

WORD WORK LESSON PLAN AND ACTIVITIES

Instructional
Focus Based on
the Words in
the Book

Word Work

Instructional Focus:
Two-Syllable Words

Background:
Syllabication is the process of dividing words into units of sound. Typically, a syllable consists of a vowel sound and the surrounding consonant sounds. To find the syllables in a word, look for the vowels and group them with the surrounding consonant sounds. A syllable is a unit of sound.

Examples:

happy	folder
jumping	higher
dancer	borrowed

Materials and Preparation:

- A Copy of *There Was An Old Lady Who Swallowed Some Books*
- Chart Paper
- 2 Syllable Dots and Boxes Page
- Markers (different color for the two syllables)
- Two-Syllable Practice Page (1 page)
- Optional – Word Detective Extension
- Optional – “Thumbs Up for Two-Syllables”

There Was An Old Lady Who Swallowed Some Books
By: Lucille Colandro

Word Work

Step 1:
Introduce the Focus of Word Work

Sample Anchor Chart

Two-Syllable Words

empty
swallowed
hap/py
fol/der
jump/ing
nap/kin

Step 2:
Connect Word Work to Reading

There Was An Old Lady Who Swallowed Some Books
By: Lucille Colandro
Grade Level: 2 / Guided Reading Level: K

Introduce Two-Syllable Words

- Explain that words are made up of units of sound. Some words have more sound units than others. We call those sound units “syllables”.
- Explain that some words have two syllables, such as the words lady and swallowed.
- Show students how to clap the number of syllables in a word. Practice clapping syllables for one-syllable words (dog, bug, book, there, was, an, old).
- Next, practice how to clap two-syllable words (happy, empty, swallowed, folder, jumping, napkin).
- Write the word “empty” on the chart paper.
- Draw a vertical line between the letters a and d to show the syllables. Read the word out loud.
- Then read it slowly, breaking it into its two syllables, and clap. Ask students to repeat this same 3-step process with the word “swallowed”.
- Ask students if they can think of any other words that follow the two-syllable word pattern to add to the anchor chart.
- If students need support, write some words on the anchor chart for them to read sound out, and clap on their own (see the list of example words above).

Two-Syllable Words in the Text

- Tell the students that the book they will be reading today has many two-syllable words.
- Show them **page 2 of *There Was An Old Lady Who Swallowed Some Books***. Tell the students to listen carefully and look at the words while you read. Ask the students to put two fingers up when they see or hear a two-syllable word that follows the pattern.
- After reading page 2, ask the students to identify several two-syllable words from the story (e.g., lady, swallowed, didn’t). Add the words to the chart paper.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that follow the pattern. Remind them to be polite and not to interrupt you while you read.
- Tell students that this story has repetitive text, which means they will hear a lot of the same words over and over again. Tell them that this can help them find all of the two-syllable words in the story.
- Read *There Was An Old Lady Who Swallowed Some Books*!

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Step by Step Lesson Plan

Word Work

Step 2:
Connect Word Work to Reading (continued)

Two-Syllable Words in the Text

Examples of Two-Syllable Words that are found in the text:

lady	pencil	cooler	around
swallowed	without	measure	corner
didn’t	leaving	folder	yellow
happy	again	couldn’t	started
again		protect	popped

Step 3:
Guided Word Work Practice

Interactive Exploration

- Divide students into pairs.
- Provide each pair with a 2 Syllable Dots and Boxes page (1 page per pair) and two different colored markers.
- Show students how the first player reads **out loud** a 2-syllable word on the page, and connects two dots next to that word by drawing a line.
- Show students how the second player can then read the same word and draw another line connecting the dots right next to that same word, or he/she can go read another word and connect two different dots.
- Explain that the goal is to try and box in a word with your color.
- Explain that the player who completes the fourth side of a box colors in that box and takes another turn.
- Explain that the player with the most colored in boxes wins.
- Explain that this activity works best if you **say each word aloud and clap the syllables**. The other player can confirm that the word is being read correctly.
- Set a timer for the activity (10-15 minutes).
- Visit each pair as they work. Discuss the two-syllable words at the end of the activity with the whole group.

Step 4:
Independent Word Work Practice

Practice Page

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

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List of words in the book that
match the instructional focus

Interactive Activity

2 Syllable Dots and Boxes

Player One: _____ Player Two: _____

lady	happy	folder	cooler	pencil	backpack
present	ruler	folder	magnet	upset	seven
picnic	muffin	corner	yellow	finish	subtract
started	picnic	swallowed	without	redo	bonus
enter	weekend	silent	problem	laptop	zigzag
himself	birthday	thunder	rocket	robin	contest

Player One Total Boxes: _____

Player Two Total Boxes: _____

Guided Word Work Practice | ©BookPages.com

Thumbs Up for Two-Syllables!
Extend Engagement Activity

Directions:

- Have students sit at their desks.
- Explain that you will write a word on the board and then you will read the word.
- Students must listen to the word and look at it. If it has 2 syllables, they can give a thumbs up.
- Then, call on a student who gives a thumbs up and ask them to clap the 2 syllables that they hear in the word. If they are correct, write a slash in the word to show the syllabication.
- Once a student has been called on and claps the syllables correctly, they can go line up or move on to the next activity.
- If a student gets it wrong, they can call on another friend who has their thumb up for help.
- When a word’s syllables have been correctly identified, erase the word on the board and get ready to write and say the next one.
- If a word does not have 2 syllables, students should give a thumbs down. You can then clap the syllable(s) for the word that does not have 2 syllables, and move on.

WORD LIST

- hap/py
- la/dy
 old (1) || wit/dow |
| kipper |
| run/ning |
| bal/loon |
| books (1) |
| but/ter |
| can/dy |
| swal/lowed |
| swallowing (3) |
| sun/ny |
| mov/ing |
| par/ty |
| fly (1) |
| cal/or |
| pa/per |
| kit/ten |

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Word Detective: Two-Syllable Words
Extension Activity

Directions:

Be a word detective!

Be on the lookout for **two-syllable words** 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 | ©BookPages.com

Two-Syllable

Answer Key

Directions: Circle the 8 items in the picture below that are two-syllable words. Put X's over the 5 items in the picture that are NOT two-syllable words. Then, choose 4 of the 8 items on the lines below. Put a slash in each word where you hear the two syllables (e.g., ham/ster → ham/ster).

Two-Syllable

Name: _____

Directions: Circle the 8 items in the picture below that are two-syllable words. Put X's over the 5 items in the picture that are NOT two-syllable words. Then, choose 4 of the 8 items that you circled and spell them out the best you can on the lines below. Put a slash in each word where you hear the two syllables (e.g., ham/ster → ham/ster).

1. _____

2. _____

3. _____

4. _____

Directions: For each of the words below, clap the syllables that you hear. If it has 2 syllables, put a slash (/) in the word where you hear the 2 syllables. If it does not have 2 syllables, draw a line through the word, like this.

1. Apple 6. Tiger

2. Baby 7. Music

3. Hat 8. Book

4. Ball

5. Candy

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Independent Practice Pages

Optional Activity to
Extend Engagement

Word Detective