


## Ending Sounds *t, x*

**Student Objective** Sort pictures by ending sounds and match each sound with the letter *t* or *x* that names it.

### Materials

- *Big Book of Rhymes, "Fox in a Box"*
- Word Study Notebook, pages 149–152
- Classroom Library, *Fix It, Fox*
- SavvasRealize.com
  - Interactive Sort
  - Find the Picture 

Pictures			
<i>bat</i>		<i>ax</i>	
hit	cat	fox	wax
jet	sit	ox	box
pot	dot	six	mix

## Introduce, Model, and Reflect

**Read a Rhyme** Point to the title and read it. Ask: *Do you remember this poem? Why does Fox look frustrated?* (Children may remember he doesn't want Cat and Frog to come in his box.) Read the poem, pointing to the words as you read them. Reread it, having children listen for rhyming words. Say: *I'll read the poem again. Listen for the word *sit* and find a word that rhymes with it.* Read the poem again, emphasizing *sit*, and pausing at *fit*, allowing children to fill in the word. Display *sit* and *fit*, and encourage children to generate more words that rhyme. For example, say *mmmmm\_\_\_\_\_* for *mitt*. Then help children generate *bit*, *quit*, and *sit* as you display the words. Ask: *Why can't Cat and Frog come in the box?* (They won't fit.)

Say: *Last time we sorted pictures with beginning y, z, and v sounds. This time we will be sorting pictures whose names end with the /t/ and /ks/ sounds.* Read the title again. Say: *fo-xxxxx.* What sound do you hear at the end of *fox*? (*/ks/*) Let's find another word that ends with the */ks/* sound. Read the poem again, emphasizing the */ks/* sound in *box*. Display the words in a column. Then follow a similar procedure for the words that end with the */t/* sound: *sit* and *fit*.

**Expand Vocabulary** Display the pictures and invite children to name them with you.

Children may need help understanding some pictures. Define these pictures as follows.

**ox:** a large animal that is often used on farms to pull heavy loads or do hard work

**wax:** a sticky material that comes from honeycombs made by bees; Candles are made of *wax*.

**mix:** to stir something; This picture shows someone *mixing* batter with a spoon.

**Introduce the Sort** Display the grid and point out the headers. Say: *What sound does *bat* end with? (/t/) What letter makes the /t/ sound? (t) What sound does *ax* end with? (/ks/) What letter makes the /ks/ sound? (x) Ask: How do you think we will be sorting the pictures?* Help children conclude they will be sorting the pictures by their ending sounds, */t/* or */ks/*.

**Model** Display the jet. Ask: *What is this?* Exaggerate the ending sound as you say *je-ttttt*. *Jet ends with the same sound as bat. I will put the jet on the grid under the bat.* Then display the ox. Say: *This is an ox.* Exaggerate the ending sound: *o-xxxxx*. *It ends with the same sound as ax. I will put the ox under the ax.*

**Sort by Ending Sounds** Display the rest of the picture cards. Say the name of each, emphasizing the final sound. Have children repeat after you. Then pick one picture at a time, asking children to say its name and decide

where it goes on the grid. When you have finished the sort, check it by saying each picture name in the first column and asking: **Does this word end with the sound we hear at the end of *bat*: the /t/ sound?** Do the same for pictures in the column with the *ax* and the /ks/ sound.

**Reflect** **What did you learn from this sort? As you respond, make sure that your classmates**

**can understand what you are saying. Please speak clearly. Don't talk too fast or too slowly.** Allow different answers, but help children conclude that words have ending sounds. Prompt children to speak clearly and at an appropriate pace. The picture names in the sort end with the final sound in *bat*: the /t/ sound, or the final sound in *ax*: the /ks/ sound.

## Practice and Extend

**Sort Again** Review the headers *bat* and *ax*, emphasizing their final sounds. Have children work with a partner. Have them mix up the cards, pick one at a time, and say the picture's name and its ending sound. Then they can sort it into the correct column. Have children check their sorts by naming each picture name and listening carefully to its final sound. Have them re-sort the pictures several times during the next few days.

**Independent Sort** Have children work alone to sort the pictures again. Review the headers with children first, and then have them complete the sort. Be available for guidance. Help children check their sorts and re-sort the pictures two more times. Ask them to notice whether the sort gets easier and faster each time.

**Writing Sort** Have children complete the Writing Sort on page 152. Say: **Look at the *bat* in the left column. Draw two pictures of things that end with the same sound that *bat* does, the /t/ sound. Label your pictures, spelling the best you can. Then do the same thing in the column with the *ax* and the /ks/ sound.**

Children can trade with a partner and identify the partner's pictures to check their work.

**Read the Little Book** Read the title *Fix It, Fox* and discuss the illustration on the cover: **What do you think a "Fix-It Shop" is? What is Fox's job?** Then track the print as you read the book. Reread it, inviting children to chant along as you read the repeating sentence "Fix it, Fox." Ask children what words rhyme in the poem. Read the poem again, helping children find the words *pan/fan*. Have children generate additional rhyming words, such as: *man, can, and ran*. Then ask: **Why do Fox's friends help him?** (Fox couldn't fix everything.)

**Word Hunt** Reread the book, having children listen for words that end with the /t/ sound and the /ks/ sound. Add words to the chart you started with the poem "Fox in a Box." Point out that Fox appears in both the poem and the little book. Then add the following to the chart: *t: it, put, pot;* and *x: fix.*

**More Practice** Schedule time for children to play Find the Picture, which you can download from SavvasRealize.com.

## Apply and Assess

**Additional Words** *hot, lox, pet, relax, sit, tax*

**Additional Words Activity** Read the additional words, having children repeat them after you. Have children listen for the ending sounds and decide which group each word belongs in.

**Alternative Sort: Living or Nonliving** Set aside the cards for *sit, hit,* and *mix*. Then have children re-sort the pictures into groups of living and nonliving things. Start by modeling

how to sort one picture for each category. Then pick one picture at a time and have children tell where it goes.

**Assess** Ask children questions as they work to assess their understanding.

- What is this a picture of?
- What is the sound at the end of the word?
- Which column does it go in? Why?

## Supporting All Learners

School-Home Connections		
<p><b>Word Hunt</b> Choose a favorite picture book (or get permission to bring one home from school). Have a family member read the book aloud. Then reread the book together, pointing out words that have either the same ending sound as <i>bat</i> or <i>ax</i>. Have your family member help you sort the words by writing them in two columns.</p>	<p><b>Blind Sort</b> Fold a piece of paper in half to make a two-column chart. Write <i>bat</i> and <i>ax</i> at the top of each column. Then turn all the picture cards upside down. Have a family member pick a card and say the picture name, but not show you the picture. Repeat the word, listening to the ending sound. Decide which column the picture belongs in. Continue with all of the picture cards.</p>	<p><b>Draw and Label</b> Pick four pictures from the picture cards—two that end with the same sound as <i>bat</i> and two that end with the same sound as <i>ax</i>. Draw a silly picture that includes all of them in the same setting. For example, you might draw a fox and a cat sitting on a box with a dot on it. Have a family member help you label the things in your drawing that end with the same sound as <i>bat</i> and the same sound as <i>ax</i>.</p>

Supporting Multilingual Learners		
<p><b>Language Acquisition</b> To help children learn the meanings of the words in this sort, introduce the picture names by using each word in a simple sentence. Have children repeat the sentence, and then use the word in a sentence of their own.</p>	<p><b>Language Production</b> Have children play a match game to practice pronunciation. Working in pairs, have children turn two sets of picture cards face down. Children take turns turning over two cards at a time, trying to find a match. Each time they turn over a card, they must name it. Their partner can help them with pronunciation. When someone finds a match, they keep the cards. Play continues until all the matches are found.</p>	<p><b>L1 Considerations</b> English-language learners from various language backgrounds may find the /ks/ sound confusing. Children may pronounce the /ks/ sound like the s sound. Tell children x makes the /ks/ sound at the end of words. (In the middle of words it has the /gz/ sound in <i>exam</i>.) Help children practice saying the x words in this sort, separating the two sounds /k/ /s/, and then blending them to make /ks/.</p>

Differentiated Support	
<p><b>Extra Support</b> To provide additional practice with ending sounds of /t/ and /ks/, say pairs of words that end with these sounds. Tell children to stand if both words end with the same sound and to stay seated if they do not. Use word pairs such as <i>fox, six; cut, ax; hot, mat;</i> and so on.</p>	<p><b>Challenge</b> Have children create ending sound webs. Have them write <i>bat</i> in the center of a piece of paper and circle the <i>t</i>. Show them how to draw several spokes coming out from the word. At the end of the spokes, they should write other words that end with the /t/ sound. When they have written all the words they can, have them create a similar web for <i>ax</i> and the ending /ks/ sound.</p>

# Ending Sounds t, x

Sort  
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Ending Sounds t, x

bat



ax





Draw pictures of two things that end with  
**Tt** and **Xx**. Write the word below each picture.

bat



ax



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