



Really Good Stuff® Activity Guide

EZread™ Long Vowel Word Families Picture Sorting Cards

Inside this Really Good Stuff® set you'll find:

- 90 Long Vowel Word Family Picture Sorting Cards
- 18 Long Vowel Phonogram Category Cards
- 90 Word Cards
- This Really Good Stuff® Activity Guide

Rhyming words offer a fun and efficient way to increase the beginning reader's vocabulary. The pictures in this set show exemplars of the high-utility phonograms, such as **ame** and **ice**. The pictures are easy to identify and represent rhyming words that are already a part of a student's oral vocabulary.

The picture and word cards are used with a small pocket chart in sorting demonstrations for a group, and as a lead-in to independent learning activities that students can complete at word study centers or at their desks.

After students have been presented with more than one example of a phonogram's sound, they can begin to discriminate between two or more phonograms in picture and word sorting activities.

In order for the students to follow along with your demonstration or repeat the activity independently, give them copies of the smaller, reproducible picture and word cards provided in this set.

High-Frequency Phonograms

In 1970 researchers Richard E. Wylie and Donald D. Durrell found that almost 500 words can be derived from only 37 short and long vowel phonograms, also called rimes. Those high-utility long vowel phonograms are included in this set, along with many other high-frequency phonograms to help students learn, generate and practice a great number of rhyming words.

Word Families and Word Building

The focus on groups of rhyming words (word families) is a traditional part of early reading instruction. Beginning readers who can recognize just one phonogram and who have some knowledge of initial consonant sounds can add many new words to their reading and—just as importantly—spelling vocabulary. With the understanding that some letters together form a pattern, a recurring

“chunk,” students' reading fluency increases. Students learn that many of the words they encounter, especially in primary reading texts, contain familiar “chunks” that enable them to decode more efficiently, write more effectively, and improve their spelling.

Once students understand the concept of onset and rime substitution, they can make several additional words by the mere acquisition of a single phonogram. For example, a student can make many single syllable words using the rime **ice** (dice, mice, rice, price, slice).

The **EZread™ Picture Sorting Cards** help to build students' phonemic awareness of rhyming words and keep them interested in learning with the fun activities described in this guide.

Long Vowel Patterns

Even while your focus remains on rhyming word families, you will need to incorporate a discussion of long vowel spelling patterns. Students are taught the short vowels first, as these fall into familiar CV C and CVCC patterns; therefore students know many short vowel sight words long before they understand the difference between long and short vowels. With long vowels, however, the students need to be aware of the several spelling patterns (such as CVCe and CVVC) that make a vowel long. Even if the student does not already know a given phonogram, knowing its long vowel pattern provides an important decoding tool. Therefore, after sorting and comparing specific long vowel phonograms, you may want to progress into discussing similarities between words that share the same patterns but have different vowel sounds. For example, **June**, **tape**, **note** and **mile** all have the silent e pattern even though they have different long vowel sounds.

Picture and Word Sorts:

- are a unique way to teach students to categorize sounds, words and word patterns.
- enable students to focus on the similarities and differences among words.
- help students notice patterns and group words according to rimes, spelling concepts and patterns.
- teach students to make generalizations about word patterns and formations based on what they see in the words you present.

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As the students become more proficient at recognizing the pictures, the chunks, and the words, continue to introduce new cards. Also, go back and revisit previously studied word families and incorporate them with the new sorts.

Have the students follow along with their own sets of picture and word cards and get plenty of independent picture sorting practice. Soon, they'll be able to sort with word cards only. Following picture sorting, word sorting is a fundamental next step in literacy instruction. Use My Word Sort Reproducible in this guide as a recording sheet.

Short and Long Vowel Word Family Sorting

After the students have been introduced to the short vowel picture sorting procedure and have learned many short vowel word families, they may be ready for a few sorts with long and short vowel phonograms mixed together. You will need to have the **EZread™ Short Vowel Word Families Picture Sorting Cards** (sold separately) along with this set.



For example, have the students sort **in** and **ine** picture tiles. Students may copy the sort onto a separate sheet of paper for additional practice. You may also challenge them to draw one or two original pictures in each phonogram's column after they copy the sort. Allow time to discuss what is different about the two phonograms, and what happens to the vowel **i** when the phonogram changes from **in** to **ine**.

Additional Word Family Activities

After completing instruction and independent practice with picture sorting, have students reinforce their word family learning using a variety of fun group and

independent activities using the picture and word cards. Before having your students do the following activities, make sure you have clearly modeled the procedures for each activity. Be sure to train the students in properly storing the materials after they have finished each activity. (See "Management Suggestions.")

For most of the activities, it is best to have students start with only two phonograms. As they become more comfortable in completing the activities and learning the phonograms, you can add more of them to the activities.

Ideas for Partner Activities

Following a demonstration, allow students to pair up for sorting and other activities. At the beginning, you can let students work with partners to complete the picture sorts. Encourage the students to work cooperatively and offer support to their partners when needed. The students can also trade picture cards with their partners, sort them, and check each other's sorts once both partners are finished. In addition, there are countless sorting and matching games for two players.

Concentration

This is a game for one to four players, and is just like "Make a Rhyme," but with a memory challenge. Select matching picture cards for a few different phonograms. Place the pictures face down, in random order, in five even rows. The first player turns over two picture cards. If the two picture words have the same ending chunk (if they rhyme), the player keeps those cards and gets to go again. If the two do not rhyme, the player turns the cards back over, keeping them in the same positions, and the next player takes a turn. The goal is to be the player with the most rhyming picture cards at the end of the game.



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Matching and Sorting Lessons

Sample Demonstration

Lead a demonstration for your group using the sorting cards. The students can follow along at their desks or work with the pictures independently following the demonstration.

1. Select a phonogram card, such as **ake**, and some of its rhyming picture cards. Say the names of the pictures and place them in the pocket chart. Ask the students what they notice about all of the pictures. When someone answers correctly, that the words rhyme, place the “chunk” (phonogram) card in the pocket chart by the pictures. Make sure all the students understand that when words sound the same at the end we say they “rhyme.”
2. Remove the cards from the chart, saying each picture word as you remove it.
3. Choose another phonogram and place a few of its picture cards in the pocket chart. Again, ask the students what they notice about this set of pictures. Place the chunk card by its picture cards to show what rhyming word family you have now.
4. Review all of the picture names, reminding the students to listen carefully for the endings.
5. Remove the picture cards from the pocket chart and leave the chunk card as a column header at the top of the pocket chart. Also replace the chunk card from the first word family, so there are two column headers. These will be the categories for the first sort.
6. Select one picture card. Together say the picture’s name and then say the names of both chunks. Ask which chunk the students hear in the word. When a student answers correctly, place the picture card below the phonogram card.
7. Sort all of the pictures this way, offering support whenever students have confusion.

ake



ake



ail



On subsequent days review the two newly introduced rimes using a more interactive format:

- Remove the picture cards from the pocket chart, leaving the chunk cards as header cards. Give each student one picture card. Students, when called upon, come up say what picture they have and place it under the correct chunk.
- Play “Show Me” with the class. Hold up a picture card and say what it is. The students listen for the chunk and show (hold up) the correct chunk card.
- Play “Rhyme It” with the class. Hold up a chunk card and have students hold up a rhyming picture card. Call on individuals to tell you what picture card they chose.
- Play “Stand Up, Sit Down” with the class. Hold up two pictures. If they rhyme, the students must stand up. If they do not rhyme, the students must sit down. As more rimes are introduced, you can hold up a third picture card and, of course, all three must rhyme for the students to stand up.

Sorting with Word Cards

Before you cut apart the word cards in this set, make copies for student use. You may introduce the word cards after the students have mastered one or two word families and are already very familiar with picture sorting. Or, you may choose to add word cards after sorting pictures for all of the word families. Including the words may make the activity easier, as the students will be able to see the phonograms spelled out.

Show each picture first, then its word, in a simple matching demonstration before you model a picture-word phonogram sort. Emphasizing the connection between the picture meaning and the word provides additional support for students who need it, especially English language learners.

ake



cake

ail



pail

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Rhyming Elevators

Provide each student with a few pictures for one word family. Students are to place the pictures one above the other to form a vertical column called a “rhyming elevator.” Model sliding your pointer finger alongside the pictures, stopping at each “floor” to say the rhyming word.

Students may draw the “elevator words” they have formed on a piece of paper and add one or two original pictures to their rhyming elevators. The students then say the words their new elevator makes as it stops at each floor. They can gradually add floors, reviewing all the words on the rhyming elevator each time it expands.

Make a Rhyme

Place an even number of picture cards (and word cards, if appropriate for the group) of at least five different familiar phonograms face down in the center of the table and mix them up. The first player selects two picture cards and checks to see if the two rhyme. If the words rhyme, the player places the two cards on the table and selects two more cards. If the two do not rhyme, that player returns both cards to the pile and the next player takes a turn. The goal is to be the one with the most rhyming picture cards when the pile is gone.

Rhyme Card Games

Many familiar card games such as Crazy 8's can be adapted for rhyming word challenges once students know at least a few word families. Select an even number of rhyming picture cards (four or more) from a few word families. This will depend on the number of players you have (more cards are necessary for a bigger group) and the number of word families they know. Pass out picture cards; each player should have at least three picture cards. Place the remaining cards face down in a stack in the middle. Have students take turns drawing cards from the stack to see if they can make a match (rhyme) with one of their picture cards. A player who makes a match places the rhyming picture cards on the table and takes one extra turn. When there is no match, the card goes in a discard pile and the player's turn is over.

Follow the Rhyming Trail

Find this *Reproducible* at the end of this guide. Copy and laminate the “Rhyming Trail.” With a crayon or water-based marker, write four to five phonograms currently being practiced in random order in the sequence of blank blocks. Place picture cards for those rhyming words in a container. With eyes closed, the first player takes a picture card and decides if its ending sound matches the phonogram written in the first block on the “Rhyming Trail.” If it matches, the student places the picture card on the block and selects another card to compare to the phonogram in the next block. If the picture card does not match the phonogram, the turn is over and the next player goes. The goal is to be the first player to fill all the letter blocks, in order.

Management Suggestions

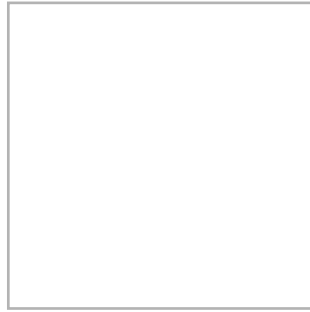
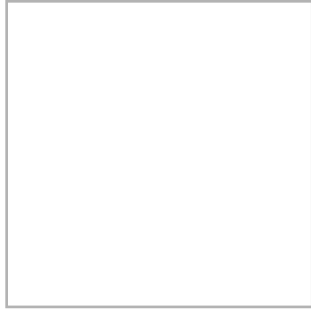
1. Copy the *Picture Sorting Cards Reproducible* for each student. Before you cut apart the Teacher Word Cards in this set, make copies for student use.
2. Have students keep their cards in large freezer baggies or storage containers. Print their names on the baggies or containers with a permanent marker. Have the students put their initials on the backs of their cards so they can easily separate them after group activities. The baggies can be stored in the students' desks or in small baskets at a word study center. Store your classroom card sets this way too.
3. You'll want to copy the cards onto sturdy paper so they can be used repeatedly in the sorting activities. Determine the sequence in which you are going to teach the word families. Copy 5 to 6 phonogram cards and the corresponding picture and word cards onto the same shade of paper. Copying “units” of cards on the same shade of paper will help keep the cards organized.
4. Send home baggies of category, picture and word cards for sorting practice, and remind students to bring them back to school for further sorting work. They can also practice the sorts with classroom buddies and parent volunteers.

My Word Sort

by _____

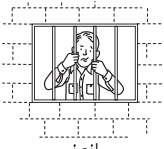


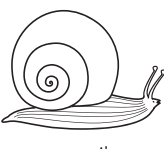










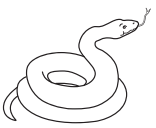

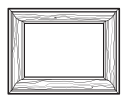






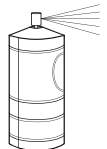
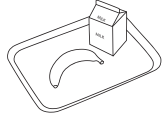
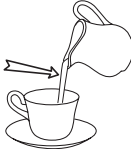


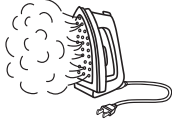



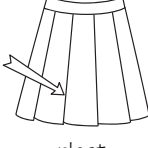





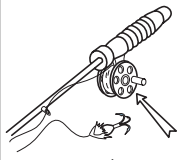
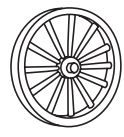

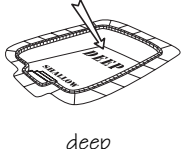

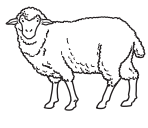

START

Follow the Rhyming Trail



END

eet	 beet	 feet	 meet	 sheet	 street
ice	 dice	 mice	 price	 rice	 slice
ide	 bride	 hide	 ride	 slide	 wide
ight	 bright	 fight	 knight	 light	 night
ine	 line	 nine	 shine	 vine	 wine
oat	 boat	 coat	 goat	 moat	 throat
oke	 broke	 coke	 poke	 smoke	 yoke
one	 bone	 cone	 phone	 stone	 throne
ow	 blow	 crow	 mow	 row	 snow

ail	 jail	 pail	 quail	 snail	 tail
ain	 brain	 chain	 pain	 rain	 train
ake	 cake	 flake	 lake	 rake	 snake
ame	 flame	 frame	 game	 name	 same
ay	 hay	 jay	 pray	 spray	 tray
eam	 cream	 dream	 scream	 steam	 stream
eat	 cleat	 meat	 pleat	 seat	 wheat
eel	 heel	 kneel	 peel	 reel	 wheel
eep	 beep	 deep	 jeep	 sheep	 sleep