

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work

By: Tedd Arnold
Grade Level: 1 / Guided Reading Level: I

Instructional Focus:
The Long /e/ and Long /I/ Rule for Words Ending in "Y"

Background:
Words that end in a consonant followed by "y" can either have the long /e/ or long /I/ sound.

Examples:

"Y" as Long /e/	"Y" as Long /I/
happy	
fancy	
slimy	
tasty	

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Step 1: Introduce the Focus of Word Work

Introduce The Long /e/ and Long /I/ Rule for Words Ending in "Y"

- Tell students that words that end in a consonant "y" pattern can make the long /e/ or long /I/ sound. Explain that this is sometimes called "icky y" because it doesn't make the normal "y" sound.
- Ask students to repeat the long /e/ sound and the long /I/ sound. Explain to them that a "y" at the end of a word, after a consonant, can say the long /e/ or long /I/ sound.
- Draw students' attention to the chart paper.
- Share example words (tiny, fly, try, bunny, funny, by, happy) with students from the top section of the chart paper.
- Invite students to give you a thumbs up for the long /e/ sound and thumbs down for the long /I/ sound for each of the words (tiny, fly, try, bunny, funny, by, happy) as you read them individually.
- Sort the words on the chart paper into the t-chart (one side for "y" that says long /e/ and one side for "y" that says long /I/). Draw pictures beside each word to help with word recognition.

Step 2: Connect Word Work to Reading

The Long /e/ and Long /I/ Rule for Words Ending in "Y" in the Text

- Explain to students that the book *Hill Fly Guy* has examples of "icky y".
- Tell students to listen for the long /e/ or long /I/ sounds at the end of the words as you read. Ask students to respectfully stick their tongue out when they hear the long /e/ or long /I/ sound at the end of a word (spelled with a "y").
- Remind students that they have to do so quietly because you will continue reading and they should not interrupt.
- Read *Hill Fly Guy*.
- After reading, ask students to turn to their neighbor to tell them one of the words they heard that had a long /e/ or long /I/ sound at the end.
- Call on students and have them share with the class one of the words they heard that had a long /e/ or long /I/ sound at the end of a word. Identify any misconceptions or words that did not follow the rule.

Examples of Instructional Focus in the Text:

happy	fancy	my	sky
fly	tasty	slimy	

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Materials and Preparation:

- A Copy of *Hill Fly Guy*
- Markers
- Scissors
- Chart Paper
- "Y" as Long /e/ or Long /I/
- Picture Sort (1 per student)
- Picture Cards (1 per student)
- "Y" at the End - Long /e/ or Long /I/
- Optional - Extend Engagement
- Optional - Word Detective

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

- Provide each student with the **Picture Sort** mat and picture cards.
- Read the directions while the students silently follow along.
- If you feel your students would benefit from seeing an example, model how to sort one of the pictures with the class.
- Direct students to sort the picture cards onto their picture sort mat based on the "y" ending sound (long /e/ or long /I/).
- As students are working, walk around, observe, and provide support as needed.
- After 5 minutes, go over the answers with the students. Take this time to address any wrong answers.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of the "Y" at the End: Long /e/ or Long /I/ Practice Page.
- Read the directions with the class.
- Tell students to complete the practice page.
- Monitor for students as 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 the long /e/ and long /I/ rule for words ending in "y" in their own reading. Tell them to write down words on a sticky note and add them to the anchor chart before moving on to the next word work lesson.
- After the lesson, students can keep track of the words using the **Word Detective** worksheet.

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Interactive Activities

Independent Practice Page

Extension Activity

Picture Sort Interactive Activity

Directions:

- Look at the pictures on the cards. Say the word that matches the picture to yourself.
- Think about the sound at the end of the word.
- Decide if the "y" at the end of the word makes the long /e/ or long /I/ sound.
- Place the picture in the correct column (based on ending sound).

"Y" as the Long /e/ Sound	"Y" as the Long /I/ Sound

Guided Word Work Practice | @BookPages.com

Word Detective: Long /e/ and Long /I/ Rule for Words Ending in "Y"

Extension Activity

Directions:

Be a word detective!

Be on the lookout for long /e/ and long /I/ rule for words ending in "y" 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 | @BookPages.com

"Y" at the End - Long /e/ or Long /I/ Word Work Practice Page

Directions:

Complete each sentence with the "y" as the long /e/ or "y" as the long /I/ word from the word bank.

Word Bank

sky	fly	bunny	silly	happy
my	tiny	slimy	funny	try

- My mom is _____ when I give her a hug.
- I will _____ to ride my bike on my own.
- The joke is _____.
- The _____ can hop.
- The ant is _____.
- The kite can _____.
- I act _____ with my friends.
- The _____ is blue.
- This is _____ toy.
- The worm is _____.

Name: _____ Independent Word Work Practice | @BookPages.com