

# Unit 1 Picture Sorts for Short- and Long-Vowel Sounds

## NOTES FOR THE TEACHER

### Background and Objectives

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. Students will:

- Segment and identify the medial vowels in pictured words
- Review short-vowel correspondences and learn that long vowels “say their names”

### Targeted Learners

Some students should begin their study of long-vowel patterns by comparing and contrasting short- and long-vowel sounds in single-syllable words. Directly teaching vowel sounds with pictures is especially useful for students in the very early within word pattern stage. Typically these children are in late first or second grade. 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. If you see that students are selecting the correct short and long vowels but simply omitting the silent long vowel markers (HOP for *hope* or BRIT for *bright*), then you will want to skip to later sorts in this book. You may also want to use Spell Check 1 for a pretest to see which students will require instruction in isolating the medial vowel sound.

### Teaching Tips

These sorts can be used a number of ways depending on the needs of your students and the pace you set. You may want to use these sorts sequentially with lots of repeated practice in first grade or with students who struggle to hear the difference in vowel sounds. You may just want to use Sort 6 to introduce the idea of long vowels and the five long-vowel sounds. You may want to use each sort to introduce Sorts 7 to 12. For example, you might use the pictures in Sort 1 to focus attention on the sounds of long and short *-a* one day, and then have students sort words using Sort 7 the next day.

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. The sound is really not any longer than a short vowel but these are the terms that are most familiar to teachers and students. When students know the terms it is easier to talk about the discoveries they make in the word sorts.

The pictures in Sorts 1 to 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 that highlight the vowel under study are provided to associate with each sound and these should be placed at the top of each column to explicitly label the category. These same headers will be used in Sorts 7 to 12 and are also used on the sound board found in the Appendix of *WTW*. Briefly point out to students how the vowels are marked to indicate short and long sounds. You do not have to use the terms *breve* and *macron*, but students will see these symbols often and should know that they stand for sounds.

Five picture sorts in this section feature one-syllable words for each of the five vowels. Each sort also contains an oddball (e.g., *foot* in Sort 1). Sort 6 contrasts the long-vowel sounds of all five vowels. Because these six introductory sorts are so similar, you may be able to introduce and practice three picture sorts per week. While working with picture sorts, children will practice phoneme segmentation skills as they learn to divide each word into its individual sounds. Students who find it difficult to isolate the medial vowel sound will need a slower, more explicit presentation. 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. 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*).



### Literature Connection

When possible, share books that contain a number of words with the same vowel sounds being studied. For example, *Jake Baked the Cake* (Hennessy, 1992) is a natural connection to the long -a sound, whereas *Sheep in a Jeep* (Shaw, 1997) 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 Picture 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. 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 with all five long vowels.

## SORTS 1-6 SHORT- AND LONG-VOWEL SOUNDS

### Demonstrate, Sort, Check, and Reflect

(See page 10.)

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—aaaa—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—aaa—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?* Model several more and then continue with the children's help to **sort** all of the pictures. Be sure to model the discovery and placement of the oddball. Say something like this: *Listen to the sound in the middle of foot. /foooooot/. Does that have the sounds we are listening for today? It's an oddball because it does not have either the long or short -a sound so we will put it over here by itself.* When all the pictures have been sorted, **check** the sort by naming all of the pictures in each column 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?*
3. Repeat the sort with the group again. Keep the key pictures and the letter as headers and take some time to explicitly talk about the way the vowels are marked short with a curve  $\sim$  or long with a straight line  $\bar{\quad}$ . 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**. Talk about how the words in each column are alike and how they are different from the words in the other column. Review the oddballs or any other words that were difficult to categorize and explain why.

### Extend

Give each student a copy of the sort for individual practice or let students work with partners if they need support in naming the pictures. Enlarge the sort sheet by 10% before copying to eliminate the border. Before the students cut apart the pictures, have them individualize their sheet by using different colors of crayon to scribble over or draw lines down the back of their paper. Then assign the students 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.

**Sort 1**

<b>ă and cat</b>	<b>ā and cake</b>	<b>oddball</b>
crab flag map man hat bat bag grass	skate plate frame chain shave game rain rake snail snake grapes	foot

**Sort 2**

<b>ĩ and pig</b>	<b>ī and kite</b>	<b>oddball</b>
fish zip lid lips hill twins swim	pie dive drive fire slide vine hive five nine prize smile bride	net

**Sort 3**

<b>ö and sock</b>	<b>ō and bone</b>	<b>oddball</b>
rock clock mop box dot lock fox top	smoke ghost toes coat road soap nose hose robe boat goat	web

**Sort 4**

<b>ů and cup</b>	<b>ū and tube</b>	<b>oddball</b>
rug plug thumb sun tub drum bug gum truck nut	glue shoe suit flute spoon fruit mule roof moon	skate

**Sort 5**

<b>ě and bed</b>	<b>ē and feet</b>	<b>oddball</b>
sled leg vest bell dress desk nest	peas tree deer jeep cheese wheel seal queen sheep sleep sweep	fork

## Sort 6 Pictures and Words

long <i>a</i> and cake	long <i>e</i> and feet	long <i>i</i> and kite	long <i>o</i> and bone	long <i>u</i> and tube
tape	bee	bike	cone	cube
cane	tree	bride	rose	flute
snake				

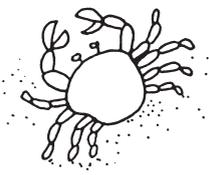
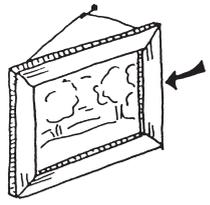
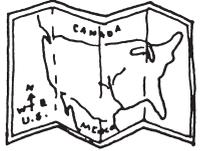
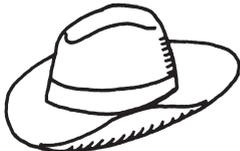
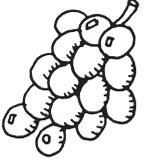
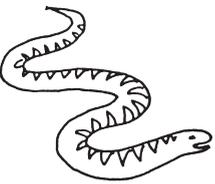
**Notes for Sort 6:** Sort 6 provides a review of all five long vowels and can be used to transition to the next set of sorts where students will sort just words. Lay down the headers for each long-vowel sound and talk about the medial vowel sound and the symbol used to represent that sound. Then sort the pictures by the vowel sounds in the middle. After checking the placement of the pictures, match each word card to its corresponding picture. Talk about the fact that there is a silent *e* at the end of each word that cannot be heard.

## SPELL CHECK 1 ASSESSMENT FOR MEDIAL LONG-VOWEL SOUNDS

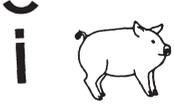
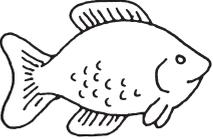
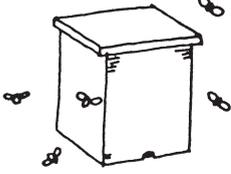
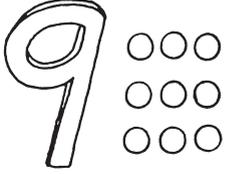
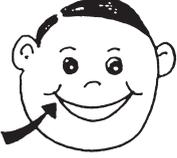
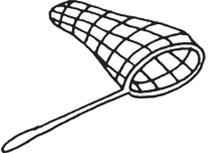
(See page 16.) Spell Check 1 can be used as a pretest and/or posttest to determine if students can isolate and identify the medial long vowels. For students who have full phonemic awareness, this should be an easy task because the long vowels “say their names.” Name each picture and ask students to circle the vowel they hear in the middle of the word. Students who score 10 or better can move on to the next set of sorts. The words are:

- |         |          |           |           |
|---------|----------|-----------|-----------|
| 1. kite | 2. leaf  | 3. rope   | 4. suit   |
| 5. rain | 6. slide | 7. soap   | 8. peach  |
| 9. gate | 10. feet | 11. paint | 12. fruit |

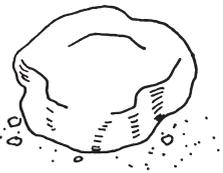
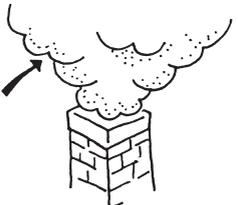
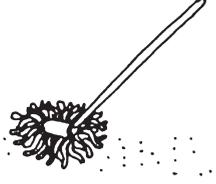
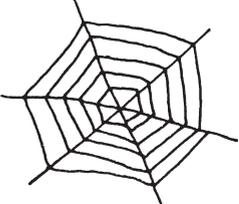
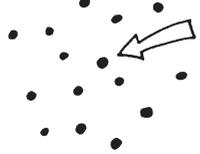
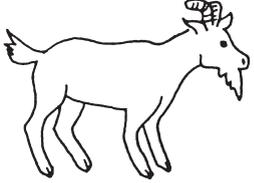
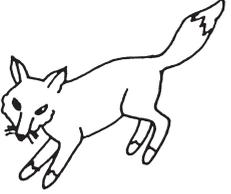
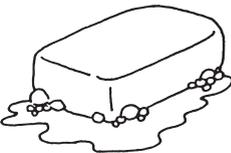
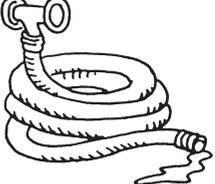
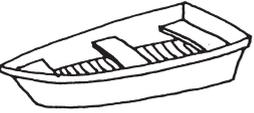
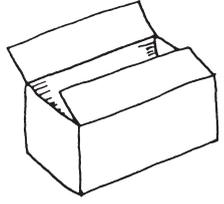
**SORT 1 Picture Sort for Long and Short -a**

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

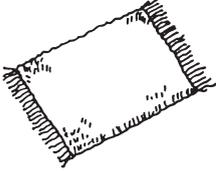
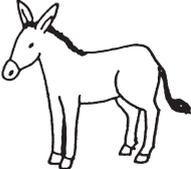
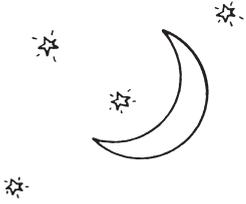
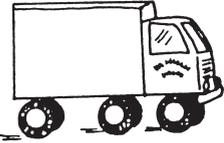
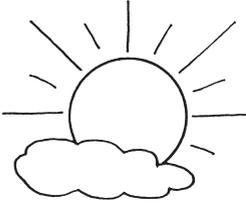
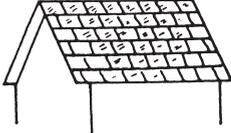
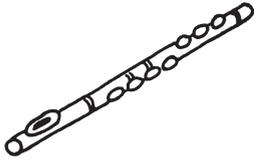
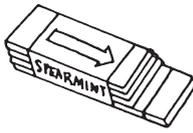
**SORT 2 Picture Sort for Long and Short -i**

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

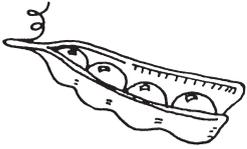
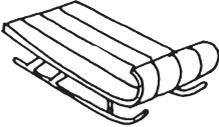
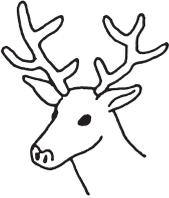
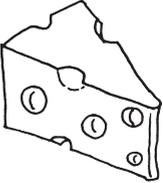
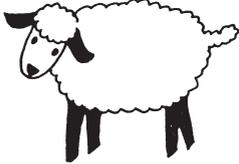
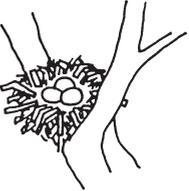
**SORT 3 Picture Sort for Long and Short -o**

<p>ō </p>	<p>o </p>	<p><i>oddball</i></p>	
			
			
			
			
			

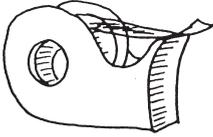
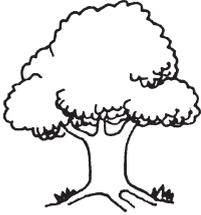
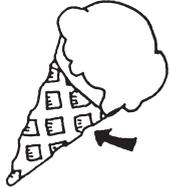
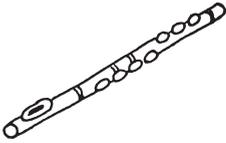
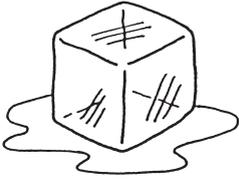
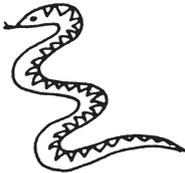
**SORT 4 Picture Sort for Long and Short -u**

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

**SORT 5 Picture Sort for Long and Short -e**

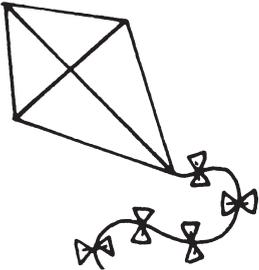
<p><b>e</b> </p>	<p><b>e</b> </p>	<p><i>oddball</i></p>	
			
			
			
			
			

**SORT 6 Review of Long-Vowels with Word Matches**

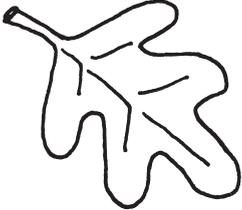
<p><b>ā</b>  cake</p>	<p><b>ē</b>  feet</p>	<p><b>ī</b>  kite</p>	<p><b>ō</b>  bone</p>
<p><b>ū</b>  tube</p>	<p>tape</p>	<p>bike</p>	<p>cone</p>
<p>cube</p>	<p>bee</p>	<p>cane</p>	<p>bride</p>
<p>rose</p>	<p>flute</p>	<p>tree</p>	<p>snake</p>
			
			
			

### Spell Check 1 Long-Vowels

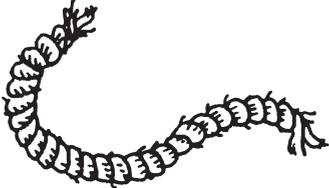
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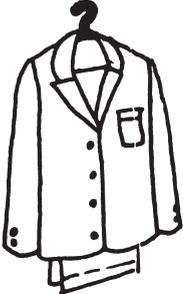
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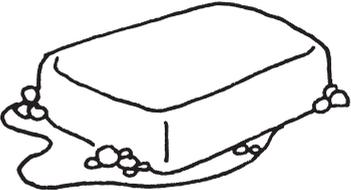
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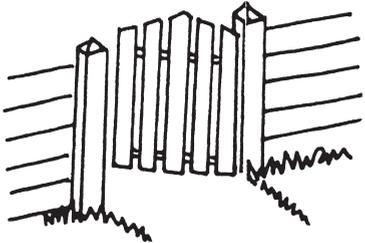
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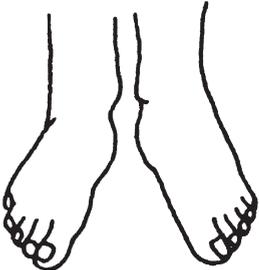
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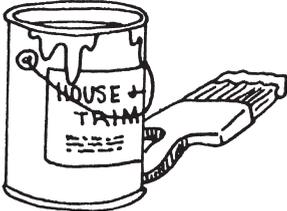
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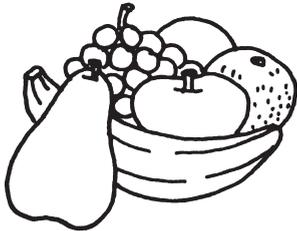
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