

Really Good Stuff® Instructional Guide

Sorting Sticks: Blends and Digraphs

This Really Good Stuff® product includes:

- 72 color-coded *Sorting Sticks*
- This Really Good Stuff® Instructional Guide

Congratulations on your purchase of **Sorting Sticks: Blends and Digraphs**, a fun exercise for practicing this important phonemic awareness skill.

Meeting the Standards

Really Good Stuff® **Sorting Sticks: Blends and Digraphs** aligns with the Common Core State Standards for English Language Arts below. For alignment with other state standards, please refer to our website's Standards Match.

Phonics and Word Recognition

RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

The color-coded **Sorting Sticks** represent 4 digraphs (green), 6 s-blends (pink), 5 l-blends (blue), and 6 r-blends (yellow). The pictures appear on each end of the stick so they remain visible throughout the sort for support. Students sort the sticks into containers such as *Sorting City*™ (#308166), dry erase boxes that look like city buildings.

Before sorting, expose students to blends and digraphs with activities such as word building and word ladders. Start with digraphs. Explain that in a digraph, two consonant sounds go together to make a single sound, such as /ch/. Explain that in a blend, unlike a digraph, the two consonants both can still be heard. For example, in *flag*, you can distinguish both the *f* and the *l*. Teach blends in blend families (s-blends, l-blends, r-blends). This will help ready students to distinguish blends and digraphs using **Sorting Sticks**.

Managing the Sorting Sticks

- Visit our website www.reallygoodstuff.com to download Really Good Stuff® Instructional Guides.
- In advance of your demonstration, choose the sorts and store the needed sticks in baggies. Use baggies to store the activity at centers as well. See the list on back for included *Sorting Sticks*.

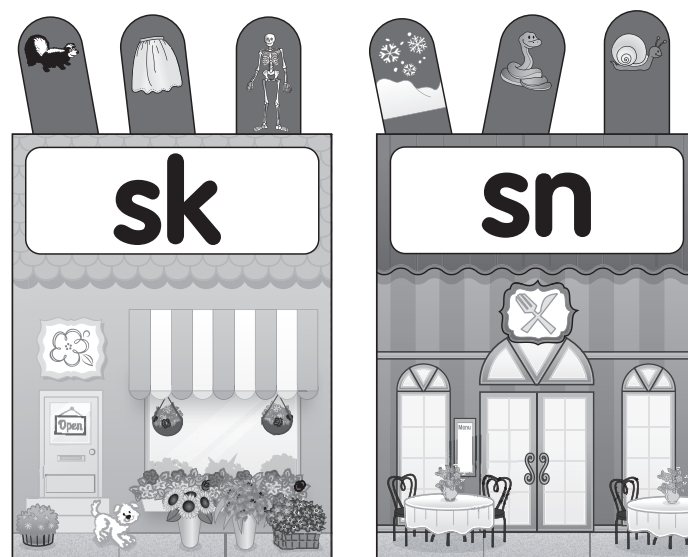
English Language Learners

Remember that not all blends and digraphs in English occur in other languages. Native Spanish speakers, for example, may need extra support with the digraphs, which except for *ch*, they do not encounter in Spanish.

Modeling Sorting with *Sorting Sticks*

Label two boxes with two digraphs or blends, such as *sk* and *sn*. Ask students to name all the pictures on the *Sorting Sticks* with you. Then pick up an *sk* stick, such as *skeleton*, name the picture again, and say, "I have *skeleton*. *Skeleton* begins with /sk/. *Skeleton* goes in the *sk* category." Next, choose a stick with an *sn* picture, such as *snail*, and model sorting the *snail* stick into the *sn* box.

Pick up another stick and name the picture, such as *snow*. Ask students, "Does *snow* begin like *skeleton* or does *snow* begin like *snail*?" When students produce the correct response, sort the *snow* stick into the *sn* box. Continue sorting the pictures into the two boxes until all the sticks are sorted. Review the sort together.



Have students mix up the sticks and sort individually or in pairs or small groups. They divide the sticks, then take turns sorting into the boxes. Increase the number of sorting categories as students progress.

All instructional guides can be found online.

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Pictures in This Sorting Sticks Set

ch	chair	sp	spider	pl	plant
	cheese		spin		plate
	cherry		spoon		plug
	chick				
sh	sheep	st	stage	dr	dream
	shell		stamp		dress
	ship		star		drum
	shoe				
th	think	sw	swan	br	brain
	thirteen		sweep		brick
	thumb		swim		broom
			swing		brush
wh	whale	bl	blanket	cr	crab
	wheel		block		crayon
	whiskers		blue		crib
	whistle				
sk	skeleton	cl	clap	fr	frame
	skirt		claw		frog
	skunk		clock		frosting
			clown		fruit
sl	sleep	fl	flag	pr	present
	slide		flower		pretzel
	slipper		flute		price
	sled			tr	train
sn	snail	gl	glitter		trash
	snake		globe		tree
	snow		glue		truck