

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
There's a Nightmare in My Closet
 By: Mercer Mayer
 Grade Level: 1 / Guided Reading Level: I

Instructional Focus:
 Beginning Consonant Blends cr- and cl-

Background:
 When reading consonant blends, each letter in the blend is said individually, but quickly so that they blend together.

Examples:

crown	c
crab	c
cream	c
claw	c
clip	c

Step by Step Lesson Plan

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Step 1: Introduce the Focus of Word Work

Introduce Beginning Consonant Blends cr- and cl-

- Write c+h = ch on the board ask students to pronounce the /h/ (hard c) and the /r/ separately. Then have them pronounce the blend ch-. Tell students that ch- is called a consonant blend. We hear both letter sounds, but when we say them quickly, they blend together.
- Ask for volunteers to tell words that begin with the blend cl-. Write 3 examples on the board. (Ex. clam, climb, clown). Draw attention to how the cl- sounds, blended together.
- Write c+r = cr on the board. Follow the same procedure as above.

Sample Anchor Chart

c + l = cl	answers will vary: clam, climb, clown
c + r = cr	answers will vary: creek, crack, crab
closed closet	cry, creeping, crying
Cl-	Cr-

Step 2: Connect Word Work to Reading

Extend Engagement

- Give each student 2 sticky notes.
- Ask students to look for words that begin with blends cl- and cr- during their reading.
- Tell them to write 2 cl- words on one piece and 2 cr- words on another piece.
- Have them post their notes under the correct column on the chart. At the end of the day, discuss examples and non-examples.

Beginning Consonant Blends cr and cl

- Tell students that you will be reading a book to them today. The book contains some words that begin with blends cl- and cr-.
- Read page 4 to the students. Ask them what blend they heard on that page. (cl-)
- Ask which words have the cl- sound. (closed, closet) Write them on the chart.
- Read page 16 to the class. Ask them what blend they heard on that page. (cr-)
- Ask which word has the cr- sound. (cry) Write it on the chart.
- Read the entire book to the class. Ask them to listen carefully for cl- and cr- blends.
- When there is a new word, write it on the chart paper. (p. 12, creeping; p. 20, crying).

List of words in the text that are examples of Instructional Focus:
 • closet • closed • creeping • cry • cry

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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 a die.
- Give each student a Roll and Write a Blend worksheet.
- Tell students that when you say "Go", they are to take turns rolling the die. They are to look at the number they rolled and find the line with that number. They must fill in either to make a word. Tell them to use the pictures for clues to the right word. If they roll a number they have already used, they must give up their turn. When you say stop, they all must stop. The winner is the one who has filled in the most lines.
- Set a timer for 10 minutes. Say, "Go!". When the timer rings, say, "Stop!" Monitor students as they play.
- Once the game is over, tell them to choose one of the words they made and write a sentence at the bottom of the paper.
- Call on several students to share their sentences.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a Which Blend, CR or CL? practice page.
- Give the directions for each section. In the top section, they must write cr- or cl- in the box before each word ending. They should use the picture clues to help them. In the middle boxes, they will need to look at the picture, think of the word, and fill in the circle next to the correct beginning blend. At the bottom, they must write a sentence for two of the words on the page.
- Monitor students as they are working. Collect papers when they are finished.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words with the cl- or cr- consonant blends 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.

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Interactive Activity

Roll and Write a Blend Interactive Activity

1	___ ock	
2	___ am	
3	___ icket	
4	___ ip	
5	___ ab	
6	___ own	

Write a sentence using one of the words you made.

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Independent Practice Page

Which Blend, CR or CL? Word Work Practice Page

oss	ayon
oud	othes
over	ack

○ cr ○ cr

○ cl ○ cl

○ cr ○ cr

○ cl ○ cl

Choose 2 words from the pictures. Write a sentence for each one.

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Extension Activity

Word Detective: Beginning Consonant Blends cr- and cl- Extension Activity

Directions:
 Be a word detective!
 Be on the lookout for beginning consonant blends cr- and cl- 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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