

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
By: Janell Cannon
Grade Level: 3 / Guided Reading Level: N

Instructional Focus:
Long /e/ (ee, ea)

Background:
When "ee" or "ea" are paired in the middle of a word, the letters work together to form a long "e" sound.

Examples:

"ee" sounds like long /e/	feet
	tree
	bee
	meet

- Materials and Preparation:**
- A Copy of *Stellaluna*
 - Chart Paper
 - Sorting Cards (1 set per student)
 - Go Fish Directions
 - Long E Word Work Practice
 - Optional- Word Detective
 - Optional- 2 Colors of Ink

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Step 1: Introduce the Focus of Word Work

Introduce Long /e/ (ee, ea)

- Draw the students' attention to the chart paper.
- Explain that when "ee" and "ea" are found in the middle of words, the letters work together to form a long e sound.
- Write the word "feet" in the first column on the chart paper below "ee sounds like /e/". You may want to use a different colored marker to write the "ee".
- Write the word "bread" in the second column on the chart paper below "ee sounds like /e/". You may want to use a different colored marker to write the "ea".
- Ask the students to think of other words that follow the patterns. Allow students to turn and talk with a partner about the words they came up with or share with the class. Discuss any misconceptions if students share words that do not follow the pattern. Record words that do follow the pattern on the chart paper (refer to sample anchor chart).

Sample Anchor Chart

"ee" sounds like /e/	"ee" sounds like /e/
feet	feet
tree	tree
bee	bee
meet	meet

Step 2: Connect Word Work to Reading

Long /e/ (ee, ea) in the Text

- Tell the students that the book they will be reading today has a lot of words that contain "ee" and "ea".
- Show them **pages 13 of *Stellaluna***. Tell the students to listen carefully and look for the words while you read. Ask the students to put a thumb up when they see or hear a word that follows the pattern.
- After reading, ask the students to identify the words that had a long /e/ sound but were spelled using "ee" or "ea" (**teaching, feet**). Add the words to the chart paper.
- 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 *Stellaluna*.

Examples of Long E Words Found in the Text:

• sweating	• cloaked
• seen	• body
• noise	• feet
• creature	• hair
• eat	• approached
• hole	• there

Extend Engagement

- Select a long e vowel 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 students.
- Challenge the students to find their matching card.
- After all of the students have found their cards, go around the room and allow each student to say, spell and use their word in a sentence.

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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

- Provide each student with a set of sorting cards (allow students to cut apart the cards or provide them with pre-cut cards).
- Explain that the words on their cards are words from the book that contain "ee" and "ea".
- Review each word.
- Model how to play **Go Fish**.
- Divide students into pairs and allow them to play **Go Fish** (refer to attached resources for directions).
- Monitor students and assess students' understanding while playing.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **Long E 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 e vowel teams** 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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Interactive Activities

Independent Practice Page

Go Fish Student Directions

Materials:
Sorting Cards

Players:
2

Directions:

1. Write your name or initials on each of your sorting cards.
2. Combine all of the players sorting cards to make one deck of cards.
3. Place the combined deck of cards **face down** in the middle, between both players. This pile is called the **deal pile**.
4. **Player 1 takes a card** from the deal pile. Next, **Player 2 takes a card** from the deal pile. The **players take turns taking cards** from the deal pile until each has 5 cards.
5. Begin playing. **Player 1** looks at their cards and chooses one card. Player 1 says, "Do you have _____?"
6. **Player 2** checks each of their 5 cards. If **Player 2** has the match to the card wanted by **Player 1**, they hand over the match. If not, they say "Go Fish!"
7. If **Player 1** gets a match, he or she places the matching cards face up on the table and takes another turn. If not to "Go Fish," **Player 1** draws from the pile. If there is a match, he places the matching cards face down and takes another card. If the player does not draw a match, he keeps the card in his hand and **Player 2** takes a turn.
8. The object of the game is to "go out" by laying down all your cards in matching pairs. The first player to "go out" wins.

Deal Pile
Each player takes 5 cards from the pile.

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Extension Activity

Word Detective: Long /e/ (ee, ea)
Extension Activity

Directions:
Be a word detective!

Be on the lookout for **long e 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 | @BookPagez.com

Long E
Word Work Practice Page

Directions:
Read the words below. Decide whether an "ee" or "ea" belongs in the middle of the word. Write the missing letters in the blank. The first one has been done for you.

1. ch ___ red = **cheered**
2. h ___ r =
3. t ___ ching =
4. cr ___ ture =
5. fr ___ =
6. l ___ fy =
7. ___ t =
8. thr ___ =
9. squ ___ ked =
10. n ___ r =
11. f ___ t =
12. f ___ r =

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