

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear**  
**Word Work**  
 By: Don and Audrey Wood  
 Grade Level: 1 / Guided Reading Level: 1

**Instructional Focus:**  
 Beginning Consonants (b, h, m, r, s)

**Background:**  
 The sound one hears in a word is the beginning sound. A consonant is any letter that is not a vowel. We will use the beginning consonants b, h, m, r, and s.

**Examples:**

b	h
bear	hidden
bed	house
big	hungry

**Materials and Preparation:**

- A Copy of *The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear* by Don and Audrey Wood
- Chart Paper
- Beginning Consonants Flip Book
- Flip Book Page (1 set per student)
- Beginning Consonants Word Work
- Optional - Word Detective
- Optional - Index Cards

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

**Introduce Beginning Consonants**

- Draw students' attention to the chart paper.
- Ask students to repeat with you: "B says bib," "H says hh", etc.
- Invite students to share words that start with "b", "h", "m", "r", and "s".
- Record the students' words on the chart paper. Draw pictures beside each word if necessary.
- Discuss any misconceptions if students share words that do not follow the beginning consonant pattern. Only record words that do follow the pattern on the chart paper.

**Sample Anchor Chart**

Beginning Consonants (b, h, m, r, s)				
b	h	m	r	s
bat	hat	mat	rat	sat
bat	hat	mat	rat	sat

**Step 2: Connect Word Work to Reading**

**Extend Engagement**

Play I Have...Who Has...

- Write a word beginning with the letter "B" on an index card using a one color marker.
- Flip the index card over and a word beginning with the letter "H" using a different colored marker.
- Continue to create cards until all students have a card (the last card should not have a word on the back).
- Distribute cards to students.
- Play I Have...Who Has... (I have Big, Who Has Hungry? I have Hungry, Who has Mouse?..)

**Beginning Consonants in the Text**

- Tell the students that the book they will be reading today has a lot of words that start with "b", "h", "m", "r" or "s".
- Read *The Little Mouse, the Red Ripe Strawberry, and The Big Hungry Bear*.
- Focus on the page to ask students if they heard a word that starts with one of the trigger letters.
- Record any words that the students identify on the chart paper.
- After reading, turn the chart paper over so the students are unable see the word list.
- Challenge students to recall some of the word that began with "b", "h", "m", "r" or "s" in the story.
- Optional: Tell the students you are going to read the book one more time from beginning to end. Remind them to be polite and not interrupt while you are reading.

**Examples of Beginning Consonants Found in the Text:**

• hello	• hungry	• been
• bed	• bear	• bear
• ripe	• how	• mouse
• strawberry	• small	• mouse
• brown	• mite	• mouse
• stiff	• heard	• big
• mother	• mouse	

Big → Hungry → Hungry → Mouse

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Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

**The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear**  
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**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Give each child a copy of the prepared flip book.
- Invite them to write their names on the front cover.
- Use the included story board to guide students as they complete their flip books. Write one trigger letter in the text box under each drawing box.
- Brainstorm words that begin with the trigger letter. Write the words next to the trigger letter.
- Tell students to choose their favorite word for the trigger letter, and to write it on the first page of their flip book.
- Encourage students to draw a picture representing their favorite word on the corresponding page of their flip book.
- Continue until all pages are complete.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of **Beginning Consonants Word Work**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

**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 **beginning consonants** 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 Activity

Independent Practice Page

**Flip Book**  
 Interactive Activity

Beginning Letter Sounds  
 B, H, M, R, and S

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

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\_\_\_\_\_ is for \_\_\_\_\_

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Extension Activity

**Word Detective: Beginning Consonants**  
 Extension Activity

**Directions:**  
 Be a word detective!  
 Be on the lookout for **beginning 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 | ©BookPagez.com

**Beginning Consonants**  
 Word Work Practice Page

**Directions:**  
 Choose a letter from the box below. Match the beginning letter to the picture. Fill in the blank with the correct letter.

**Beginning Letters**  
 B H M R S

	_____ ouse
	_____ ouse
	_____ trawberry
	_____ all
	_____ ocket

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