

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
By: Lindsay Mattick
Grade Level: 2 / Guided Reading Level: M

Instructional Focus:
Double Consonants

Background:
When a word has a vowel followed by two of the same consonants in a row, the word is called a double consonant. Double consonant words have short vowel sounds.

Examples:

rr	ll	ss	bb	tt	mm	ff	nn
hurried	pillows	scissors					
arrived	called						
	silly						
	carefully						

Materials and Preparation:

- A Copy of Finding Winnie by Lindsay Mattick
- Chart Paper
- Double Consonant Sorting Cards (1 set)
- Bingo Board
- 25 Pennies or Bingo Chips
- Word Bingo Student Directions
- Optional-Word Work
- Optional-I Have, Who Has?

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Step 1: Introduce the Focus of Word Work

Introduce Double Consonants

- Draw the students' attention to the chart paper.
- Explain that when a word has a vowel followed by two of the same consonants in a row, the word is called a double consonant. Double consonant words have short vowel sounds.
- Review the vowels and short vowel sounds. Note to students that occasionally they will find an oddball that does NOT have a short vowel. The word rolled in one such word.
- Write the word "hurried" in the first column on the chart paper below "rr". You may want to use a different colored marker to write the double consonant "rr".
- Write the word "smells" in the third column on the chart paper below "ll". You may want to use a different colored marker to write the "ll".
- Ask the students to think of other words that follow the patterns. 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 pattern. Record words that do follow the pattern on the chart paper.

Step 2: Connect Word Work to Reading

Double Consonants in the Text

- Tell the students that the book they will be reading today has a lot of double consonant words.
- Show them page 3 of *Finding Winnie*. 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 double consonant words (Winnipeg, Harry, hiccups). 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 words that follow the pattern. Students may hold up a thumb when they hear a double consonant word.
- Read *Finding Winnie*.

Examples of Double Consonants Found in the Text:

owfully	stopped	different	finally	Teddy
cupped	called	hallo	arrived	ferocies
Winnipeg	annoyed	carrots	running	allowed
(Winnie)	trapper	apples	nuzzled	hugged
many	dollar	hummed	shipping	
Hiccups	little	happy	really	
rolled	sniffed	assigned	heapsen	
dinner	bottle	caning	stuffed	

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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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).
- Review the words.
- Sort according to double consonant.
- Provide each student with a copy of the **Word Bingo** game mat.
- Tell the students that they are making their own game board.
- Tell the students to **select 24 words** and copy the words on their sorting cards onto the bingo sheet. Some words may be used more than once in order to fill the board.
- Model how to do this. For example, select the word "little." Write the word in one box on the bingo mat. Move onto the next word and write it in a new box.
- Monitor students as they create their game board.
- Model how to play **Word Bingo** (refer to attached resources for directions).
- Upon completing the game, ask students to place their sorting cards into a resealable bag for later use or send the words home.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **Double Up 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 **double consonants** 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 lesson).
- Alternatively, students can keep track of the words using the **Word Detective** worksheet.

Interactive Activities

Independent Practice Page

Word Bingo Student Directions

Materials:
Sorting Cards
Bingo Board
25 Pennies or Bingo Chips

Players:
2 or more plus a Bingo Caller

Directions:

- Prepare Bingo Boards.
- The Bingo Caller selects one card from the deck of sorting cards and calls out the word.
- Players cover the word that is called, spelling as they cover the word.
- The first player to cover all of the words in a row calls out "BINGO" and wins the game.

Tip: Only 24 words are not enough words to cover the entire Bingo Board.

Extension Activity

Word Detective: Double Consonants Extension Activity

Directions:
Be a word detective!

Be on the lookout for **double consonants** 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

Double Up Word Work Practice Page

Directions:
Sort the words in the word bank into the correct column. The first one has been done for you.

Word Bank
called apples bottle owfully rolled arrived
stopped dollar shipping really trapper little

pp	tt	ll
		called

Directions:
Double the final consonant in the words below to create a new word ending in "ed".

Hug _____

Ship _____

Stop _____

Name: _____ Independent Word Work Practice | @BookPagez.com