

Really Good Stuff® Teaching Guide

EZread™ Magnetic Photo Tiles: Short Vowel Families

Congratulations on your purchase of this Really Good Stuff® **EZread™ Magnetic Photo Tiles: Short Vowel Families**—a colorful set for teaching word families and rhyme through sorts.

This Really Good Stuff® product includes:

- 140 EZread™ Magnetic Photo Tiles (5 photos each for 28 short vowel word families)
- 28 Category Tiles
- 2 Sets of 28 Short Vowel Family Rime Stickers
- Compartmentalized Alphabet Storage Case (included in #305552 only)
- This Really Good Stuff® Teaching Guide

Meeting Common Core State Standards:

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Sorting develops letter-sound knowledge. While sorting pictures and words, children make critical judgments about speech sounds, spelling patterns, and meanings. Sorting offers opportunities to illustrate similarity and difference, and it provides more phonemic awareness practice and phonics engagement than traditional worksheets.

Before sorting word families, or rhyming words, students should have a mastery of beginning and ending consonant sounds and a familiarity with sorting. Begin word family sorts with same-vowel families (phonograms), which will support students having trouble isolating and attending to the medial vowel. Begin with *a* families (*at, ap, an*) because words in these families are prevalent in early reading

materials, and students are likely to know some of these words by sight.

The *Category Tiles* in this set are the word families, or rime, the vowel and what follows. When working with word families, students may not be able to read all the words initially. Because the words in sorts are presented in rhyming families, students' reading is supported by the *Category Tile* and your selection of a familiar first few words. Once students are using (but still confusing some) short vowels consistently, they can compare a variety of short vowels in sorts, noting if words rhyme.

Sorts

Two main types of sorts are closed sorts and open sorts. In a closed sort, the teacher designates the category(ies). In an open sort, students find commonalities among pictures or words to create their own categories, including *other*, and write these categories on sticky notes. (It is important not to overwhelm students with too many *Photo Tiles* in any activity.) Model all activities before students try them on their own. Having students write in notebooks or on wipe-off boards during sorts strongly raises their engagement and strengthens learning. Always end sorts with *Say-and-Check* and *Reflect*; without this important wrap-up, unchecked, unspoken, or unread sorts are often unproductive. To ensure better accountability, have students check sorts with a partner.

The Research

Thirty-seven rimes (word families) can be used to generate 500 words that students encounter in primary reading materials (Wylie and Durrell, 1970). Word families offer an easy, appealing way to introduce medial short vowels. Word study is most effective when students have hands-on opportunities to manipulate word features in a way that allows them to generalize beyond the isolated, individual examples to entire groups of words that are spelled the same way (Jual and Minden-Cupp, 2000). Dividing words into onsets and rimes is

All teaching guides can be found online:

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easier and more natural for students than dividing them into individual phonemes (Treiman, 1985).

Suggestions for Organizing, Storage, and Care

- Place a *Short Vowel Word Family Rime Sticker* and its corresponding *Magnets* in each compartment of the *Storage Case*.
- Should you need this or any other Really Good Stuff® Teaching Guides, download them from our Web site at www.reallygoodstuff.com.

Suggested Prerequisite Training

- Have students work in pairs, taking turns sorting and checking sorts.
- Remind students to use their inside voice for sorting word families (phonological awareness is never silent work).
- Have students politely provide corrective feedback to their partner.
- Have students carefully handle and manage materials.
- Ask students to keep a notebook of word family words, or to write rhyming lists and to underline or circle the recurring rime or the changing initial sound, depending on instructional purpose.

Pre-sort Demonstration

Materials: The ‘at’ *Category Tile*, its five *Photo Tiles*, and a magnetic surface.

This brief demonstration serves as a review of sorting, and sets the stage for rhyming and the Three-step Instructional Routine that follows.

- First, decide whether you will tell students to listen for rhymes or let them discover rhyming as you demonstrate and create the *ap* word family words list. Tell students that in this sort, something amazing is going to happen (*rhyming*, if you are telling them).
- Place the *at Category Tile* at the top of a magnetic surface and say, “This tile says *at*. It is a part, or chunk, that we see in lots of words. Because so many words end in *at*, *at* is called a word family, and words that have *at* in them belong in the *at* word family. It’s a big

family! The *at* family has lots of words in it! Words that end with the *at* sound will go here (point), under our category *at*.”

- “I will look at my *Photo Tile*, say the word, and decide if it ends with *at*.” Hold up *bat* and say, “*Bat. Bat, at. Bat, at. Yes, bat ends in at, so I will put it here under at*.” By now, some students may notice the rhyme, so congratulate their discovery and continue by pointing out both the phonics feature *at*, and the phonological feature of rhyme, as in the next step.
- “*Hat. Hat, at. Hat, at. Hat* rhymes with *at* and *bat* (pointing), so I will put it here.”
- Continue through the remaining three *Photo Tiles*.
- Think aloud: “I see that all my words have something in common. They all have the same part, or chunk: *at*.” Read the list with emphasis on *at*, tracking as you go: “/b/ /at/, *bat*, /c/ /at/, *cat*, /m/ /at/, *mat*, etc.” No wonder rhyming words are so easy to read—they are almost the same! That’s why they rhyme. Rhyming words have the same ending part, or chunk! I’m going to underline the part that stayed the same in all my words: *at*” (using an appropriate writing tool for your surface is optimal, or just your finger).
- Think aloud: “I also notice that only my first letter (pointing) changed, so all these words rhyme!” Read the list with emphasis on initial sounds: /b/ /at/, *bat*, /c/ /at/, *cat*, etc. (Point to, or underline in a different color, the initial letter.) “Finding out if words rhyme is easy. I can look at the ending part to see if they match, and I can listen to hear if they rhyme.”
- Extension (if time permits and students are ready): Have students generate more *at* words as you record them on the board, using a different color for initial sounds (e.g., *fat, pat, sat, vat, that, flat, brat, gnat, spat, chat, habitat*).

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Suggested 3-step Instructional Routine:

I Do, We Do, You Do

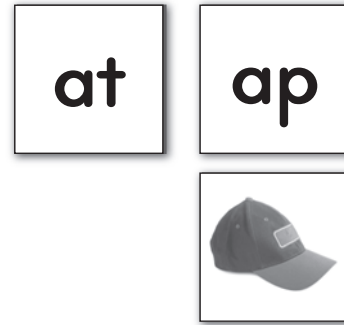
(Model, practice with students, and then release the responsibility to students.)

Gather the *at* and *ap* Category Tiles, each of their five corresponding Photo Tiles, and a magnetic surface. Use half the Photo Tiles for modeling and half for guided practice.

1. I Do (model):

Demonstrate the explicit, systematic process of a closed sort. This sort allows students to discriminate between two word families.

- Introduce the *at* and *ap* Category Tiles:
“This says *at*, and it will be our first category for this sort. I will place it here (top of surface). This says *ap*, and I will place it here for our second category. Now I will say photo words and decide which word family each belongs to, *at* or *ap* (pointing).”
- Introduce the photo word. Clearly tell students the word rather than soliciting guesses, which would waste time and may confuse children. Use the word in a sentence to reinforce meaning if necessary, especially English-Language Learners. When demonstrating words’ initial sounds, be careful to avoid the schwa sound (uh): “*Cap*, /c/ (not /cuh/) /ap/. Emphasize, or stretch, the beginning sound in all words for clarity (hhhat, mmmat, rrrat). For sounds like /b/ that cannot be stretched, simply exaggerate your mouth position to show how the sound is formed. (For students who need a picture for support in the Category, place *cap*, or the first Photo Tile shown, next to the *ap* Tile, explaining that it is the helping picture.)”



Using a think-aloud, verify the word family and rhyme match by pointing and reading, exaggerating your mouth shape, and place the Photo Tile below the Category Tile. “Clap. /c/ /ap/, clap. Does clap rhyme with *at* or *ap* (move Clap Tile next to *at* and *ap*)? Clap rhymes with *ap*, so I will place clap under *ap*.” Point and say: “Clap, *ap* (read all *ap* words as the list grows). Let’s try another one.”

- Say-and-Check: Once Photo Tiles are placed, begin at the top, pointing, and say each word, checking to hear if it matches the Category Tiles and rhymes. “Now I want to say the names of my photos to be sure they are in the proper word family category and rhyme. Please watch me so that if I make a mistake you can help me. Clearly point to each photo and say it: “/c/ /ap/, *cap*, yes *cap* rhymes with *ap*.” (Later, in their own sorts, students will fix mistakes at this point by moving tiles.) Without this important step, unchecked, unspoken, or unread sorts are often unproductive.
- Reflect: Declare knowledge about the sort. Help students to shape their summary statements as they tell what the words have in common. “As I look at my pictures and listen to myself say them, I notice that they all rhyme, and that’s because they have the same ending part (point to *at* and *ap* Tiles). When I say the words on this chart, I hear that all the pictures rhyme in their word families (pointing down the lists). When I look at the sort, I see the same ending parts, or chunks, (pointing at chunks) in my word families.”
- Invite students to try a few photos with your guidance: “Now you are ready to try a few with me.”

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2. We Do (guided practice):

After modeling the process, have students assist with sorting the remaining *at* and *ap* tiles.

- Follow the systematic steps modeled.
- Carefully monitor and provide specific corrective feedback.
- Be aware that struggling students may require more guided practice before doing independent work.
- Encourage students to generate more words, and write those words on the board to confirm and to provide visual support in phonics. Having students follow along and write the words in notebooks or wipe-off boards reinforces focus and learning.

3. You Do (release the responsibility to students):

Independent, or partner, sorts may include work stations, word study notebook, or homework.

- Provide each student or partnership one group of *Photo Tiles* (a familiar rime).
- Carefully monitor and provide specific corrective feedback: “Say the word and see if it matches and rhymes (pointing to *Category Tile*).”

Next Steps

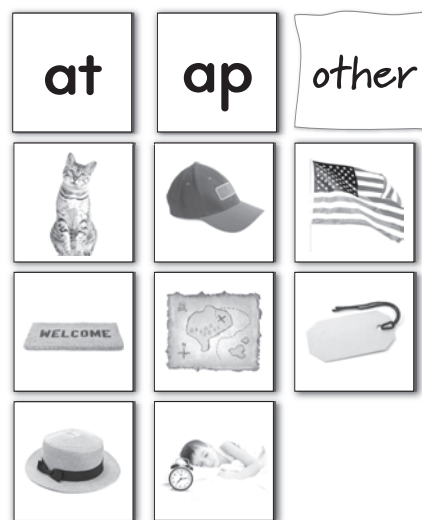
Introduce the *Other Category*

- Make a category labeled *other*. Explain that in sorting, there are sometimes tiles that do not fit into the categories given, so they will be placed into the *other* category. Repeat the *at/ap* sort, include a few *Photo Tiles* from a different word family, such as *ag*, and mix up the tiles.
- Place *bat* next to the *at* Word Family Category Tile and *cap* next to *ap* Word Family Category Tile for more support. Each time an *ag* *Photo Tile* is shown, students should recognize its rime doesn't match and that it does not rhyme; therefore, it goes under *other*.
- During independent work, carefully monitor and provide specific corrective feedback: Moving *bag* to *other*, say, “*Bag* goes under *other* because it

does not end with *at* or *ap* and it doesn't rhyme with *bat* or *cap*. Say *bag* and see if it belongs in the *at* or *ap* family (pointing to *at* and *ap*).” As with all sorts, follow up with *Say-and-Check* and *Reflect*, emphasizing that rhyming words have the same ending, and that only their beginning sounds change. Point out that it is important to look and listen to the last letter in words because they may be tricky.

Word Family Open Sorts

Provide students with one to three sets of *Photo Tiles*, and let them determine the category(ies) as they say the picture words. They may write their category(ies) on sticky notes. When modeling this sort, use the *Category Tiles* provided. As with all sorts, follow up with *Say-and-Check* and *Reflect*.



More Sorting Activities

Work Station Partners Closed Sort

Materials: *Photo and Category Card Reproducibles*

Provide a few mixed-up pictures for two to five rimes and their *Category Tiles*. Students will set up the *Category Tiles* and place corresponding pictures below the categories. Have students *Say-and-Check* and *Reflect* with a partner, and then switch roles. Writing the rhyming lists in a notebook will reinforce students' efforts in spelling and reading phonograms.

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Word Family Books

Materials: Multiple copies of *Photo and Category Card Reproducibles*, glue, pencil, and teacher-made blank booklets.

Students label word family pages by either printing or gluing category cards. They cut and glue the photo cards (with words) onto the corresponding page in booklets. Printing the words next to the picture and underlining the rimes support students' first efforts to read and spell words. Booklets are an ongoing activity, so as students add to their booklets, they may whisper-read the pages at school or at home. Encourage students to add rhyming words to their pages. These booklets form a foundation for beginning reading. Students may trade with friends and read each other's booklets.

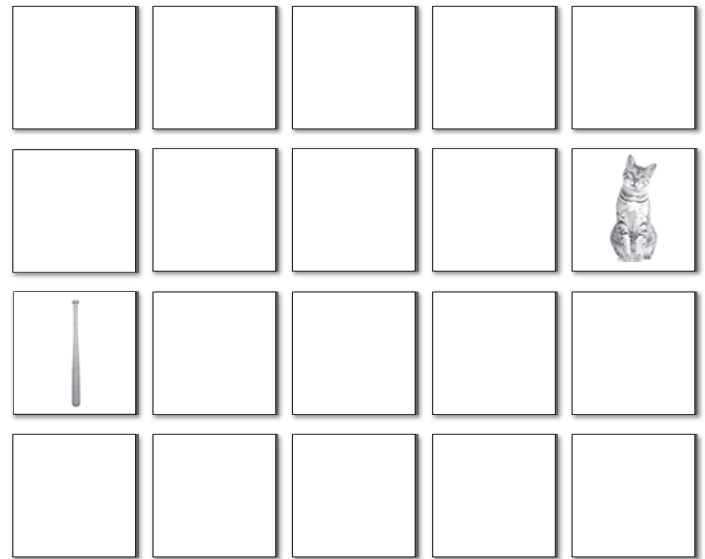
Wide Open Sort

Materials: Multiple copies of *Photo and Category Card Reproducibles*, sticky notes, and pencil. Do not provide too many *Photo Tiles*; three to five word families should suffice, or fewer for struggling students.

Allow students to group the photo cards in any category they wish. This type of sort allows you to assess the connections the students make with sounds, words, and concepts or meanings. Model with a think-aloud saying, "I'm looking at my pictures and thinking of ways to sort them. I see a few animals. I could make an *animal* category. I also see things found at school. I will make a *school* category, too." (Additional ideas for categories: furniture, people, clothing, food, things I do, things I have, house things, farm things, inside things, outside things.) Students will create some interesting categories, and sharing these aloud is an important component of literacy development.

Concentration

Materials: Four *Photo Tiles* (or reproducible pictures) each for three to five word families, placed randomly face down in straight rows.















































One to four players take turns turning over two tiles to determine if they rhyme and belong to the same word family. If so, a player keeps the matching set and goes again; if not, the player returns those *Photo Tiles* to their original position and the next player takes a turn. The player with the most matching sets is the winner.

Follow-up Rhyming Games















Use spare minutes to orally practice word families with your students. While in transition between activities, lining up, or waiting for buses, students can practice their phonological awareness.


























Say a rime, *ick* (write it if time allows), and have students generate words in that family: "Sick, stick." Conversely, point to an item and have students say the word and its word family: point to *map Photo Tile* as students say, "map, ap." Then have students say another word in that family. (Suggested classroom words: Snap, trash, can, pen, rug, bell, yell, test, chin, grin, ring, string, clock, block, sock, hush, lip, rip, back, tack, flag.)

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|  <p>track</p> |  <p>wag</p> |  <p>van</p> |  <p>yank</p> |  <p>tap</p> |

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|  <p>crash</p> |  <p>cat</p> |  <p>red</p> |  <p>cell</p> |  <p>men</p> |
|  <p>flash</p> |  <p>hat</p> |  <p>shed</p> |  <p>shell</p> |  <p>pen</p> |
|  <p>splash</p> |  <p>mat</p> |  <p>sled</p> |  <p>well</p> |  <p>ten</p> |
|  <p>trash</p> |  <p>rat</p> <p><small>© 2012 Photographer: Kirill Zdorov Agency: Dreamstime.com</small></p> |  <p>wed</p> |  <p>yell</p> |  <p>wren</p> |

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|  <p>king</p> <p><small>© 2012 Really Good Stuff® and its licensors. All rights reserved. 1-800-366-1920 www.reallygoodstuff.com Made in Guangzhou, China #305521</small></p> |  <p>drink</p> |  <p>dip</p> <p><small>© 2012 Photographer: Kaleenakatt Agency: Dreamstime.com</small></p> |  <p>hit</p> |  <p>block</p> |
|  <p>ring</p> |  <p>pink</p> |  <p>hip</p> |  <p>kit</p> |  <p>clock</p> |
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|  <p>wing</p> |  <p>wink</p> |  <p>slip</p> |  <p>split</p> |  <p>sock</p> <p><small>© 2012 Really Good Stuff® and its licensors. All rights reserved. 1-800-366-1920 www.reallygoodstuff.com Made in Guangzhou, China #305521</small></p> |

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