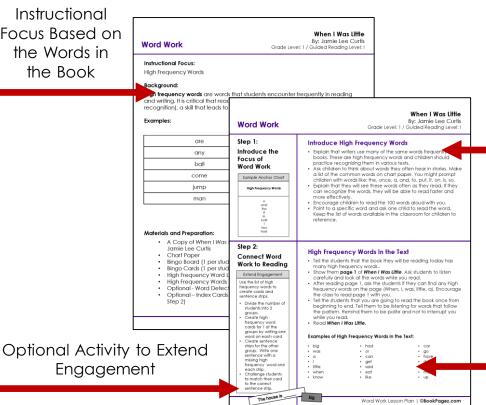
Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book



Step by Step Lesson Plan

List of words in the book that match the instructional focus

When I Was Little **Word Work** Interactive Exploration

Give each child a copy of the Interactive Exploration pages — (1 bings board and 1 bings word list for each child, Explain that you will be playing a game of high-frequency word Bings. Fist, the children to cut apart the word by the game. Ask children to cut apart the word to play the game. Ask children to cut apart the words on the word page, and the play bings. Except a play the play the play the play the play bings. Except a play the play the play the play the play the play bings. Except and the play Step 3: **Guided Word Work Practice** Step 4: Read the directions with the class.
Fall the students to complete the practice page.
Monitor students while they work. **Word Work** By: Jamie Lee Curtis Grade Level: 1 / Guided Reading Level: 1 Ask students to be on the lookout for high frequency words in their own reading. Tell them to write their words on a sticky not and add them to the encher chart (relew) the added sticky notes with the class later in the day or before moving on to the next word wolf tellson). Alternatively, students can keep track of the words using the Word Detache woulkniest. **Extend Word Work**

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Interactive Activities

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Independent Practice Page

High frequency Word BINGO Interactive Activity Directions: Out out the words from Page 2. Gilber them or writer them in the spaces on this board.					
		FREE			
		Guided V	Yord Work Practice	©BookPagez.com	

Extension Activity				
Directions:				
Be on the lookout for word that you find at the word, the page,	ong with the title of t	the book where you t	lound	
Word	Book Title	Page	Sentence	

High Frequency Words Word Work Practice Page				
Directions: Read each sentence, Circle the b complete the sentence by adding	old word that makes the most sense. Then, g your own words			
1. When I was play/little , I at	2			
2. When <u>I/he</u> r was little, I had				
3. When I <u>was/when</u> little, I we	ent to			
4. When I was little, <u>they/I</u> was	3			
5. Where/When I was little, I d	d not know			
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