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

**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.

**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

<table>
<thead>
<tr>
<th>Word Hunt</th>
<th>Blind Sort</th>
<th>Draw and Label</th>
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<tbody>
<tr>
<td>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 <em>bat</em> or <em>ax</em>. Have your family member help you sort the words by writing them in two columns.</td>
<td>Fold a piece of paper in half to make a two-column chart. Write <em>bat</em> and <em>ax</em> 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.</td>
<td>Pick four pictures from the picture cards—two that end with the same sound as <em>bat</em> and two that end with the same sound as <em>ax</em>. 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 <em>bat</em> and the same sound as <em>ax</em>.</td>
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### Supporting Multilingual Learners

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<th>Language Acquisition</th>
<th>Language Production</th>
<th>L1 Considerations</th>
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| 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. | 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. | 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 *exam.*) Help children practice saying the *x* words in this sort, separating the two sounds /k/ /s/, and then blending them to make /ks/.

### Differentiated Support

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<th>Challenge</th>
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<td>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 <em>fox, six; cut, ax; hot, mat</em>; and so on.</td>
<td>Have children create ending sound webs. Have them write <em>bat</em> in the center of a piece of paper and circle the t. 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 <em>ax</em> and the ending /ks/ sound.</td>
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Ending Sounds t, x

Sort 38

1. Bat
2. Fox
3. Jet
4. Pot
5. Bull
6. Candle
7. Cat
8. Box
9. Chair
10. Person
11. Bowl

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

<table>
<thead>
<tr>
<th>bat</th>
<th>ax</th>
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