

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
 When I Was Little
 By: Jamie Lee Curtis
 Grade Level: 1 / Guided Reading Level: 1

Instructional Focus:
 High Frequency Words

Background:
 High frequency words are words that students encounter frequently in reading and writing. It is critical that read recognition, a skill that leads to

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Step 1: Introduce the Focus of Word Work

Introduce High Frequency Words

- Explain that writers use many of the same words frequently in books. These are high frequency words and children should practice recognizing them in various texts.
- Ask children to think about words they often hear in stories. Make a list of the common words on chart paper. You might prompt children with words like: the, once, a, and, to, put, it, on, is, so.
- Explain that they will see these words often as they read. If they can recognize the words, they will be able to read faster and more effectively.
- Encourage children to read the 100 words aloud with you.
- Point to a specific word and ask one child to read the word. Keep the list of words available in the classroom for children to reference.

Step 2: Connect Word Work to Reading

High Frequency Words in the Text

- Tell the students that the book they will be reading today has many high frequency words.
- Show them page 1 of *When I Was Little*. Ask students to listen carefully and look for the words while you read.
- After reading page 1, ask the students if they can find any high frequency words on the page (When, I, was, little, a). Encourage the class to read page 1 with you.
- 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 *When I Was Little*.

Examples of High Frequency Words in the Text:

• big	• had	• car
• was	• sit	• go
• a	• can	• have
• I	• get	• see
• little	• add	• use
• when	• eat	• play
• know	• like	• up

The house is **big**

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Step by Step Lesson Plan

List of words in the book that match the instructional focus

Optional Activity to Extend Engagement

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Step 3: Guided Word Work Practice

Interactive Exploration

- Give each child a copy of the interactive Exploration pages – (1 bingo board and 1 bingo word list for each child). Explain that you will be playing a game of high-frequency word bingo.
- First, the children must make their own bingo boards to play the game. Ask children to cut apart the words on the word page, select enough words for their bingo board, and give them in any order they choose.
- Give each child 25-30 bingo markers (e.g., scraps of paper, pennies, bingo chips, cereal pieces).
- Remind children how to play bingo. Encourage them to cover the FREE space in the middle of the board. Explain that you will call out a word. If they have the word on their board, they must find it, and cover it with a bingo marker. For the first round, the winner must cover 5 high-frequency words in a row. When a student has 5 in a row, he or she must call out, "BINGO." Ask the child with bingo to read the words that he or she has bingo.
- Continue playing until you have 3 winners, or ask children to clear their boards and play again. You may play that children have to cover a frame (all outside spaces), an X, or the entire board. Remind them of the winning bingo arrangement at the start of each game.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **High Frequency Word Work**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Interactive Activities

High Frequency Word BINGO
 Interactive Activity

Directions:
 Cut out the words from Page 2. Glue them or write them in the spaces on this board.

B	I	N	G	O
		FREE		

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Independent Practice Page

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Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for high frequency words 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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Word Detective: High Frequency Words
 Extension Activity

Directions:
 Be a word detective!
 Be on the lookout for high frequency words 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

High Frequency Words
 Word Work Practice Page

Directions:
 Read each sentence. Circle the bold word that makes the most sense. Then, complete the sentence by adding your own words.

- When I was **play/little**, I ate _____
- When I **her** was little, I had _____
- When I **was/when** little, I went to _____
- When I was little, **they/I** was _____
- Where/When** I was little, I did not know _____

Name: _____ Independent Word Work Practice | @BookPagez.com