

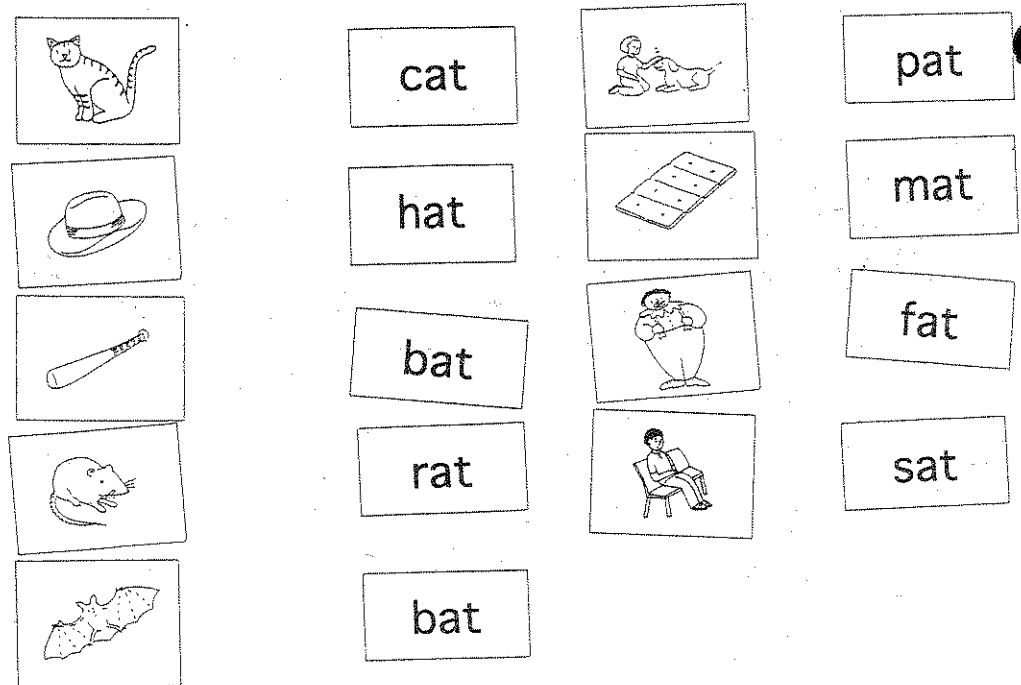
SORT 6 AT FAMILY WITH WORDS AND PICTURES

Demonstrate, Sort, Check, and Reflect

Prepare a set of pictures and words to use for teacher-directed modeling.

1. Introduce the sort with a **matching activity**. Arrange the pictures in a column beginning with the most familiar words such as *cat* or *hat*. Have the students join in as you name them from top to bottom. Ask the students how those words are alike. If no one mentions that they rhyme you should supply that term: "These words *rhyme*."
2. Then arrange the word cards randomly below or off to the side where everyone can see them. Name the first picture and ask, "Can someone find the word *cat*? How did you know that word was *cat*? Yes it starts with a *c*." Follow this procedure until all the words are matched to a picture as shown in Figure 3.

FIGURE 3



3. Read down the list of words and ask how they are alike. The idea that they rhyme should be restated as well as the idea that they all end in an *a* and a *t*. Introduce the idea that these words make up a **word family** because they all end with the same group of letters.
4. Remove the pictures. Arrange them randomly or hand them out to children in the group to match back to the words. Encourage children to tell how they could do the matching and once more ask how the words are alike.

Extending: Give each student a copy of the sort for individual practice and assign the students the task of cutting out the pictures and words to match them on their own in the same way they did in the group. Have them store their pieces in an envelope or plastic bag. On subsequent days, students should repeat the matching activity several times.

See the list of standard weekly routines for follow-up activities to the basic sorting lesson.

Additional Words: *brat, flat, scat, chat, that.*

SORT 6 AT Word Families

cat	mat	hat
rat	bat	fat
sat	pat	bat
