

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
By: Maira Kalman
Grade Level: 2 / Guided Reading Level: M

Instructional Focus:
o_e (as in those)

Background:
Phonics Rule (o_e):
Silent "e" on the end of a word usually makes the vowel before it long.

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Examples:

throne	st
stove	hd
drove	gv
hope	sk

Materials and Preparation:

- A Copy of *Fireboat*
- Markers
- Flashcards (one)
- Sound Addition
- Optional - 4 Sticky Activity in Step 2
- Optional - Word

Step 1: Introduce the Focus of Word Work

Sample Anchor Chart

Phonics Rule (o_e)

th o e

bone hope stroke

Answers will vary.
Sample answers include:
nose rode tone drove ropes

Introduce Phonics Rule (o_e)

- Create an anchor chart titled Phonics Rule (o_e).
- Write the word **those** on the chart paper. Ask a volunteer to read the word.
- Prompt students to identify the vowels in the word. (o and e)
- Underline the vowels.
- Ask students to identify what vowel sound they hear. (long o)
- Share with students the following rule: Silent "e" on the end of a word usually makes the vowel before it long.
- Add the following words to the chart: bone, hope, stroke. Read the words with students. Encourage students to notice the rule while underlining the "o" and "e" in each example.
- Invite students to provide more words with the o_e pattern. Add the words to the chart paper. Encourage several patterns, such as -ope, -one, -ose, -ode, etc.

Step 2: Connect Word Work to Reading

Extend Engagement Activity

- Give each student 3 sticky notes.
- Add them to be on the lookout for o_e words as they read throughout the day.
- Challenge them to find 3 examples and write each one on the sticky notes.
- At the end of the day, have them share their notes to their notes to anchor chart.
- Discuss examples and non-examples.

Phonics Rule (o_e) in the Text

- Tell the students that the book they will be reading today will have some examples of o_e words.
- Show **page 1** of *Fireboat*. Ask the students to look at the words as you read the page. Instruct them to hold up a finger each time they hear an o_e word.
- Read the page. Then ask the students to identify the o_e word on that page. (ropes)
- Add the word to the word chart. Tell the students that you are going to read the rest of the book. Direct them to listen and look for other words that follow the o_e pattern.

Examples of Phonics Rule (o_e) Found in the Text:

- home ropes holes smoke

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Step by Step Lesson Plan

List of words in the book that match the instructional focus

Optional Activity to Extend Engagement

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Step 3: Guided Word Work Practice

Thinking About It Flashcard

bone	stone
envelope	choke
cone	home
joke	ropes

Interactive Exploration

- Divide students into groups of two. Give each pair a stack of flashcards, lying face down. Students are not allowed to look at the words.
- Give directions to the game "Think About It." Tell them to decide who goes first. The first person will pick up a flashcard and without looking at it, hold it up to their forehead, with the letters facing their partner. Their partner must give that person clues to what their word is. They are NOT allowed to tell the word, spell it, or even tell what it begins with. The student with the flashcard must try to guess what their word is. If they do, they get to keep the card. Then the play passes to the other student. Continue back and forth in this way.
- Set the timer for 10 minutes. When it goes off, play must stop. The partner with the most cards is the winner of the pair.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of the **Sound Addition and Subtraction** worksheet.
- Read the directions with the class.
- Instruct the students to complete the page.
- Monitor students while they work; collect worksheets when they are finished.

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 o_e 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 Activity

Independent Practice Page

Thinking About It Flashcards
Interactive Activity

bone	stone
envelope	choke
cone	home
joke	ropes

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Extension Activity

Word Detective: Phonics Rule (o_e)
Extension Activity

Directions:
Be a word detective!
Be on the lookout for o_e 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: _____ Independent Word Work Practice | @BookPagez.com

Sound Addition and Subtraction
Word Work Practice Page

Directions: Read each word. Add and subtract letters to make new words. In the column, write a word that rhymes with both words.

Word	-	+	New Word	Rhyming Word
mole	m	h		
stove	st	dr		
choke	ch	sp		
bone	b	st		
rose	r	ch		
rope	r	h		

Directions: Choose 2 of the words above. Write a sentence for each one you choose.

1. _____

2. _____

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