

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**  
If You Give a Mouse a Cookie  
By: Laura Joffe Numeroff  
Grade Level: 2 / Guided Reading Level: K

**Instructional Focus:** Mixed Short Vowels

**Background:** Short vowel sound. Short vowel vowel. Examples:

**Examples:**

Short a
can
cat
hat
man
pan

**Materials and Prep:**

- A Copy of
- Chart Page
- Misses Story
- Mad Libs
- Mad Libs
- Write A Rhyme
- Optional
- Optional

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

**Introduce Short Vowels**

- Explain to children that some words contain short vowel sounds and some words have long vowel sounds. Today, you will be focusing on short vowel sounds, including a, e, i, o, and u.
- Explain that the long vowel sound sounds like the letter itself - a, e, i, o, u. The short vowel sound does not sound like the letter.
- Review the sounds of each short vowel. Say them aloud and ask the class to repeat the sounds with you. Usually the vowel has a short sound in words that have a consonant on either side of the vowel.

**Sample Anchor Chart**

Short a	Short e	Short i	Short o	Short u
can	pen	kit	top	put
cat	pet	bit	hop	put
hat	bet	bit	hop	put
man	pen	kit	top	put
pan	pen	kit	top	put

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

**Short Vowels in the Text**

- Tell the students that the book they will be reading today has many words with short vowel sounds.
- Show them the first two pages of *If You Give a Mouse a Cookie*. Tell the students to listen carefully and look at the words while you read. Ask the students to raise their hand when they hear a word that begins with the w, m, or s sound.
- After reading, ask the students to recall words with each beginning sound from the page (e.g., if, give, ask, glass, milk). Write the words to the chart paper, in the column with the matching beginning sound.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that follow the pattern. Remind them to be polite and not to interrupt you while you read.
- Read *If You Give a Mouse a Cookie*.

**Examples of Mixed Short Vowels Found in the Text:**

ask	crayon	get
ask	stand	and
make	back	and
near	strawberries	and
blizzard	glass	and
hang	oil	and
oil	have	and
want	have	and
short	short	when

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Copy and distribute **Mad Libs Word Card page** (one for student pair).
- Ask students to pair up, or assign each student a partner.
- Ask students to cut the words apart on the dotted lines, and place the words face down in a pile in front of them.
- Student A will read the beginning of sentence #1 on the **Mad Libs Sentence page**. Student B will randomly select a Word Card from his or her pile and read the word aloud. Student A must make up a logical ending to the sentence. Student A will glue the Word Card onto the box in sentence #1 and will write the ending of the sentence on the line.

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 Continued: Guided Word Work Practice**

**Interactive Exploration Continued**

- Switch roles. Student B will read sentence #1 on the Sentence page. Student A will randomly select a Word Card from his or her pile and read the word aloud. Student B must make up a logical ending to the sentence. Student B will glue the Word Card onto the box in sentence #1 and will write the ending of the sentence on the line.
- Have students continue reading sentence starters, choosing word cards, gluing the word cards on the paper, and completing the sentences on the Sentence page.
- When all four sentences are complete, have students read their sentences aloud to their partners.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of **Write A Rhyme Word Work 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 **short vowels** 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**.

Interactive Activities

**Mad Libs Sentence Interactive Activity**

**Directions:**

- 1) Cut out the Mad Libs Word Cards.
- 2) Read the sentence starter.
- 3) Ask your partner to pick one of your Word Cards. Glue it in the box.
- 4) Read the sentence starter again.
- 5) Write a phrase on the line to complete each sentence.

1. If you give a mouse a , he will   bobbly.

2. If you give a mouse a , he might  ask you for .

3. If you give a mouse a , it will  remind him of .

4. If you give a mouse a , he's  going to .

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Independent Practice Page

**Word Detective: Mixed Short Vowels Extension Activity**

**Directions:** Be a word detective! Be on the lookout for **short vowels** 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

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Extension Activity

**Write A Rhyme Word Work Practice Page**

**Directions:** Write a rhyming word for each short vowel word below. Then choose one word and draw a picture of it.

1. nap	9. well
2. start	10. give
3. stand	11. milk
4. back	12. him
5. have	13. in
6. get	14. his
7. end	15. box
8. pen	16. up

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