

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

The Pumpkin Book
By: Gail Gibbons
Grade Level: 2 / Guided Reading Level: M

Word Work

Instructional Focus:
Digraph -th

Background:
The letters t and h together are called a digraph. The digraph is the beginning of a word.

Examples:

be	th
th	th
th	th
th	th

Materials and Preparation:

- A copy of *The Pumpkin Book*
- Chart Paper
- Seed, Sprout
- Seed, Sprout
- Scissors
- Along the Pumpkin Path
- Optional - Word Strips
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Step 1: Introduce the Focus of Word Work

Introduce Digraph -th

- Prepare an anchor chart according to the example.
- Draw students' attention to the first word in each column.
- Ask for volunteers to read the words in each column.
- Ask students what two letter combination is in each of the words? (-th) Circle the -th in each word. Ask students what sound the letters make in each of the words? (/th/)
- Tell students that /th/ is a special sound called a digraph. The two letters come together make one sound.
- Challenge students to think of words that have the /th/ sound in the beginning, middle, and end. Add the words they think of to the anchor chart, circling the digraph in each word.

Step 2: Connect Word Work to Reading

Digraph -th in the Text

- Tell students that the book they will be reading today has many examples of the digraph -th.
- Read page 10 of *The Pumpkin Book*. Tell students to raise their hands if he or she hears a word that has /th/ in it.
- Ask for volunteers to write the words with the /th/ sound on the word chart and circle the digraph in each word.
- Read the rest of the story to the students. Ask them to listen for /th/ words as you read.

Examples of the Digraph -th Found in the Text:

- there
- think
- others
- they
- them
- thicker
- this
- thanks
- these
- beneath
- the
- thanksgiving
- they

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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

- Review the life cycle of a pumpkin with students: a seed, a sprout, and a pumpkin. Explain that these stages occur at the beginning, middle, and end of a pumpkin's life cycle in the pumpkin patch.
- Split the class into groups of three. Assign one student to be the Word Reader and the other two students to be the Farmers in battle.
- Give each Word Reader a **Seed, Sprout, Pumpkin!** Word Page. Ask the teams of 3 to cut apart the words so they are in small strips.
- Give the two Farmers each a set of picture cards with a seed, sprout, and a pumpkin. Ask them to cut the cards apart.
- Be sure that each Farmer has a set of picture cards in front of them.
- Instruct the Word Reader to call out one of the word strips. The Farmers must identify the position of the /th/ sound in the word and show it with their picture cards. As quickly as possible, they hold up the card with the correct position. For example, if the word is *other*, the Farmer should hold up the sprout (middle) card.
- The Word Reader must decide which Farmer answered the quickest. That Farmer may keep the word strip. If it is a tie, the Word Reader may keep the strip to read again.
- Continue play until all word strips are used. Count the strips to see which Farmer has the most.
- Change the groups so different Farmers battle, and rotate roles so each Word Reader has a chance to be a Farmer.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of the **Along the Pumpkin Path** practice page.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

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Interactive Activity

Long /a/ Sorting Cards
Interactive Activity

Directions:
Cut out the sorting cards below.

plain	spray	sustain	make
gray	fail	whale	fray
complain	slay	same	wade
play	stage	pail	stale
plane	train	tray	explain
pain	page	clay	faint
fame	crane	main	stay
stain	may	grade	payment

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Independent Practice Page

Shake and Bake
Make New Long /a/ Words

Replace the consonants in the word on the left with the new consonants listed to make a new word. The first one is done for you.

- Change the **s** in **stain** to **m** to make a new word: main
- Change the **pl** in **plaze** to **fl** to make a new word: _____
- Change the **m** in **mozze** to **fr** to make a new word: _____
- Change the **cr** in **crane** to **pl** to make a new word: _____
- Change the **ch** in **chaze** to **c** to make a new word: _____
- Change the **m** in **mzaz** to **dr** to make a new word: _____
- Change the **cl** in **claze** to **d** to make a new word: _____
- Change the **p** in **pazze** to **ch** to make a new word: _____
- Change the **s** in **sazze** to **wh** to make a new word: _____
- Change the **tr** in **trazze** to **p** to make a new word: _____
- Change the **c** in **cazze** to **sh** to make a new word: _____
- Change the **p** in **pazze** to **st** to make a new word: _____
- Change the **sn** in **snazze** to **p** to make a new word: _____

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Extension Activity

Word Detective: Digraph -th
Extension Activity

Directions:
Be a word detective!
Be on the lookout for the **digraph -th** 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

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