Mixed Vowel Word Families -at, -ot, -it

Objectives
- To recognize and read words in word families -at, -ot, and -it
- To identify and sort words with -at, -ot, and -it

Materials for Letter Name
- Big Book of Rhymes, "The Cat," page 43
- Whiteboard Activities DVD-ROM, Sort 25
- Teacher Resource CD-ROM, Sort 25 and Word Maker Game
- Student Book, pages 97–100
- Words Their Way Library, You Can, Too!

Introduce/Model
Small Groups
- **Read a Rhyme** Read "The Cat," emphasizing rhyming words. (cat, sat; hot, not; fit, sit) Have children identify the rhyming pairs and write them in three columns. Ask how the words in each column are alike. (They end with the same sounds and letters and they rhyme.)
- **Model** Use the whiteboard DVD or the CD word cards. Explain that children will sort by words that rhyme. Demonstrate how to sort into -at, -ot, and -it word families. Help children sort and explain their sorts.

Practice the Sort
Independent/Partner
- Have children use the Student Book or whiteboard DVD to read the words and use the grid to sort their cards into -at, -ot, and -it word families.
- Have children check and explain their sorts.

Apply
Independent/Partner/Small Groups
- Read aloud the directions on Student Book p. 100. Have children use the letters or combinations of letters to write words in the -at, -ot, and -it word families.
- **Game** Allow time for children to play Word Maker, which is on the CD.
- **Little Book** Read You Can, Too! with children. Have them identify words that end with -at or -ot.

Extend the Sort
- **Alternative Sort: Objects or Actions** Set aside cards for fat, not, that, and flat. Have children sort the words for objects and actions. Point out that some words, such as fit, bat, dot, hit, pit, and chat, can have more than one meaning.

Bonus Words Activity
Give each child three blank word cards. Have children write a word on each card from the -at, -ot, and -it word families. Collect and mix cards. Give one card to each child. Have children sort themselves into word family groups.

Teacher Tip
If children are working with partners to sort cards, remind them that both children should take part in the activity. Suggest that one child can place a card while the other child confirms the placement. Then children can switch roles.

Objectives
- To recognize and read words in word families -at, -ot, and -it
- To identify and sort words with -at, -ot, and -it

Materials for Letter Name
- Big Book of Rhymes, "The Cat," page 43
- Whiteboard Activities DVD-ROM, Sort 25
- Teacher Resource CD-ROM, Sort 25 and Word Maker Game
- Student Book, pages 97–100
- Words Their Way Library, You Can, Too!

Introduce/Model
Small Groups
- **Read a Rhyme** Read "The Cat," emphasizing rhyming words. (cat, sat; hot, not; fit, sit) Have children identify the rhyming pairs and write them in three columns. Ask how the words in each column are alike. (They end with the same sounds and letters and they rhyme.)
- **Model** Use the whiteboard DVD or the CD word cards. Explain that children will sort by words that rhyme. Demonstrate how to sort into -at, -ot, and -it word families. Help children sort and explain their sorts.

Practice the Sort
Independent/Partner
- Have children use the Student Book or whiteboard DVD to read the words and use the grid to sort their cards into -at, -ot, and -it word families.
- Have children check and explain their sorts.

Apply
Independent/Partner/Small Groups
- Read aloud the directions on Student Book p. 100. Have children use the letters or combinations of letters to write words in the -at, -ot, and -it word families.
- **Game** Allow time for children to play Word Maker, which is on the CD.
- **Little Book** Read You Can, Too! with children. Have them identify words that end with -at or -ot.

Extend the Sort
- **Alternative Sort: Objects or Actions** Set aside cards for fat, not, that, and flat. Have children sort the words for objects and actions. Point out that some words, such as fit, bat, dot, hit, pit, and chat, can have more than one meaning.

Bonus Words Activity
Give each child three blank word cards. Have children write a word on each card from the -at, -ot, and -it word families. Collect and mix cards. Give one card to each child. Have children sort themselves into word family groups.

Teacher Tip
If children are working with partners to sort cards, remind them that both children should take part in the activity. Suggest that one child can place a card while the other child confirms the placement. Then children can switch roles.
Mixed Vowel Word Families -an, -in, -en, -un

Objectives
• To recognize and read words in word families -an, -in, -en, and -un
• To identify and sort words with -an, -in, -en, and -un

Materials for Letter Name
- Big Book of Rhymes, “Grand Slam,” page 45
- Whiteboard Activities DVD-ROM, Sort 26
- Teacher Resource CD-ROM, Sort 26 and In the Pocket Game
- Student Book, pages 101–104
- Words Their Way Library, The Merry-Go-Round

Introduce/Model Small Groups
• Read a Rhyme Read “Grand Slam,” emphasizing rhyming words. (fun, run) Write the last word of the second line (fun) and the last word of the fourth line (run) on the board. Read the words and ask children how they are the same. (They rhyme.)
• Model Use the whiteboard DVD or the CD word cards. Explain that children will sort by words that rhyme. Demonstrate how to sort into -an, -in, -en, and -un word families. Help children sort and explain their sorts.

Practice the Sort Independent/Partner
• Have children use the Student Book or whiteboard DVD to read the words and use the grid to sort their cards into -an, -in, -en, and -un word families.
• Have children check and explain their sorts.

Apply Independent/Partner/Small Groups
• Read aloud the directions on Student Book p. 104. Have children use one of the letters or combinations of letters to write words in the -an, -in, -en, and -un word families.
• Game Allow time for children to play In the Pocket, which is on the CD.
• Little Book Read The Merry-Go-Round with children. Have them identify words that end with -an, -in, -en, or -un.

Extend the Sort
Alternative Sort: Letter Count
Have children work independently or with partners to re-sort the word cards into piles according to the number of letters in each word. Children should make two piles, one for three-letter words and one for four-letter words.

ELL English Language Learners
To help children learn to discriminate among short vowel sounds, say two words, such as pan and pen. Elongate each vowel sound. Have children repeat the words after you in the same way and tell whether the words have the same vowel sound. Repeat with other pairs, making sure to include word pairs from the same word family.

Bonus Words Activity
Write -an, -in, -en, and -un in large letters in columns on chart paper and on separate cards. Give one card to each child. Children should think of and write words that end with the word family listed on their card. If needed, make suggestions from the Bonus Words list. Have children place their card in the corresponding column.

Teacher Tip
If children have difficulty coming up with words in the same word family, suggest that they go through the alphabet, trying each consonant. Often this method quickly turns up many words.

Objectives
• To recognize and read words in word families -an, -in, -en, and -un
• To identify and sort words with -an, -in, -en, and -un

Materials for Letter Name
- Big Book of Rhymes, “Grand Slam,” page 45
- Whiteboard Activities DVD-ROM, Sort 26
- Teacher Resource CD-ROM, Sort 26 and In the Pocket Game
- Student Book, pages 101–104
- Words Their Way Library, The Merry-Go-Round

Introduce/Model Small Groups
• Read a Rhyme Read “Grand Slam,” emphasizing rhyming words. (fun, run) Write the last word of the second line (fun) and the last word of the fourth line (run) on the board. Read the words and ask children how they are the same. (They rhyme.)
• Model Use the whiteboard DVD or the CD word cards. Explain that children will sort by words that rhyme. Demonstrate how to sort into -an, -in, -en, and -un word families. Help children sort and explain their sorts.

Practice the Sort Independent/Partner
• Have children use the Student Book or whiteboard DVD to read the words and use the grid to sort their cards into -an, -in, -en, and -un word families.
• Have children check and explain their sorts.

Apply Independent/Partner/Small Groups
• Read aloud the directions on Student Book p. 104. Have children use one of the letters or combinations of letters to write words in the -an, -in, -en, and -un word families.
• Game Allow time for children to play In the Pocket, which is on the CD.
• Little Book Read The Merry-Go-Round with children. Have them identify words that end with -an, -in, -en, or -un.

Extend the Sort
Alternative Sort: Letter Count
Have children work independently or with partners to re-sort the word cards into piles according to the number of letters in each word. Children should make two piles, one for three-letter words and one for four-letter words.

ELL English Language Learners
To help children learn to discriminate among short vowel sounds, say two words, such as pan and pen. Elongate each vowel sound. Have children repeat the words after you in the same way and tell whether the words have the same vowel sound. Repeat with other pairs, making sure to include word pairs from the same word family.

Bonus Words Activity
Write -an, -in, -en, and -un in large letters in columns on chart paper and on separate cards. Give one card to each child. Children should think of and write words that end with the word family listed on their card. If needed, make suggestions from the Bonus Words list. Have children place their card in the corresponding column.

Teacher Tip
If children have difficulty coming up with words in the same word family, suggest that they go through the alphabet, trying each consonant. Often this method quickly turns up many words.
Mixed Vowel Word Families -ad, -ed, -ab, -ob

Objectives
- To recognize and read words in word families -ad, -ed, -ab, and -ob
- To identify and sort words with -ad, -ed, -ab, and -ob

Materials for Letter Name
- Big Book of Rhymes, “Bob’s Sled,” page 47
- Whiteboard Activities DVD-ROM, Sort 27
- Teacher Resource CD-ROM, Sort 27 and Word Maker Game
- Student Book, pages 105–108
- Words Their Way Library, Ted’s Red Sled

Introduce/Model

Small Groups

- **Read a Rhyme** Read “Bob’s Sled.” Ask children to listen for words that rhyme. After reading, write the word endings -ad, -ed, -ab, and -ob on the board. Ask children to identify words that rhyme with the four word endings on the board. Write the words under their corresponding word ending.

- **Model** Use the whiteboard DVD or the CD word cards. Explain that children will sort by words that rhyme. Demonstrate how to sort into -ad, -ed, -ab, and -ob word families. Help children sort and explain their sorts.

Practice the Sort

Independent/Partner

- Have children use the Student Book or whiteboard DVD to read the words and use the grid to sort their cards into -ad, -ed, -ab, and -ob word families.

- Have children check and explain their sorts.

Apply

Independent/Partner/Small Groups

- Read aloud the directions on Student Book p. 108. Have children use the letters or combinations of letters to write words in the -ad, -ed, -ab, and -ob word families.

- **Game** Allow time for children to play Word Maker, which is on the CD.

- **Little Book** Read Ted’s Red Sled with children. Have them identify words that end with -ad or -ed.

Extend the Sort

Bonus Words Activity

Ask children to think of other words that end with -ad, -ed, -ab, and -ob. If children need prompting, make suggestions from the Bonus Words list. Help children make word cards for these new words. Encourage them to work in pairs or small groups to sort the words into word families.

Alternative Sort: What I Feel

Have children complete the Bonus Words activity before this alternate sort. Discuss with children words that describe feelings. Following the discussion, have children work with a partner to sort the cards into words that name feelings and those that do not. Once the cards have been sorted, invite the first partner to pantomime one of the feeling cards. After the other partner guesses the word, children can switch roles and repeat the activity.

Teacher Tip

Listen as children complete the sorting activities. Check to make sure they are enunciating correctly in order to avoid making mistakes.

108 Letter Name
Mixed Vowel Word Families -ap, -ip, -op, -up

**Objectives**
- To recognize and read words in word families -ap, -ip, -op, and -up
- To identify and sort words with -ap, -ip, -op, and -up

**Materials for Letter Name**
- Big Book of Rhymes, “Look What We Can Do,” page 49
- Whiteboard Activities DVD-ROM, Sort 28
- Teacher Resource CD-ROM, Sort 28 and Word Maker Game
- Student Book, pages 109–112
- Words Their Way Library, Jump Right In

**Introduce/Model**
- **Read a Rhyme** Read “Look What We Can Do.” Ask children to listen for words that rhyme. (run, fun; hop, stop; Do, too, you) Write them in three columns. Then write the headings -ap, -ip, -op, and -up. Read the poem again and ask children to raise their hands when they hear a word that rhymes with one of these word endings. Write the words under their corresponding heading.
- **Model** Use the whiteboard DVD or the CD word cards. Explain that children will sort by words that rhyme. Demonstrate how to sort into -ap, -ip, -op, and -up word families. Help children sort and explain their sorts.

**Practice the Sort**
- Have children use the Student Book or whiteboard DVD to read the words and use the grid to sort their cards into -ap, -ip, -op, and -up word families.
- Have children check and explain their sorts.

**Apply**
- Read aloud the directions on Student Book p. 112. Have children use letters and blends to write words in the -ap, -ip, -op, and -up word families.
- **Game** Allow time for children to play Word Maker, which is on the CD.
- **Little Book** Read Jump Right In with children. Have them identify words that end with -ap, -ip, -op, or -up.

**Extend the Sort**

**Alternative Sort: Shake It!**
Ask children to re-sort the word cards into two piles: things that they would do as part of a dance, and things they wouldn’t do as part of a dance. Then ask children to explain their dance moves to the group.

**Bonus Words Activity**
List the Bonus Words on the board or on chart paper. Guide children in reading the list. Ask a child to tell the meaning of a word. Ask another child to use that word in a sentence. Repeat with the remaining words.

**Vocabulary**

**Building Vocabulary**
Write tap on the board. Ask children if they know the meaning of tap. They will most likely be familiar with the meaning “to touch lightly.” Explain that this meaning is an action and that tap is also a thing, meaning “faucet.”
Mixed Vowel Word Families -ag, -eg, -ig, -og, -ug

Objectives
- To recognize and read words in word families -ag, -eg, -ig, -og, -ug
- To identify and sort words with -ag, -eg, -ig, -og, and -ug

Materials for Letter Name
- Big Book of Rhymes, “Someday,” page 51
- Whiteboard Activities DVD-ROM, Sort 29
- Teacher Resource CD-ROM, Sort 29 and Park Race Game
- Student Book, pages 113–116
- Words Their Way Library, When We Are Big

Introduce/Model
- Read a Rhyme Read “Someday,” emphasizing the rhyming words. (dogs, frogs; snag, hug) Ask children to name the words that rhyme. Write the words in columns. Ask children how the words in each column are alike. (They end with the same sounds and they rhyme.)
- Model Use the whiteboard DVD or the CD word cards. Explain that children will sort by words that rhyme. Demonstrate how to sort into -ag, -eg, -ig, -og, and -ug word families. Help children sort and explain their sorts.

Practice the Sort
- Have children use the Student Book or whiteboard DVD to read the words and use the grid to sort their cards into -ag, -eg, -ig, -og, and -ug word families.
- Have children check and explain their sorts.

Apply
- Read aloud the directions on Student Book p. 116. Have children use letters to write words in the -ag, -eg, -ig, -og, and -ug word families.
- Game Allow time for children to play Park Race, which is on the CD.
- Little Book Read When We Are Big with children. Have them identify words that end with -ag, -eg, -ig, -og, or -ug.

Extend the Sort
- Alternative Sort: Animals, People, and Things
  Ask children to re-sort the word cards into three groups: animals, people, things. After children complete the sort, have them tell who has two legs (Meg), what has more than two legs (frog, hog), and what has no legs (rag, hug, bag, log, rug, fig, peg, wig, flag, drug, slug, plug, fog, twig, mug, jig).

Bonus Words Activity
Write the Bonus Words in random order on one side of the board. Then write the labels -ag, -eg, -ig, -og, and -ug. Point to each word and have children say the word and tell under which label it belongs.

Vocabulary Building Vocabulary
Write snag on the board. Explain that snag can mean an action or a thing: “to catch on something” or “any sharp or rough point that sticks out from something, such as a thorn on a rosebush.” Demonstrate snagging a sleeve or strap on a doorknob. Say, “I caught my sleeve on that snag.” Then use snag as an action word: “I snagged my sleeve on the doorknob.”
Objectives
- To recognize and read words in word families -ill, -ell, and -all
- To identify and sort words with -ill, -ell, and -all

Materials for Letter Name
- Big Book of Rhymes, “Play Ball!,” page 53
- Whiteboard Activities DVD-ROM, Sort 30
- Teacher Resource CD-ROM, Sort 30 and Rhyming Go Fish Game
- Student Book, pages 117–120
- Words Their Way Library, A Small Baby Raccoon

Introduce/Model
Small Groups
- Read a Rhyme Read “Play Ball!,” emphasizing the rhyming words. Ask children to name words they hear in the poem that rhyme. (ball, call, all; Bill, Jill; Nell, well, yell) Write the words in columns. Help children understand that the words rhyme because they are in the same word family.
- Model Use the whiteboard DVD or the CD word cards. Explain that children will sort by words that rhyme. Demonstrate how to sort into -ill, -ell, and -all word families. Help children sort and explain their sorts.

Practice the Sort
Independent/Partner
- Have children use the Student Book or whiteboard DVD to read the words and use the grid to sort their cards into -ill, -ell, and -all word families.
- Have children check and explain their sorts.

Apply
Independent/Partner/Small Groups
- Read aloud the directions on Student Book p. 120. Have children use letters or digraphs to write words in the -ill, -ell, and -all word families.
- Game Allow time for children to play Rhyming Go Fish, which is on the CD.
- Little Book Read A Small Baby Raccoon with children. Have them identify words that end with -ill, -ell, or -all.

Extend the Sort
Alternative Sort: Places or Actions
Set aside cards for will, bill, tall, small, and shell. Then have children sort the words for places (hill, well, hall, mall) and actions (fill, chill, spill, fell, smell, sell, tell, call, fall). You may want to point out that some words, such as smell and well, can have more than one meaning.

Vocabulary Building Vocabulary
If children are only familiar with a shopping mall, describe an outdoor mall that is like a small park. Have children compare the two kinds of malls and understand that a mall is usually a large area where it is easy to move about and for everyone to use.

Bonus Words Activity
Help children brainstorm other words that end with -ill, -ell, or -all. Refer to the Bonus Words list as necessary. Then help children make word cards for these words. Encourage them to work in pairs or small groups to sort the words into word families.

Teacher Tip
Children may also enjoy using words in a word family to create tongue twisters such as Tell Nell I’ll sell the shell. This will help them discriminate among the short a, e, and i vowels.
Mixed Vowel Word Families -ack, -ick, -ock, -uck

Objectives
• To recognize and read words in word families -ack, -ick, -ock, and -uck
• To identify and sort words with -ack, -ick, -ock, and -uck

Materials for Letter Name
- Big Book of Rhymes, “Time Talk,” page 55
- Whiteboard Activities DVD-ROM, Sort 31
- Teacher Resource CD-ROM, Sort 31 and Word Maker Game
- Student Book, pages 121–124
- Words Their Way Library, My Clock Is Sick

Introduce/Model  Small Groups
• **Read a Rhyme**  Read “Time Talk,” emphasizing the rhyming words (too, do; quick, tick; chime, time). Ask children to find the rhyming pair quick and tick. Write the words in a column. Ask children how the words are alike. Read the poem again, omitting the last word of each line and have children supply the word.

• **Model**  Use the whiteboard DVD or the CD word cards. Explain that children will sort by words that rhyme. Demonstrate how to sort into -ack, -ick, -ock, and -uck word families. Help children sort and explain their sorts.

Practice the Sort  Independent/Partner
• Have children use the Student Book or whiteboard DVD to read the words and use the grid to sort their cards into -ack, -ick, -ock, and -uck word families.

• Have children check and explain their sorts.

Apply  Independent/Partner/Small Groups
• Read aloud the directions on Student Book p. 124. Have children use letters or combinations of letters to write words in the -ack, -ick, -ock, and -uck word families.

• **Game**  Allow time for children to play Word Maker, which is on the CD.

• **Little Book**  Read My Clock Is Sick with children. Have them identify words that end with -ack, -ick, -ock, or -uck.

Extend the Sort

Alternative Sort: Object and Action
Have children re-sort the word cards into two piles: one pile for words that name both an object and an action and one pile for words that do not. Ask a child to say one of his or her words and tell what it means. Ask another child to use the word in a sentence. Have a classroom dictionary available for children to look up words and their meanings if necessary.

Bonus Words Activity
Help children brainstorm other words that end with -ack, -ick, -ock, and -uck. Refer to the Bonus Words list as needed. Help children make word cards for these new words. Encourage them to work in pairs or small groups to sort the words into categories.

**ELL**  English Language Learners
The distinction between short a and short i may be difficult for English language learners. To help them hear the difference, say each word in the sort, emphasizing the vowel sound. Have children repeat words with you to reinforce learning.
Mixed Vowel Word Families -ash, -ish, -ush

Objectives
- To recognize and read words in word families -ash, -ish, and -ush
- To identify and sort words with -ash, -ish, and -ush

Materials for Letter Name
- Big Book of Rhymes, “Dinnertime,” page 57
- Whiteboard Activities DVD-ROM, Sort 32
- Teacher Resource CD-ROM, Sort 32 and Pick a Dish Game
- Student Book, pages 125–128
- Words Their Way Library, Something to Munch

Introduce/Model  Small Groups
- Read a Rhyme Read “Dinnertime,” emphasizing the rhyming words. Ask children to name words they hear in the poem that rhyme. (rush, crush; dish, fish; crash, trash) As children find rhyming words, write them in columns. Then ask children how the words are alike. (They rhyme and end with the same sounds.)
- Model Use the whiteboard DVD or the CD word cards. Explain that children will sort by words that rhyme. Demonstrate how to sort into -ash, -ish, and -ush word families. Help children sort and explain their sorts.

Practice the Sort  Independent/Partner
- Have children use the Student Book or whiteboard DVD to read the words and use the grid to sort their cards into -ash, -ish, and -ush word families.
- Have children check and explain their sorts.

Apply  Independent/Partner/Small Groups
- Read aloud the directions on Student Book p. 128. Have children use letters to write words in the -ash, -ish, and -ush word families.
- Game Allow time for children to play Pick a Dish, which is on the CD.
- Little Book Read Something to Munch with children. Have them identify words that end with -ash, -ish, or -ush. Point out that wash has the same ending letters as mash, but it has a different vowel sound.

Extend the Sort

Alternative Sort: Beginning Sound Sort
Have children sort the cards into words that begin with an initial consonant blend and words that begin with one initial consonant. Ask them to explain why each card belongs into its sorted group.

Vocabulary  Building Vocabulary
Write the word swish on the board. Use swish in a sentence as a noun, but explain that swish can be an action or a sound. Model for the class how to use swish in a sentence with the other meaning. Then invite children to use swish in sentences and tell what it means in each.

Bonus Words Activity
Help children brainstorm other words that end with -ash, -ish, and -ush. Refer to the Bonus Words list as necessary. Then help children make word cards for these words. Encourage them to work in pairs or small groups to sort the words into word families.

ELL  English Language Learners
Children benefit from learning new words in context. When introducing the words for this sort, use each word in context. Then engage children in speaking activities. Have them repeat the word and your sample sentence and then use the word in sentences of their own.

Letter Name 113
Objectives
- To recognize and read words in word families -ang, -ing, -ong, and -ung
- To identify and sort words with -ang, -ing, -ong, and -ung

Materials for Letter Name
- Big Book of Rhymes, “I Fly High,” page 33
- Whiteboard Activities DVD-ROM, Sort 33
- Teacher Resource CD-ROM, Sort 33 and Word Maker Game
- Student Book, pages 129–132
- Words Their Way Library, That Pig Can’t Do a Thing

Introduce/Model
- Read a Rhyme: Read “I Fly High,” emphasizing the rhyming words. Ask children to find the rhyming pairs. (swing, wing; air, scare) Ask children how each pair of words are alike. (They rhyme.)
- Model: Use the whiteboard DVD or the CD word cards. Explain that children will sort by words that rhyme. Demonstrate how to sort into -ang, -ing, -ong, and -ung word families. Help children sort and explain their sorts.

Practice the Sort
- Independent/Partner: Have children use the Student Book or whiteboard DVD to read the words and use the grid to sort their cards into -ang, -ing, -ong, and -ung word families.
- Have children check and explain their sorts.

Apply
- Independent/Partner: Read aloud the directions on Student Book p. 132. Have children use the letters and blends to write words in the -ang, -ing, -ong, and -ung word families.
- Game: Allow time for children to play Word Maker, which is on the CD.
- Little Book: Read That Pig Can’t Do a Thing with children. Have them identify words that end with -ang, -ing, -ong, or -ung.

Extend the Sort

Alternative Sort: Beginning s Sort
Ask children to re-sort the word cards into two piles, one pile for words that begin with the letter s and one pile for words that do not. When children have finished, ask a child to say one of his or her words and tell what it means. Ask another child to use the word in a sentence.

Bonus Words Activity
List some or all of the Bonus Words. Model how children can take turns using Bonus Words as the answer to a puzzle: “I’m thinking of a word that rhymes with bring. It’s something I like to do at the playground in the summer. What is it?” (swing)

ELL: English Language Learners
The distinction between -ong and -ung may be difficult for English language learners. Demonstrate the vowel sound in gong and lung slowly. Have children listen and repeat with you to help them hear the difference. Have children repeat words several times with you to reinforce learning.

Teacher Tip
Encourage children to develop their sorting prowess by participating in basic sorting exercises that identify common objects in the classroom (pencils, buttons, colors, and so on).
Mixed Vowel Word Families -ank, -ink, -unk

Objectives
• To recognize and read words in word families -ank, -ink, and -unk
• To identify and sort words with -ank, -ink, and -unk

Materials for Letter Name
- Big Book of Rhymes, “Five Goats in a Boat,” page 59
- Whiteboard Activities DVD-ROM, Sort 34
- Teacher Resource CD-ROM, Sort 34 and Word Maker Game
- Student Book, pages 133–136
- Words Their Way Library, Mr. Wink

Introduce/Model
Small Groups
• Read a Rhyme Read “Five Goats in a Boat,” emphasizing rhyming words at the end of the lines. Ask children to name words they hear in the poem that rhyme. (play, away; shore, more; sank, bank)
Write the words in columns. Help children understand that the words rhyme because they are in the same word family.
• Model Use the whiteboard DVD or the CD word cards. Explain that children will sort by words that rhyme. Demonstrate how to sort into -ank, -ink, and -unk word families. Help children sort and explain their sorts.

Practice the Sort
Independent/Partner
• Have children use the Student Book or whiteboard DVD to read the words and use the grid to sort their cards into -ank, -ink, and -unk word families.
• Have children check and explain their sorts.

Apply
Independent/Partner/Small Groups
• Read aloud the directions on Student Book p. 136. Have children use the letters, blends, and digraphs to write words in the -ank, -ink, and -unk word families.
• Game Allow time for children to play Word Maker, which is on the CD.
• Little Book Read Mr. Wink with children. Have them identify words that end with -ank, -ink, or -unk.

Extend the Sort
Alternative Sort: Sort Short i
Ask children to sort the cards into two piles, one pile for words that have the short i vowel sound and one pile for words that do not. Demonstrate short i several times by repeating ink and wink. When they have finished sorting, ask children to work in pairs and take turns holding up a card for their partner, who will say the word.

Bonus Words Activity
Help children brainstorm other words that end with -ank, -ink, and -unk. Refer to the Bonus Words list as necessary. Then help children make word cards for these words. Encourage them to work in pairs or small groups to sort the words into word families.

Teacher Tip
If children are overwhelmed by the number of words in the sort, have them sort two or three word cards from each word family at a time. Have them gradually use more cards until they can complete the sort using all the cards.

Letter Name 115