

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work **Should I Share My Ice Cream?**
By: Mo Willems
Grade Level: 1 / Guided Reading Level: H

Instructional Focus:
Vowel Digraphs (-ee and -ea)

Background:
Vowel digraphs are two vowels that combine to make one sound. The vowel digraphs -ee and -ea both make the long /e/ sound as in the words "feet" and "seat". A fun way to remember this rule is, "when two vowels go walking, the first one does the talking".

Examples:

-ee words
feet
tree
green
seed
sleep
sheep

Materials and Preparation:

- A Copy of *Should I Share My Ice Cream?*
- Anchor Chart
- Markers
- Scissors
- Pencil
- What's My Sound?
- What's My Sound?
- Match and Write Vowel Digraphs (optional - Sticky Note)
- Optional - Sticky Note
- Optional - Word Detective worksheet

Step by Step Lesson Plan

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Step 1: Introduce the Focus of Word Work

Introduce Vowel Digraphs

- Introduce words with the vowel digraphs -ee and -ea by explaining that when the letter "e" is next to another "e" or an "a", the two letters work together to make the long /e/ sound. The second "e" or "a" is silent.
- Direct students' attention to the chart.
- Have students look at the words in the Word List.
- Read each word aloud with students.
- After reading through the list once, focus student attention on the word "meet". Ask students to raise their hand if they hear the long /e/ sound in the word "meet". (Answer: Yes)
- Write the word "meet" under the Words with the Long /e/ Sound column.
- Repeat with the remaining words on the list.

Sample Anchor Chart

meet	dream	let	hat	sheep
men	cream	feet	cap	ten

Words with the Long /e/ Sound

--	--	--	--	--

Words with Other Sounds

--	--	--	--	--

Step 2: Connect Word Work to Reading

Extend Engagement

- Ask students to be on the lookout for long e (-ee and -ea) in their own reading.
- 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).

Vowel Digraphs in the Text

- Tell students that the book, *Should I Share My Ice Cream?* has a lot of examples of words with the vowel digraphs -ee and -ea that make the long /e/ sound. Instruct students to listen carefully while you read, and when they hear or see a word that fits this pattern, they should pretend that they are licking ice cream.
- Start reading *Should I Share My Ice Cream?* Stop at the word "Cream" during your reading and demonstrate pretending to lick ice cream. Have students model this as well.
- Continue reading while students stop to lick their ice cream for each -ee and -ea word.
- At the end of the book, invite students to share some of the -ee and -ea words they heard.

Examples of Instructional Focus in the Text:

cream	sweet	easy
please	eat	cheer

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Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

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Step 3: Guided Word Work Practice

Interactive Exploration

- Distribute copies of the *What's My Sound? Picture Cards and Sorting Mat* to each student.
- Tell students that to complete this activity, they will first cut apart the Picture Cards.
- Next, students will look at the picture and say the name aloud.
- Last, they will place the card on the Sorting Mat based on the vowel sound they hear. Students can glue the Picture Cards on the Sorting Mat once you have checked their work.

Step 4: Independent Word Work Practice

Practice Page

- Students will need a pencil and the *Match and Write Vowel Digraphs (-ee and -ea)* practice page.
- First, students will draw lines to connect the word to the correct picture.
- Next, students will select 3 of the words and write in a sentence for each.

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 vowel digraphs 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 work lesson).
- Alternatively, students can keep track of the words using the *Word Detective worksheet*.

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Interactive Activities

What's My Sound? Sorting Chart

Words with the Long /e/ Sound	Words with Other Sounds

Match and Write Vowel Digraphs (-ee and -ea)
Word Work Practice Page

Directions: Draw a line to connect the word to its picture. Next, select 3 words and write a sentence for each of the words at the back of the page.

tea	
heel	
seed	
tree	
bee	

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Independent Practice Page

Extension Activity

Word Detective: Vowel Digraphs (-ee and -ea)
Extension Activity

Directions:
Be a word detective!
Be on the lookout for vowel digraphs (-ee and -ea) 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

Match and Write Vowel Digraphs (-ee and -ea)
Word Work Practice Page

Directions: Draw a line to connect the word to its picture. Next, select 3 words and write a sentence for each of the words at the back of the page.

tear	
bee	
deer	
tree	
seed	

Name: _____ Independent Word Work Practice | @BookPages.com