

**SORT**  
**8**

## Beginning Sounds *r, s*

**Student Objective** Sort pictures by beginning sounds /r/ and /s/ and match each with the letter that stands for it.

### Materials

- *Big Book of Rhymes*, “Randy’s Raincoat”
- Word Study Notebook, pages 29–32
- Classroom Library, *Sandy*
- PearsonRealize.com
  - Interactive Sort
  - Go Fish 

Pictures	
<b>Rr</b>	<b>Ss</b>
rock	sun
ring	six
road	seal
rope	sink
rug	sock
rain	saw
roof	soap

## Introduce, Model, and Reflect

**Read a Rhyme** Point to the title. Say: *This poem is called “Randy’s Raincoat.” Look at the picture. What do you notice?* (The boy is wearing a raincoat. The sun is shining.) *Listen as I read it.* Read the rhyme. Then reread it, having children echo-read each line. Ask: *Why is Randy wearing a raincoat?* Accept all answers and help children consider that he is wearing it just for fun.

Say: *We have been sorting rhyming sounds. Listen for the rhyming words while I read the poem again.* Read the poem, emphasizing the rhyming words *play* and *today*. Then display the word *play*. Say: *I will read the poem again. Raise your hand when you hear a word that rhymes with play.* Lead children to identify the rhyming words *play* and *today*.

Remind students that, in the last lesson, they sorted pictures that began with the /b/ and /m/ sounds. Say: *In this lesson we will be sorting pictures that begin with the /r/ and /s/ sounds.*

**Explore Multiple Meanings** Display the pictures and name them together. Talk about the different meanings of *ring* and *sink*. Use the words in sentences to define them.

- ring**
- noun: I wear a ring on my finger. (Point to a ring if you’re wearing one.)
  - verb: Ring the doorbell to see if anyone is home.

- sink**
- verb: If you drop a rock into water, it will sink.
  - noun: Go wash your hands at the sink.

Pantomime the words as possible to provide additional meaning.

**Introduce the Sort** Display *Rr* and *Ss* and the pictures of the rock and the sun. Point to the pictures and say: *This is a rrrrr-ock and this is a sssss-un. How do you think we might be sorting words today?* Lead children to conclude they will be sorting pictures whose names begin with the /r/ and /s/ sounds.

**Model** Point to the *rock* and *sun* pictures. Say: *We are going to sort pictures by the beginning sounds /r/ and /s/.* Model how to sort two words. Pick up the picture of the ring. Say: *Listen for the beginning sound in ring. I’ll say it slowly, rrrrr-ing. What beginning sound do you hear? Say rrrrr-ing again, inviting children to say it with you. I’ll put the picture of the ring under the rock. Ring and rock start with the letter r.* Continue similarly with *six* and *sun* and the letter *s*.

**Sort by Beginning Sounds** Point out the *Rr* and *Ss*. Ask: *What letter makes the /r/ sound in rock? (r) What letter makes the /s/ sound in sun? (s)* Show children the remaining picture cards. Say the name of each picture and have children repeat it after you. Clarify

that the photo of the umbrella shows “rain.” Then pick one card at a time. Show it to children, say the word, and then say it again, emphasizing the beginning sound. Ask: *What sound is at the beginning of this word? Which group does it belong in?* Continue until all words are sorted. Check the sort by saying all the *r* words, then all the *s* words.

**Reflect** Ask: *What did you learn from this sort?* Lead children to conclude that these

words start with the */r/* and */s/* sounds, and that all words have beginning sounds. Point out the letters *Rr* and *Ss* on the chart. *The letter r has the /r/ sound, and the letter s has the /s/ sound.* Point to the pictures in the *Rr* column. Ask: *What letter do all these picture names start with? (r)* Then point to the pictures in the *Ss* column. Ask: *What letter do these picture names start with? (s)*

## Practice and Extend

**Reread the Rhyme** Have children point to the title of the poem. Reread the rhyme. Ask children to find the word that rhymes with *play*.

**Sort Again** Have children work with a partner or in small groups and sort the pictures again. When they have finished, have them mix up the cards and sort the pictures again. Ask: *What beginning sounds did we learn in this sort? (/r/ and /s/)* Have students re-sort the pictures several times during the next few days.

**Writing Sort** Have partners complete the Writing Sort on page 32. Say: *One of you will pick a picture. The other person must figure out which column it belongs in, and draw and label it. Take turns until you have drawn and labeled four pictures.* Tell children to help each other and spell the best they can.

**Read the Little Book** Ask: *Who has a cat? Tell us about it. What are cats afraid of?*

Discuss cat behavior and accept all responses. *We will read about a cat who is sitting under a tree.* Read *Sandy* tracking the print as you read. Read it again. Then ask: *What did Sandy do when the man ran past? (nothing) What did she do when the cat ran past? (nothing) What happened when the dog ran past? Why? (Sandy ran away. Cats are afraid of dogs.)*

**Word Hunt** Tell children to listen for words that have the */s/* sound or */r/* sound as you read *Sandy* again. Emphasize the */s/* sound in *Sandy* and *sat*, and the */r/* sound in *ran*. Add the words to the sort you began earlier. Say all the words, then ask: *What beginning sound do you hear in the words under rock? What beginning sound do you hear in the words under sun?*

**More Practice** Schedule time for students to play *Go Fish*, which you can download from [PearsonRealize.com](http://PearsonRealize.com).

## Apply and Assess

**Additional Words** *Rr: run, read, room; Ss: some, see, said*

**Additional Words Activity** Say the additional words one at a time in random order. Emphasize the initial sounds. Then say the words again, having children repeat them after you. As you say each word, have children sort the words based on their beginning sounds.

**Alternative Sort: Inside or Outside** Remove the picture cards for ring, six, and rope. Have

children re-sort the remaining cards according to whether you would most likely see the item pictured inside or outside.

**Assess** As children sort the words, ask them questions such as:

- What is the name of this picture?
- Why did you put this picture in this column?

When children have completed a sort, ask them to check their sorts aloud. Note their accuracy.

## Supporting All Learners

### School-Home Connections

**Speed Sort** Work with a family member. Fold two pieces of paper in half and write *Rr* and *Ss* at the top of each column. Pass out the cards so you have an equal number. Say “go” and see who can finish sorting first.

**Word Hunt** Choose a favorite picture book. Have a family member help you hunt for pictures that start with the /r/ and /s/ sounds. Sort them by having your family member write them in two columns.

**Make Sentences** With a family member, pick two pictures that begin with the /r/ sound. Make a sentence that includes both words. Then do the same thing with two words that begin with the /s/ sound.

### Supporting Multilingual Learners

**L1 Considerations** English learners from various backgrounds may have difficulty pronouncing the /r/ sound. Pretend to be a lion and roar! Stretch the beginning sound of the word *roar* (*rrrrr-oar*) and have children do the same. Then say the names of the pictures that begin with *r*.

**Language Production** The short *i* and short *u* sounds may be difficult for some English-language learners. Review the following words: *ring, six, sink, rug, sun*. Say the words, enunciating the vowel sounds. Have children repeat the words after you.

**Language Acquisition** Have English-language learners work in pairs. One child picks a card and shows it to her or his partner. The partner should name the picture. The first child should repeat the word. Be available to provide guidance with picture names and pronunciation.

### Differentiated Support

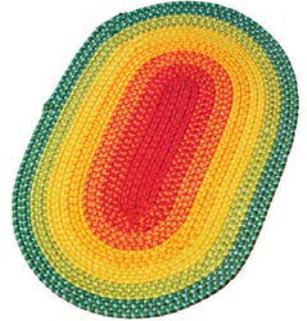
**Extra Support** Children who are having difficulty sorting words by letter-sounds may need more experience with words in context. Provide more shared reading experiences. Read picture books, little books, and poems aloud to children. Point to the words as you read to reinforce the connection between written and spoken words.

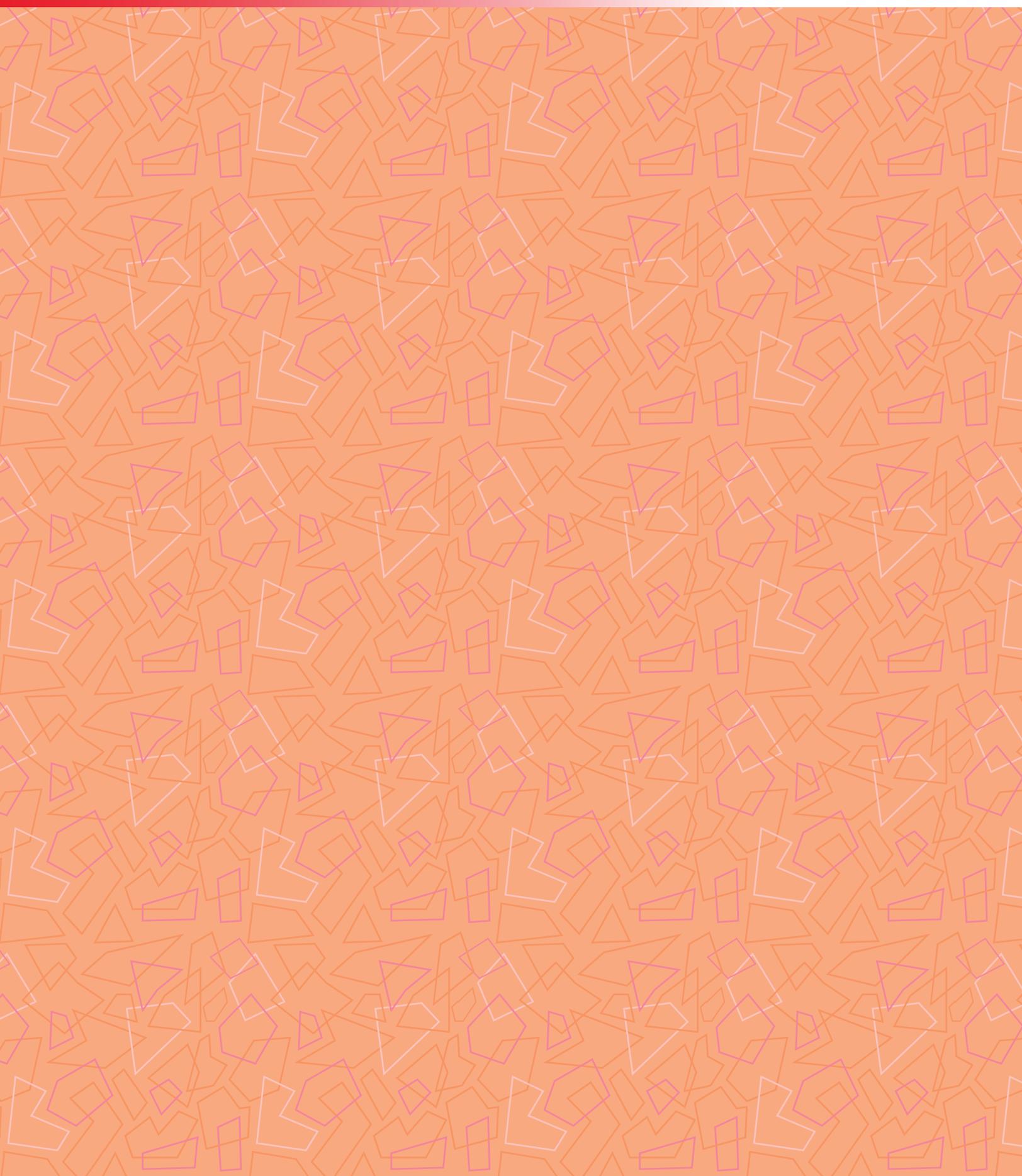
**Challenge** Challenge children to write the letters *r* and *s* on sticky notes and attach them to items in the classroom whose names begin with the corresponding sound. Children may also enjoy brainstorming a list of words that begin with *s* and making up a tongue twister.

Beginning Sounds r, s

Sort  
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Beginning Sounds r, s

Rr



Ss





Draw pictures of two things that begin with **Rr** and **Ss**. Write the word below each picture.

**Rr**



**Ss**



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