

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
The Pain and the Great One
By: Judy Blume
Grade Level: 3 / Guided Reading Level: N

Instructional Focus:
Homophones

Background:
Homophone means as another word with same or close and different meanings.

Examples:
do/due
fur/fir

Materials and Preparation:

- A Copy of the Book
- Chart Paper
- Scissors
- Homophones
- Directions for Here-Ye or Hear-Ye or
- Optional-Word Cards
- Optional-Anchor Chart

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Step 1: Introduce the Focus of Word Work

Introduce Homophones

- Students will work together to find homophone pairs of words and be able to define each word in the pair.
- Use the Anchor Chart to introduce the students to the concept of homophones.
- Explain that there are many words in today's book that have homophones, but are not necessarily used in this reading today.
- Pair students up and have them go through the text to see how many words they can write down that have homophones, reminding them that homophones are not spelled the same.
- Monitor the students as they work together.
- After a number of minutes, have students take turns reading aloud some of their findings.
- You may subsequently go through the list below that shows a comprehensive list of words in the text that have homophones.

Sample Anchor Chart

hair/hare	live
fur/fir	high
mail/mail	base/base
pair/pair	right/write
knows/knows	peer/peer
new/knew	might/might

Step 2: Connect Word Work to Reading

Extend Engagement

- Using drawing paper, have students fold it in half and choose a pair of homophones to illustrate.
- They can write the homophone pair atop each word and draw corresponding pictures to explain the meanings.

Homophones in the Text

- Tell the children that you will be reading a book called *The Pain and the Great One*.
- There are many word pairs in the English language that are considered homophones because they sound alike, although they are spelled differently and have different meanings.
- The reading selection today has many words that could have homophones, but they aren't necessarily written in the book.
- Ask them to keep their ears and eyes open for any such words that they might come across as you read *The Pain and the Great One* by Judy Blume, and after they will play a game.

Examples of Homophones Found in the Text:

NOTE: These words in the text are not presented as homophones, but have potential homophone matches.

• pain - pane	• be - bee	• in - inn
• in - inn	• line - rhyme	• rise - rise
• morning - mourning	• I - eye	• base - base
• but - butt	• which - which	• due - dew
• go - saw	• to - two, too	• far - fair, fare
• go - see	• all - all	• right - write

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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

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Step 3: Guided Word Work Practice

Interactive Exploration

- Reproduce the homophone cards and definitions on tag board.
- Cut apart all words.
- Scatter the definition part of each card on a table in a centralized location, so that all students will have access.
- Explain to students that we will be playing a matching game with homophones.
- Give each student a card with one of a pair of homophones.
- Give students five minutes to find their "homophone partner" AND the correct definitions on the centralized table.
- After the students have their matches and appropriate definitions, have them line up in pairs, in order, together around the perimeter of the room.
- If a pair of students inadvertently picks up the wrong definitions, the student pair who rightly "own" the definition, may go to the first pair of students and relieve the appropriate card.
- Then the pair of students who had the wrong definition, loses their place in line, and must go back to the centralized table and find the correct definition card(s).
- Going around the room, have each student read their card and the definition.
- If the students are having trouble figuring out the correct definition, they may utilize a dictionary.
- The first pair of students in line who correctly matched their words to the definitions will be the winner and so forth, throughout the room.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of *Finish the Word Practice Page*.
- 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.

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Interactive Activity

Independent Practice Page

ball
sphere
bawl
cry

Extension Activity

Word Detective: Homophones Extension Activity

Directions:
Be a word detective!
Be on the lookout for homophones 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

Here-Ye or Hear-Ye?
Word Work Practice Page

Directions:
Choose one of the words to correctly complete each sentence and write it on the line provided.

- She combed her _____ (here / hair) before she went to school.
- In the summer it's fun to go to the county _____ (fair / fare).
- There are only _____ (two / to) people in the room.
- Do you _____ (no / know) what you want for your birthday?
- My mother asked me to _____ (right / write) a letter to my grandmother.
- Please don't walk _____ (by / bye) the open cage.
- My mom and dad took _____ (there / their) car to the shop.
- Many families have _____ (meat / meat) and vegetables at dinner.
- This is not something you _____ (wood / would) want to do in the morning.
- It will take a _____ (whole / hole) loaf of bread to feed our family.

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