

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**

**How Many Days to America?**  
By: Eve Bunting  
Grade Level: 4 / Guided Reading Level: 3

**Instructional Focus:**  
Long /i/ patterns

**Background:**  
Long /i/ says its name. There are many words with the /i/ sound such as i-consonant-e.

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

**Introduce Long /i/ patterns**

- Explain that vowels make short and long sounds.
- Ask students what sound the letter /i/ makes in the word "ice." Explain that this is short /i/ sound.
- Then, ask what sound /i/ makes in the word "like." Explain that this is the long /i/ sound and says its name.
- Explain that the word "like" follows the i-consonant-e pattern where the letter "e" at the end helps /i/ say its name.
- On the chart, ask student to help list long /i/ words.

Sample Anchor Chart	
Long /i/ Patterns	
right	light
cry	try
like	hike
bike	

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

**Long /i/ patterns in the Text**

- Ask the students to look at the list of words on the chart and identify any common spelling patterns for long /i/.
  - i-consonant-e is probably the most common
  - /igh/ is also used a lot
  - /i/ can also say /i/ and is usually at the end of a word
  - /i/ at the end of a syllable is tricky because you have to find the syllable in a word such as silent. Long /i/ is as the end of the first syllable si-
- Explain that you will read the book from beginning to end and ask them to pay attention to long /i/ words. Also, ask the students to think about how they are spelled and which pattern each word follows.
- Ask them to be polite and wait until the end to share the words they hear.

i-C-e	igh	y	i at the end of a syllable
• While	• Like	• Night	• Why
• Nice	• Twice	• Right	• Shy
• Time	• Line	• High	• Cry (cited)
• Sometimes	• Lives	• Sighted	• Silence
• Smile			

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Step by Step Lesson Plan

List of words in the book that match the instructional focus

Optional Activity to Extend Engagement

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**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Explain to the students that knowing long /i/ patterns helps them to be better readers and writers.
- Pair students to complete the **Which is Correct?** worksheet.
- Read the instructions and review the example.
- Monitor students as they work through the worksheet.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Pass out the **Long /i/ Patterns Practice Page** to each student.
- Read the instructions to the class.
- Monitor students as they complete practice page.

**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 for students to look for words with long /i/ patterns 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 with the class) 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

**Which is Correct? Interactive Activity**

Directions: Circle the correct spelling for each word.

flight	spi	smyle
file	spy	smile
bite	ice	nite
bight	ighce	night
shyne	July	tyle
shine	Juli	file

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**Long /i/ patterns Sorting Cards**

Active Activity

fly	pliers
sly	tiger
reply	idea
try	iron

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Independent Practice Page

Extension Activity

**Word Detective: Long /i/ patterns**  
Extension Activity

Directions: Be a word detective! Be on the lookout for long /i/ patterns 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

**Long /i/ Pattern**  
Word Work Practice Page

Directions: Use the words in the word bank to fill-in the blanks.

high	right	sighted	silently	cry
alive	smile	like	sometimes	night

- The family left their home in the middle of the \_\_\_\_\_ when it was dark.
- They had to walk \_\_\_\_\_ so the soldiers wouldn't hear them.
- It was scary and they did not have a \_\_\_\_\_ on their faces.
- The children were brave and tried not to \_\_\_\_\_.
- The boat ride was rough \_\_\_\_\_ a roller coaster.
- Some of the waves were really \_\_\_\_\_.
- \_\_\_\_\_, they didn't have any food and had to fish.
- They didn't know if they were going in the \_\_\_\_\_ direction to get to America.
- When they \_\_\_\_\_ land, they got really excited.
- They were thankful that they were still \_\_\_\_\_.

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