

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**

**The Day the Crayons Quilt**  
By: Drew Daywall  
Grade Level: 2 / Guided Reading Level: M

**Instructional Focus:**  
Use adjectives and adverbs, and choose between them depending on what is to be modified.

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**Background:**  
An adjective is a word that describes the crayon. The crayon is "brightly." The sun is an adverb is "brilliantly." The sun is

**Examples:**

Prepositions
above
behind
by
inside
outside
over
upon

**Materials and Preparation:**

- A Copy of *The Day the Crayons Quilt*
- Chart paper for whole class
- Red and blue markers
- Index cards with nouns and verbs
- Adjective and adverb cards
- Optional - Word Detective worksheet

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

**Introduce Adjectives and Adverbs**

- Post on Smart Board the definition of adjectives and adverbs. Be sure to be consistent with the use of red for adjectives and blue for adverbs, keeping nouns and verbs black.
- Use a crayon for the first example, showing students a crayon as a thing, or noun. Ask: how can we describe crayons? Students will suggest colors (post on board) and size (fat, skinny, naked, short). Write this list of adjectives on the board as students mention them.
- Use Duncan for the second example. Ask: What can Duncan do? Color, choose, walk, talk, etc. List these verbs on the board. Then ask how can he color? (e.g., Carefully, sloppily, enthusiastically, well, poorly.) Make this list of adverbs on the board for students to see. Notice that some end in -ly. If students struggle with this, go on to talk about how he could walk (quickly, slowly, fast) to reinforce the idea that an adverb describes an action.

**Sample Anchor Chart**

Adjectives (describe a noun or thing)	Adverbs (describe a verb or action)
blue	carefully
pretty	quickly
stubby	slowly
short	really

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

**Adjectives and Adverbs in the Text**

- Now let's see how the author uses adjectives to describe things in the story.
  - In pairs, students complete a word search in the book to find words describing the crayons. (see list below)
- Now let's think about how the author uses adverbs to describe Duncan's coloring. There are not as many adverbs in the story as there are adjectives. Have each pair find one adverb.
- Read *The Day the Crayons Quilt*.

**Examples of Adjectives and Adverbs Found in the Text:**

Red	Completely
Overworked	Very
Fossilite	Really
Gorgeous	Brilliantly
Nat	Clearly
Light	Dark
Baby	
Humpback	
Tiny	
Tired	
Nice	
Happy	
Unused	
Poor	

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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**

- Pair students up.
- Give each pair a set of index cards with nouns and verbs as well as the red adjective cards and the blue adverb cards.
- Have students match up the words to make logical examples of descriptions of nouns or verbs.
- Set a timer and allow 5 minutes for cooperative work.
- Ask students to share examples with the class.
- Write examples on the chart paper or Smart Board.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Ask students to describe something in the classroom using adjectives by creating phrases in their notebooks or on lined paper. For example, if you have a bulletin board / calendar, students will write at the top of the page: CALENDAR. And then describe it with adjectives such as: pretty, fancy, blue, black, decorated, making a list with as many descriptors as they can.
- Ask students to describe how they do a task, for example in physical education class. Students list at the top of the page: JUMP or RUN or KICK. And then describe it with adverbs such as: Quickly, fast, slowly, rapidly, silently, loudly, gracefully...
- (Usage note: not all adverbs end in -ly but you may want to encourage students to use -ly words for this first time learning about them.)

**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 **adjectives and adverbs** in their reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes in 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

**Adjectives and Adverbs Interactive Activity**

Directions:  
Duplicate the grid with words on to 8x11 paper. Cut into cards for students to use in the activity.

Jumped	Ran
Kicked	Said
Walked	Hopped
Hit	Ate
Skipped	Stopped

Guided Word Work Practice | ©BookPagez.com

**Adjectives and Adverbs Interactive Activity**

Directions:  
Duplicate the grid with words on to 8x11 paper. Cut into cards for students to use in the activity.

Quickly
Honestly
Angrily
Speedily
Hungrily

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Extension Activity

**Word Detective: Adjectives and Adverbs**  
Extension Activity

Directions:  
Be a word detective!  
Be on the lookout for **adjectives and adverbs** 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