

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Jamie O'Rourke and the Big Potato**  
By: Tomie dePaola  
Grade Level: 2 / Guided Reading Level: L

**Word Work**

**Instructional Focus:**  
Inflectional Ending (-ing)

**Background:**  
When adding the inflectional ending -ing, follow:

- For words that end in 'silent e', drop the 'e' and add "ing". (Exceptions are words that end in 'ie', 'y', and 'y'.
- For one-syllable words that end in a consonant, just add "ing".
- For words that end in 'y', just add "ing".
- For words that end in 'ie', change the 'ie' to 'y' and add "ing".

**Examples:**

Rules for Adding -ing			
Ends in 'silent e'	Drop the 'e' and add 'ing'	take	taking
One-syllable, CVC	Just add 'ing'	run	running
Ends in 'y'	Drop the 'y' and add 'ying'	play	playing
Ends in 'ie'	Change 'ie' to 'y' and add 'ing'	lie	lying

**Materials and Preparation:**

- A Copy of *Jamie O'Rourke and the Big Potato*
- Adding-ing Anchor Chart
- Sorting with-ing Sorting Mat (1 per student)
- Sorting with-ing Word Cards (1 per student)
- Digging for -ing Practice Page (1 per student)
- Word Detective (1 per student)
- Optional-Index Cards (for Extension)

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

**Introduce Inflectional Ending (-ing)**

- Tell students that there are several different rules that words follow when you add the inflectional ending -ing.
- Display the anchor chart. (Note: When preparing the anchor chart ahead of time, only list the words without the "ing" for each rule. Add the "ing" version of each word to the chart with the students present.)
- Draw attention to the first column and tell students that this is how -ing is added to words that end in 'silent e': first, you drop the 'e' and then add 'ing'. Model how to change 'take' to 'taking' by adding 'taking' to the chart.
- Repeat this process for the remaining rules.

**Sample Anchor Chart**

Adding -ing			
Ends in 'silent e'	One-syllable, CVC	Ends in 'y'	Ends in 'ie'
take	run	play	lie
taking	running	playing	lying
move	hop	fly	lie
moving	hopping	flying	lying
dine	cut	say	die
dining	cutting	saying	dying

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

**Inflectional Ending (-ing) in the Text**

- Tell students that the book you will be reading today has many words that end with the inflectional ending -ing.
- Instruct students to listen and look while you read **page 1** of *Jamie O'Rourke and the Big Potato* aloud. When they hear or see a word with the inflectional ending -ing, they should pretend to "mash their potato". (Model how to place one hand flat and "mash" by pounding lightly with the other fist.)
- Read **page 1** aloud. Watch for students to "mash their potato" when they hear the words **working** and **growing**.
- Tell students that you are going to read the rest of the story. They should continue listening and looking for words with the inflectional ending -ing. When they hear or see one, they should (respectfully) "mash their potato".
- Read the remainder of *Jamie O'Rourke and the Big Potato*.

**Examples of Words that end with Inflectional Ending (-ing) Found in Text**

• working	• growing	• planting
• weeding	• tilling	• sifting
• sifting	• hammering	• mashing
• pondering	• coming	• making

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Step by Step Lesson Plan

List of words in the book that match the instructional focus

**Extend Engagement**  
Optional Activity

- Write a word that the inflectional ending -ing can be added to on an index card. You will need one for each student in the class.
- Post a sign in each corner of the room with one of the four rules for adding -ing. (Ends in 'silent e', One-syllable CVC, Ends in 'y', Ends in 'ie')
- When you say "Go!", students will read their word and decide which rule they need to follow to add -ing to their word. Students will go to the corner of the room that has the rule for their word posted.
- Ask students to write their word with the inflectional ending -ing on the back of their index card.
- Students can then practice using their word in a sentence.

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Optional Activity to Extend Engagement

Interactive Activity

**Sorting with -ing**  
Interactive Activity

**Directions:** Cut apart the Word Cards. Read the word on the card and decide which rule the word follows for adding the inflectional ending -ing. Place the Word Card in the box on the Sorting Mat that corresponds to the rule that the word follows.

Word Cards			
baking	tapping	lying	playing
trying	biking	running	gluing
sliding	dying	saying	cutting
liking	flying	hopping	lying

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**Sorting with -ing**  
Sorting Mat

**Rule:** Drop the 'silent e' and add 'ing'.

**Rule:** Double the final consonant and add 'ing'.

**Rule:** Change the 'ie' to 'y' and add 'ing'.

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Independent Practice Page

**Digging for -ing**  
Word Work Practice Page

**Directions:** Complete each set of words below by adding either the inflectional ending -ing or the base word.

dig	_____	play	_____
_____	sifting	_____	staying
run	_____	_____	cry
_____	patting	_____	_____
make	_____	tie	_____
_____	biking	_____	dying
drive	_____	lie	_____
_____	dancing	_____	_____

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

Extension Activity

**Word Detective: Inflectional Ending (-ing)**  
Extension Activity

**Directions:** Be a word detective! Be on the lookout for words ending in inflectional ending (-ing) 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

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**Word Work**

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Distribute a copy of the **Sorting with -ing** activity.
- Draw attention to the **Sorting Mat** and **Word Cards**. Explain that students will be sorting the **Word Cards** into four different categories on the mat. There is one square for each rule for adding the inflectional ending -ing.
- Model how to complete the activity by choosing one of the **Word Cards** and placing it in the correct location on the **Sorting Mat**.
- Monitor students while they complete the activity; providing support as needed.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Distribute copies of the **Digging for -ing** practice page.
- Tell students that they will complete each pair of words by either adding the inflectional ending -ing or the base word.
- Instruct students to complete the worksheet individually.
- 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 words that end in **inflectional endings (-ing)** 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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