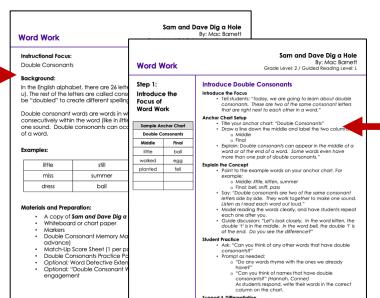
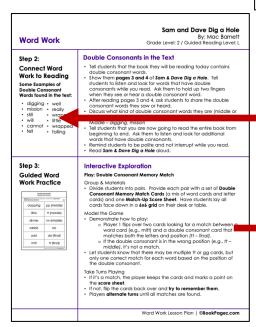
WORD WORK LESSON PLAN AND ACTIVITIES

Instructional Focus Based on the Words in the Book



Step by Step Lesson Plan



List of words in the book that match the instructional focus

Interactive Activity

Support & Differentiation

I students struggle, prompt them with questions:

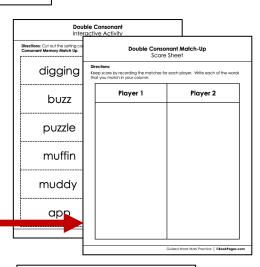
"I students struggle, prompt them with questions:

"What sound do you hear in the middle of butter?"

"What's a word that ends like pass?"

"Can you clap when you hear a double letter sound?"

Word Work Lesson Plan | @BookPagez.com



Double Consonants

Directions: Solve the double consonant word riddles. Look at each picture for clues, then write your answers on the lines provided.

I have a double consonant "f" in the middle of my word. I am a breakfast food that is similar to pancakes, but I have indents that are the perfect place to fill with syrup. What am I?

 I am something you can paint in your home. However, your mother might yell all you if you draw on me. You have four of me to help make your room. I have a double consonant "!" at the end of my word. What am !?

am sharp and can be found in an art or craft bin. You use me to cut paper. I have a double consonant "s" in the middle of my word. What am I?

I have a double consonant "!" in the middle of my word. I am something you wear in the winter to keep your hands warm. I am fuzzy and cozy. What am 19

Directions: Someone dug of the correct pair of double each word below. Use the

His dad was sti_
 We hu t t le

4 The cat had 10 k

9. She is a very fast I

12. We blew **b** u _b

zz

	Double Consonant Word Hunt Extend Engagement Activity
D	rections:
	Have students sit at their desks.
	Provide each student with a child-friendly magazine.
	Make sure several whiteboard markers are available at the front of the
	classroom.
	Set a timer for 3 minutes.
	Tell students that they will scan each page of their magazine for words that
	have double consonants. When they find a word with a double consonant,
	they should stand up, run to the whiteboard at the front of the room, and
	write their word on the board in their best, neatest handwriting.
	Once they have written their word, they should go back to their desk and
	continue scanning their magazine until they find another word. They will
	repeat this process for the entire 3 minutes.
	If they run to the whiteboard and their word has already been written by
	another classmate, they can put a check mark next to it to show that it was
	found in another magazine as well.

Optional Activity to Extend Engagement

rections:				
e a word detectiv	e!			
	or double consonants v			
	along with the title of the and the sentence wit			
Word	Book Title	Page	Sentence	

Independent Practice Pages

Word Detective