

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Snowflake Bentley**  
By: Jacqueline Briggs Martin  
Grade Level: 3 / Guided Reading Level: N

**Word Work**

**Instructional Focus:**  
Syllable Division Patterns (VCCV, VCV, VCCCV)

**Background:**  
When you divide words into syllables, there are rules to help you. Three rules are as follows:

- When a word contains VCV, you divide the word after the consonant if the first vowel is short (example: cabin) or before the consonant if the first vowel is long (example: basic).
- When a word contains VCCV, you divide the word between the two consonants.
- When a word contains VCCCV, you divide the word between the first and second consonants.

**Examples:**

VCV	
VCCV	
VCCCV	

**Materials and Preparation:**

- A Copy
- Chart
- Scissors
- Separate
- Manipulate
- Options
- Options

**Step 1: Introduce the Focus of Word Work**

**Introduce Syllable Division Patterns**

- Tell students that they are going to learn about several different syllable division patterns today. It is important to learn about syllable patterns because knowing how to divide a word correctly will help them become a stronger reader.
- Remind students that a syllable is a part into which a word is naturally divided when it is pronounced.
- Display the anchor chart and tell students that we will be looking at the vowel and consonant patterns in words to help us know where to divide the word.
- Draw attention to the first pattern, VCV. Tell students that this pattern has two different rules, one for if the first vowel is short, and one for if the first vowel is long. Review the rule using the examples on the chart.
- Focus student attention on the second pattern, VCCV. Tell students that words that have this pattern are divided between the two consonants. Review the examples on the chart.
- Finally, turn student attention to the last pattern, VCCCV. Tell students that words with this pattern are divided after the first consonant except if the first consonant is part of a digraph or blend. Review the examples on the chart.

**Sample Anchor Chart**

Syllable Division Patterns			
VCV (short)	VCV (long)	VCCV	VCCCV
cabin = cab in	clever = cle ver	candy = can dy	monster = mon ster
river = riv er	music = mus ic	robot = rob ot	complex = com plex
corner = cor ner	spider = spi der	judge = ju dge	instruct = in struct

**Extend Engagement**

- Encourage students to find examples of words that are new to them with the syllable patterns VCV, VCCV, and VCCCV in their independent reading.
- Create a new To Me anchor chart with sections for each of the patterns.
- Encourage students to add words to the anchor chart throughout the week.
- Encourage students to discuss how the syllable patterns help the students decode and spell the new words.

**Syllable Division Patterns in the Text**

- Tell students that the book they will be reading today has many examples of words with these syllable division patterns.
- Ask students to look and listen for words that have the syllable patterns VCV, VCCV, and VCCCV while you read. When students hear or see a word that fits these patterns, ask them to write it down on a sticky note.
- Read page 1 of *Snowflake Bentley*. When you have finished reading the first page, ask students to volunteer words that they have written down on their sticky note. Add these words to the anchor chart under the correct syllable pattern.
- Continue reading the book through to the end. When you have finished reading, invite volunteers to share words from their sticky notes. Add the words to the anchor chart, discussing their syllable pattern as you go.

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Step by Step Lesson Plan

Optional Activity to Extend Engagement

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**Word Work**

**Step 2: Connect Word Work to Reading (continued)**

**Syllable Division Patterns in the Text**

Examples of words with Syllable Division Patterns Found in the Text:

VCV	VCCV	VCCCV
metal	lantern	watched
studied	mittens	Bentley
record	Vermont	handle
before	blossoms	apple

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Distribute copies of the *Separating Syllables* activity to students.
- Review the directions while the students follow along. To complete the activity, students will cut apart the Word Cards. Next, they choose one of the cards and read the word. Then, they decide where the word should be divided and cut the word into syllables. Last, they can either line up the pieces of the Word Cards on their desk or glue the Word Cards (separated into syllables) on a piece of paper.
- Monitor students while they work and provide support as needed.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Distribute copies of the *Manipulating Syllables* practice page.
- Review the directions with the students.
- Ask students to complete the practice page independently.
- Monitor students while they work.

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List of words in the book that match the instructional focus

Interactive Activity

Independent Practice Page

**Separating Syllables**  
Word Cards

**Directions:** Cut the Word Cards apart on the dashed lines. Working with one card at a time, read the word and decide how to divide the word into syllables. Cut the word into syllables. Line the two syllables up together on your desk or glue them to a sheet of paper.

staple	rabbit
wrinkle	focus
camera	twitched
hundred	winter

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Extension Activity

**Word Detective: Syllable Division Patterns**  
Extension Activity

**Directions:**  
Be a word detective!  
Be on the lookout for words with syllable division patterns while you read. Write the words 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.

Words	Book Title	Page

Name: \_\_\_\_\_ Word Work Extension Activity | @BookPagez.com

**Manipulating Syllables**  
Word Work Practice Page

**Directions:** Choose one syllable from Box A and one from Box B that, when combined, create a word. Write each complete word on the lines provided.

Box A			Box B		
lan	ole	in	al	gle	wen
met	hun	fo	den	tem	ded

\_\_\_\_\_

\_\_\_\_\_

**Directions:** Divide each word into syllables. Write the first syllable on the first line and the second syllable on the second line.

Word	Syllables
design	_____
father	_____
fish	_____
snowflakes	_____
savings	_____

Name: \_\_\_\_\_ Independent Word Work Practice | @BookPagez.com