

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Make Way for Ducklings
By: Robert McCloskey
Grade Level: 2 / Guided Reading Level: L

Word Work

Instructional Focus:
Diphthongs -ou and -ow

Background:
A diphthong is two vowels that make one sound. The diphthongs -ou and -ow both have the /ou/ sound that is in the word "ouch".
The -ou diphthong is found in the words ouch, loud, our, house.
The -ow diphthong is found in the words how, cow, crowd, town.

Examples:

Diphthong	Word
-ou	ouch
-ou	loud
-ou	our
-ou	house

Materials and Preparation:

- A Copy of *Make Way for Ducklings*
- Anchor Chart
- Two Markers (one blue, one red)
- Tape or Magnets
- Diphthongs! Dig student!
- Optional-Word cards

Step 1: Introduce the Focus of Word Work

Introduce Diphthongs -ou and -ow

- Tell students you will be talking about diphthongs today.
- Draw attention to the anchor chart you prepared ahead of time.
- Point to the words on top of the anchor chart as you say, "A diphthong is a combination of two letters that make one sound." Say, "We will be studying two diphthongs today. Both diphthongs make the /ou/ sound like in the word 'ouch'." Repeat after me and say "ouch", (students all say "ouch" out loud). Repeat the /ou/ sound after me, /ou/ (students all say /ou/ out loud).
- Uncover the -ou side of the anchor chart. Say, "The first diphthong is spelled with -ou. It's spelled differently but makes the same /ou/ sound as the diphthong -ou." Read the words in the anchor chart under the -ou heading out loud and point to them as you say them: about, count, cloud, sound.
- Say, "Repeat each word after me, About (about), Count (count), Cloud (cloud), Sound (sound)."
- Say, "Notice that the -ou in each of these words is in the middle of the words."
- Take one of your markers and underline the -ou in each word on the anchor chart.
- Uncover the -ow side of the anchor chart. Say, "The second diphthong is spelled with -ow. It's spelled differently but makes the same /ou/ sound as the diphthong -ou." Read the words in the anchor chart under the -ow heading out loud and point to them as you say them: how, cow, crowd, town.
- Say, "Repeat each word after me, How (how), Cow (cow), Crowd (crowd), Town (town)."
- Say, "Notice that the -ow in these words are in the middle and end of the words."
- Use the second marker (a different color than the first) and underline the -ow in each word on the anchor chart.

Step 2: Connect Word Work to Reading

Diphthongs -ou and -ow in the Text

- Tell students that the book they will be reading today has some -ou and -ow diphthongs.
- Show students page 3 of *Make Way for Ducklings*. Tell the class to listen carefully and look at the words as you read.
- Instruct the students to put their finger on their nose when they hear or see an -ou or -ow diphthong.

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Step by Step Lesson Plan

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Step 2: Connect Word Work to Reading (continued)

Diphthongs -ou and -ow in the Text

- Read, "When they got to Boston, they felt too tired to fly any further. There was a nice pond in the Public Garden, with a little island on it. 'The very place to spend the night,' quacked Mr. Mallard. So down they flapped."
- After reading, ask the students to identify the diphthong (down).
- Tell students you are going to read the book once from beginning to end. While you are reading, the students should look and listen for diphthongs.
- Read *Make Way for Ducklings*.

List of words in the text that are examples of Instructional Focus:

down	ound	about	count	me
proud	out	house	how	loud
followed	found	now	loud	

Step 3: Guided Word Work Practice

Interactive Exploration

- Provide each student with the guided word work practice page *Diphthongs! Read All About It!*
- Read the directions while the students silently follow along.
- Instruct students to complete the work independently.
- As students are working, walk around, observe and provide support as needed.
- After 5 minutes, go over the answers with the students. Take this time to address any wrong answers.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of the *Find the -ou and -ow Diphthongs Practice Page*.
- Read the directions while the students silently follow along.
- Complete an example with the class.
- Instruct students to complete the rest of the page practice page.
- Monitor students as they work.

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List of words in the book that match the instructional focus

Interactive Activity

Diphthongs! Diphthongs! Read All About It!
Word Work Practice

Directions: Read the headline of each newspaper. Circle the word that has the -ou or -ow diphthong. Under the newspaper, write the diphthong you circled and underline the -ou or -ow.

1. Boston Gazette Mallard Ducks choose our town to raise ducklings	2. Boston Gazette Mrs. Mallard counts her eggs many times a day
3. Boston Gazette Ducklings quack loud enough to get policeman Michael's attention	4. Boston Gazette Crowd of people watch mother duck, ducklings cross busy street
5. Boston Gazette Ducks chow down on peanuts from people on boat	6. Boston Gazette Will the new fountain at Public Garden scare ducks away?

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Independent Practice Page

Find the -ou and -ow Diphthongs
Word Work Practice Page

Part 1: Read each word in the box. Circle the words that have the -ou and -ow diphthongs. Cross out the words that do not have the -ou and -ow diphthongs.

couch	store	donut	bounce	frown	cow
lawn	brown	pout	shoes	shout	your

Part 2: Write the words you circled on the lines.

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

Part 3: Choose two of the words you wrote on the lines. Create a sentence for each word.

1. _____
2. _____

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Extension Activity

Word Detective: Short I Sound -it, -ip, -in Word Families
Extension Activity

Directions:
Be a word detective! Be on the lookout for short i sound -it, -ip, and -in word families 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

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