

Sorting Sticks: Short Vowel Word Families

This Really Good Stuff® product includes:

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

Congratulations on your purchase of **Sorting Sticks: Short Vowel Word Families**, a fun exercise for practicing this important phonemic awareness skill.

Meeting the Standards

Really Good Stuff® **Sorting Sticks: Short Vowel Word Families** 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.

Phonological Awareness

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

Sorting Sticks: Short Vowel Word Families is a great early activity for learning to distinguish phonograms. The color-coded sticks represent 24 word families: 12 VC (orange) and 12 VCC (blue) with three pictures for every family. 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 rhyming word families with activities such as rhyme books, poems, songs, and chants. Explore picture sorting with picture cards in columns. This will help ready students to distinguish word families 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 included *Sorting Sticks*.

English Language Learners

Activate existing knowledge by drawing on your English language learners' native language skills. Rhyme occurs in every language. Having students make the connection

between their mother tongues and English will help direct them to what they need to listen for when learning about word families in English.

Modeling Sorting with *Sorting Sticks*

Introduce word family sorting with the same-vowel CVC word families and then move on to the CVCC word families. Once students hear how these word families are related, continue with mixed vowel CVC and CVCC word family sorts.

Label two boxes with the word families, such as *ag* and *ap*. Ask students to name all the pictures on the *Sorting Sticks* with you. Then pick up an *ag* stick, such as *bag*, name the picture again, and say, "I have *bag*. *Bag* ends in *ag*. *Bag* goes in the *ag* category." Next, choose a stick with an *ap* picture, such as *cap*, and model sorting the *cap* stick into the *ap* box.

Pick up another stick and name the picture, such as *map*. Ask students, "Does *map* rhyme with *bag* or does *map* rhyme with *cap*?" When students produce the correct response, sort the *map* stick into the *ap* 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.

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Pictures in This Sorting Sticks Set

ag	bag	ack	back	ig	dig	est	nest
	tag		pack		pig		vest
	wag		tack		wig		chest
an	can	all	ball	ip	hip	ock	dock
	fan		fall		lip		lock
	pan		wall		rip		sock
ap	cap	ank	bank	og	dog	uck	duck
	map		plank		fog		suck
	nap		tank		log		truck
at	cat	ash	crash	op	hop	ump	bump
	hat		mash		mop		hump
	rat		trash		pop		jump
en	men	ick	kick	ug	bug	unk	bunk
	pen		lick		hug		dunk
	ten		sick		mug		skunk
et	jet	ell	bell	un	bun	ush	brush
	net		well		sun		flush
	wet		yell		run		hush