

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Step by Step Lesson Plan

Word Work
Miss Nelson is Missing
By: Harry Allard
Grade Level: 2 / Guided Reading Level: L

Instructional Focus:
Long and Short Vowel Sounds

Background:
Long Vowel Sound Words
Long Vowel Sound Words
Long Vowel Sound Words
Long Vowel Sound Words

Examples:

Long Vowel Sound	
bake	goal
bean	green
bite	hay
blue	hope
feet	June
glue	kite

Materials and Preparation:

- A Copy of Miss Nelson is Missing
- Chart Paper
- Long and Short Vowel Sounds
- 5 - In - A - Row Game Board
- Red and Blue Markers
- Penny (1 per student)
- Long and Short Vowel Sound Words
- Optional - Word Detective Worksheet

Step 1: Introduce the Focus of Word Work

Introduce Long and Short Vowel Sounds

- Explain that some words contain long vowel sounds and some words contain short vowel sounds. Short vowel sound words:

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Step 2: Connect Word Work to Reading

Long and Short Vowel Sounds in the Text

- Tell the students that the book they will be reading today has many words that contain long vowels and many words that contain short vowels.
- Show them page 1 of Miss Nelson is Missing. Ask students to listen carefully and look at the words while you read. Ask the students to raise their hands if they hear a short vowel sound word.
- After reading the first page, ask them which short vowel sound words they heard.
- Add the words to the chart paper.
- Show them page 1 of the book again. This time, ask students to listen carefully and raise their hands if they hear a long vowel sound word.
- After reading the first page again, ask them which long vowel sound words they heard.
- Add the words to the chart paper in a separate column.
- 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 Miss Nelson is Missing.

Examples of Long and Short Vowel Sounds Found in the Text:

• whole	• make	• class	• dress
• planes	• rude	• black	• them
• real	• we	• in	• hissed
• sweet	• be	• whisper	• rapped
• see	• ruler	• not	• shut
• seas	• she	• Miss	• still
• made	• loaded	• out	• at
• faces	• days	• up	

Step 3: Guided Word Work Practice

Interactive Exploration

- Explain to students that you are going to place children in pairs to play the game "5-in-A-Row."
- Give each pair of children a copy of the 5 in a Row Game Board and a penny.
- Ask children to write their names at the top to show who is Player #1 and who is Player #2. Ask Player #1 to use a blue marker to mark his or her spaces. Player #2 will use a red marker.

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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

- Show children how to toss the penny onto the game board and read the word that is under the penny (or closest to the penny). Explain that when you read the word, you must decide if the word has a long vowel or short vowel sound. Your opponent will tell you if you are right or wrong. If you are right, draw an X over the word with your color (red or blue). If you are not right, you do not draw an X and it is the other player's turn.
- The object of the game is to try to get 5 Xs in a row. You may get 5 in a row from left to right, top to bottom, or diagonally.
- Have children begin the game. Continue play until one player gets 5 in a row, or until time is up.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of Long and Short Vowel Sounds Word Work.
- 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 long and short vowel sounds in the book 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 Activities

5 - In - A - Row Interactive Activity

Directions:

Player #1 - Toss a penny onto the game board. Read the word that is under (or closest to) the penny. Decide if it has a long or short vowel sound. If Player #2 says you are right, draw a blue X on that space.

Player #2 - Toss the penny. Decide if the word has a long or short vowel sound. If Player #1 says you are right, mark the space with a red X.

Continue play until someone wins with 5 X's in a row, going right to left, top to bottom or diagonally.

Player #1:		Player #2:					
face	made	real	sweet	kid	class	whizzed	in
whispered	to	miss	dress	see	make	rude	stuck
we	ruler	be	act	up	fast	just	she
loaded	days	no	hissed	rapped	witch	with	it
still	shut	her	went	case	sign	he	listen
think	much	shades	street	help	gol	but	know
least	coat	smile	back	hell	song	little	yes

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Independent Practice Page

Extension Activity

Word Detective: Long and Short Vowel Sounds Extension Activity

Directions:

Be a word detective!

Be on the lookout for long and short vowel sounds 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

Long and Short Vowel Sounds Word Work Practice Page

Directions:

Miss Nelson is back but the vowels are missing! Write in the missing short vowel (a, e, i, o, u) each word below. If you see any words with a long vowel sound, circle them.

- Paper planes whizzed through the air.
- The k____ds squirmed and made faces.
- Th____y always refused to do their l____sons.
- The n____xt morning Miss Nelson d____d not come to school.
- "Keep your mouths sh____t," said M____ss Swamp.
- They could see that Miss Swamp was a real w____tch.
- "Maybe she was gobbled up by a sh____rk!" said one of the kids.
- Miss Nelson noticed that during story hour no one was rude or s____lly.
- When it was time for b____d, she sang a little s____ng.
- "I'll never t____ll," she said to herself with a smile.

Name: _____ Independent Word Work Practice | ©BookPages.com