

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work

Cloudy With a Chance of Meatballs
By: Judi Barrett
Grade Level: 2 / Guided Reading Level: M

Instructional Focus:
Two - Syllable Words

Background:
Word that contains two syllables, where each syllable has a short vowel sound.

Examples:

catnap
dental
eggnog
endless
gumdrop
habit
handcuff

Materials and Preparation:

- A Copy of Cloudy With a Chance of Meatballs
- Chart Paper and Markers
- Word Card Pages (1 set advance)
- Two - Syllable Word Work
- Optional - Word Detective
- Optional - 2 Colors of Ink

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Step 1: Introduce the Focus of Word Work

Introduce Two - Syllable Words

- Explain that some words have two syllables, such as the word cloudy or meatball.
- Show children how to clap the number of syllables in a word. Practice clapping syllables for other two-syllable words (party, paper, marker, notebook, and classroom).
- Explain that some two-syllable words have short vowel sounds and some have long vowel sounds, and some have a mix of short and long vowel sounds. Today you will be focusing on the two-syllable words with short vowel sounds in each syllable.
- Write the word "magnet" on the chart paper. Draw a line between the letters g and n to show the syllables. Remind children that the word "magnet" has a short a sound. Repeat the short a sound in the syllable "mag". Remind children the word "magnet" also has the short e sound. Repeat the short e sound in the syllable "net".
- Ask students to think of other words that follow the pattern.
- If children require a prompt, provide the first syllable. For example, you might say: back, cat, mug, hand, sun, hot, or gum.

Sample Anchor Chart

Two - Syllable Words

mag | net
pat | ty
kit | chen
bet | ting
par | ty
pen | cil

Step 2: Connect Word Work to Reading

Two - Syllable Words in the Text

- Tell the students that the book they will be reading today has many two-syllable words.
- Show them page 1 of *Cloudy with a Chance of Meatballs*. Tell the students to listen carefully and look at the words while you read. Ask the students to put two fingers up when they see or hear a two-syllable word that follows the pattern.
- After reading page 1, ask the students to identify several two-syllable words from the story (e.g., sitting, kitchen, betting, flipping). 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 *Cloudy with a Chance of Meatballs*.

Examples of Two - Syllable Words Found in the Text:

bedtime	dinner	marker
northwest	napkin	big
backyard	pepper	ring
flipping	butter	richer
sitting	atlatzle	sliding
betting	matter	sandwich
kitchen	biggest	handcuff
landed	garden	

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Step by Step Lesson Plan

List of words in the book that match the instructional text focus

Optional Activity to Extend Engagement

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Step 3: Guided Word Work Practice

Interactive Exploration

- Divide students into groups of 2.
- Provide each student pair with a set of syllable cards (print the cards in advance).
- Provide each pair with a recording sheet.
- Show children how to place two syllable cards next to each other to build a two-syllable word.
- Explain that some words are real words (flipping) and some words are nonsense words (riching).
- Their task, as a two-person team, is to build as many real words possible with the syllable cards. They can mix, move, rearrange, and combine the syllables in different ways. When they identify a real word, they should write it on their recording sheet.
- Set a timer for the activity (15-20 minutes).
- Collect the recording sheets and identify the partners with the most real words.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of two - syllable 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 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 two - syllable 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 in lesson).
- Alternatively, students can keep track of the words using the Word Detective worksheet.

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Interactive Activities

Independent Practice Page

Extension Activity

2 Syllable Word Match Up
Interactive Activity

Directions:
Cut out the word cards below. Use the cards for the 2 Syllable Word Match Up.

bed	time
north	west
back	yard
flip	ping
sit	ting

Guided Word Work Practice | ©BookPagez.com

Word Detective: Two - Syllable Words
Extension Activity

Directions:
Be a word detective!
Be on the lookout for two - syllable 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 | ©BookPagez.com

Two - Syllable
Word Work Practice Page

Directions:
Write a two - syllable word from the word bank to complete each sentence.

Word Bank
bedtime northwest backyard flipping sliding running
dinner napkins butter pepper sitting richer
betting kitchen landed gardens atlatzle sandwich

- Grandpa was _____ pancakes.
- We ate breakfast in the _____.
- We were _____ on how many pancakes we could eat.
- A big pancake _____ right on Henry's head.
- _____ and jelly sprinkled down for our toast.
- Grandpa told us a _____ story.
- We were all _____ around the kitchen table.
- Breakfast, lunch and _____ fell from the sky.
- The salt and _____ winds made people sneeze.
- The people were _____ to avoid the tomatoes.
- The winds blew in from the _____.
- People carried their _____ outside with them.
- The houses in the town had trees and _____ around them.
- People put extra food into the soil so it would be _____.
- The people piled up stale bread in their _____.
- The people glued bread together to make a _____ boat.
- In the morning, we wanted to go _____ with Grandpa.

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