

Sound Sorting System

Guide to Presentation



Sound Sorting System

(recommended for children 3 to 6 years of age)

Contents of Sound Sorting System:

- Guide to Presentation
- 26 printed wood letter tiles for Initial Sound Sorting
- 118 printed wood pieces (pogs) for Initial Sound Sorting
- 73 Spelling Cards (25 picture cards, 48 letter cards)
- 10 numbered wood storage boxes (5 for Initial Sound Sorting, 5 for Spelling Cards)
- 5 Box Controls for Initial Sound Sorting
- Cut & Paste Masters*
- Writing Practice Masters*
- Spelling Cards - Writing Practice Masters*

Additional Related Products:

(sold separately)

- Sound Sorting System - Cursive Supplement
- Waseca Reading Program

Guide to Presentation Table of Contents:

Introduction	1
Initial Sound Sorting	2
Initial Sound Sorting Standard Presentation	3
Spelling Cards	10
Spelling Cards Standard Presentation	11

** Available for download in the A - Z PDF library on our website: wasecabiomes.org*

Introduction

The Sound Sorting System focuses on the mastery of the pure sounds of the alphabet, their phonemes, and the letters that represent the pure sounds, their graphemes. It is designed to be used *after* children are introduced to the letters and their sounds either with a large group activity where a card is held up and they learn to say the sound or, traditionally, in Montessori classrooms, a Three-Period Lesson with sandpaper letters and work with the moveable alphabet.

At this point, the name of the letter is its pure sound. The Sound Sorting System materials break the 26 pure sounds of the alphabet up into 5 groups (or Boxes). The groups are organized to introduce the most common sounds first, to have distinctly different sounds within each group, and to include a single vowel in each:

Box 1

m a t s p

Box 2

o c r n b

Box 3

i l d j f

Box 4

e g v w h

Box 5

q z u k y x

The presentations for the two step approach to be used with each group, Initial Sound Sorting and Spelling Cards, are outlined on the following pages. These activities build confidence and reinforce competence with the pure sound of each letter while developing specific skill sets necessary before beginning the Waseca Reading Program. These skills include:

- association of a letter with its pure sound
- hearing the first sound of a word and associating it with its letter
- learning to spell, encode, three-letter phonetic words (c-v-c words) by hearing the initial, medial, and ending sounds and putting the letters representing each of those sounds in order

We believe that the skills gained working with these materials will build a strong foundation for your nascent readers!

Initial Sound Sorting

The first step in learning to read a word, associating each letter with a sound and hearing those sounds in sequence to blend them, is to learn to focus on the initial sound. Montessori Initial (or Beginning) Sound Boxes use objects to draw a child's attention and learn to sort by the initial sound. The guide plays a vital role in keeping the focus on sorting and less on exploring or playing with the objects. The Sound Sorting System uses printed wood pieces (pogs) in lieu of objects for this Initial Sound Sorting work.

There are 118 pogos within the Sound Sorting System split across the 5 Boxes. Each represents a noun.

Box 1 m a t s p

mat	astronaut	snail
mop	ambulance	skate
mug	tree	snake
map	tub	panda
muffin	tent	pig
ant	tiger	pizza
apple	turtle	pan
alligator	sun	pumpkin
	swing	

Box 2 o c r n b

octopus	camel
otter	cow
orange	robot
olives	rat
ostrich	rainbow
can	rabbit
cat	ring
cup	net
	nuts

nail
narwhal
nest
bat
bear
bed
boat
banana

inchworm
igloo
insect
iguana
log
leaf
lion
ladder

Box 3 i l d j f

lamp	juice
dog	jewels
door	jar
dolphin	frog
dragonfly	fan
drum	fish
jaguar	fork
jellyfish	feather

Box 4 e g v w h

egg	guitar
elf	van
elephant	violin
eggplant	volcano
goat	vase
gorilla	wagon
glasses	web
grapes	

walrus
wolf
watermelon
horse
house
heart
hen
hat

quilt
queen
quail
zebra
zipper
zucchini
umbrella

Box 5 q z u k y x

underwear	yarn
ugli fruit	yellowjacket
key	yak
kite	yogurt
koala	fox
kiwi	box
king	axe

Please note that the last letter to be presented, x, does not have many common words with its pure sound as the initial sound. As English is a language of many exceptions, we have made the exception for this letter that the x is not the initial sound of the word. Instead, we have included words that contain its pure sound and that help you transition to working with the initial, medial, and ending sounds central to the Spelling Cards.

It is incredibly important to keep focus on the initial pure sound of each word when identifying it with these activities. With both the Initial Sound Sorting and Spelling portions of the Sound Sorting System, you need to consistently teach the sounds in their pure form: All of the vowels are short vowels. The consonants c and g are hard. Some sounds are “explosive” such as p, t, and b. Vowels and other letters like m, n, and s can be drawn out, but be mindful to *not* add a vowel to a consonant (as in, buh for b). It can be helpful to practice making the sounds in front of a mirror and to discuss how the mouth moves when making a sound: T cannot be pronounced without touching your tongue to the roof of your mouth. To pronounce n, you hold your tongue to the roof of your mouth, etc.

As you progress through the Presentation outlined below, be sure to emphasize the initial sound with repetition and clear articulation. You may say, “This is a b-bat.” Or, you can separate the first sound from the rest of the word, “This is a b-at.” You can also stress the first sound, “This is a **bat**.” These articulations can be progressive as the child needs less help hearing the initial sound.

Initial Sound Sorting Standard Presentation

You will need: Initial Sound Sorting Boxes with their printed wood letter tiles and printed wood pieces (pogs) sorted for each Box, large workspace or mat, scissors, paper, glue stick, copies of the Cut & Paste Masters, copies of the Writing Practice Masters, (optional: your collection of objects for these sounds that can be included for steps 1 through 4)

Purpose: Expand mastery of the pure sounds, phonemes, of the alphabet and their associated letters, graphemes, by sorting nouns by their initial sound. Bolster phonemic awareness while building vocabulary.

Please note: We encourage you to use your discretion to break the steps outlined below into multiple sessions per Box as needed. Introduce the Boxes in numerical order and only advance to the next Box when the child has shown proficiency with the preceding one. (If you are using the Cursive Supplement, follow the same presentation outlined below after replacing the printed letter tiles with the cursive printed letter tiles and using the Cursive Masters.)

1. Lay the printed wood letter tiles across the top of the workspace or mat in a row. Identify the letters by sound. Have the child show you the tile associated with the sound you make. Ask the child to make the sounds of the letters they know.
2. Have the child choose a pog from the Box. If the child does not immediately identify it, identify it for the child. Say the name while articulating the initial sound. Ask the child what sound it starts with. Ask the child to find that letter tile and place the pog underneath it on the mat or workspace to form a column. *(If there are nouns the child is unfamiliar with, this*

is a good opportunity to discuss the noun: Is it an animal they have not heard of before? You can talk about where it lives, what sounds it makes, what food it eats, etc. If it is a food they do not know, you can discuss where it grows, how it grows, or even bring in a sample for the class to try.)

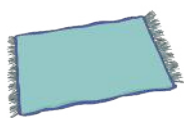
3. Repeat Step 2 until all of the pogs have been sorted. Have the child say the sound and pronounce the name of the pogs in each column with you. Invite them to repeat this on their own.
4. Invite the child to practice the work on that particular Box independently once they are confident and demonstrate proficiency.* At this point, you can also brainstorm other words together that have the same initial sound or play "I spy" (as in, "I spy something that starts with a. It is red and good to eat," to have them identify the pogs).
5. Once the child becomes adept with a Box, give them the Cut & Paste Masters pages for that Box. They can cut out all of the letters and pictures (coloring them if they wish) and place the letters across the top of the workspace before sorting the pictures under the letters. Then, one column at a time, they can use a glue stick to transfer their work to paper permanently.
6. At this point, you can have the child use the Writing Practice Masters for that Box to practice writing the letter forms.

Repeat these steps for each box in succession. Before moving on to the Spelling Cards, the child needs to be able to identify at least 75% of the letters of the alphabet by sound. Those they haven't fully mastered will be reinforced in activities of the Spelling Cards.

** The small printed Box Controls included with the Sound Sorting System are not intended as a control of error for independent work. They are included to ensure that the tiles and pogs can be easily placed back into the correct box without any temptation to memorize a control. The following pages include controls for each Box for you, the guide, that are sorted appropriately for you to review before working with the child on that Box.*

Box 1

m a t s p



mat



ant



tree



sun



panda



mop



apple



tub



swing



pig



mug



alligator



tent



snail



pizza



map



astronaut



tiger



skate



pan



muffin



ambulance



turtle



snake



pumpkin

Box 2

o

c

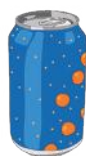
r

n

b



octopus



can



robot



net



bat



otter



cat



rat



nuts



bear



orange



cup



rainbow



nail



bed



olives



camel



rabbit



narwhal



boat



ostrich



cow



ring



nest



banana

Box 3

i

l

d

j

f



inchworm



log



dog



jaguar



frog



igloo



leaf



door



jellyfish



fan



insect



lion



dolphin



juice



fish



iguana



ladder



dragonfly



jewels



fork



lamp



drum



jar



feather

Box 4

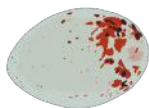
e

g

v

w

h



egg



goat



van



wagon



horse



elf



gorilla



violin



web



house



elephant



glasses



volcano



walrus



heart



eggplant



grapes



vase



wolf



hen



guitar



watermelon



hat

Box 5

q

z

u

k

y

x



quilt



zebra



umbrella



key



yarn



fox



queen



zipper



underwear



kite



yellowjacket



box



quail



zucchini



ugli fruit



koala



yak



axe



kiwi



yogurt



king

Spelling Cards

Once the child has learned to identify the initial sound of a word and associate that sound with a letter, they are ready to learn to hear the initial, medial, and ending sounds of three letter phonetic words and associate those sounds with their letters. Montessori methods for this step are inspired by the observation that a child is first drawn to spelling, encoding, a word before reading, decoding, a word. A moveable alphabet is key to this activity. It allows the brain and hand to work together to compose a word by putting the letters in sequence.

Each Box for the Spelling Cards focuses on the same groups of letters as used in the Initial Sound Sorting activities. The words are c-v-c words and utilize the pure sounds of each letter. (In our suite of language materials, work with blends or other phonemes begins in the Waseca Reading Program). There are 5 picture cards in each Box (many of them are the nouns from the Initial Sound Sorting materials to reinforce knowledge and build confidence). As the child works with the picture cards to identify the words and learn to isolate the initial, medial, and ending sounds, the letter cards, a proxy for the moveable alphabet, are limited to only those necessary to spell the words within the Box. We have carefully selected the words to reflect a progressive alphabet incorporating letters from previous sets as the child advances through the materials.

Box 1			Box 2			Box 3		
m a t s p			o c r n b			i l d j f		
picture card	letter cards		picture card	letter cards		picture card	letter cards	
map	m		mop	o	a	fin	i	n
mat	a		pot	c	m	jam	l	a
tap	t		can	r	p	sad	d	m
sat	s		rat	n	t	lid	j	s
pat	p		bat	b		fan	f	

Box 4			Box 5		
e g v w h			q z u k y x		
picture card	letter cards		picture card	letter cards	
dog	e	d	fox	q	f
hen	g	o	nut	z	o
hat	v	n	tub	u	n
van	w	a	yak	k	t
wig	h	t	zip	y	b
		i		x	a
					i
					p

Please note that the letter q does not appear in any common three letter words in English. We have included a letter card for it in Box 5, but it will not be used to spell any word.

Spelling Cards Standard Presentation





You will need: Spelling Cards Boxes with their letter and picture cards sorted for each Box, large workspace or mat, copies of the Spelling Cards - Writing Practice Masters

Purpose: Extend phonemic awareness skills gained with Initial Sound Sorting to learn to hear the initial, medial, and ending sounds of three letter c-v-c words. Pair phonemes with their graphemes to physically spell, encode, words.

Please note: The following steps describe the first lesson which will be an individual lesson with an adult using Box 1. Subsequent lessons will introduce each successive Box. (If you are using the Cursive Supplement, follow the same presentation outlined below using the Cursive Supplement Spelling Cards and Cursive Masters.)

1. The child chooses a picture card. Identify the card for the child (the word is on the back for control of error).
2. Place the letter cards at the top of the mat or workspace. *(For the first Box, you will use all of the letter cards within the Box. For subsequent Boxes which contain more letter cards, you will need to sort the selection of letter cards by selecting five or six, including the three needed to spell the word. By limiting the number of options, you facilitate the child's early success.)*
3. Ask the child to listen for the initial sound as you stress that sound while saying the word (as in "pat").
4. The child chooses the letter for the beginning sound and places it to the left of the picture card.
5. Ask the child to listen for the middle (medial) sound as you stress that sound while saying the word (as in "pat").
6. The child chooses the letter for the middle sound and places it to the right of the first letter.
7. Ask the child to listen for the ending sound as you stress that sound while saying the word (as in "pat").
8. The child chooses the letter for the ending sound and places it to the right of the middle letter.
9. Ask the child to look at the word they made and read it. The child can then turn over the picture card and check to make sure it is correct.
10. Set aside the picture card or put it back in the Box. Return the letter cards to the top of the mat or workspace. Work through the next four picture cards of the Box following the steps above.
11. Once the child becomes confident with the Box, they may work with it independently and use the Spelling Cards - Writing Practice Masters to practice their handwriting with the words.

Once the child demonstrates mastery of Box 1, you may proceed to working on the next Box with them. In subsequent Boxes, when they reach Step 11 above their independent work can include all of the letters in the Box. After completing all of the Boxes, they can repeat some of the Boxes with the added difficulty of using the moveable alphabet instead of limited letters.

Steps 1 and 2	m	t	s	p	a	
						
Steps 3 and 4	m	t	s		a	
			p			
Steps 5 and 6	m	t	s			
			p	a		
Steps 7 and 8	m			s		
			p	a	t	

Once a child has completed work with the materials of the Sound Sorting System, they are ready to begin work with decoding with the Waseca Reading Program. It offers a systematic and comprehensive approach for learning to decode. Starting with decoding c-v-c words, it incrementally introduces more complicated phonemes and phonetic elements (such as blends, digraphs, diphthongs, long vowels, etc.) and explores different spelling options that make the same sounds (reducing the amount of time spent memorizing words that don't follow phonetic rules). All of these materials work to unlock the higher levels of learning for the child, critical thinking and deductive reasoning, that come with reading fluently!

