

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work

By: Don Freeman
Grade Level: 2 / Guided Reading Level: K

Instructional Focus:
Word Family: "- igh"

Background:
When the letters "igh" are used together, they make the long /i/ sound.

Examples:

light
frightened
right
sight
fight
bright
sighed

Materials and Preparation:

- A Copy of Corduroy by
- Chart Paper
- Word Family: "- igh" Ph
- Sorting Cards (1 set per
- Match Up Score Sheet
- Match Up Directions
- Word Family: "- igh" W
- Optional - Word Detect

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Step 1: Introduce the Focus of Word Work

Introduce Word Family: "- igh"

- Draw the students' attention to the chart paper.
- Explain that when the letters "igh" are used together, they make the long /i/ sound.
- Review syllables. Invite students to share words that contain a long /i/ sound (examples: light, like, bright, while, sight).
- Record any words that contain "igh" on the chart paper.
- For example, write the word "light" on the chart paper. You may want to use a different colored marker to write the "igh".
- 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 do follow the pattern on the chart paper.

Sample Anchor Chart

Word Family: "- igh"
light
right
sight
fight
bright
sighed

Step 2: Connect Word Work to Reading

Word Family: "- igh" In the Text

- Tell the students that the book they will be reading today has a lot of "- igh" words.
- Show them **page 7** in *Corduroy*. 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 "- igh" words (**bright, sighed**). Add the words to the chart paper. The word **straight** is also on page 7. Identify the word **straight** as being an oddball, or a word that doesn't belong in the "- igh" word family. Explain that the letter **s** is controlling the letter **i**, making it silent. Say the word **straight** together. Enunciate the long /ai/ to illustrate the difference between **straight** and **bright**.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that follow the pattern. Remind them to be polite and not to interrupt you while you read.
- Read *Corduroy*.

Examples of Word Family: "- igh" Found in the Text

bright	sight	right
sighed	light	fight
tonght	right	right

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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

- Provide each student with a set of sorting cards (allow students to cut apart the cards or provide them with pre-cut cards).
- Explain that the words on their cards belong to the "- igh" Word Family.
- 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 **Word Family: "- igh" 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 **Word Family: "- igh"** 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 over so that they are 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 over 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: Suffix -ing

Extension Activity

Directions:
Be a word detective!
Be on the lookout for words with suffix "-ing" 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 | ©BookPages.com

Word Family: "- igh"

Word Work Practice Page

Directions:
Circle the words that belong to the "- igh" word family in the word bank below. Practice writing the words.

Word Bank
<div> <div>knightsight</div> <div>right</div> <div>straight</div> <div>lights</div> </div> <div> <div>eight</div> <div>bright</div> <div>sighed</div> <div>right</div> </div>

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Name: _____ Independent Word Work Practice | ©BookPages.com