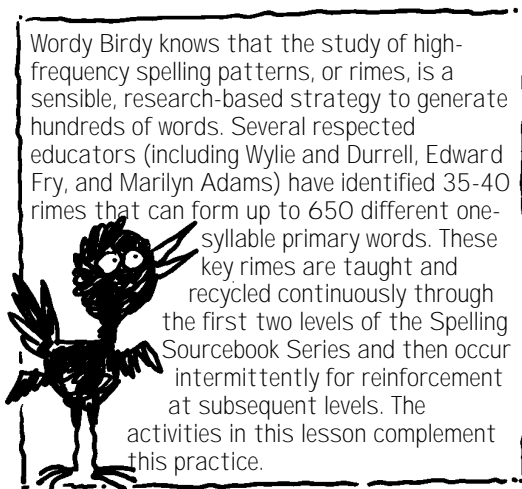


This lesson introduces your students to the concept of phonetically regular words with similar ending patterns (*rimes*). Now that your students have practiced names and sounds of individual consonants and vowels, they are ready to combine these letters and sounds into short word families. This lesson focuses on words that use the short sound of **a** in the medial position (short **a** is one of the most productive phonemes).



Remind students of a previous lesson in which they met Wordy's family and introduced Wordy to their own family. Explain that Wordy is very excited today because he has some **other** families that he wants students to meet.

Write **an** on the board. Tell students that the **an** family is one that Wordy wants them to meet. Explain that this is a big family and that the names of all the members of the family end in **an** but begin with a different letter. Ask students to look carefully at the letters of the alphabet to find letters that make a word with **an**. If needed, model by choosing **g** and writing **g a n** under **an**. Shake your head as you tell students that **gan** cannot belong to the **an** family because it is not a word. Write **r a n** under **an**, asking students if this is a word. Encourage students to try other letters and list their words in the **an** family.



Explain that students will be meeting many new word families that will help them read and write. Ask them to listen carefully to Wordy's poem to hear about some of these families. Read the poem aloud several times.

Word Family Friends

Come over to meet the **an** family,

Here's **m** and **r** and **c**.

And next to them is the **at** family,

Here's **c** and **f** and **b**.

Be sure to meet the **ap** family,

Here's **m** and **c** and **t**.

It's fun to meet word families,

How many can you see?

Refer to the board to review the **an** family from your previous discussion. Use the board to illustrate the other families and their word members. Explain that Wordy thinks it's a pretty good trick that all the words in a family look and sound the same at the end.

Distribute copies of Blackline Master 6. Have students follow along and join in as you guide them through several choral readings.

Call attention to the picture next to the poem. Ask students why each bird is holding a letter.

Read aloud Wordy's talk bubble: "Your turn! Write the name of each family member you met under its house." Show students that one family member has already been listed in each column. Ask students what they will need to look at to write the names of the other family members. This activity may be done independently or in groups.



BEYOND

This lesson introduces the concept of similarly patterned word endings. You may want to continue introducing two-letter families with a medial vowel (-**et**, -**eg**, -**en**, -**id**, -**im**, -**ip**, -**ig**, -**it**, -**ix**, -**ot**, -**op**, -**og**, -**od**, -**ut**, -**un**, -**ug**) before you move to three-letter combinations (-**eet**, -**ish**, -**oot**, -**and**, -**art**, -**arm**, -**ark**, -**old**, -**ell**, -**ill**, etc.). These activities provide practice with word families:

1. Family of the Day: In a special place on the board, put a word ending under the label **Today's Family**. Have skinny strips of lined paper available so that students can complete an independent seat assignment by writing as many family names as they can by the end of the school day.
2. Mail Delivery: Have students make three or four "mailboxes" out of shoe boxes. Tape a word ending to each box. Pass out "postcards" so students can write the names of family members and insert the cards in the appropriate mail slots. This activity can also be used for "delivering" rhyming words, synonyms, or any other appropriate word elements.
3. Family Circles: Put three or four familiar word endings on index cards, string each one on yarn, and select students to wear these word-family necklaces. Have one student stand in each corner of the room. Assign a team of students to each word family. Students must write an appropriate word on a card in order to line up behind the head of the family. This might be a good way to line up for recess!

Word Family Friends

Come over to meet the **an** family,
Here's **m** and **r** and **c**.
And next to them is the **at** family,
Here's **c** and **f** and **b**.

Be sure to meet the **ap** family,
Here's **m** and **c** and **t**.
It's fun to meet word families,
How many can you see?



Your turn! Write the name of each family member you met under its house.



man

cat

map