

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
Gleam and Glow
By: Eve Bunling
Grade Level: 3 / Guided Reading Level: F

Instructional Focus:
Homophones

Background:
Homophones are two or more words that sound differently and have different meanings.

Examples:

be	bee	our
one	won	your
know	no	I
here	hear	
there	their	they're

Materials and Preparation:

- A Copy of Gleam and Glow by Eve Bunling
- Chart Paper
- Sticky notes
- Homophone Word and Definition Cards
- Which Homophone Is It? Practice Page
- Optional: Word Detective (1 per student)

Optional Activity to Extend Engagement

Step by Step Lesson Plan

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Step 1: Introduce the Focus of Word Work

Introduce Homophones

- Gather students.
- Introduce homophones by writing the words **be** and **bee** on the chart paper. Ask the students how these words are similar and how the two words are different.
- Explain that the words sound the same, but they have two different spellings and meanings.
 - Be** - means to exist
 - Bee** - means an insect that makes honey
- Explain that these types of words are called **homophones**. Important to know these words because if you misspell them when you are writing, then you may not use the right word with the right meaning.
- Share two more examples such as one/won and know/no.
- Ask students if they know any homophones. Add students' examples to the chart paper.

Sample Anchor Chart

Word	Meaning	Word	Meaning
be	to exist	bee	an insect that makes honey
one	number 1	won	to win
know	to know	no	not
here	in this place	hear	to hear
there	in that place	their	belonging to certain people, animals, or things
they're	contraction of they are		

Step 2: Connect Word Work to Reading

Homophones in the Text

- Explain that the book, **Gleam and Glow** has many homophones in it.
- If possible, display the pages 1-3 using a projector. Read the pages aloud and ask the students to listen for homophones.
- Explain that the homophone pair won't be found, but that you'd like them to find the words that are part of a homophone pair.
- Ask the students to raise their hands when they hear a homophone and add it to the chart. Ask students to explain the spelling and meaning of the homophone pair.

Examples of Homophones Found in the Text:

- Be/bee
- One/won
- Know/no
- Here/here
- Out/hour
- You/you're
- There/there/they're
- Way/weight
- Hea/hear
- Right/write

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List of words in the book that match the instructional focus

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Step 3: Guided Word Work Practice

Interactive Exploration

- Use the prepared **Homophone Word and Definition Cards**.
- Provide each student with a card (either a word card or a definition card, but not both).
- Play Match Up
 - Round 1:** Instruct students to circulate and match words with their definitions.
 - Once all pairs have found each other, have students sit in a circle with their partner to share with the rest of the group their word and definition.
 - Round 2:** Have students find their homophone matches.
 - Instruct students, in the homophone groups, to make up a sentence using each word.
 - Each group can write their sentence and homophones on a sticky note to share with the class.

Step 4: Independent Word Work Practice

Practice Page

- Provide each student with the **Which Homophone Is It? Practice Page**.
- Read the instructions to the class.
- All students to engage in independent practice.
- Monitor students as they complete practice page.

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 for students to look for the homophones in their 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 Activities

Homophones Sorting Cards
Interactive Activity

Directions:
Each homophone and definition set should be matched to 4 children. Determine how many sets of 4 children are in your class. Then cut the cards apart and pass them out accordingly.

their	belonging to certain people, animals, or things	you're	Contraction of you are
there	in that place	great	very large in size
they're	Contraction of they are	grate	to cut (food) into very small pieces by rubbing it against a special tool (called a grater)
here	in this place	way	how someone or something does something

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Independent Practice Page

Extension Activity

Word Detective: Homophones
Extension Activity

Directions:
Be a word detective!
Be on the look out for homophones 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

Which Homophone Is It?
Word Work Practice Page

Directions:
Read each sentence and choose the correct homophone from the words in the parenthesis. Then, write the word in the blank space.

- Viktor's father wanted to _____ (be/bee) in the Liberation Army to fight for his people.
- Viktor, his mother and sister were _____ (vary/very) scared and cried.
- His father had to leave _____ (there/their/they're) home to join the army.
- Viktor _____ (new/knew) they would have to leave soon after they heard all the stories from the visitors.
- They couldn't _____ (wait/weight) any longer because it was getting dangerous.
- They walked and walked for many days _____ (two/too/to) the border.
- The _____ (rode/road) had many travelers who were looking for safety.
- Finally, Viktor, his mother and sister could _____ (see/sea) the border and there was a camp on the other side.
- Eventually, Papa found them and they were _____ (sew/so) happy to see him.
- When they went home, Marina gave the fish in the pond some _____ (bred/bread) and found Gleam and Glow.

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