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Using the Plays



Use the following tips and ideas to get the most out of using the plays in your classroom.

Before Reading

- ❖ Make a copy of the play for each child.
- ❖ Preview the play with children by copying it onto transparency film for use on an overhead projector or scan to display on an interactive whiteboard. This way, you can track the print when you first read the play with the group.
- ❖ Before reading the play, introduce the word family children will be working with. Say the phonogram aloud, point to the letters, and have children repeat the phonogram after you. Explain that in the play, children will see many words that end with the same letters and sounds. You might even help children brainstorm a few words from the word family and predict which might be part of the story.
- ❖ Assign parts to children according to their reading readiness. You'll find that some parts require more reading than others, and some also contain more repetition than others. You'll also want to consider whether children are ready to read on their own, or would be more comfortable reading along with a group, and assign parts accordingly. You might have a small group of children chorally read the text for one role.
- ❖ Once children have been assigned roles, provide them with highlighters so they can mark their lines. When children are ready to read the play aloud, the highlighting will allow them to find their parts quickly and easily.

During Reading

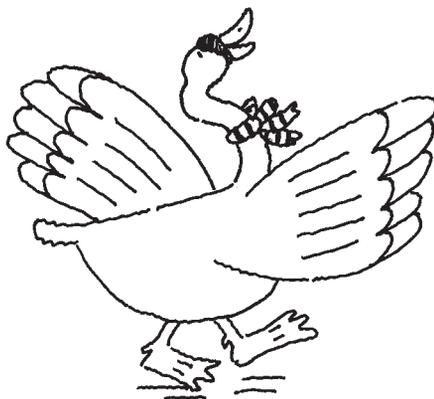
- ❖ The first time you read each play, you may want to read all of the text aloud yourself. This will not only familiarize children with the language, but also give them a preview of the characters and plot.
- ❖ Read the play straight through the first time, focusing on expression and rhythm. On the second reading, invite children to pay special attention to words from the word family. Each time they see or hear a word family word, they can signal by raising their hands.
- ❖ Children's readings of the plays can take place in a variety of ways: For instance, children can do an informal reading by sitting in a circle, each child reading his or her part aloud. You might also have children do a more "formal" Reader's Theater performance, having them stand in front of the room and read the play aloud to the class audience. The class can simply watch the performance, or they might like to follow along using their own copies of the play.



- ❖ If using the plays with small groups, consider giving each group a different play to practice simultaneously as you circulate, providing assistance as needed. Then, when groups are ready, they can take turns performing their plays for the class.
- ❖ While the plays require no costumes or props, you might consider using puppets with children who may be uncomfortable performing in front of a group. Simple stick puppets can give children just the distance they need to ease any “stage fright” they may feel. You can even make a simple puppet theater by covering a small table with a cloth and having children kneel behind it, holding up the puppets as they read.

After Reading

- ❖ Create an instant listening center by making a recording of children’s readings. Place the recording in the center along with copies of the play and have children follow along with their own performance!
- ❖ Challenge children to circle each word they find that belongs to the featured word family. This can also provide you with an easy way to assess learning.
- ❖ Forge home-school connections by sending children home with a copy of the play to read with family members. You might even include a short note inviting families to do a quick, related activity with their child. For instance, family members might go on a scavenger hunt with their child, finding as many words from the target word family as they can in that day’s newspaper.



Zack's Shack

Characters

Narrator	Mole	Chicken	Kangaroo
Zack	Deer	Wolf	Jack

Narrator: Zack was a black sheep. He lived all alone in a shack.

Zack: It is very lonely in my shack. I need a friend to come live with me.

Narrator: First, Zack saw Mole.

Mole: I will live in your shack, Zack. I can dig a track for you.

Zack: I do not need a track for my shack.

Narrator: Then Zack saw Deer.

Deer: I will live in your shack, Zack. You can use my horns for a hat rack.

Zack: I do not need a hat rack in my shack.

Narrator: Then Zack saw Chicken.

Chicken: I will live in your shack, Zack. You can crack my eggs for a snack.



Zack: I do not need
a snack in my shack.

Narrator: Next, Zack saw Wolf.

Wolf: I will live in your shack, Zack.
I can bring my whole pack with me.

Zack: I do not need
a wolf pack in my shack.

Narrator: Next, Zack saw Kangaroo.

Kangaroo: I will live in your shack, Zack.
I will hold your mail in my sack.

Zack: I do not need a mail sack
in my shack.

Narrator: Then Zack saw Jack.
Jack was a black duck.

Jack: I will live in your shack, Zack.
But all I can do is quack.

Zack: That is just what I need
in my shack!
It is too quiet here all by myself.

Narrator: Zack was not lonely
with Jack in his shack.
When Zack talked to Jack,
Jack would always quack back!

The End

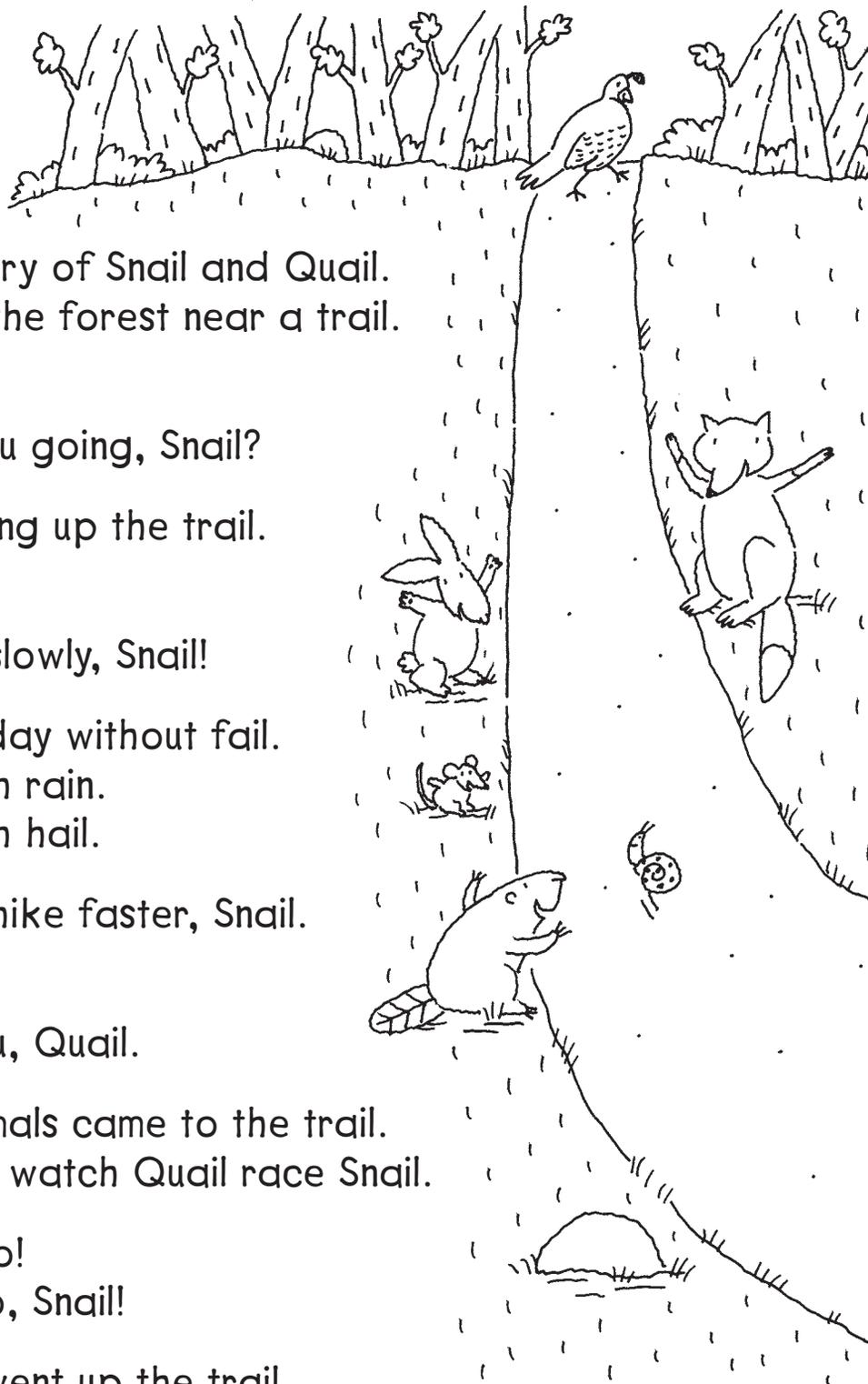


On the Trail With Snail and Quail

-ail

Characters

Narrator Snail
Quail Animals



Narrator: This is the story of Snail and Quail.
They lived in the forest near a trail.

Quail: Hello.
Where are you going, Snail?

Snail: I'm going hiking up the trail.

Quail: You are?
You move so slowly, Snail!

Snail: I hike every day without fail.
I hike through rain.
I hike through hail.

Quail: I'll bet I can hike faster, Snail.

Snail: Really?
I will race you, Quail.

Narrator: All of the animals came to the trail.
They came to watch Quail race Snail.

Animals: Ready, set, go!
Go, Quail! Go, Snail!

Narrator: Slowly, Snail went up the trail.
Quail raced far ahead of Snail.

Quail: Snail's so slow, I cannot fail.
I will stop to read my mail.

Animals: Look at Snail hike up the trail!

Quail: Now I'll stop to clean my tail.

Animals: Snail's still going up the trail!

Quail: I still have time.
I'll pick some flowers.
I'll fill my pail.

Animals: Snail's still going.
Watch out, Quail!

Narrator: But Snail had reached
the end of the trail.
When Quail saw him,
he began to wail:

Quail: I can't believe you beat me, Snail!

Snail: Maybe you need practice, Quail.
Meet me tomorrow.
We'll hike the trail.
Be there at ten o'clock on the nail!

Narrator: And ever since then, without fail
they hike every day—
even through rain, even through hail!
So if you go hiking on the trail,
look out—you might see Snail and Quail!

The End

