

Inside this Really Good Stuff® set you'll find:

- 150 Beginning Sound Picture Sorting Cards
- 25 Letter Category Cards
- 150 Word Cards
- This Really Good Stuff® Activity Guide

The picture cards in this set provide easily identifiable objects to help students learn beginning consonant and vowel sounds. Used with a small pocket chart, the cards are perfect for demonstrating picture and word sorts for a small group.

You decide how and in what sequence to present the letters to your students. This guide offers four possible sequences for teaching the letters, with suggestions and sorting activities to foster efficient learning of the critical consonant and vowel sounds.

Note about the letter x: Because very few words begin with x, this letter category is not included with this set.

Choosing the Sequence

Option 1: Teach the short vowel sounds first. By teaching the short vowel sounds and just a few consonants to begin with, you'll prepare your students to learn and practice many two- and three-letter CVC pattern words quickly. For example, once they know the **short a** sound along with the **m, s** and **t** the students can "sound out" and blend together several words: **at, mat, sat, rat, Sam, tam, am, ram.**

The short vowels can be taught in the traditional sequence: a, e, o, u, i. It is important to teach **short e** and **short i** at different times because their sounds are very similar and can be confused by the beginning reader.

Option 2: Use the students' names to teach vowel and consonant sounds. By utilizing the students' names in teaching letters and sounds, you are connecting each student with their "personal" letter sounds. This can make for a fun, interactive sorting demonstration before you go on to sort other words and pictures that begin with the same letters. You also help the students connect with their classmates by learning the beginning letter sounds in one another's names. After you have taught all of the letters that begin your students' names, introduce the "leftover" letters a few at a time.

Option 3: Follow the textbook publisher's recommended sequence for letter-sound introduction. If you are using a formal program for phonics and language arts instruction, use the materials and sorting activities in this guide to

support the methods recommended by the publisher. Here is a sequence educator Kathy Ganske has developed. This sequence introduces a new vowel as every third or fourth letter, and automatically combines *q* with *u*.

b, m, s, a, r, t, e, n, p, g, d, o, h, l, i, c, f, w, u, j, k, y, x, v, z, qu

Option 4: Introduce letters in alphabetical order. Follow the lesson format for introducing letters and their sounds.

Section I. Introducing Letter Sounds with Pictures

Introduce one new letter every two to three days, using it in a picture sound sort. Frequently review the sounds previously introduced, but focus on modeling and practicing the new sound while displaying the picture cards.

When introducing each new letter, first talk about the sound it makes. Only when students can distinguish sounds will they be able to attach those sounds to the alphabetic (visual) representations.

After the students can identify and say a new letter's sound, connect their auditory learning with the letter's visual component. Discuss the shape of the letter and have students "read" the picture cards that demonstrate the sound. Then transition into a picture sort, having the students join you in comparing and contrasting sounds.

Exploring the auditory component of the letter along with pictures of known objects helps students to make vital connections necessary in building their letter and sound knowledge.

Sample Lesson Format Beginning Sounds

1. Say, "Today we are going to learn a new sound. That sound is /m/. Say the new sound with me: /m/. Again: /m/. Say it by yourselves...and again..." Provide a variety of opportunities for the students to say the new sound, such as only the boys, only the girls, only row 1, etc.
2. Say **map** (or whichever m word you choose to represent the /m/ sound) and hold up the **map** picture card. Ask, "Does map start with /m/? Say /m/ with me: /m/. Say **map** with me: **map**. Say



"mmap"

EZread™ Beginning Sounds Picture Sorting Cards

Wacky Sentences

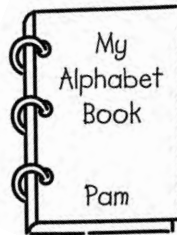
Students make up silly sentences by using as many words as possible with the new beginning sound. For example, after you have taught /m/, have students help write a wacky sentence such as “Mary married Mark at midnight in Mississippi.” Students can also illustrate their sentences after you or an aide has written their sentences for them.

Sammy slipped on the snowy slope.

Students can add these sentences and illustrations to their personal alphabet books.

Personal Alphabet Books

Students can design personal records of their letter learning. Each letter has its own page. Students can take the books home and return them when they have learned five letters. Students can use the *Picture Sorting Cards Reproducible* to help them illustrate the books.



Another option is to create a class book for each letter of the alphabet. You can give the books titles such as **Our Mm Book**. Place each finished book in a center for all the students to enjoy.

Guess My Sound

After the students have learned at least 4 to 5 letters and their sounds, play Guess My Sound with them. Say, “I am thinking of a sound. My sound begins **man, monkey** and **Mary**. Who knows my sound?” Rather than calling out, students can hold up the letter category card they have on their desks. This is a good review activity before proceeding with instruction in a new sound.

You can also do the opposite and say, “I am thinking of something that begins with /m/. Who can hold up a picture that begins with my sound? Students hold up any of their picture sorting cards that begin with the /m/ sound.

After the students have learned at least 10 letters and their sounds, divide the class into teams. The teams take turns. When you say either a letter sound or a word, the team can get a point if they correctly name the sound or show a picture card that matches the sound. They earn an extra point if they can name another word that begins with that sound.

Add a Picture

This is a good individual, small group or center activity for students to do after a new letter and its pictures have been introduced and sorted.

Give each student two blank cards about the same size as the picture sorting cards. Have students draw two new pictures that match the beginning sound category. The group can then “share out” the pictures. They can add pictures to the sort in the class pocket chart. List the new words the students have illustrated on the board.

Match My Sound

Pass out picture cards for sounds the students have already studied. Place multiples of the letters in a container. Draw out one letter card and say, “I have drawn an **m**. Who can match my sound?” Students who have /m/ pictures hold them up and say, “I have a ___ and it matches your /m/ sound.”

This activity can also be played at a center or in a small group setting with a desktop pocket chart. Each student takes a turn drawing a letter card. The student places the letter card in the pocket chart and says, “I drew a **t**. Who can match my sound?” As students show their picture cards they say, “I have a ___ and it matches your /t/ sound.” As students match the pictures to the letter card, they place them in the pocket chart beside the letter card.

Silly Singing

Use any popular children’s songs and substitute a sound being studied for each initial sound in the chorus. For example, in the song “The Farmer in the Dell,” the chorus “Hi, ho, the derry-o” could become “My, mo, the merry-o.” This fun activity not only helps students practice the current sound, but also helps to teach the vital skill of initial sound substitution.

Show Me

Students place two letter category cards at the top of their desks. Have them sort picture cards under the correct letter categories. Say, “Show me /m/.” The students hold up one of the picture cards that begin with /m/. Say what the pictures are: “I see a ___, a ___...” This reaffirms the sound-picture correspondence. Do this activity at a fast pace so the students are hearing sounds and looking for pictures in close succession.

Another option is to call on students to say the name of the picture card they have chosen for that sound.



5. After doing the entire sort with your students, have them practice the word and picture sorting procedure at their desks while you observe. (Before you cut apart the word cards in this set, make copies for student use.)
6. Repeat the same sort the next day. Sorting the words and pictures repeatedly will provide the multiple opportunities your students need to make letter-sound connections.
7. To help your students make further connections between the picture cards and the matching word cards, you can play a more advanced version of “Show Me,” as described in the activity. You hold up a picture card and the students show you its matching word card. Or, you hold up the word card and the students show you the matching picture card.

Magnetic Letter Mix and Match

Select two letter category cards and matching picture and word cards for both. Students match the word and picture cards and sort them into the letter categories. Then they select three to five word cards to practice.

This activity is done either individually or in partners.

1. The student selects one picture card and its matching word card.
2. Using magnetic letters, the student makes the word on a magnetic board.
3. The student reads the word and uses the word card to check the spelling.
4. The student mixes up the magnetic letters and re-forms the word, reads it, and checks it using the word card.
5. The student turns the word card face down, and forms the word with the magnetic letters. The student then turns over the word card and uses it to check the word they've made.

Glue It

This can be a center activity or a homework assignment in which the students' sorting cards go home in their baggies.

After practicing a particular picture-word sort, the students glue sorting cards onto a large piece of construction paper, matching the picture and word cards under their correct letter categories. This is an excellent “final” activity to signal to the students that they have learned a particular letter and it's time to empty their baggies and move on to new letters.

ABC Order

Students sort the pictures and word cards under letter category cards. They then separate the word cards and place them in alphabetical order in a desktop pocket chart. For additional practice, they can then write the words in alphabetical order on their dry-erase or chalk boards.

Magnetic Mix, Match and Write

This is a good activity for individual and center work. It can be adapted for the whole class, with everyone making the same word at once. Or, partners can take turns forming the words, sharing the magnetic boards and letters.

1. The student selects three to five word cards that the class is currently studying.
2. The student uses magnetic letters to make the word shown on the word card, then mixes up the letters and re-forms the word.
3. The student turns the word card face down and writes the word on a white board or chalk board. The student then looks at the word card to check the writing and spelling.
4. The student practices making each word three times before moving on to the next word or giving the other partner a turn.

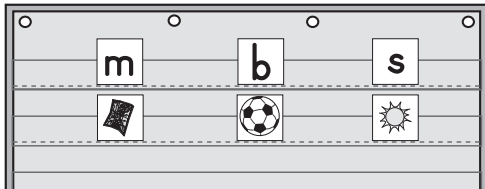


EZread™ Beginning Sounds Picture Sorting Cards

/m/ map with me: /m/ **map**. Now by yourselves.” Follow the same procedure with the words listed below, always asking if the word begins with /m/ while holding up the matching picture card. (See the *Picture Sorting Cards Reproducible*.) Lead the class to say the /m/ sound and then the word.

moon, mouse, mask, mat, motorcycle

- After the students are solid on the /m/ sound, write the letter **m** on the board or on the overhead. Instruct the students to say the sound /m/ every time you touch the letter **m**.
- Show the students how to “write” the letter **m** in the air and on their hands, and then have them use a pencil and paper or white board to write the letter **m**.
- Prominently display the **map** picture to represent the /m/ sound. After introducing each new letter sound, add its picture to this special display in your classroom.

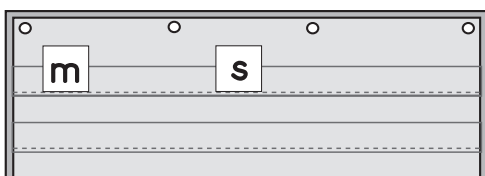


- Before you teach a new letter sound, quickly review the previously taught sounds by touching each picture and asking, “What sound does it make?” (Students answer: “Map says /m/,” “Ball says /b/,” etc. Once you have introduced two sounds this way, you can begin picture sorting.

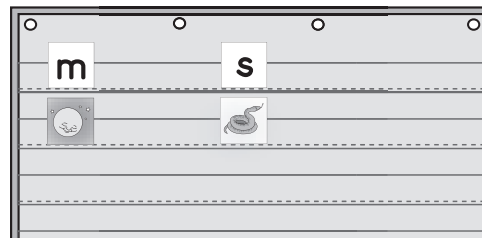
Section II. Picture Sorting

After you have introduced, modeled and practiced at least two letters (as shown in Section I), the students are ready for a picture sorting demonstration. Using a pocket chart, display the letter category cards and picture cards while following the steps listed below. Students should have a container or freezer-type baggie to store their current picture cards and letter category cards while doing the sorting activities. Their names should be written on their baggies with a permanent marker. (See Management Suggestions.)

- Place the two letter category cards at the top of the pocket chart. Point to each one and have the students say the letter’s sound. Repeat each letter’s sound two to three times.



- Slide the first picture card into the pocket chart. Say, “This is a map.” Have the students repeat the word, first with you and then by themselves. “Say this picture’s name slowly, listening for its beginning sound.” Lead the students in saying **mmaap**. Ask them if the **map** belongs under the /m/ letter or the /s/ letter. (**Be sure to say the sound and not its letter name.**) After the students give the correct answer, display the **map** picture card under the **m** letter category card. Say, “/m/ **map**. Yes, **map** belongs under the **m** card because /m/ starts **map**.”
- Hold up the picture of the snake and say its name, exaggerating the beginning sound. Ask the students which category it belongs to. Follow this procedure with the rest of the pictures, emphasizing that the students “check” each picture’s location by saying the category letter’s sound and then the name of the picture they have placed there.



- Sort the rest of the picture cards this way.
- Make copies of the **m** and **s** picture cards from the *Picture Sorting Cards Reproducible*, one set for each student. Ask the students to independently repeat the sort that was just modeled, with new **m** and **s** words added. Circulate and observe to ensure your students are sorting correctly.
- Review the letter sounds categories and check the pictures the students sorted under them. Have the students place the letter category cards and the picture cards in their baggies to “revisit” for further sound and picture sorting practice.
- After they know how to do a picture sort, it is a helpful practice activity for students working individually, in small groups or at a word study center. For this you can provide a desktop pocket chart.

Section III. Additional Picture Card Activities

Additional picture and word card activities and games are found throughout this Really Good Stuff Activity Guide. Copy, laminate and cut out these instructions and keep them handy.

EZread™ Beginning Sounds Picture Sorting Cards

“I Am Going on a Trip and I Am Taking...”

This is a great way to review previously learned sounds and teach listening skills at the same time. Start the game by saying, “I am going on a trip and I am taking a moose.” A student says, “I am going on a trip and I am taking a moose and a _____ (another **m** word).” The next student repeats the sentence, adding another word with the same beginning sound.

Repeat the “trip” statement with a new sound for students to take on their trip. When you first do this activity, you may wish to stop the sentence after about five words, depending on your students' abilities. As your students gain proficiency in their sound and letter knowledge, you can use more than one sound in the same sentence: “I am going on a trip and I am taking a **moose, soap, and a rake.**”

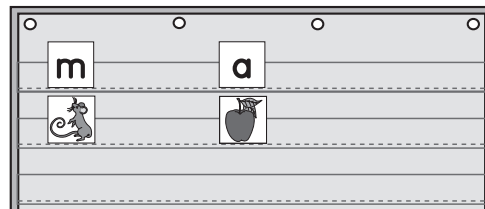
Alphabet Show and Tell

After introducing a new sound with pictures and then its corresponding letter, assign the students “letter-sound homework.” The students are required to bring to school an object, or a picture of an object, that begins with the sound currently being studied. As each student shows and tells the class about an object or picture, list each object's name on the board. After all students have shared, read the list of words, underline the beginning sound, and have the students chant the words after you say them.

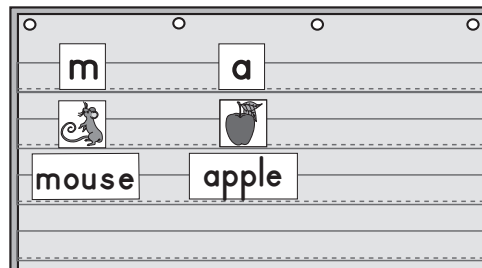
Section IV. Picture and Word Sorting

As the students become proficient at sorting and matching the pictures by their beginning sounds and they know many of the vowels and consonants, move them to the next level: matching the word cards with their corresponding pictures.

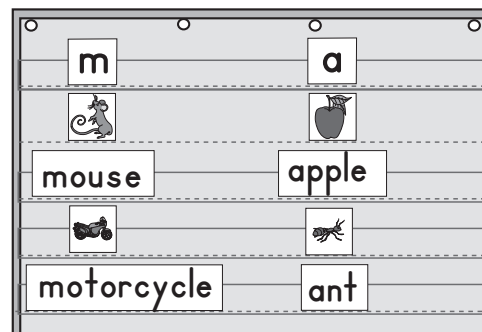
1. Choose two letters your students have mastered, such as **m** and **a**, and select a word card and its matching picture card for each. Set up a pocket chart for the demonstration.
2. Place the letters **m** and **a** at the top of the pocket chart and lead the students in sorting the picture cards under each of the letter categories.



3. Select one word card and model sounding out the word, reminding the students never to stop between the sounds. Slide your finger under each letter of the word card as you slowly “sound out” each of the letters in the word. Then say the entire word quickly. Say, “This word is **mouse**. I need to find the picture of a mouse. What letter would I look under?” When the students answer **m**, say “Thank you” and slide the word card under the picture of the mouse.



4. Proceed with sorting picture and word cards from the two sound categories.










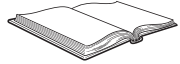
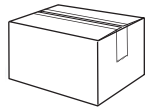


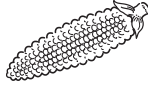
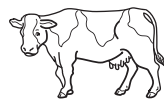


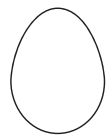


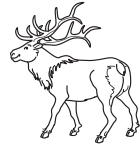

EZread™ Beginning Sounds Picture Sorting Cards



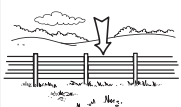


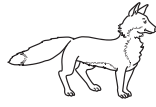
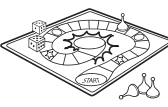

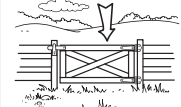


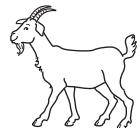





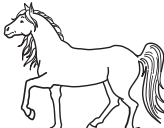
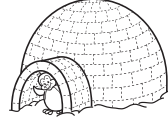





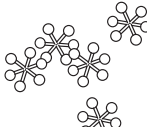









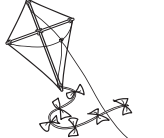



















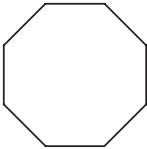
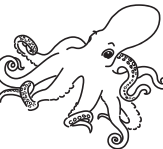
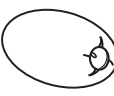


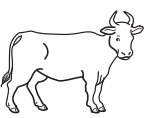
Management Suggestions



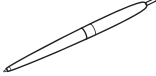
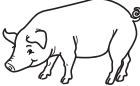

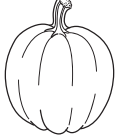





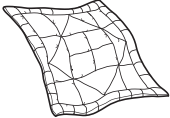




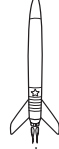
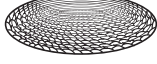
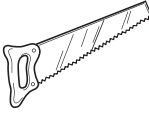

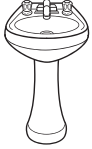


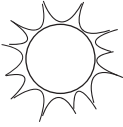


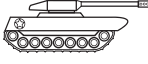
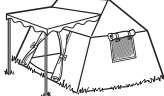





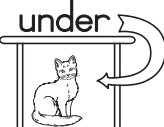



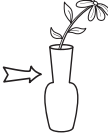



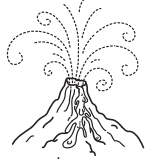
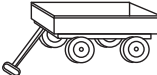




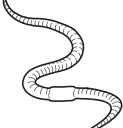
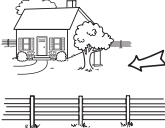
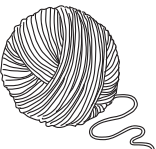

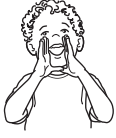
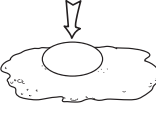





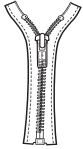

1. Copy the *Picture Sorting Cards Reproducible* for the students. (Before you cut apart the word cards in this set, make copies for student use.)
2. Have students keep their letter category, picture and word cards in storage containers or large freezer baggies. Print their names on the containers or baggies with a permanent marker. Have the students put their initials on the backs of their cards so they can easily separate them after group activities. These can be stored in the students' desks or in small baskets at a word study center. Store your classroom card sets this way too.
3. You'll want to copy the cards onto sturdy paper so they can be used over and over again in the sorting activities. Determine the sequence in which you are going to teach the letters. Copy 5 to 6 letters and the corresponding picture and word cards onto the same shade of paper. When each letter group has been

- learned, you can store away all cards of that shade and bring out the new set of cards copied on a new shade of paper. Copying "units" of letters on the same shade of paper will help keep the cards organized.
4. Send home the baggies of letter category, picture and word cards for sorting practice, and remind students to bring them back to school for further sorting work. They can also practice the sorts with classroom buddies and parent volunteers.
5. Use every opportunity you have to practice the letters and sounds. Lining up to go to recess, to lunch or to the bus, students can tell you an /m/ word as they leave. Whenever you have a minute, touch letters on a poster or sound card and have the students chant the sounds. This is a quick, efficient way to gain letter-sound practice. The goal is a correct, automatic response to each letter in the alphabet to help ensure students are well on their way to literacy.

Picture Sorting Cards Reproducible

a	 add	 alligator	 ant	 antlers	 apple	 ax
b	 ball	 bed	 boat	 bone	 book	 box
c	 cap	 cat	 clock	 comb	 corn	 cow
d	 deer	 desk	 dinosaur	 dish	 dog	 duck
e	 egg	 elbow	 elephant	 elf	 elk	 emerald

f	 farm	 feet	 fence	 fish	 football	 fox
g	 game	 gas	 gate	 gift	 girl	 goat
h	 hair	 hat	 heart	 hill	 hive	 horse
i	 igloo	 ill	 inch	 ink	 insect	 itch
j	 jacks	 jail	 jam	 jaw	 jet	 jump
k	 kangaroo	 kettle	 key	 king	 kite	 kitten
l	 ladder	 lamb	 lamp	 lemon	 lion	 lollipop
m	 map	 mask	 moon	 motorcycle	 mouse	 mug
n	 nail	 needle	 nest	 nine	 nose	 nurse
o	 octagon	 octopus	 olive	 ostrich	 otter	 ox

p	 pail	 pear	 pen	 pig	 pipe	 pumpkin
q	 quail	 quarter	 queen	 question	 quill	 quilt
r	 rabbit	 rake	 rat	 ring	 rocket	 rug
s	 saw	 seal	 sink	 soap	 sock	 sun
t	 table	 tail	 tank	 tent	 tie	 turtle
u	 udder	 umbrella	 umpire	 under	 underline	 up
v	 van	 vase	 vest	 vine	 violin	 volcano
w	 wagon	 watch	 wig	 wing	 wink	 worm
y	 yard	 yarn	 yawn	 yell	 yolk	 yo-yo
z	 zebra	 zero	 zigzag	 zinnia	 zipper	 zoo