

# WORD WORK LESSON PLAN AND ACTIVITIES

Instructional Focus Based on the Words in the Book

**Fry Bread**  
By: Kevin Noble Maillard  
Grade Level: 3 / Guided Reading Level: N

**Word Work**

**Instructional Focus:**  
Double Consonants (Syllable and Final)

**Background:**  
Double consonant words are words in which a consonant occurs twice consecutively within the word. The double consonants can occur somewhere in the middle of the word.

**Examples:**

hobby	summer	ball
fizz	egg	better
doll	saddle	kitty

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

**Double Consonants in the Text**

- Tell students that the book they will be reading today has double consonant words.
- Show them **pages 3 and 4 of Fry Bread**. Tell the students to listen and look at the words while you read. Ask students to hold up two fingers when they see or hear a double consonant word.
- After reading pages 3 and 4, ask the students to share the double consonant words that they saw and heard.
- Discuss which kind of double consonant words they are. Add the new double consonant words to the chart paper (e.g., syllable = pu/fy, pi/low; final = ba/ll).
- Tell the students that you are going to read the book once from beginning to end. Tell them to listen and look for words that have double consonants.
- Remind them to be polite and not to interrupt you while you read.
- Read **Fry Bread**.

**Double Consonants found in the Text:**

ball	bubbles	sienna	powwows
puffy	size	small	call
pillow	yellow	supper	Narragansett
skillet	coffee	dinner	small
			still

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Divide students into pairs.
- Provide each pair with a set of double consonant picture cards (cut the cards in advance) and a recording page.
- Show students how to place two picture cards next to each other to make a double consonant word.
- Explain that this activity works best if you say the predicted word for each picture card out loud and work with your partner to find the matching double consonant.
- Explain to students that sometimes, the double consonants are somewhere in the middle of the word, and sometimes, the double consonants will be at the end of the word.
- The students' task, as a pair, is to match all of their double consonant picture cards correctly and to record all of their matched words with appropriate syllabication as needed.

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Step by Step Lesson Plan

List of words in the book that match the instructional focus

**Make My Word Say**  
Student Directions

**Directions:**

- Have students stand at their desks.
- Explain that you will write a word on the board and say the word out loud, "My word is \_\_\_\_\_."
- Explain that you will then say, "Double the \_\_\_\_\_ to make my word say..."
- Students should then look at the word and figure out which consonant they can double to help turn that word into a new word.
- If a student thinks they know which consonant to double, they should raise their hand. The student may then say which consonant to double and what the new word is.
- Once a student has answered correctly, they may sit down (or line up - this is a good exit ticket activity).
- Write the new, double consonant word up on the board, next to the old word, so that students can see how the old word changed by doubling a consonant.
- If a student says to double a consonant that does not help the old word turn into a new word, they should remain standing.
- Explain to students that some of the words will be abbreviations (cal/calorie, pill/pill, mil/million, ap/apostle).
- Reference the words below for this activity:

diner → dinner	holy → holly
cal → call	robed → robbed
hoping → hopping	later → latter
hater → hatter	mill → mill
of → off	desert → dessert
riding → ridding	ap → app
pill → pill	biter → bitter
super → supper	moping → mopping
taped → tapped	

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Optional Activity to Extend Engagement

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**Word Work**

**Step 3: Guided Word Work Practice (continued)**

**Interactive Exploration**

- Set a timer for the activity (15 - 20 minutes).
- Visit each pair as they work. Discuss the correct answers at the end of the activity with the whole group.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of the **Double Consonant practice page**.
- 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 words with **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 work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

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Interactive Activities

**Double Consonant Picture Cards**

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**Double Consonant Recording Sheet**

Syllable	Final

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Independent Practice Page

**Word Detective: Double Consonant Extension Activity**

**Directions:**  
Be a word detective!  
Be on the lookout for **double consonant 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

Word Detective

**Double Consonant Word Work Practice Page**

**Directions:** Find and circle the double consonant words in each sentence. If they are a syllable double consonant word, put a slash (/) between the syllables. If they are a final double consonant word, underline the final double consonants.

- The bee buzzed around in the grass.
- Her sister was not chilly in that puffy coat.
- The little puppy wiggled its tail.
- The runner dashed across the finish line.
- They saw a sudden flash of lightning in the sky.
- The kettle bubbled as it boiled on the stove.
- The kids giggled as they played with the soccer ball.
- The kitten cuddled with her owner.
- The drummer played some nice jazz music.
- He felt dizzy after spinning around in circles.

**Directions:** Circle each word that is a double consonant word.

grass	goose	fizz	mitten	back
seen	dotted	flight	tall	rotlie
plays	scissors	food	school	bigger
match	off	wall	toss	holly

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