

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**  
By: Jory John  
Grade Level: 1 / Guided Reading Level: H

**Instructional Focus:**  
R-Controlled Vowels (-ar, -or, -ore)

**Background:**  
When a syllable has a single vowel followed by an "r", it is called an r-controlled syllable. The letter "r" is so strong that it changes the vowel sounds so that it is no longer short.

**Examples:**

|      |
|------|
| hard |
| more |
| bark |
| cork |
| barn |

**Materials and Prep:**

- A Copy of
- Chart paper
- Duplicator
- and place
- Duplicator
- Pencil for
- AR, -OR, or
- Optional--

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

**Sample Anchor Chart**

| ar     | or      | ore   |
|--------|---------|-------|
| start  | corn    | store |
| sugary | ignored |       |

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

**Extension Activity**

- Give each student 3 sticky notes. Ask them to look for words that have the -ar, -or, or -ore sound as they read today.
- Tell them to write down their examples and attach them to the chart under the correct heading.
- At the end of the day, discuss examples and non-examples.

**Introduce R-Controlled Vowels (-ar, -or, -ore)**

- Write the word "start" on the chart paper. Call on a volunteer to read the word. Ask what vowels in the middle of the word.
- Ask what a single "a" in the middle of the word should sound (short a sound). Ask what vowel sound is heard in the word start. (ar--listen it to what a pirate says) Ask them what they think causes the short a sound to turn to an arrrr sound. (the r)
- Write the word "corn" on the chart. Follow the same set of questions for the vowel sound in the word corn.
- Tell students about the "bossy r rule"-- When a single vowel is followed by the bossy r, it forces the vowel to change its sound so that it is no longer short.
- Make 2 columns on the chart -ar and -or-. Ask for volunteers to name words that have these sounds in them. Write them on the chart.
- Write the word "store" on the chart. Ask for a volunteer to read it. Tell students that in words with -ore, there is the same sound as "or".
- Make an -ore column on the chart. Ask for students to name words that have -ore. Write them on the chart.

**R-Controlled Vowels (-ar, -or, -ore) in the Text**

- Show students the book *The Good Egg*.
- Tell students that today they are going to read a book that has examples of the sounds -ar, -or, and -ore. Tell them that you are going to read a page to them that has some examples of these sounds. Ask them to put a finger up each time you say a word with one of those sounds.
- Read page 9 to them. Ask how many fingers they are holding up. (2)
- Ask for volunteers to name the -ar and the -or words. (ignored, sugary) Write them on the chart under the correct heading.
- Read the rest of the book to the students. Ask them to listen for ar, or, and -ore words as you read.

**Examples of R-Controlled Vowels (-ar, -or, -ore) found in the text:**

- |           |           |          |          |
|-----------|-----------|----------|----------|
| • started | • sugary  | • change | • carton |
| • market  | • aren't  | • or     | • store  |
| • stars   | • ignored | • farmer |          |

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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**

- Divide students into pairs. Give each pair 4 marked envelopes with the sentence cards in them. Give each student a sentence strip worksheet.
- Tell students that in their pairs, they are to open the envelope marked #1 and take out the word cards. When you say, "Go!", they must work together to unscramble the words to make a complete sentence. Then they will each write the sentence on line number one, and circle the -ar, -or, and -ore words in the sentence.
- Once they have #1 done, they can do the same for #2, and so on. Give a small prize or praise to the pair who completes the task first.

**Step 4:**  
**Independent Word Work Practice**

**Practice Page**

- Give each student a copy of -AR, -OR, and -ORE practice page.
- Read the directions with the class.
- Tell students to complete the practice page.
- Monitor students as 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 r-controlled vowels (-ar, -or, -ore) 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 Activity

Independent Practice Page

**-AR, -OR, and -ORE**  
Guided Word Work Practice Page

Directions: Distribute a set of sentence cards for each pair of students. Cut the cards apart, and shuffle to each pair of students. Includes 8 envelopes marked 1 through 4. Give each pair of students one envelope.

|       |        |        |         |       |
|-------|--------|--------|---------|-------|
| 1. My | mom    | drove  | the     | car   |
| to    | the    | store. | 2. Jake | works |
| hard  | at     | the    | farm.   | 3. We |
| made  | a      | fort   | in      | our   |
| yard. | 4. The | sky    | grew    | dark  |
| from  | the    | storm. |         |       |

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Extension Activity

**Word Detective: R-Controlled Vowels (-ar, -or, -ore)**  
Extension Activity

**Directions:**  
Be a word detective!  
Be on the lookout for r-controlled vowels (-ar, -or, -ore) 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

**-AR, -OR, and -ORE**  
Practice Page

**Draw it.**

|       |       |       |      |
|-------|-------|-------|------|
| card  | scarf | park  | harp |
| store | horn  | porch | corn |

**Write it.** Write ar, or, or -ore to make a word that goes with the picture.

y \_ \_ d    st \_ \_ m    p \_ \_ k    b \_ \_ n

**Pick one ar and one or or -ore word and use them in a sentence. Write it on the line.**

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