

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

## Word Work

By: Matt De La Peña  
Grade Level: 2 / Guided Reading Level: M

### Instructional Focus:

"ou" as in "out"

### Background:

-th and -ch are digraphs. The letters -th make one sound. The letters -ch make one sound. They can be found in the beginning, middle, or end of a word.

### Examples:

this	that	then	with
birth			
tooth			
chin			
such			

### Materials and Preparation:

- A Copy of
- Chart Paper
- Timer
- Flashcards
- Small Draw
- Pencils (1 for each student)
- Optional--
- Optional--

## Word Work

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

#### Extend Engagement

- Ask for 8 volunteers (or a smaller even number if necessary) to come up to the front of the room.
- Give each one a picture card.
- Ask them to find other students whose pictures match the digraph sound they have.
- When the two groups are formed, each group says the word for their picture.
- Ask the rest of the class what digraph that group represents.
- Repeat with the other group. (th: think, three, fourth month; ch: lunch, chin, chair, inch)

### Step 2: Connect Word Work to Reading

### Introduce Digraphs -th and -ch

- Write these words on the chart paper: they, both, mother. Ask for volunteers to read them aloud. Ask students what two letters in each of the words, -th and -ch, make one sound. Circle the -th in each word. Ask students what sound the letters make in each of the words.
- Repeat the first step for the words: chick, much, chair. Tell students that -th and -ch are special sounds called digraphs. The two letters together make one sound. Make two columns on the chart, one labeled -th and one labeled -ch. Ask students to think of words that contain these digraphs. Write the words on the chart paper. Circle the digraphs. Challenge them to think of words that have the sound in the middle and end.

Sample Anchor Chart		
Digraphs -th and -ch		
(t)h(e)y	b o (t)h	m o (t)h(e)r
(c)h(i)ck	m u (c)h	(c)h(i)r
-th	-ch	
(t)h(i)nk	(c)h(e)ese	
w(i)th	(c)h(e)ck	
f a (t)h(e)r	t e a (c)h(e)r	

### Digraphs -th and -ch in the Text

- Tell students that the book they will be reading today has many examples of -th and -ch words.
- Read pages 1 and 2. Tell students to put up a finger each time they hear a word that has -th or -ch in it. (They should put up 5 fingers.)
- Ask for volunteers to write the words on the word chart and circle the digraph in each word.
- Read the rest of the story to the students. Ask them to listen for -th and -ch words as you read.

#### List of words in the text that are examples of instructional focus:

- church
- thirsty
- through
- that
- breathes
- them
- they
- lurched
- those
- chick
- chair
- their
- thought

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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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<h3>Step 3: Guided Word Work Practice</h3>	<h3>Interactive Exploration</h3> <ul style="list-style-type: none"> <li>• Divide students into groups of 3 or 4. Give each group a stack of -th and -ch words. Tell them not to look at the words and to keep the stack face down. Also give them a small pad of drawing paper and a pencil. Tell them they are going to play a game called "Guess a Sketch".</li> <li>• Tell the groups to decide who is going to draw first. They should take the pencil and drawing pad. Tell them the directions of the game: The first drawer picks a word card and does not show it to the others. When time starts, the drawer tries to draw a picture of the word. The others try to guess what the word is. The first one who guesses puts the word in front of him/her. That person is the next one to sketch and repeats the steps. Set a timer for 10 minutes and say "GO!" When the timer runs out, say "STOP!" The winners are the ones in each group who have the most word cards in their pile.</li> </ul>
<h3>Step 4: Independent Word Work Practice</h3>	<h3>Practice Page</h3> <ul style="list-style-type: none"> <li>• Give each student a copy of the Fill in the Word Practice Page.</li> <li>• Read the directions with the class.</li> <li>• Instruct the students to complete the page.</li> <li>• Monitor or students while they work; collect worksheets when they are finished.</li> </ul>
<h3>Step 5: Reconnect and Reflect on Word Work</h3>	<h3>Group Discussion</h3> <ul style="list-style-type: none"> <li>• Bring the students back together.</li> <li>• Ask students to explain what they learned about words based on the work they completed.</li> <li>• Invite students to turn and talk with a partner about their work.</li> <li>• Invite 2-3 students to share what they learned with the group.</li> </ul>
<h3>Step 6: Extend Word Work (optional)</h3>	<h3>Extension Activity</h3> <ul style="list-style-type: none"> <li>• Ask students to be on the lookout for -th and -ch digraphs 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).</li> <li>• Alternatively, students can keep track of the words using the Word Detective worksheet.</li> </ul>

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Interactive Activity

## Picture Cards

### Extend Engagement Activity

Directions: Cut the picture cards along the dotted lines.

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Independent Practice Page

Extension Activity

## Word Detective: -th and -ch Digraphs

### Extension Activity

Directions: Be a word detective! Be on the lookout for -th and -ch digraphs 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: \_\_\_\_\_ Independent Word Work Practice | @BookPagez.com

## Fill in the Word

### Word Work Practice Page

Directions: Read each sentence. Fill in the blank with the correct -th or -ch word from the word bank at the bottom of the page.

1. I need cut my \_\_\_\_\_.
2. My mom \_\_\_\_\_ us a \_\_\_\_\_ tasty soup.
3. Noah goes to the park \_\_\_\_\_ his nana every day.
4. I picked my mom a \_\_\_\_\_ of flowers.
5. Sarah watched her grandpa \_\_\_\_\_ down the tree.
6. It is polite to \_\_\_\_\_ someone when they give you a gift.
7. When I get scared, I take a deep \_\_\_\_\_.
8. Our teacher said this is the last \_\_\_\_\_ to turn in our projects.
9. After I ran a mile, I was really \_\_\_\_\_.
10. Don't forget to \_\_\_\_\_ your clothes before you go out to play.

**Word Bank**

thirsty   bunch   chin   thick   chop  
with   thank   chance   breath   change

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