

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**  
By: Maureen Wright  
Grade Level: 2 / Guided Reading Level: L

**Instructional Focus:**  
The two sounds of the letter g- hard and soft

**Background:**  
There are two sounds of the letter g: \* soft-g  
General rules for soft g:  
\*The g is soft when the g is followed by the letters e, i, y  
\*The g is hard when the g is followed by any other letter  
\*The g is hard when it comes at the end of a word

**Examples:**

gym	grape	rug
giant	gum	fig
genitly	got	hw

**Materials and Preparation:**

- A Copy of *Grumpy Groundhog*; The Famous Bees by Maureen Wright
- Blank Chart Paper
- Chart Paper with the Anchor Chart
- Marker
- Sounds of the Letter "g" Worksheet (1 per student)
- Which Word is Correct? Worksheet (1 per student)
- Optional - Word Detective (1 per student)

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

**Introduce Two Sounds of Hard and Soft "g"**

On a piece of blank chart paper, write the following words:  
gym, giant, gentle,  
Read the words out loud, pointing as you read.  
Tell the students to read the words with you as you point to the words.  
Have only the students read the words out loud as you point to each word.  
Repeat steps 2-4 with the following 2 sets of words:  
\* grape, gum, got  
\* rug, fig, twig  
Ask the students what they noticed about the 3 different sets of words you all read.  
Tell the students that the letter g can make two sounds. Explain that there is a soft g sound, then return your attention to the chart paper and read/point to the soft g words on the chart paper (gym, giant, gentle). Continue to tell the students that there is also a hard g sound, and again return to the chart paper to read/point to the hard g words (grape, gum, got, rug, fig, twig).  
Make sure to show the students that you kept the 3 different sets of words separate for a reason. Explain that there are some rules to follow when determining whether a word with the letter g has the soft or hard sound.  
Draw the students' attention to the chart paper with the anchor chart.  
Read each rule.  
Read the words under the soft g (1st) column on the chart. Discuss rule.  
Read the words under the hard g (2nd) column on the chart. Discuss rule.  
Read the words under the hard g (3rd) column on the chart. Discuss rule.

**Sample Anchor Chart**

Soft g when g is followed by e, i, y	Hard g when g is followed by any other letter (than e, i, y)	Hard g when g is found at the end of a word
magic	gaze	fog
engine	glove	wig
lodge	grab	blog
page	glove	mug
magn	game	brag

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

Two Sounds of Hard and Soft "g" in the Text

- Tell the students that the book they will be reading today has many words with the soft g and the hard g sound.
- Show them page 2 of *Grumpy Groundhog*.
- Tell the students to listen carefully and look at the words while you read. Instruct the students to put a thumb up when they hear or see a word that follows the pattern.

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Step by Step Lesson Plan

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**Step 2: Connect Word Work to Reading (continued)**

- After reading page 2, stop and ask students to identify the word(s) they heard or saw with either the soft or hard g sound (groundhog). Add the word to the appropriate column on the anchor chart.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that have the soft and hard g sound.
- Remind the students to put a quiet thumb up when they hear a word that follows the pattern.
- Read *Grumpy Groundhog*.

**Examples of Two Sounds of Hard and Soft "g" Found in the Text:**

groundhog	give
g	going (got)
greet	sunglasses
get	begged (beg)
	get

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Provide each child with the Sounds of the Letter "g" page.
- Read the directions to the students as they follow along silently.
- Note that the 3 rules are also on the paper. Emphasize that this is to help remind them of the rules and to look at them often as they work on this page.
- Direct students to put their finger on the first word in the first column. Tell students you will read the word out loud first and then they will read it out loud. You will continue to do the same for the entire page, moving down the first column, then the second column, and finishing with the last column.
- As students are working, walk around, observe and provide support as needed.
- After 10-12 minutes, go over the answers with the students. Take this time to help rectify any wrong answers.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of **Which Word is Correct? Word Work**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor for students while they work.

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List of words in the book that match the instructional focus

**Sounds of Letter "g" Interactive Activity**

**Directions:** Read each word in the table below. Use the following key to color each box:

Soft g when g is followed by e, i, y	Hard g when g is followed by any other letter (than e, i, y)	Hard g when g is found at the end of a word
color the word yellow	color the word blue	color the word red

fragile	tug	gem	jungle
frog	large	grab	gab
pug	pig	angel	angle
purge	grant	gag	gather
again	go	clog	age
peg	huge	goose	flag

Name: \_\_\_\_\_ Guided Word Work Practice | @BookPagez.com

Interactive Activity

Independent Practice Page

**Which Word is Correct? Word Work Practice Page**

**Directions:** Each sentence has a missing word. At the end of each sentence there are 3 word choices. Choose the word that correctly fits in the sentence, circle it, and write it on the line to complete the sentence. Don't forget the 3 rules for determining whether the letter g is soft or hard:

Soft g when g is followed by e, i, y	Hard g when g is followed by any other letter (than e, i, y)	Hard g when g is found at the end of a word
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- The mayor pleads for \_\_\_\_\_ to come outside.   
 heg groundhog giant
- Mmmm...this coffee is \_\_\_\_\_ good genitly gum
- How many \_\_\_\_\_ are in the book?   
 jrdgs glares pages
- The child gave groundhog \_\_\_\_\_ magic sunglasses gems for his eyes.
- Will the mayor \_\_\_\_\_ give get go up on trying to get groundhog up?
- Groundhog needs a size \_\_\_\_\_ giant large mug for his slippers.
- How will groundhog \_\_\_\_\_ greet ja zigzag his friends?
- The mayor doesn't want to pull the \_\_\_\_\_ gentlemen plug bridge on this celebration!

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

Extension Activity

**Running Record**

Title: The Cat in the Hat Guided Reading Text Level: J Word Count: 100

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Accuracy Rate: (# of words correct/100 words) \_\_\_\_\_

Error Rate: (# of incorrect words/100 words) \_\_\_\_\_

Self-Correction Rate: (# of words self-corrected/100 words) \_\_\_\_\_

Time: (in seconds) \_\_\_\_\_ Words Per Minute: (100/seconds read x 60) \_\_\_\_\_

Line	Text	COUNT		INFORMATION	
		E	SC	MSD	MSD
1	The sun did not shine. It was too wet to play. So we sat in the house all that cold, cold, wet day.				
2	We sat there with Sally. We sat there, we had. And I said, "How I wish we had something to do!" Too wet to go out and too cold to play ball. So we sat in the house. We did nothing at all.				
3	So all we could do was to sit! Sit! Sit! And we did not like it. Not one little bit.				
4	And then something went bump! How that bump made us jump!				
5	We looked				

**Analysis and Comments:**

Tested By: \_\_\_\_\_ @BookPagez.com