

Unit 1 Review Sorts for Initial Consonants

NOTES FOR THE TEACHER

Targeted Learners

These five picture sorts are designed to quickly review the initial consonants. Such a review may be especially useful for first graders at the beginning of the year and for all students in the early letter name stage. If students have missed only one or two consonants on a spelling inventory and you see that they are representing most consonants correctly in their writing, then a fast-paced review, doing a new sort every 2 to 3 days, may be all that is needed. Students who are still confusing many initial consonants probably need a slower pace, spending a week on each sort. You may want to use Spell Check 1 on page 12 for a pretest to see which children really need such a review and which consonants need to be reviewed. Additional review will take place as students work with same-vowel word families in the next unit.

Teaching Tips

Students in the letter name–alphabetic stage may confuse letter sound matches because the name of the letter suggests a different sound. This is true for *y* (“wie”) whose name begins with a/w/sound, *g* (“jee”) which begins with /j/, and *h* (“aich”) which does not have the /h/ sound but ends with /ch/. Other confusions arise over sounds that are articulated similarly: *p/b*, *t/d*, *f/v*, *g/k*. In addition, English Language Learners will have confusions based on their language (see *WTW* and *WTW* for ELLs for specific information). For students who exhibit these confusions you might want to prepare some sorts that contrast the very letters or sounds they are confusing. *WTW* provides pictures and a template to use for this purpose. For example, you might prepare a sort with pictures that begin with *y* and *w*.

Most students learn the letter sound matches for final consonants along with initial consonants and work with same-vowel word families helps to focus attention on final consonants. Once students develop the phonemic awareness to isolate and attend to final consonant sounds, the matches come easily. However, students who lack this phonemic awareness or students whose native language does not have many final consonant sounds, as in Spanish, may need extra work with final consonants. Look for pictures in the Appendix of *WTW* and use a blank template such as the one at the end of this book to prepare final consonant picture sorts.

Standard Routines for Use with Picture Sorts

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. Make a copy of the black line master for each student, enlarging it to reduce paper waste and



Literature Connection

Share a book such as *Miss Bindergarten Gets Ready for Kindergarten* (by Joseph Slate and Ashley Wolff) and revisit it as each group of initial sounds is reviewed to find the names of Miss Bindergarten's students and other words associated with each letter. Keep lots of alphabet books handy for word searching. *Animalia* (by Graeme Base) is a puzzle book especially fun to search for words that begin with each letter of the alphabet. Students will find "lazy lions lounging at the library" along with many more /l/ words hidden away in the two-page illustration.

increase the size. After cutting out the pictures and using them for individual practice, the pieces can be stored in an envelope or plastic bag to sort again several times on other days. See *WTW* for tips on managing picture sorting.

2. **Draw and Label and Cut and Paste.** For seat work, students can draw and label pictures of things that begin with the target sounds/letters. They can also look for pictures in magazines and catalogs and paste those into categories by beginning sound. The pictures from the black line sort also can be pasted into categories and children can then label the pictures. This can serve as an assessment tool but *do not* expect accurate spelling of the entire word at this time.
3. **Word Hunts and Word Banks.** Students can look through their reading materials and word banks for words that have the targeted consonant sounds and record these. Alphabet books are also a good place to look for additional words that begin with targeted sounds. Plan a time for sharing their findings.
4. **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 with beginning sounds.

SORTS 1-5 BEGINNING CONSONANT SOUNDS

(See page 7.) Because all of the sorts work very much the same way, we provide only one set of directions. Use Sort 1 as an example.

Demonstrate, Sort, Check, and Reflect

1. Prepare a set of pictures to use for teacher-directed modeling. Use the letter cards as headers and display the pictures randomly with picture side up. Name the pictures with your students, especially if you have any English Language Learners.
2. Begin a **sound sort** by introducing the headers: BELL *begins with /b/ and is spelled with the letter b*. Then model how to sort one word into each column explaining explicitly what you are doing: *Here is a picture of a bug. Bug starts with the /b/ sound made by the letter b so I will put it under the picture of the bell. This is a picture of a map. Mmmmap starts with the /m/ sound made by the letter m so I will put it under the picture of the mouse.* Model a picture under *r* and *s* in the same manner and then say: *Now who can help me sort the rest of these pictures?* Continue with the children's help to sort all of the pictures. Ask them to name the picture and name the letter it goes under: *Roof begins with r*. Let mistakes go for now. Your sort will look something like the one shown in Figure 1.
3. When all the pictures have been sorted, name them in columns and check for any that need to be changed: *Do all of these sound alike at the beginning? Do we need to move any?*

Figure 1



- Repeat the sort with the group again. Keep the letter cards as headers. You may want to mix up the words and turn them face down in a deck this time and let children take turns drawing a card, naming it, 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 talk about how the words in each column are alike.

Extend

Give each student a copy of the sort for individual practice. Assign them the task of cutting out the pictures to sort on their own in the same way they did in the group. 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 on pages 3–4 and described in *WTW* for the letter name–alphabetic stage.

Sort 2 Beginning Consonants t, g, n, p

Tt tent	Gg ghost	Nn net	Pp pig
towel	gate	needle	pen
tub	gum	nut	pipe
tire	gas	newspaper	pail
tie	goose	nose	pan
two	goat	nails	pin

Sort 3 Beginning Consonants c, h, f, d

Cc cat	Hh hand	Ff fish	Dd dog
corn	horn	fork	dice
can	hook	fox	deer
cane	hose	four	desk
cow	horse	fence	dive
candle	house	fan	dishes

Sort 4 Beginning Consonants l, k, j, w

Ll lamp	Kk key	Jj jug	Ww watch
lips	kitchen	jeep	well
log	kangaroo	jacks	worm
leg	kitten	jump	wing
leaf	kick	jacket	window
lock	kite	jar	witch

Sort 5 Beginning Consonants y, z, v

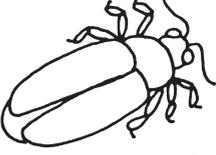
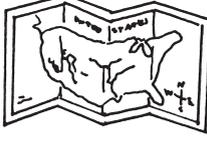
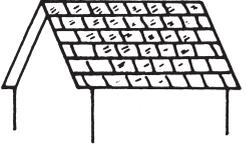
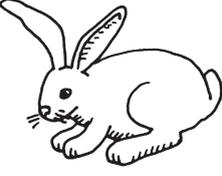
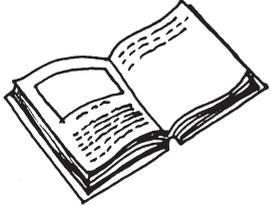
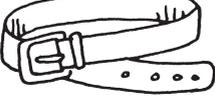
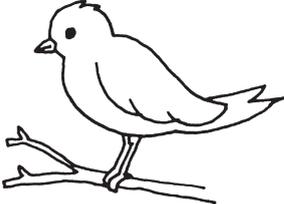
Yy yarn		Zz zipper		Vv van	
yoyo	yarn	zebra	zipper	vest	vine
yogurt	yard	zoo		vase	violin
yawn	yell	zigzag		vacuum	volcano
yolk		zero		van	

SPELL CHECK 1 ASSESSMENT FOR BEGINNING CONSONANTS

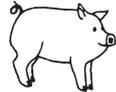
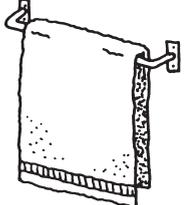
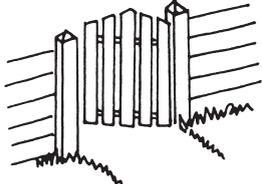
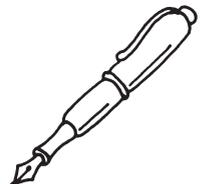
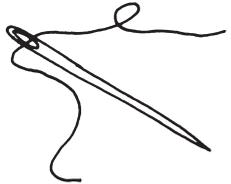
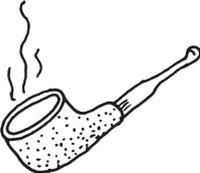
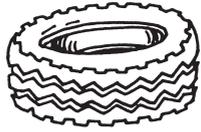
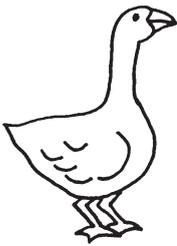
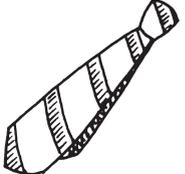
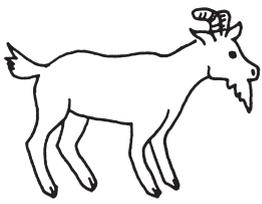
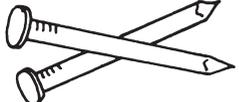
All the consonants are assessed with Spell Check 1 on page 12. This is designed for use as either a pretest or a posttest. To administer the assessment, name each picture and encourage children to spell as much of the word as they can, even though they will only be formally assessed on the initial sounds. If students are representing some of the vowels and many final consonants, then they should be ready for the study of word families. The pictures are:

- | | | | |
|----------|---------|----------|------------|
| 1. lips | 2. top | 3. mat | 4. kite |
| 5. duck | 6. bat | 7. yell | 8. game |
| 9. rope | 10. net | 11. jet | 12. zipper |
| 13. foot | 14. pig | 15. soap | 16. web |
| 17. vine | 18. cup | 19. ham | |

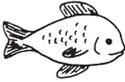
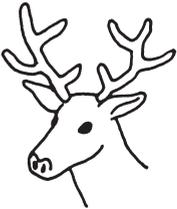
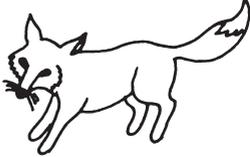
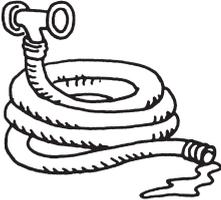
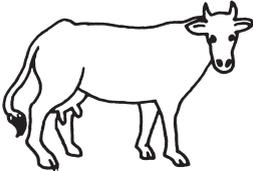
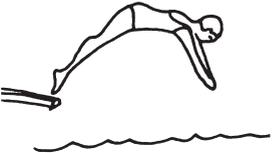
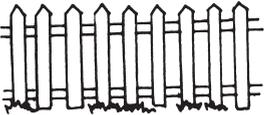
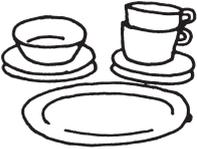
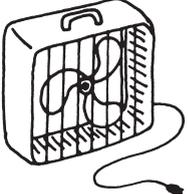
SORT 1 Beginning Consonants *b, m, r, s*

<p>Bb </p>	<p>Mm </p>	<p>Rr </p>	<p>Ss </p>
			
	<p>6 </p>		
			
			
			

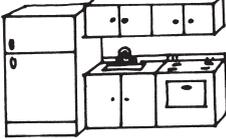
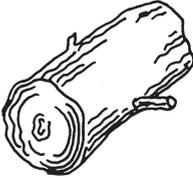
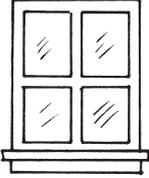
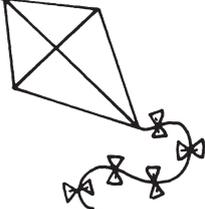
SORT 2 Beginning Consonants t, g, n, p

Tt 	Gg 	Nn 	Pp 
			
			
			
			
2 			

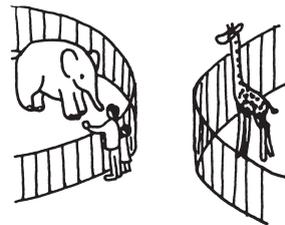
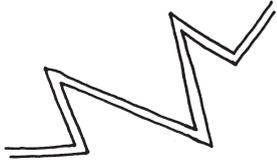
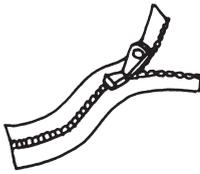
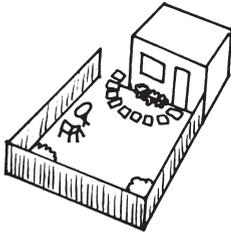
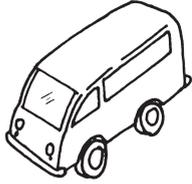
SORT 3 Beginning Consonants c, h, f, d

Cc 	Hh 	Ff 	Dd 
			
			
			
4			
			

SORT 4 Beginning Consonants l, k, j, w

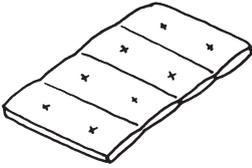
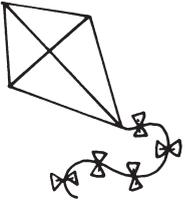
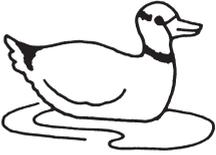
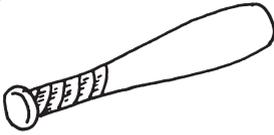
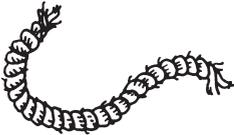
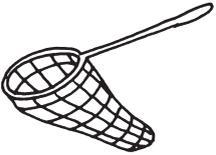
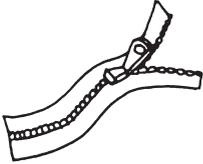
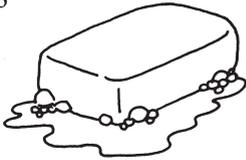
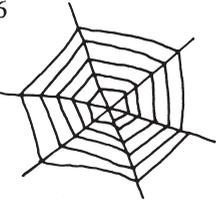
Ll 	Kk 	Jj 	Ww 
			
			
			
			
			

SORT 5 Beginning Consonants y, z, v

Yy 	Zz 	Vv 	
			
			
			
			
			

Spell Check 1 Assessment for Beginning Consonants

Name _____

<p>1</p>  <p>_____</p>	<p>2</p>  <p>_____</p>	<p>3</p>  <p>_____</p>	<p>4</p>  <p>_____</p>
<p>5</p>  <p>_____</p>	<p>6</p>  <p>_____</p>	<p>7</p>  <p>_____</p>	<p>8</p>  <p>_____</p>
<p>9</p>  <p>_____</p>	<p>10</p>  <p>_____</p>	<p>11</p>  <p>_____</p>	<p>12</p>  <p>_____</p>
<p>13</p>  <p>_____</p>	<p>14</p>  <p>_____</p>	<p>15</p>  <p>_____</p>	<p>16</p>  <p>_____</p>
<p>17</p>  <p>_____</p>	<p>18</p>  <p>_____</p>	<p>19</p>  <p>_____</p>	<p>_____</p>