

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Alexander and the Terrible, Horrible, No Good, Very Bad Day**  
By: Judith Viorst  
Grade Level: 2 / Guided Reading Level: L

**Word Work**

**Instructional Focus:**  
Compound Words

**Background:**  
Compound words are formed when two separate words are joined together to form a new word with a new meaning.

**Examples:**

skateboard
canuck
railroad
downstairs
breakfast
sailboat

**Materials and Preparation:**

- A Copy of *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
- Chart Paper
- Compound Words Print
- Sorting Cards (1 set per student)
- Match Up Score Sheet
- Compound Words Riddle
- Optional - Word Detective Worksheet
- Optional - 2 Colors of Ink

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

**Introduce Compound Words**

- Draw the students' attention to the chart paper.
- Explain that Compound words are formed when two separate words are joined together to form a new word with a new meaning.
- Write the words skate and board on the chart paper. Ask the students to identify the compound word that results when you combine skate and board. Write skateboard on the chart paper.
- Ask the students to think of other words that follow the pattern. Allow students to turn and talk with a partner about the words they came up with or share with the class. Discuss any misconceptions if students share words that do not follow the consonant blend pattern. Record words that follow the pattern on the chart paper.

**Sample Anchor Chart**

Compound Words
skateboard
canuck
railroad
downstairs
breakfast
sailboat

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

**Compound Words in the Text**

- Tell the students that the book they will be reading today has a lot of compound words.
- Show them the first two pages of *Alexander and the Terrible, Horrible, No Good, Very Bad Day*.
- Tell the students to listen carefully and look at the words while you read. Ask the students to put a thumb up when they see or hear a word that follows the pattern.
- After reading, ask the students to identify the compound words (skateboard, undercover, breakfast). Add the words to the chart paper.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for compound words but remind them to be polite and not to interrupt you while you read.
- Read *Alexander and the Terrible, Horrible, No Good, Very Bad Day*.

**Examples of Compound Words Found in the Text:**

skate	board
canuck	fast
under	cover
show	berry
cup	cake
sk	teen
Sail	boat

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Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

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**Word Work**

**Step 3: Guided Word Practice**

**Interactive Exploration**

- Provide each student with a set of sorting cards (allow students to cut apart the cards or provide them with precut cards).
- Explain that the words on their cards are parts of the compound words in the book.
- Model how to play **Match Up**.
- Divide students into pairs and allow them to play **Match Up** (refer to attached resources for directions).
- Monitor students and assess students' understanding while playing **Match Up**.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of Compound Words Riddles 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 compound words in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes 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

**Match Up Student Directions**

**Materials:**  
Sorting Cards

**Players:**  
2 or more

**Directions:**

- Write your name or initials on each of your sorting cards.
- Combine all of the players sorting cards to make one deck of cards.
- Place each card face down in front of all players.
- The first player turns over two cards so that the cards are face up. If the cards match, the player keeps the cards, writes the word on the score sheet, and takes another turn. If the cards do not match, the player turns the cards back face down.
- The second player turns over two cards so that the cards are face up. If the cards match, the player keeps the cards, writes the word on the score sheet, and takes another turn. If the cards do not match, the player turns the cards back face down so that they are face down.
- Continue taking turns. Whoever has the most matches at the end of the game wins.

**Tip:**  
Place your sorting cards in even rows. Even rows make it easier to remember where the cards are.

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Extension Activity

**Word Detective: Compound Words Extension Activity**

**Directions:**  
Be a word detective!

Be on the lookout for compound words while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

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

**Compound Words Riddle Word Work Practice Page**

**Directions:**  
Read each riddle. Use the compound words in the word bank to solve each riddle.

**Word Bank**

bedbugs	carpool	poundcake	wildcat
hoofbeats	watchdog	daybreak	summertime
seashore	fingernails	sundown	springtime

- Where do cars go when it gets hot? \_\_\_\_\_
- What do you get if you cross a pig with a snowman? \_\_\_\_\_
- How does the government know what people say in their sleep? \_\_\_\_\_
- What time is it when you have to find the sum of two numbers? \_\_\_\_\_
- What do you get if you cut off a lion's mane while he's sleeping? \_\_\_\_\_
- What does the dogcatcher give dogs on their birthdays? \_\_\_\_\_
- What horses swim the best? \_\_\_\_\_
- What kind of dog has the most ticks? \_\_\_\_\_
- How did the car owner feel when his car ran him over? \_\_\_\_\_
- What kind of nail are carpenters afraid of? \_\_\_\_\_

Name: \_\_\_\_\_ Independent Word Work Practice | ©BookPagez.com