

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**  
**Frog and Toad Are Friends**  
 By: Arnold Lobel  
 Grade Level: 2 / Guided Reading Level: K

**Instructional Focus:**  
 Long i Sound

**Background:**  
 In an i \_ \_ e pattern, the i is usually long.

**Examples:**

bite	quite
mile	pile
dime	grime
time	write

- Materials and Preparation:**
- A Copy of *Frog and Toad Are Friends*
  - A Copy of *Connect III*
  - A Copy of *Connect III*
  - A Copy of *Connect III*
  - Optional - A Copy of *Connect III*
  - Optional - *Word Detective*

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

**Introduce Long i Sound**

- Write these words on the chart paper: bite, kite. Ask for volunteers to say the words. Repeat for these pairs: mile, pile; lime, slime; fine, dine. Ask students what pattern they see in these words (i \_ \_ e). Write the pattern under one word in each pair. Ask them what sound the "i" makes in the words (long "i").

**Sample Anchor Chart**

**Long "i" Sound**

bite	kite	lime	slime
i _ _ e	i _ _ e		
mile	pile	fine	dine
i _ _ e	i _ _ e		
mine	write	time	

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

**Long i Sound in the Text**

- Direct students' attention to the book, *Frog and Toad Are Friends*.
- Tell them that the book they will be reading has many words that have the i \_ \_ e pattern.
- Read pages 36-37 out loud to the students. Ask them to put up a finger every time they hear an i \_ \_ e word. They should have 3 fingers up when you are done reading.
- Ask for volunteers to identify the i \_ \_ e words on those two pages. Write them on the chart paper. (mine, write, time). Reinforce that the "i" in each of these words makes the long "i" sound.
- Read the rest of the story. Ask students to listen for i \_ \_ e words as you read.
- Read *Frog and Toad Are Friends*.

**Examples of Words with Long i Sound Found in the Text:**

- quite • time • mine
- white • write • write

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**

- Give each student a "Connect III" page and a recording sheet. Read the directions with the students. Show an example if they are having difficulty understanding.
- Set a timer for 3 minutes.
- Say, "GO!"
- When the timer goes off, have students stop and put their pencils down. Have them read their words to a partner. Give a prize or praise to the student who has made the most correct i \_ \_ e words.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of the *Rhyme Time Practice Page*. Ask for a volunteer to read the directions.
- Instruct students to complete the page.
- Monitor students as they are working.
- Collect the pages when students 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 words with long i sounds 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*.

Interactive Activity

Independent Practice Page

**Connect III Interactive Activity**

**Directions:** Connect letters side to side, up and down, or diagonally to create i \_ \_ e words. Write them on your recording sheet.

p	i	t	l	e
i	e	m	i	t
n	f	e	k	w
s	n	l	i	h
p	i	f	t	e

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Extension Activity

**Word Detective: Long i Sound Extension Activity**




**Directions:**  
 Be a word detective!  
 Be on the lookout for long i sounds 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

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**Rhyme Time Word Work Practice Page**

**Directions:**  
 Find a picture at the top of each box. Find a word in the word box that rhymes with that picture. Write it on the line. Keep going until you use all the words in the word box.

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**Word Bank**

vine mile pile shine line while bite  
 slime time fine grime quite lime write

Use one word from each column in a sentence.

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_

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