

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
 Heckedy Peg
 By: Audrey Wood
 Grade Level: 2 / Guided Reading Level: L

Instructional Focus:
 Irregularly Spelled Words

Background:
 Irregularly spelled words do not follow usual rules of spelling. The letters in irregularly spelled words do not must learn these words by sight.

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Step 1: Introduce the Focus of Word Work

Introduce Irregularly Spelled Words

- Explain that some words contain letters that do not make usual letter sounds. These words are difficult to sound out because they look as though they will sound one way, when they really sound a different way.
- Ask children to look at the chart paper and write the word "said" on the paper. Ask children to sound out the word. How should it sound, based on what you know about the vowel combinations? Compare the word as it should sound, to the real pronunciation.
- Then write the word "friend" on the paper. Encourage children to sound it out and compare the typical vowel combination sound with the way the word should really sound.
- Write some of the other irregularly spelled words on the chart paper and explain that there are many words that should be learned by sight because they do not follow the typically letter sound rules.

Sample Anchor Chart

Irregularly Spelled Words	
said	where
they	together
friend	work
word	cook
word	read
and	again
People	know
find	was

Step 2: Connect Word Work to Reading

Irregularly Spelled Words in the Text

- Tell the students that the book they will be reading today has many irregularly spelled words.
- Show them **page 1** of *Heckedy Peg*. Ask students to listen carefully and look for the words while you read. If they hear a word with an irregular spelling, ask them to hold their finger to their lips.
- After reading page 1, ask the students to identify the irregularly spelled words they heard. Add them to the chart paper. Example: the, said, from, once.
- 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 irregularly spelled words. Remind them to be polite and not to interrupt you while you read.
- Read *Heckedy Peg*.

Examples of Irregularly Spelled Words Found in the Text:

the	bowl	eyes
said	out	find
poor	mouth	soon
roads	how	to
knave	right	woods
what	sure	soon
knife	believe	burnt
answered	burnt	who

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Step by Step Lesson Plan

List of words in the book that match the instructional focus

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Step 3: Guided Word Work Practice

Interactive Exploration

- Explain that you will be playing a game of *Spell It, Heckedy Peg!*
- Give each child a name of one of the characters: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday or Sunday (Use the Name Cut-Outs from *Spell It, Heckedy Peg!* Page 1)
- Have the teams stand in a row in order of their names.
- Explain that the object of the game is for one team to spell 7 irregularly spelled words correctly in a row.
- Begin play with Monday. Call out a word from the Word List. Monday must spell it aloud correctly.
- If Monday on Team 1 is correct, play passes to Tuesday. Call out another word. Continue play until Monday through Sunday have spelled the words correctly. If the team can spell 7 words in a row correctly, they earn 7 points.
- If Monday on Team 1 is not correct, play passes to the Monday on Team 2. If Monday spells the word correctly, play continues to Tuesday. Continue until Sunday has spelled a word correctly. If Team 2 has spelled 7 words in a row correctly, they earn 7 points.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of *Irregularly Spelled Words 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 *irregularly spelled words* in their reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes in 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

Independent Practice Page

Spell It, Heckedy Peg!
 Interactive Activity

Directions:
 Cut out the names of the characters in *Heckedy Peg*. Randomly give one to each student. Create teams of seven students (ensure that a one character named Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday on each team).

Monday	Monday	Monday
Tuesday	Tuesday	Tuesday
Wednesday	Wednesday	Wednesday
Thursday	Thursday	Thursday
Friday	Friday	Friday
Saturday	Saturday	Saturday
Sunday	Sunday	Sunday
Monday	Tuesday	Wednesday
Thursday	Friday	Saturday

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Spell It, Heckedy Peg!
 Interactive Activity

water other put
 into very
 where are old
 most you
 been was
 said who
 people come
 only work
 have some
 something head
 sometimes won
 already cold
 true ready
 heard half
 earth answer
 mother talk
 heavy heavy
 beautiful blue
 everyone eyes
 watch field
 hour gold
 sure

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Extension Activity

Word Detective: Irregularly Spelled Words
 Extension Activity

Directions:
 Be a word detective!
 Be on the lookout for *irregularly spelled 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

Irregularly Spelled Words
 Word Work Practice Page

Directions:
 Circle the correct irregularly spelled word to complete each sentence.

- "I'm _____ your _____ won't mind," she _____.
 shur / sure / sher mother / mother said / sed
- "All I need is a _____ for my pipe."
 site / lyte / light
- The children locked the door behind _____ and began to play.
 hur / her
- The children _____ back burning straw to light her pipe.
 brought / brawt
- "_____ has taken my children?" she cried.
 Hoo / Who
- Mother followed the blackbird _____ the town.
 through / throo / threw
- Heckedy Peg was _____ to take her first bite of supper.
 about / abowt
- "_____ can't come in. _____ socks are dirty."
 Yoo / You / Yew Your / Yore / Yoor
- Heckedy Peg _____ the mother had no feet, so she let her in.
 thawt / thought
- How would she ever guess _____ food was for each child?
 which / witch

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