



INITIAL PHONEME SORTS

PRODUCT CODE: **110**

PRODUCT CONTENTS

12 cover-weight sheets of pictures
6 pages of teacher information

SKILL DEVELOPMENT

All sets or cards in Reading Manipulatives products are different. Once students are introduced to the skills and shown how to do the activity, they work independently. The individualized materials can be used for seatwork or stations. Students work on needed skills, and teachers are freed for instruction.

This guide includes a brief summary of the skills that are targeted by this product. For many skills, additional teaching aids can be downloaded from the resource section of our web site (www.readingmanipulatives.com).

ASSEMBLY & PACKAGING

Reading Manipulatives materials are commercially laminated but must be cut and packaged prior to use. Preparation tips are given, and coding of the sets is explained.

Store the student sets in zipper bags. Small food storage bags from the grocery store can be used. Heavier 4 mil zipper bags can be found online. Amazon often has 4 x 4 or 4 x 6 bags, which are good sizes for the manipulatives.

STUDENT CHECKLISTS & RECORDKEEPING

Checklists for tracking the materials that have been completed are important for recordkeeping. The last page of this guide is a master for a student checklist that can be copied and cut.

Active involvement builds accountability. When feasible, products have answer keys. Primary materials that necessitate teacher checking do not take much time to look over. Additionally, manipulatives encourage cooperative learning, and students naturally assist one another as a need arises.

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PHONEMIC AWARENESS

Phonemes are the sounds of spoken language, and English is comprised of about 41 of them. Before children can learn to read, they must demonstrate phonemic awareness, the ability to hear, identify, and manipulate the phonemes in spoken words. Some competencies exhibited by children having phonemic awareness are:

- pronouncing phonemes in isolation (/m/ /r/ /s/);
- blending phonemes to form words (/d/ /o/ /g/ *dog*);
- identifying words that begin with the same sound (*fish, fan, fire* start with /f/); and
- segmenting the first and last sounds of a word (*bat* starts with /b/ and ends with /t/).

Initial Phoneme Sorts are phonemic segmentation activities. If students struggle with this analytic task, consider using the Reading Manipulatives Phoneme Songs & Blending program to teach phonemes in isolation. The consonant phonemes in both products are coordinated by phoneme groupings and color. Once students can recognize and pronounce phonemes, they should be able to extract them from words.

Teaching phonemes in isolation is referred to as a synthetic approach. Auditory associations that children have heard and can relate to are most effective since this helps them to hear, say, and recall the phonemes. The English Phonemes Resource List on the next page categorizes phonemes and lists the sound associations used in the Reading Manipulatives phoneme program.

PHONEME ATTRIBUTES & ORDER

When planning instructional programs, there are characteristics about consonant phonemes to consider. For starters, the ability to hear phonemes and articulate them in speech are two different skills. Children hear and learn the more challenging speech phonemes, even if they cannot pronounce them properly.

Certain consonants have a significantly higher frequency of occurrence. S, t, and r are the most common (with s and r being among the hardest phonemes to articulate). If we look at all phonemes, o, s, t, a, r, and e appear in 50 percent of English words. These, along with n, i, l, u, c, and p, occur in 80 percent of English words. However, since spelling patterns, word length, and word utility are far more important to beginning readers, frequency of occurrence should not be overvalued.

Consonant reliability is more important to consider. Consistent consonant phonemes are: b, d, f, h, j, k, l, m, n, p, q (/kw/), r, v, z. Troublesome phonemes are: c sounds like /s/ and g sounds like /j/ when they come before e, i, or y, but c usually makes the /k/ sound; c, w, s, and t when followed by h form digraph phonemes (*chip, when, she, that*); s often sounds like /z/ in final positions (*was, boxes*).

USING PHONEME SORTS

The Initial Phoneme Sorts use fun, colorful pictures to provide abundant practice segmenting and sorting initial phonemes. The sets contain header cards containing the letters and 27 phoneme pictures. The 8 sets cover 24 initial sounds (consonants, digraphs, hard and soft sounds of c and g).

A great by-product is vocabulary development. Direct students to set aside the picture cards they are unsure of. Use them as a teaching opportunity. Rather than tell students what a word is, lead them to it (i.e., if the picture is a koala, talk about characteristics of this bear, where it is found, etc.).

Students are challenged by having 27 cards to sort, but they become more adept at organizing their work space as they use the manipulatives. They also improve analytical thinking because they may need to come up with alternate names for the pictures in order to be able to sort the cards into one of the phoneme options (i.e., puppy instead of dog, jack-o-lantern instead of pumpkin).



RESOURCE LIST ENGLISH PHONEMES

ANALYTIC APPROACH Students are given words that contain the phoneme and must extract the similar sound in each word (usually in the initial position).

SYNTHETIC APPROACH Phonemes are taught in isolation using sound associations and illustrations. Students then learn to blend phonemes to form words.

BREATH CONSONANTS

| ANALYTIC | SYNTHETIC |
|-----------------------|---------------------|
| foot, phone | hissing cat |
| cat, key, duck | clock pendulum |
| horn | huffing of a runner |
| pig | corn popping |
| sun, city | hissing snake |
| top | typewriter keys |
| chair, match | chugging train |
| shell, wish | prompt to be quiet |
| thump | |
| wheel | |

VOICED CONSONANTS

| ANALYTIC | SYNTHETIC |
|------------------|------------------------|
| bunny | babbling baby |
| dog | dripping faucet |
| goat | gulping of drink |
| jar | engine of old car |
| lamp | ringing alarm clock |
| moon | something tastes good |
| nest | running motor |
| rabbit | growling dog |
| valentine | vibrating sound |
| watch | whirling lasso |
| yarn | yo-yo moving on string |
| zebra | buzzing bee |
| song | gong |
| the, with | |

LONG VOWELS

| ANALYTIC | SYNTHETIC |
|-------------------------|---------------------|
| cake, play, rain | article "a" |
| tree, meat, be | said when scared |
| hive, fly, sigh | pronoun "you" |
| rose, snow, boat | said when surprised |
| use, few | pronoun "you" |

SHORT VOWELS

| ANALYTIC | SYNTHETIC |
|-----------------|-------------------------|
| apple | something tastes bad |
| egg | asking to repeat |
| igloo | you don't like a smell |
| ostrich | as doctor checks throat |
| umbrella | trying to remember |

VARIANT VOWELS

| ANALYTIC | SYNTHETIC |
|-----------------------------|---------------------|
| saw, ball, taught | something's too bad |
| moon, chew | wailing ghost |
| book, put | doing push-ups |
| cow, house | when you get hurt |
| boy, oil | pogo stick spring |
| car | howling dog |
| fork | seal |
| spur, her, work, fur | growling dog |

PREPARING & MANAGING MATERIALS

CUTTING & PACKAGING

A rotary trimmer is ideal for cutting laminated materials. A paper cutter will suffice, but rotary trimmers are more accurate and easier to use. If your school does not have one, rotary trimmers can be purchased at art and office supply stores or at discount warehouse clubs. Large copy centers often have a rotary trimmer available for customer use.

Make the longest cuts on the trimmer. Then use scissors to cut apart pieces on the strips. Sharp scissors expedite preparation as long as cuts can be made with one motion.

Store the student sets in zipper bags. Small food storage bags from the grocery store can be used. Heavier 4 mil zipper bags can be found online. 4 x 4 or 4 x 6 bags are good sizes for the manipulatives.

Every piece in each product has a unique color or set code that can be used to maintain set integrity. If a loose piece is found, the code tells which product and set to return it to. Set codes are also used for recordkeeping.



CLASSROOM ORGANIZATION

Select storage containers that hold and display the sets most efficiently. Those that offer high visibility speed the selection process. Many types and sizes of plastic storage boxes are available. Look at standard storage tubs, as well as containers for food or office supplies.

Since students will be choosing sets that they have not yet completed, classroom organization is important. If using multiple sets of manipulatives, it works best to spread them out in various locations throughout the classroom. That way, students will not have to congregate in a single area.

CHECKLISTS & STUDENT ACCOUNTABILITY

Make copies of the checklist that follows. Every Reading Manipulatives product contains unique, individualized activities. Students (or teachers) use the checklists to record work and to select sets or cards that have not yet done. Since the manipulatives and cards are part of a comprehensive instructional program, it is imperative to track completed materials.

Consider using student language arts folders as an organizational tool. Checklists can be glued to the inside folder, rather than leaving them loose. That way, they are easy to get at and unlikely to be lost. Students will have multiple checklists in their folders, one for each series of manipulatives or skills cards that they are using. They can place written work in their folders.

Each day the teacher can collect the folders containing assignments; check over each student's work, much of which can be self-corrected; see that everything was recorded; and plan instruction or activities for individual students accordingly.



INITIAL PHONEME SORTS CONTENTS

BLUE – B N T

| | | |
|-----------|--------|------------|
| balloons | napkin | teddy bear |
| bananas | neck | tennis |
| bells | needle | ticket |
| bike | nest | toaster |
| bird | net | tomato |
| boat | nickel | top |
| box | night | tub |
| bull | notes | turkey |
| butterfly | nuts | turtle |

RED – C M P

| | | |
|------------|------------------|-----------|
| cake | magnifying glass | panda |
| camel | mailbox | penguin |
| candle | map | pig |
| cantaloupe | mask | pin |
| car | matches | pizza |
| cards | mop | policeman |
| carrots | motorcycle | popsicle |
| cop | mouse | pumpkin |
| napkin | mustard | puppy |

ORANGE – D H S

| | | |
|---------|--------------|----------------|
| dart | hammer | safe |
| deer | hand | salad |
| desk | helicopter | sandwich |
| dime | helmet (hat) | seahorse |
| dish | hippopotamus | sewing machine |
| dog | horn | sign |
| doll | horse | soccer |
| duck | hose | submarine |
| dustpan | house | sun |

GREEN – G L W

| | | |
|---------|---------|-----------------|
| gas | ladder | wallet |
| gavel | lamb | walrus |
| gift | lamp | washing machine |
| goggles | lemon | watch |
| gold | lion | watermelon |
| golf | lips | windmill |
| goose | lizard | witch |
| guitar | llama | woodpecker |
| gum | lobster | worm |

PURPLE – F J R

| | | |
|----------------|-----------------|----------------|
| feather | jack-in-the-box | rabbit |
| fence | jack-o-lantern | raccoon |
| Ferris wheel | jail | rain |
| file (cabinet) | jam | rake |
| fire | jet | ring |
| fish | jewelry | rocket |
| football | judge | roller coaster |
| fork | juggle | rooster |
| fox | juice | rose |

PINK – K V Y Z

| | | |
|--------------|----------------|--------|
| karate | vacuum | yak |
| kettle | van | yell |
| keys | vase | yellow |
| kick | veterinarian | yolk |
| king | video recorder | yo-yo |
| kite | violin | |
| kitten | volcano | zebra |
| kiwi | volleyball | zipper |
| koala (bear) | vulture | zoo |

GOLD – CH SH WH SH

| | | |
|----------|-----------|--------------|
| chain | shade | whale |
| chair | shamrock | wheelchair |
| chalk | sharpener | whiskers |
| check | sheep | whisper |
| cheese | ship | whistle |
| cherries | shirt | Thanksgiving |
| chick | shoe | thermometer |
| chipmunk | shovel | thermos |
| church | | thumb |

DARK BLUE – HARD/SOFT C & G

| | | |
|--------------|--------------|-----------------|
| HARD C | cement mixer | golf ball |
| calf | cent | gorilla |
| can | centipede | SOFT G |
| cap | cereal | gem |
| carton | circle | genie |
| coffee (cup) | HARD G | gentleman |
| compass | gazelle | gerbil |
| cone | gear | giant |
| SOFT C | girl | gingerbread men |
| cell phone | goat | gymnast |

INITIAL PHONEME SORTS

B N T _____ F J R _____

C M P _____ K V Y Z _____

D H S _____ Digraphs _____

G L W _____ C G _____

INITIAL PHONEME SORTS

B N T _____ F J R _____

C M P _____ K V Y Z _____

D H S _____ Digraphs _____

G L W _____ C G _____

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B N T _____ F J R _____

C M P _____ K V Y Z _____

D H S _____ Digraphs _____

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D H S _____ Digraphs _____

G L W _____ C G _____