

# WORD WORK LESSON PLAN AND ACTIVITIES

Instructional  
Focus Based on  
the Words in  
the Book

**Word Work**

**Instructional Focus:**  
Short "I"

**Background:**  
In the English language, there are special letters called vowels: a, e, i, o, and u. Sometimes y can also be a vowel.

The letter "i" can make two sounds. The "i" sound. A long "i" says its name, like in say its name. It makes the /i/ sound like in when you see the letter "i" in the middle. Listen to these words: pig, wind, and hill, sound. Sometimes, the letter "i" can also sound word, like with it, in, and itch.

**Examples:**

it	kids
bigger	itch
didn't	into

**Materials and Preparation:**

- A copy of *The Little Old Lady Who Was Not Afraid of Anything*
- Whiteboard or chart paper
- "I" Cards (1 set per student; cut)
- Consonant Cards (1 set per student; cut)
- Short "I" Practice Page (1 per student)
- Optional: Word Detective Extension
- Optional: "The Little Old Lady's Long I's"

**The Little Old Lady Who Was Not Afraid of Anything**  
By: Linda Williams

**Word Work**

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

**Introduce Short "I"**

**Introduce the Focus**

- Tell students: "Today, we are going to focus on the short 'i' sound in words."

**Anchor Chart Setup**

- Write "Short I" at the top of the anchor chart.
- Explain: "The letter 'i' can make two sounds. The short 'i' sound is different from the long 'i' sound. A long 'i' says its name, like in the word bike. A short 'i' does not say its name—it makes the /i/ sound, like in igloo or sit."

**Explain the Concept**

- Show examples of short "i" words on the chart (such as igloo, sit, and in).
- Read them together as a class.

**Student Practice**

- Ask students to think of other short "i" words they know. Write their examples on the chart.

**Support & Differentiation**

- If students struggle, prompt them to rhyme with words already listed.
- Encourage them to listen closely for the /i/ sound in familiar words.

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

**Short "I" in the Text**

- Tell students that they will read *The Little Old Lady Who Was Not Afraid of Anything* and look for words with the short "i" sound.
- Tell students that they might see some words with the letter "i" in them, but not all will make the short "i" sound. Remind them to listen carefully for the short "i" sound.
- Read pages 2 and 3 from *The Little Old Lady Who Was Not Afraid of Anything* aloud, encouraging students to give a thumbs up when they hear or see a short "i" word.
- Write any new short "i" words from the book on the chart paper.
- Tell the students that you are going to read the book once from beginning to end. Ask them to listen closely for words that have a short "i" sound. Remind them to be polite and not to interrupt while you read.
- Read *The Little Old Lady Who Was Not Afraid of Anything*.

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Step by Step Lesson Plan

List of words in  
the book that  
match the  
instructional  
focus

**The Little Old Lady Who Was Not Afraid of Anything**  
By: Linda Williams  
Grade Level: 1 / Guided Reading Level: I

**Word Work**

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

**Short "I" in the Text**

Some Examples of Short "I" found in the text:

• little	• big	• pumpkin	• with
• windy	• into	• this	• whispered
• it	• wiggle	• did	• its
• silver	• still	• didn't	• whistled
• in	• silly	• until	• window
• middle	• bit	• inside	• think

**Interactive Exploration**

**Play Short "I" Word Builder**

**Group & Materials**

- Divide students into pairs. Provide each pair with:
  - A set of consonant cards
  - 2 "I" cards (one for each student)
  - A Short "I" Discovery page

**Model the Game**

- Tell students to place all consonant cards face up on the table and hold onto their "I" card. Decide who will be Player 1.
- Demonstrate how Player 1 can choose consonant cards to combine with their "I" card to make a short "i" word (e.g., using "s" and "t" with "i" to build sit).
- If both students agree it is a real word, Player 1 records it on the Short "I" Discovery page.

**Take Turns Building Words**

- After recording, Player 1 returns the consonant cards to the center. Consonant cards may be reused, but only up to three times.
- Then, Player 2 takes their turn to build a new short "i" word.
- Students continue taking turns, building and recording words, while tracking how often each consonant is used.

**Special Rule**

- Once a consonant card has been used three times (e.g., bit, big, bin), flip it face down—it's "out" of the game.

**Wrap-Up**

- Play continues until all consonant cards are flipped down.
- Set a timer for 10-15 minutes.
- Visit pairs to support, then review and discuss words as a group.

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Interactive  
Activity

**Short "I" Discovery Page**

PLAYER 1	PLAYER 2

**Consonant Cards**

b	d	t
n	s	g
p	f	r
m	h	w

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Guided Word Work Practice | ©BookPagez.com

**The Little Old Lady's Long I's**  
Extend Engagement Activity

**Directions:**

- Have students gather around to listen as you read *The Little Old Lady Who Was Not Afraid of Anything*.
- Explain to students that while the story has many short "i" words, it also has words where the "i" makes a long "i" sound, like in bike, behind, and time.
- Give each student a whiteboard and a marker.
- Tell students: "As I read the story from beginning to end, I'll pause at the end of each page. During the pause, you'll have a chance to write down one long 'i' word that you heard or saw on that page. Your job is to be long 'i' detectives."
- Read *The Little Old Lady Who Was Not Afraid of Anything*.
- As you read, stop to discuss the long "i" words. Compare and contrast them with the short "i" words that students have already studied.

**Long "I" words in the story include:**

- time
- spaces
- shining
- right
- right
- I'm
- behind
- while
- quite
- inside
- fire
- I
- idea
- brighten

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Optional Activity to  
Extend Engagement

**Word Detective: Short "I"**  
Extension Activity

**Directions:**

Be a word detective!

Be on the lookout for short "i" 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

Word Detective

**Short "I"**

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

**Directions:** Read the spooky story below and circle the 16 short "i" words in the story. But read carefully, some words with "i" might not make a short "i" sound.

It was a dim night in the cabin. A black cat sat by the window and did a mean hiss. A kid lit a lamp and hid under his blanket. The wind made a howl outside. The cat saw a bat slip past. The boy was safe inside, but he still felt a little spooked.

**Directions:** Read each of the clues below. Match the clue to one of the words in the word bank. Then write the word on the line.

wind	pumpkin	lip	hit
silly	its	kitten	big

- Rhymes with "sit" \_\_\_\_\_
- Has a short "i" sound at the beginning of the word \_\_\_\_\_
- Means about the same things as "huge" \_\_\_\_\_
- Something you might see or feel in a storm \_\_\_\_\_
- Rhymes with "hip" \_\_\_\_\_
- Something that reminds you of autumn \_\_\_\_\_
- An animal \_\_\_\_\_
- Someone who is funny might also be \_\_\_\_\_

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Independent Practice Pages