

# WORD WORK LESSON PLAN AND ACTIVITIES

Instructional Focus Based on the Words in the Book

**Word Work**

**Instructional Focus:** Initial L-Blends

**Background:** In the English language, there are letters **except** a, e, i, o, and u. Sometimes, two consonants work together to called **blends**. In a blend, you can hear an **L-blend** happens when the letters start of a word. Common Initial L-blends in this lesson, we will focus on **cl-, gl-, pl-**. Listen to these words: **clap, glum, plan**. In each word, you can hear the first together.

**Examples:**

clap	glum
glad	glow
clean	close

**Materials and Preparation:**

- A copy of **The Biggest Valentine Ever**
- Whiteboard or chart paper
- Markers
- Scissors
- L-Blend cards (1 set per pair)
- A **gl-** heart, a **cl-** heart, a **pl-** heart (in advance)
- Initial L-Blends Practice Page
- Optional: Word Detective
- Optional: "Which L-Blend is it?"

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

**Initial L-Blends in the Text**

- Tell students that you will now read **The Biggest Valentine Ever** from beginning to end.
- Remind students to **listen and look** for other words that begin with **cl-, gl-, or pl-** as you read, and to stay quiet so everyone can enjoy the story.
- Read **The Biggest Valentine Ever** aloud.

**Examples of Initial L-Blends found in the text:**

class	glared
Clayton	Clayton's
glued	plan
glitter	classroom
clapped	

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Divide students into pairs.
- Provide each pair with a **gl-** heart, a **cl-** heart, a **pl-** heart, a set of L-blend cards, and a clipboard.
- Tell students that they will take turns picking up L-blend cards.
- They must read their card aloud and decide if their word has a **gl-, cl-, or pl-** blend.
- Once they have read their word and identified the blend, they must then glue their word card onto the correct heart.
- Students will alternate turns until all of the L-blend cards have been glued onto their proper hearts.
- When students are finished, they may decorate their hearts with additional art supplies to make the best L-blend valentines ever!
- Set aside 15-20 minutes for this activity.
- Visit each pair as they work. Discuss the answers at the end of the activity with the whole group.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of the **Initial L-Blends practice page**.
- Read the directions with the class.
- Tell students to complete the practice page on their own.
- Walk around the room to monitor students' work and provide support as needed.

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List of words in the book that match the instructional focus

Step by Step Lesson Plan

**Initial L-Blends**

Name: \_\_\_\_\_

**Directions:** Look at the image of the classroom below. The image is filled with objects that begin with either **gl-**, **cl-**, or **pl-** blends. Circle 2 items that begin with **gl-**, 2 items that begin with **cl-**, and 2 items that begin with **pl-**.

Now, choose one of the objects you circled and use it in a sentence below. Remember to start your sentence with a capital letter and end with a period.

Independent Word Work Practice | ©BookPagez.com

**Initial L-Blends**

Name: \_\_\_\_\_

**Directions:** Look at the image of the classroom below. The image is filled with items that begin with **gl-**, **cl-**, or **pl-** blends. Circle 2 items that begin with **gl-**, 2 items that begin with **cl-**, and 2 items that begin with **pl-**.

Now, choose one of the objects you circled and use it in a sentence below. Remember to start your sentence with a capital letter and end with a period.

Independent Word Work Practice Answer Key | ©BookPagez.com

Independent Practice Page and Answer Key

**L-Blend Cards**

**Interactive Activity**

clam	glum	plan
clap	glam	plate
clay	glass	play
clop	glue	plug
clash	glare	plank
club	glee	plus

Guided Word Work Practice | ©BookPagez.com

gl-

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Interactive Activity

**Which L-Blend Fits?**

Extend Engagement Activity

**Directions:**

- Have students sit at their desks.
- Write the blends **gl-, cl-, and pl-** on the white board in large letters.
- Tell students that you will write the middle and ending letters of a word on the board.
- Tell students that they must look at the letters they are given, and choose one of the L-blends for the beginning of the word to help make it a real word.
- Tell students that once they think they know which blend to choose, they can raise their hand.
- If a student has answered correctly, write the blend in front of the letters on the whiteboard for the class to see. Then, erase the word and move onto the next one.
- If a student has not answered correctly, they can call on a friend to have a chance to answer.

**Word List: gl-, cl-, pl-**

1. ap (clap)	11. um (glum or plumb)
2. us (plus)	12. ose (close)
3. op (clap or plap)	13. ate (plate)
4. od (glad)	14. one (plane)
5. ow (glow or plow)	15. ue (glue or clue)
6. oy (clay or play)	16. ace (place)
7. ont (plant)	17. ear (clear)
8. ug (plug)	18. ub (club)
9. ide (glide)	
10. ip (clip)	

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Optional Activity to Extend Engagement

**Word Detective: Initial L-Blends**

Extension Activity

**Directions:**

Be a word detective!

Be on the lookout for **Initial L-blends** 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 | ©BookPagez.com

Extension Activity