

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
By: Dyanne DiSalvo-Ryan
Grade Level: 2 / Guided Reading Level: L

Instructional Focus:
Long 'a' sound spelled a_e, -ai, -ay

Background:
Reading and writing
Three phonics rules

- [a_e] Silent 'e' at the end of a word.
- [-ai] When two vowels go together, the first one says its name.
- [-ay] The long 'a' sound is spelled with 'ai'.

Examples:

place
race
train
chain
tray
pay

Materials and Preparation:

- A Copy of the Sample Anchor Chart
- Chart paper
- Markers
- Scissors
- Copy of Long 'a' Sound
- Shake and Bake Practice Page
- Optional - Word Detective Worksheet

Step 1: Introduce the Focus of Word Work

Introduce Long /a/ spelled a_e, -ai, and -ay

- Copy the Sample Chart onto chart or interactive whiteboard.
- Write some examples of long /a/ words spelled a_e in the first column (i.e., case, trace).
- Tell students that the words you've written on the chart paper are examples of words with the long /a/ sound spelled a_e.
- Ask students what they notice about the words you have written. Repeat the words aloud with children.
- Write some of the words with long /a/ sound spelled -ai_ in the second column on the chart (i.e., faint, stain).
- Tell students that the words you've written on the chart paper are examples of words with the long /a/ sound spelled -ai_.
- Ask students what they notice about the words you have written. Repeat the words aloud with children.
- Write some words with the long /a/ sound in the third column on the chart (i.e., ray, stray).
- Tell students that the words you've written on the chart paper are examples of words with the long /a/ sound spelled -ay.
- Ask students what they notice about the words you have written. Repeat the words aloud with children.

Step 2: Connect Word Work to Reading

Extend Engagement

- Have students read the list.
- Ask them why they think the first column is so much longer than the second and third columns. Discuss the fact that spelling is more common for the long /a/ sound than the other spellings.
- Besides the spelling of the words, ask the students if they notice anything else about the words. They should prompt students to mention that the words rhyme.
- You can ask the students for other words that might be added to the other two columns.
- Make sure they spell and define the new words for the class as the chart is filled in.

Long /a/ spelled a_e, -ai, and -ay in the Text

- Explain to the students that the book we're reading today, City Green, has many long 'a' words that are spelled three different ways.
- Ask the students to listen carefully and look at the words while you read.
- Direct them to raise their hands when they hear one of the long /a/ sounds.
- Add the words to the chart paper in the correct column.
- Read City Green.
- Add words to the chart as students point them out.

Examples of Long /a/ Words Found in the Text

a_e	-ai_	-ay
came	rolled	clay
unsafe	rolls	halfway
orange	point	way
shakes		salad
sawed		mayday
names		
took		
makes		
spare		

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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

- Hand out the Word Sort and the Word Cards.
- Have students work in pairs, making sure they say the words together as they place them on the mat. If they are unfamiliar with the meaning of a word or words, have them use a dictionary to find the definition.
- After students have completed the chart correctly, ask student pairs to share one of the words correctly in a sentence.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of Shake and Bake Practice Page.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor for 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 word 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 long /a/ 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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Interactive Activity

Long /a/ Sorting Cards
Interactive Activity

Directions:
Cut out the sorting cards below.

plain	spray	sustain	make
gray	fall	whale	fray
complain	slay	same	wade
play	stage	pail	stale
plane	train	tray	explain
pain	page	clay	faint
fame	crane	main	stay
stain	may	grade	payment

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Independent Practice Page

Extension Activity

Word Detective: Long /a/
Extension Activity

Directions:
Be a word detective!
Be on the lookout for long /a/ 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: _____ Independent Word Work Practice | @BookPage.com

Shake and Bake
Make New Long /a/ Words

Directions:
Replace the consonant in the word on the left with the new consonant listed to make a new word. The first one is done for you.

- Change the **st** in **stain** to **m** to make a new word: main
- Change the **pl** in **plane** to **f** to make a new word: _____
- Change the **m** in **may** to **k** to make a new word: _____
- Change the **ar** in **car** to **g** to make a new word: _____
- Change the **ch** in **chain** to **c** to make a new word: _____
- Change the **m** in **make** to **d** to make a new word: _____
- Change the **cl** in **clay** to **d** to make a new word: _____
- Change the **p** in **page** to **ch** to make a new word: _____
- Change the **s** in **stay** to **w** to make a new word: _____
- Change the **m** in **main** to **p** to make a new word: _____
- Change the **c** in **cake** to **st** to make a new word: _____
- Change the **w** in **water** to **st** to make a new word: _____
- Change the **p** in **play** to **st** to make a new word: _____
- Change the **st** in **stain** to **p** to make a new word: _____

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