

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**  
*I'm a Caterpillar*  
 By: Jean Marzollo  
 Grade Level: 1 / Guided Reading Level: G

**Instructional Focus:**  
 Short I Sound -it, -ip, -in Word Families

**Background:**  
 In words that follow these family patterns, the I is usually short.

**Examples:**

|     |
|-----|
| it  |
| bit |
| fit |
| hit |
| sit |

Step by Step Lesson Plan

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

**Introduce Short I sound in the -it, -ip, and -in Word Families**

- Write "it" on the chart paper.
- Call on a student to read it.
- Tell students to think of words that end in "it". If they have difficulty, give a suggestion such as "sit". Call on three students to provide -it words. Write them on the chart paper.
- Ask students what vowel sound they hear in these words. Tell them to notice how changing the consonant at the beginning makes different -it words.
- Repeat steps with -in and -ip families.

| -it | -in | -ip |
|-----|-----|-----|
| sit | bin | dip |
| pit | pin | hip |
| fit | tin | lip |

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

**Short I sound -it, -ip, and -in Word Families in the Text**

- Tell the students that the book they will be reading today will have some examples of words from the -it, -in, and -ip families.
- Show page 1 of *I'm a Caterpillar* and read it aloud. Tell the students to look at the words as you read the page. Ask if they heard any words from those word families on that page? (No.)
- Tell students that they are going to have to follow along carefully to help find words in the -it, -in, and -ip families. Tell them that you are going to read the book. Instruct them to say stop when they hear/see a word that fits in one of the families.
- Read the entire book. They should tell you to stop on pages: 4 (it); 8 (pit, skin); 9 (kin, give big praise for anyone who identifies inside); 20 (sip, again big praise for visit); 22 (visit); 27 (thin).
- Add the words to the chart.

**Examples of Instructional Focus Found in the Text:**

|       |        |
|-------|--------|
| it    | inside |
| split | sip    |
| skin  | visit  |
|       | thin   |

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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**

- Reproduce enough -it, -in, and -ip bins as needed for each student. Cut them apart.
- Reproduce enough sets of picture cards for each student. Cut them apart.
- Glue or tape the bins to envelopes. Give each student a set of the three envelopes, one for each word family, and a set of picture cards.
- Instruct students to sort the pictures into the correct bins, according to the word families. Tell them they will have two minutes to do this.
- Set a timer for two minutes and say, "GO!" When the timer goes off, say, "STOP!"
- Have students team up into pairs and compare their results. Students should count their results by emptying each bin and saying the words.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Distribute the -it, -in, and -ip family time activity to the students.
- Read the directions to them. Ask if anyone needs help understanding the directions?
- Walk around as the students complete the page. Give hints if they are having trouble identifying any pictures or words.
- Collect papers when students are finished.

**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 I sound -it, -ip, and -in word families 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.

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Interactive Activity

Independent Practice Page

**-it, -in, and -ip Bins**  
 Guided Word Work Practice

**Directions:** Duplicate these bins so that there are enough for each student. Attach each bin to an envelope. Distribute three envelopes to each student.

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Extension Activity

**Word Detective: Short I Sound -it, -ip, -in Word Families**  
 Extension Activity

**Directions:**  
 Be a word detective!  
 Be on the lookout for short I sound -it, -ip, and -in word families 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

**-it, -in, and -ip Family Time**  
 Word Work Practice Page

**Directions:** Look at the picture in each row. Read the words that follow. Circle all the words that are in the same word family.

|  |   |
|--|---|
|  | pit can sit rap dot<br>bit hit hut jam fun  |
|  | top win but ran<br>pot tan spin cub         |
|  | lip rub dip hot pan<br>hip slip man fat ham |

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