

# Really Good Stuff® Teaching Guide

## EZread™ Magnetic Photo Tiles: Beginning Sounds

Congratulations on your purchase of this Really Good Stuff® **EZread™ Magnetic Photo Tiles: Beginning Sounds**—a colorful set for teaching initial sounds through sorts.

### This Really Good Stuff® product includes:

- 150 EZread™ Magnetic Photo Sorting Tiles: *Beginning Sounds* (six for each sound)
- 25 Magnetic Letter Tiles (A-Z, excluding X)
- *Compartmentalized, Alphabet Storage Case* (included in #305542 only)
- *Alphabet Storage Stickers*
- This Really Good Stuff® Teaching Guide

### Meeting Common Core State Standards:

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

Sorting develops letter-sound knowledge. In sorting photos and words, children make critical judgments about speech sounds, spelling patterns, and meanings. Sorting offers opportunities to illustrate similarity and difference, and it provides more phonological awareness practice and phonics engagement than traditional worksheets.

There are two main types of sorts: *closed sorts* and *open sorts*. In a closed sort, the teacher designates the category(ies). In an open sort, students find commonalities among photos or

words and create their own categories. (It is important not to overwhelm students with too many *Photo Tiles* in any activity.) Model all activities for students before they try these activities on their own.

### Suggestions for Organizing, Storage, and Care

- Place a *Beginning Sound Sticker* and its corresponding magnets in each compartment of the *Storage Case*
- Should you need this or any other Really Good Stuff® Teaching Guides, download them from our Web site at [www.reallygoodstuff.com](http://www.reallygoodstuff.com).

### Suggested Prerequisite Training

- Have students work in pairs, taking turns sorting and checking sorts.
- Remind students to use their inside voice for sorting beginning sounds.
- Have students politely provide corrective feedback to their partner.
- Have students carefully handle and manage materials.

### Suggested 3-step Instructional Routine:

#### I Do, We Do, You Do

(Model, practice with students, and then release the responsibility to students.)

Gather the *b Photo Tiles*, the letter *b Tile*, and a magnetic surface. Use three of the *Photo Tiles* for modeling and the other three *Photo Tiles* for guided practice.

All teaching guides can be found online:

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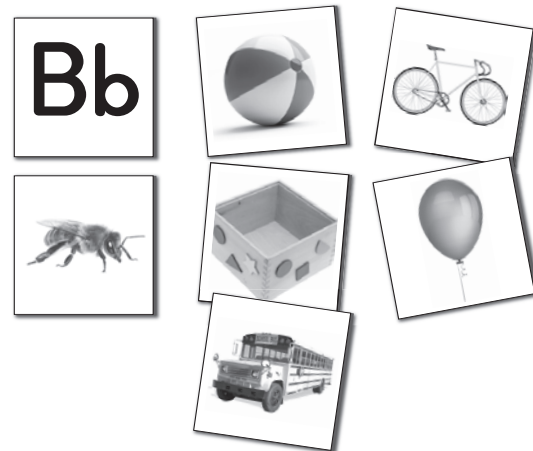
### 1. I Do (model):

Demonstrate the explicit, systematic process of a closed sort. (This example is for a first-time beginning sound sort, so all the *Photo Tiles* begin with *b*. After students master the *b* sound, use *Photo Tiles* that do not begin with *b* so that students can discriminate and learn to use the other category.)

- Introduce the letter name and sound, and then place the *Letter Tile* at the top of the magnetic board, explaining that it is the category tile. When demonstrating letter sounds, be careful to avoid the schwa sound (uh): “This is the letter *b*. *b* says /b/, (not /buh/). Watch me as I say the sound that *b* makes: /b/, /b/, /b/. Now it’s your turn.” Monitor for accuracy. Correct schwa sounds as necessary. “Good job saying ‘/b/.’ *B* is our category tile, so I will put it at the top. Now we want to find *Photo Tiles* that begin with the /b/ sound. I will put those below the letter *b*.”

- Introduce the *Photo Tiles* and their sounds. Pause before saying the word so that it does not run together with the articles *a* or *an*, masking the initial sound. “This is a (pause) ball. *Ball* begins with the sound /b/, ball. Now you say *ball* and listen for its beginning sound, /b/.” Emphasize or stretch the beginning sound in all words for clarity (for example, *mmmouse*, *sssun*, *aaapple*). For sounds like /b/ that cannot be stretched, simply exaggerate your mouth position to show how the sound is formed. Present the word and initial sound clearly instead of soliciting guesses, which wastes time and may confuse children. Use the word in a sentence to reinforce meaning if necessary, especially for English-Language Learners.

- Using a think-aloud, verify the sound match, exaggerating your mouth shape, and place *Photo Tiles* below the *Letter Tile*. “This is a (pause) *bed*. *Bed* begins with the sound /b/, /b/ *bed*. Does that match our category sound? Let’s see.” Hold the *bed* *Tile* next to the *b* *Tile*, and pointing to *b* say, “/b/, /b/.” Point to *bed* and say, “*bbbed*, *bbbed* (not repeating /b/ but emphasizing mouth shape). Do those sounds match? Yes, *bed* begins with *b*. I will place *bed* under the *b*.” Point and say: “/b/ *bed*. Let’s try another one.” Repeat, placing another *Photo Tile* below the *b*. For students who need a photo to remind them of the *b* sound, place *bed* next to the *b* *Tile*, explaining that it is the helping photo.



- Once tiles are placed, begin at the top, pointing and saying each word and checking to hear whether its beginning sound matches the *Letter Tile*. “Now I will say the names of my photos to be sure their beginning sound is /b/, as our category says. Please watch me so that if I make a mistake you can help me.” Point to each *Photo Tile* and say its name clearly: “/b/ ball, yes it begins with *b*. /b/ balloon, yes, it begins with *b*. /b/ bike, yes it begins with *b*.” (Later, in their own sorts, students will at this point fix mistakes by moving tiles. Without this important step,

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unchecked, unspoken, or unread sorts may go uncorrected. To ensure better accountability, have students check sorts with a partner.)

- Help students to shape their summary statements as they tell what the words have in common. “As I look at my photos and listen to myself say them, I notice that they all have the same beginning sound (point to *b* Tile), /b/. When I say the words on this board, I hear that all the photo names sound similar, or alike, in their beginning sound, /b/. When I look at the board, it shows me only photos of things whose names begin with *b*.”
- Invite students to try a few photos with your guidance: “Now you are ready to try a few with me.”

### 2. We Do (guided practice):

After modeling the process, have students assist with sorting the three remaining tiles.

- Follow the systematic steps modeled.
- Carefully monitor and provide specific corrective feedback.
- Give struggling students repeated guided practice before they do independent work.
- Accept more *b* words as students generate them, and write them on the board to provide additional visual support in phonics.

### 3. You Do (release the responsibility to students):

Independent or partner sorts may include work stations, word study notebook, or homework.

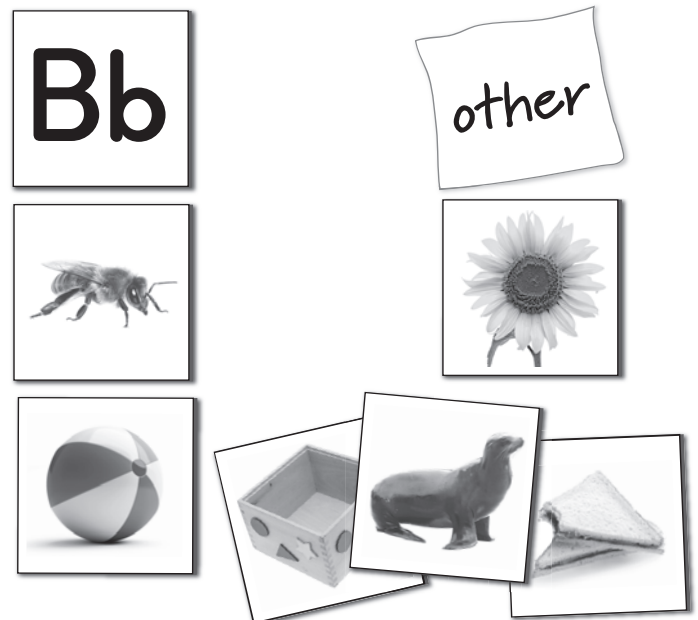
- Provide each student or partnership with some *Photo Tiles* and the corresponding *Letter Tile*. (a familiar letter).

- Carefully monitor and provide specific corrective feedback: “You say the word and decide if it matches (pointing to *Letter Tile*).”

### Next Steps

#### Introduce the *Other* Category

- Make a *Letter Tile* labeled *other*. Explain that in sorting, there are sometimes *Photo Tiles* that do not fit into the categories listed, so they will be placed into the *other* category. Repeat the *b* sort and mix in a few *Photo Tiles* beginning with an obviously contrasting consonant, such as *s*. Each time an *s* *Photo Tile* is shown, students should recognize its beginning sound is not /b/; therefore, it goes under *other*. Carefully monitor and provide specific corrective feedback: Moving *sun* to the *other* category, say, “*Sun* goes under *other* since it does not begin with /b/. You say the word and see if it matches.”



Bb

Ss



### More Sorting Activities

#### Work Station Partners Closed Sort

Using the *Photo and Letter Cards Reproducibles*, provide a few photos for two to three beginning sounds and their *Letter Tiles*. Students will set up the category *Letter Tiles* and place corresponding photos below the categories. Have students Say-and-Check and Reflect with a partner, then switch roles.

#### Alphabet Books

Materials: Multiple copies of the *Photo and Letter Cards Reproducibles*, glue, and teacher-made blank booklets.

#### Two-or-more-category Closed Sorts

Next, students will do sorts with two letter categories, such as *b* and *s* (and other, if ready). Provide students with the *Letter Tiles* and corresponding *Photo Tiles*, adding a few non-category photos for the other category. Provide corrective feedback, quickly providing the answer and moving the *Photo Tile*: “Seal goes under *s*. You say the word and see if it matches.” As with all the sorts, follow up with Say-and-Check and Reflect.

#### Beginning Sound Open Sorts

Provide students with one to three sets of *Photo Tiles*, and ask them to determine the category(ies) as they say the photo words. They may write their category(ies) on sticky notes. As with all sorts, follow up with Say-and-Check and Reflect.

Students label each page a-z (omitting x) by either printing or gluing each letter card to a separate page. They then cut out and glue the *Photo and Letter Cards Reproducibles* on the corresponding letter page in their booklets. Booklets are an ongoing activity, so as students add to their booklets, they may quietly read aloud the pages at school or at home. Encourage students to add photos from magazines and label them. These books can form a foundation for beginning reading, and students may trade with friends and read each other’s booklets.

#### Wide Open Sort

Materials: Multiple copies of the *Photo and Letter Cards Reproducibles* and sticky notes. Allow students to group the cards in any category they wish. This type of sort allows you to assess the connections students make among sounds, words, and concepts or meanings. Model with a

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think-aloud, saying, “I’m looking at my photos and thinking of ways to sort them. I see a few animals. I could make an *animal* category. I also see things found at school. I will make a *school* category, too.” (More category ideas: Furniture, people, clothing, food, house things, farm things, inside things, outside things.)

- Point to a letter and have students chant its sound. Repeat with different letter(s).
- Say, “Children whose names begin with the same sound as *pencil* may line up.” As they line up they can say another word beginning with /p/.

### Concentration


























Materials: Four *Photo Tiles* (or *Photo and Letter Cards Reproducibles*) each for three to five letter sounds, placed randomly face down in straight rows.















One to four players take turns turning over two tiles to determine whether they begin with the same sound. If so, a player keeps the matching set and goes again; if not, he or she returns the tiles to their original position and the next player takes a turn. The player with the most matching sets is the winner.



























### Follow-up

Use every opportunity to practice beginning sounds with your students. For example, while they are in transition between activities, lining up, or waiting for buses, students can practice phonological awareness.


























- Say a letter, for example, *b*, and have students find items beginning with its sound: “*Back, bag.*” Conversely, point to items and have students say the words and their beginning sound. For example, point to a pencil so that students say, “*pencil, /p/.*”
- Say a sound, /w/, and have students find items beginning with that sound. Create a “word wall”, with their suggestions.



























<b>Aa</b>	 axe	 box	 cow	 dice
 add	<b>Bb</b>	 bus	 cub	 dish
 acorn	 ball	<b>Cc</b>	 cup	 donkey
 alligator	 balloon	 carrot	<b>Dd</b>	 dot
 ape	 bee <small>© 2012 Photographer: Alle   Agency: Dreamstime.com</small>	 cat	 dance	<b>Ee</b>
 apple	 bike	 coat	 desk	 eagle










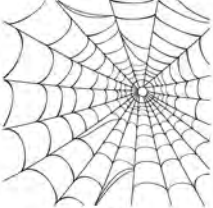












 <p>easel</p>	 <p>fan</p>	<p><b>Gg</b></p>	 <p>gum</p>	 <p>hen</p>
 <p>eat</p>	 <p>feather</p>	 <p>game</p>	<p><b>Hh</b></p>	 <p>hose</p>
 <p>egg</p>	 <p>fire</p>	 <p>gas</p>	 <p>ham</p>	<p><b>Ii</b></p>
 <p>elephant</p>	 <p>fish</p>	 <p>girl</p>	 <p>hamburger</p>	 <p>ice</p>
 <p>engine</p>	 <p>fork</p>	 <p>goat</p> <p><small>© 2012 Photographer: Jojjik   Agency: Dreamstime.com</small></p>	 <p>hand</p>	 <p>igloo</p>
<p><b>Ff</b></p>	 <p>fox</p>	 <p>gold</p>	 <p>helicopter</p>	 <p>inch</p>

 <b>ink</b>	 <b>jellybeans</b>	 <b>kettle</b>	 <b>lamb</b>	<b>Mm</b>
 <b>iron</b>	 <b>juggle</b>	 <b>key</b> <small>© 2012 Really Good Stuff® and its licensors. All rights reserved. 1-800-366-1920 www.reallygoodstuff.com Made in Guangzhou, China #305535</small>	 <b>lemon</b>	 <b>mad</b>
 <b>itch</b>	 <b>juice</b>	 <b>kid</b>	 <b>lion</b>	 <b>mask</b>
<b>Jj</b>	 <b>jump</b>	 <b>kite</b>	 <b>lobster</b>	 <b>mother</b>
 <b>jeans</b>	<b>Kk</b>	 <b>kitten</b>	 <b>log</b>	 <b>monkey</b>
 <b>jeep</b>	 <b>kangaroo</b>	<b>Ll</b>	 <b>lollipop</b>	 <b>moon</b> <small>© 2012 Photographer: Gregor Kervina   Agency: Dreamstime.com</small>



 <p><b>mouse</b></p> <small>© 2012 Photographer: Cammeraydave   Agency: Dreamstime.com</small>	 <p><b>nurse</b></p> <small>© 2012 Photographer: Jason Stitt   Agency: Dreamstime.com</small>	 <p><b>otter</b></p>	 <p><b>pig</b></p>	 <p><b>quarter</b></p>
<p><b>Nn</b></p>	 <p><b>nut</b></p>	 <p><b>ox</b></p>	 <p><b>pin</b></p>	 <p><b>queen</b></p> <small>© 2012 Photographer: Evgeniy Gorbunov   Agency: Dreamstime.com</small>
 <p><b>nap</b></p>	<p><b>Oo</b></p>	 <p><b>oval</b></p>	 <p><b>pod</b></p>	 <p><b>question</b></p>
 <p><b>nickel</b></p>	 <p><b>octopus</b></p>	<p><b>Pp</b></p>	 <p><b>pug</b></p>	 <p><b>quiet</b></p>
 <p><b>nine</b></p>	 <p><b>open</b></p>	 <p><b>panda</b></p>	<p><b>Qq</b></p>	 <p><b>quilt</b></p>
 <p><b>noodle</b></p>	 <p><b>ostrich</b></p>	 <p><b>pie</b></p> <small>© 2012 Photographer: Svetlana Foote   Agency: Dreamstime.com</small>	 <p><b>quart</b></p>	<p><b>Rr</b></p>

 <p><b>rabbit</b> © 2012 Photographer: Cs333   Agency: Dreamstime.com</p>	<p><b>Ss</b></p>	 <p><b>sunflower</b></p>	 <p><b>tub</b></p>	 <p><b>unicorn</b></p>
 <p><b>raccoon</b></p>	 <p><b>sad</b></p>	<p><b>Tt</b></p>	 <p><b>tug</b></p>	 <p><b>unicycle</b> © 2012 Photographer: Kathy Gold   Agency: Dreamstime.com</p>
 <p><b>rainbow</b></p>	 <p><b>sailboat</b></p>	 <p><b>taco</b></p>	<p><b>Uu</b></p>	 <p><b>up</b></p>
 <p><b>referee</b></p>	 <p><b>sandwich</b></p>	 <p><b>tie</b></p>	 <p><b>umbrella</b></p>	<p><b>Vv</b></p>
 <p><b>rim</b></p>	 <p><b>seal</b></p>	 <p><b>tomato</b></p>	 <p><b>umpire</b> © 2012 Photographer: Bernardo Martino   Agency: Dreamstime.com</p>	 <p><b>vacuum</b></p>
 <p><b>roller skates</b></p>	 <p><b>six</b></p>	 <p><b>toothpaste</b></p>	 <p><b>under</b></p>	 <p><b>valentine</b></p>

 <p>vegetables</p>	 <p>wallet</p>	 <p>yard</p>	<p>Zz</p>	 <p>zucchini</p>
 <p>vine</p>	 <p>wax</p>	 <p>yarn</p>	 <p>zebra</p>	
 <p>violin</p>	 <p>web</p>	 <p>yawn</p>	 <p>zero</p>	
 <p>vocano</p>	 <p>wig</p>	 <p>yellow</p>	 <p>zig zag</p>	
<p>Ww</p>	 <p>worm</p>	 <p>yogurt</p>	 <p>zip</p>	
 <p>wagon</p>	<p>Yy</p>	 <p>yo-yo</p>	 <p>zoo</p> <p>© 2012 Photographer: Josephina   Agency: Dreamstime.com</p>	