

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**

**Where the Wild Things Are**  
By: Maurice Sendak  
Grade Level: 2 / Guided Reading Level: J

**Instructional Focus:**  
Beginning Consonant Sounds (w, s, m)

**Background:**  
The first sound one hears in a word is the beginning sound. A consonant is any letter that is not a vowel. We will

**Examples:**

| W    |
|------|
| wag  |
| wet  |
| wig  |
| will |
| win  |
| wish |

- Materials and Preparation:**
- A Copy of *Where the Wild Things Are*
  - Chart Paper
  - Battle of the Wild Things
  - Beginning Sound Tic-Tac-Toe
  - Optional - Word Detective
  - Optional - 3 Colors of Ink

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**Step 1: Introduce the Focus of Word Work**

**Introduce Beginning Consonant Sounds**

- Explain to children that words begin with different letter sounds. Many words have a consonant as the first sound. Today, the class will focus on the beginning consonant sounds of w, m, and s.
- Explain that the beginning sound is the first word you hear in a word. A consonant is any letter that is not a vowel. Ask children to give some examples of consonants.
- Explain that today you will be focusing on three consonants. Write the letters w, m, and s at the top of a sheet of chart paper, so each letter has its own column. Explain that the book you will be reading today will have many words that begin with the consonants w, m, and s.
- Write the following words in the first column on the chart paper: wag, won, will, and wish. Have the students say the words with you as you point to them, emphasizing the beginning sound. Ask children to call out other examples of words that begin with the w sound. Write them in the w column.
- Write the following words in the second column on the chart paper: mop, men, mice, map. Have the students say the words with you as you point to them, emphasizing the beginning sound. Ask children to call out other examples of words that begin with the m sound. Write them in the m column.
- Write the following words in the third column on the chart paper: sad, up, sat, sun. Have the students say the words with you as you point to them, emphasizing the beginning sound. Ask children to call out other examples of words that begin with the s sound. Write them in the s column.

**Step 2: Connect Word Work to Reading**

**Beginning Consonant Sounds in the Text**

- Tell the students that the book they will be reading today has many words with the beginning consonant sounds w, m, and s.
- Show them the first page of *Where the Wild Things Are*. Tell the students to listen carefully and look at the words while you read. Ask the students to raise their hand when they hear a word that begins with the w, m, or s sound.
- After reading, ask the students to recall words with each beginning sound from the page (e.g., **w**ore, **w**ol, **s**uit, **m**ade, **M**ax, **m**ischief). Write the words to the chart paper, in the column with the matching beginning sound.
- 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 *Where the Wild Things Are*.

**Examples of Beginning Consonant Sounds Found in the Text:**

|   |       |   |      |   |      |   |          |   |        |
|---|-------|---|------|---|------|---|----------|---|--------|
| w | where | w | wore | w | wag  | w | wish     | w | wanted |
| s | said  | s | so   | s | sail | s | stop     | s | start  |
| m | made  | m | most | m | map  | m | mischief | m | magic  |
|   |       |   |      |   |      |   |          |   |        |

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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**

- Give each child a set of letters w, m, and s. Ask them to cut the letters apart.
- Split the class into groups of three. Assign one student to be the Word Reader and the other two students to be the Wild Things in battle.
- Give each Word Reader a **Battle of the Wild Things Word Page**. Ask the team of 3 to cut apart the words so they are in small strips.
- Begin Play: Be sure that each Wild Thing has a set of the letters w, m, and s in front of them.
- Instruct the Word Reader to call out one of the words strips. The Wild Things must identify the beginning consonant sound and show it with their letter cards. As quickly as possible, they should use their hands to cover the two letters that do not represent the beginning sound, leaving the correct letter showing. For example, if the word is wild, the wild things should cover the letters m and s, leaving the w showing.
- The Word Reader must decide which Wild Thing answered the quickest. That Wild Thing may keep the word strip. If it is a tie, the Word Reader may keep the strip in the pile to read again. Continue play until all word strips are used. Count the strips to see which Wild Thing has the most.
- Change the groups so different Wild Things battle, and rotate roles so each Word Reader has a chance to be a Wild Thing.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of **Beginning Sound Tic-Tac-Toe 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 w, m, and s they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite students to share what they learned with the group.

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Interactive Activities

Independent Practice Page

**Battle of the Wild Things (Letter Page)**  
Interactive Activity

**Directions:**  
Cut out the each card below.

|   |   |   |
|---|---|---|
| w | s | m |
| w | s | m |
| w | s | m |
| w | s | m |

Guided Word Work Practice | ©BookPages.com

Extension Activity

**Word Detective: Beginning Consonants**  
Extension Activity

**Directions:**  
Be a word detective!  
Be on the lookout for **beginning consonants** 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 | ©BookPages.com

**Beginning Sound Tic-Tac-Toe**  
Word Work Practice Page

**Directions:**  
Look at each tic-tac-toe board. Read each word on the board. Draw a straight line to connect three words that have the same beginning consonant sound.

|        |       |          |          |       |        |
|--------|-------|----------|----------|-------|--------|
| wanted | said  | where    | sent     | with  | magic  |
| so     | wild  | Max      | mischief | waved | mother |
| wore   | stop  | mischief | someone  | most  | made   |
| was    | most  | weeks    | staring  | with  | were   |
| sailed | suit  | supper   | smelled  | walls | world  |
| start  | magic | so       | Max      | wolf  | mother |

Name: \_\_\_\_\_ Independent Word Work Practice | ©BookPages.com