

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

The Happy Day
By: Ruth Krauss
Grade Level: 1 / Guided Reading Level: F

Word Work

Instructional Focus:
The -ow letter combination

Background:
The -ow letter combination can make the sound "snow".

Examples:

blow	brown
crow	down
cow	meow
pillow	pow
snow	tow

Materials and Preparation:

- A Copy of *The Happy Day*
- Chart Paper
- Colored Markers
- "-ow Voting Markers" Cards
- "-ow Word cards" (1 for each word)
- Craft sticks (2 per student)
- Glue or Tape
- Scissors
- "-ow Path" Worksheet (1 per student)
- Crayons
- Optional - Word Detective

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Word Work

Step 1: Introduce the Focus of Word Work

Introduce -ow Letter Combination

- At the top of a piece of chart paper, list the following words: blow, brown, crow, down, meow, pillow, pow, tow.
- Ask learners what they notice about the words. Confirm that each word has the -ow letter combination.
- Read the words and ask learners to copy after you. Confirm the sound the -ow letter combination makes. Ask what they noticed. Confirm that the -ow letter combination makes different sounds.
- Explain that the -ow letter combination can make two sounds: -ow as in "cow", and -ow as in "snow".
- Draw a two-column table. Write the word "cow" at the top of the left hand column in bold letters. Write the word "snow" in the right hand column in bold letters.
- Tell learners that you are going to list the words that sound like the -ow in "cow" in the left-hand column. The words that sound like the -ow sound in "snow" will go in the right-hand column.
- Point to the word "blow". Read the word. Point to the headings "cow" and "snow" and read the words. Model a think-aloud by saying: "Hmmm. Does the word 'blow' sound more like the word 'cow' or 'snow'? Blow...cow. Blow...snow. 'Blow' sounds like 'cow'. I'll write the word 'blow' under 'cow' since they sound the same."
- Point to the word "brown". Read the word. Point to the headings "cow" and "snow" and read the words. Model a think-aloud by saying: "Hmmm. Does the word 'brown' sound more like the word 'cow' or 'snow'? Brown...cow. Brown...snow. 'Brown' sounds like 'cow'. I'll write the word 'brown' under 'cow' since they sound the same."
- Follow the same steps for the remaining words listed at the top of the chart paper.

Sample Anchor Chart

 cow	 snow
brown	blow
down	crow
meow	pillow
pow	tow

Step 2: Connect Word Work to Reading

-ow Letter Combination in the Text

- Ask students what they know about the -ow letter combination. Confirm that the -ow letter combination can make two different sounds. Ask for examples of the different sounds the -ow letter combination can make.
- Hold up a copy of the book *The Happy Day* by Ruth Krauss. Explain that there are words in the story that have the -ow letter combination. Tell learners that you are going to read the story to them. They will have a job to do as you read.

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Step by Step Lesson Plan

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Word Work

Step 2: Connect Word Work to Reading (continued)

-ow Letter Combination in the Text

- Explain that you will stop reading when you find a word with the -ow letter combination. You will read the word twice; each time trying a different sound the -ow letter combination makes. First, you'll read the -ow letter combination like the sound in the word "cow". Then, you'll read the -ow letter combination like the -ow sound in the word "snow". Their job is to determine the correct pronunciation.
- Read the first sentence in the book to practice with the word "snow".

Examples of -ow Letter Combination found in the text:

- snow
- growing
- flower
- now

Step 3: Guided Word Work Practice

Interactive Exploration

- Distribute the **-ow Voting Markers** page. Direct learners to color the images of the cow and snowflakes, cut them out, and glue or tape them on craft sticks.
- Cut out the **"-ow Word Cards"** and put them in a pile.
- Tell learners that you will hold up one word card. Learners will read the card and decide if the -ow sounds like "cow" or "snow". If the word sounds like the -ow in the word "cow", they will hold up the "cow" voting marker. If the word sounds like the -ow in the word "snow", they will hold up the "snowflake" voting marker.

Step 4: Independent Word Work Practice

Practice Page

- Distribute the **"-ow Path"** worksheet to learners. Pass out crayons.
- Tell learners that they will help the cow find the flowers by coloring a path to follow.
- Ask learners to read the words inside of each rock. If the word makes the same -ow sound they hear in the word "cow" and "flower", they will color the rock. If it does not make the same sound, they will leave the rock blank.

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List of words in the book that match the instructional focus

-ow Voting Markers
Guided Word Work Practice Page

Directions: Color in the shape of the cow and the snowflake. Cut along the dotted lines. Attach each shape to a craft stick with glue or tape.

Name: _____

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Interactive Activity

Independent Practice Page

-ow Path Practice Page

Directions: Help the cow follow the trail to the flowers. Color the stones with the words that have the same -ow sound you hear in the words "cow" and "flower".

START pillow tow

shower crow

pow now frown

snow down

mow vowel

row show FINISH

Name: _____

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Extension Activity

Word Detective: -ow Letter Combination
Extension Activity

Directions: Be a word detective! Be on the lookout for **-ow letter combination** 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: _____

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