

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**  
**Stand Tall, Molly Lou Melon**  
 By: Patty Lovell  
 Grade Level: 2 / Guided Reading Level: L

**Instructional Focus:**  
 Long and Short Vowel Sounds

**Background:**  
 Long Vowel: When a word has a vowel at the end or two vowels, the vowel usually makes the sound of the letter...

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

**Introduce Long and Short Vowel Sounds**

- Explain that each vowel makes a short sound and a long sound. The short sound usually occurs in words that contain a consonant, vowel, consonant. Say the sound for each short vowel. Ask the children to repeat each sound with you.
- Write an example for each short vowel on the chart paper. You might use the words: can, fed, dim, dot, cut. Ask children to identify additional short vowel sound words. Add them to the chart paper.
- Then, explain to children that vowels also have a long sound. The vowel makes the sound of the letter name. Say the sound for each long vowel. Ask children to repeat the sounds with you.
- Write an example for each long vowel on the chart paper. You might use the words: made, week, hide, lone, Luke. Ask children to identify additional long vowel sound words. Add them to the chart paper.
- Review the long and short vowel sounds with children.

**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 long and short vowel sound words.
- Show them **page 1** of **Stand Tall, Molly Lou Melon**. Ask students to listen carefully and look at the words while you read. Ask them to listen for short and long vowel sounds.
- After reading page 1, ask the students to identify any words with a short vowel sounds. Add the words to the chart paper (e.g., Molly, Melon, just, than, her, dog, and, was, the, girl, in, first, didn't, shortest, grandma, had, as, can, will, up).
- After reading page 1, ask the students to identify any words with long vowel sounds. Add the words to the chart paper (e.g., Lou, grade, mind, you).
- 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 **Stand Tall Molly Lou Melon**.

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

can	can	can	can	can
can	can	can	can	can
can	can	can	can	can
can	can	can	can	can
can	can	can	can	can

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Step by Step Lesson Plan

List of words in the book that match the instructional focus

Optional Activity to Extend Engagement

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**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Split the class into pairs and give each pair a **Vowel Sound Match Up!** (Page 1).
- Ask the children to work together to cut apart the words on the dotted lines.
- Have them place the word cards face down on the table and mix them up.
- Give each child a **Vowel Sound Game Board** (Page 2). Ask each child to write his or her name on it.
- Explain the rules of the game. Children will take turns picking a word card.
- The player must read the word aloud and decide which vowel is featured in the word. Then the player must place it in the correct long or short vowel category on the Game Board. For example, if the word is "ack", the child must place it in the short column on the Game Board.
- The winner is the player who gets 3 words with the same short vowel sound (e.g., all short a words) and 3 words with the same long vowel sound (e.g., all long e words).
- When a child wins, have him or her raise a hand. Then check his or her work to make sure it's correct.
- Encourage the partners to play again, or switch partners and play again.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of **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 they are 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

**Vowel Sound Match Up!**  
 Interactive Activity

**Directions:**  
 Cut out the word cards along the dotted lines. Turn the word cards face down on the table and mix them up. Take turns with your partner to choose a card, read the word, and sort it into the correct vowel category on the game board (Page 2). The winner is the first player to get 3 words with the same short vowel and 3 words with the same long vowel.

was	her	first	dog	buck
had	penny	sick	hot	stuck
can	legs	will	spotted	just
stacked	well	hit	Molly	duck
grandma	letter	his	strong	nurse
clay	revealed	right	snow	too
made	me	nine	grow	shoe
game	teeth	mind	phone	Lou
grade	she	smile	wrote	blue
paper	tears	right	so	you

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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 | @BookPagez.com

**Vowel Sounds**  
 Word Work Practice Page

**Directions:**  
 Write one letter on each line to make a word. Make two long vowel words and two short vowel words for each letter. Look at the first word, "cane" for an example.

	long	short	long	short
a	cane	__a__	__ay__	__a__
e	__ee__	__e__	__ea__	__e__
i	__i__e	__i__	__ight__	__i__
o	__o__e	__o__	__oa__	__o__
u	__u__e	__u__	__ui__	__u__

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