

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**

**Thank You, Mr. Falker**  
By: Patricia Polacco  
Grade Level: 2 / Guided Reading Level: M

**Instructional Focus:**  
Suffixes with -ing and -ed.

**Background:**  
Suffixes are attached to the end of a word. Endings that change the meaning of the word to progressive.

**Examples:**

play	played
yell	yelled
walk	walked
open	opened

**Materials and Preparation:**

- A Copy of *Thank You, Mr. Falker*
- Chart Paper
- Suffixes with -ing
- Silly Suffix Story
- Suffixes Word
- Optional - Word Detective worksheet

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

**Introduce the Suffixes**

- Explain that words have a stem or core part of the word. You can add suffixes at the end of the word to change the meaning of the word.

**Word Work**

**Step 2: Connect Word Work to Reading**

**Suffixes in the Text**

- Tell the students that the book they will be reading today has many words with -ed and -ing suffixes.
- Show them **page 1** of *Thank You, Mr. Falker*. Ask students to listen carefully and look at the words while you read. If they hear a word with one of the suffixes, they should cross their arms in front of them.
- After reading page 1, ask the students to identify the -ed or -ing suffix words they heard. Write them on 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 with -ed and -ing suffixes. Read *Thank You, Mr. Falker*.

**Examples of Suffixes Found in the Text:**

dipped	laughed	longed	leaned	believed
dizzled	turned	wanted	called	learned
handed	answered	hugged	looked	talked
hoped	added	gathered	teased	wiped
hoped	announced	waited	tricked	shuffled
smiled	stumbled	pulled	followed	trickled
danced	curled	marched	shuggled	finished

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Copy the *Silly Suffix Story* page.
- Cut out the words along the dotted lines. Distribute one word to each child in the classroom.
- Explain that you will be playing a game called *Silly Suffix Story*. Each student will have a turn to add a sentence to the story, but he or she must use the word on his or her card.
- Begin the story then turn it over to the first child to add one sentence using his or her word. Remind the students that the story does not have to make sense or flow perfectly – the sillier the better! The only rule is that he or she must use the suffix word.
- Example story: Once upon a time, a lizard **ruled** the school. Everyday, the lizard **dipped** his tail in the school fountain. He **laughed** at the tall kids. He **wiggled** in his chair during class. He was always **talking** during quiet time. The kids were **starting** to realize that the lizard was not very smart.
- Use these story starters if needed:
  - Once upon a time, I had a talking rabbit. One summer day, mom and I went for a walk in the park. Last Christmas I wished for an iPad.

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Step by Step Lesson Plan

List of words in the book that match the instructional focus

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**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of *Suffixes 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 **suffixes** 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

**Silly Suffix Story Interactive Activity**

**Directions:**  
Cut the -ed and -ing suffix words out along the dotted lines.

dipped	dizzled	turned	handed
holding	sounded	looked	wiggled
answering	hoping	loved	laughed
walked	hugged	announced	stayed
curled	starting	worked	discovering
following	marching	picked	poured
bounded	shouting	climbing	burning
stopped	washing	wanted	hated
adding	called	waiting	learned
finished	chased	introduced	spooned

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Extension Activity

**Word Detective: Suffixes Extension Activity**

**Directions:**  
Be a word detective!  
Be on the lookout for **suffixes** 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

**Suffixes Word Work Practice Page**

**Directions:**  
Read each sentence. Look at the two words in parentheses. Choose the verb with the correct suffix and write it on the line to complete the sentence.

- Grandpa \_\_\_\_\_ honey on the book. (dizzled, drizzled)
- When she \_\_\_\_\_ five she went to kindergarten. (turned, turning)
- The other kids \_\_\_\_\_ at her. (laughed, laughing)
- One summer day, she and grandma were \_\_\_\_\_ with each other. (walked, walking)
- He \_\_\_\_\_ Eric down to the office. (marched, marching)
- She could feel the tears \_\_\_\_\_ in her eyes. (burned, burning)
- She \_\_\_\_\_ more and more. (dreamed, dreaming)
- All the usual teacher's pets \_\_\_\_\_ around him. (gathered, gathering)
- She was \_\_\_\_\_ through a page in Charlotte's Web. (stumbled, stumbling)
- She \_\_\_\_\_ she could hide in the bathroom. (discovered, discovering)

Name: \_\_\_\_\_ Independent Word Work Practice | ©BookPages.com