

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**  
**A Bad Case of Stripes**  
 By: David Shannon  
 Grade Level: 3 / Guided Reading Level: F

**Instructional Focus:**  
 Adjectives

**Background:**  
 Adjective is a word that describes a noun or a pronoun. Adjectives add information about numbers, color, pronouns. Adjectives provide details about what is happening.

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**Step 1: Introduce the Focus of Word Work**

**Introduce Adjectives**

- Draw the students' attention to the chart paper.
- Explain that adjectives are words used to describe nouns or pronouns. Adjectives provide details such as color, number, size, kind, and shape.
- Explain that adjectives are words used to describe nouns and pronouns. Adjectives provide details such as color, number, size, kind, and shape.
- Draw and color a picture of two trees. Make one an apple tree, and one a pine tree.
- Invite students to think of words to describe both trees.
- Write their adjectives under the corresponding tree. Continue in this way until the students have fully described each tree.
- Review each adjective and discuss what the word describes (color, number, size, kind, or shape, etc.).
  - Circle color adjectives with a red marker
  - Circle number adjectives with a blue marker
  - Circle size adjectives with a purple marker
  - Circle kind/type adjectives with an orange marker
  - Circle shape adjectives with a green marker.

**Sample Anchor Chart**

Adjective	
green leaves	green needles
red worms	triangular shape
circle shape	Apple Tree
	Pine Tree

**Step 2: Connect Word Work to Reading**

**Adjectives in the Text**

- Tell the students that the book they will be reading today has lots of examples of adjectives.
- Show them **page 1** of *A Bad Case of Stripes*. Ask the students to listen carefully and look at the words while you read. Instruct them to put a thumb up when they hear an adjective.
- Read "She tried on forty-two outfits, but none seemed quite right. She put on a pretty red dress and looked in the mirror."
- After reading, ask the students to identify the adjectives they just heard and what question they answer. Number, color, size, etc.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for adjectives that describe but remind them to be polite and not to interrupt you while you read.

**Some Examples of Adjectives in the Text:**

• pretty	• embarrassed	• front
• red	• white	• hard
• fast	• different	• clearly
• crazy	• colored	• quiet
• extraordinary	• awful	• plump
• uncontrollable	• giant	• sweet
		• long
		• fuzzy

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Step by Step Lesson Plan

List of words in the book that match the instructional focus

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**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Prepare a pocket chart to display the header cards (Adjective and Non-Adjective).
- Prepare the "Adjective Question Card" (enlarged and posted for the class to see) and one set of sorting cards.
- Begin to model how to sort the prepared word sort cards.
  - Select a sorting card.
  - Use the Adjective Question Card to decide if the sorting card is an adjective. Determine if the word tells how big, how much, what shape, what color, or what something feels like.
- Invite students to join you as you sort the cards.
- Continue sorting until all cards have been sorted into the pocket chart.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Provide each student a copy of **Adjectives Word Work**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

**Step 5: Reconnect and Reflect on Word Work**

**Group Discussion**

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

**Step 6: Extend Word Work (optional)**

**Extension Activity**

- Ask students to be on the lookout for **Adjectives** in their own reading. Tell them to write their words on an index card and add them to the pocket chart (review the added cards with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

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Interactive Activities

Independent Practice Page

Extension Activity

**Adjectives Header Cards and Adjective Question Card Interactive Activity**

**Directions:**  
 Cut out the heading cards and the Adjective Question Card. Use these cards as the headers for your sort and the questions for identifying adjectives.

**Adjective**

**Not an Adjective**

**Adjective Question Card**

- Does it tell how big?
- Does it tell how much?
- Does it tell what shape it is?
- Does it tell what color it is?
- Does it tell what it feels like?

**Adjectives Sorting Cards Interactive Activity**

Use these cards to sort by adjective or non-adjective.

squiggly

weird

two

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**Word Detective: Adjectives Extension Activity**

**Directions:**  
 Be a word detective!  
 Be on the lookout for **adjectives** while you read. Write the words with adjectives that you find along with the title of the book where you found the words, the page, and the sentence with the word or phrase.

Word	Book Title	Page

Name: \_\_\_\_\_ Word Work Extension Activity | ©BookPagez.com

**Adjectives Word Work Practice page**

**Directions:**  
 Identify and color the adjectives yellow.

black	virus	kids	five	beans
mirror	green	home	stars	laughed
weird	felt	huge	changing	fury
turned	feather	girl	reporter	touch
little	liked	bacteria	curvy	jump
cure	nine	sat	looked	soft

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