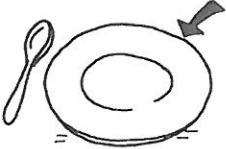






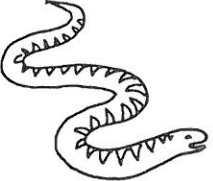
SORTS 1-6 SHORT- AND LONG-VOWEL SOUNDS

Demonstrate, Sort, Check, and Reflect





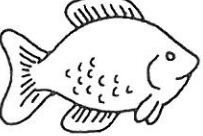




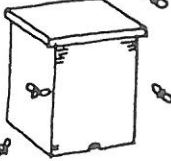



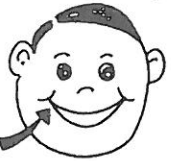
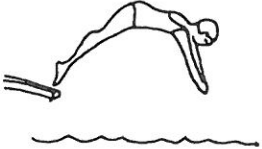





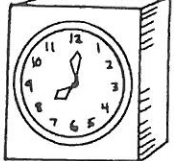



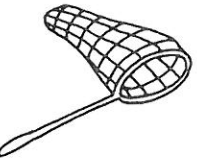
1. Prepare a set of pictures to use for teacher-directed modeling. Use the key pictures as headers and display the pictures randomly, picture side up.
2. Begin a sound sort by modeling one picture into each column, **demonstrating** and explaining explicitly what you are doing. Model by stretching out the vowel sound in the middle to emphasize its sound: *Here is a picture of rain. . . Rrr—āāā—nn; I hear the letter A say its name in the middle. When we hear a vowel say its name in the middle, we call it a long-vowel sound. I hear a long -a in the middle of rain, so I will put it under the picture of the cake. This is a picture of a bag. Bb—aa—gg has a short -a in the middle—the /a/ sound like in the middle of the word cat. I'll put bag under cat because they both have the /a/ sound, the short -a sound in the middle. Now who can help me sort the rest of these pictures? Continue with the children's help to sort all of the pictures. Model how to divide words into individual phonemes to isolate, identify, and then categorize the medial vowel sound in each word. When all the pictures have been sorted, **check** the sort. Name all of the pictures in each column and check to make sure they all have the same vowel sound in the middle. *Do all of these sound alike in the middle? Do we need to move any?* Be sure to model the discovery and placement of the oddball.*
3. Repeat the sort with the group again. Keep the key pictures and the letter as headers. You may want to mix up the pictures and turn them face down in a deck this time and let children take turns drawing a card and sorting it in the correct column. You can also simply pass out the pictures and have the children take turns sorting them. After sorting, model how to check by naming the words in each column and then **reflect** about how the words in each column are alike. Talk about how the words in each column are alike and how they are different from the words in the other column. Now would be the time to discuss oddballs or any other words that were difficult to categorize and why. Oddballs include *foot* (sort #1), *net* (sort #2), *vase* (sort #3), *cake* (sort #4), and *fork* (sort #5).
4. **Extend.** Give each student a copy of the sort for individual practice. Enlarge the sort sheet by 10% before copying to eliminate the border. Assign the students the task of cutting out the pictures to sort on their own in the same way they did in the group. As they sort independently, ask individual students about how they are sorting and why they placed a particular picture in a column. Ask them to tell you what sounds they are working on. Give each student a plastic bag or envelope to store the pieces. On subsequent days students should repeat the sorting activity several times. Involve the students in the other weekly routines listed above and described in *WTW* for the within word pattern stage. The *WTW* CD-ROM has additional picture sorts with matching words that work with these same sounds.

Notes for Sort 6: Sort 6 provides a transition to the next set of sorts where students will sort just words. There is no pattern in this sort—just have your students listen for the sound of the vowel. Lay down the headers for each long-vowel sound, then sort the pictures by the vowel sounds in the middle. After checking the placement of the pictures, match each word card to its corresponding picture.




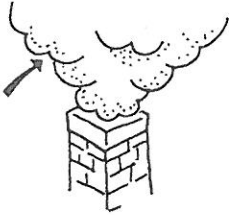

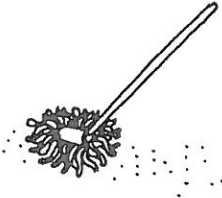

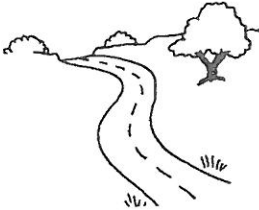

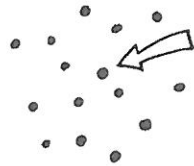


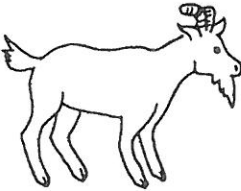
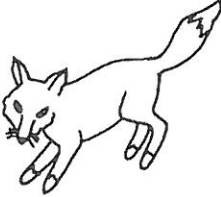


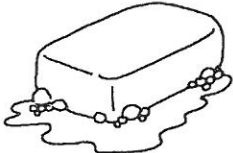

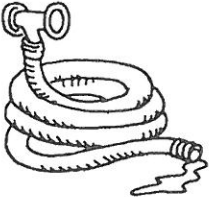

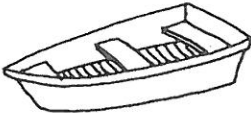
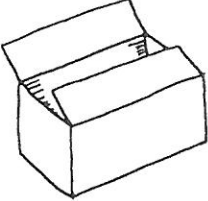
SORT 1 Picture Sort for Long and Short -a

<p>ă </p>	<p>ā </p>	<p>oddball</p>	
			
			
			
			
			




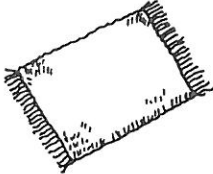

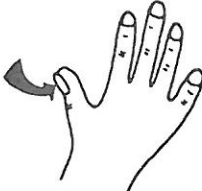

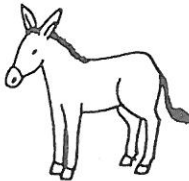



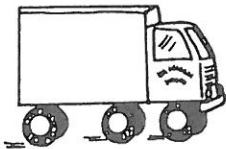


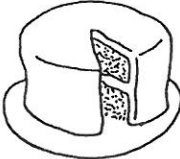



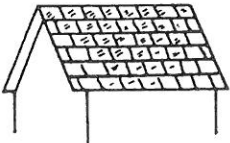

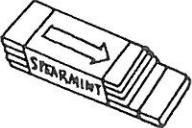

SORT 2 Picture Sort for Long and Short -i

 	 	<p><i>oddball</i></p>	
			
			 
			
			
			





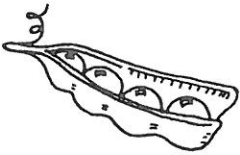
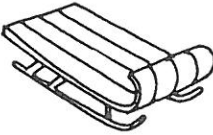


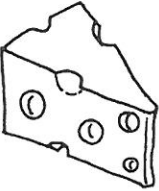




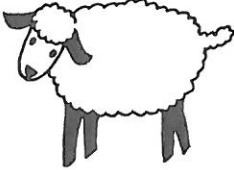
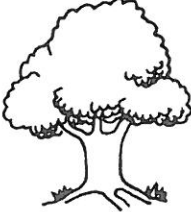


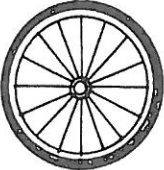






SORT 3 Picture Sort for Long and Short -o

		<p><i>oddball</i></p>	
			
			
			
			
			






SORT 4 Picture Sort for Long and Short -u

<p>ū </p>	<p>ū </p>	<p>oddball</p>	
			
			
			
			
			

SORT 5 Picture Sort for Long and Short -e

 	 	<p><i>oddball</i></p>	
			
			
			
			
			

SORT 6 Review of Long Vowels with Word Matches

<p>ā  cake</p>	<p>ē  feet</p>	<p>ī  kite</p>	<p>ō  bone</p>
<p>ū  tube</p>	<p>tape</p>	<p>bike</p>	<p>cone</p>
<p>cube</p>	<p>bee</p>	<p>cane</p>	<p>bride</p>
<p>rose</p>	<p>flute</p>	<p>three</p>	<p>snake</p>
