

GLOBAL  
EDITION



# Words Their Way™

*Letter and Picture Sorts for Emergent Spellers*

THIRD EDITION

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Francine Johnston • Shane Templeton



*Word Study*

# Letter and Picture Sorts for Emergent Spellers

Third Edition  
Global Edition

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Sort 24   Rhyming Words

Sort 24 has been provided as a digital activity and can be accessed at [www.pearsonplaces.com.au](http://www.pearsonplaces.com.au).

Read ‘Standard Routines for Phonological Awareness’ on pages 75–76, which explains the different ways to teach rhymes, then play the following game as a lead-in to the digital sort. The more the students understand about rhyme, the more engaged they will be completing this sort.

**Game:** You will need a bean bag for this game. Students and teacher form a circle. To begin the game, the teacher holds a bean bag and says a word with which students are familiar. The teacher then passes the bean bag to the student on their left. The student must say a word that rhymes with the word the teacher has said. The student’s response cannot be a nonsense word.

Once the first student has completed the task, they pass the bean bag on to the next student, who must say a different word that rhymes with the teacher’s word. Students keep passing the bean bag until there are no more words that rhyme with the starting word. The teacher or a student thinks of another word to use as a rhyming starter and the game begins again.

After discussing and giving many examples of words that rhyme, instruct students to play the digital sort.

cat	chin	rug
bat	bin	bug
mat	twin	slug
rat	fin	pug
hat	pin	jug

## Sort 25 Rhyming Dust Bunnies

**Read To:** *Rhyming Dust Bunnies* by Jan Thomas (2009) is a popular book that can be used to introduce the concept of rhymes. The four dust bunnies (Ed, Ned, Ted and Bob) love to think up rhyming words—although Bob doesn't seem to understand how to play the game. The rhymes are simple (*car, far, jar, tar*) and most of it can be easily pictured so that students can sort them as a follow-up activity.

### Sorting and Discussion:

1. **Share the Book.** Be sure to establish what dust bunnies are and where you are likely to find them (under furniture) before you begin to read. Point out the speech balloons and how they show who is talking. On a second reading, ask the students to chime in with words that rhyme, and talk about other features of the print such as punctuation and enlarged text that show excitement. Talk about how Bob did not come up with any rhyming words and why. (Unlike the others, he saw trouble coming!) Say, **I notice that one of the names of the dust bunnies does not rhyme with the others. Listen: Ed, Ned, Ted, Bob. Which one does not rhyme?**
2. **Introduce the Pictures.** Make a copy of Sort 25 on page 82. (Enlarge it about ten percent.) Explain that these are pictures of the words that the dust bunnies thought of, plus a few more. Display all the pictures and name them together. Talk about *far, tar* and *fog*, and what experiences students might have had with them to establish meaning. (If students have trouble identifying any words, they can be dropped from the sort.)
3. **Sort.** Begin the sort by holding up the picture of the car and say, **Here is a car. What words rhyme with car?** If students have heard the story, they will probably be able to chime in with the correct pictures. **Who can find pictures that rhyme with car? Let's put them together in a column.** Repeat with *bug, dog* and *cat*. That may leave a few extra pictures. Say something like, **Here is a star. Does star rhyme with car, bug, dog or cat? Star is another word that rhymes with car, so we will put it with jar, far and tar.** Repeat with other extra words (*tug, frog, hat*). (These might be words Bob could have contributed if he had not been so distracted.) Do only two categories at a time if four categories are too much.

4. **Sort Again.** Mix up the pictures, leaving car, bug, dog and cat as headers. Turn over one picture at a time, and call on someone to sort it under the rhyming word. Say, **We are going to see if we can match all these pictures to the rhyming words. Here is a picture of a rug. Does rug rhyme with car? Car/rug? Does rug rhyme with bug? Rug/bug. Yes, rug and bug sound the same, so we will put rug under bug.** Continue with the students' help to sort all the pictures. If a mistake is made, leave it for now but check after sorting by reading down each column. You might need to say, **One of these words is out of place. Let's see if we can find it.** After reading down each column ask, **How are these words alike?** (They rhyme; they sound alike at the end.)

car	bug	dog	cat
far	rug	hog	sat
jar	hug	log	pat
tar	mug	fog	rat
star	tug	frog	hat

## Extend

**Sort Independently:** Make additional copies of the sort so that student can have their own set to sort, or put a set in a centre to share. Students can use a distinct colour crayon to quickly scribble on the back side of their paper before cutting it apart. This helps prevent cards from getting mixed up among students sitting near each other. Help students cut out their pictures, and tell them to sort the same way as you did in the group. As you check the students' work, encourage them to name the rhyming words. Ask them to tell you how the words in each pair are alike (e.g. they rhyme; they end with the same sound). Save the pictures in an envelope or plastic bag to sort again over several days. After sorting several times, students can paste the pictures onto a sheet of paper that has been folded into four spaces.

**Read With:** Students will enjoy hearing Thomas' other book about the dust bunnies called *Here Comes the Big Mean Dust Bunny!* It has rhyming words as well. Both of them could be acted out with simple props.

## SORT 25 *Rhyming Dust Bunnies*





## Sort 26 *Frog on a Log?* and Rhyming Pairs

**Read To:** Students will enjoy the book *Frog on a Log?* by Kes Gray (2014), humorously illustrated by Jim Field. A bossy cat insists that the series of animals introduced throughout the book can only sit on objects that rhyme with their name (frogs on logs and cats on mats). These common rhyme pairs are taken to extremes with storks on forks and apes on grapes. There are a few 'near rhymes' like gophers on sofas and gorillas on pillars.

### Sorting and Discussion:

1. **Share the Book.** Introduce the book and read it aloud in an interactive fashion. Pause to give students a chance to supply the rhyming words after the first few pages. Talk about the words that rhyme and go back through the book to name the rhyming pairs, using the pictures as clues. Point to and talk a little about some of the more unusual animals such as gophers and puffins. Note that you really cannot see the fleas sitting on peas! Read the book a second time, and encourage the students to chime in with the illustrated rhyming pairs. Acknowledge that some of the rhymes do not work very well, and demonstrate how the words (*gopher*, *gorilla* and *iron*) would need to be pronounced a bit differently to rhyme with the pictures.
2. **Introduce the Sort.** Prepare a copy of Sort 26 on page 84, which features some of the animals and places where they can be put. Model the sort by setting out all the pictures and selecting the frog. Explain, **Here is a picture of the frog. What is the frog supposed to sit on that rhymes with frog? The cat in the story insisted that the frog had to sit on the log! Frog and log rhyme because they end with the same sounds.** Name each animal, and ask, **Can you find something that rhymes with this animal?** If students have heard the book read aloud, they should be successful at this. If not, you may need to make the matching easier by putting together three pictures—two that rhyme and one that does not—and ask a student to select the two that rhyme. This 'odd man out' approach narrows the number of choices for students who are first learning to make rhyming matches.

3. **Sort Together.** Pair the pictures in columns as you sort, then say, **Name these pictures with me and listen for the rhyme.** Read each pair in a sentence: *The \_\_\_\_ sat on the \_\_\_\_.* Then mix up the pictures and have the student match again under your direction. Point out that mule and stool are near rhymes.

frog	log
cat	mat
goat	coat
fox	box
rat	hat
snake	cake
owl	towel
mule	stool

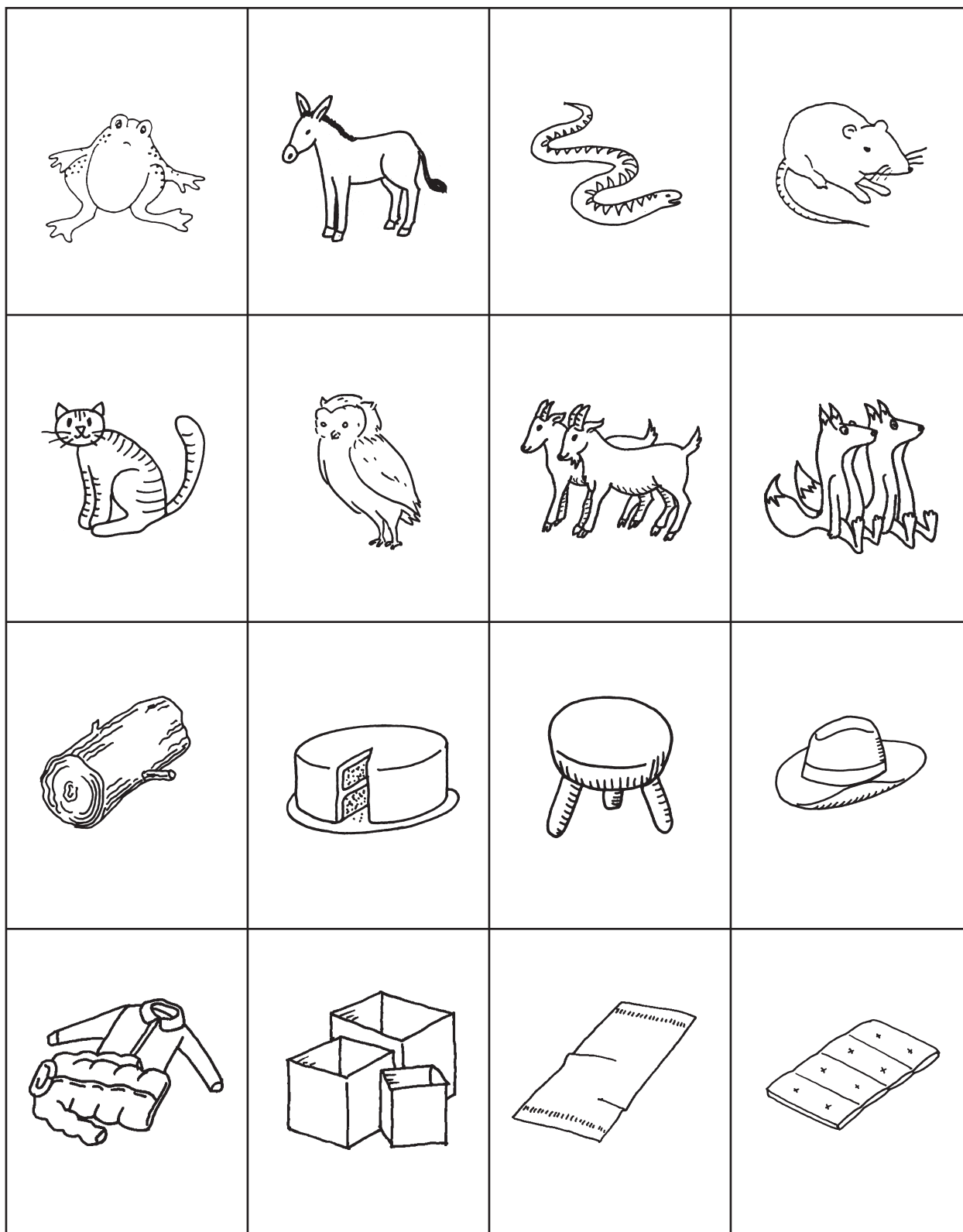
### Extend

**Sort Independently:** Pass the pictures to student in a group and ask them to pair up with their rhyming word partner. Then go around to each pair and ask them to recite their rhyming words. Put the pictures in a centre to sort, or give student copies of their own pictures. Help students mark their handout with coloured scribbling, and then cut out their pictures to sort the same way as you did in the group. As you check the students' work, encourage them to name the rhyming pairs. Ask them to tell you how the words in each pair are alike (e.g. they rhyme, they end with the same sound). Save the pictures in an envelope or plastic bag to sort again over several days.

**More Rhymes:** Students should be encouraged to create their own verses using other animals, such as bug on a rug, sheep in a jeep, moose in a caboose, duck in a truck, mouse in a house, bee in a tree, llamas in pyjamas and so on. More of these combinations of animals and objects are featured in *Down by the Bay* by Raffi.

**Read To:** Teach the song 'Five Little Speckled Frogs' and share one of the illustrated books that feature the rhyme. The one by 'Nikki Smith (2015)' is a recent one you can probably find.

**Write With:** Give students the frame sentence *A \_\_\_\_ sits on (a) \_\_\_\_.* to fill in with their favourite animal from the book and illustrate. Help students fill in the blanks, but encourage students to spell as best they can.

SORT 26 *Frog on a Log?* and Rhyming Pairs

## Sort 27 *Here Are My Hands and Rhyming with Body Parts*

**Read To:** The names for the parts of the human body are part of our basic vocabulary and are learned early on when we learn a language. Many books for young students feature body parts, but *Here Are My Hands* by Bill Martin and John Archambault (1987) presents them in a simple rhyming format along with a multicultural cast of characters that makes the book especially appealing.

### Sorting and Discussion:

1. **Share the Book.** Look at the cover of *Here are My Hands* and talk about the title. Read the book aloud and point out that many of the words rhyme. On a second reading explain, **This time I want you to think of the rhyming words, so I will pause for each one and let you say it.**
2. **Introduce the Sort.** Prepare a copy of Sort 27 on page 86, and display all the cutout pictures. Begin by saying, **Name all these pictures with me. Now let's find the pictures that name parts of your body and set them over to the side in a column.** Two of the body parts rhyme, so put toes under nose. Then introduce the next step: **Let's name the other pictures and listen for words that rhyme with parts of the body. We already have toes and nose. There are two more pictures that rhyme with those.** Find the hose and the rose and place them under nose. Repeat with the other body parts, involving the students as much as possible.
3. **Sort Together.** As a group, name the pictures in each column and talk about how they are alike—they all rhyme. Mix up the pictures, leaving the underlined headers, and have the students sort under your direction. Use 'odd man out' to support students who might struggle with finding a rhyme from so many choices (present two or three pictures that rhyme and one that does not). Ask students to name the pictures in each row, and support English language learners as they acquire the new vocabulary.

nose	knees	hair	head
toes	keys	bear	bed
hose	cheese	pear	bread
rose	trees	chair	

## Extend

**Sort Independently:** Give each student a copy of their own pictures to cut apart and sort, using the body parts for headers. As you move around to check the students' work, encourage them to name the rhyming words and talk about how the words in each pair are alike. Re-sort over several days as seatwork or in centres.

**More Rhymes:** See if students can come up with words that rhyme with other body parts as you revisit the book or as students touch and name other parts of their body. You might play a game that starts with ideas from the book such as, **Can you touch a part of your body that rhymes with rose? With bed?** Then add ideas not covered in the book or sort, such as *tears/ears, pin/chin, farm/arm, band/hand, cries/eyes, zip/lip* or *hip, peek/cheek, peck/neck, list/wrist, seat/feet, stands/hands, egg/leg* or *buckle/knuckle*. Repeat this many times until students get good at it.

Teach students the traditional nursery rhyme *Eenie Meenie Miney Moe* in which we try to catch a tiger by the toe. Substitute different nonsense words for *moe* and see if students can figure out the body part as in:

Eenie meenie miney mose	Eenie meenie miney mail	Eenie meenie miney meg
Catch a tiger by the . . . nose.	Catch a tiger by the . . . tail.	Catch a tiger by the . . . leg.

**Write With:** There are many possibilities for writing with students as follow-ups. Have students brainstorm and act out other things that they do with their hands or feet (dance, clap) and record their dictations on a chart that can be reread together (*Diego said, 'I pet my dog with my hands.'*). Model isolating beginning sounds and representing them with a letter as you write for them. Encourage students to point to the words as they reread the sentences. Both hands and feet can be traced and cut out to illustrate their ideas, and dictations can be recorded by the teacher.