

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
By: Pat Hutchins
Grade Level: 1 / Guided Reading Level: F

Instructional Focus:
High Frequency Words

Background:
High frequency words are the most commonly used words in printed text. Over 50 percent of all text composed of

Examples:

all
but
can
he
her
him
I

- Materials and Preparation:**
- A Copy of Rosie's Walk
 - Chart Paper
 - High Frequency Word Cards
 - Optional - Word Detective
 - Optional - 2 Colors of Ink

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Step 1: Introduce the Focus of Word Work

Introduce High Frequency Words

- Explain that there are many words in the English language that are used commonly in stories. When a word is used often, it is called a high frequency word. These words are easy to recognize because we see them many times when we read and use them a lot when we write.
- Ask the children to raise their hands if they can think of a word that they see repeatedly in the stories they read. For example, you might suggest that the word "the" is very common. Other examples are you, a, them, then, first, next and so on.
- Draw the students' attention to the chart paper.
- Encourage children to brainstorm about words that are common in the books and stories they read. Offer them the opportunity to look at a variety of books as you brainstorm. Which words do they see most often? Make a list on chart paper.
- Explain that the more you read, the more you will become familiar with the most common or high-frequency words.

Sample Anchor Chart

High Frequency Words
across
under
back

Step 2: Connect Word Work to Reading

High Frequency Words in the Text

- Tell the students that the book they will be reading today has some high-frequency words.
- Show them page 1 of *Rosie's Walk*. Tell the students to listen carefully and look at the words while you read. Ask the students to raise their hands when they hear a high-frequency word.
- After reading page 1, ask the students to identify several words that are high-frequency words (e.g., the, went, for, go).
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for the high-frequency words. Remind them to be polite and not to interrupt you while you read.
- Read *Rosie's Walk*.

Examples of High Frequency Words in the Text:

• across	• and
• under	• in
• around	• back
• time	• over
• for	• went
• got	• the

Extend Engagement

- Select a high frequency word (one for each student).
- Write the word on two different colored index cards.
- Place one of the colored cards somewhere in the room.
- Distribute the matching cards to the student.
- Challenge the students to find their matching card.
- After all the students have found their cards, go around the room and allow each student to say and spell their high frequency word.

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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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Step 3: Guided Word Work Practice

Interactive Exploration

- Give each student a copy of the High-Frequency Word Cards.
- Read the directions with the class and give an example of a high-frequency word (e.g., the, it, is, to, and).
- Ask students to cut apart the word cards and arrange them face up on the desk.
- Have children stand up and push in their chairs. Explain that you will call out one of the high-frequency words. Children must find it among their cards and hold it up to show you. Check to see that all children have found the correct word card.
- After checking, ask children to place the card back on the desk, face down.
- Then ask children to take a walk like Rosie. They should walk around the room and return to their desks.
- Call out another word. Children must show you the correct card. Check their work. Then ask them to flip the card face down on the desk.
- Continue "walking", returning to their desks, and calling out words until children have turned over all the words.
- You might have children walk across the room, crawl under the desks/tables, over an object (e.g., a book), past another object (e.g., teacher's desk), through the doorway, and back to their desks.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of High Frequency 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 students to share what they learned with the group.

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Interactive Activities

High Frequency Words Interactive Activity

Directions:
Cut out the word cards along the lines.

across	under	around
time	for	got
and	in	back
over	went	the

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Independent Practice Page

Extension Activity

Word Detective: High Frequency Words Extension Activity

Directions:
Be a word detective!
Be on the lookout for high frequency words 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

High Frequency Words Word Work Practice Page

Directions:
Look at each sentence.
Circle the word "the" each time you see it.
Underline the word "and" each time you see it.
Draw a box around the word "under" each time you see it.

Example:
The hen and the fox walked under the tree.

- Rosie the hen went for a walk.
- The fox followed Rosie.
- Rosie walked under the beehives.
- The fox was under the hen house.
- The fox hopped over the rake.
- Rosie walked across the yard and around the pond.
- The fox ran into the rake and it hit him.
- A bird sat in the tree and watched.
- Frogs and a butterfly were at the pond.
- Two mice and a goat sat by the haystack.

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