

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

We're Going on a Bear Hunt

By: Michael Rosen
Grade Level: 1 / Guided Reading Level: 1

Word Work

Instructional Focus:
Consonant blends

Background:
A consonant blend is when two or more consonants are blended together, but each sound may be heard in the blend. Consonant blends include: bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, s, sm, sp and st. Blends can also occur at the end of words as in the word "last".

Examples:

swishy	swashy
squelch	squerch
scared	gloomy

Materials and Preparation:

- A Copy of We're Going on a Bear Hunt
- Chart Paper
- Worksheet of digraphs to identify and contrast
- Sorting Cards (1 set per student)
- Go Fish Directions
- Consonant Blends Word Work
- Optional - Word Detective

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Step 1: Introduce the Focus of Word Work

Introduce Consonant Blends

- A consonant blend is when two or more consonants are blended together, but each sound may be heard in the blend. The most common beginning consonant blends include bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, s, sm, sp and st. Blends can also occur at the end of words as in the word "last".
- Write the word "trip" in the first column on the chart paper below "beginning of word". You may want to use a different colored marker for the "consonant blends" seen in each word.
- Write the word "front" in the second column on the chart paper below "end of word". You may want to use a different colored marker to write the "consonant blends" seen in each word.
- Ask the students to think of other words that follow the patterns. Allow students to turn and talk with a partner about the words they came up with or share with the class. Discuss any misconceptions if students share words that do not follow the pattern. Record words that do follow the pattern in the third column on the chart paper.

Sample Anchor Chart

Beginning of Word	Consonant Blends	End of Word
trip		
front		

Step 2: Connect Word Work to Reading

Consonant Blends in the Text

- Tell the students that the book they will be reading today has a lot of consonant blend words.
- Show them **page 3 of We're Going on a Bear Hunt**. Tell the students to listen carefully and look at the words while you read.
- Ask the students to put a thumb up when they see or hear a word that follows the pattern.
- After reading, ask the students to identify the consonant blend words (swishy, swashy).
- Add the words to the chart paper.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that follow the pattern. Remind them to be polite and not to interrupt you while you read.
- Read **We're Going on a Bear Hunt**.

Examples of Consonant Blends Found in the Text:

swishy	swashy	splash	squish
squelch	squerch	stumble	trip
scared	gloomy	front	hunt

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Step by Step Lesson Plan

List of words in the book that match the instructional focus

We're Going on a Bear Hunt

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Step 3: Guided Word Work Practice

Interactive Exploration

- Provide each student with a set of sorting cards (allow students to cut apart the cards or provide them with pre-cut cards).
- Explain that the words on their cards are consonant blend words from the book.
- Review each word.
- Model how to play **Go Fish**.
- Divide students into pairs and allow them to play **Go Fish** (refer to attached resources for directions).
- Monitor students and assess students' understanding while playing.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **Consonant Blends Word Work**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while 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 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 consonant blends 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 their personal reading notebooks.

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Interactive Activities

Independent Practice Page

Go Fish

Student Directions

Materials:
Sorting Cards

Players:
2

Directions:

- Write your name or initials on each of your sorting cards.
- Combine all of the players sorting cards to make one deck of cards.
- Place the combined deck of cards **face down** in the middle, between both players. This pile is called the **deal pile**.
- Player 1** takes a card from the deal pile. Next, **Player 2** takes a card from the deal pile. They **move take turns taking cards** from the deal pile until each player has 5 cards.
- Begin playing. **Player 1** looks at their cards and chooses one card. **Player 1** says, "Do you have _____?"
- Player 2** checks each of their 5 cards. If **Player 2** has the match to the card wanted by **Player 1**, they hand over the match. If not, they say "Go fish!"
- If **Player 1** gets a match, he or she places the matching cards face up on the table and takes another turn. If told to "Go fish," **Player 1** draws from the pile. If he then has a match, he places the matching cards face down and takes another card. If the player does not draw a match, he keeps the card in his hand and **Player 2** takes a turn.
- The object of the game is to "go out" by laying down all of your cards in matching pairs. The first player to "go out" wins.

Deal Pile
Each player takes 5 cards from the pile.

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Consonant Blends Sorting Cards

Active Activity

Use the cards to play **Go Fish** or use them to sort.

swashy

squerch

gloomy

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Extension Activity

Word Detective: Consonant Blends

Extension Activity

Directions:
Be a word detective!

Be on the lookout for **consonant blends** 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 | ©BookPage.com

Consonant Blends

Word Work Practice Page

Directions:
Use the words in the word bank to help complete the missing consonant blend letters in the words below.

Word Bank			
swishy	swashy	scared	splash
squelch	squerch	gloomy	stumble
			trip
			front
1. _____ oomy	7. _____ umble		
2. _____ lash	8. _____ uelch		
3. _____ ared	9. _____ ishy		
4. _____ ip	10. _____ ont		
5. _____ uerch	11. _____ ashly		
6. hu _____	12. _____ losh		

Name: _____ Independent Word Work Practice | ©BookPage.com