

WORD WORK LESSON PLAN AND ACTIVITIES

Instructional
Focus Based on
the Words in
the Book

Word Work

Instructional Focus:
Double Consonants

Background:
In the English alphabet, there are 26 letters. The rest of the letters are called consonants. These are two of the same consonant letters that are right next to each other in a word.

Examples:

little	still
miss	summer
dress	ball

Materials and Preparation:

- A copy of *Sam and Dave Dig a Hole*
- Whiteboard or chart paper
- Markers
- Double Consonant Memory Match Cards
- Match-Up Score Sheet (1 per pair)
- Double Consonants Practice Page
- Optional: Word Detective Extension
- Optional: "Double Consonant" Word Engagement

Sam and Dave Dig a Hole

By: Mac Barnett

Grade Level: 2 / Guided Reading Level: L

Word Work

Step 1: Introduce the Focus of Word Work

Introduce Double Consonants

Introduce the Focus

- Tell students: "Today, we are going to learn about double consonants. These are two of the same consonant letters that are right next to each other in a word."

Anchor Chart Setup

- Title your anchor chart: "Double Consonants"
- Draw a line down the middle and label the two columns:
 - Middle
 - Final
- Explain: Double consonants can appear in the middle of a word or at the end of a word. Some words even have more than one pair of double consonants.

Explain the Concept

- Point to the example words on your anchor chart. For example:
 - Middle: little, kitten, summer
 - Final: bell, sniff, pass
- Say: "Double consonants are two of the same consonant letters side by side. They work together to make one sound. Listen as I read each word out loud."
- Model reading the words clearly, and have students repeat each one after you.
- Guide discussion: "Let's look closely. In the word kitten, the double 't' is in the middle. In the word bell, the double 'l' is at the end. Do you see the difference?"

Student Practice

- Ask: "Can you think of any other words that have double consonants?"
- Prompt as needed:
 - "Do any words rhyme with the ones we already have?"
 - "Can you think of names that have double consonants?" (Hannah, Connor)
- As students respond, write their words in the correct column on the chart.

Support & Differentiation

- If 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?"

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Step by Step Lesson Plan

Word Work

Sam and Dave Dig a Hole
By: Mac Barnett
Grade Level: 2 / Guided Reading Level: L

Step 2: Connect Word Work to Reading

Some Examples of Double Consonant Words found in the text:

- digging
- well
- mission
- really
- still
- wrapped
- will
- little
- cannot
- wrapped
- fell
- falling

Step 3: Guided Word Work Practice

Double Consonants in the Text

- Tell students that the book they will be reading today contains double consonant words.
- Show them **pages 3 and 4** of *Sam and Dave Dig a Hole*. Tell students to listen and look for words that have double consonants while you read. Ask them to hold up two fingers when they see or hear a double consonant word.
- After reading pages 3 and 4, ask students to share the double consonant words they saw or heard.
- Discuss what kind of double consonant words they are (middle or final).

Interactive Exploration

Play: Double Consonant Memory Match

Group & Materials

- Divide students into pairs. Provide each pair with a set of **Double Consonant Memory Match Cards** (a mix of word cards and letter cards) and one **Match-Up Score Sheet**. Have students lay all cards face down in a **6x6 grid** on their desk or table.

Model the Game

- Demonstrate how to play:
 - Player 1 flips over two cards looking for a match between a word card (e.g., mill) and a double consonant card that matches both the letters and position (ff – final).
 - If the double consonant is in the wrong position (e.g., ff – middle), it's not a match.
- Let students know that there may be multiple ff or gg cards, but only one correct match for each word based on the position of the double consonant.

Take Turns Playing

- If it's a match, the player keeps the cards and marks a point on the **score sheet**.
- If not, flip the cards back over and **try to remember them**.
- Players **alternate turns** until all matches are found.

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List of words in the book that match the instructional focus

Interactive Activity

Double Consonant Interactive Activity

Directions: Cut out the sorting card and use it to sort the words.

digging
buzz
puzzle
muffin
muddy
app

Double Consonant Match-Up Score Sheet

Directions: Keep score by recording the matches for each player. Write each of the words that you match in your column.

Player 1	Player 2

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Double Consonant Word Hunt

Extend Engagement Activity

Directions:

- 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.

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Word Detective: Double Consonants

Extension Activity

Directions:

Be a word detective!

Be on the lookout for **double consonants** 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 | ©BookPages.com

Double Consonants

Name: _____

Directions: Someone dug out the correct pair of double consonants for each word below. Use the clues to solve the word riddles. Look at each picture for clues, then write your answers on the lines provided.

ll	ss
zz	cc

- My parents said we _____.
- His dad was s _____.
- We h _____.
- The cat had 10 k _____.
- I w _____.
- I enjoy listening to p _____.
- The best season of _____.
- The waiter o _____.
- She is a very fast r _____.
- The class g _____.
- He had never kicke _____.
- We blew b _____.

Double Consonants

Name: _____

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 "t" in the middle of my word. I am a breakfast food that is similar to pancakes, but I have indentations 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 at you if you draw on me. You have four of me to help make your room. I have a double consonant "t" at the end of my word. What am I?

- I 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 "t" 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 I?


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Independent Practice Pages

Optional Activity to
Extend Engagement

Word Detective