



## English Language Arts

English Language Arts include listening, speaking, reading, writing, and language development (which pertains to syntax and structures.) Outcomes for English Language Arts are currently defined by the Common Core State Standards not as discrete skill children and youth must master (although those skills are identified) but as the “capacities of a literate person” which identifies how discrete skills combine and braid together to support communication, critical thinking, collaboration, creativity, discernment, and the other habits of mind necessary for success.

These lesson plans support the development of the foundational underpinnings of a “literate person”, supporting children and youth develop these abilities:

- Demonstrate independence
- Build strong content knowledge
- Respond to varying demands of audience, task, purpose and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Sight Words, Phrases, and Prefixes and Suffixes
<b>Focus:</b>	Fluency

**Materials:**

Lists of words attached. (The list contains all of the sight words and phrases. The words are separated by grade level. So are the phrases. The prefixes and suffixes are appropriate for grades 4<sup>th</sup> and 5<sup>th</sup>.)

### Opening

**State the objective**

The objective of this lesson is to provide you with a variety of ways to teach sight words, phrases, and prefixes and suffixes. If possible, fluency should be worked on every day in the program for 5-10 minutes.

**Gain prior knowledge by asking students,**

What does it mean to have sight words? Why are some words sight words while others can be sounded out and read that way? What about the word “the”? Why are practicing phrase important? It is a fact that 85% of words that have a prefix also have a suffix. What is a prefix? Give an example. What is a suffix? Give an example.

**Information for You**

Attached you will find a number of activities to use when supporting the learning of sight words. It is suggested that you duplicate these pages so you can have them to use when you need them. You may also want to duplicate the word lists for students. When working with students use a highlighter to show which words the student knows, and then after the student practices the unknown words and then learns them, highlight with a different color.

### Content (the “Meat”)

**Instruction / Demonstration (“I do” – “We do”)**

**Purpose:** Work through the process of practicing sight words.

**Baseball**

**Materials:**

Sight words of 4 levels.

- Make them on different colored cards and have the type of hit that each represents on each color posted somewhere that everyone can see it clearly.
- Places in the room marked as 1st base, 2nd base, 3rd base, and home plate.
  1. Divide the students into 2 groups and let them name themselves.
  2. Designate one team as home, and the other as visitors.
  3. Mix up the cards. One child goes to the home plate.
  4. Draw out a card.
  5. Match the color to the type of hit they are trying for.

**\*Activity → Teachable Moment(s) throughout**

When you are intentionally teaching the skill of questioning, take the time to point out the many times during each day that asking a good question makes things easier. The ability to ask open ended questions is what keeps all of us on the same page. Stop to help students understand how to ensure

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<ol style="list-style-type: none"> <li>6. If the student can read the card correctly, they may move according to the type of hit. (A single –move 1 base, a double - move 2 bases, a triple-move 3 bases, and a homerun-go all the way to home plate.)</li> <li>7. Make sure that you have some strike out cards in the word cards also.</li> <li>8. If the student is unable to read the word, it is considered an out.</li> <li>9. After 3 outs, the next team gets to "Bat". Keep the score so that everyone can see.</li> </ol>	<p>that they are on target.</p> <p>Take time to stop the class and ask them to question a partner.</p> <p>Check in often to see if they have ideas for making the lesson more fun and enjoyable.</p> <p>Listen for “how” and “what” questions.</p> <p>Ask students to explain what is going on.</p>
<b>Students practice (“You do”)</b>	
<p><b>Tic Tac Toe</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• White board with the tic tac toe board drawn on it</li> <li>• Word Cards</li> </ul> <p><b>Directions</b></p> <ol style="list-style-type: none"> <li>1. Divide the children into pairs.</li> <li>2. Give each pair a set of sight words. Each player prepares a Tic Tac Toe Board, writing one sight word in each space.</li> <li>3. Players will choose one of the Tic Tac Toe Boards to play first.</li> <li>4. If player can read the word correctly, he she puts and X or O in space. If incorrect, the other person takes his/her turn.</li> <li>5. Play several games to determine the winner.</li> </ol>	

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p>Liked Best Next Time</p> <p>Ask students what they liked best about today’s activity.</p> <p>Ask students what they would change to make the activity better.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <p>Ask students to think about what they did today.</p> <p>Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</p> <p>Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</p> <p>Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</p>
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### Sight Words, Sight Phrases, and Sight Affixes

Combining repeated reading strategies with sight word, fast phrases, and in grades 4<sup>th</sup> and up the 50 most common prefixes and suffixes (affixes) practice is also helpful. These lists of words, phrases and/or affixes can be found in your fluency binder. For the primary grades (Kindergarten through 3<sup>rd</sup>) you might want to consider actual individual word cards, for grades 4<sup>th</sup>-6<sup>th</sup> an actual list will suffice. Activities with these word card or lists can be included in the “When Homework Is Complete” center, table, or chart of what students do when they have no homework or they have finished for the day.

### Sight Words

Sight words are the basis for all reading skills. These are the common, everyday words that often defy phonic analysis. If they are not completely and fully committed to memory, reading is halting, slow and laborious. As you work with sight words, remember that it is vital to keep records of the student’s progress. Make a checklist to monitor mastery, and be sure to review mastered words several times to maintain the skill. Remember that for these words, simply figuring the word out is not good enough. The words should be recognized instantly, with no hesitations or miscues. Anything less will interfere with fluency and comprehension, and is likely to make reading more difficult in the long run.

Repetition is key to sight word acquisition. Young readers should be given opportunities to read and write a new sight word multiple times. Repetitive reading of texts featuring certain sight words is one strategy for helping children commit these words to memory. Also, to practice spelling sight words, parents and teachers can have children write and say aloud words several times. When a child writes and says the word at least five times in a row, she is more likely to commit it to memory.

The Sight Word lists that you have represent the 1,500 words that are most utilized in the English language. The words are listed in order of frequency, and mastery of the first 300 will help improve reading by leaps

and bounds. In the first 300 words about 60% of words found in common text, the words we use every day, are listed.

### Sight Word Tracking

For grades K-3, each child should have a set of word cards and a Master Word Sheet. Print the child’s name on the Master Word Sheet. For Kindergarten and First Grade, begin with 5 words at a time, for 2<sup>nd</sup> grade and up, work with 10 words at a time. Have children read the words (Kindergarten-3 from individual word cards) and highlight the words that the child does **NOT** know. For Kindergarten and First Graders, when they have 5 highlighted words, stop assessing. You will go to work with them on those 5 words while maintaining each child’s words that he/she knows. In 2<sup>nd</sup>- 8<sup>th</sup> grades, when there are 10 highlighted words, stop assessing and go to work on the 10 unknown words. Work with the sight words utilizing the strategies and activities described in the Sight Word information section.

### Sight Word Games

#### Bean Bag Toss

Materials:

- One piece of chart paper (24” x 36”) divided in 24 6” squares (4 across, 6 down)
- Bean Bag
- Word Cards

Attach the words to the chart paper with blue tape before the game is being played. Each child will take turns throwing the bean bag to a square. If the student can read the word the bean bag lands on, the child gets one point. (If you want to play cooperatively, each point counts toward the total number of points the children are trying to attain.) If the student misses the word, the other child gets the chance to say it. The child with the most points wins the game.

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### Around the World

Materials:

- Word Cards

All the students sit in a circle. (Or the students can remain at their desks.) One student stands behind one student who is sitting. The teacher flashes them a sight word. Whoever says it first moves on to the next student. The student that makes it back to their own desk or starting point is the winner. This is a pretty popular game, but the little ones love to try to stop someone who is making it "Around the World"!

### Tic Tac Toe

Materials:

- White board with the tic tac toe board drawn on it
- Word Cards

Divide the children into X's and O's teams. Write words in the tic tac toe spaces. Take turns having a member of the team come up and selecting a space to read. If he is correct, they may put an X or O for their team. If they are incorrect, the other team gets to send a player to the board to try the same word. You can keep score if you want.

**Variation:** You can also give everyone a white board to make into the tic tac toe board, and put the list of words on the board. Have them place the words where they want in their board. As you call the words out, you will have to say if it is an X word or an O. The first one to tic tac toe is the winner.

### Wordo

Materials:

- Blank "Wordo " cards with 9, 16, or 25 blocks. (Look like BINGO cards)
- Copy of words being studied

Have students fill in the card with the words that you are working on. Tell them that each card will be different and to try to mix up the words they are using. Playing the game is just like BINGO. Call out the words and have the students spell it out loud with you and then mark their spaces. This will give those who are unsure of the word some extra help. The first one with a row covered calls out the word "WORDO"! Let the winner be the one who calls out the words the next time.

### Baseball

Materials:

Sight words of 4 levels.

- Make them on different colored cards and have the type of hit that each represents on each color posted somewhere that everyone can see it clearly.
- Places in the room marked as 1st base, 2nd base, 3rd base, and homeplate.

Divide the students into 2 groups and let them name themselves. Designate one team as home, and the other as visitors. Mix up the cards. One child goes to the homeplate. Draw out a card. Match the color to the type of hit they are trying for. If the student can read the card correctly, they may move according to the type of hit. (A single –move 1 base, a double - move 2 bases, a triple-move 3 bases, and a homerun-go all the way to homeplate.) Make sure that you have some strike out cards in the word cards also. If the student is unable to read the word, it is considered an out. After 3 outs, the next team gets to "Bat". Keep the score so that everyone can see.

### Erase Relay

Materials:

- Word lists on the chalkboard

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Write on the whiteboard two columns of words that are approximately equal in difficulty. Write as many words on the board as there are children in the relay. Children are divided into 2 teams, and stand in two lines at right angles to the whiteboard. At the signal, the first child in each line points at the first word in his respective column of words and pronounces that word. If his pronounces it correctly, he is allowed to erase that word. The game is won by the side that erases all the words first.

### Team Sight Word Race

Materials:

- A group size set of sight words

The children are divided into 2 groups. Each group takes a turn attempting to pronounce a word turned up from a pile of sight words. If one team misses, the opposite team then receives a chance to pronounce that word in addition to their regular turn. Score is kept on the number of words each team pronounces correctly. Do not have members sit down when they miss a word, but have each team member go to the back of the line after each try whether successful or not. This enables all members to gain equal practice and does not eliminate those people who need practice most.

### The Head Chair

Materials:

- Group size cards

Mark one chair in the circle as the "Head Chair". Play begins when you flash a card to the person in the "Head Chair". A child can stay in his chair only until he misses a word. When he misses a word, he goes to the end chair and all the children will move up one chair. The object of the game is to try to end up in the "Head Chair".

## Additional Sight Word Activities

### Activity #1

Scatter the sight words on index cards, face-up, around a play area. Use one copy of the word for each child playing the game. That is, if three children are playing, use three copies of each word. Call a word from the list and challenge the students to be first to find and run to the target word. You can make this as competitive or cooperative as you'd like, or even try to beat previous records.

### Activity #2

Spell the sight words using magnetic letters. If possible, use a lower case letter set. You can begin by arranging the letters and having your student read the word, then progress to dictating the word and allowing the student to spell.

### Activity #3

Make one set of word cards for each child playing. Shuffle all cards together and place face down in the center of the play area. Choose a word to be the "Secret Word." Have each player take turns turning over the top card from the deck and flipping it so all can see. When the "secret word" is turned up, the first player to read it correctly gets to keep the word. The player with the most cards at the end of the game can be declared the winner if you wish.

### Activity #4

Hide word cards around the tutoring area. Have the students find them and return to you to read their cards. When one card has been read, the student can go out and look for another.

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### Activity #5

Make a set of word cards for the student. Show the cards one at a time and if the child reads it correctly, put a checkmark on the card. If ten checkmarks are accumulated, the word is often nearing mastery level, which can be cause for celebration.

### Activity #6

Use a double set of word cards (two of each word). Remove one card so that there is a word without a mate. Play a card game like Old Maid: deal the cards evenly to all players. Each player can take a turn choosing one card in secret from another player. If a match is made, those cards are laid down for a score.

### Activity #7

Highlight the targeted words in a passage of text. Read the text in unison, but allow the student to read the highlighted words alone.

### Activity #8

Make a worksheet with misspelled and correctly spelled versions of the target word. Challenge the student to mark those letter groups that spell the target word correctly. You could also do this with letter cards instead of a worksheet.

### Activity #9

Make a sign of each word being studied and tape the signs to the walls around the tutoring area. Call out words and have the students run (walk, crawl, hop, etc.) to the correct sign.

### Activity #10

Make a paper showing the target word at the top. Have the student copy the word in each of three to eight different colors.

### Activity #11

Use letter cards to spell the target words.

### Activity #12

Give each student a newspaper, old magazine or other text and a highlighting marker. See how many times each can find the targeted word or words in the text and highlight them.

### Activity #13

Write the word in large printing, and have the student glue yarn or string to the letters.

### Activity #14

Put the words on slips of paper and place inside plastic eggs. Hide the eggs around the tutoring area and have students find them and read the slips to you.



### Activity #15

Print the word on a whiteboard. Read the word together several times, spell it out loud, then erase a letter. Read the word again, visualizing the missing letter. Be sure to spell again on each round. Continue to erase, then read and spell until the word is no longer visible. Challenge the child to put it back.

### Activity #16

Give children letter cards that will spell the target word or words. Challenge them to sort themselves into the correct letter groups and stand in order to spell their word.

### Activity #17

Write the word in large print on the whiteboard or chalkboard and have the student trace over it several times with new colors.



List 1	List 2	List 3	List 4
a	it	be	there
the	they	on	with
and	would	when	had
I	is	me	are
to	in	like	so
was	have	then	went
my	that	were	up
of	for	all	at
we	you	go	said
he	she	get	them

List 5	List 6	List 7	List 8
if	out	play	their
her	him	some	house
one	will	what	back
because	not	this	charge
do	people	time	came
school	make	home	from
got	could	going	friends
his	or	good	too
about	can	as	other
day	very	down	after

List 9	List 10	List 11	List 12
don't	know	every	now
our	want	didn't	think
no	saw	two	come
just	friend	dog	take
has	did	help	nice
lot	more	mother	first
fun	see	an	best
things	big	also	put
by	us	around	how
little	your	started	man

List 13	List 14	List 15	List 16
Mom	let	love	only
who	eat	off	really
tell	give	even	food
over	told	thing	sometimes
Dad	world	work	football
family	right	class	called
name	again	where	father
next	try	boy	something
night	way	another	took
many	well	ran	old

List 17	List 18	List 19	List 20
once	kids	girl	brother
new	always	away	long
children	am	each	year
much	its	everyone	game
car	wanted	room	most
into	found	sister	cat
made	bed	any	homework
run	money	teacher	games
years	why	that's	thought
team	never	favorite	should

List 21	List 22	List 23	List 24
bad	way	three	door
Christmas	morning	happy	life
water	still	everybody	look
clean	here	until	someone
parents	looked	asked	ball
before	while	different	days
better	left	place	wouldn't
I'm	stop	sure	story
live	air	need	find
bus	can't	great	finally

List 25	List 26	List 27	List 28
together	than	couldn't	which
lived	getting	girls	watch
busy	end	person	being
anything	I'd	hard	kind
every	last	through	walking
been	named	hit	important
swimming	talk	fell	hope
keep	yes	animals	mean
buy	books	played	white
heard	stay	wish	week

List 29	List 30	List 31	List 32
might	balloons	pretty	doing
lots	call	almost	black
knew	sea	high	ride
scared	horses	same	walk
boys	baseball	care	gas
soon	later	few	Mr.
read	men	horse	teachers
lunch	bear	decided	wasn't
store	real	hurt	both
whole	start	book	fish



List 33	List 34	List 35	List 36
goes	president	learn	basketball
trees	TV	he's	circus
coming	playing	tried	four
dream	must	candy	lost
gave	show	fight	mad
outside	afraid	likes	clothes
sleep	gets	snow	grade
boat	dogs	done	ready
grader	street	use	trip
tree	cars	baby	turned

List 37	List 38	List 39	List 40
won	nothing	broke	all
does	running	job	myself
probably	you're	looking	oh
died	may	small	earth
own	both	today	hill
fast	city	having	summer
walked	ship	jump	beautiful
ask	Friday	okay	funny
land	grow	planet	happened
maybe	red	hour	park

List 41	List 42	List 43	List 44
upon	caught	enough	leave
eighth	five	times	move
comes	change	free	police
war	responsibilities	head	states
feet	they're	sports	feel
set	field	build	stuff
without	lady	except	united
bring	Mrs.	bike	miss
country	turn	half	suddenly
ate	animal	America	teach

List 45	List 46	List 47	List 48
catch	kept	seen	ground
fire	sit	shot	such
party	eyes	dinner	sudden
doesn't	top	its	trying
hair	trouble	sick	used
pick	fix	since	future
reason	front	space	music
second	else	sport	problem
winter	hot	schools	seventh
rest	math	Thanksgiving	weeks

List 49	List 50	List 51	List 52
won't	let's	buy	week
liked	mouse	window	explain
lives	cut	mark	lost
stopped	killed	heat	spring
talking	making	grew	travel
throw	riding	listen	wrote
win	rules	ask	farm
woke	becomes	single	circle
yard	God	clear	whose
believe	music	energy	correct

List 53	List 54	List 55	List 56
bed	war	sent	you're
measure	fly	present	free
straight	yourself	plan	fell
base	seem	rather	suppose
mountain	thus	length	natural
caught	square	speed	ocean
hair	moment	machine	government
bird	teacher	information	baby
wood	happy	except	grass
color	bright	figure	plane

List 57	List 58	List 59	List 60
street	wish	seven	modern
couldn't	soil	famous	fun
reason	step	late	catch
difference	human	pay	business
maybe	trip	sleep	reach
step	eye	iron	lot
mouth	woman	trouble	won't
history	milk	store	case
middle	choose	beside	speak
child	north	oil	shape

List 61	List 62	List 63	List 64
eight	copy	skin	ahead
edge	forest	wasn't	wrong
soft	especially	I've	practice
village	necessary	yellow	sand
object	he's	party	tail
age	unit	force	wait
minute	flat	test	difficult
wall	direction	bad	general
meet	south	temperature	cover
record	subject	pair	material



List 65	List 66	List 67	List 68
isn't	rich	race	island
thousand	team	bit	stone
sign	corner	result	wife
guess	cat	brother	we'll
forward	blood	addition	opposite
huge	amount	various	born
ride	garden	doesn't	sense
region	led	thin	cattle
nor	note	hit	million
period	dead	weight	anyone

List 69	List 70	List 71	List 72
rule	chance	bought	hope
science	thick	radio	song
afraid	sight	method	engine
women	pretty	king	board
produce	train	similar	control
pull	fresh	return	spread
son	drive	corn	evening
meant	lead	decide	brown
broken	break	position	clean
interest	sit	bear	wouldn't

List 73	List 74	List 75	List 76
section	century	capital	meat
spent	therefore	fill	lady
ring	level	deal	west
teeth	you'll	busy	glad
quiet	death	beyond	action
ancient	hole	send	pass
stick	coast	love	type
afternoon	crow	cool	attention
silver	sharp	cause	gas
nose	fight	please	kitchen

List 77	List 78	List 79	List 80
pick	arm	sheep	inch
scale	believe	I'd	sugar
basic	major	office	key
happen	gray	row	product
safe	wonder	contain	desert
grown	include	fit	bank
cost	describe	equal	farther
wear	electric	value	won
act	sold	yard	total
hat	visit	beat	sell

List 81	List 82	List 83	List 84
wire	exercise	useful	ate
rose	bread	public	dinner
cotton	process	according	hurt
spoke	nature	steel	spend
rope	apart	salt	experiment
fear	path	speech	touch
shore	careful	forth	drop
throughout	narrow	nation	chair
compare	mental	knowledge	east
movement	nine	appear	separate

List 85	List 86	List 87	List 88
truck	wheel	trade	string
sing	none	chief	sister
column	hill	month	familiar
twice	television	clothes	onto
particular	bill	doctor	imagine
shop	solve	indeed	blow
unless	pressure	dance	quick
spot	report	church	law
neither	farmer	original	lie
met	count	enjoy	final

List 89	List 90	List 91	List 92
rise	rode	supply	solid
loud	empty	laid	northern
fair	twenty	dear	flower
herself	broke	surprise	star
slow	nice	bun	feed
noise	effect	entire	wooden
statement	paid	fruit	sort
hungry	motion	crowd	develop
join	myself	band	shoulder
tube	divide	wet	variety

List 93	List 94	List 95	List 96
season	army	shot	twelve
share	cabin	angry	mine
jump	camp	southern	company
regular	danger	dress	current
represent	purpose	bag	pound
market	breakfast	proud	valley
we're	proper	neck	double
flew	coat	breath	till
finger	push	strength	match
expect	express	member	average



List 97	List 98	List 99	List 100
die	population	electricity	raise
liquid	finish	everybody	further
alive	station	rate	steam
stream	shook	dust	guide
provide	stage	worth	discover
drink	oxygen	community	plain
experience	poem	captain	usual
future	solution	bus	seat
tomorrow	burn	protect	accept
drove	cent	cook	success

List 101	List 102	List 103	List 104
traffic	whisper	council	conversation
yesterday	available	author	evidence
situation	college	organize	citizen
realize	furniture	concern	environment
message	leather	barbecue	influence
recently	husband	accident	cancel
account	principal	disease	audience
physical	medicine	construction	apartment
neighbor	excellent	motor	worse
excited	operation	affect	transportation

List 105	List 106	List 107	List 108
frozen	stomach	ability	social
waste	collect	arrange	factory
couple	prevent	rhythm	license
function	courage	avoid	recommend
connect	occur	daily	
project	foreign	identity	
pronounce	quality	standard	
offered	terrible	combine	
apply	instrument	attached	
improve	balance	frighten	

## **Fry Fast Phrases List #1**

the little boy  
a good boy  
is about me  
then you give  
was to come  
old and new  
what we know  
that old man  
in and out  
not up here  
good for you  
down at work  
with his cat  
it was new  
work on it  
can come here  
they will go  
are so long  
three of them  
before this one  
your little boy  
as long as  
but not me  
be here again  
have been good

## **Fry Fast Phrases List #2**

he has it  
can go  
they are here  
one by one  
good and wet  
came with me  
about a dog  
had a hat  
if you come  
some good candy  
up and down  
her green hat  
say and do  
when they come  
so I went  
my little house  
very good girl  
all around us  
would you like  
any good book  
have you been  
we are out  
here and there  
from my mother  
a nice day

## **Fry Fast Phrases List #3**

to go home  
see the dog  
then they went  
look at us  
yes and no  
play with him  
by the house  
he was going  
come to me  
get the cat  
in or out  
one, two, three  
to the man  
a little dog  
he has it  
sit by them  
how do you  
like the book  
in our car  
what do you  
do you know  
make a book  
which one is  
this much is  
about his frog

## **Fry Fast Phrases List #4**

who am I  
an old cat  
in their car  
she had some  
a new school  
he said it  
did not go  
a good boy  
three little dogs  
up and down  
go to work  
put it out  
we were there  
before you go  
just one day  
about this long  
here it is  
get the other  
our old car  
then take it  
cat has been  
again and again  
would give him  
day after day  
many of them

## **Fry Fast Phrases List #5**

saw a cat  
at home again  
as soon as  
stand on the  
in the box  
upon a time  
the first one  
came up to  
a tall girl  
a big house  
find a rock  
because it was  
made me mad  
could I go  
in the book  
look at that  
is my mother  
run out of  
at school today  
with the people  
all last night  
into my room  
began to say  
I think that  
on the back

## **Fry Fast Phrases List #6**

such a big box  
where it was  
I am not  
a great ball  
yesterday morning  
live in a  
four of them  
at last a  
color the box  
putting away he  
tall red hat  
friend of the  
to look pretty  
much to eat  
want to say  
one year old  
the white pine  
got a cup  
wanted to play  
found his dog  
that was left  
bring her home  
men were there  
as you wish  
red and black

## **Fry Fast Phrases List #7**

may come to  
he let us  
was to use  
these big chairs  
turn right at  
who were present  
we should leave  
her left hand  
more people can  
why not make  
be done better  
it was under  
while the rain  
should we do  
never would come  
two books each  
was the best  
at another time  
it would seem  
the pretty tree  
was her name  
very dear to  
the tall oak  
next to the  
call me so

## **Fry Fast Phrases List #8**

dog ran fast  
five blue balls  
read very well  
over the hill  
such a treat  
on the way  
eat too much  
shall sing for  
my own bed  
most of all  
sure am happy  
saw a thing  
only for fun  
please come to  
near the dog  
older than me  
in the open  
kind and good  
much go now  
high in the  
far and near  
both of you  
end of the  
would go also  
until we see

## **Fry Fast Phrases List #9**

go ask her  
a small tree  
a yellow box  
you may show  
mother goes home  
please clean this  
buy a present  
say thank you  
they will sleep  
open the letter  
jump the wall  
by myself  
go fly high  
please don't run  
a fast race  
a cold day  
must call today  
does come back  
a pretty face  
little green box  
for everyone  
I like brown  
your red coat  
six people ran  
gave a present

## **Fry Fast Phrases List #10**

the black hat  
in his ear  
write a letter  
to try it  
as for myself  
can no longer  
those were clean  
hold on tight  
full of water  
please carry it  
eight little ducks  
would you sing  
food was warm  
sit on the  
the black dog  
can you ride  
hot and cold  
grow the seed  
do not cut  
seven people came  
the pretty woman  
the funny monkey  
yes it is  
as he ate  
stop your car

## **Fry Fast Phrases List #11**

off his ship  
his sister went  
my happy mother  
once I went  
he didn't go  
set the table  
round and round  
dress the baby  
fail the test  
wash the clothes  
car will start  
ready to go  
anything to wear  
around the year  
close the door  
the bedroom wall  
gave some money  
turn the corner  
might be late  
hard, long, trail  
go to bed  
fine black line  
along the way  
on the chair  
I hope you

## **Fry Fast Phrases List #12**

start the fire  
ten little boys  
was on order  
part was missing  
the early bird  
the fat cat  
a third team  
was the same  
were in love  
can you hear  
yesterday he came  
eyes are blue  
door was open  
clothes are dry  
though he went  
at three o'clock  
second not last  
water is warm  
the little town  
took off his  
pair of mittens  
now getting dark  
want to keep  
head and neck  
warm the food

## Fry Fast Phrases List #13

the story told  
miss the bus  
with his father  
the children moved  
reached the land  
with great interest  
the state government  
within two feet  
the beautiful garden  
to be done  
the country house  
different from them  
the bad men  
across the ocean  
a fenced yard  
a winter morning  
a round table  
a bedtime story  
because I'm through  
he listened sometimes  
tried to run  
rode the horse  
something for his  
brought the salad  
the dancing shoes

## Fry Fast Phrases List #14

time after time  
has come yet  
true or false  
above the door  
still, cool, water  
meet me at  
since we started  
a number of  
please state your  
does it matter  
draw the line  
did you remember  
the large hen  
a few came  
hit the ball  
under the cover  
the open window  
store the box  
in the city  
are we together  
the bright sun  
all my life  
across the street  
at the party  
suit was ready

## Fry Fast Phrases List #15

said the word  
was almost lost  
the quickly thought  
sent the letter  
receive the gift  
had to pay  
better than nothing  
what I need  
mean to cry  
spoke too late  
only finished half  
afraid to fight  
was strong enough  
feel the fur  
during the storm  
already had gone  
to one hundred  
for the week  
walked between them  
hard to change  
being quickly spent  
care and feeding  
the right answer  
an interesting course  
voted against it

## Fry Fast Phrases List #16

wear your coat  
Mr. and Mrs.  
in the side  
the poor boy  
lost his book  
was cold outside  
the wind howled  
Mrs. Brown said  
we learn by  
held the book  
the front door  
it was built  
in the family  
it all began  
clean air is  
young and old  
was long ago  
around the world  
the airplane flew  
without his lunch  
do not kill  
ready, set, go  
please stay away  
won't you come  
the paper flower

## **Fry Fast Phrases List #17**

hour by hour  
be glad that  
follow my directions  
you have company  
would you believe  
begin at once  
do you mind  
pass the meat  
try to reach  
next month we  
at this point  
rest and relax  
he sent it  
please talk louder  
when we want  
to the bank  
ship the box  
his business is  
the whole thing  
a short stop  
make certain that  
was not fair  
give the reason  
it's almost summer  
fill your glass

## **Fry Fast Phrases List #18**

grade your paper  
my big brother  
remain there until  
glass of milk  
several years ago  
the long war  
are you able  
please change it  
either you come  
change was less  
train the dog  
does it cost  
in the evening  
sing the note  
time is past  
find her room  
flew overhead  
at his office  
the cow stood  
will you visit  
wait in line  
the teacher said  
is almost spring  
picture was gone  
the blue bird

## **Fry Fast Phrases List #19**

fry an egg  
on the ground  
a sunny afternoon  
feed the sheep  
the boat trip  
plan his work  
the question is  
the biggest fish  
return the gum  
call him sir  
would not tell  
the huge hill  
the wet wood  
when you add  
the dripping ice  
broke the car  
watch for children  
left all alone  
to bend low  
broke her arm  
dinner was cold  
hair is brown  
service the car  
in class today  
was quite short

## **Fry Fast Phrases List #20**

spell the word  
a beautiful picture  
the sick cat  
because a teacher  
will you cry  
finish the work  
toss and catch  
the shiny floor  
a broken stick  
great amounts of  
guess the answer  
paint the bridge  
in the church  
a tall lady  
a treat tomorrow  
ice and snow  
for whom the  
women and children  
among the leaves  
a rocky road  
the farm animals  
my famous cousin  
bread and butter  
gave wrong directions  
the space age



## Fry Fast Phrases List #21

became a man  
a fat body  
take a chance  
act right now  
it will die  
in real life  
must speak out  
it already ended  
a good doctor  
please step up  
all by itself  
had nine lives  
the baby turtle  
minute by minute  
a loud ring  
who wrote it  
make it happen  
let's appear happy  
a big heart  
can swim fast  
a felt hat  
the fourth hour  
I'll say it  
kept a long time  
a deep well

## Fry Fast Phrases List #22

could see herself  
have an idea  
drop the pin  
the wide river  
her smile flowed  
son and daughter  
the bat flew  
is a fact  
sort the clothes  
king of hearts  
the dark street  
kept to themselves  
whose coat is  
study the book  
a great fear  
move your car  
she stood outside  
as for himself  
the strong man  
for they knew  
every so often  
toward the end  
filled with wonder  
twenty black birds  
it was important

## Fry Fast Phrases List #23

demand a pencil  
however you want  
in this case  
can you figure  
increase your work  
enjoy your study  
rather than walk  
sound it out  
eleven comes next  
music in words  
a human being  
in the court  
may the force  
a tomato plant  
can you suppose  
by the law  
was her husband  
just that moment  
my favorite person  
a sad result  
he could continue  
the lowest price  
to serve well  
the national anthem  
wife and mother

## Fry Fast Phrases List #24

was my aunt  
her system was  
he will lie  
the cause was  
will she marry  
it is possible  
I will study  
one thousand more  
in the pen  
his condition was  
she said perhaps  
she will produce  
it was twelve  
he rode the  
is my uncle  
the labor force  
in public court  
will consider  
it happened thus  
was the least  
she has power  
made a mark  
will be president  
must ask whether  
happened at all

## Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 <sup>nd</sup> – 5 <sup>th</sup> Grades
Lesson Title:	Modified Marzano Strategy
Focus:	Vocabulary

**Materials:**

Paper

Vocabulary Notebook (Optional, can use ½ of a composition book for each student)

### Opening

#### State the objective

Objective of lesson is to expose students to the modified Marzano Strategy of learning key vocabulary words, including academic vocabulary.

#### Gain prior knowledge by asking students

How do you show someone that you understand what a word means? How do you learn about words and what they mean? Some words are sight words because you can say them, other words you can read but you don't know what they mean or how to use them in conversation. What are some strategies you used when you come across words that you don't understand?

#### Information About the Marzano Strategy for the Instructor (Background Information)

**Step 1:** Give a description, explanation, or example of the new term.

- Provide learners information about the term.
- Determine what the learner already knows about the term.
- *Utilize examples, descriptions, but **not definitions**. **Definitions** are not a recommended method for vocabulary instruction as they do not provide learners an informal, natural way to learn new vocabulary.*

**Step 2:** Ask the learner to give a description, explanation, or example of the new term in his/her own words.

- Remind learners to not copy, but use their own words.
- Monitor students to determine if any confusion exists.
- Provide more descriptions, explanations, or examples if necessary.

**Step 3:** Ask the learner to draw a picture, symbol, or locate a graphic to represent the new term.

- Teach the concept of speed drawing for those who labor too long over their work.
- Use graphics from magazines or the Internet.
- Illustrating terms through symbols, drawing the actual term, illustrating with a cartoon, or drawing an example of the term should be encouraged.
- Ask learner to share their work.

**Step 4:** Use the word in speech and conversation.

- Use the word in an original sentence.

### Content (the "Meat")

#### Instruction / Demonstration ("I do" – "We do")

**Word for Today:** hero

**Description:** A hero is an ordinary person who acts in a selfless way in an extraordinary situation. Superheroes are cartoon characters who overcome obstacles by having special

**\*Activity → Teachable Moment(s) throughout**

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powers. But real heroes do not have any special powers just a special commitment to do what is right.


**Brainstorm** with students something they have heard about that was heroic. Maybe it is the fireman who rescued the people from the burning building, or the mother who gave her daughter a kidney in a transplant, or the child who called 911 when his grandmother had fallen.

**Ask** them to name some situations that might lend itself to being a hero or acting in an heroic manner. Make a list. Ask them about taking up for a person who is being teased or bullied in some way. Ask if it takes heroism to stand up to a “popular” student.

Review yesterday’s word, if any.

Complete the Vocabulary Notebook for today. Student may work in pairs if this is helpful

### Vocabulary Notebook Sample:

<p><b>New Word</b></p> <p style="text-align: center;">hero</p>	<p><b>My Description</b></p> <p style="text-align: center;">Person who responds to a disaster without thinking about themselves but thinking about how they could help</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">Thomas Jefferson is a hero of American Independence.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

### Students practice (“You do”)

Repeat process above having students selecting 3 different words of their choice.

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for the new word. Vocabulary Notebooks can be made from ½ of a composition book.

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**Three Whats** (Answer the following 3 Questions)

- What is the most difficult thing about learning new words?
- What word have you been confused about that you would like to understand?
- What strategies do you use when trying to figure out the meaning of a new word or phrase?

### Reflection (Confirm, Tweak, Aha!)

Ask students to think about what they did today.

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Ask them to comment on what they did today was something they already knew how to do. (Confirmation)

Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)

Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Repeated Reading
<b>Focus:</b>	Fluency

<b>Materials:</b> Leveled Reading Passages (Reading A-Z Website) or leveled readers Paper, pencils, crayons
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### Opening

**State the objective**

Repeated Reading is a strategy that is used to build fluency. The objective of this lesson is for students to understand the Repeated Reading strategy.

**Gain prior knowledge by asking students**

What does reading something repeatedly mean to you? Why do you think that reading the same material over and over would be helpful to build fluency? What does it mean to be fluent when you read? How fluent are you when reading aloud?

**Information for You:** (Month 1 only, but can be used throughout the year)

Repeated Reading is a strategy that allows children to practice reading the same passage over and over. The advantage of this is that students practice sight words (about 65% of all of the words we use) in the context of a written passage. Also, it allows youth to increase their vocabulary as the words that are not sight words (35%) become part of their reading vocabulary.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activity listed above. Allow approximately 10 minutes of practice time each day.
5. After 8 days (2 weeks) have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

### Content (the “Meat”)

<p><b>Instruction / Demonstration (“I do” – “We do”)</b></p> <p><b>Repeated Reading—Creating A Baseline</b></p> <ol style="list-style-type: none"> <li>1. Give student a passage to read at his/her appropriate reading level.</li> <li>2. Have students read for 1 minute and count the number of words read in the</li> </ol>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>Remind students that they are going to establish a</p>
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<p>minute.</p> <p>3. Record the number of words read on a chart.</p>	<p>baseline for improving the number of words that they can read per minute. Also remind them that you will have them read aloud to you from time to time so it is important to be correct in the number of words that they read in a minute. Remind them that this will improve accuracy and fluency.</p>
<p><b>Students practice (“You do”)</b></p>	
<p>Today you will have students practice reading the passage for the next 20 minutes using two different activities listed below. At the end of the practice you will have the children read the passage for 1 minute and determine if they have improved the number of words read. This is just a sample of the entire process. Normally you would practice every day for 8 days, about 10 minutes a day.</p>	
<p><b>Paired Readings:</b></p> <ol style="list-style-type: none"> <li>1. Partner students together.</li> <li>2. One partner times the other partner reading a passage.</li> <li>3. At the end of one minute, the partner says "Stop" and circles the last word the reader has read.</li> <li>4. The partners switch rolls. Complete this process three times.</li> </ol>	
<p><b>Partner Share:</b></p> <ol style="list-style-type: none"> <li>1. Partner two students that are working on the same passage.</li> <li>2. Have them read aloud to each other, trading off each sentence.</li> <li>3. They can then provide feedback to one another on rate, phrasing, and expression.</li> </ol>	

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Liked Best Next Time</b></p> <p>Ask students what they liked best about the activity today.</p> <p>Ask students what they would suggest to strengthen the activity.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <p>Ask students to think about what they did today in English/Language Arts.</p> <p>Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</p> <p>Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</p> <p>Ask them to comment on something (if anything) they have learned today that was brand new to them.</p>
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**Reading Rubric By Grade Level**

Grade	Rate	Accuracy	Phrasing	Expression
1	60	96-100%	Meaningful throughout	Expressive Throughout
2	90	96-100%	Meaningful throughout	Expressive throughout
3	110	96-100%	Meaningful throughout	Expressive throughout
4	130	96-100%	Meaningful throughout	Expressive throughout
5	150	96-100%	Meaningful throughout	Expressive throughout
6	170	96-100%	Meaningful throughout	Expressive throughout
7	180	96-100%	Meaningful throughout	Expressive throughout
8	200	96-100%	Meaningful throughout	Expressive throughout

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activity listed above. Allow approximately 10 minutes of practice time each day.
5. After 8 days (2 weeks) have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level



### Repeated Reading Strategies

- **Modeled Reading:** Read the Fluency Passage to the student so she or he can hear fluent reading. Have the student read the passage. If the student gets stuck on a word, read the word and have her or him repeat it. Repeated one-on-one readings will increase speed, accuracy, smoothness and expression. (You can pair more proficient readers with less proficient ones).
- **Paired Readings:** Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch rolls. Complete this process three times.
- **All Read:** During this activity, all of the students read aloud at the same time. Even if the students are not on the same passage, reading aloud will help them slow down and really practice each word. While students are reading, walk around. Touch a student on the shoulder to indicate that they should begin reading aloud so you can hear them.
- **Partner Share:** Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.
- **Speed Reading:** Have students form a circle. Number them of, 1, 2, 1, 2, 1, 2 and so forth. Having the students stay in the circle, have the twos move to stand in front of the person who said "1" on his/her left. Give each student an opportunity to read aloud to his/her partner for 1 minute. Have one of the circles move and repeat the process. Have the other circle move and repeat for the third time.
- **Slow Reading:** Utilize this process when you want students to work on accuracy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. This makes the words more recognizable when students are reading quickly.
- **Chunk Reading:** This process helps youth to read more quickly by seeing phrases or groups of words, instead of reading "word by word". For example, look at the following two sentences:

"Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted."

There are five phrases in these two sentences. The first is by familiarity (once upon a time), the others are separated by punctuation. In the beginning of chunking, youth will tend to read in 3-4 word segments. The chunk should make sense and not sound like an every 3 word pause.

- **Musical Shares:** Have students stand up and walk around reading the passage that they are working on until the music stops. Students should pair up and read the next 2 sentences to the partner they find. Repeat as students practice.
- **Independent Timed Reading:** Have students work in pairs and use a three minute egg timer or look at the clock to keep time. As the first student begins to read the passage, the partner either turns over the egg timer or begins watching the clock. At the end of 2 minutes (if



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students are watching a clock, or three minutes is using the egg timer, the partner calls “Stop” and the number of words are counted. Process is repeated for the other students. Students record the number of words read on their reading chart.

### Charting Reading Progress

It is necessary for the student to be able to “see” his/her progress. You can do this by creating a chart for the class or for the individual student.

At the beginning of each 2 week session, the child records the number of words read on the first reading and at the end of the 2 week session, the number of words read after 8 practices.

To create a stronger visual, use graph paper and have the student create a bar graph to indicate the improvement each 2 weeks. If you utilize graph paper, each square could count as 10 words.

You might also consider setting up a composition book for each student and create a label for the cover where the student can chart progress.

### Your Role During Repeated Reading

During repeated reading you should circulate throughout the room stopping to listen to individual students read aloud.

Students should understand that when you come to them they will read from the passage beginning at the exact spot they are at, even if this is in the middle of a sentence.

You may want to develop a signal, thumbs up, a tap on the shoulder, or simply saying the child’s name, that will indicate to the student that it is his/her time to read to you.

If you spend 30 seconds to a minute with each student, during a week you will be able to hear each student.

If a student is mispronouncing a word, correct it at that time. This is not the time to define the word or check for meaning, simply say the word correctly and point to it.

This will help the student when reading the word in the future.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Three Words Predictions
<b>Focus:</b>	Reciprocal Teaching: Predicting

<b>Materials:</b>
Trade Book with colorful cover including pictures

### Opening

#### State the objective

**Predicting** gives students an opportunity to use the impressions they gather from looking at the front and back cover of the book, reading or hearing a title, and sometimes from opening the book and reading a “sample” of the story.

#### Gain prior knowledge by asking students

What does it mean to “predict” something?

When do you “predict” in your day to day life (opening doors, pushing on the toothpaste tube, turning on the water)?

What about predicting is important?

#### Information about predicting for the instructor (Only in Month 1 of Lessons)

Predicting is actually just using pictures or text to make a guess about what will happen in a piece of literature. So the first step in predicting is to **“find clues”**. To practice this, find a trade book (age-appropriate) and show it to the students. Ask students what they see on the cover. For example if the cover has a man looking through a magnifying glass you would ask, “Who is this man? (a detective) What is he looking for? (clues) How do you know he is looking for clues? (a magnifying glass) Ask students to look for clues: front cover, back cover, illustrations, headings, captions, and maps. Write the clues on the white board. Ask students to make predictions about the book based on the clues they have found. This is the **“connection question”**. Ask students, “Based on the clues, what do you think you will learn from this book?” Give students time to think about their answers. You might also want them to share the ideas with a partner and then a small group before sharing with you. Certainly students can use the words, “I predict” every time. Other things they might say that would **mean the same thing** include, “I think”..., “I wonder...”, “I imagine...”, “I suppose...”, “I guess...”, and “I expect”... Have student use these alternate ways of predicting when discussing the book.

### Content (the “Meat”)

#### Instruction / Demonstration (“I do” – “We do”)

#### Three Words—A Prediction Strategy

##### Directions:

1. Hold up a trade book with an interesting cover.
2. Tell the students, “We are going to look for clues to predict what will happen in the story”.
3. Ask a student to read the book title. (If you are working with Kindergartners and 1<sup>st</sup> graders you may want to read the title aloud)
4. Choose one word from the book title.

#### **\*Activity → Teachable Moment(s) throughout**

When you are intentionally teaching the skill of predicting, take the time to point out the many times during each day the “we predict”. The ability to predict is what helps all of the visual input we have make sense. Stop to help students understand how what they

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<ol style="list-style-type: none"> <li>5. Write the word on the white board.</li> <li>6. Ask the students to look at the front cover picture.</li> <li>7. Choose one word from the picture.</li> <li>8. Write the word on the white board. Look at the back cover.</li> <li>9. Ask the students to look at the back cover.</li> <li>10. Choose one word from the back cover.</li> <li>11. Write the word on the white board.</li> <li>12. Ask a student to come to the front of the class and tell the story using the three words. The student may need some leading words or phrases to tell the story such as, "But, one day . . . And then . . . And finally..."</li> <li>13. Ask another student to tell his version of the story based on the three words.</li> </ol>	<p>are doing makes sense of the real world.</p> <p>Take time to stop the class and ask them to predict what will happen next.</p> <p>Check in often to see if they have ideas for making the lesson more fun and enjoyable.</p> <p>Listen for "how" and "what" questions.</p> <p>Ask students to explain what is going on.</p>
<p style="text-align: center;"><b>Students practice ("You do")</b></p> <ol style="list-style-type: none"> <li>1. Have student work in groups of 2-3 students.</li> <li>2. Give each group a book.</li> <li>3. Have students practice the same predicting lesson, 3 Words, with this new book and each other.</li> <li>4. Ask students to share the 3 Word skits with the other students if there is time.</li> </ol>	

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA—Describe, Interpret, Generalize, Apply</b></p> <p>Ask the children the following four questions:</p> <ol style="list-style-type: none"> <li>1. What did we do today? <b>Describe</b></li> <li>2. What skills did you use? <b>Interpret</b></li> <li>3. How did you feel about what we did today? <b>Generalize</b></li> <li>4. How will you apply these skills tomorrow? <b>Apply</b></li> </ol>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <p>Ask students to think about what they did today.</p> <p>Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</p> <p>Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</p> <p>Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	One Minute Predictions 2
<b>Focus:</b>	Reciprocal Teaching: Predicting

<b>Materials:</b>
Trade Book with colorful cover including pictures

### Opening

**State the objective**

**Predicting** gives students an opportunity to use the impressions they gather from looking at the front and back cover of the book, reading or hearing a title, and sometimes from opening the book and reading a “sample” of the story.

**Gain prior knowledge by asking students**

What does it mean to “predict” something?  
 When do you “predict” in your day to day life (opening doors, pushing on the toothpaste tube, turning on the water)?  
 What about predicting is important?

**Information about predicting for the instructor** (Only in Month 1 of Lessons)

Predicting is actually just using pictures or text to make a guess about what will happen in a piece of literature. So the first step in predicting is to **“find clues”**. To practice this, find a trade book (age-appropriate) and show it to the students. Ask students what they see on the cover. For example if the cover has a man looking through a magnifying glass you would ask, “Who is this man? (a detective) What is he looking for? (clues) How do you know he is looking for clues? (a magnifying glass) Ask students to look for clues: front cover, back cover, illustrations, headings, captions, and maps. Write the clues on the white board. Ask students to make predictions about the book based on the clues they have found. This is the **“connection question”**. Ask students, “Based on the clues, what do you think you will learn from this book?” Give students time to think about their answers. You might also want them to share the ideas with a partner and then a small group before sharing with you. Certainly students can use the words, “I predict” every time. Other things they might say that would **mean the same thing** include, “I think”..., “I wonder...”, “I imagine...”, “I suppose...”, “I guess...”, and “I expect”... Have student use these alternate ways of predicting when discussing the book.

### Content (the “Meat”)

<b>Instruction / Demonstration (“I do” – “We do”)</b>	<b>*Activity → Teachable Moment(s) throughout</b>
<p>Review the strategies above and help students to understand how they might use each of them to predict what is going to happen in a story Use the Prediction Starters (I think, I wonder, I imagine, I suppose, I guess, I expect—attached at the end of this document) To start their prediction.</p> <p><b>One Minute Predictions</b></p> <p><b>Directions:</b></p>	<p>When you are intentionally teaching the skill of predicting, take the time to point out the many times during each day the “we predict”. The ability to predict is what helps all of the visual input we have make sense.</p>

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<ol style="list-style-type: none"> <li>1. Show students a trade book (this is like a library book).</li> <li>2. Tell the group that they will have 1 minute to make a prediction about the story.</li> <li>3. Show them the front cover, the back cover, the title, and the illustration.</li> <li>4. Have student make predictions about the book to the class.</li> <li>5. Ask more than one student for his/her opinion.</li> <li>6. Discuss why predictions could be the similar or could be different.</li> </ol>	<p>Stop to help students understand how what they are doing makes sense of the real world.</p> <p>Take time to stop the class and ask them to predict what will happen next.</p> <p>Check in often to see if they have ideas for making the lesson more fun and enjoyable.</p> <p>Listen for “how” and “what” questions.</p> <p>Ask students to explain what is going on.</p>
<p><b>Students practice (“You do”)</b></p> <ol style="list-style-type: none"> <li>1. Divide students into groups of 2-3.</li> <li>2. Provide each group with three trade books (can absolutely use RAZ books).</li> <li>3. Tell student groups they will have one minute to make a prediction about the story.</li> <li>4. They may look at the title, front and back covers, and illustrations. (Repeat 3 times).</li> <li>5. Group looks inside to determine if predictions are correct.</li> <li>6. Students share their predictions with classmates.</li> </ol>	

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA—Describe, Interpret, Generalize, Apply</b></p> <p>Ask the children the following four questions:</p> <ol style="list-style-type: none"> <li>1. What did we do today? <b>Describe</b></li> <li>2. What skills did you use? <b>Interpret</b></li> <li>3. How did you feel about what we did today? <b>Generalize</b></li> <li>4. How will you apply these skills tomorrow? <b>Apply</b></li> </ol>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <p>Ask students to think about what they did today.</p> <p>Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</p> <p>Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</p> <p>Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</p>
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“I think...”

“I wonder...”

“I imagine...”

“I suppose...”

“I guess...”

“I expect...”

“I predict...”

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Secret Word--Clarifying
<b>Focus:</b>	Reciprocal Teaching

**Materials:**

Trade Book with colorful cover including pictures

Word lists or cards of interesting words from the story—some of them should make natural connection (food and drink, clear and breezy, wet and cold...)

### Opening

#### State the objective

**Clarifying** strategies help students make connections between the words and real life. Clarifying can also be used to help students understand phrases, sentences or the body of the text. .

#### Gain prior knowledge by asking students,

What does it mean to “clarify” something? (make the meaning clear)

Have you ever done something that you thought was “just right” only to find out that you did not do what the other person expected of you? Share that experience with a neighbor. (Examples—I thought I was supposed to get the milk out and I was really supposed to get the bread. I thought I was supposed to walk home from school, but I was supposed to wait for my dad to pick me up.)

What about clarifying is important? (Helps you be sure that you are on the same page, know what you are to do)

#### Background Information for You (Only in Month 1 of Lessons)

Clarifying is step 2 of the Reciprocal Teaching process. It comes into play after you have predicted and then read to see if your prediction is correct. Clarifying is an opportunity for youth to be sure that they have an understanding of what’s going on. We all know what happens when we make assumptions that something is “true” or that our understanding is the beginning and end of everything that can be known. Clarifying gives everyone an opportunity to “get on the same page”. Clarifying is finding the meaning of vocabulary words. Reading is really an exercise of “making meaning” out of the printed word. Clarifying strategies help students to do this.

There are several things that students can do to clarify words. (You might want to make cards with these strategies on them for use when working with youth. Attached at the end of this lesson plan.)

- **Consider the Context:** Words do not happen in isolation, they are found in the context of a sentence, a paragraph, and ultimately the story. This is a particularly effective strategy when working with multiple meaning words. The context will often let the reader know what meaning the word has.
- **Substitute a Synonym:** While all words do not have synonyms, many of them do. If you do not know the meaning of the word “guffawing”, and you are reading the sentence, “He was so happily surprised he could not stop a giggle, and soon all of them were guffawing.” you would first consider the context (seems to be a happy surprise, person is laughing, and then substitute the word “laughing” because it makes sense. This too can help you make meaning.)
- **Study the Structure:** Words all have structures. When looking at particular words students should ask

## Consult 4 Kids Lesson Plans

themselves if there is a prefix, a suffix, or both attached to a root word. They need to ask themselves if in that structure they can think of any other word that is similar and might have the same meaning. An example would be dynamic, dynamite, and dynamo have a similar structure and begin with “dyna”. If you knew the meaning of one of those words, say dynamite, and you knew that this was an explosive, you might wonder if dynamic and dynamo meant something similar.

- **Mine Your Memory:** All of us have previous knowledge and sometimes we just need to tap into it. We have been exposed to many words that may have gone unnoticed at the time, but as we revisit conversations and activities, those words may resurface and we can use that remembrance to support the current learning.
- **Ask an Expert:** Experts come in all shapes and sizes. Asking another student or adult to clarify a word for the student might just work. Sometimes the experts will insist that the student think more deeply by asking some probing questions.
- **Place a Sticky-Note:** If you just can’t come up with a clarification for a word or a phrase, simply mark it with a sticky note and plan to come back to it. If it is not a word that will change the entire meaning of the story, it is sometimes best to return at a later time which will allow you to continue with the flow of the story and then pay close attention to that detail at another time.

When teaching young people to clarify, help them to utilize these strategies.

### Content (the “Meat”)

#### Instruction / Demonstration (“I do” – “We do”)

Review the strategies above and help students to understand how they might use each of them to determine what different words mean.

**Purpose:** Select words from the story that can be acted out or combined into action (obviously the, was, etc. are not good choices).

**Directions:**

1. Review the words that you have selected with the students
2. Ask students if they have any words that they would like to add from the story (be sure to explain that these words must be action words or things you can see and touch
3. Choose a student to act out his own Secret Word from the word list Word List
4. Give the student 30 seconds to act out the word
5. Begin the charade with, “ACTION.”
6. In 30 seconds say, “CUT.” Classmates guess the Secret Word.
7. Encourage students to get into the moment using facial and body movements
8. Continue the process with 2 more students

#### \*Activity → Teachable Moment(s) *throughout*

When you are intentionally teaching the skill of clarifying, take the time to point out the many times during each day that clarification makes things easier. The ability to clarify is what keeps all of us on the same page.

Stop to help students understand how to ensure that they are on target. Take time to stop the class and ask them to clarify what something means in a given situation. Check in often to see if they have ideas for making the lesson more fun and enjoyable.

Listen for “how” and “what” questions. Ask students to explain what is going on.

#### Students Practice (“You do”)

- Now it is time for the student to practice the skill of clarifying by practicing with peers.



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<ul style="list-style-type: none"> <li>Give each group (3-4 students) a book.</li> <li>Ask them to find words in the story that they can clarify by acting them out for one another.</li> <li>Have students create a list of the words.</li> <li>Students take turns acting out the words on the list for one another.</li> </ul>	
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### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### **DIGA—Describe, Interpret, Generalize, Apply**

Ask the children the following four questions:

1. What did we do today? **Describe**
2. What skills did you use? **Interpret**
3. How did you feel about what we did today? **Generalize**
4. How will you apply these skills tomorrow? **Apply**

#### **Reflection (Confirm, Tweak, Aha!)**

Ask students to think about what they did today.

Ask them to comment on what they did today was something they already knew how to do. (Confirmation)

Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)

Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

#### **Modifications**

Talk with students about how the selected words fit into the world. What would this word mean to different staff members of the school? Make a list of the different staff members of the school: Principal, site coordinator, program leader, and volunteers. The principal might say. "I am responsible to ensure that all students eat lunch

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**Consider the Context:** Words do not happen in isolation, they are found in the context of a sentence, a paragraph, and ultimately the story. This is a particularly effective strategy when working with multiple meaning words. The context will often let the reader know what meaning the word has.

**Substitute a Synonym:** While all words do not have synonyms, many of them do. If you do not know the meaning of the word “guffawing”, and you are reading the sentence, “He was so happily surprised he could not stop a giggle, and soon all of them were guffawing.” you would first consider the context (seems to be a happy surprise, person is laughing, and then substitute the word “laughing” because it makes sense. This too can help you make meaning.)

**Study the Structure:** Words all have structures. When looking at particular words students should ask themselves if there is a prefix, a suffix, or both attached to a root word. They need to ask themselves if in that structure they can think of any other word that is similar and might have the same meaning. An example would be dynamic, dynamite, and dynamo have a similar structure and begin with “dyna”. If you knew the meaning of one of those words, say dynamite, and you knew that this was an explosive, you might wonder if dynamic and dynamo meant something similar.

**Mine Your Memory:** All of us have previous knowledge and sometimes we just need to tap into it. We have been exposed to many words that may have gone unnoticed at the time, but as we revisit conversations and activities, those words may resurface and we can use that remembrance to support the current learning.

**Ask an Expert:** Experts come in all shapes and sizes. Asking another student or adult to clarify a word for the student might just work. Sometimes the experts will insist that the student think more deeply by asking some probing questions.

**Place a Sticky-Note:** If you just can’t come up with a clarification for a word or a phrase, simply mark it with a sticky note and plan to come back to it. If it is not a word that will change the entire meaning of the story, it is sometimes best to return at a later time which will allow you to continue with the flow of the story and then pay close attention to that detail at another time.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Secret Word--Clarifying 1
<b>Focus:</b>	Reciprocal Teaching

**Materials:**

Trade Book with colorful cover including pictures

Word lists or cards of interesting words from the story—some of them should make natural connection (food and drink, clear and breezy, wet and cold...)

### Opening

#### State the objective

**Clarifying** strategies help students make connections between the words and real life. Clarifying can also be used to help students understand phrases, sentences or the body of the text. .

#### Gain prior knowledge by asking students,

What does it mean to “clarify” something? (make the meaning clear)

Have you ever done something that you thought was “just right” only to find out that you did not do what the other person expected of you? Share that experience with a neighbor. (Examples—I thought I was supposed to get the milk out and I was really supposed to get the bread. I thought I was supposed to walk home from school, but I was supposed to wait for my dad to pick me up.)

What about clarifying is important? (Helps you be sure that you are on the same page, know what you are to do)

#### Background Information for You (Only in Month 1 of Lessons)

Clarifying is step 2 of the Reciprocal Teaching process. It comes into play after you have predicted and then read to see if your prediction is correct. Clarifying is an opportunity for youth to be sure that they have an understanding of what’s going on. We all know what happens when we make assumptions that something is “true” or that our understanding is the beginning and end of everything that can be known. Clarifying gives everyone an opportunity to “get on the same page”. Clarifying is finding the meaning of vocabulary words. Reading is really an exercise of “making meaning” out of the printed word. Clarifying strategies help students to do this.

There are several things that students can do to clarify words. (You might want to make cards with these strategies on them for use when working with youth. Attached at the end of this lesson plan.)

- **Consider the Context:** Words do not happen in isolation, they are found in the context of a sentence, a paragraph, and ultimately the story. This is a particularly effective strategy when working with multiple meaning words. The context will often let the reader know what meaning the word has.
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- **Study the Structure:** Words all have structures. When looking at particular words students should ask

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themselves if there is a prefix, a suffix, or both attached to a root word. They need to ask themselves if in that structure they can think of any other word that is similar and might have the same meaning. An example would be dynamic, dynamite, and dynamo have a similar structure and begin with “dyna”. If you knew the meaning of one of those words, say dynamite, and you knew that this was an explosive, you might wonder if dynamic and dynamo meant something similar.

- **Mine Your Memory:** All of us have previous knowledge and sometimes we just need to tap into it. We have been exposed to many words that may have gone unnoticed at the time, but as we revisit conversations and activities, those words may resurface and we can use that remembrance to support the current learning.
- **Ask an Expert:** Experts come in all shapes and sizes. Asking another student or adult to clarify a word for the student might just work. Sometimes the experts will insist that the student think more deeply by asking some probing questions.
- **Place a Sticky-Note:** If you just can’t come up with a clarification for a word or a phrase, simply mark it with a sticky note and plan to come back to it. If it is not a word that will change the entire meaning of the story, it is sometimes best to return at a later time which will allow you to continue with the flow of the story and then pay close attention to that detail at another time.

When teaching young people to clarify, help them to utilize these strategies.

### Content (the “Meat”)

#### Instruction / Demonstration (“I do” – “We do”)

Review the strategies above and help students to understand how they might use each of them to determine what different words mean.

**Purpose:** Select words from the story that can be acted out or combined into action (obviously the, was, etc. are not good choices).

**Directions:**

1. Review the words that you have selected with the students
2. Ask students if they have any words that they would like to add from the story (be sure to explain that these words must be action words or things you can see and touch
3. Choose a student to act out his own Secret Word from the word list Word List
4. Give the student 30 seconds to act out the word
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7. Encourage students to get into the moment using facial and body movements
8. Continue the process with 2 more students

#### \*Activity → Teachable Moment(s) *throughout*

When you are intentionally teaching the skill of clarifying, take the time to point out the many times during each day that clarification makes things easier. The ability to clarify is what keeps all of us on the same page.

Stop to help students understand how to ensure that they are on target. Take time to stop the class and ask them to clarify what something means in a given situation. Check in often to see if they have ideas for making the lesson more fun and enjoyable.

Listen for “how” and “what” questions. Ask students to explain what is going on.

#### Students Practice (“You do”)

- Now it is time for the student to practice the skill of clarifying by practicing with peers.

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<ul style="list-style-type: none"> <li>Give each group (3-4 students) a book.</li> <li>Ask them to find words in the story that they can clarify by acting them out for one another.</li> <li>Have students create a list of the words.</li> <li>Students take turns acting out the words on the list for one another.</li> </ul>	
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### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### **DIGA—Describe, Interpret, Generalize, Apply**

Ask the children the following four questions:

1. What did we do today? **Describe**
2. What skills did you use? **Interpret**
3. How did you feel about what we did today? **Generalize**
4. How will you apply these skills tomorrow? **Apply**

#### **Reflection (Confirm, Tweak, Aha!)**

Ask students to think about what they did today.

Ask them to comment on what they did today was something they already knew how to do. (Confirmation)

Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)

Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

#### **Modifications**

Talk with students about how the selected words fit into the world. What would this word mean to different staff members of the school? Make a list of the different staff members of the school: Principal, site coordinator, program leader, and volunteers. The principal might say. "I am responsible to ensure that all students eat lunch

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**Consider the Context:** Words do not happen in isolation, they are found in the context of a sentence, a paragraph, and ultimately the story. This is a particularly effective strategy when working with multiple meaning words. The context will often let the reader know what meaning the word has.

**Substitute a Synonym:** While all words do not have synonyms, many of them do. If you do not know the meaning of the word “guffawing”, and you are reading the sentence, “He was so happily surprised he could not stop a giggle, and soon all of them were guffawing.” you would first consider the context (seems to be a happy surprise, person is laughing, and then substitute the word “laughing” because it makes sense. This too can help you make meaning.)

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**Mine Your Memory:** All of us have previous knowledge and sometimes we just need to tap into it. We have been exposed to many words that may have gone unnoticed at the time, but as we revisit conversations and activities, those words may resurface and we can use that remembrance to support the current learning.

**Ask an Expert:** Experts come in all shapes and sizes. Asking another student or adult to clarify a word for the student might just work. Sometimes the experts will insist that the student think more deeply by asking some probing questions.

**Place a Sticky-Note:** If you just can’t come up with a clarification for a word or a phrase, simply mark it with a sticky note and plan to come back to it. If it is not a word that will change the entire meaning of the story, it is sometimes best to return at a later time which will allow you to continue with the flow of the story and then pay close attention to that detail at another time.

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Component:	English Language Arts
Grade Level:	2 <sup>nd</sup> – 5 <sup>th</sup> Grades
Lesson Title:	Hot Seat – Questioning1
Focus:	Reciprocal Teaching: Questioning

**Materials:**

Trade Book with colorful cover including pictures

### Opening

#### State the objective

**Questioning** is a strategy that helps to make meaning out of a paragraph, passage, or story. Questioning allows you to find out how someone else thinks about something. The purpose of this practice is to help students learn how to ask open-ended questions in a thoughtful way.

#### Gain prior knowledge by asking students,

What does it mean to “question” something? (trying to make meaning by asking open-ended questions to solicit additional information).

Have you ever asked a person a question only to discover that you didn’t ask the “right question” and later you found that the person had an “answer” or information that you needed, but because of the question you asked, you did not get the right answer? Your question limited the answer that you received. Give an example of this to your neighbor.

What about questioning is important? (Helps you be sure that you have a full understanding of the situation).

#### Information for You (Only in Month 1 of Lessons)

**Questioning** is the third skill that is a part of Reciprocal Teaching. So often we ask only the most simple recall questions and then wonder why students do not have a deep understanding of the material they are reading. Learning how to ask open-ended questions, how to build understanding through asking questions rather than providing answers, and learning how to ask higher level questions, will lead students to “make the material read” their own. Making meaning of what we read is at the core of reading. Asking questions helps students to get to this point.

There are three types of questions that you can work with students on. The first is “Right There” questions. **“Right There”** questions ask students to read the text to find a very straightforward answer. For example, in the story of the Three Bears, the sentence might say, “Goldilocks was sitting in baby bear’s chair and it broke all to pieces.” A question for this sentence would be, “What broke into pieces when Goldilocks sat on it?” or “Who sat in baby bear’s chair and broke it?”

The second type of question is an **“Interpretive Question”**. These questions require the reader to think about the story and then search for the answers. Unlike the “Right There” questions, the answers require more than simply finding the sentence that has the answer. The reader will have to consider what has been read and then consider his/her response. In other words the reader will need to “read between the lines.”

The third type of question is an **“Applied Question”**. These questions require that the reader think beyond the story or the

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printed words and apply the meaning of the story to him/herself.

### Content (the "Meat")

#### Instruction / Demonstration ("I do" – "We do")

Review the strategies above and help students to understand how they might use each of them to ask the different types of questions.

#### Hot Seat

**Purpose:** Students have listened to a story and will take the "hot seat" to answer questions from the audience as if they were one of the story characters

1. Read the entire story that you have been working on (predicting, clarifying and questioning)
2. Choose a student to come to the front and sit in the "Hot Seat."
3. Student chooses a character from the story he/she would like to be **BUT** does not tell his/her classmates.
4. Classmates ask Who, What, Where, When and Why questions of the person in the Hot Seat.
5. The student answers questions as though he really is the character. For example, if the story is The Three Little Pigs, the character might choose the wolf character. The student would use his/her best wolf voice to respond.
6. Classmates would ask questions to discover which character the student has selected. Example: "Are you a central character in the story?" or "Do you have a curly tail and can be turned into bacon?" or "Do you do a lot of deep breathing in this story?"
7. Once the class is certain they know which character the student has chosen to be, they identify the character. The winning person gets to take on the "Hot Seat" for round 2.

#### Students practice ("You do")

1. Divide students into groups of 3
2. Give students a book to read to one another (this should not be a long book or if it is a chapter book then only read one chapter).
3. Group chooses one person to sit in the "Hot Seat."
4. Student chooses a character from the story he/she would like to be **BUT** does not tell his/her classmates.
5. Classmates ask Who, What, Where, When and Why questions of the person in the Hot Seat.
6. The student answers questions as though he really is the character. For example, if the story is The Three Little Pigs, the character might choose the wolf character. The student would use his/her best wolf voice to respond.
7. Classmates would ask questions to discover which character the student has selected. Example: "Are you a central character in the story?" or "Do you have a curly tail and can be turned into bacon?" or "Do you do a lot of deep breathing in this story?"

#### \*Activity → Teachable Moment(s) throughout

When you are intentionally teaching the skill of questioning, take the time to point out the many times during each day that asking a good question makes things easier. The ability to ask open ended questions is what keeps all of us on the same page. Stop to help students understand how to ensure that they are on target. Take time to stop the class and ask them to question a partner. Check in often to see if they have ideas for making the lesson more fun and enjoyable. Listen for "how" and "what" questions. Ask students to explain what is going on.



## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### **DIGA—Describe, Interpret, Generalize, Apply**

Ask the children the following four questions:

1. What did we do today? **Describe**
2. What skills did you use? **Interpret**
3. How did you feel about what we did today? **Generalize**
4. How will you apply these skills tomorrow? **Apply**

#### **Reflection (Confirm, Tweak, Aha!)**

Ask students to think about what they did today.

Ask them to comment on what they did today was something they already knew how to do. (Confirmation)

Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)

Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

**“Right There”** questions ask students to read the text to find a very straightforward answer. For example, in the story of the Three Bears, the sentence might say, “Goldilocks was sitting in baby bear’s chair and it broke all to pieces.” A question for this sentence would be, “What broke into pieces when Goldilocks sat on it?” or “Who sat in baby bear’s chair and broke it?”

**Interpretive Question”**. These questions require the reader to think about the story and then search for the answers. Unlike the “Right There” questions, the answers require more than simply finding the sentence that has the answer. The reader will have to consider what has been read and then consider his/her response. In other words the reader will need to “read between the lines.”

**“Applied Question”**. These questions require that the reader think beyond the story or the printed words and apply the meaning of the story to him/herself

## Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 <sup>nd</sup> – 5 <sup>th</sup> Grades
Lesson Title:	I Wonder – Questioning
Focus:	Reciprocal Teaching: Questioning

**Materials:**

Trade Book with colorful cover including pictures

### Opening

#### State the objective

**Questioning** is a strategy that helps to make meaning out of a paragraph, passage, or story. Questioning allows you to find out how someone else thinks about something. The purpose of this practice is to help students learn how to ask open-ended questions in a thoughtful way.

#### Gain prior knowledge by asking students,

What does it mean to “question” something? (trying to make meaning by asking open-ended questions to solicit additional information).

Have you ever asked a person a question only to discover that you didn’t ask the “right question” and later you found that the person had an “answer” or information that you needed, but because of the question you asked, you did not get the right answer? Your question limited the answer that you received. Give an example of this to your neighbor.

What about questioning is important? (Helps you be sure that you have a full understanding of the situation).

#### Information for You (Only in Month 1 of Lessons)

**Questioning** is the third skill that is a part of Reciprocal Teaching. So often we ask only the most simple recall questions and then wonder why students do not have a deep understanding of the material they are reading. Learning how to ask open-ended questions, how to build understanding through asking questions rather than providing answers, and learning how to ask higher level questions, will lead students to “make the material read” their own. Making meaning of what we read is at the core of reading. Asking questions helps students to get to this point.

There are three types of questions that you can work with students on. The first is “Right There” questions. **“Right There”** questions ask students to read the text to find a very straightforward answer. For example, in the story of the Three Bears, the sentence might say, “Goldilocks was sitting in baby bear’s chair and it broke all to pieces.” A question for this sentence would be, “What broke into pieces when Goldilocks sat on it?” or “Who sat in baby bear’s chair and broke it?”

The second type of question is an **“Interpretive Question”**. These questions require the reader to think about the story and then search for the answers. Unlike the “Right There” questions, the answers require more than simply finding the sentence that has the answer. The reader will have to consider what has been read and then consider his/her response. In other words the reader will need to “read between the lines.”

The third type of question is an **“Applied Question”**. These questions require that the reader think beyond the story or the

## Consult 4 Kids Lesson Plans

printed words and apply the meaning of the story to him/herself.

### Content (the “Meat”)

#### Instruction / Demonstration (“I do” – “We do”)

Review the strategies above and help students to understand how they might use each of them to ask the different types of questions.

**Directions:**

1. Select a passage from one of the books that you have been sharing with students.
2. Read a passage aloud and then ask yourself, “I wonder what I would do if this had happened to me?” For example, if you used the story the **Tortoise and the Hare** there is a point at which it appears the hare is winning the race. Questions might include: What would I do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare were making fun of me? I wonder, I wonder.
3. After modeling this for the students, read another passage aloud and then ask students to pair with one another and ask the same sort of “I wonder” questions.
4. Discuss with students what went well during their practice and what could be done to make the work more effective.

**Note:** This activity is an Applied Question.

#### Students practice (“You do”)

- Students work in partner-pairs.
- Provide students with books from the school or program library
- Students read a paragraph or page in the Book.
- Then they ask themselves the question, “I wonder what I would do if this happened to me?”
- Groups should share responses with one another and then with other groups.
- Formulating the answer should begin by using the question as the beginning of the answer. For example: If \_\_\_\_\_ happened to me, I wonder if \_\_\_\_\_ would happen.

#### \*Activity → Teachable Moment(s) *throughout*

When you are intentionally teaching the skill of questioning, take the time to point out the many times during each day that asking a good question makes things easier. The ability to ask open ended questions is what keeps all of us on the same page.

Stop to help students understand how to ensure that they are on target.

Take time to stop the class and ask them to question a partner.

Check in often to see if they have ideas for making the lesson more fun and enjoyable.

Listen for “how” and “what” questions.

Ask students to explain what is going on.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### **DIGA—Describe, Interpret, Generalize, Apply**

Ask the children the following four questions:

1. What did we do today? **Describe**
2. What skills did you use? **Interpret**
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#### **Reflection (Confirm, Tweak, Aha!)**

Ask students to think about what they did today.

Ask them to comment on what they did today was something they already knew how to do. (Confirmation)

Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)

Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

**“Right There”** questions ask students to read the text to find a very straightforward answer. For example, in the story of the Three Bears, the sentence might say, “Goldilocks was sitting in baby bear’s chair and it broke all to pieces.” A question for this sentence would be, “What broke into pieces when Goldilocks sat on it?” or “Who sat in baby bear’s chair and broke it?”

**Interpretive Question”**. These questions require the reader to think about the story and then search for the answers. Unlike the “Right There” questions, the answers require more than simply finding the sentence that has the answer. The reader will have to consider what has been read and then consider his/her response. In other words the reader will need to “read between the lines.”

**“Applied Question”**. These questions require that the reader think beyond the story or the printed words and apply the meaning of the story to him/herself

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	10 Pennies Summarizing
<b>Focus:</b>	Reciprocal Teaching: Summarizing

<b>Materials:</b>
Trade Book with colorful cover including pictures

### Opening

#### State the objective

**Summarizing** requires students to identify and integrate the important information in the text and capture the meaning in a few sentences. Retelling a story begins at the beginning and detail by detail makes its way to the end. The objective of this lesson is to give Kindergartners-2<sup>nd</sup> graders an opportunity practicing retelling a story, and 3<sup>rd</sup> – 6<sup>th</sup> graders an opportunity to summarize.

#### Gain prior knowledge by asking students, Summarizing

What does it mean to “summarize” something? (capturing the crux of the story in a few words)

Have you ever been talking to a person about a story that you think you’ve both read, or maybe a movie or TV show that you think you have both watched, yet when you talk about it there are a lot of disconnects? Sometimes when you summarize a story (or retell it) you may discover that you are not talking about the same story at all. Sometimes you will discover that you both did not identify the same things as important. Give an example of when you summarize or retell things (sharing information about school, a party, buying new clothes).

What about summarizing/retelling is important? (Helps you be sure that you completely understand the story or passage or paragraph that you just read).

#### Information for You: (Information is available in Month 1 )

The difference between summarizing and retelling is this: summarizing captures the crux of the story while retelling is simply that, using your own words to tell the story. For example: a summary of the Three Bears is that the bears’ breakfast was too hot so they went for a walk and while they were out, a little girl came into their home, ate the baby’s porridge, broke the chair, and fell asleep in the bed where the Bears found her. The goal is for youth to summarize across the entire story, but in the beginning this summarizing process will be in summarizing sentences, then paragraphs, passages and finally the entire story. It is important that summarizers understand that they will stick to the point, discuss main ideas, but not all of the details, and they should keep it short yet meaningful.

### Content (the “Meat”)

#### Instruction / Demonstration (“I do” – “We do”)

It will be challenging for some youth to summarize and not retell the story. They will want to

**\*Activity → Teachable Moment(s) throughout**

## Consult 4 Kids Lesson Plans

share the details, and a summary simply does not do that. This would be one time to “limit” the number of words that the student uses. A good summary can be challenging because every word and chart really matters.

Remind the students of the story that you have been reading.

Model the activity “**Ten Pennies**” for the students. (This version is for grades 2<sup>nd</sup> – 5<sup>th</sup> grades)

1. Lay ten pennies in a line on a desk.
2. Tell students that when we summarize, we buy each word for a penny.
3. Ask students to summarize the book or story they have read using ten pennies or less. Caution: 2<sup>nd</sup> – 5<sup>th</sup> grade students may begin retelling the story.
4. Push a penny out of the line each time you say a word. “Once (1) upon (2) a (3) time (4) there (5) were (6) three (7) bears (8).” Is this the main idea of the story?
5. No. They run out of pennies and haven’t stated the main idea.
6. A better sentence would be, “The (1) three (2) bears (3) learned (4) to (5) lock (6) the (7) front (8) door (9).”
7. Practice several times until students are comfortable with this process. At this point, move on to student practice.

### Students practice (“You do”)

Now it is the turn of the students:

- Divide students into groups of 3-4
- Lay ten pennies in a line on a desk.
- Ask students to summarize the book or story they have read using ten pennies or less. Caution: remind students that summarizing is different than retelling the story.

When you are intentionally teaching the skill of summarizing or retelling, take the time to point out the many times during each day that summarizing what has just happened makes thinking about things or situations easier. The ability to summarize help to keep us focused on the key learning. Stop to help students understand how to ensure that they are on target. Take time to stop the class and ask them to summarize or retell for a partner. Check in often to see if they have ideas for making the lesson more fun and enjoyable. Listen for “how” and “what” questions. Ask students to explain what is going on in a brief summary.



## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### **DIGA—Describe, Interpret, Generalize, Apply**

Ask the children the following four questions:

1. What did we do today? **Describe**
2. What skills did you use? **Interpret**
3. How did you feel about what we did today? **Generalize**
4. How will you apply these skills tomorrow? **Apply**

#### **Reflection (Confirm, Tweak, Aha!)**

Ask students to think about what they did today.

Ask them to comment on what they did today was something they already knew how to do. (Confirmation)

Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)

Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

# Summarizing 10 Pennies



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Brain File Summarizing
<b>Focus:</b>	Reciprocal Teaching: Summarizing

<b>Materials:</b> Trade Book with colorful cover including pictures
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### Opening

#### State the objective

**Summarizing** requires students to identify and integrate the important information in the text and capture the meaning in a few sentences. Retelling a story begins at the beginning and detail by detail makes its way to the end. The objective of this lesson is to give Kindergartners-2<sup>nd</sup> graders an opportunity practicing retelling a story, and 3<sup>rd</sup> – 6<sup>th</sup> graders an opportunity to summarize.

#### Gain prior knowledge by asking students, Summarizing

What does it mean to “summarize” something? (capturing the crux of the story in a few words)

Have you ever been talking to a person about a story that you think you’ve both read, or maybe a movie or TV show that you think you have both watched, yet when you talk about it there are a lot of disconnects? Sometimes when you summarize a story (or retell it) you may discover that you are not talking about the same story at all. Sometimes you will discover that you both did not identify the same things as important. Give an example of when you summarize or retell things (sharing information about school, a party, buying new clothes).

What about summarizing/retelling is important? (Helps you be sure that you completely understand the story or passage or paragraph that you just read).

#### Information for You: (Information is available in Month 1 )

The difference between summarizing and retelling is this: summarizing captures the crux of the story while retelling is simply that, using your own words to tell the story. For example: a summary of the Three Bears is that the bears’ breakfast was too hot so they went for a walk and while they were out, a little girl came into their home, ate the baby’s porridge, broke the chair, and fell asleep in the bed where the Bears found her. The goal is for youth to summarize across the entire story, but in the beginning this summarizing process will be in summarizing sentences, then paragraphs, passages and finally the entire story. It is important that summarizers understand that they will stick to the point, discuss main ideas, but not all of the details, and they should keep it short yet meaningful.

### Content (the “Meat”)

#### Instruction / Demonstration (“I do” – “We do”)

It will be challenging for some youth to summarize and not retell the story. They will want to

**\*Activity → Teachable Moment(s) throughout**

## Consult 4 Kids Lesson Plans

share the details, and a summary simply does not do that. This would be one time to “limit” the number of words that the student uses. A good summary can be challenging because every word and chart really matters.

### Brain File

1. Remind the students of the story that you have been reading.
2. Ask students to help you make a list of important words from the story.
3. On the white board or chart paper draw a large rectangle and divide it into fourths
4. Select one word from the list.
5. Write the word at the bottom of each square.
6. In the 1<sup>st</sup> Square, think of a word to remind you of the word (example if the word is wolf, you could write the word scary)
7. In the 2<sup>nd</sup> Square, think of a synonym for the word (wolf-predator)
8. In the 3<sup>rd</sup> Square, write the word in a sentence. (YIKES! I see a wolf!)
9. In the 4<sup>th</sup> Square, draw a picture of the word.
10. Complete the process with 2 more words until the students are clear on the process.

### Students practice (“You do”)

- Divide students into groups of 2-3
- Give each group a white board or piece of blank art paper
- Ask each team of students to select a word from the story and thinking about the word throughout the story, complete the four boxes
  - Word that reminds you of the word
  - Synonym
  - Sentence
  - Picture
- Share Brain Files with classmates.

When you are intentionally teaching the skill of summarizing or retelling, take the time to point out the many times during each day that summarizing what has just happened makes thinking about things or situations easier. The ability to summarize help to keep us focused on the key learning. Stop to help students understand how to ensure that they are on target. Take time to stop the class and ask them to summarize or retell for a partner. Check in often to see if they have ideas for making the lesson more fun and enjoyable. Listen for “how” and “what” questions. Ask students to explain what is going on in a brief summary.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### **DIGA—Describe, Interpret, Generalize, Apply**

Ask the children the following four questions:

1. What did we do today? **Describe**
2. What skills did you use? **Interpret**
3. How did you feel about what we did today? **Generalize**
4. How will you apply these skills tomorrow? **Apply**

#### **Reflection (Confirm, Tweak, Aha!)**

Ask students to think about what they did today.

Ask them to comment on what they did today was something they already knew how to do. (Confirmation)

Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)

Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)




## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> and 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	September 11
<b>Focus:</b>	Vocabulary, Predicting

<b>Materials:</b> Information about 9-11 Fact Cards Vocabulary Cards
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Opening	
<b>State the objective</b> For the next several days we are going to learn more about the tragic events of September 11, 2001, and ways that we can remember the heroes of that day and provide service to others just like the service workers did on that day.	
<b>Gain prior knowledge by asking students the following questions</b> What do you know about 9-11 or September 11, 2001? When someone says that "something if tragic", what do you think about? Have you ever been "rescued", maybe you were lost, or you got stuck in a tree, or you were trying to put on your jacket and you just couldn't get your arm through the sleeve opening? Of course, you may have experienced a more serious rescue as well. What would you be thinking if something tragic and unexpected happened in your town or city?	
Content (the "Meat")	
<b>Today's Lesson</b> Today we are going to learn some factual information about the events on September 11. We will also begin learning key vocabulary that is connected to 9-11.	<b>*Activity → Teachable Moment(s) throughout</b> During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.  It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for the word for today. Vocabulary Notebooks can be made from ½ of a
<b>Vocabulary</b> <b>Word for Today: hijacked</b> <b>Description:</b> Being hijacked means being taken over by surprise to a place that you are not wanting to be. People, cars, boats, trains, and planes can be hijacked or captured. Sometimes we can be "hijacked" when we think we are going to do one thing and then find out that we are going to be doing something else. <b>Brainstorm</b> with students "hijackings" that they have experienced. Talk about how they felt and what they did. (Thinking they were going shopping for an hour and being gone for 5, visiting a relative on the way to a special even and never making it to the event) <b>Ask</b> them to share with one another how a surprise birthday party would be different from being hijacked by surprise. Students complete the Vocabulary Notebooks. Student may work in pairs if this is helpful	

## Consult 4 Kids Lesson Plans

<b>Vocabulary Notebook Sample:</b>		composition book.																										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> <b>New Word</b>   <div style="text-align: center;">hijacked</div> </td> <td style="padding: 5px;"> <b>My Description</b>             To take by force and have a vehicle go somewhere other than the planned place         </td> </tr> <tr> <td style="padding: 5px;"> <b>Personal Connection</b>             The men hijacked the plane on September 11.         </td> <td style="padding: 5px;"> <b>Drawing</b>   <div style="text-align: center;">  </div> </td> </tr> </table>	<b>New Word</b>  <div style="text-align: center;">hijacked</div>		<b>My Description</b>  To take by force and have a vehicle go somewhere other than the planned place	<b>Personal Connection</b>  The men hijacked the plane on September 11.	<b>Drawing</b>  <div style="text-align: center;">  </div>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center; padding: 5px;"> <b>Reciprocal Teaching</b>  <b>Predicting</b> </td> </tr> <tr> <td colspan="2" style="padding: 5px;"> <p>One of the things that we do to help people be prepared for an emergency is to practice drills (fire, earthquake, lock down). By practicing what to do, you have some ideas of how you should respond to the emergency. Another thing we do is to practice being prepared. This is a way to be ready for the emergency, even though you hope you never have to use your plan. In other word, we are trying to predict what we should do and what we should have in place just in case there is an emergency.</p> <p><b>Brainstorm</b> some of the emergencies that we are prepared for and what we predict that we will need and how we should behave.</p> <p><b>Discuss</b> either fire, natural disaster (earthquake, tornado, hurricane), or accident. Discuss how we get ready at school. Discuss how we get ready at home. Try to schedule the principal or some other school official to come in and talk about the school's safety plan and how it fits into the community's safety plan as well. If you can't get the school official, if you have a local red cross, contact them and ask them to come in and talk about the work they do.</p> <p><b>Discuss</b> how important it is to be prepared and to have a plan in case of emergency. Discuss how it must have felt to the people in New York and the Pentagon who could have been prepared for an emergency but not at all prepared for the attacks on 9-11.</p> </td> </tr> <tr> <td colspan="2" style="text-align: center; padding: 5px;"> <b>Activity</b> </td> </tr> <tr> <td colspan="2" style="padding: 5px;"> <p>Today we are going to listen to the story of what happened on 9-11. Listen to the story for key events and times. Read Tragedy Strikes on pages 1 and 2 of the <u>9-11 Story</u> (included in this lesson plan packet). Pick out the times and events.</p> <p>Demonstrate how to create a timeline. Explain that sometimes time lines cover centuries and sometimes, like this one, the timeline only covers a few hours. The sample that you see below is not complete, but you can see how to create the timeline. When you have completed the timeline ask students to select one of the events and illustrate it. Create a large timeline and include the student's pictures.</p> <p><b>Sample:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 15%;">8:00 a.m.</td> <td style="width: 15%;">8:10 a.m.</td> <td style="width: 15%;">8:45 a.m.</td> <td style="width: 15%;">9:05</td> <td style="width: 15%;">9:40</td> </tr> <tr> <td style="width: 15%; height: 20px;"></td> <td style="width: 15%; height: 20px;"></td> <td style="width: 15%; height: 20px;"></td> <td style="width: 15%; height: 20px;"></td> <td style="width: 15%; height: 20px;"></td> </tr> <tr> <td style="width: 15%;">Flight 11 leaves Boston Flight 175 leaves Boston</td> <td style="width: 15%;">Flight 77 leaves Washington Flight 93 leaves Newark</td> <td style="width: 15%;">Flight 11 smashes into North Tower</td> <td style="width: 15%;">Flight 175 smashes into South Tower</td> <td style="width: 15%;">Flight 77 smashes into the Pentagon</td> </tr> </table> </td> </tr> </table>	<b>Reciprocal Teaching</b> <b>Predicting</b>		<p>One of the things that we do to help people be prepared for an emergency is to practice drills (fire, earthquake, lock down). 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If you can't get the school official, if you have a local red cross, contact them and ask them to come in and talk about the work they do.</p> <p><b>Discuss</b> how important it is to be prepared and to have a plan in case of emergency. Discuss how it must have felt to the people in New York and the Pentagon who could have been prepared for an emergency but not at all prepared for the attacks on 9-11.</p>		<b>Activity</b>		<p>Today we are going to listen to the story of what happened on 9-11. Listen to the story for key events and times. Read Tragedy Strikes on pages 1 and 2 of the <u>9-11 Story</u> (included in this lesson plan packet). Pick out the times and events.</p> <p>Demonstrate how to create a timeline. Explain that sometimes time lines cover centuries and sometimes, like this one, the timeline only covers a few hours. The sample that you see below is not complete, but you can see how to create the timeline. 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<b>New Word</b>  <div style="text-align: center;">hijacked</div>	<b>My Description</b>  To take by force and have a vehicle go somewhere other than the planned place																											
<b>Personal Connection</b>  The men hijacked the plane on September 11.	<b>Drawing</b>  <div style="text-align: center;">  </div>																											
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<p>One of the things that we do to help people be prepared for an emergency is to practice drills (fire, earthquake, lock down). By practicing what to do, you have some ideas of how you should respond to the emergency. Another thing we do is to practice being prepared. This is a way to be ready for the emergency, even though you hope you never have to use your plan. In other word, we are trying to predict what we should do and what we should have in place just in case there is an emergency.</p> <p><b>Brainstorm</b> some of the emergencies that we are prepared for and what we predict that we will need and how we should behave.</p> <p><b>Discuss</b> either fire, natural disaster (earthquake, tornado, hurricane), or accident. Discuss how we get ready at school. Discuss how we get ready at home. Try to schedule the principal or some other school official to come in and talk about the school's safety plan and how it fits into the community's safety plan as well. If you can't get the school official, if you have a local red cross, contact them and ask them to come in and talk about the work they do.</p> <p><b>Discuss</b> how important it is to be prepared and to have a plan in case of emergency. Discuss how it must have felt to the people in New York and the Pentagon who could have been prepared for an emergency but not at all prepared for the attacks on 9-11.</p>																												
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## Consult 4 Kids Lesson Plans

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Ask the following three what questions:

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What opportunities might you have to apply this key learning in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today with the information about 9-11.
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## The Story of 9-11 Never Forget!

### Tragedy Strikes

September 11, 2001 was like any other week day. Thousands of people were heading to work or had just arrived at the World Trade Center in New York City. The Twin Towers, giant 110 story buildings, stood side by side looking over the city and the harbors.

Several hundred miles away in Massachusetts and Washington D.C., men were boarding four different airplanes in order to hijack them and crash into the Twin Towers, the Pentagon, and one other Washington D.C. destination. Just before 8:00 in the morning, two planes took off from Logan International Airport in Boston on their way to Los Angeles. Shortly after take-off, the first plane, American Airline Flight 11 turned south and at 8:45 smashed into the North Tower of the World Trade Center. The second scheduled flight from Boston, United Airlines Flight 175, headed toward New Jersey where it made a U-Turn, and at 9:05, just 20 minutes after the first plane hit the North Tower, it smashed into the South Tower.

A lot was happening on the morning of September 11. From Dulles International Airport a flight left at 8:10 flying west across northern Virginia and West Virginia before making a U-Turn and heading back to Washington D.C. where it crashed into the west side of the Pentagon at 9:40 a.m. At the same time a flight left Newark International Airport headed toward San Francisco, and when it got to Ohio, it made a U-Turn and headed back toward Washington D.C. as well. The passengers had used cell phones to call family when the plane was first hijacked and knew about the bombing of the Twin Towers. They decided to stop the hijackers and caused the plane to crash in Shanksville, Pennsylvania at 10:10 a.m. instead of allowing it to return to Washington D.C.

The tragic events of 9-11 continued to unfold. There seemed to be one emergency after another. Rescue workers, firefighters, paramedics, and policemen and everyday citizens

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begin to help people from the World Trade Center Twin Towers. People were walking down many stairs to get to the street and safety. They could not use the elevators because of the fires in the buildings. Rescue workers entered the Towers to help these survivors. Brave men and women risked their own lives to help others. At 9:59 a.m. the South Tower began to collapse and one floor fell down on the floor below, and in seconds the Tower was gone. At 10:28 the North Tower did exactly the same thing and came crashing down. In less than 2 hours, nearly 3,000 Americans had lost their lives because of the attacks on September 11.

### The Aftermath

After the Towers collapsed and the west section of the Pentagon destroyed, many everyday heroes continued to show up and help day after day. Rescue and iron workers began going through the ruins of the buildings and sifting through the debris, looking for survivors and people who had died in the attack. As the emergency workers assembled in each of the locations, the rest of America began to come together to offer support for the victims and families. George Bush was President of the United States and he knew that the tragic events of September 11 would not define Americans. He said, "These acts shatter steel, but they cannot dent the steel of American resolve." President Bush had faith that Americans would pull together to protect and rebuild the destroyed places.

Immediately workers began to clean up the rubble left where the World Trade Center Twin Towers had been. This became known as Ground Zero. The clean-up took a long time at the World Trade Center. In nine months workers had removed 1.8 million tons of steel and concrete from the site. What was left was a huge hole known as the "pit". At the Pentagon workers also began removing the debris from the west side of the building. In Pennsylvania, the people were quickly able to remove the wreckage. In Pennsylvania the people created a temporary memorial and made plans to build a permanent memorial.

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There were many heroes on September 11 and in the clean-up that followed. Firefighters raced into the burning buildings without thinking about themselves. 341 of them lost their lives helping others. Iron workers came from across the United States to clear away the debris and rubble. Doctors and nurses made themselves available to the injured. And ordinary citizens, like you and me went to work to remove rubble. Dogs were heroes too. One dog, Roselle, led her blind master down 78 flights of stairs. You might wonder why he didn't take the elevator. Once the Towers were hit by the airplanes, the electricity went out and elevators require electricity to operate. Children and adults from all over the world began sending cards and letters to the families and to the rescue workers to thank them and wish them well.

### Planning To Remember

Almost immediately the people of the United States began to think about and discuss what sort of memorials should be created at each of the three sites. Today at the Pentagon visitors can walk among the 184 benches that represent the victims of the Pentagon attack on 9-11. It opened 7 years after the attack in 2001. In Pennsylvania, a marble wall with 40 pieces, one for each passenger on Flight 93 will be written. It will be surrounded by a garden of wildflowers. In New York, on September 11, 2011, on the 10<sup>th</sup> anniversary of the attacks, the people who attend the remembrance ceremony will see the plans for reflecting pools (one where each of the Twin Towers stood), bronze panels with the names of the victims, large artificial waterfalls flowing into the pools and the Freedom Tower which when finished in 2013 will be 1,776 feet tall. This height honors the birth of the United States in 1776. In New York there will also be a museum that will educate the millions of visitors that are expected each year so we can prevent such a tragedy from occurring in the future.

Today, there are two things that we can do to honor those people who died in the tragedy of September 11. First we can remember them and their families. We can remember the

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events of that day. We can remember that people's hatred of America and Americans gave them permission to act in such destructive ways and make decisions about how to change that. We can remember that Americans rallied together to find solutions to a common problem, and that people across the country felt a "one for all and all for one" connection. As a class, you might want to create a Peace Mural or Diversity Quilt. You might want to plan a ceremony to remember the victims and families of 9-11. You might want to write a group report on all that you have learned about September 11, 2001. You might want to write a poem, create a Reader's Theater script, or celebrate America in singing.

The second thing we can do is to find a way to be of service in our community. There are many ways that we can help in our community. We can find a flower bed at the school that would look better with flowers. We might write room numbers on P.E. equipment, clean-up the playground, redistribute items in the Lost and Found, develop of list of things that people can do when they are angry instead of hitting or hurting another person, or even join with a community agency in supporting a project such as a community health fair. We can visit a retirement home, make cards for people in hospitals, or send letters to service men and women. By serving others we will honor the efforts made by those who came to New York, Washington D.C., and Pennsylvania in the aftermath of 9-11.

Picture in your mind the eleven year old girl adjusting a ribbon on a vase at a memorial just outside of Shanksville, Pennsylvania. See her carefully touch the ribbon so the bow stays nice and tight. Understand that this girl was only one year old when her father, Donald Greene, was one of the 40 passengers who gave his life to protect another American from being hurt or killed. Imagine what you would want to say to Jody Greene if she were your best friend. Imagine what you would want to hear if you were Jody Greene.

For additional resources on 9-11, you can go to:

[www.readinga-z.com](http://www.readinga-z.com) for leveled books on the topic

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Local library

Also, surf the web for photos and maps to share with your students

9-11 Fact Cards

<p>The Twin Towers of the World Trade Center were in New York City close to the Atlantic Ocean.</p>	<p>The Twin Towers were 110 stories tall. Thousands of people worked in the two Towers each day.</p>
<p>On February 26, 1993 the Towers were attacked when someone drove a car full of explosives into the underground parking lot.</p>	<p>On September 11, 2001, two planes smashed into first the North Tower and 17 minutes later into the South Tower.</p>
<p>The airplanes were hijacked in Boston. One from American Air, Flight 11, and the second from United, Flight 175.</p>	<p>Both of the flights that were hijacked and smashed into the Twin Towers were supposed to be going to Los Angeles.</p>

<p>In the North Tower, the airplane hit the building between floors 93 and 99.</p>	<p>In the South Tower, the airplane hit the building between floors 77 and 85.</p>
<p>99% of the people who were in the building <b>BELOW</b> the crash survived by walking down the stairs.</p>	<p>The first airplane smashed into the North Tower at 8:45 a.m.</p>
<p>The second airplane smashed into the South Tower at 9:05 a.m.</p>	<p>A third plane left Dulles International Airport and smashed into the Pentagon in Washington D.C. at 9:40 a.m.</p>

<p>A fourth airplane left Newark New Jersey and smashed into Shanksville, Pennsylvania at 10:10, because the brave passengers did not let the plane reach Washington D.C.</p>	<p>As soon as the people in the Towers realized what had happened, they began to walk down the stairs to find safety.</p>
<p>56 minutes after the second plane smashed into the South Tower, it began to collapse and came crashing down.</p>	<p>29 minutes later the North Tower collapsed as well.</p>
<p>When the Towers collapsed, firefighters, police officers, and citizens of more than 75 countries were killed. In total, 2,753 people died in New York.</p>	<p>There are many stories of heroism. Heroes, including firefighters and policemen, also included ordinary people like Rick Rescorla, who lost his life saving others.</p>





<p>There have been many memorials built to honor those who lost their lives on 9-11 in New York, Washington D.C., Pennsylvania and other places.</p>	<p>In Bayonne, New Jersey there is a large structure that has a crack down the middle with a teardrop hanging down in the center. It looks like the Trade Center being torn apart.</p>
<p>The structure in New Jersey is called the Tear of Grief and is 100 feet tall and the teardrop is 40 feet in length.</p>	<p>The memorial in Arlington, Virginia for the Pentagon has 184 benches, one for each person who died as a result of the crash.</p>
<p>In Pennsylvania they remember the sacrifices made on 9-11 with the <u>Bells of Remembrance</u> which ring forty times while the names of the victims are read aloud.</p>	<p>On September 11, 2011, the two huge pools where the Twin towers stood will be unveiled, along with the 2,983 names of the victims.</p>

<p>The Freedom Tower, which will stand 1,776 feet high, will be completed in 2013 in New York City.</p>	<p>Each 9-11 New York turns on lights that shine into the sky where to World Trade Center towers once stood.</p>
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## Consult 4 Kids Lesson Plans

Brave 	An act to do what's right not selfish	
Elevator 	Box that moves you from floor to floor	
<b>Reciprocal Teaching Questioning</b>		<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments.</p>
<p>One of the most basic types of questions is those we call "right there". In other words the answer is so clear that it is easy to find. Right there questions begin with Who is...Where is...List... What is...? How many...?. When did...? Name ...What kind of...?</p> <p>Examples of right there questions include: "Name the flights of the airplanes that were crashed on 9-11. Who were the people who acted as heroes in New York?"</p> <p>Included in this lesson plan you will find a full deck of fact cards that you can utilize with students as they work to develop questions. If you do not want to utilize the Fact Cards, you can give pairs of students a copy of the 9-11 Story as a reference.</p> <p>Have students work in pairs to identify 3-5 "right there" questions and then share them with another pair and refine and modify as necessary. <b>Note:</b> When writing the questions use as many of the key vocabulary words as you can within the question.</p>		
<b>Activity</b>		<p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p>There are a great many events that occurred in a very short time on the morning of 9-11. After that morning, the next 10 years have been less compressed, and yet each of the events has built upon that experience.</p> <p>Give each pair of students a set of the Fact Cards mixed up and ask them to retell the story of 9-11 using those cards. If they believe a significant event has not been recorded, give them a 3" X 5" card to add to the collection. Have them add the details of both the Remembrance Project and the Service Project that you did as a group. Those should be the final 2 cards of the Fact Card set.</p>		

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today when they were practicing English Language Arts with the information about 9-11.
- Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)
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## Consult 4 Kids Lesson Plans

Complete the Vocabulary Notebook for today. Student may work in pairs if this is helpful

### Vocabulary Notebook Sample:

<p><b>New Word</b></p> <p style="text-align: center;">tragic</p>	<p><b>My Description</b></p> <p style="text-align: center;">Loss of life or property in a way that makes no sense</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">The car accident was a tragic loss for the family.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

### Reciprocal Teaching Predicting

It is hard to know if you will behave in a heroic way before something tragic happens. For the people who were faced with the events of September 11, many who would not consider themselves heroic, certainly behaved in an heroic manner. We know that the passengers of Flight 93 acted in a heroic way and crashed with the plane in Pennsylvania. They did this to avoid a tragic situation in a highly populated city.

Predict what other types of heroism you think people exhibited on 9-11. Who were the people? Did they have some special power? In your opinion what made these people behave in the way that they did? Make a list of qualities that you think these heroes would have.

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

### Activity

Today we are going to listen to the story of what happened after the Twin Towers collapsed, the Pentagon was smashed, and the plane crashed in Pennsylvania. Read the section of the **Story of 9-11, The Aftermath**, on pages 2 and 3.

Look at the quote from President Bush, "These acts shatter steel, but they cannot dent the steel of American resolve." Examine the quote word by word or phrase by phrase.

"These acts" What acts did he refer to?

"shatter steel" What does shatter mean? What do you usually think of as "shattering"? How does steel compare to glass?

"but they" Who is they? Why did they want to "shatter" the United States

"cannot dent the steel of American Resolve" What is a dent? What is resolve? How could you dent resolve? How is American resolve different than other country's?

As a group, rewrite the George Bush quote in the words that you have come up with to describe each of the phrases.

In pairs have students write several sentences about the events of 9-11, what happened and how people acted in a heroic manner.

Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

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### The Aftermath

After the Towers collapsed and the west section of the Pentagon destroyed, many everyday heroes continued to show up and help day after day. Rescue and iron workers began going through the ruins of the buildings and sifting through the debris, looking for survivors and people who had died in the attack. As the emergency workers assembled in each of the locations, the rest of America began to come together to offer support for the victims and families. George Bush was President of the United States and he knew that the tragic events of September 11 would not define Americans. He said, "These acts shatter steel, but they cannot dent the steel of American resolve." President Bush had faith that Americans would pull together to protect and rebuild the destroyed places.

Immediately workers began to clean up the rubble left where the World Trade Center Twin Towers had been. This became known as Ground Zero. The clean-up took a long time at the World Trade Center. In nine months workers had removed 1.8 million tons of steel and concrete from the site. What was left was a huge hole known as the "pit". At the Pentagon workers also began removing the debris from the west side of the building. In Pennsylvania, the people were quickly able to remove the wreckage. In Pennsylvania the people created a temporary memorial and made plans to build a permanent memorial.

There were many heroes on September 11 and in the clean-up that followed. Firefighters raced into the burning buildings without thinking about themselves. 341 of them lost their lives helping others. Iron workers came from across the United States to clear away the debris and rubble. Doctors and nurses made themselves available to the injured. And ordinary citizens, like you and me went to work to remove rubble. Dogs were heroes too. One dog, Roselle, led her blind master down 78 flights of stairs. You might wonder why he didn't take the elevator. Once the Towers were hit by the airplanes, the electricity went out and elevators require electricity to operate. Children and adults from all over the world began sending cards and letters to the families and to the rescue workers to thank them and wish them well.

### Planning To Remember

Almost immediately the people of the United States began to think about and discuss what sort of memorials should be created at each of the three sites. Today at the Pentagon visitors can walk among the 184 benches that represent the victims of the Pentagon attack on 9-11. It opened 7 years after the attack in 2001. In Pennsylvania, a marble wall with 40 pieces, one for each passenger on Flight 93 will be written. It will be surrounded by a garden of wildflowers. In New York, on September 11, 2011, on the 10<sup>th</sup> anniversary of the attacks, the people who attend the remembrance ceremony will see the plans for reflecting pools (one where each of the Twin Towers stood), bronze panels with the names of the victims, large artificial waterfalls flowing into the pools and the Freedom Tower which when finished in 2013 will be 1,776 feet tall. This height honors the birth of the United States in 1776. In New York there will also be a museum that will educate the millions of visitors that are expected each year so we can prevent such a tragedy from occurring in the future.

Today, there are two things that we can do to honor those people who died in the tragedy of September 11. First we can remember them and their families. We can remember the



events of that day. We can remember that people's hatred of America and Americans gave them permission to act in such destructive ways and make decisions about how to change that. We can remember that Americans rallied together to find solutions to a common problem, and that people across the country felt a "one for all and all for one" connection. As a class, you might want to create a Peace Mural or Diversity Quilt. You might want to plan a ceremony to remember the victims and families of 9-11. You might want to write a group report on all that you have learned about September 11, 2001. You might want to write a poem, create a Reader's Theater script, or celebrate America in singing.

The second thing we can do is to find a way to be of service in our community. There are many ways that we can help in our community. We can find a flower bed at the school that would look better with flowers. We might write room numbers on P.E. equipment, clean-up the playground, redistribute items in the Lost and Found, develop of list of things that people can do when they are angry instead of hitting or hurting another person, or even join with a community agency in supporting a project such as a community health fair. We can visit a retirement home, make cards for people in hospitals, or send letters to service men and women. By serving others we will honor the efforts made by those who came to New York, Washington D.C., and Pennsylvania in the aftermath of 9-11.

Picture in your mind the eleven year old girl adjusting a ribbon on a vase at a memorial just outside of Shanksville, Pennsylvania. See her carefully touch the ribbon so the bow stays nice and tight. Understand that this girl was only one year old when her father, Donald Greene, was one of the 40 passengers who gave his life to protect another American from being hurt or killed. Imagine what you would want to say to Jody Greene if she were your best friend. Imagine what you would want to hear if you were Jody Greene.

For additional resources on 9-11, you can go to:

[www.readinga-z.com](http://www.readinga-z.com) for leveled books on the topic



## Consult 4 Kids Lesson Plans

Local library

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## 9-11 Fact Cards

<p>The Twin Towers of the World Trade Center were in New York City close to the Atlantic Ocean.</p>	<p>The Twin Towers were 110 stories tall. Thousands of people worked in the two Towers each day.</p>
<p>On February 26, 1993 the Towers were attacked when someone drove a car full of explosives into the underground parking lot.</p>	<p>On September 11, 2001, two planes smashed into first the North Tower and 17 minutes later into the South Tower.</p>
<p>The airplanes were hijacked in Boston. One from American Air, Flight 11, and the second from United, Flight 175.</p>	<p>Both of the flights that were hijacked and smashed into the Twin Towers were supposed to be going to Los Angeles.</p>

<p>In the North Tower, the airplane hit the building between floors 93 and 99.</p>	<p>In the South Tower, the airplane hit the building between floors 77 and 85.</p>
<p>99% of the people who were in the building <b>BELOW</b> the crash survived by walking down the stairs.</p>	<p>The first airplane smashed into the North Tower at 8:45 a.m.</p>
<p>The second airplane smashed into the South Tower at 9:05 a.m.</p>	<p>A third plane left Dulles International Airport and smashed into the Pentagon in Washington D.C. at 9:40 a.m.</p>

<p>A fourth airplane left Newark New Jersey and smashed into Shanksville, Pennsylvania at 10:10, because the brave passengers did not let the plane reach Washington D.C.</p>	<p>As soon as the people in the Towers realized what had happened, they began to walk down the stairs to find safety.</p>
<p>56 minutes after the second plane smashed into the South Tower, it began to collapse and came crashing down.</p>	<p>29 minutes later the North Tower collapsed as well.</p>
<p>When the Towers collapsed, firefighters, police officers, and citizens of more than 75 countries were killed. In total, 2,753 people died in New York.</p>	<p>There are many stories of heroism. Heroes, including firefighters and policemen, also included ordinary people like Rick Rescorla, who lost his life saving others.</p>

<p>There have been many memorials built to honor those who lost their lives on 9-11 in New York, Washington D.C., Pennsylvania and other places.</p>	<p>In Bayonne, New Jersey there is a large structure that has a crack down the middle with a teardrop hanging down in the center. It looks like the Trade Center being torn apart.</p>
<p>The structure in New Jersey is called the Tear of Grief and is 100 feet tall and the teardrop is 40 feet in length.</p>	<p>The memorial in Arlington, Virginia for the Pentagon has 184 benches, one for each person who died as a result of the crash.</p>
<p>In Pennsylvania they remember the sacrifices made on 9-11 with the <u>Bells of Remembrance</u> which ring forty times while the names of the victims are read aloud.</p>	<p>On September 11, 2011, the two huge pools where the Twin towers stood will be unveiled, along with the 2,983 names of the victims.</p>

<p>The Freedom Tower, which will stand 1,776 feet high, will be completed in 2013 in New York City.</p>	<p>Each 9-11 New York turns on lights that shine into the sky where to World Trade Center towers once stood.</p>
<p>People gather at the Pentagon and in Pennsylvania to read the names of the heroes who lost their lives.</p>	<p>It is important that we remember the events of 9-11. We should honor the fallen heroes and let them be an example for our own service to others.</p>

## Consult 4 Kids Lesson Plans


<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> -5 <sup>th</sup> Grades
<b>Lesson Title:</b>	September 11 Timeline
<b>Focus:</b>	Vocabulary, Clarifying

<b>Materials:</b> Information about 9-11 Fact Cards Vocabulary Cards
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Opening	
<b>State the objective</b>	
For the next several days we are going to learn more about the tragic events of September 11, 2001, and ways that we can remember the heroes of that day and provide service to others just like the service workers did on that day.	
<b>Gain prior knowledge by asking students the following questions</b>	
After the lesson we had yesterday, what do you know about 9-11 or September 11, 2001?	
What do you know about remembrances?	
Have you ever been to a remembrance service? What was it for?	
How did you feel about attending this service?	
Content (the "Meat")	
<b>Today's Lesson</b>	<b>*Activity → Teachable Moment(s) throughout</b>  It is important to review academic math vocabulary often throughout the day Complete the Vocabulary notebook for the new word. Vocabulary Notebooks can be made from ½ of a composition book
Today we are going to learn more factual information about the events on September 11. We will also begin learning key vocabulary that is connected to 9-11.	
<b>Vocabulary</b>	
<b>Word for Today:</b> remembrance <b>Description:</b> A remembrance is a service or a souvenir that will remind you of an event or something that has happened. Sometimes remembrances can be a celebration, other times they are very somber. Other words that are similar to a remembrance are recollection and tribute. It is a way to keep something vividly in your mind.	
<b>Brainstorm</b> with students events that they believe could have a remembrance. What about those events would make them suitable for a remembrance? What sort of a tribute do you think would be appropriate?	
<b>Ask</b> students to share their thoughts with another student. Review yesterday's word. Complete the Vocabulary Notebook for today. Student may work in pairs if this is helpful	
<b>Vocabulary Notebook Sample:</b>	



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<p><b>New Word</b></p> <p style="text-align: center;">Remembrance</p>	<p><b>My Description</b></p> <p style="text-align: center;">Something you do or keep that reminds you of something</p>	
<p><b>Personal Connection</b></p> <p style="text-align: center;">Freedom Tower is a remembrance of what happened on 9-11.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p style="text-align: center;"><b>Clarifying</b></p> <p>You have had three words this week that you are clarifying: hijack, tragic, and remembrance. These words go together in our study of the events of 9-11. Ask students to describe the connection in terms of this event.</p> <p>Have students work together in pairs to develop a clue for each word. For example: To take control of without permission (hijack); a very sad and disastrous event (tragic); and a ceremony to pay tribute to something or someone (remembrance).</p> <p>Have the pairs share with another pair of students, giving one another the clue and then give the word that the clue relates to.</p>		<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p>
<p style="text-align: center;"><b>Activity</b></p> <p>Today we are going to listen to the story of what happened on September 11. We are going to listen to the section entitled: <b>Planning to Remember</b>, pages 4-5. This part of the story is about how people in America began to heal from the tragedy surrounding 9-11. It is important for students to understand that healing from an event as senseless as 9-11 takes time and that people need to do things to express their emotions.</p> <p>Have students make a decision about what they will do as a remembrance for the events of 9-11. They will work on this activity for 3 days so there is not a reason to rush.</p> <p><b>Option #1:</b> Create a mural of the events of 9-11. This mural could have three sections: the event itself (planes crashing into the Towers, the Pentagon, and the field in Pennsylvania; section 2 the clean-up efforts in each of the locations; section 3 the remembrance ceremonies that have been held for the past 10 years).</p> <p><b>Option #2:</b> Create a quilt that depicts the events of 9-11. Each student creates two 8" squares that depict the events of 9-11 and the aftermath. When all of the squares are complete, place them on a backing of butcher paper leaving 1" strip in between the squares"</p> <p><b>Option #3:</b> Create a timeline, beginning with the take-off of the first plane through the remembrance services of September 11, 2011.</p> <p>Select one of these options. If students complete an option more quickly than the 3 days allocated, then you can select a second option.</p>		<p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>

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### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today with the information about 9-11.
- Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## The Story of 9-11 Never Forget!

### Tragedy Strikes

September 11, 2001 was like any other week day. Thousands of people were heading to work or had just arrived at the World Trade Center in New York City. The Twin Towers, giant 110 story buildings, stood side by side looking over the city and the harbors.

Several hundred miles away in Massachusetts and Washington D.C., men were boarding four different airplanes in order to hijack them and crash into the Twin Towers, the Pentagon, and one other Washington D.C. destination. Just before 8:00 in the morning, two planes took off from Logan International Airport in Boston on their way to Los Angeles. Shortly after take-off, the first plane, American Airline Flight 11 turned south and at 8:45 smashed into the North Tower of the World Trade Center. The second scheduled flight from Boston, United Airlines Flight 175, headed toward New Jersey where it made a U-Turn, and at 9:05, just 20 minutes after the first plane hit the North Tower, it smashed into the South Tower.

A lot was happening on the morning of September 11. From Dulles International Airport a flight left at 8:10 flying west across northern Virginia and West Virginia before making a U-Turn and heading back to Washington D.C. where it crashed into the west side of the Pentagon at 9:40 a.m. At the same time a flight left Newark International Airport headed toward San Francisco, and when it got to Ohio, it made a U-Turn and headed back toward Washington D.C. as well. The passengers had used cell phones to call family when the plane was first hijacked and knew about the bombing of the Twin Towers. They decided to stop the hijackers and caused the plane to crash in Shanksville, Pennsylvania at 10:10 a.m. instead of allowing it to return to Washington D.C.

The tragic events of 9-11 continued to unfold. There seemed to be one emergency after another. Rescue workers, firefighters, paramedics, and policemen and everyday citizens

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begin to help people from the World Trade Center Twin Towers. People were walking down many stairs to get to the street and safety. They could not use the elevators because of the fires in the buildings. Rescue workers entered the Towers to help these survivors. Brave men and women risked their own lives to help others. At 9:59 a.m. the South Tower began to collapse and one floor fell down on the floor below, and in seconds the Tower was gone. At 10:28 the North Tower did exactly the same thing and came crashing down. In less than 2 hours, nearly 3,000 Americans had lost their lives because of the attacks on September 11.

### The Aftermath

After the Towers collapsed and the west section of the Pentagon destroyed, many everyday heroes continued to show up and help day after day. Rescue and iron workers began going through the ruins of the buildings and sifting through the debris, looking for survivors and people who had died in the attack. As the emergency workers assembled in each of the locations, the rest of America began to come together to offer support for the victims and families. George Bush was President of the United States and he knew that the tragic events of September 11 would not define Americans. He said, "These acts shatter steel, but they cannot dent the steel of American resolve." President Bush had faith that Americans would pull together to protect and rebuild the destroyed places.

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There were many heroes on September 11 and in the clean-up that followed. Firefighters raced into the burning buildings without thinking about themselves. 341 of them lost their lives helping others. Iron workers came from across the United States to clear away the debris and rubble. Doctors and nurses made themselves available to the injured. And ordinary citizens, like you and me went to work to remove rubble. Dogs were heroes too. One dog, Roselle, led her blind master down 78 flights of stairs. You might wonder why he didn't take the elevator. Once the Towers were hit by the airplanes, the electricity went out and elevators require electricity to operate. Children and adults from all over the world began sending cards and letters to the families and to the rescue workers to thank them and wish them well.

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Almost immediately the people of the United States began to think about and discuss what sort of memorials should be created at each of the three sites. Today at the Pentagon visitors can walk among the 184 benches that represent the victims of the Pentagon attack on 9-11. It opened 7 years after the attack in 2001. In Pennsylvania, a marble wall with 40 pieces, one for each passenger on Flight 93 will be written. It will be surrounded by a garden of wildflowers. In New York, on September 11, 2011, on the 10<sup>th</sup> anniversary of the attacks, the people who attend the remembrance ceremony will see the plans for reflecting pools (one where each of the Twin Towers stood), bronze panels with the names of the victims, large artificial waterfalls flowing into the pools and the Freedom Tower which when finished in 2013 will be 1,776 feet tall. This height honors the birth of the United States in 1776. In New York there will also be a museum that will educate the millions of visitors that are expected each year so we can prevent such a tragedy from occurring in the future.

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<p>On February 26, 1993 the Towers were attacked when someone drove a car full of explosives into the underground parking lot.</p>	<p>On September 11, 2001, two planes smashed into first the North Tower and 17 minutes later into the South Tower.</p>
<p>The airplanes were hijacked in Boston. One from American Air, Flight 11, and the second from United, Flight 175.</p>	<p>Both of the flights that were hijacked and smashed into the Twin Towers were supposed to be going to Los Angeles.</p>



<p>In the North Tower, the airplane hit the building between floors 93 and 99.</p>	<p>In the South Tower, the airplane hit the building between floors 77 and 85.</p>
<p>99% of the people who were in the building <b>BELOW</b> the crash survived by walking down the stairs.</p>	<p>The first airplane smashed into the North Tower at 8:45 a.m.</p>
<p>The second airplane smashed into the South Tower at 9:05 a.m.</p>	<p>A third plane left Dulles International Airport and smashed into the Pentagon in Washington D.C. at 9:40 a.m.</p>

<p>A fourth airplane left Newark New Jersey and smashed into Shanksville, Pennsylvania at 10:10, because the brave passengers did not let the plane reach Washington D.C.</p>	<p>As soon as the people in the Towers realized what had happened, they began to walk down the stairs to find safety.</p>
<p>56 minutes after the second plane smashed into the South Tower, it began to collapse and came crashing down.</p>	<p>29 minutes later the North Tower collapsed as well.</p>
<p>When the Towers collapsed, firefighters, police officers, and citizens of more than 75 countries were killed. In total, 2,753 people died in New York.</p>	<p>There are many stories of heroism. Heroes, including firefighters and policemen, also included ordinary people like Rick Rescorla, who lost his life saving others.</p>

<p>There have been many memorials built to honor those who lost their lives on 9-11 in New York, Washington D.C., Pennsylvania and other places.</p>	<p>In Bayonne, New Jersey there is a large structure that has a crack down the middle with a teardrop hanging down in the center. It looks like the Trade Center being torn apart.</p>
<p>The structure in New Jersey is called the Tear of Grief and is 100 feet tall and the teardrop is 40 feet in length.</p>	<p>The memorial in Arlington, Virginia for the Pentagon has 184 benches, one for each person who died as a result of the crash.</p>
<p>In Pennsylvania they remember the sacrifices made on 9-11 with the <u>Bells of Remembrance</u> which ring forty times while the names of the victims are read aloud.</p>	<p>On September 11, 2011, the two huge pools where the Twin towers stood will be unveiled, along with the 2,983 names of the victims.</p>

<p>The Freedom Tower, which will stand 1,776 feet high, will be completed in 2013 in New York City.</p>	<p>Each 9-11 New York turns on lights that shine into the sky where to World Trade Center towers once stood.</p>
<p>People gather at the Pentagon and in Pennsylvania to read the names of the heroes who lost their lives.</p>	<p>It is important that we remember the events of 9-11. We should honor the fallen heroes and let them be an example for our own service to others.</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	September 11 Choices
<b>Focus:</b>	Vocabulary, History Review

**Materials:**

Information about 9-11—use information from previous days

Fact Cards—use information from previous days

Vocabulary Cards—create card for the word “debris”

### Opening

#### State the objective

For the next several days we are going to learn more about the tragic events of September 11, 2001, and ways that we can remember the heroes of that day and provide service to others just like the service workers did on that day.

#### Gain prior knowledge by asking students the following questions

After the lesson we had yesterday, what do you know about 9-11 or September 11, 2001?

What do you know about what a rescue is?

What are some things that you might need to be rescued from?

Have you ever been rescued? If yes, how did you feel about being rescued?

### Content (the “Meat”)

#### Today’s Lesson

Today we are going to revisit the factual information about the events on September 11. We will also begin learning key vocabulary that is connected to 9-11.

**\*Activity → Teachable Moment(s) *throughout***

#### Vocabulary

**Word for Today:** debris

**Description:** Debris is a word that means trash. It is pronounced as if it was spelled: duh-bree. Debris is often what is left over after an event. For example, the garbage and trash left on the ground after a concert would be labeled debris, where as one or two pieces of trash would simply be called trash or garbage. Rubble, rubbish, and wreckage are words that mean the same thing as debris.

**Brainstorm** a place that you have been that had debris or a crew of people who were intentionally keeping the debris thrown away. What did you think when you saw such a clean space? Also consider the opposite. Think of a place that had a great deal of debris and it seemed like no one was taking care to pick it up. How do you feel about being in this situation?

**Ask** students to share their thoughts with another student.


Review yesterday’s word.

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for the new word. Vocabulary Notebooks can be made from ½ of a composition book

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Complete the Vocabulary Notebook for today. Students may work in pairs if this is helpful

### Vocabulary Notebook Sample:

<p><b>New Word</b></p> <p style="text-align: center;">debris</p>	<p><b>My Description</b></p> <p style="text-align: center;">Trash, things you are throwing away, left over from a storm or disaster</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">There was a lot of debris in the yard after the wind storm.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

### Activity

Review the entire story one more time. After today the activities will involve having an understanding of the entire story. Have students share their thoughts with one another. Ask them to think about the key learnings for them.

This is day three of working on one of the options below.

**Option #1:** Create a mural of the events of 9-11. This mural could have three sections: the event itself (planes crashing into the Towers, the Pentagon, and the field in Pennsylvania; section 2 the clean-up efforts in each of the locations; section 3 the remembrance ceremonies that have been held for the past 10 years).

**Option #2:** Create a quilt that depicts the events of 9-11. Each student creates two 8" squares that depict the events of 9-11 and the aftermath. When all of the squares are complete, place them on a backing of butcher paper leaving 1" strip in between the squares"

**Option #3:** Create a timeline, beginning with the take-off of the first plane through the remembrance services of September 11, 2011.

Select one of these options. If students complete an option more quickly than the 3 days allocated, then you can select a second option.

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

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### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today with the information about 9-11.
- Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Review September 11
<b>Focus:</b>	Review—On Being American

**Materials:**

Information about 9-11  
 Fact Cards  
 Vocabulary Cards

### Opening

#### State the objective

The objective of these two days is to finalize the 9-11 project. In this lesson plan you will find a list of 3 different activities that you can do with students.

#### Gain prior knowledge by asking students the following questions

Students have learned a great deal about the events of September 11 and the aftermath of those events. Ask students the following:

Is there anything about 9-11 that you would like to know that we did not talk about? (record any response that they make)  
 Let them know that you will give them a list of web sites that have been developed for youth that they can look at to discover information that they do not already have.

Ask them to think of 1 or 2 words to describe the events of 9-11 and to share those with first a peer and then the whole group.

### Content (the “Meat”)

#### Activity

Here are three activities for you to choose from:

#### **Pledge of Allegiance (Grades 2-5)**

- Write the Pledge on the board or chart paper. Pay special attention to “liberty and justice for all”. What does this mean? What is liberty? Why do we recite this Pledge each day? Ask pairs of students to illustrate this Pledge.

#### **Letter to The Future (Grades 2-5)**

- Students write letters to the future about what they hope will happen to create a more peaceful world. For younger students, provide the following prompt:
  - Dear Future,
  - When I am an adult I hope that....
  - I hope that we will be more peaceful by...

#### **Quote Book (Grade 2-5)**

- Considering the vocabulary that we learned around the events of 9-11, have students write a quote on each of the words and create a “Quote Book” to commemorate your activity.



## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today with the information about 9-11.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

### Additional Resources

#### Websites

##### Facts About 9-11 For Kids (EHow)

This site provides the basic facts regarding 9-11 and is written for kids

[http://www.ehow.com/info\\_7973396\\_september-11-2001-kids.html](http://www.ehow.com/info_7973396_september-11-2001-kids.html)

##### A Letter From Laura Bush To Elementary School Children on September 12

[http://www.classbrain.com/artfree/publish/article\\_235.shtml](http://www.classbrain.com/artfree/publish/article_235.shtml)

##### Information and Activities for High School Students 9-11

[http://essays.ssrc.org/sept11/essays/teaching\\_resource/tr\\_intro.htm](http://essays.ssrc.org/sept11/essays/teaching_resource/tr_intro.htm)

#### PBS

This site provides facts and information, as well as lesson plans for youth at every grade level

[www.pbs.org/americaresponds](http://www.pbs.org/americaresponds)

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	September 11 Pledge of Allegiance
<b>Focus:</b>	Review—On Being American

<b>Materials:</b> Information about 9-11 Fact Cards Vocabulary Cards
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### Opening

**State the objective**

The objective of these two days is to finalize the 9-11 project. In this lesson plan you will find a list of 3 different activities that you can do with students.

**Gain prior knowledge by asking students the following questions**

Students have learned a great deal about the events of September 11 and the aftermath of those events. Ask students the following:

Is there anything about 9-11 that you would like to know that we did not talk about? (record any response that they make)  
 Let them know that you will give them a list of web sites that have been developed for youth that they can look at to discover information that they do not already have.

Ask them to think of 1 or 2 words to describe the events of 9-11 and to share those with first a peer and then the whole group.

### Content (the “Meat”)

Activity	
Here are three activities for you to choose from:  <b>Pledge of Allegiance (Grades 2-5)</b> <ul style="list-style-type: none"> <li>Write the Pledge on the board or chart paper. Pay special attention to “liberty and justice for all”. What does this mean? What is liberty? Why do we recite this Pledge each day? Ask pairs of students to illustrate this Pledge.</li> </ul>	
<b>Letter to The Future (Grades 2-5)</b> <ul style="list-style-type: none"> <li>Students write letters to the future about what they hope will happen to create a more peaceful world. For younger students, provide the following prompt:               <ul style="list-style-type: none"> <li>Dear Future,</li> <li style="padding-left: 40px;">When I am an adult I hope that....</li> <li style="padding-left: 40px;">I hope that we will be more peaceful by...</li> </ul> </li> </ul>	
<b>Quote Book (Grade 2-5)</b> <ul style="list-style-type: none"> <li>Considering the vocabulary that we learned around the events of 9-11, have students write a quote on each of the words and create a “Quote Book” to commemorate your activity.</li> </ul>	

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today with the information about 9-11.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

### Additional Resources

#### Websites

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##### A Letter From Laura Bush To Elementary School Children on September 12

[http://www.classbrain.com/artfree/publish/article\\_235.shtml](http://www.classbrain.com/artfree/publish/article_235.shtml)

##### Information and Activities for High School Students 9-11

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#### PBS

This site provides facts and information, as well as lesson plans for youth at every grade level

[www.pbs.org/americaresponds](http://www.pbs.org/americaresponds)

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	September 11 Murals
<b>Focus:</b>	Vocabulary, Understanding an Historical Event

**Materials:**

Information about 9-11—Use from previous lessons  
 Fact Cards—Use from previous lessons  
 Vocabulary Cards—Create with word “survivor” vocabulary card

### Opening

#### State the objective

For the next several days we are going to learn more about the tragic events of September 11, 2001, and ways that we can remember the heroes of that day and provide service to others just like the service workers did on that day.

#### Gain prior knowledge by asking students the following questions

After the lesson we had yesterday, what do you know about 9-11 or September 11, 2001?  
 What do you know about firefighters?  
 What are some things that firefighters do during disasters?  
 If you could interview a firefighter, what would you most like to ask him or her?

### Content (the “Meat”)

#### Today’s Lesson

Today we are going to revisit the factual information about the events on September 11. We will also begin learning key vocabulary that is connected to 9-11.

**\*Activity → Teachable Moment(s) *throughout***

#### Vocabulary

**Word for Today:** survivor

**Description:** A survivor is someone who makes it through a very tragic set of circumstances. A survivor is someone who is not killed or severely injured during a catastrophe.

**Brainstorm** with students events that they people could survive. (car crashes, fires, earthquakes, hurricanes.) What about those events would make you think the person was a survivor? What about T-Shirts that say something like “I Survived the Roller Coaster” that people can buy after taking a turn on an amusement park ride? Are they serious or are they trying to give a message about the ride? What is the message?

**Ask** students to share their thoughts with another student.

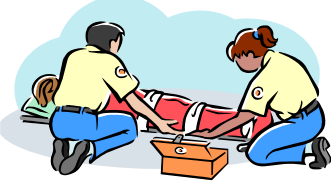
Review yesterday’s word.

Complete the Vocabulary Notebook for today. Student may work in pairs if this is helpful

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for the new word. Vocabulary Notebooks can be made from ½ of a composition book.

## Consult 4 Kids Lesson Plans

### Vocabulary Notebook Sample:

<p><b>New Word</b></p> <p style="text-align: center;">survivor</p>	<p><b>My Description</b></p> <p style="text-align: center;">Person who lives through a disaster in which other people have died</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">He was a survivor of the tragic event.</p>	<p><b>Drawing</b></p> 

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

### Activity

Today we are going to listen to the story of what happened on September 11. Reread the entire story from beginning to end. Stop and ask questions and invite students to comment. Give them opportunities to put their heads together and share the thoughts that are going through their minds.

This is day two of working on one of the options below.

**Option #1:** Create a mural of the events of 9-11. This mural could have three sections: the event itself (planes crashing into the Towers, the Pentagon, and the field in Pennsylvania); section 2 the clean-up efforts in each of the locations; section 3 the remembrance ceremonies that have been held for the past 10 years).

**Option #2:** Create a quilt that depicts the events of 9-11. Each student creates two 8" squares that depict the events of 9-11 and the aftermath. When all of the squares are complete, place them on a backing of butcher paper leaving 1" strip in between the squares"

**Option #3:** Create a timeline, beginning with the take-off of the first plane through the remembrance services of September 11, 2011.

Select one of these options. If students complete an option more quickly than the 3 days allocated, then you can select a second option.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

## Consult 4 Kids Lesson Plans

### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today with the information about 9-11.
- Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Brainstorming Service
<b>Focus:</b>	Vocabulary, Project-Based Learning

**Materials:**

Information about 9-11—use information from previous days

Fact Cards—use cards from previous days

Vocabulary Cards—create card for the word “ruins”

### Opening

#### State the objective

For the next several days we are going to learn more about the tragic events of September 11, 2001, and ways that we can remember the heroes of that day and provide service to others just like the service workers did on that day.

#### Gain prior knowledge by asking students the following questions

You have completed a project of remembrance. Share your thoughts about 9-11 at this point. What do you know now that you didn't know before? What ideas do you have about the importance of remembering this event? In your opinion, how is it that such an event can hold us all together?

What is a memorial? (There is more than one definition. It can be service or it can also be a place such as a monument)

Have you ever been to a memorial? If yes, who or what is it that the memorial wanted you to remember?

### Content (the “Meat”)

#### Today's Lesson

Today we are going to consider what we could do to provide a service to our community much in the same way as firefighters, doctors, iron workers, and ordinary people provided service on 9-11. You have had the beginnings of this conversation earlier this week.

#### Vocabulary

**Word for Today: memorial**

**Description:** A memorial is a ceremony or a monument that is there to remind you of someone or something. A memorial commemorates something that is lost or is no longer available to you in the same way. Memorials usually cause people to slow down and reflect on a particular situation or person.

**Brainstorm** a list of memorials that you could visit. (Washington D.C. is loaded with memorials, whether it be the Lincoln Memorial, the Roosevelt Memorial, the World War II Memorial or the Vietnam Wall). If you have access to the internet, let students look up the many memorials in D.C. Ask students to think about the town in which they live. Are there statues, photographs in the library on display? All of these are reminders of things that have happened in the past.




**Ask** students to share their thoughts with another student.

Review yesterday's word.

**\*Activity → Teachable Moment(s) *throughout***

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for the new word. Vocabulary Notebooks can be made from ½ of a composition book.

## Consult 4 Kids Lesson Plans

<b>Vocabulary Notebook Sample:</b>						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%; padding: 5px;"> <b>New Word</b>   <div style="text-align: center;">memorial</div> </td> <td style="padding: 5px;"> <b>My Description</b>   <div style="text-align: center;">A physical reminder of someone, for instance a cemetery, statue</div> </td> </tr> <tr> <td style="padding: 5px;"> <b>Personal Connection</b>   <div style="text-align: center;">We visited the memorials in Washington D.C.</div> </td> <td style="padding: 5px;"> <b>Drawing</b>   <div style="text-align: center;">  </div> </td> </tr> </table>	<b>New Word</b>  <div style="text-align: center;">memorial</div>	<b>My Description</b>  <div style="text-align: center;">A physical reminder of someone, for instance a cemetery, statue</div>	<b>Personal Connection</b>  <div style="text-align: center;">We visited the memorials in Washington D.C.</div>	<b>Drawing</b>  <div style="text-align: center;">  </div>		
<b>New Word</b>  <div style="text-align: center;">memorial</div>	<b>My Description</b>  <div style="text-align: center;">A physical reminder of someone, for instance a cemetery, statue</div>					
<b>Personal Connection</b>  <div style="text-align: center;">We visited the memorials in Washington D.C.</div>	<b>Drawing</b>  <div style="text-align: center;">  </div>					
<b>Activity</b>						
<p>Today is the first day of the next 3 day project, a way to give-back or pay it forward, by providing service. It is important that you work through this process one step at a time. Today you are going to work to determine which community you want to work with and then what need they have that you might fill. For students in 2<sup>nd</sup> and 3<sup>rd</sup> grade it may be more important that you do something on the school campus or at least close to the school.</p> <p><b>Example:</b> One community that you could serve would be the elderly. One of the needs that they have is to be remembered and made to feel special. Sometimes their family is too busy or too far away to spend time with them. A service that you could provide would be to create a scrapbook of pictures that would share your daily time in school, and then write individual letters to the older people in a rest home.</p> <p>Another project might be to re-label all of the P.E. Equipment that is assigned to classrooms; helping the custodian clean-up the school by organizing a weekly effort to clean up the debris left on the yards; helping the school clean out the lost and found article either by returning them to the person the item belongs to, or redistributing the items to someone else who has a greater need.</p> <p><b>Day 1:</b></p> <ol style="list-style-type: none"> <li>1. Brainstorm the community that you want to serve.</li> <li>2. Brainstorm the need that this community has that you can address.</li> <li>3. Brainstorm the possible ways that you could help.</li> <li>4. Select the activity that you want to do and begin to plan the activity (consider who you have to advise of your plan, the supplies and materials that you will need, permissions that you need if you are leaving campus, and so on).</li> </ol> <p><b>Day 2:</b></p> <ol style="list-style-type: none"> <li>1. Continue the planning and preparations for the activity.</li> <li>2. Be sure that supplies are ready and everyone knows what they will do.</li> <li>3. Have students prepare any information (memos, posters, etc.) that they will use to let people know what is going on.</li> <li>4. Assign jobs and tasks for Day 3.</li> </ol> <p><b>Day 3</b></p>		<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>				



## Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> <li>1. Perform the service, each person doing his/her part.</li> <li>2. Have students reflect on the service. Have them answer questions about the task but also what benefits the activity had for the people receiving the service as well as thinking about how the service has affected them.</li> <li>3. Have students prepare a reflection in writing, pictures, or a combination of both.</li> <li>4. Have students share their reflections with the other students.</li> </ol>	
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the “real world”?</li> <li>What advice would you give to a “new” student getting ready to do this activity?</li> </ul>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about 9-11.</li> <li>• Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Planning and Preparations for Service
<b>Focus:</b>	Vocabulary, Project-Based Learning

**Materials:**

Information about 9-11—use material already copied  
 Fact Cards—use materials already copied  
 Vocabulary Cards—create a vocabulary card for the word “sculpture”  
 Play Dough or other clay

### Opening

#### State the objective

For the next several days we are going to learn more about the tragic events of September 11, 2001, and ways that we can remember the heroes of that day and provide service to others just like the service workers did on that day.

#### Gain prior knowledge by asking students the following questions

Talk with another student about the service project you have selected. Talk about how you both think the beneficiary of the service will feel.

What is a sculpture?

What sculptures have you seen or heard about?

How is a sculpture different from a painting?

### Content (the “Meat”)

#### Today’s Lesson

Today we are going to plan and prepare for the service project tomorrow. Take time to plan well. Remember the expression, “Go slow to go fast”. Apply the skill of metacognition and think about how you are thinking or feeling about the planning and the activity that you will be doing tomorrow.

**\*Activity → Teachable Moment(s) *throughout***

#### Vocabulary

**Word for Today: sculpture**

**Description:** A sculpture is a three dimensional representation of a person or a thing. Very often sculptures are made out of stone. Michelangelo is one of the most famous sculptures. When he carved a statue out of marble he believed that the statue was always in the marble and that his job was to chip away the excess. Some statues are made out of bronze. Probably the most famous one is the Statue of Liberty.


**Give** each student a small amount of Play Dough or other clay product. Ask them to create a sculpture of something that is interesting to them (could be an animal, person, place). Ask them if it is as easy to do as it seems when you talk about it?

Complete the Vocabulary Notebook for today. Students may work in pairs if this is helpful.

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for the new word. Vocabulary Notebooks can be made from ½ of a composition book.

**Vocabulary Notebook Sample:**

## Consult 4 Kids Lesson Plans

<p><b>New Word</b></p> <p style="text-align: center;">sculpture</p>	<p><b>My Description</b></p> <p style="text-align: center;">A statue of a person or something else that is made from stone, bronze, or other mediums</p>	
<p><b>Personal Connection</b></p> <p style="text-align: center;">He created a sculpture that captured everyone's thoughts about what had happened.</p>	<p><b>Drawing</b></p> 	
<p style="text-align: center;"><b>Activity</b></p> <p>Today is the second day of a 3 day project, a way to give-back or pay it forward, by providing service. It is important that you work through this process one step at a time. Today you are going to plan and organize that activity that you selected.</p> <p><b>Example:</b> One community that you could serve would be the elderly. One of the needs that they have is to be remembered and made to feel special. Sometimes their family is too busy or too far away to spend time with them. A service that you could provide would be to create a scrapbook of pictures that would share your daily time in school, and then write individual letters to the older people in a rest home.</p> <p>Another project might be to re-label all of the P.E. Equipment that is assigned to classrooms; helping the custodian clean-up the school by organizing a weekly effort to clean up the debris left on the yards; helping the school clean out the lost and found article either by returning them to the person the item belongs to, or redistributing the items to someone else who has a greater need.</p> <p><b>Day 1:</b></p> <ol style="list-style-type: none"> <li>1. Brainstorm the community that you want to serve.</li> <li>2. Brainstorm the need that this community has that you can address</li> <li>3. Brainstorm the possible ways that you could help</li> <li>4. Select the activity that you want to do and begin to plan the activity (consider who you have to advise of your plan, the supplies and materials that you will need, permissions that you need if you are leaving campus, and so on)</li> </ol> <p><b>Day 2:</b></p> <ol style="list-style-type: none"> <li>1. Continue the planning and preparations for the activity.</li> <li>2. Be sure that supplies are ready and everyone knows what they will do.</li> <li>3. Have students prepare any information (memos, posters, etc.) that they will use to let people know what is going on.</li> <li>4. Assign jobs and tasks for Day 3.</li> </ol> <p><b>Day 3</b></p> <ol style="list-style-type: none"> <li>1. Perform the service, each person doing his/her part.</li> <li>2. Have students reflect on the service. Have them answer questions about the task</li> </ol>		<p>You are working on the Day 2 part of the process.</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>

## Consult 4 Kids Lesson Plans

<p>but also what benefits the activity had for the people receiving the service as well as thinking about how the service has affected them.</p> <ol style="list-style-type: none"> <li>3. Have students prepare a reflection in writing, pictures, or a combination of both.</li> <li>4. Have students share their reflections with the other students.</li> </ol>	
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### Closing

<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>


### Debrief

<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the “real world”?</li> <li>What advice would you give to a “new” student getting ready to do this activity?</li> </ul>
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<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about 9-11.</li> <li>• Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

<p><b>New Word</b></p> <p style="text-align: center;">ceremony</p>	<p><b>My Description</b></p> <p style="text-align: center;">An event to celebrate or remember something or someone</p>	
<p><b>Personal Connection</b></p> <p style="text-align: center;">We went to the graduation ceremony in the gymnasium.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>	
<p style="text-align: center;"><b>Activity</b></p> <p>Today is the third day of the 3 day project, a way to give-back or pay it forward, by providing service. It is important that you work through this process one step at a time. Today you are going to implement the activity that you selected. You will also take time to reflect on the project when it is complete.</p> <p><b>Example:</b> One community that you could serve would be the elderly. One of the needs that they have is to be remembered and made to feel special. Sometimes their family is too busy or too far away to spend time with them. A service that you could provide would be to create a scrapbook of pictures that would share your daily time in school, and then write individual letters to the older people in a rest home.</p> <p>Another project might be to re-label all of the P.E. Equipment that is assigned to classrooms; helping the custodian clean-up the school by organizing a weekly effort to clean up the debris left on the yards; helping the school clean out the last and found article either by returning them to the person the item belongs to, or redistributing the items to someone else who has a greater need.</p> <p><b>Day 1:</b></p> <ol style="list-style-type: none"> <li>1. Brainstorm the community that you want to serve.</li> <li>2. Brainstorm the need that this community has that you can address</li> <li>3. Brainstorm the possible ways that you could help</li> <li>4. Select the activity that you want to do and begin to plan the activity (consider who you have to advise of your plan, the supplies and materials that you will need, permissions that you need if you are leaving campus, and so on)</li> </ol> <p><b>Day 2:</b></p> <ol style="list-style-type: none"> <li>1. Continue the planning and preparations for the activity.</li> <li>2. Be sure that supplies are ready and everyone knows what they will do.</li> <li>3. Have students prepare any information (memos, posters, etc.) that they will use to let people know what is going on.</li> <li>4. Assign jobs and tasks for Day 3.</li> </ol> <p><b>Day 3</b></p> <ol style="list-style-type: none"> <li>1. Perform the service, each person doing his/her part.</li> <li>2. Have students reflect on the service. Have them answer questions about the task but also what benefits the activity had for the people receiving the service as well</li> </ol>		<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>

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<p>as thinking about how the service has affected them.</p> <ol style="list-style-type: none"> <li>3. Have students prepare a reflection in writing, pictures, or a combination of both.</li> <li>4. Have students share their reflections with the other students.</li> </ol>	
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the "real world"?</li> <li>What advice would you give to a "new" student getting ready to do this activity?</li> </ul>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about 9-11.</li> <li>• Ask them to comment on what they did today that was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Four Elements Wind and Air
<b>Focus:</b>	Fluency, Vocabulary

**Materials:**

Information about Four Elements (attached to this lesson plan)

Fact Cards (attached to the lesson plan)

Vocabulary Notebook

**IMPORTANT:** At least one hour before the activity, prepare the bottles for the Twister Activity

### Opening

#### State the objective

For the next several days we are going to learn more about the four elements of Earth, water, wind/air, and fire. These natural phenomena can be both friend and foe. We will learn more about each of them and also how they work together. We will focus on vocabulary development and also asking questions and summarizing.

#### Gain prior knowledge by asking students the following questions

After the lesson we had yesterday, what do you know about water that you didn't know before?

Can you name the seven continents?

What are some of the ways that water is helpful? Is not helpful?

If you could interview a person who works for the water department, what would you ask them?

### Content (the "Meat")

#### Today's Lesson

Today we are going to review factual information about one of the four elements—wind/air. At the end of the time we are going to create a whirlpool in a bottle. This is much like a twister or tornado or a hurricane looks. A tornado is strong winds that occur over land and act like a funnel sucking up dirt and debris. A hurricane is made up of strong winds and rain and usually develops over warm water that is sucked up into the eye of the hurricane.

**\*Activity → Teachable Moment(s) throughout**

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to



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the lesson plan.

5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

**Fluency Activity of the Day**

**All Read:** During this activity, all of the students read aloud at the same time. Even if the students are not on the same passage, reading aloud will help them slow down and really practice each word. While students are reading, walk around. Touch a student on the shoulder to indicate that they should begin reading aloud so you can hear them.

**Vocabulary**

**Word for Today: global**

**Description:** Global is a word that refers to worldwide or all over the world. When the Earth is represented on a ball-shaped map, that map is called a globe. A globe is a sphere. Global is an adjective that means overall and relating to a whole system.


**Brainstorm** with students things that they believe are global (communication—cell phones, weather, things that people buy that are created in other countries, etc.)

**Ask** students to share their thoughts with another student. about what it means to be global or if they were to grow up and work with a company that was global what that would mean for them.

Review yesterday's word--evaporate

Complete the Vocabulary Notebook for today. Student may work in pairs if this is helpful

**Vocabulary Notebook Sample:**

<p><b>New Word</b></p> <p style="text-align: center;">global</p>	<p><b>My Description</b></p> <p style="text-align: center;">Something that is world-wide, covering all parts of the world</p>
<p><b>Personal Connection</b></p> <p>The internet is global—no matter where you live you have access to it.</p>	<p><b>Drawing</b></p> 

**Activity**

**Twister In A Bottle**

**Purpose:** To create a vortex (a circular pattern of flow around a center of low pressure, for students to see so they can better understand a tornado and/or hurricane. When water drains in a sink it creates a vortex.

**Materials:**

- 2 clear plastic liter soda bottles for each group
- Water

practice (even if they move on with the story).

It is important to review academic math vocabulary often throughout the day Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation) Vocabulary Notebooks can be made from 1/2 of a composition book

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments.

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<ul style="list-style-type: none"> <li>1 " diameter metal or plastic flat washer with a ¼ " opening</li> <li>Black electrical tape</li> <li>White glue</li> </ul> <p><b>Directions:</b></p> <ul style="list-style-type: none"> <li>Divide students into pairs or small groups</li> <li>Fill one of the bottles a little over ½ full with water—be sure to dry the mouth of the bottle</li> <li>Place a thin line of glue around the mouth of the bottle and place the washer on top of it, centering it over the opening.</li> <li>Place a thin line of glue over the mouth of the second bottle and place it upside down on the washer</li> <li>Using electrical tape, carefully wrap and seal the connection of the two bottles, wrapping the necks of the bottle to ensure that they are well connected.</li> </ul> <p><b>IMPORTANT:</b> Wait at least one hour before beginning the activity.</p> <ul style="list-style-type: none"> <li>Holding the bottle with water in it in your hand, slowly flip the bottle over. Observe what happens</li> <li>Predict how you can get the water in the top bottle to flow faster into the bottom bottle</li> <li>Record your responses (spinning the bottle will make the water flow faster)</li> <li>Try the suggestions made by the students</li> <li>Try spinning the bottle</li> <li>Ask: Why does spinning make the water flow faster?</li> <li>Ask: How does this compare to what happens in a tornado or a hurricane.</li> </ul>	<p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>Please recap what we did today.</li> <li>Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the "real world"?</li> <li>What advice would you give to a "new" student getting ready to do this activity?</li> </ul>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>Ask students to think about what they did today with the information about wind/air.</li> <li>Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>Ask them to comment on what they did today that was like something they had done before except in one</li> </ul>
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particular way which was new to them. (Tweak)

- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

### **Modification:**

You may want to make only two or three of the twister bottles and have children work in larger groups rather than having them work in pairs or groups of 3.

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### Wind/Air

#### Facts about wind/air

- Wind moves moisture and heat around the world.
- Wind moves as it warms up and cools down.
- There is a global wind pattern. This pattern determines how the wind blows.
- We measure the speed of the wind, usually in miles or kilometers per hour.
- Tornadoes are formed as part of thunderstorms and are large, spinning funnel-shaped clouds that touch the ground moving about 30 miles per hour.
- The funnel of a tornado creates an updraft and sucks up almost anything it comes into contact with. It works in much the same way as you drinking from a straw, sucking up the liquid that the straw comes into contact with.
- Most tornadoes occur in what has been called Tornado Alley which includes Texas, Oklahoma, Kansas, Nebraska, Iowa, and Colorado, mainly and is bordered by Minnesota, Wyoming, and South Dakota.
- About 750 tornadoes occur in the United States each year.
- Hurricanes are a combination of severe winds and rain that develop above the warm water in the summer. Instead of sucking up dirt like a tornado, a hurricane sucks up moisture.

## Wind/Air Fact Cards

<p>Wind moves moisture and heat around the world.</p>	<p>Wind moves as it warms up and as it cools down.</p>
<p>There is a global wind pattern which determines how the wind will blow.</p>	<p>We measure the speed of the wind in miles or kilometers per hour.</p>
<p>Tornados are formed as part of a thunderstorm</p>	<p>Tornados are large, spinning, funnel-shaped clouds that touch the ground moving at over 30 miles per hour.</p>
<p>The tornado forms a funnel that causes a huge updraft and suck up almost anything it comes into contact with.</p>	<p>A tornado works much like we do when sucking liquid up in a straw.</p>
<p>Most tornados happen in Tornado Alley which includes Texas, Oklahoma, Kansas, Nebraska, Iowa, and Colorado.</p>	<p>Minnesota, Wyoming, and South Dakota border Tornado Alley.</p>

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<p>About 750 tornados a year occur in the United States.</p>	<p>Hurricanes are a combination of severe winds that develop above the warm water in the Atlantic in the summer.</p>
<p>Katrina was the United States worst hurricane, causing tremendous damage to New Orleans and other Southern cities.</p>	



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7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

**Fluency Activity of the Day**

**Slow Reading:** Utilize this process when you want students to work on accuracy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. This makes the words more recognizable when students are reading quickly.

**Vocabulary**

**Word for Today:** atmosphere


**Description:** Atmosphere is another word for air. This word describes the layer of air that surrounds the Earth. What happens in the atmosphere determines the weather that we have on earth. Atmosphere can hold pollen, dust, water, and many other small particles.

**Ask** students to think about a time when they have made a fan and fanned themselves to stir up the air. Ask them why they would use a fan. Ask them why stirring the air would tend to cool them off, even if the air is warm.

Review yesterday's word: erosion. It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary Notebook for today. Students may work in pairs if this is helpful

**Vocabulary Notebook Sample:**

<p><b>New Word</b></p> <p style="text-align: center;">atmosphere</p>	<p><b>My Description</b></p> <p style="text-align: center;">The air around us is our atmosphere—it is what sustains life</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">The atmosphere is thick with fog and moisture.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

Complete the Vocabulary notebook for each word.

When possible, have students experience the word. (Ex. 4 students creating a right angle, multiple students acting out an equation.)

Vocabulary Notebooks can be made from 1/2 of a composition book.

**Activity**  
**Wind In Action**

**Purpose:** Today students are going to use air/wind to create art. They are going to use a straw instead of a brush to move paint around.

**Materials:**

- Construction paper
- Straws (at least 1 per student)
- Liquid tempera paint in a variety of colors: red, green, blue, orange, yellow, purple

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-



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<p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Give each student a piece of construction paper and have them write their name on the back.</li> <li>2. Give a straw to each student.</li> <li>3. Explain to students (you may want to demonstrate this) that they will place small drops of paint on the paper (same color could be dropped on a variety of different places on the paper).</li> <li>4. Once the drop of paint is on the paper, student will take the straw and blow through the straw to move the paint around on the paper.</li> <li>5. Process is repeated until other colors and paint slides have been created.</li> <li>6. Paper should dry before going home with the student.</li> </ol>	<p>ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <p style="padding-left: 40px;">What was your key learning for the day?</p> <p style="padding-left: 40px;">What opportunities might you have to apply this key learning in the “real world”?</p> <p style="padding-left: 40px;">What advice would you give to a “new” student getting ready to do this activity?</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about wind-air, friend or foe.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Wind-Air, Friend or Foe

Air surrounds us. You cannot see air but you can feel it. Take a deep breath—when you do that you are filling your lungs with air. Hold your hand up to your mouth placing the wrist-end of your palm close to your chin. Blow the air out. What do you feel? Does it feel warm? Does the air touch your hand differently the further away your fingers are from your mouth? Air is made up primarily of nitrogen and oxygen. Other than these gases there are other things in the air including other gases, dust, water, and pollen.

Air is also known as atmosphere. The air that surrounds the Earth like a blanket is called atmosphere. This atmosphere keeps us comfortable. It protects us from both too much heat and too much cold. Earth is the only planet in the solar system that has an atmosphere that supports life. Some planets have toxic atmosphere. Even some moons have an atmosphere. The Earth's atmosphere extends away from the planet for about 6,000 miles, however the first 16 miles are the most compressed. To understand compression imagine a stack of paper towels. Imagine putting books on top of that stack of paper towels. Although there is pressure on the top paper towels, the pressure on the bottom towels is even stronger because the pressure of the books adds to the pressure of all of the paper towels as well. This is why the Earth's atmosphere is more compressed in the 16 miles closest to the surface. This pressure has different effects on people and animals.

Weather, warm or cold, windy or calm, stormy or placid, is what happens in the atmosphere at the lower layers, those closest to Earth. Wind is one of those elements of weather. Wind can be both friend and foe. Wind is helpful. Wind energy is a clean source of energy. Around the world, wind powered turbines can be found, harnessing the wind and turning it into electricity. Gentle wind moves seeds from one place to another and also helps to pollinate plants. Wind can cool an area down or blow in more hot air.

As a foe, wind can whip up a fire, helping fires to be out of control. Many times a forest fire is more dangerous because of the winds that help the fire to jump fire breaks. Winds can also be dangerous if they pick up dust and sand and blow it around eliminating visibility. If you are driving in a dust storm it is best that you pull over and park your car. Put some sort of cloth or handkerchief over your mouth and nose so your lungs are not breathing in the dust and dirt. When winds pick up speed and combine with warm ocean waters hurricanes are created. When wind is over land it can create a funnel cloud that we call a tornado.

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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Four Elements Water
<b>Focus:</b>	Fluency, Summarizing

<b>Materials:</b> Information about Water Vocabulary Notebook
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Opening	
<b>State the objective</b> For the next several days we are going to learn more about the four elements of Earth, water, wind/air, and fire. These natural phenomena can be both friend and foe. We will learn more about each of them and also how they work together. We will focus on vocabulary development and also asking questions and summarizing.	
<b>Gain prior knowledge by asking students the following questions</b> After the lesson we had yesterday, what do you know about the element of Earth? What are some key facts about Earth that you remember? Ask students to name the continents. (Draw a triangle map and see if they can identify them.) From the information you received yesterday, what did you find the most interesting fact.	
Content (the “Meat”)	
<b>Today’s Lesson</b> Today we are going to learn more factual information about the on one of the four elements—water. At the end of the day we will do an experiment that will let us see the water cycle.	<b>*Activity → Teachable Moment(s) <i>throughout</i></b>  Repeated Reading passages can be found at: <a href="http://www.readinga-z.com">www.readinga-z.com</a> (This is a subscription fee site). Check with the school day to see if the textbook has these passages (most do). Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).
<b>Fluency</b> Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note. <b>Repeated Reading Process</b> <ol style="list-style-type: none"> <li>1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.</li> <li>2. Have students read for 1 minute and count the number of words read in the minute.</li> <li>3. Record the number of words read on a chart.</li> <li>4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.</li> <li>5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.</li> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition</li> </ol>	

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students to the next level.

### Fluency Activity of the Day

**Paired Readings:** Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch rolls. Complete this process three times.

### Vocabulary

**Word for Today:** evaporate

**Description:** Evaporate is a word that describes the element of water transforming into a gas. Evaporation occurs when the air "picks up" a molecule of water and absorbs that water into a cloud. Usually evaporation occurs because of heat.


**Brainstorm** with students times that they have seen water evaporate (when a bathing suit dries out, when a wet sidewalk become dry, when a puddle disappears.)

**Ask** them to share how they think evaporation works. Let them know that the experiment you do today will help them understand how evaporation is a key part of the water cycle.

Review yesterday's word—continent.

Complete the Vocabulary Notebook for today. Student may work in pairs if this is helpful

### Vocabulary Notebook Sample:

<b>New Word</b>  <p style="text-align: center;">evaporate</p>	<b>My Description</b>  <p style="text-align: center;">The process of water being dried up by the sun and going into the air</p>
<b>Personal Connection</b>  <p style="text-align: center;">The water evaporated from the cement on the sunny day.</p>	<b>Drawing</b>  

It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary notebook for each word.

When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).

Vocabulary Notebooks can be made from ½ of a composition book.

### Reciprocal Teaching Summarizing

Summarizing is what you do to capture the major points of something you have read. If you retell you are providing many more details. Today you are going to share the information about water with the students. You can share the information in one of two formats—Fact Cards or a sheet of text. (You could also make a chart of the facts about water if you would like). After sharing the information and discussing it, divide the students into pairs and ask each pair to summarize what has been read and discussed.

Ask students to use no more than 25 words in the summary. When they have summarized the material have student share with the class.

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the

### Activity

### Water Cycle Experiment

**Materials:**

Clear 2 liter bottle (1 for each group of 4-5 students)

1 cup of warm to hot water (not hot enough to burn a student)

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<p>Ice Tape</p> <p><b>Preparation:</b></p> <p>Cut the top off of the bottle with scissors. Cut about 2/3 of the way from the bottom of the bottle.</p> <p>Screw the lid onto the bottle top tightly</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Pour the cup of warm/hot water into the soda bottle bottom.</li> <li>2. Put the top of the bottle with the lid on it upside down in the bottle with the water in it.</li> <li>3. Take the tape and wrap it around the bottle where the two pieces connect.</li> <li>4. Place the bottle in the direct sun (if there is not enough sun, use a hair dryer to increase the heat) for about 5 minutes. You should see that the inside of the bottle begins to "sweat"</li> <li>5. Place ice in the top of the bottle so it will begin to cool the air inside the bottle</li> </ol> <p>You should start to see "rain" as the "atmosphere" inside the bottle begins to cool.</p> <p>This is an example of the water cycle: water, evaporation, rain. The water on our planet has been recycled million of times in this manner.</p>	<p>student become the teacher.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <p style="padding-left: 40px;">What was your key learning for the day?</p> <p style="padding-left: 40px;">What opportunities might you have to apply this key learning in the "real world"?</p> <p style="padding-left: 40px;">What advice would you give to a "new" student getting ready to do this activity?</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about the element water.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Water

### Facts about water:

- Approximately 70% of a grown-up's body is made up of water.
- Drinking 8 cups of water each day is recommended.
- In the United States, millions and millions of gallons of water are used each day.
- The average person uses 80-100 gallons of water daily.
- Approximately 85% of the water that is used in the United States comes from a public water source.
- In the United States, 80% of the water is used for irrigation or generating electricity.
- If you drink too much water in a short period of time you can suffer from water intoxication. This usually happens when you are very physically active.
- Water dissolves more substances than any other liquid.
- Fresh water can be found above ground but most of it is under the ground.
- The same water that existed on Earth millions of years ago still exists on this Earth. Our Earth is a closed system and there is no place for the water to go.
- Water is made up of two elements: 2 parts hydrogen and 1 part oxygen. It is written this way:  $H_2O$ . The hydrogen and oxygen bond together.
- Water comes in three states: ice (solid), water (liquid), water vapor or steam (gas).
- The longest river in the world is the Nile River followed by the Amazon River. In the United States the longest river is the Mississippi.
- Pure water has no smell or taste.
- Water has a variety of uses:
  - cooking
  - cleaning
  - electricity
  - fun
  - irrigation
  - drinking
  - extinguish fires
- The water cycle involves water evaporating (which turns into gas) and rises into the sky where it cools and condenses into tiny drops of water or ice that we see as clouds, and then the water falls back to the Earth as rain, snow or hail and the cycle begins all over again.
- Water freezes at 32° F or 0° C.

# Water Fact Cards

<p>About 70% of the earth's surface is covered by water.</p>	<p>Approximately 70% of a grown-up's body is made up of water.</p>
<p>Drinking 8 cups of water each day is recommended.</p>	<p>In the United States, millions and millions of gallons of water are used each day.</p>
<p>The average person uses 80-100 gallons of water daily.</p>	<p>Approximately 85% of the water that is used in the United States comes from a public water source.</p>
<p>In the United States, 80% of the water is used for irrigation or generating electricity.</p>	<p>If you drink too much water in a short period of time you can suffer from water intoxication. This usually happens when you are very physically active.</p>
<p>Water dissolves more substances than any other liquid.</p>	<p>Water is made up of two elements: 2 parts hydrogen and 1 part oxygen. It is written this way: H<sub>2</sub>O</p>

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<p>The same water that existed on Earth millions of years ago still exists on this Earth. Our Earth is a closed system and there is no place for the water to go.</p>	<p>Fresh water can be found above ground but most of it is under the ground.</p>								
<p>The hydrogen and oxygen bond together to form water.</p>	<p>Water is essential to life on Earth.</p>								
<p>Water comes in three states: ice (solid), water (liquid), water vapor or steam (gas).</p>	<p>The largest bodies of salt water are the Pacific Ocean, the Atlantic Ocean, and the Indian Ocean.</p>								
<p>The longest river in the world is the Nile River followed by the Amazon River. In the United States the longest river is the Mississippi.</p>	<p>Pure water has no smell or taste.</p>								
<p>Water has a variety of uses:</p> <table data-bbox="147 1587 732 1776"> <tr> <td>Cooking</td> <td>Extinguish fires</td> </tr> <tr> <td>Cleaning</td> <td>Drinking</td> </tr> <tr> <td>Electricity</td> <td>Irrigation</td> </tr> <tr> <td>Fun</td> <td></td> </tr> </table>	Cooking	Extinguish fires	Cleaning	Drinking	Electricity	Irrigation	Fun		<p>Water freezes at 32° F or 0° C.</p>
Cooking	Extinguish fires								
Cleaning	Drinking								
Electricity	Irrigation								
Fun									



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<p>The water cycle involves water evaporating (which turns into gas) and rises into the sky where it cools and condenses into tiny drops of water or ice that we see as clouds, and then the water falls back to the Earth as rain, snow or hail and the cycle begins all over again.</p>	<p>A tsunami is a very dangerous wave in the ocean, usually caused by an earthquake</p>
<p>Another word for tsunami might be tidal wave.</p>	<p>A hurricane is a combination of extreme wind and water and usually develop over the ocean.</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Four Elements Water Friend or Foe Chart
<b>Focus:</b>	Fluency, Vocabulary

<b>Materials:</b>	
Information about Water—Friend or Foe	Fact Cards
Vocabulary Notebook	Chart Paper

### Opening

For the next several days we are going to learn more about the four elements of Earth, water, wind/air, and fire. These natural phenomena can be both friend and foe. We will learn more about each of them and also how they work together. We will focus on vocabulary development and also asking questions and summarizing.

#### Gain prior knowledge by asking students the following questions

What is the difference between the words friend and foe? (on your side, supporter, likes you and enemy, dangerous, harmful)

How is it possible that something like water can be both friend and foe?

Give examples of a friendly use of water.

Give examples of water as a foe.

### Content (the “Meat”)

#### Today’s Lesson

Today we are going to consider how water is both friend and foe. We are going to learn some additional information about water and then we are going to look at some facts about water and decide whether the fact represents water as a friend or water as a foe. Small groups will create a chart labeled Friend – Foe and list the facts in the appropriate column and illustrate at least two of those facts.

**\*Activity → Teachable Moment(s) *throughout***

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

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students to the next level.

### Fluency Activity of the Day

**Speed Reading:** Have students form a circle. Number them of, 1, 2, 1, 2, 1, 2 and so forth. Having the students stay in the circle, have the twos move to stand in front of the person who said "1" on his/her left. Give each student an opportunity to read aloud to his/her partner for 1 minute. Have one of the circles move and repeat the process. Have the other circle move and repeat for the third time.

### Vocabulary

**Word for Today:** erosion

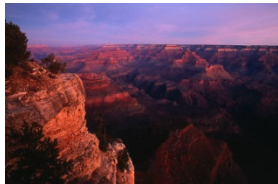
**Description:** Erosion is a word that refers to a process in which things are slowly, over time, and often with the power of water, destroyed or removed. For instance, if you were to create a channel or ditch in the ground and begin to run water down it, before long the ditch or channel would be wider as the flowing water soaked up some of the dirt on the edges. Another way to say erosion is "wearing away". If you have ever been standing on the beach in the sand, when the wave hits your feet, some of the sand is eroded or moved away from your feet.

**Ask** students if they have ever seen water working to erode something, usually dirt, away. Ask them why flowing water can be so powerful.

Review yesterday's word--ignite

Complete the Vocabulary Notebook for today. Students may work in pairs if this is helpful

### Vocabulary Notebook Sample:

<b>New Word</b>  <p style="text-align: center;">erosion</p>	<b>My Description</b>  <p style="text-align: center;">Process of water and wind wearing away at the Earth</p>
<b>Personal Connection</b>  <p style="text-align: center;">The Grand Canyon was made by erosion of water and wind.</p>	<b>Drawing</b> 

It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary notebook for each word.

When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).

Vocabulary Notebooks can be made from 1/2 of a composition book.

### Activity

#### Water—Friend or Foe Chart

Students will have an opportunity to work in pairs to determine whether certain facts/information about water would be classified as water as friendly or water as not friendly (foe) to people. They will use the information that they review today, the water facts cards, and the information they received in lessons #1 and #3.

**Directions:**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

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<ol style="list-style-type: none"> <li>1. Review the material with students as a large group.</li> <li>2. Have them read and discuss the material for today and days #1 and #3.</li> <li>3. Divide students into pairs, giving each a piece of chart or poster paper.</li> <li>4. Give each group a copy of the written material, or post the information on a chart for all to see.</li> <li>5. Have students write the fact on one side of the chart or the other, depending on whether they think the fact is friend or foe.</li> <li>6. Pairs should illustrate at least 2 of the facts.</li> <li>7. Pairs should share their chart with at least one other group.</li> </ol>	<p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
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Closing
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the "real world"?</li> <li>What advice would you give to a "new" student getting ready to do this activity?</li> </ul>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about water, friend or foe.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

### Water—Friend and Foe

"We use water every day—for drinking, for watering our lawns and gardens, for recreation, and for many uses that we don't necessarily see but which are critical to our lives. Large quantities of water are used to generate power and to cool electricity-generating equipment. Water is used for irrigation, aquaculture, and for many industrial processes and commercial uses. Our nation's underground and surface waters are vitally important to our everyday life."<sup>1</sup>

Some of the most powerful forces of destruction also involve water. Tsunamis, huge ocean waves that are caused by earthquakes or other movement under the sea, are some of the most destructive. There are several types of earthquakes and generally only one type of earthquake will cause a tsunami. Think about a slinky. When you stretch a slinky out and let it go, all of the movement is "flat". This is one type of earthquake that can occur and you would not expect a tsunami. If you were to take that same slinky and keeping it flat on a table make it move back and forth, this would represent a second type of earthquake where this is shaking and the feeling of moving back and forth. With this type of earthquake you would not expect a tsunami either. Now, if you take that same slinky, hold one end to the table and then flick the free end up and down you would demonstrate the third type of earthquake. This is what happens when the Earth's crust is pushed up suddenly and the water rises as well. This rise in water creates the tsunami. The wave begins to grow taller and as it does, the water is pulled back from the coast to backfill the gap in the water as the wave grows higher. When the wave reaches land it can be hundreds of feet high and will crash down on the coast and the towns and cities that are on the coast. Tsunamis are most likely to occur in what is called the Ring of Fire which follows the rim of the Pacific Ocean from the tip of South America around to Australia.

Water is also powerful as it moves from place to place. This movement can be used to create hydro-electric power which is very helpful; but it can also cause flooding and a great deal of damage. Moving water is what created the Grand Canyon in a process called erosion. Moving water is a home to many fish and other life, and it also serves as a transportation highway for many products. Polluted water is harmful to humans, plants and animals.

Water can be both friend and foe. However, without water, life on Earth would end.

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<sup>1</sup> Credit: USDA, Natural Resources Conservation Service

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Four Elements Fire
<b>Focus:</b>	Fluency, Vocabulary

<b>Materials:</b>	
Information about Fire	Fact Cards
Vocabulary Notebooks	Supplies for the activity

Opening
<b>State the objective</b>
For the next several days we are going to learn more about the four elements of Earth, water, wind/air, and fire. These natural phenomena can be both friend and foe. We will learn more about each of them and also how they work together. We will focus on vocabulary development and also asking questions and summarizing.
<b>Gain prior knowledge by asking students the following questions</b>
After the lesson we had yesterday, what do you know about wind/air? Have you ever experienced or seen a vortex? What are some things that you might need to do if you were in a tornado? What do you know about fire?

Content (the “Meat”)	
<b>Today’s Lesson</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>Repeated Reading passages can be found at:  <a href="http://www.readinga-z.com">www.readinga-z.com</a> (This is a subscription fee site).            Check with the school day to see if the textbook has these passages (most do).            Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).</p>
<p>Today we are going to learn some things about fire and how it is both friend and foe. We are going to experience a friendly part of fire—a campfire, and make S’mores and tell scary stories at the end of today.</p>	
<b>Fluency</b>	
<p>Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.</p> <p><b>Repeated Reading Process</b></p> <ol style="list-style-type: none"> <li>1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.</li> <li>2. Have students read for 1 minute and count the number of words read in the minute.</li> <li>3. Record the number of words read on a chart.</li> <li>4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.</li> <li>5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.</li> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition</li> </ol>	

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students to the next level.

### Fluency Activity of the Day

**Partner Share:** Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.

### Vocabulary

#### Word for Today: ignite


**Description:** Ignite is a word that describes what happens when a fire is started. It is that single moment in which friction happens (like striking a match), a spark strikes (like when lightning hits the ground) or a switch is flipped and creates the necessary action (starting a car or a rocket ship).

**Brainstorm** a time when you saw something ignite (match, barbecue, car, fireworks, stove, etc.) Ask students to think about what they saw at the moment that something ignited. Ask students to share their thoughts with another student.

Review yesterday's word—global.

Complete the Vocabulary Notebook for today. Students may work in pairs if this is helpful.

#### Vocabulary Notebook Sample:

<p><b>New Word</b></p> <p style="text-align: center;">ignite</p>	<p><b>My Description</b></p> <p style="text-align: center;">Striking a match to start a fire</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">They will ignite the barbeque fire in time to grill the hamburgers.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary notebook for each word.

When possible, have students experience the word. (Ex. 4 students creating a right angle, multiple students acting out an equation.)

Vocabulary Notebooks can be made from ½ of a composition book.

### Activity

#### S'Mores and Scary Stories

One of the wonderful ways to spend time around fire is at a campfire. The fire is safely contained within the boundaries of the fire. Sometimes people will sing during campfires but they also tell Scary Stories and fix S'Mores. Today, that is what the class is going to do.

#### Scary Stories

1. Brainstorm words with students that indicate fear, being very afraid, spooky, and scary.
2. Brainstorm with students events that are scary to them.
3. Ask them if it is more scary to think about something that might really happen or about something like is only a fantasy.
4. Ask them to list everyday events that can take a scary twist.

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to

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<ol style="list-style-type: none"> <li>5. Discuss why the dark is always scarier than the daylight; why bad things usually happen on a rainy night; why it is scarier when there are only a few people around, etc.</li> <li>6. Have students work in small group or with a partner.</li> <li>7. Have students select a scary story starter from the list they created and complete the tale. Note: If students have their own idea about a scary story, have them run the plot line by you so you know it is appropriate.</li> </ol> <p><b>S'Mores</b>  <b>Supplies:</b> Graham Crackers, Marshmallow Cream, Hershey candy bar or chocolate chips, plastic knife, small paper plate  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Give each student one whole graham cracker that they will then break in half (a S'More is like a graham cracker sandwich)</li> <li>2. Spread marshmallow cream on one piece of the graham cracker</li> <li>3. Add chocolate chips or piece of a Hershey candy bar</li> <li>4. Put the other half of the graham cracker on as a top or lid</li> <li>5. Eat and enjoy!</li> </ol> <p>Create a campfire by putting a flashlight under some red, yellow and orange tissue paper. Sit around the campfire (all other lights are off or you can do this outdoors) and tell the scary stories and eat the S'Mores          Be prepared to tell a scary story of your own.</p>	<p>determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <p style="padding-left: 40px;">What was your key learning for the day?</p> <p style="padding-left: 40px;">What opportunities might you have to apply this key learning in the "real world"?</p> <p style="padding-left: 40px;">What advice would you give to a "new" student getting ready to do this activity?</p>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about fire.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>



### Fire

#### Fire Facts

- All fires need to have something that ignites them. This could be a match, an explosion, or the sun focused on a spot by glass.
- Fires must also have fuel, or something to burn. Some natural items like wood, cloth, and dry plants burn more easily than things like rocks, steel, and dirt.
- Fires must also have oxygen. Without oxygen the fire cannot burn. It takes heat, fuel, and oxygen to keep fire burning.
- Gases are the easiest to burn followed by liquids and then solids.
- During a fire, hot plumes of smoky air rise from the flames.
- The best safety strategy for fire is to prevent one from starting. There are things that we can do regularly to keep fires from starting: store combustible liquids safely, use matches and other igniters safely and only with adult permission, and keep trash and debris picked up and out of the way.
- Fire can provide warmth to us when it is cold. It is fire that allows us to cook our food so we are not eating it raw.
- When you go camping, sitting around a safe campfire can be very memorable. One of the things people do at campfires is to make S'mores and tell scary stories.

# Fire Fact Cards

<p>All fires need to have heat, oxygen, and fuel.</p>	<p>Fires are usually ignited by something like a match, an explosion, or focusing a light beam on a fuel through a piece of glass or some other object.</p>
<p>Although with enough heat most everything can turn to a liquid, even rocks and steel.</p>	<p>Fuel for a fire includes wood, cloth, dry plants.</p>
<p>Fire extinguishers work to put out a fire by taking away the oxygen it need to burn.</p>	<p>Gases are the easiest to burn followed by liquids and then solids.</p>
<p>During a fire, hot plumes of smoky air rise from the flames.</p>	<p>Fire can provide us with warmth when we are cold.</p>
<p>Fire provides us with a way to cook and heat our food.</p>	<p>Fire can be a campfire that will help create positive memories for us.</p>

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<p>The best safety strategy when it comes to fire is to prevent fires before the start.</p>	<p>Removing fuel and being cautious about igniting fires helps keep us all safe.</p>
<p>Forest fires can be "surface" fires which means that the burning is the undergrowth and the leaf litter.</p>	<p>Forest fires can be "crown" fires which means that the tops of trees are burning and that the fire is moving rapidly from tree top to tree top.</p>
<p>To the Greeks, Prometheus stole fire from the gods to give to man.</p>	<p>To the Chinese, Hui Lu started fires all over earth but these fires were put out by dew and mist.</p>
<p>To the Native Americans, a hero came and took fire back to the people.</p>	<p>To the Africans, when the ostrich was tricked away from the fire, people were able to use it.</p>
<p>In the Amazon, fire came to people because a young boy stole a coal from the jaguar.</p>	



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### Fluency Activity of the Day

**Chunk Reading:** This process helps youth to read more quickly by seeing phrases or groups of words, instead of reading “word by word”. For example, look at the following two sentences:

“Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted.”

### Vocabulary

**Word for Today:** myths


**Description:** Myth is a word that describes a story that has been created and refined over time that tries to explain something that people cannot explain. In ancient times when science was still very young, people would create myths about the sun, the moon, the stars, the wind, the rain, and anything else that could not be explained by observation.

**Ask** student if they know any myths about any of these natural phenomena. If they do, have them share them with the class.

**Review** the word from yesterday: atmosphere

Complete the Vocabulary Notebook for today. Students may work in pairs if this is helpful

### Vocabulary Notebook Sample:

<p><b>New Word</b></p> <p style="text-align: center; margin-top: 20px;">Myths</p>	<p><b>My Description</b></p> <p>A story that is passed down through generations and explain natural phenomena such as movement of the Earth</p>
<p><b>Personal Connection</b></p> <p>The dragons in Harry Potter are mythological.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word. (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from ½ of a composition book.

### Activity Fire Mosaic

Read with students the information about Fire, Friend or Foe that is attached to this lesson plan. Also review the information from Lesson 1 and Lesson 5. Review the fact cards as well.

Pay close attention to the first paragraph of today’s information that shares some information about the mythology surrounding fire. In all of these stories, man was somehow able to get fire from whatever entity was protecting it. This fire was given to provide man with warmth and a way to cook his/her food.

A mosaic is a picture that is made from small pieces of paper, tile, glass or some other object. Today, students will work in pairs to create a mosaic of the fire that is discussed in the various mythologies.

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to

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<p><b>Supplies:</b></p> <ul style="list-style-type: none"> <li>• Construction paper: red, yellow, orange, purple, and black for a backing</li> <li>• Glue sticks</li> <li>• Scissors</li> </ul> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Pairs are given red, yellow, orange and purple construction paper and invited to cut the paper into small squares (approximately ¼ " by ¼ " or ½" by ½"). If children do not want to cut the paper or have trouble with this, have them tear the paper into those small pieces.</li> <li>3. Pairs should design the fire that they are going to create out of the small pieces of paper and draw it onto the black backing (they will be able to see the outlines).</li> <li>4. Students then begin to glue the mosaic pieces onto the black background, using a variety of colors to create the look of fire.</li> <li>5. If the pieces are too large for the space, they should trim them by cutting or tearing.</li> <li>6. When students are finished, they should share with another pair.</li> </ol>	<p>determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <p style="padding-left: 40px;">What was your key learning for the day?</p> <p style="padding-left: 40px;">What opportunities might you have to apply this key learning in the “real world”?</p> <p style="padding-left: 40px;">What advice would you give to a “new” student getting ready to do this activity?</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about fire—friend or foe.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

### Fire—Friend or Foe

**Fire is an element that brings both pain and comfort.** Fire brings light and warmth and enables people to prepare food. Fire can also race through nature and homes causing destruction and death in its wake. Fire has fascinated people for thousands of years. The ability to control fire sets people apart from animals. Fire can be used to forge tools, create glass, and pottery. There are many stories and myths about how man first acquired fire. In Greek mythology, Prometheus stole fire from the gods and gave it to man. In Chinese mythology stories of Hui Lu tell how fire was sent out to cause fires across the Earth, but that dew and mist could triumph over fire. Native Americans believe that a hero returned fire to the people, African stories talk about the ostrich who protected fire and was tricked to fly away, making fire, good and bad, available to people; and the Indians in the Amazon have stories about a young boy who stole a coal from a jaguar.

**Forest fires** can be both destructive and helpful. Forest fires can be either surface fires, ones that burn the undergrowth and leaf litter, and “crown fires” that move from tree top to tree top with amazing speed and destruction. Surface fires can clean up leaf litter, encourage the growth of new plants, and reduce the number of insects and pathogens that are dangerous to forests. In nature, many ecosystems are actually protected and strengthened by periodic surface fires.

**When fighting fires**, forest or otherwise, the firefighters try to eliminate one of the three essential elements of fire: oxygen, fuel, and heat. Sometimes firefighters will clear away the fuel by starting a controlled burn that will burn toward the wild fire. Sometimes firefighters use airplanes and helicopters to douse the fire with water and flame retardant chemicals. Such action takes away both the heat and the oxygen. With structure fires the usual course is to reduce the heat with water.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> -5 <sup>th</sup> Grades
<b>Lesson Title:</b>	The Four Elements Land
<b>Focus:</b>	Fluency, Questioning

<p><b>Materials:</b></p> <p>Information about Earth</p> <p>Poster Paper and crayons or colored pencils</p> <p>Vocabulary Notebook</p>
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### Opening

**State the objective**

For the next several days we are going to learn more about the four elements of Earth, water, wind/air, and fire. These natural phenomena can be both friend and foe. We will learn more about each of them and also how they work together. We will focus on vocabulary development and also asking questions and summarizing.

**Gain prior knowledge by asking students the following questions**

After the lesson we had yesterday, what do you know about the four elements? What are some key facts about the Earth? About fire? About water? About wind/air? What did you learn about asking “right there” questions? What did you learn about asking “interpretive” questions?

### Content (the “Meat”)

<b>Today’s Lesson</b>	<p><b>*Activity → Teachable Moment(s) <i>throughout</i></b></p> <p>Repeated Reading passages can be found at:  <a href="http://www.readinga-z.com">www.readinga-z.com</a> (This is a subscription fee site).            Check with the school day to see if the textbook has these passages (most do).            Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).</p>
<p>Today we are going to learn more factual information about one of the four classic elements: the Earth. At the end of today’s lesson you and a partner will practice drawing a map of the Earth’s continents.</p> <p>Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.</p> <p><b>Repeated Reading Process</b></p> <ol style="list-style-type: none"> <li>1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.</li> <li>2. Have students read for 1 minute and count the number of words read in the minute.</li> <li>3. Record the number of words read on a chart.</li> <li>4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.</li> <li>5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.</li> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol>	



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### Fluency Activity of the Day

**Modeled Reading:** Read the Fluency Passage to the student so she or he can hear fluent reading. Have the student read the passage. If the student gets stuck on a word, read the word and have her or him repeat it. Repeated one-on-one readings will increase speed, accuracy, smoothness and expression. (You can pair more proficient readers with less proficient ones).

### Vocabulary

#### Word for Today: continent

**Description:** A continent is a large body of land on Earth. A continent is much larger than an island, it is big enough for millions of people to live on. There are 7 continents on Earth. Antarctica is the only one that does not have people living on it. The equator divides the earth in half. Some of the continents are north of the equator: Europe, Asia, North America, and some are south of the equator: Australia, Antarctica, Africa and South America.


**Brainstorm** with students something they have heard about the continents. Ask them which continent that they live on. (North America) Ask them what countries are in North America (Canada, Mexico and the United States are the largest.)

**Ask** students to think about which continent they would like to visit (other than North America).

Review yesterday's word--element.

Complete the Vocabulary Notebook for today. Student may work in pairs if this is helpful

#### Vocabulary Notebook Sample:

<b>New Word</b>  <p style="text-align: center;">continent</p>	<b>My Description</b>  <p style="text-align: center;">7 large masses of land on Earth</p>
<b>Personal Connection</b>  <p>We live on the continent of North America.</p>	<b>Drawing</b>  

It is important to review academic math vocabulary often throughout the day Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from 1/2 of a composition book.

### Reciprocal Teaching: Questioning

Review the 8 key facts about Earth with the students. (This information is attached to this lesson plan). After discussing each of the facts, ask the students to think about the questions that they would ask if they were playing Jeopardy. For example one of the facts is that Earth's atmosphere is 21% oxygen and 77% nitrogen. A Jeopardy question would be "What is the percentage of the Earth's atmosphere that is oxygen?" This will be challenging for the students so work with them through each of the facts. Remind students that these are all "right there" questions which can start with: Who is..., Where is..., What is..., How many..., When did..., or What kind of.

Have students read the rest of the information about the Earth including the 7 continents and the difference between globes and maps. Every 2-3 sentences stop and have the

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to

## Consult 4 Kids Lesson Plans

children ask one another questions about what was just read.	determine what the rest of the group is thinking.
<p style="text-align: center;"><b>Activity</b></p> <p>Have students work in pairs to create a map of the world by using triangles.</p> <p>Create a map of the world using triangles of different sizes and shapes. It is important that you model this (look at the picture provided) and remember that Antarctica would be across the bottom of the map (this is not on the picture provided). When creating the model take the time to label each triangle. You may also want to show students where the equator is so they can better understand north and south of the equator. Have students label the Pacific Ocean, the Atlantic Ocean, and the Indian Ocean as well as the continents.</p> <p>When students have finished the maps, have student pairs share with another pair.</p>	<p>You will need construction paper, crayolas or colored pencils. Be sure to talk with students about labeling the map correctly.</p>

Closing
<p><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<p style="text-align: center;"><b>Debrief</b></p> <p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <p style="padding-left: 40px;">What was your key learning for the day?</p> <p style="padding-left: 40px;">What opportunities might you have to apply this key learning in the “real world”?</p> <p style="padding-left: 40px;">What advice would you give to a “new” student getting ready to do this activity?</p>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today when they were practicing English Language Arts with the information about the Earth.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them</li> </ul>

<p><b>Modification:</b></p> <p>Instead of drawing the triangle you can have children cut out various triangles and glue them on the poster. North and South America and Africa are about the same size. Australia and Antarctica are wide triangles. Europe is smaller and Asia is the largest triangle.</p>
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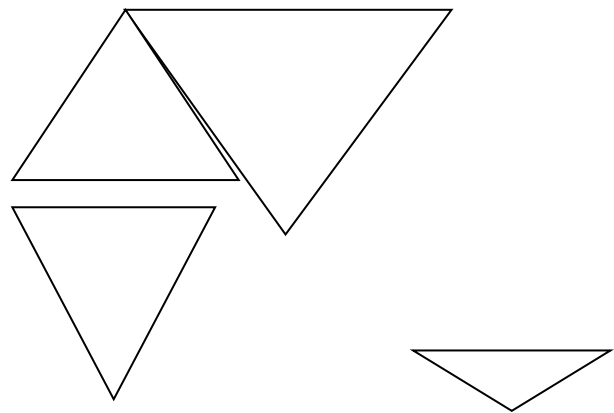
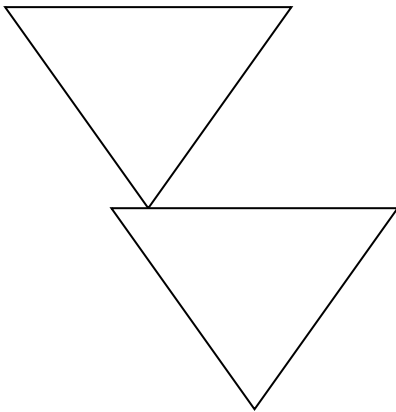
### Earth

#### Facts about the Earth:

- Earth is the only planet whose name does not derive from Greek or Roman mythology.
- Earth is the third planet from the sun.
- 71% of the Earth's surface is covered with water.
- The Earth's atmosphere is 21% oxygen and 77% nitrogen. The other 2% is a combination of elements.
- One of those other elements is carbon dioxide, a very important although small part of our atmosphere.
- Scientists believe that Earth is between 4 and 4.5 billion years old.
- Temperatures at the Earth's core are hotter than the sun.
- Earth seems to be unique in our Solar System in its ability to support life.

Earth is made up of 7 Continents. They are Europe, Asia, Australia, Antarctica, Africa, North America and South America. We live on the continent of North America. The largest countries in North America are Canada, the United States, and Mexico. Central America is really part of North America as is Cuba and other islands in that Atlantic Ocean. The country we live in is the United States. In the United States there are 50 states and each of those states has hundreds of cities. Which state and country do you live in?

The other is round and when we look at a globe we can see how the Earth looks when you view it from space. Maps are flat and help us to look more closely at the different parts of the Earth's surface, but to really understand how close or far-away places are from one another, it is better to look at a globe. The continents are separated by oceans and seas, the largest of which are the Pacific Ocean (in between North and South America and Asia and Australia; the Atlantic Ocean (in between North and South America and Europe and Africa, and the Indian Ocean which separates Asia and Africa. Although the continents are not triangle, this representation of the Earth's continents is reasonably accurate. Antarctica would run across the bottom of the Earth. Can you decide which triangle is which?



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Four Elements Earthquake
<b>Focus:</b>	Fluency, Vocabulary

<b>Materials:</b>	Information about Earth, Friend or Foe	Fact Cards
	Vocabulary Notebooks	

Opening	
<b>State the objective</b>	
<p>For the next several days we are going to learn more about the four elements of Earth, water, wind/air, and fire. These natural phenomena can be both friend and foe. We will learn more about each of them and also how they work together. We will focus on vocabulary development and also asking questions and summarizing.</p>	
<b>Gain prior knowledge by asking students the following questions</b>	
<p>What do you know about the four elements now that you didn't know when we began these lessons?            In what way do you believe that these four elements are friend or foe? In what ways do you believe that these four elements work together as a powerful force?</p>	
Content (the "Meat")	
<b>Today's Lesson</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>Repeated Reading passages can be found at:  <a href="http://www.readinga-z.com">www.readinga-z.com</a> (This is a subscription fee site).            Check with the school day to see if the textbook has these passages (most do).            Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).</p>
<p>Today we are going to learn more about the Earth as both Friend and Foe. We are going to work in pairs to create a poster that depicts Earth as Friend and Foe and share out with the rest of the class.</p>	
<b>Fluency</b>	
<p>Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.</p>	
<b>Repeated Reading Process</b>	
<ol style="list-style-type: none"> <li>1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.</li> <li>2. Have students read for 1 minute and count the number of words read in the minute.</li> <li>3. Record the number of words read on a chart.</li> <li>4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.</li> <li>5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.</li> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol>	

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### Fluency Activity of the Day

**Independent Timed Reading:** Have students work in pairs and use a three minute egg timer or look at the clock to keep time. As the first student begins to read the passage, the partner either turns over the egg timer or begins watching the clock. At the end of 2 minutes (if students are watching a clock, or three minutes is using the egg timer, the partner calls "Stop" and the number of words are counted. Process is repeated for the other students. Students record the number of words read on their reading chart

### Vocabulary


**Word for Today:** earthquake

**Description:** Earthquake is a word that describes the shaking we feel when the plates under the surface of the Earth slip and move. An earthquake can also feel like a rolling motion or it can feel like jerks and pushes. Earthquakes happen more around the Pacific Ocean, but can happen anywhere in the world.

Ask students if they have ever felt an earthquake. If yes, ask them what it felt like. Ask them what they did to be safe. Ask them if they have ever practiced an Earthquake Drill in school. Ask them what they did and why? (Duck under a desk, turn face away from glass, cover back of the neck with linked hands to protect from flying objects.)

Review yesterday's word: myths

### Vocabulary Notebook Sample:

<p><b>New Word</b></p> <p style="text-align: center;">earthquake</p>	<p><b>My Description</b></p> <p style="text-align: center;">Shaking of the Earth because of movement underground or ocean</p>
<p><b>Personal Connection</b></p> <p>Have you ever felt an earthquake? I have. It was scary!</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

It is important to review academic math vocabulary often throughout the day  
Complete the Vocabulary notebook for each word.

When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)

Vocabulary Notebooks can be made from 1/2 of a composition book

### Reciprocal Teaching Earth—Friend or Foe

**Predict:** Ask students to predict some of the ways that the Earth acts as both friend and foe. Chart their responses.

**Clarify:** Ask students if they know what an epicenter is (the beginning point of the earthquake); the main shock (this is the hardest and most powerful jolt of the earthquake) and the aftershock (these are the smaller jolts that happen as the Earth tries to get back in equilibrium)

**Question:** Have students pair up and decide on one question that they would like to have answered about earthquakes. Students should share the questions with the class (answer if you can)

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Activity</b> Earth—Friend or Foe Poster</p> <p><b>Supplies:</b></p> <ul style="list-style-type: none"> <li>• Chart paper or poster board</li> <li>• Pens, crayolas, colored pencils</li> <li>• Information about the Earth (fact cards and written information)</li> </ul> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs</li> <li>2. After reading and reviewing the information about the Earth with the entire class, pairs should decide which 3-5 facts they will place as either demonstrating friendly or demonstrating foe.</li> <li>3. Students will draw a picture to represent each of these facts and be prepared to share with the remainder of the class.</li> </ol>	<p>determine what the rest of the group is thinking</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <p style="padding-left: 40px;">What was your key learning for the day?</p> <p style="padding-left: 40px;">What opportunities might you have to apply this key learning in the “real world”?</p> <p style="padding-left: 40px;">What advice would you give to a “new” student getting ready to do this activity?</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today with the information about the Earth—Friend or Foe.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Earth—Friend or Foe

**The Earth is our home.** We refer to it as Mother Earth because it sustains our life. Earth is made up of many layers. The surface layer is covered by water (oceans and other) and land masses known as continents and islands. The land can be covered with forests, deserts, mountains, valleys, and any number of other habitats. People have harnessed the power of the land to grow crops, build homes, establish cities, and yet, have not necessarily taken good care of the Earth as they pollute the land and water with trash and garbage, send harmful chemicals into the soil as well as the air, and misuse many of nature's gifts.

**The Earth has four major layers:** the crust (this is the surface), the mantle, the outer core and the inner core. The crust and the top part of the mantle make up the surface. This surface is not just one piece. Below the surface of the Earth there are tectonic plates. These plates continue to shift and move causing earthquakes. Earthquakes occur when two blocks of Earth slip past one another without warning. Where the Earth slips is called a fault on the surface. The earthquake starts below the surface of the Earth at the hypocenter which is directly under the surface location called an epicenter. Earthquakes can have foreshocks (these happen prior to the main earthquake) the main shock (this is the main slippage) and the aftershock (those mini quakes that happen after the main quake.). The number of aftershocks is determined by the force of the main quake.

**The inner core of the Earth is solid** and it is supported by the outer core which is made up of molten or liquid nickel and iron and other elements. The outer and inner core are very hot, ranging from 4400° C to 6100° C. The inner core of the Earth was discovered by Inge Lehmann in 1936.

# Earth Fact Cards

<p>Earth is the only planet whose name does not derive from Greek or Roman mythology.</p>	<p>Earth is the third planet from the sun.</p>
<p>71% of the Earth's surface is covered with water. 29% is covered by land.</p>	<p>The Earth's atmosphere is 21% oxygen and 77% nitrogen. The other 2% is a combination of elements.</p>
<p>One of the elements in the 2% is carbon dioxide.</p>	<p>Scientists believe that Earth is between 3 and 4.5 billion years old.</p>
<p>Temperatures at the Earth's core are hotter than the sun.</p>	<p>Earth seems to be the only planet in the Solar System to support life.</p>
<p>Earth has 7 continents—or large masses of land: Africa, Antarctica, Australia, Asia, Europe, North America, and South America.</p>	<p>The equator runs around the middle of the Earth from east to west.</p>



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<p>The Earth has four major layers: the crust, the mantle, the outer core and the inner core.</p>	<p>The inner core is solid and was discovered by Inge Lehmann in 1936.</p>
<p>The outer core is liquid or molten nickel, iron and other elements.</p>	<p>The outer core is very hot ranging from 4400° C to 6100° C.</p>
<p>Earthquakes happen when the plates in the Earth's mantle slip against each other.</p>	<p>Earthquakes have an epicenter—the place where the slippage occurred first.</p>
<p>Earthquakes can cause tsunamis which a huge ocean waves that can flood and destroy coastal cities.</p>	<p>Without the earth, we would not be able to grow crops and have places to live.</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Four Elements Review
<b>Focus:</b>	Review

**Materials:**

Information about the Four Elements  
 Fact Cards from other lessons  
 Materials needed for various project options.

### Opening

#### State the objective

For the past several days we have learned about the four elements of Earth, water, wind/air, and fire. We have discovered that these natural phenomena can be both friend and foe. We have learned about each of them and also how they work together. The next two days we will spend our time trying to capture our key learnings through several projects.

#### Gain prior knowledge by asking students the following questions

Students have learned a great deal about the four elements of earth, wind/air, water, and fire. Ask students the following:  
 Is there anything about these four elements that has surprised you? If so, what?  
 What has been your most important learning?  
 Ask them to think of 1 or 2 words to describe the four elements and to share those with first a peer and then the whole group.

### Content (the “Meat”)

#### Activity

Here are four activities for you to choose from:

**Mural (Grades 2-5)**

- Divide the class into four groups and assign or have them draw lots to determine which of the four elements they will create a mural about. The mural should depict all aspects of the element—both friend and foe characteristics. At the end, the four murals will be joined together

**Letter to Mother Nature (Grades 2-5)**

- Students write letters to Mother Nature about the effect of the four elements. Students share the information they have learned and ask the unanswered questions that they may have about each element.

**Fact Book (Grade 2-5)**

- Considering all or the facts that you have learned about the four elements, capture those that are most relevant to you in a Fact Book that is illustrated

**Myth (Grades 2-5)**

Preview all of the activities for youth and have them self-select the project they would like to work on. They will have 2 days, so it is possible to participate in more than one activity in the 2 days.

Make the Fact Cards and Fact Sheets available to them so they can complete the projects effectively.

## Consult 4 Kids Lesson Plans

- We briefly looked at several myths that explained how man was able to capture fire. Students should work in pairs or small groups to create a myth about wind/air, water, fire, or Earth itself. Groups should share with one another.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today with the information about the four elements.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Four Elements Mural and Other Choices
<b>Focus:</b>	Review

**Materials:**

Information about the Four Elements  
 Fact Cards from other lessons  
 Materials needed for various project options.

### Opening

#### State the objective

For the past several days we have learned about the four elements of Earth, water, wind/air, and fire. We have discovered that these natural phenomena can be both friend and foe. We have learned about each of them and also how they work together. The next two days we will spend our time trying to capture our key learnings through several projects.

#### Gain prior knowledge by asking students the following questions

Students have learned a great deal about the four elements of earth, wind/air, water, and fire. Ask students the following:  
 Is there anything about these four elements that has surprised you? If so, what?  
 What has been your most important learning?  
 Ask them to think of 1 or 2 words to describe the four elements and to share those with first a peer and then the whole group.

### Content (the “Meat”)

#### Activity

Here are four activities for you to choose from:

**Mural (Grades 2-5)**

- Divide the class into four groups and assign or have them draw lots to determine which of the four elements they will create a mural about. The mural should depict all aspects of the element—both friend and foe characteristics. At the end, the four murals will be joined together

**Letter to Mother Nature (Grades 2-5)**

- Students write letters to Mother Nature about the effect of the four elements. Students share the information they have learned and ask the unanswered questions that they may have about each element.

**Fact Book (Grade 2-5)**

- Considering all or the facts that you have learned about the four elements, capture those that are most relevant to you in a Fact Book that is illustrated

**Myth (Grades 2-5)**

Preview all of the activities for youth and have them self-select the project they would like to work on. They will have 2 days, so it is possible to participate in more than one activity in the 2 days.

Make the Fact Cards and Fact Sheets available to them so they can complete the projects effectively.

## Consult 4 Kids Lesson Plans

- We briefly looked at several myths that explained how man was able to capture fire. Students should work in pairs or small groups to create a myth about wind/air, water, fire, or Earth itself. Groups should share with one another.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

##### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today with the information about the four elements.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> -5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Create a Crest or Shield
<b>Focus:</b>	Fluency, Questioning

**Materials:**

Information about the Four Elements (attached to this lesson plan)

Vocabulary Notebook

Construction paper or poster board

Crayolas, marking pens, colored pencils, etc. for drawing

### Opening

#### State the objective

For the next several days we are going to learn more about the four elements of Earth, water, wind/air, and fire. These natural phenomena can be both friend and foe. We will learn more about each of them and also how they work together. We will focus on vocabulary development and also asking questions and summarizing.

#### Gain prior knowledge by asking students the following questions

When you hear the word: Earth, water, wind/air and fire, what do you think about? What are some of the ways that you use any of these elements? Have you ever had an experience with one of these elements that has been scary? Share that information with the class or a friend.

### Content (the "Meat")

#### Today's Lesson

Today we are going to learn about the four classic elements and then work in pairs to create a poster that capture each of them.

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

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6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Fluency Test**—Read 1 minute count number of words read. Record the total on a personal chart. A suggestion would be to have a stamp or chart on the front of the student's vocabulary notebook and have them write the total words read on the chart.

### Vocabulary

**Word for Today:** element


**Description:** An element is some piece or aspect of nature. It is another word for "building blocks". When you look at the four classic elements, Earth, fire, water, and wind/air, you are looking at four things that are essential for life on Earth and also act as building blocks for life.

**Brainstorm** with students the experiences they have had, both positive and negative with water. (Positive: cool drink, swimming, taking a shower, washing hands; Negative: floods, heavy storms, hurricanes). Talk about how they felt and what they did.

**Ask** them to name some symbols or sounds for each of these elements. Ask students why these symbols and sounds are important.

Students complete the Vocabulary Notebooks. Student may work in pairs if this is helpful

### Vocabulary Notebook Sample:

<p><b>New Word</b></p> <p style="text-align: center;">element</p>	<p><b>My Description</b></p> <p style="text-align: center;">A part of the whole, like oxygen is part of water and also air</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">He was able to combine the elements to create air.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

It is important to review academic math vocabulary often throughout the day  
Complete the Vocabulary notebook for each word..

When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).

Vocabulary Notebooks can be made from ½ .

### Reciprocal Teaching Questioning

Divide the class into groups of 2-3 students. Explain that as a small group the students will read about one of the elements and develop 3 questions about the information in the paragraph. The questions can be one of two types: right there (asking for information that can be found in the text) or interpretive questions that will require you to both think and search for an answer.

Read the information about the classic elements as a class and then model the activity of forming at least 3 questions. (Information attached to this lesson plan).

**Brainstorm** some of the "right there" questions that you might ask. Think about starting the

### \*Activity → Teachable Moment(s) *throughout*

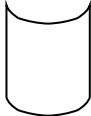
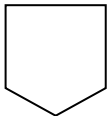
During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or

## Consult 4 Kids Lesson Plans

<p>questions with words like: Who is..., Where is..., List..., What is..., How many..., When did..., Name..., or What kind of</p> <p><b>Brainstorm</b> some of the interpretive questions that you might ask. Think about starting the questions with words like: Summarize..., What caused..., Contrast..., Retell..., How did..., Explain..., Find two examples..., For what reason..., Compare.</p> <p><b>Write</b> the questions that the students develop on a chart so students will be able to use them as an example when they are developing their own questions.</p> <p><b>Assign</b> the elements to the groups. Once the questions have been written, pair the groups up so they can ask each other the questions. Rotate so that all students hear about all sections.</p>	<p>understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Activity</b></p> <p style="text-align: center;"><b>Create a Crest or Shield</b></p> <div style="display: flex; align-items: center; justify-content: center; gap: 20px;"> <div style="width: 45%;"> <p>A crest or shield can take on one of several shapes.</p> <p>You and your partner will create a crest or a shield that will have each of the four classic elements represented on it. You might want to divide the shield or crest into fourths by drawing one, vertical and one horizontal line, or create bands, one for each element. Before making your crest or shield, decide what symbol or picture you will use to represent each of the elements. Decide on the colors, size, and so on. Plan to share your shield or crest with the class.</p> </div> <div style="width: 10%; text-align: center;">  </div> <div style="width: 10%; text-align: center;">  </div> </div>	

Closing
<p style="text-align: center;"><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>Please recap what we did today.</li> <li>Did we achieve our objectives?</li> </ul>
<p style="text-align: center;"><b>Debrief</b></p> <p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the “real world”?</li> <li>What advice would you give to a “new” student getting ready to do this activity?</li> </ul>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>Ask students to think about what they did today with the information about the four elements.</li> <li>Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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**Modification:**

If your group struggles with reading, read all of the content aloud together. Also, you may want to create the questions as a group if your students are not able to do this on their own.

### **The Four Classic Elements: Earth, Wind, Water, and Fire**

If you look at the classics you will discover that there are four classic elements: Earth, wind, water, and fire. These four elements can work independently or can combine to create a natural force that is both friend and foe. The animated show *The Fantastic Four* uses this premise. As we look at each of these elements we will consider each from both a positive influence and a destructive influence. We will take a look at each alone and also as they combine with one another.

#### **Earth**

Earth, the planet that we live on, is the playground of wind, water, and fire. It is on the surface of the Earth as well as deep within it, that these forces of nature work and create an environment that is fit for human and other life. When we look at all of the planets in our Solar System, it appears that only Earth is able to sustain life as we know it. Earth is a nurturing environment. Seasons come and go and there is an annual rebirth every Spring. All aspects of life happen on the planet Earth and we are able to participate in it.

#### **Water**

Water is found in abundance on Earth, and it covers over 70% of the Earth's surface. Water is foundational to life. You can survive longer without food than you can without water. Water is used for healing, for cleaning, and purification. Without water, life on Earth ceases to exist. Water comes in three distinct forms—ice (solid), running water (liquid), and gas (steam). Water can be both gentle and very powerful. Erosion is one of the ways that water changes the face of the Earth.

#### **Wind or Air**

You cannot see air or wind but you can see the effects of it. Air is associated with the very breath we take which keeps us alive. The wind carries thoughts and ideas around the world and also carries physical things as well. There is a saying that “when someone sneezes in China, someone in the United States will get a cold”. Air reminds us of how connected we are.




#### **Fire**

Fire is an element that can destroy or provide warmth and comfort. Fire has a strong energy and can be used by man but cannot be controlled by him. We get used to “controlling” fire because of the way we live and use it in our daily lives, however, we only need to look at the power of a house fire or a forest fire to know that fire can easily be out of human control. Fire men work hard to protect people from its destruction, but that is not always the case. Sometimes Earth experiences horrible forest fires which seem to be so devastating, but what we know is that fire can clear out the dead brush and that the forest is reborn, stronger and better after the fire than it was before.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Where Do I Live?
<b>Focus:</b>	Theme—Celebrating Traditions

<b>Materials:</b> Vocabulary notebook Construction paper Crayons, colored pencils
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Opening					
<b>State the objective</b>					
For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.					
<b>Gain prior knowledge by asking students the following questions</b>					
What is a habit? What are some of the habits you have? What are some of your family's habits? What do you think it would be like if you had to learn everything new every day?					
Content (the "Meat")					
<p style="text-align: center;"><b>Vocabulary</b></p> <p><b>Word for today: habit</b></p> <p><b>Describe:</b> A habit is something that you learn how to do and you do it over and over until when you are doing it, you no longer think about it, you just go through the routine. It is like the way you get ready in the morning, or how you fix a peanut butter and jelly sandwich, or how you put the food on your plate in a certain way. It is your routine, your way of doing things.</p> <p><b>Create an entry in your Vocabulary Notebook for the word</b></p> <p><b>Vocabulary Notebook Sample:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%; padding: 5px;"> <b>New Word</b>   <div style="text-align: center;">habit</div> </td> <td style="padding: 5px;"> <b>My Description</b>             Something that you do over and over without thinking—like tying your shoe         </td> </tr> <tr> <td style="padding: 5px;"> <b>Personal Connection</b>             I have a habit of brushing my teeth after I eat.         </td> <td style="padding: 5px; text-align: center;"> <b>Drawing</b>    </td> </tr> </table>	<b>New Word</b>  <div style="text-align: center;">habit</div>	<b>My Description</b>  Something that you do over and over without thinking—like tying your shoe	<b>Personal Connection</b>  I have a habit of brushing my teeth after I eat.	<b>Drawing</b>  	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher</p>
<b>New Word</b>  <div style="text-align: center;">habit</div>	<b>My Description</b>  Something that you do over and over without thinking—like tying your shoe				
<b>Personal Connection</b>  I have a habit of brushing my teeth after I eat.	<b>Drawing</b>  				
<b>Today's Lesson "I do-We do"</b>					
<p><b>What is a habit?</b>          A habit is a way of doing things that you have practiced so many times that you no longer</p>					

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have to think about how to do something.

Remember what it was like when you learned how to tie your shoe? It was challenging. You had to bring a wide variety of skills together, in a particular order, if you wanted to tie your shoe. In the beginning, what you tied did not last for very long because you didn't know how to make a tight bow. Now, you tie your shoes in a certain way and don't give it a second thought. That's because tying your shoe is a habit.

What are some of the other habits that you have? How about how you get ready for school in the morning? How about how you get everything ready to eat breakfast? Talk with a peer and discuss some of your habits.

**Fact:** It takes about 21 days to build a habit. At that point your actions will start to become embedded in your brain.

Sometimes a habit may not be the best way. There is a joke about a worker who is taking her lunch break and complaining about the fact that once again she has a tuna sandwich for lunch. She comments that she has had tuna sandwiches every day for the past three years and she is sick and tired of them. One of her co-workers asks, "Who makes your lunch?" The worker replied, "I do!" Now that's a person with a habit. Something that they do because they work that way every day, but the habit has been in place past its usefulness. Do you have any habits that you would like to give up?

### Student Practice ("You do")

#### Activity

#### What's My Habit

**Directions:**

1. Think about your day and the habits that you have that come into play throughout the day.
2. Divide a piece of paper into fourths.
3. In each quadrant you are to draw a picture and write a sentence about a habit that you have in practice.
4. The upper left hand quadrant should be for the morning. The lower right hand quadrant is for the end of the day. The other two quadrants can be for the time between morning and evening.
5. When you are finished, share your "habits" with a peer.

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### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

### Reflection (Confirm, Tweak, Aha!)




- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	American Tradition--Thanksgiving
<b>Focus:</b>	Theme—Celebrating Traditions

<b>Materials:</b> Vocabulary Notebook Paper for cards Crayons/colored pencils
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Opening
<b>State the objective</b> For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.
<b>Gain prior knowledge by asking students the following questions</b> What are you thankful for? What is another word for “thankful”? Here are some synonyms that students may or may not come up with: gratitude, grateful, appreciative, pleased.

Content (the “Meat”)					
<b>Vocabulary</b> <b>Word for today: gratitude</b> <b>Describe:</b> Gratitude is an attitude or a feeling of being thankful. Gratitude can be expressed for gifts, vacations, or special things, but if we have an attitude of gratitude, we are thankful for everything that we have and every part of every day. Create an entry in your Vocabulary Notebook for the word gratitude <b>Vocabulary Notebook Sample:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"> <b>New Word</b>             gratitude         </td> <td style="width: 50%; text-align: center;"> <b>My Description</b>             Feeling thankful         </td> </tr> <tr> <td style="text-align: center;"> <b>Personal Connection</b>             He showed his gratitude when he said, “Thank you.”         </td> <td style="text-align: center;"> <b>Drawing</b>    </td> </tr> </table>	<b>New Word</b>  gratitude	<b>My Description</b>  Feeling thankful	<b>Personal Connection</b>  He showed his gratitude when he said, “Thank you.”	<b>Drawing</b>  	<b>*Activity → Teachable Moment(s) throughout</b> During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.
<b>New Word</b>  gratitude	<b>My Description</b>  Feeling thankful				
<b>Personal Connection</b>  He showed his gratitude when he said, “Thank you.”	<b>Drawing</b>  				
<b>Today’s Lesson “I do-We do”</b>					

## Consult 4 Kids Lesson Plans

### American Tradition—Thanksgiving

In our American Tradition we have learned that the Pilgrims came to the new world (now the United States) to have a different life than the one they had in Europe. They arrived in early 1600s and there were no cities, no stores, no transportation, nothing, but some Indians who were willing to be friendly and helpful. It was not easy for the Pilgrims. The weather was cold and they didn't have houses when they arrived. They struggled through the first year and after working very hard we able to enjoy their first harvest. The story goes that the Indians and the Pilgrims got together to celebrate surviving the winter and being somewhat prepared for the months ahead. The Indians and the Pilgrims gave thanks for the friendship that they had developed. In 1864 Thanksgiving became a U.S. holiday and the more modern Thanksgiving traditions began in 1946. Part of the tradition is saying "thanks" for family, friends, and a good life.

Thanksgiving Day is about having an "attitude of gratitude." This attitude of gratitude helps people to be thankful every day for the good things that happen. Instead of the attitude of entitlement—I'm great and terrific and I should have everything that I want", the attitude of gratitude encourages people to be thankful for what they have, not so they don't wish for other things, but to be appreciative of the good things they have instead of focusing on what they don't have.

### Student Practice ("You do") Activity Thank You Cards

**Directions:**

1. Give each student a piece of 8" x 11" paper.
2. Students will each make a Thank You card that will illustrate what they are thankful for in both words and pictures.
3. Students should decide who they are going to give the card to and take that in mind as they are putting together the card.
4. When students are finished have them share the cards with another peer.

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### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

#### Modification:

Make a word bank on the board so the students can draw from them when writing the Thank You note. Make a list of words that mean gratitude, items that students are thankful for, etc.



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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	American Traditions Fourth of July
<b>Focus:</b>	Theme—Celebrating Traditions

**Materials:**

Vocabulary Notebook  
 Fun Fact Cards at the end of the lesson plan  
 Paper, crayons/colored pencils

### Opening

#### State the objective

For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.

#### Gain prior knowledge by asking students the following questions

What does it mean to me independent? What does it mean to be a colony? How are those two things different? What is something that you know about the 4<sup>th</sup> of July?

### Content (the “Meat”)


#### Vocabulary

**Word for today:** independence

**Describe:** Independence is a word that describes being free. Every day we learn how to do one more thing for ourselves we are becoming more independent. When you were a young child, you were totally dependent on your caregiver, even to spoon the food into your mouth. Now you can eat independently.

Create an entry in your Vocabulary Notebook for the word independence

**Vocabulary Notebook Sample:**

<b>New Word</b>  independence	<b>My Description</b>  Ability to do something on your own without the help of someone else
<b>Personal Connection</b>  Independence has to be earned by doing what you say you will do and holding yourself responsible.	<b>Drawing</b>  

**\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Today's Lesson “I do-We do”

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### July 4<sup>th</sup>—American Independence Day

On July 4, 1776 the United States of America was born. Before that, this part of the world was a colony that owed it allegiance to England and specifically to the King of England. There were events leading up to the Fourth of July. Things seldom happen in a vacuum. There were many different events that occurred that culminated or ended in that single moment on the 4<sup>th</sup> of July in a hot, muggy room, the colonies of King George of England declared that they were free.

Review the Fun Fact cards about American Independence with the students. Distribute the cards to the students in small groups and have them review the events and the date of those events. Each group should prepare to share with the class the event on the Fun Fact Card that they have and then be prepared to place it on the time line (this can be a piece of chart paper or drawn on the white board).

### Student Practice (“You do”)

#### Activity Time Line

#### Directions:

1. Divide students into pairs.
2. Review the July 4<sup>th</sup> Fun Fact Cards.
3. Put them in order from the earliest date to the actual Declaration of Independence saying we were free on July 4, 1776.
4. Create a pictorial time line of those events.
5. Share with the group.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

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### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

### Modification:

Place the Fun Facts on Post Its so students can rearrange to get the sequence of events correctly.

## Fun Fact Cards

### July 4<sup>th</sup>—Road to Independence

<p><b>1763</b> – King George III signed the Proclamation of 1763. This Proclamation stated that no one could settle west of the Appalachian Mountains, and if you were already there, you needed to “come home”. King George III made this Proclamation because he wanted to be friendly with the Native Americans.</p>	<p><b>1764</b> – The English Parliament wanted to pay its war debt caused by the ongoing war with France. Since the colonies took part of this, the colonies needed to pay the cost. Taxes were increased on sugar, coffee, and wine. It also doubled the cost of things shipped to the U.S. from counties not in England.</p>
<p><b>1764</b> In Boston at a town meeting, James Otis declared that England had no right to tax us without letting us have a voice in the project. In America, consumers began to boycott the products.</p>	<p><b>1765</b> – Taxes were first imposed on Americans with the passing of the Stamp Act. Items taxed include: newspapers, pamphlets, bills, legal documents, licenses, almanacs, dice and playing cards.</p>
<p><b>1765</b> – In March of 1765, Parliament determined that colonists would be required to house and feed British soldiers without any pay.</p>	<p><b>1765</b> – The Sons of Liberty was formed as a secret group to oppose the Stamp Act. It was hoped that this pressure would keep American shop owners from signing on.</p>
<p><b>1766</b> - In January, the New York legislators refused to comply with General Gage's request to enforce the Quartering Act.</p>	<p><b>1767</b> - The English Parliament passes the Townshend Revenue Acts, imposing a new set of taxes on the colonists to offset the costs of administering and protecting the American colonies. Items taxed include imports such as paper, tea, glass, lead and paints.</p>

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<p><b>1768</b> - Samuel Adams of Massachusetts, a true patriot, opposed taxation without representation and called for the colonists to unite against the British government in his Circular Letters.</p>	<p><b>1768</b> – A British warship with 50 cannons sails into Boston. The custom commissioners in Boston asked for help against the colonial agitators.</p>
<p><b>1770</b> - Violence erupts in January between members of the Sons of Liberty in New York and 40 British soldiers over the posting of broadsheets by the British. Several men are seriously wounded.</p>	<p><b>March 5, 1770</b> – The Boston Massacre occurred when the British Soldiers fired into a crowd of protestors, killing 3 outright, mortally wounding 2 other, and injuring sic. The colonists were furious!</p>
<p><b>1773</b> - May 10, the Tea Act takes effect. If colonists purchased tea they had to pay a three-penny tax on each pound of tea. This Act bypassed American shop owners.</p>	<p><b>December 16, 1773</b> – The Boston Tea Party and lets the Royal Governor know that Bostonians are tired of what is going on. Colonists disguised themselves as Indians for this raid during which they dumped 343 crates of tea into the harbor.</p>
<p><b>1774</b> - September 5 to October 26, the First Continental Congress meets in Philadelphia with 56 delegates, representing every colony, except Georgia.</p>	<p><b>1775</b> - In April, Massachusetts Governor Gage is ordered to enforce the Coercive Acts and suppress "open rebellion" among the colonists by all necessary force. This was one of the final acts by George III that set the colonists on the course to independence.</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> -5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Family Traditions Lyrics for Traditions
<b>Focus:</b>	Theme—Celebrating Traditions

**Materials:**

Vocabulary Notebook, Traditions lyrics, paper, crayons/colored pencils

### Opening

#### State the objective

For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.

#### Gain prior knowledge by asking students the following questions

Think specifically about your family. What are some of your family traditions? Think about specific members of your family. What is the role that you expect them to play? For example, when you think of your mother do you expect that she will be awake before you? Do you expect that she will have gone to the grocery store so you have something to eat for breakfast? Do you expect her to drop you off at school on her way to work? Do you expect that on Wednesday evening she will bring home Chinese food? What do you expect of them and what do they expect from you?

### Content (the “Meat”)

#### Vocabulary

**Word for today:** role

**Describe:** A role is the “part” you play in your family. It is what your family expects of you. Your role or part or job may be to set the table and do the dishes. That is the role that you play. You may also play the role of the son or the daughter—and have certain expectations because you are oldest or youngest.

**Create an entry in your Vocabulary Notebook for the word**

**Vocabulary Notebook Sample:**

<b>New Word</b>	<b>My Description</b>
role	In my family I am the son, grandson, nephew and uncle
<b>Personal Connection</b>	<b>Drawing</b>
I play a number of roles in my family.	

**\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Today’s Lesson “I do-We do”

## Consult 4 Kids Lesson Plans

### Family Traditions

There is a Broadway musical and movie called Fiddler on the Roof. In this play a Jewish family is trying to follow the traditions of their culture and also make sense of a world that is rapidly changing. In this musical there is a song called Traditions. In this song, the father, mother, son, and daughter identify the tradition for their family role. When you look at the lyrics of the song, think about what is expected of the father, the mother, the son and the daughter in your family. If all of those people aren't in your family, think about the roles of the people who are in your family. Here are the lyrics for that song. (Lyrics also available at end of lesson plan for a handout)

**Tradition, tradition! Tradition!  
Tradition, tradition! Tradition!**

**The role of the father**

Who, day and night, must scramble for a living,  
Feed a wife and children, say his daily prayers?  
And who has the right, as master of the house,  
To have the final word at home?  
The Papa, the Papa! Tradition.  
The Papa, the Papa! Tradition.

**The role of the mother**

Who must know the way to make a proper home,  
A quiet home, a kosher home?  
Who must raise the family and run the home,  
So Papa's free to read the holy books?  
The Mama, the Mama! Tradition!  
The Mama, the Mama! Tradition!

**The role of the son**

At three, I started Hebrew school. At ten, I learned a trade.  
I hear they've picked a bride for me. I hope she's pretty.

The son, the son! Tradition!  
The son, the son! Tradition!

**The role of the daughter**

And who does Mama teach to mend and tend and fix,  
Preparing me to marry whoever Papa picks?

The daughter, the daughter! Tradition!  
The daughter, the daughter! Tradition!

### Student Practice ("You do")

#### Activity Tradition

**Directions:**

1. As a group, take one or more of the roles in your family and create a stanza (words that the person in the role could say) that capture the role and expectations of each of those people.
2. Write the stanza on the board for each of the roles.
3. Student selects one of the stanzas to copy and illustrate

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<ol style="list-style-type: none"> <li>4. Student explains why he/she selected this particular stanza to copy and illustrate</li> <li>5. Illustrate each of the expectations in the stanza</li> <li>6. Share with a partner</li> </ol>	
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the “real world”?</li> <li>What advice would you give to a “new” student getting ready to do this activity?</li> </ul>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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<p><b>Modification:</b></p> <p>If you would like you can make the stanza rhyme, but it is not required. Be careful to not just write a paragraph. Try to capture the meaning in a few words like in the example. You may also want to get a copy of the song <u>Tradition</u>, and play for the students.</p>
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## Traditions Fiddler on the Roof

Tradition, tradition! Tradition!  
Tradition, tradition! Tradition!

### (The role of the father)

Who, day and night, must scramble for a living,  
Feed a wife and children, say his daily prayers?  
And who has the right, as master of the house,  
To have the final word at home?  
The Papa, the Papa! Tradition.  
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### (The role of the mother)

Who must know the way to make a proper home,  
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So Papa's free to read the holy books?  
The Mama, the Mama! Tradition!  
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### (The role of the son)

At three, I started Hebrew school. At ten, I learned a trade.  
I hear they've picked a bride for me. I hope she's pretty.

The son, the son! Tradition!  
The son, the son! Tradition!

### (The role of the daughter)

And who does Mama teach to mend and tend and fix,  
Preparing me to marry whoever Papa picks?

The daughter, the daughter! Tradition!  
The daughter, the daughter! Tradition!

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Family Traditions Things That Are Special
<b>Focus:</b>	Celebrating Traditions

**Materials:**

- 2- 8" card stock circles for each student
- ¼ circle pattern
- Crayons/colored pencils
- Brad for each student

### Opening

#### State the objective

For the next few days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.

#### Gain prior knowledge by asking students the following questions

A lot of times we think that traditions have to be for special occasions. While they certainly can be, traditions can be very non-holiday as well. What are some of the traditions that your family has that does not involve a holiday? What do you look forward to doing year after year and that you have come to expect? How many people in your family are engaged in this tradition? Immediate or extended?

### Content (the "Meat")


#### Vocabulary

**Word for today: ordinary**

**Describe:** The word ordinary means regular, not special. Ordinary is something you would expect to find. For example, the clothes you wear to school are different than the clothes you would wear to a wedding. One set of clothes is more ordinary than the other.

**Create an entry in your Vocabulary Notebook for the word**

**Vocabulary Notebook Sample:**

<b>New Word</b>  ordinary	<b>My Description</b>  Part of my regular routine
<b>Personal Connection</b>  It is ordinary for my family to eat dinner together.	<b>Drawing</b>  

**\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking When possible, engage students in a "teach to learn" opportunity and have the student become the teacher

Today's Lesson "I do-We do"

## Consult 4 Kids Lesson Plans

### Family Traditions—Things That Are Special

There are certain things that we do with our family that really matter to us. Instead of being ordinary, the routine that we turn into habits, these things are special and really matter to us. They add special meaning to our lives. However, these things can be simple. Special does not mean extravagant or elegant or grandiose.

These things can be as simple as the ½ hour before bed when it's story time, or as fun as knowing every Sunday you are going to go to Grandma and Grandpa's house for lunch and an afternoon of family softball. Maybe you go to the beach for 3 days every summer or have picnics in the park on the first Saturday of the month. Or maybe you go star gazing with your uncle Fred whenever he's in town. Whatever it is, it is what you look forward to doing and when it doesn't occur you really miss it.

We would call these things, simple pleasures. With the class brainstorm a list of those things that are special to them but would not be a part of a cultural tradition.

### Student Practice ("You do") Activity My Favorite Traditions

**Directions:**

1. Brainstorm a list of the things that are simple pleasures—the simple traditions of your family.
2. Select 4 family traditions that you enjoy with your family (immediate or extended).
3. Select 2 8" circles and one brad. Also pick up a ¼ circle pattern.
4. Fold one circle carefully so you have four sections and then open it up and press it flat.
5. On the other circle, trace the 1.4 circle and cut away that piece (your circle should look like Pac Man).
6. This circle will be your title or cover sheet. Label it My Family Traditions and then decorate it with patterns or drawing.
7. On the circle that is divided into quarters, in each quarter draw an illustration of the one of the four family traditions that you selected.
8. When you have completed this, join the two circles together with a brad.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

##### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)




##### Modification:

You may want to cut out the  $\frac{1}{4}$  of the circle for students so they have more time to spend on the drawings.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Cultural Traditions Cinco de Mayo and September 16
<b>Focus:</b>	Celebrating Traditions

<p><b>Materials:</b></p> <p>Vocabulary Notebooks</p> <p>Fact Card (in separate file)</p> <p>Paper, crayons/colored pencils</p> <p>Cinco de Mayo and September 16 Fun Fact Cards</p> <p>Additional information found in articles about Cinco de Mayo and September 16</p>
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Opening					
<p><b>State the objective</b></p> <p>For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.</p>					
<p><b>Gain prior knowledge by asking students the following questions</b></p> <p>Think about your family’s heritage. Unless you are full-blooded American Indian, your family came to the United States from somewhere else. Where is that somewhere? What do you know about that place, the people, the food, how they do certain things?</p> <p>When you think about those things you are, in part, thinking about the culture.</p>					
Content (the “Meat”)					
<p><b>Vocabulary</b></p> <p><b>Word for today: culture</b></p> <p><b>Describe:</b> Culture is a word that describes the beliefs, customs, social practices, history and celebrations of a particular group of people. In each country, there is a national culture—set of beliefs and customs.</p> <p>Create an entry in your Vocabulary Notebook for the word culture</p> <p><b>Vocabulary Notebook Sample:</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>New Word</b></p> <p style="text-align: center;">culture</p> </td> <td style="width: 50%; padding: 5px;"> <p><b>My Description</b></p> <p>Beliefs and customs—4<sup>th</sup> of July picnic at the park with cousins, aunts, and uncles</p> </td> </tr> <tr> <td style="padding: 5px;"> <p><b>Personal Connection</b></p> <p>It is a tradition in my culture to have a family picnic on July 4<sup>th</sup>.</p> </td> <td style="padding: 5px;"> <p><b>Drawing</b></p> <div style="text-align: center;">  </div> </td> </tr> </table>	<p><b>New Word</b></p> <p style="text-align: center;">culture</p>	<p><b>My Description</b></p> <p>Beliefs and customs—4<sup>th</sup> of July picnic at the park with cousins, aunts, and uncles</p>	<p><b>Personal Connection</b></p> <p>It is a tradition in my culture to have a family picnic on July 4<sup>th</sup>.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher</p>
<p><b>New Word</b></p> <p style="text-align: center;">culture</p>	<p><b>My Description</b></p> <p>Beliefs and customs—4<sup>th</sup> of July picnic at the park with cousins, aunts, and uncles</p>				
<p><b>Personal Connection</b></p> <p>It is a tradition in my culture to have a family picnic on July 4<sup>th</sup>.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>				

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### Today's Lesson "I do-We do"

**Cultural Traditions** (fact cards for the two days attached)

Have you ever had an opportunity to watch the opening ceremonies of the Olympics on TV? If you have you know that the country that is hosting the Olympics tries to share itself with the world at this opening ceremony. The country tries to capture, in that ceremony, the culture of the country itself. It looks at the history of the country, the people that make up the country, the values that the country has, and the hopes and dreams of the country itself. The ceremony tries to capture this very complex tradition in a very creative and dramatic way.

Sometimes a country's culture gets tied to an historical event and that event becomes a way to showcase that culture. Let's take a look at two important dates in Mexico's history. The first, Cinco de Mayo (the 5<sup>th</sup> of May) and the second, Mexican Independence Day, September 16. We are going to look at some fact cards about both of the celebrations and discuss the events.

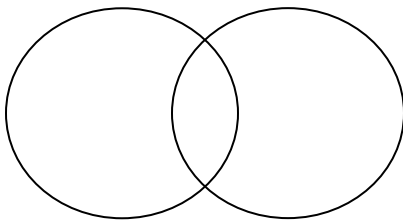
### Student Practice ("You do")

#### Activity

#### Comparing Cinco de Mayo and September 16

**Directions:**

1. Distribute the fun fact cards (with 2<sup>nd</sup> graders you may want to read them together.)
2. After reading the information, make a list of all of the things that happen on Cinco de Mayo.
3. After making the list for Cinco de Mayo, review the information and make a list of all of the facts about September 16.
4. After these lists are made, pair the students to create a Venn Diagram of the two cultural traditions. A Venn diagram is two overlapping circles. In one circle (where it does not overlap the second circle, write all the things on the list about Cinco de Mayo that **DO NOT** occur on September 16. Repeat the process for the other circle. In the part that overlaps, list those things which are the same for both days.
5. Share the Venn Diagram with another group.



**Venn Diagram**

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### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Fun Fact Cards

### Cinco de Mayo and September 16th

<p>Cinco de Mayo means “the fifth of May.” Even though many people think so, it is not Mexico’s Independence Day. Many people believe it is Mexico’s Independence Day, but that is incorrect. (Mexico’s Independence Day is September 16.)</p>	<p>September 16 is Mexico’s Independence Day.</p>
<p>Cinco de Mayo is the anniversary of a battle that took place between the Mexicans and the French in 1862.</p>	<p>On September 16, 1810, the priest Father Miguel Hidalgo y Costilla started a revolt against Spanish rule.</p>
<p>The Battle of Puebla, May 5<sup>th</sup>, marks a turning point in Mexican national pride. A small, poorly armed group of about 4,500 men were able to stop the French invasion of a well-equipped French army that had between 6,500 and 8,000 soldiers.</p>	<p>Father Hidalgo was not successful during this battle. He was executed as were many of his Indian followers.</p>
<p>The victory at the Battle of Puebla made the Mexican people very happy, and helped create a feeling of national unity.</p>	<p>Father Jose Maria Morelos led the revolutionaries after Father Hidalgo, but he too failed and was executed.</p>
<p>The largest Cinco de Mayo event in the world is held in Los Angeles, California, where more than 600,000 people celebrate with music and food. The event is called Festival de Fiesta Broadway.</p>	<p>Both Father Hidalgo and Father Morelos are symbols of Mexican liberty and patriotism</p>



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<p>Cinco de Mayo isn't like some special events that has particular food attached to it. Instead, traditional Mexican dishes such as enchiladas, burritos, guacamole and tacos are popular on Cinco de Mayo.</p>	<p>Spain was finally defeated in 1821. May 16 was chosen as Mexican Independence Day to honor the anniversary of the start of Father Hidalgo's revolt in 1810.</p>
<p>The Battle of Puebla was short. The entire battle lasted just about two hours and changed the course of history in North America.</p>	<p>The Mexican Independence Day party kicks off on the night of September 15th with special food and a public address by Mexico's President.</p>
<p>Cinco de Mayo, as we know it today in America, didn't begin until 1967. Students from California State University noticed that there weren't any Mexican holidays celebrated in America like there were for citizens of other descent, like St. Patrick's Day, Oktoberfest, or Chinese New Year. So they chose Cinco de Mayo as the day to celebrate and gathered Chicano students in unity and celebration.</p>	<p>On Mexican Independence Day families come together much like we do on July 4<sup>th</sup>. They celebrate with fireworks.</p>
<p>Holidays like Cinco de May help us to remember special moments in history and help us honor the people who participated.</p>	<p>Just like in America, after Mexico became independent, other countries tried to come in and take over. In 1862 the French came to Mexico to collect on a loan.</p>
<p>Cinco de Mayo represents the last time a foreign army waged aggression in North America...</p>	<p>Mexico declared its independence in 1810, more than 50 years prior to the battle that we commemorate with Cinco de Mayo.</p>

# Cinco de Mayo

**Jenn Savedge**

*Author of green parenting books blogs about raising eco-friendly kids*



## 5 facts about Cinco de Mayo

Why do we celebrate Cinco de Mayo? Here are five facts to help you understand the importance of this often misunderstood holiday.

Wed, May 02 2012 at 2:00 PM EST



Photo: [WhiteHouse.gov/sxc.hu](http://WhiteHouse.gov/sxc.hu)

What's the big deal about Cinco de Mayo — literally translated as the fifth of May? Here's what you need to know to celebrate the day:

- 1. Cinco de Mayo IS NOT Mexico's Independence Day.** Most Americans confuse this holiday with Mexico's Independence Day, but that date is Sept. 16.
- 2. Cinco de Mayo IS a celebration of the Battle of Puebla.** The holiday commemorates the Mexican Army's 1862 victory over France at the Battle of Puebla during the Franco-Mexican War (1861-1867).
- 3. Cinco de Mayo IS a celebrations of underdogs.** Why make such a big deal over one victory? The win at Puebla was a huge deal for Mexico because the Mexican Army went into the battle as underdogs. They had no training and no equipment and were vastly outnumbered against the well-armed, well-disciplined and well-funded French, who up until that point had defeated them at every turn. Yet, they prevailed.
- 4. Cinco de Mayo IS NOT really a big deal in Mexico.** With all of the fuss around May 5th here in the U.S., you would think it was the biggest holiday in Mexico — but that's not the case. That honor goes to Mexican Independence Day. Still, Mexicans do celebrate the day with family get-togethers, fireworks, dancing and lots of yummy food.

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**5. Cinco de Mayo IS a holiday for everyone to celebrate.** Many towns around the U.S. have festivals, fiestas, dances, fireworks, food and music in honor of the holiday. It's a great time to teach your kids about the culture, people and history of Mexico — or even learn a little yourself.

More information:

- Cinco de Mayo is the anniversary of a battle that took place between the Mexicans and the French in 1862.
- The battle is known as the Battle of Puebla, and it celebrates Mexico's victory over the French. It also marks a turning point in Mexican national pride. A small, poorly armed group of about 4,500 men were able to stop the French invasion of a well-equipped French army that had about 6,500 or even 8,000 soldiers. The victory made the Mexican people very happy, and helped create a feeling of national unity.
- While Cinco de Mayo is a national holiday in Mexico, it is mainly observed in the state capital of Puebla. However, in the United States, it is becoming a popular holiday to celebrate Mexican culture. Kids and families can try delicious Mexican food, listen and dance to Mexican music, make and admire Mexican art, and shop for fun souvenirs and products at markets called "Mercado."
- The largest Cinco de Mayo event in the world is held in Los Angeles, California, where more than 600,000 people celebrate with music and food. The whole event is called Festival de Fiesta Broadway. Two other big festival are held far from Mexico, in Denver, Colorado, and St Paul's, Minnesota, but they draw hundreds of thousands of participants.
- The Cinco de Mayo festival in Chandler, Arizona, is known for its Chihuahuas! There are Chihuahua parade, races and pageants. At the end, a King and Queen of the Chihuahuas are crowned.
- There aren't any specific foods associated with Cinco de Mayo, but traditional Mexican dishes such as enchiladas, burritos, guacamole and tacos are popular.

## September 16—Mexican Independence Day

### Grito de Dolores (Cry of Independence)

The **Grito de Dolores** ("Cry of Dolores") also known as **El Grito de la Independencia** ("Cry of Independence"), uttered from the small town of Dolores, near Guanajuato on September 16, 1810. It is the event that marks the beginning of the Mexican War of Independence. The "grito" was the *pronunciamiento* of the Mexican War of Independence by Miguel Hidalgo y Costilla, a Roman Catholic priest. Since October 1825, the anniversary of the event is celebrated as Mexican Independence Day.

#### The Event

Several criollos were involved in a planned revolt against the Spanish colonial government, when several plotters were betrayed. Fearing his arrest, Hidalgo commanded his brother Mauricio to make the sheriff release the pro-independence inmates there on the night of 15 April. They managed to set eighty free. Around 6:00 am September 16, 1810, Hidalgo ordered the church bells to be rung and gathered his congregation. He addressed the people in front of his church, encouraging them to revolt.

The Battle of Guanajuato, the first major engagement of the insurgency, occurred 4 days later. Mexico's independence would not be effectively declared from Spain in the Declaration of Independence of the Mexican Empire until September 27, 1821, after a decade of war.

There is no scholarly consensus as to what exactly Hidalgo said at the time, as the book *The Course of Mexican History* states "The exact words of this most famous of all Mexican speeches are not known, or, rather, they are reproduced in almost as many variations as there are historians to reproduce them."<sup>[3]</sup>

Hidalgo's Grito did not condemn the notion of monarchy or criticize the current social order in detail, but his opposition to the events in Spain and the current government was clearly expressed in his reference to bad government. The Grito also emphasized loyalty to the Catholic religion, a sentiment with which both Creoles and native Spaniards could sympathize.

This event has since assumed an almost mythic status. Since the late 20th century, Hidalgo y Costilla's "cry of independence" has become emblematic of Mexican independence.

Each year on the night of September 15 at around eleven in the evening, the President of Mexico rings the bell of the National Palace in Mexico City. After the ringing of the bell, he repeats a cry of patriotism (a Grito Mexicano) based upon the "Grito de Dolores", with the names of the important heroes of the Mexican War of Independence and ending with the threefold shout of *¡Viva México!* from the balcony of the palace to the assembled crowd in the Plaza de la Constitución, or Zócalo, one of the largest public plazas in the world. After the shouting, he rings the bell again and waves the Flag of Mexico to the applause of the crowd, and is followed by the playing and mass singing of the Himno Nacional Mexicano, the national anthem. This event draws up to half a million spectators from all over Mexico and tourists worldwide. On the morning of September 16, or Independence Day, the national military parade starts in the Zócalo, passes the Hidalgo Memorial and ends on the Paseo de la Reforma, Mexico City's main boulevard.

A similar celebration occurs in cities and towns all over Mexico, and in Mexican embassies and consulates worldwide, on the 15th or the 16th. The mayor (or governor, in the case of state capitals and ambassadors or consuls in the case of overseas celebrations), rings a bell and gives the traditional words, with the names of Mexican independence heroes included, ending with the threefold shout of *Viva Mexico!*, the bell ringing for the second time, the waving of the Mexican flag and the mass singing of the National Anthem by everyone in attendance. In the 19th century, it became common practice

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for Mexican presidents in their final year in office to re-enact the Grito in Dolores Hidalgo, rather than in the National Palace. President Calderón officiated at the Grito in Dolores Hidalgo as part of the bicentennial celebrations in 2010 on the 16th of September, even though he had to do this first, to launch the national bicentennial celebrations, in the National Palace balcony on the night of the 15th.<sup>[7][8]</sup> As a result, the 2011 commemoration was held in the National Palace balcony instead.

The following day, September 16 is Independence Day in Mexico and is considered a patriotic holiday, or *fiesta patria* (literally, *holiday of the Fatherland*). This day is marked by parades, patriotic programs, drum and bugle and marching band competitions, and special programs on the national and local media outlets, even concerts.

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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Traditions Christmas Around the World
<b>Focus:</b>	Theme—Celebrating Traditions

**Materials:**

Fun Fact Cards attached to the Lesson Plan

Materials for activity (green and red construction paper, glue sticks, scissors)

### Opening

#### State the objective

For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.

#### Gain prior knowledge by asking students the following questions

What do you know about Christmas traditions and symbols? What countries around the world celebrate Christmas? What would you like to know about Christmas traditions?

### Content (the “Meat”)


#### Vocabulary

**Word for today:** celebrate

**Describe:** The word celebrate describes joyous sharing of a particular occasion. When we celebrate the 4<sup>th</sup> of July Americans come together to mark the importance of our independence in a happy and joyous manner.

Create an entry in your Vocabulary Notebook for the word celebrate

**Vocabulary Notebook Sample:**

<b>New Word</b>  celebrate	<b>My Description</b>  Have a party to honor something special, recognizing an accomplishment or a special occasion
<b>Personal Connection</b>  I hope we celebrate my birthday by going to the ice cream parlor.	<b>Drawing</b>  

**\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

#### Today’s Lesson “I do-We do”

#### Three Christmas Traditions from Around the World

## Consult 4 Kids Lesson Plans

The Christmas Holiday is celebrated around the world. There are many traditions connected to Christmas but the three that we are going to take a look at are the wreath, the candy cane and the stocking.

**Wreath:** circle because there is no beginning or end to the love that it represents; evergreen because it is always green and represents the hope we need to live our lives joyously.

**Candy Cane:** In the beginning, 1670, the candy cane was all white and shaped like a J to represent a shepherd's staff (the "hook" that the shepherd used to rescue his sheep). The red was added years later. In America it became a tree decoration.

**Stocking:** An empty sock is hung by the "fireplace" so that gifts can be added before Christmas morning. The gifts can be fruit and nuts or something small enough to actually fit into the stocking.

There are fact cards available for you and the students to read and review that will share more about these three items and other Christmas Around the World traditions.

After going through those cards, make a list of those significant facts that you have learned from reading the history of the wreath, candy cane and stocking.

### Student Practice ("You do")

#### Activity

#### Making A Wreath (Hands traced onto green paper)

#### Supplies

- Scissors
- Green construction paper (multiple pieces for each child)
- 8" green circle, with center cut out
- Red construction paper
- Glue sticks

#### Directions:

1. Pair students.
2. Partners should trace the hands of their partners for a pattern.
3. After the pattern is complete, student cut it out and traces it multiple times on several pieces of green paper.
4. Cut out the hand prints.
5. Gently roll the ends of each of the hand prints.
6. Glue the hands around the circle; turn the fingers toward the center and away from the center.
7. When handprints have been glued all the way around the green wreath base, add red berries (cut red circles).

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



## Fun Fact Cards

### Christmas Around the World

<p>Santa Claus began in the 4<sup>th</sup> Century with St. Nicholas who came from Turkey. He was a generous man and gave gifts and presents to people in need.</p>	<p>St. Nicholas is the patron saint of Russia and is well known for a flowing red cape, white beard, and carrying a bishop's mitre.</p>
<p>According to one legend, St. Nicholas rode by a nobleman's house who had lost all of his money and threw out small packages of gold so the daughters of the nobleman could get married and have a dowry.</p>	<p>Christmas trees have been popular for a long time. In Germany in the 16<sup>th</sup> century, fir or evergreen trees were decorated with apples, roses, colored paper and decorated candy. These decorated trees could be found both indoors and outdoors. Later these trees were decorated with cookies and ornaments.</p>
<p>Mistletoe, a plant that has no roots because it lives off of a host tree (usually an oak tree in the United States), was considered a revered plant. For Christmas, people put a bow on the mistletoe and if someone stands underneath it, he/she will get a kiss.</p>	<p>Holly has stickers on the points at the end of its leaves. In ancient times, boughs of holly were thought to have magical power because it was able to survive very cold and harsh winters.</p>
<p>The poinsettia was named for Joel R. Poinsett who was an ambassador to Mexico. The bright red leaves appear to be the flower, but that is not the case. The poinsettia has become associated with Christmas.</p>	<p>In the beginning a Christmas card was a way for children to practice their writing skills. Then people started sending special greetings at Christmas time to people they spent a lot of time with as well as those they did not keep track of very well. Sir Henry Cole created the first real Christmas card to reach out to his friends.</p>
<p>Rudolph the Red Nosed Reindeer is a song written by Johnny Marks. Western star Gene Autry recorded the song in 1949 and the rest is history!</p>	<p>In Hawaii to have a fir tree you would have to import the tree. Creative Hawaiians decorate palm trees and instead of a sleigh for Santa Claus, they see things like an outrigger canoe and instead of reindeer, the kids think of dolphins pulling the outrigger.</p>

## Consult 4 Kids Lesson Plans

<p>In the Philippines they celebrate with a Christmas Eve feast of special Filipino dinner dishes. They have gift-giving ceremonies on Christmas Eve and the children hang their socks as well.</p>	<p>In Guatemala there are processions for nine days. The official food for this time period is tamales. The Feast Day of Saint Thomas is on December 21. There are parades up and down the streets in Guatemala with marching bands.</p>
<p>In the Ukraine (a part of Russia) it is Saint Vladimir that is credited with bringing Christmas to the people. The Ukrainians have a more serious celebration and this is done in conjunction with the Gregorian calendar. The first star on Christmas Eve signals the start of the ritualistic supper.</p>	<p>After Christmas day in the Ukraine, people dress up in monster-masks and jump out and scare people who then combine forces to defeat the evil that is represented by the masks.</p>
<p>In Spain, most of the celebrations of Christmas revolve around the religious beliefs and cultural traditions. They celebrate with food, gifts, and parades or processions.</p>	<p>What may be considered as the unique Christmas traditions of Japan are Christmas Cakes, Fried Chicken, and Daiku. The cake usually is a decorated sponge cake with miniature figures of trees, flowers, and Santa Claus. Fried chicken has become the traditional meal while the Daiku, which is the Ninth Symphony of Beethoven, the favorite music of the season.</p>
<p>The Christmas traditions of Europe have deep roots, and many of these celebrations are retouched ancient practices, but there are even some which are found in mythology.</p>	<p>France serves seven meatless meals before going to attend the midnight mass on Christmas Eve. The fast is broken with a feast of roast meat and wine after the mass.</p>
<p>In Denmark, Xmas begins with baking traditional cookies, biscuits, and small cakes that are all made by the children. The Christmas lunches are long feasts of a series of served plates in pudding, fish, warm dishes, cold meats then cheeses and biscuits that go with the beer and snaps.</p>	<p>In Lithuania, food is prepared not only for kucios, which is the special Xmas Eve supper, but for the first day of Christmas as well. This breaks the ritual fast and abstention from meat.</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Traditions-Fixing Ham
<b>Focus:</b>	Celebrating Traditions

**Materials:**

Strips of white paper (4" x 17")  
Crayons or colored pencils

### Opening

#### State the objective

For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.

#### Gain prior knowledge by asking students the following questions

What is a tradition that you have in your family? When did this tradition begin? Is it a tradition based on a celebration? Is it a tradition based on something to celebrate your culture? Is it a tradition based on your extended family (grandparents, great-grandparents, parents, etc.)

### Content (the "Meat")


#### Vocabulary

**Word for today: tradition**

**Describe:** A tradition is like a habit but instead of being with just one person, it is something that spreads across many people and many generations. It is a way that a family or a culture thinks, behaves or celebrates. In the U.S. we have a tradition of fireworks on the 4<sup>th</sup> of July to celebrate our independence.

**Create an entry in your Vocabulary Notebook for the word**

**Vocabulary Notebook Sample:**

<b>New Word</b>  tradition	<b>My Description</b>  My family's habit of going to the movies on Friday night
<b>Personal Connection</b>  It is our tradition to go to the movies every Friday night.	<b>Drawing</b>  

**\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

Today's Lesson "I do-We do"  
What is a tradition?

## Consult 4 Kids Lesson Plans

A tradition is something that is more institutionalized than a habit. You may wonder what that means. A habit is personal, it belongs to the person who has the habit. If the person gives up the habit, then the habit goes away. A tradition is something that a group of people accept and act on. It is what they collectively expect to happen no matter which people are in the room. It is the way a group of people, often a family or collection of families, acts or a tradition describes the group's expectations.

There is a story about the tradition of the Thanksgiving Ham. A family was getting ready for a large family dinner on Thanksgiving. A girl is watching her mother fix a ham for the dinner. The first thing that the mother does is cut the end off the ham. The girl asks, "Mom, why do you cut the end off the ham?". The mother said, "It's a tradition. I don't know why we do it. Ask your grandmother when she gets here." When the grandmother arrived the girl asked, "Grandma, why do we cut the end off the ham?" The grandmother replied, "It's a tradition. I don't know why we do it. Ask your great-grandmother when she gets here." When the great-grandmother arrived the girl asked, "Great grandmother, why do we cut the end off the ham?" The great grandmother replied, "I don't know why your mother and your grandmother cut it off, but I cut it off because my pan was too small".

This is an example of a tradition, something that happens from one generation to another. In this case it is a meaningless tradition, but most of them are part of the cultural mystique a celebration of one of three things:

- The family itself
- The culture
- The celebrations

What are some of your traditions? Do you have a tradition of calling a person whose birthday it is and singing happy birthday to them? Do you have a tradition that every Saturday night you have hamburgers? Do you have a tradition that you go swimming on New Year's Day? Do you have a tradition that has everyone sit at the dinner table in a particular order? Discuss your traditions with a peer.

### Student Practice ("You do") Activity "Fixing Ham"

**Directions:**

1. Take a strip of paper (6" x 17") and fold the strip into 4 parts.
2. On the strip of paper create a "comic" strip (pictures and words) for the story about cutting the end off the ham. When you have finished, share with a friend not only your drawing but your thoughts about your own traditions.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

#### Modification:

Demonstrate how to make a comic strip by discussing the pictures and also consider what words you may put in a dialogue bubble.



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> -5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Traditions Jewish Hanukkah
<b>Focus:</b>	Theme—Celebrating Traditions

**Materials:**

Vocabulary notebook

Fun Fact Cards

3 " x 5" unlined cards, crayons/colored pencils

### Opening

#### State the objective

For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.

#### Gain prior knowledge by asking students the following questions

What do you know about Hanukkah? What do you know about Jewish people? What would you like to learn about this celebration and the Jewish people?

### Content (the "Meat")


#### Vocabulary

**Word for today:** historic event

**Describe:** An historic event is a documented incident that has happened in the past. Although there are lots of things that happen each and every day, an historic event will have an impact on the future. This impact effects the way people think, feel and believe. It is such an important event that changes things for many people.

Create an entry in your Vocabulary Notebook for the term historic event.

**Vocabulary Notebook Sample:**

<b>New Word</b>  Historic event	<b>My Description</b>  An event that has happened in the past that is documented
<b>Personal Connection</b>  My birth was documented with a certificate, so it is an historic event.	<b>Drawing</b>  

**\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

### Today's Lesson "I do-We do"

## Consult 4 Kids Lesson Plans

### Celebrations: Hanukah

One of the holidays that is celebrated by the Jewish culture is Hanukah. This date has historic significance in Jewish history and the celebration is directly tied to that event.

In 165 B.C., the Macabees had banded together and drove the very powerful Syrian army out of Jerusalem. For the Macabees, Jerusalem was a city where they had a special temple or church. When the Syrians came to Jerusalem they insisted that the Jewish people give up their religion and rituals and worship the Greek gods. This made the Jewish people very unhappy.

The Jewish people, the Macabees, met and decided to fight back and turn the anger they felt into action. So, they banded together to force Antiochus, the Greek King of Syria, out of Jerusalem. Hanukah is a celebration of the Macabees victory over the Syrian army. Hanukah is a Hebrew word which mean dedication. (Jewish people speak Hebrew, just like American people speak English.)

Once the Macabees had reclaimed the temple they wanted to “purify and sanctify” the temple by lighting an eternal flame. This flame had to be fueled by sacred oil, but when the Macabees got ready to light the fire they discovered that they had only one days oil. The Jewish people believe that a miracle happened because the flame continued to burn for 8 days the time it took to get the sacred oil. This miracle is remembered in the eight candles of the Menorah, a candelabra that has become part of Hanukah.

You will be able to share more information with your students with the Fun Fact Cards.

### Student Practice (“You do”) Activity Trading Cards

**Directions:**

1. Give each student a 3” x 5” card that is blank on both sides.
2. On side one, student should write the word Hanukah and draw a symbol of that event (maybe the menorah).
3. On the back of the card, student should select 3 of the facts that were of interest to them about Hanukah (making tiny illustrations to the side).
4. When student has finished his or her cards, have them share the card with a small group of peers.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

#### Modification:

Have students work in small groups or pairs to read the Fun Fact cards.



## Fun Fact Cards Hanukkah

<p>Hanukkah is celebrated for eight days and nights, beginning on the 25th in the month of Kislev on the Hebrew calendar.</p>	<p>The Menorah is a candelabrum that is used in the Hanukkah celebration. There are 8 candles which represent the 8 days that had no oil. The eight-day lighting of the candles commemorates the eight-day miracle of the oil.</p>
<p>The Yiddish word for money is gelt. During the 8 days of Hanukkah, children receive a gift of gelt. Children learn to both give and receive.</p>	<p>During Hanukkah, Jewish children enjoy playing with a toy called a dreidel, which is similar to a top. The dreidel has four sides and features the Hebrew letters.</p>
<p>Fried foods are traditional during Hanukkah, in remembrance of the sacred oil. Popular fried foods are sufganiyot (sweet jelly- filled doughnuts) and latkes (potato pancakes) and</p>	<p>Hanukkah is a joyous time of year in Jewish families and is all about family. Members of the family gather together to share what food, music, traditions, and blessings.</p>
<p>The history of Hanukkah predates Christmas. Antiochus, the Greek King of Syria, outlawed Jewish rituals and ordered the Jews to worship Greek gods.</p>	<p>The guttural sound of the Hebrew letters cannot be duplicated by the English alphabet. For this reason, there are many spellings of the word Hanukkah in English and all are correct.</p>

## Consult 4 Kids Lesson Plans

<p>Nun, gimel, hay, and shin are Hebrew letters that can be found on dreidels.</p>	<p>In 165 B.C.E, the Jewish Macabees managed to drive the Syrian army out of Jerusalem and reclaim their temple.</p>
<p>Most Jews were angry and decided to fight back when they were told to ignore Jewish traditions and worship Greek gods.</p>	<p>Hanukkah is the celebration of the Macabee victory over the Syrian army.</p>
<p>In history, the celebration or observance of Hanukah has increased in popularity.</p>	<p>In Hebrew, the word "Hanukah" means "dedication." There are many different ways to spell Hanukah.</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> -5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Traditions Kwanzaa Woven Mat
<b>Focus:</b>	Theme—Celebrating Traditions

**Materials:**

Fun Fact Cards at the end of this Lesson Plan

Materials for woven mat (glue sticks, scissors, green, black, and red construction paper)

### Opening

#### State the objective

For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.

#### Gain prior knowledge by asking students the following questions

What do you know about Kwanzaa? What do you know about the colors that are important to Kwanzaa?

Do you know anyone who celebrates Kwanzaa? What would you like to learn about Kwanzaa?

### Content (the "Meat")


#### Vocabulary

**Word for today:** reflective

**Describe:** Have you ever looked into a mirror? What do you see? You see a reflection of yourself and everything else that can be seen in the mirror. Reflective means that you stop and think about an event, not just what happened but how you feel about it and what you've learned from it, and how you will apply that learning. When you do this, you are being reflective.

Create an entry in your Vocabulary Notebook for the word reflective

**Vocabulary Notebook Sample:**

<b>New Word</b>  Reflective	<b>My Description</b>  To think about something and see it in your mind and consider how you feel about the event
<b>Personal Connection</b>  I am in a reflective mood as I think back to my last birthday.	<b>Drawing</b>  

**\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

**Today's Lesson "I do-We do"**

## Consult 4 Kids Lesson Plans

### Kwanzaa

Kwanzaa is a holiday that is born out of African tradition. It is a celebration that is reflective and encourages people to slow down and take a look at what is important.

Kwanzaa was created by Dr. Maulana Karenga in 1966 during the American Civil Rights Movement. Kwanzaa is observed from December 26 through January 1. During these seven days, people observing Kwanzaa focus on seven principles: unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity and faith.

A candle is lit each day of the observance. The candles are black (representing the people) red (3 of these to represent the struggles of the people) and green (3 of these to represent hope and future). Each day a candle is lit and the principle for the day is discussed and reflected upon.

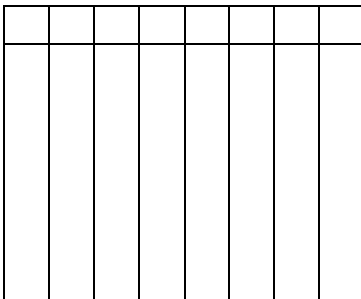
Symbols of Kwanzaa include African symbols of harvest which include dried corn and colorfully woven tablecloths.

There are fact cards available for you and the students to read and review. After going through those cards, make a list of those significant facts that you have learned from reading the history of Kwanzaa.

### Student Practice ("You do") Kwanzaa Woven Mat

**Directions:**

1. Three important colors for Kwanzaa are black, green and red. Today we are going to create a place mat by weaving together those colors.
2. Once we have made the mat, you will write one fact on a white 3" x 5" card and place in the middle of the mat.
3. Each student needs an 8" square of black construction paper, a ruler, and a pair of scissors.
4. The black paper will be the frame for the weaving.
5. Student should begin on one edge and draw a straight line, aligning the edge of the paper with one edge of the ruler and then tracing down the other side of the leader.
6. After completing that, student should turn the square and repeat the process (it should look like a T of sorts).
7. On the second side, student should trace lines, one ruler apart across the entire paper:



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<ol style="list-style-type: none"> <li>8. Student will cut up the lines that go across, stopping at the first line that was drawn, creating a border.</li> <li>9. Student is then given both a red and green 8" square. The student will use the ruler to draw lines for strips that they can cut apart.</li> <li>10. Once the student has cut all of his/her strips, then he/she will begin weaving the strips into the black frame, first the green and then the red strips until the weaving have gone across the entire frame.</li> <li>11. Once the strips are in place, student will glue the ends to add stability.</li> <li>12. Student writes his/her fact card and places it on the mat with glue sticks.</li> </ol>	
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to apply this key learning in the "real world"?</li> <li>What advice would you give to a "new" student getting ready to do this activity?</li> </ul>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Fun Fact Cards Kwanzaa

<p>Kwanzaa is an African American celebration observed from December 26th through January 1st.</p>	<p>Kwanzaa was developed by Dr. Maulana Karenga in 1966, a professor at California State University Long Beach, as a way to celebrate and promote the African American culture.</p>
<p>There are seven principles that the Kwanzaa observance focuses on. These are 1) unity, 2) self-determination, 3) collective work and responsibility, 4) cooperative economics, 5) purpose, 6) creativity and 7) faith.</p>	<p>A Kinara is a type of candelabra. The Kinara holds 7 candles, one that is lit on each day of the observance.</p>
<p>A black candle is in the center of the Kinara. To the left of the black candle are three red candles representing the struggles of the African American people. To the right of the black candles are three green candles which represent hope and the future.</p>	<p>During Kwanzaa, people greet one another in Swahili. They ask the question, "Habari gani?" The question is answered by saying the principle being discussed or focused on for that day: (unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity and faith)</p>
<p>Kwanzaa is about reflection and thinking about African heritage, where you have been and where you want to go. It is not religious or political.</p>	<p>African harvest symbols have become symbols for Kwanzaa. These include ears of dried corn and colorfully woven tablecloths.</p>
<p>The kinara is a wooden candle stick. It is a simple candle stick that is made from the Earth.</p>	<p>On day one, the black candle of unity is lit. Families gather and share things they are feeling as well as the day-to-day of their lives with one another. This practice helps to clear the air in case there are misunderstandings.</p>

## Consult 4 Kids Lesson Plans

<p>On day 2 the red candle is lit. This candle symbolizes togetherness and the importance of sharing traditions. Some people teach others how to play a drum, cook a particular food, or braid hair.</p>	<p>On day 3 a green candle is lit that symbolizes togetherness and sharing a common goal. Everyone in the family comes together to work on a chore or a project such as cleaning the garage or painting a fence.</p>
<p>On day four a red candle is lit signifying togetherness and sharing a family gift. Instead of an individual gift, this is the day for the gift to be given to the family. The gift needs to promote family unity and togetherness.</p>	<p>On day 5 a green candle is lit. This candle is symbolic of togetherness, sharing dreams and hopes. This is an especially good day to talk about the future and ask each person to share what they want to accomplish in the coming year.</p>
<p>On day 6 a red candle is lit that supports togetherness, sharing and creativity. For this day, everyone in the family creates something—poem, dance, painting, a hand craft. Each person shares with the entire family.</p>	<p>On day 7 a green candle is lit. This is the day that everyone will come together to celebrate being one by breaking bread and sharing a meal. Such wonderful food as baked ham, roasted yams, collard greens, thick bread –help to make this a wonderful feast.</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Synonyms and One Minute Predictions
<b>Focus:</b>	Fluency, Synonyms, Double Consonants

**Materials:**

Chart Paper

Activity at end of lesson plan

White boards, pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).



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<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Partner Share:</b> Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Synonyms</b></p> <p>In small groups students brainstorm words that mean the same thing as the word cry. Remind students that words which mean the same or about the same are called synonyms. The goal is to come up with at least 10 words that mean the same as "cry". sob, weep, tear, sigh, hysterics, blubber, bawl, snivel, whimper, whine.</p> <p>Once students have made a list, ask them to work in their groups to order the words from cry to the word that means the most cry, placing all of the words in between. When making this list, start with the word "cry" on the top of the page, and the word that means the most cry on the bottom.</p> <p>Once this is done, have them select 3 words from the list and draw a picture that will represent that word.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>One-Minute Predictions:</b> Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check</p>

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<p><b>Double the Consonant (activity at end of lesson plan)</b>          One of the things that you need to learn so that you can spell correctly is when to double a consonant and when to leave it alone. The purpose of this activity is to practice that skill.</p> <p><b>Directions:</b>          With a vis-à-vis pen, write the root words with “ed” and “ing” endings. After duplicating the activity either laminate or place in a sheet protector for reuse.</p> <p><b>Reminder:</b> Many root words end with a short vowel and one consonant. When an “ed” or “ing” ending is added, usually the consonant is doubled.          Example:          map + ed = mapped          map + ing = mapping</p>	<p>in with kids to determine if they have an understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>Please recap what we did today.</li> <li>Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b>          Have students share what they like best about today’s ELA activities and list that under the heading: LB or Liked Best.          Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>Ask students to think about what they did today.</li> <li>Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Antonyms
<b>Focus:</b>	Fluency, Antonyms, Double Consonants

**Materials:**

Chart paper

White board, pens and/or crayons

Activity at end of lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p style="text-align: center;">students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Speed Reading:</b> Have students form a circle. Number them of, 1, 2, 1, 2, 1, 2 and so forth. Having the students stay in the circle, have the twos move to stand in front of the person who said "1" on his/her left. Give each student an opportunity to read aloud to his/her partner for 1 minute. Have one of the circles move and repeat the process. Have the other circle move and repeat for the third time.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Antonyms</b></p> <p>Yesterday and the day before you made charts for all of the words that you could think of that mean the same or nearly the same as "laugh" and "cry". Today, put the list with the "laugh" synonyms on top and the list with the "cry" synonyms on the bottom. You now have a continuum of words from the smallest emotion of unhappiness to the biggest emotion of happiness.</p> <p>Create several sentences and try it out using each of the different words and see how the sentence changes in its meaning. For example. The movie was amazing and before it was over every emotion was felt, I laughed during so many parts. Or, The movie was amazing and before it was over every emotion was felt, I cried during so many parts.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Individual Show-Off:</b> Before class, use several of the interesting words in a sentence in the same way that is used in the material. Write the sentences on a sentence strip. Students choose a sentence from the container. The student acts out the word as it is used in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check</p>

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<p><b>Double the Consonant (at end of lesson plan)</b>          Review this game from yesterday. Have students share with you the strategies that they used to get the answers correct. Have students play with a different partner today.</p> <p><u><b>Directions:</b></u>          With a vis-à-vis pen, write the root words with “ed” and “ing” endings.</p> <p>Reminder: Many root words end with a short vowel and one consonant. When an “ed” or “ing” ending is added, usually the consonant is doubled.</p> <p>Example:          map + ed = mapped          map + ing = mapping</p>	<p>in with kids to determine if they have an understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>3-2-1</b></p> <ul style="list-style-type: none"> <li>• Share 3 things you like about today's lesson.</li> <li>• Share 2 questions you have that were not answered.</li> <li>• Share 1 thing that you will use tomorrow that you practiced today.</li> </ul>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Clipped Words and Homographs
<b>Focus:</b>	Fluency, Homographs, Clipped Words

### Materials:

Activities at end of lesson plan (Clipped Words and Double or Nothing)

White board, pens/crayons OR 3 x 5 cards for Question and Connection Cards

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition

#### \*Activity → Teachable Moment(s) throughout

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[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

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<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Slow Reading:</b> Utilize this process when you want students to work on accuracy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. This makes the words more recognizable when students are reading quickly.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Homographs</b>--one of a group of words spelt in the same way but having different meanings. The English language is full of words that have multiple meanings and the challenge is to help students, especially those new to English, to understand the differences in meaning. You will have options to play several games using the same cards.</p> <p>The first is called <b>Double or Nothing</b>. The purpose of this game is to practice utilizing these homographs in a variety of sentences.</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into groups of 2-3.</li> <li>2. Give each group two sets of cards—word cards and sentence cards.</li> <li>3. Shuffle the word cards and place them face down between the players.</li> <li>4. Lay the sentence cards face up in a grid between the players.</li> <li>5. Player #1 picks a word card and determines which sentence card the word goes with, filling in the blank in both sentences with the same word.</li> <li>6. If he/she gets the answer correct, then play moves on to Player #2 and Player #1 gets to keep the pair of cards.</li> <li>7. Player with the most cards at the end of the game wins.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b></p> <p><b>Question and Connection:</b> Students form groups of four or five. Student read the information. Students develop Question and Connect Cards for what they have read. The group then finds another group and trades questions. Students answer the other team's</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p>questions, going back and forth.</p> <p><b>Example:</b> If students read something about Columbus, the <b>QUESTION</b> card might read: What were the names of the three ships Columbus sailed with? If the same article was read, a <b>CONNECTION</b> card might read: How does Columbus coming to the new world connect to the Pilgrims coming over 100 years later?</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Clipped Words (at end of the lesson plan)</b> Sometimes when we talk about something that is very familiar, we clip the word. For example, we usually refer to getting gas for the car rather than gasoline. Gas is a clipped version of gasoline. The purpose of this activity is for you to practice with some common clipped words.</p> <p><b>Directions</b></p> <ol style="list-style-type: none"> <li>1. Place the cards face down in a grid (like Concentration).</li> <li>2. Player selects two cards. If they match, player removes the two cards and draws again. If the cards do not match, play moves to the next player.</li> <li>3. Repeat step 2.</li> <li>4. Winner is player with the most matches.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have an understanding of these key elements.</p>

Closing
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today.</p> <p><b>I:</b> Interpret that activity to your own experience and your own school work.</p> <p><b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p><b>A:</b> Make a commitment to apply the learning within the next 48 hours.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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### Clipped Words

pike	microphone	drape	referee
mike	automobile	gas	veteran
auto	graduate	ref	turnpike
vet	hamburger	burger	trigonometry
champ	drapery	trig	gasoline
grad	champion	exam	lab
van	sub	plane	memo
flu	limo	tux	teen

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laboratory	submarine	memorandum	examination
limousine	caravan	teenager	airplane
tuxedo	influenza	lunch	luncheon

## Double or Nothing Homographs

agape	bass	bat	bow
down	entrance	evening	fine
learned	minute	moped	number
row	sewer	wave	wound
yard	duck	fly	fair
ring	pitcher	light	desert

Double or Nothing

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<p>Her mouth was wide open. It was _____.</p> <p>When he went to church he learned a Greek word for love. He learned the word _____.</p>	<p>He went fishing for _____.</p> <p>He has the deepest voice. He sings _____.</p>	<p>He would rather have a wooden _____ than a metal one.</p> <p>He is afraid of going into the cave because h heard that a _____ lived there.</p>
<p>She had a ribbon in her hair. It was tied in a _____.</p> <p>When he met the queen he remembered to _____.</p>	<p>Place your shoe _____ on the floor.</p> <p>He lives where it is cold so he has a _____ jacket made from goose feathers.</p>	<p>Please be sure that you go through the _____.</p> <p>Her grandmother is so excited to take her to Disneyland/ She knows it will _____ her granddaughter.</p>
<p>As the sun went down, the day turned into _____.</p> <p>The frosting was lumpy so she spent some time _____ it out.</p>	<p>Have you seen the movie, One _____ Day?</p> <p>He was speeding on the freeway so he was charged a _____.</p>	<p>He had done that many times so he has _____ his lesson.</p> <p>He is very well education. He is considered a _____ man.</p>
<p>There are 60 seconds in a _____.</p> <p>I have never seen anything so _____ . The picture is _____.</p>	<p>He was so sad that he _____ around all weekend.</p> <p>Do you know how to ride a _____?</p>	<p>He had no feeling in his hand. It was _____ than before it got hit.</p> <p>What _____ comes after 8?</p>

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<p>There is a song called "_____, _____, _____ your boat.</p> <p>They got into a _____ over who would pay the bill.</p>	<p>The water from the shower went into the _____.</p> <p>She uses needle and thread to make the dress. She is known as a _____.</p>	<p>When you see someone you know, _____ your hand.</p> <p>When you are standing on the beach the _____ will lap over your feet.</p>
<p>He _____ the old fashioned clock every Saturday.</p> <p>He was shot in the arm. He had a horrible _____.</p>	<p>The little girl was playing in her back _____.</p> <p>He decided to measure the fabric by the _____.</p>	<p>The mother _____ and her babies were waddling along.</p> <p>Be careful around here. You will need to _____ your head.</p>
<p>I will _____ to New York on an airplane.</p> <p>The dragon _____ had colorful wings.</p>	<p>He went to the County _____ and had a great time.</p> <p>Julie said that it wasn't _____ to send her away.</p>	<p>It is incredibly hot in the _____.</p> <p>I couldn't believe the he would _____ us when we needed him most.</p>
<p>Do you have a silver _____ that you wear?</p> <p>I heard the telephone _____.</p>	<p>He will pour the water out of the large green _____.</p> <p>The _____ hurled the baseball over the base.</p>	<p>Turn the _____ on when you come into the room.</p> <p>It is interesting how the shading went from _____ to dark.</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Musical Shares and Sequencing
<b>Focus:</b>	Sequencing, Prediction, Punctuating Direct Quotes

**Materials:**

Activities at end of lesson plan (Sequencing and Direct Quotes)

White board and pen/crayon

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>6. Celebrate success.</p> <p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Musical Shares:</b> Have students stand up and walk around reading the passage that they are working on until the music stops. Students should pair up and read the next 2 sentences to the partner they find. Repeat as students practice.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Sequencing</b> is an important skill if you are predicting what will happen next. The order that events occur, matters. For example, you will not wash the dishes before you have eaten dinner and gotten them dirty, it just doesn't make sense. In this activity, read each of the cards and answer the question, what comes next.</p> <p><b>Sequencing</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Read through the cards and discuss the completion of each sentence. Blue cards are the sentence beginnings, yellow, the sentence ends.</li> <li>2. Mix the cards up and place face down in a grid pattern (like Concentration).</li> <li>3. Player one turns up one card and looks for a match in the second card.</li> <li>4. If the cards match, the player keeps the cards. If not play resumes with the next player.</li> <li>5. Continue until all cards are matched.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>Three Words:</b> share with students the topic for the day. Ask students to think about what they think will be shared in the materials that they will read. Ask a student to read the title of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well. The students</p>	<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p>will then work in pairs and using those three words will write a description of what they believe the story will be about.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Punctuating Quotations</b> correctly requires that students both know and understand the rules and then apply them correctly. In this activity students will be able to practice the basics. There are 6 basic rules:</p> <ol style="list-style-type: none"> <li>1. Periods and commas always go inside quotation marks, even inside single quotes.</li> <li>2. The placement of question marks with quotes follows logic. If a question is in quotation marks, the question mark should be placed inside the quotation marks.</li> <li>3. When you have a question outside quoted material and inside quote material, use only one question mark and place it inside the quotation mark.</li> <li>4. Use single quotation marks for quotes within quotes. Note that the period goes inside all quote marks.</li> <li>5. Use quotation marks to set off a direct quotation only.</li> <li>6. Do not use quotation marks with quoted material that is more than three lines in length.</li> </ol> <p><b>Punctuating Direct Quotes</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Direct Quotation cards, and a white board and crayon.</li> <li>3. Student #1 draws a card and writes the statement or question on the white board correctly.</li> <li>4. If Student #1 is successful, then Student #2 takes his/her turn.</li> <li>5. Game is over when all cards have been used.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>

<b>Debrief</b>
<p><b>3-2-1</b></p> <ul style="list-style-type: none"> <li>• Share 3 things you like about today's lesson.</li> <li>• Share 2 questions you have that were not answered.</li> <li>• Share 1 thing that you will use tomorrow that you practiced today.</li> </ul>



## Consult 4 Kids Lesson Plans

### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Sequencing—Part #1 (Select color for these cards)

If you eat food that's good for you...	If you brush your teeth after every meal...	If the typewriter breaks down...	If the fabric begins to fray...
If the tennis game is canceled...	If you put the red shirt in with the white sheets...	If debts are paid promptly...	If a horse breaks its leg...
If the strange dog bites you...	If Mrs. Jones call for me...	If there is a storm from the east...	If there is a heavy snowfall during the winter...
If the book isn't on the shelf...	If you have a bug bite...	If you get the wrong number...	If there is an electrical storm tonight...
If there are no objections...	If there is a fire in a skyscraper...	If a person is injured...	If the only lights that go out are in the kitchen...
If I can't keep the hair out of my eyes...	If a dollar is worth 100 pennies...	If you pay in advance for your theater seats...	

**Sequencing—Part #2 (select different color for these cards)**

...sew it around the edge.	...it should help cut down on your dentistry bills.	...it's best not to scratch it.	...check the circuit breakers.
...you must report it to the rabies control center.	...its runoff may cause rivers to overflow.	...do not use the elevator.	...I'm going to tie it back.
...your bedclothes will turn pink.	...the rain will seep through our east window.	...it's best not to talk on the telephone.	...a person established good credit.
...ask the librarian if it is check out to someone else.	...tell her I will return soon.	...dial information.	...you will be healthier.
...it is best not to move him until medical help arrives.	...there is a fifteen percent reduction.	...it usually is destroyed.	...five dollars equal 500 pennies.
...you will have to write the report by hand at the table.	...we will continue.	...I will have to reschedule it.	

### Direct Quotes

<p>Wow! This is gorgeous Joe said</p>	<p>Maria said I can't see anything yet</p>	<p>Do you have any extra water Joe asked</p>
<p>Maria said Yes it is in my backpack</p>	<p>Good It's going to be a cold day Joe said</p>	<p>After a long walk Maria said I see the trail ahead Stop</p>
<p>Why did you do that Joe asked</p>	<p>I think I saw a bear up ahead Maria answered. YIKES! It's coming this way</p>	<p>Climb he yelled as he started up the closest tree.</p>
<p>Mr. Jones asked Lydia Are you going to the park?</p>	<p>Mom asked Please read me the poem Who Has Seen the Wind?</p>	<p>The Magic School Bus is one of my favorite T.V. Shows said Lily.</p>
<p>Are you going to the game Raquel asked</p>	<p>Anna asked, Will you give a report called Tribes of the Northwest?</p>	<p>My brother shouted, I can read Little Red Riding Hood!</p>

Consult 4 Kids Lesson Plans

<p>Maria remarked It's very cold today</p>	<p>Roy announced My report is titled Inside the Super Network</p>	<p>Let's get together this afternoon said Mona</p>
<p>Have you read the poem called Down, Down Yellow and Brown asked Lucy.</p>	<p>Laurie said Melinda let's play after school.</p>	<p>Jenel reported I have not seen the scene from play To Be or Not To Be.</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Sequencing and Independent Reading
<b>Focus:</b>	Sequencing, Clarifying, Punctuating Quotes

**Materials:**

Activities at the end of the lesson plan (Sequencing and Direct Quotes)

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Independent Timed Reading:** Have students work in pairs and use a three minute egg timer or look at the clock to keep time. As the first student begins to read the passage, the partner either turns over the egg timer or begins watching the clock. At the end of 2 minutes (if students are watching a clock, or three minutes is using the egg timer, the partner calls "Stop" and the number of words are counted. Process is repeated for the other students. Students record the number of words read on their reading chart.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

Students played this game yesterday. Ask them to share the strategies they learned for playing the game easily. Have them share the tips with one another. Have students participate today but with a different partner.

### Sequencing

#### Directions:

1. Read through the cards and discuss the completion of each sentence. Blue cards are the sentence beginnings, yellow, the sentence ends.
2. Mix the cards up and place face down in a grid pattern (like Concentration).
3. Player one turns up one card and looks for a match in the second card.
4. If the cards match, the player keeps the cards. If not play resumes with the next player.
5. Continue until all cards are matched.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text.)

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

### Activity

#### Clarifying:

**Silly Questions:** Partner students to create silly questions from the interesting words that they have selected. Ask students to join two words, in other words make a silly question or sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall, bat, cave, and bridge, a silly sentence/question would be, "Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?"

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Punctuating Direct Quotes</b> See above</p> <p><b>Punctuating Direct Quotes</b> <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Direct Quotation cards, and a white board and crayon.</li> <li>3. Student #1 draws a card and writes the statement or question on the white board correctly.</li> <li>4. If Student #1 is successful, then Student #2 takes his/her turn.</li> <li>5. Game is over when all cards have been used.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have an understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today.</p> <p><b>I:</b> Interpret that activity to your own experience and your own school work.</p> <p><b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p><b>A:</b> Make a commitment to apply the learning within the next 48 hours.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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Sequencing—Part #1 (Select color for these cards)

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If the tennis game is canceled...	If you put the red shirt in with the white sheets...	If debts are paid promptly...	If a horse breaks its leg...
If the strange dog bites you...	If Mrs. Jones call for me...	If there is a storm from the east...	If there is a heavy snowfall during the winter...
If the book isn't on the shelf...	If you have a bug bite...	If you get the wrong number...	If there is an electrical storm tonight...
If there are no objections...	If there is a fire in a skyscraper...	If a person is injured...	If the only lights that go out are in the kitchen...
If I can't keep the hair out of my eyes...	If a dollar is worth 100 pennies...	If you pay in advance for your theater seats...	

**Sequencing—Part #2 (select different color for these cards)**

...sew it around the edge.	...it should help cut down on your dentistry bills.	...it's best not to scratch it.	...check the circuit breakers.
...you must report it to the rabies control center.	...its runoff may cause rivers to overflow.	...do not use the elevator.	...I'm going to tie it back.
...your bedclothes will turn pink.	...the rain will seep through our east window.	...it's best not to talk on the telephone.	...a person established good credit.
...ask the librarian if it is check out to someone else.	...tell her I will return soon.	...dial information.	...you will be healthier.
...it is best not to move him until medical help arrives.	...there is a fifteen percent reduction.	...it usually is destroyed.	...five dollars equal 500 pennies.
...you will have to write the report by hand at the table.	...we will continue.	...I will have to reschedule it.	

### Direct Quotes

<p>Wow! This is gorgeous Joe said</p>	<p>Maria said I can't see anything yet</p>	<p>Do you have any extra water Joe asked</p>
<p>Maria said Yes it is in my backpack</p>	<p>Good It's going to be a cold day Joe said</p>	<p>After a long walk Maria said I see the trail ahead Stop</p>
<p>Why did you do that Joe asked</p>	<p>I think I saw a bear up ahead Maria answered. YIKES! It's coming this way</p>	<p>Climb he yelled as he started up the closest tree.</p>
<p>Mr. Jones asked Lydia Are you going to the park?</p>	<p>Mom asked Please read me the poem Who Has Seen the Wind?</p>	<p>The Magic School Bus is one of my favorite T.V. Shows said Lily.</p>
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### Consult 4 Kids Lesson Plans

<p>Maria remarked It's very cold today</p>	<p>Roy announced My report is titled Inside the Super Network</p>	<p>Let's get together this afternoon said Mona</p>
<p>Have you read the poem called Down, Down Yellow and Brown asked Lucy.</p>	<p>Laurie said Melinda let's play after school.</p>	<p>Jenel reported I have not seen the scene from play To Be or Not To Be.</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Find The Evidence and Fluency
<b>Focus:</b>	Fluency, Synonyms, Predicting

### Materials:

Fluency passages or students current reading  
 White boards, pens or crayons  
 Conventions activity at end of lesson plan  
 Chart paper

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?  
 What is the importance of asking questions to strengthen your understanding of what you have read?  
 Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:  
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 Check with the school day to see if the textbook has these passages (most do).  
 Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Fluency Test**—Read 1 minute count number of words read. Record the total on a personal chart. A suggestion would be to have a stamp or chart on the front of the student’s vocabulary notebook and have them write the total words read on the chart.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Synonyms

Together, brainstorm words that mean the same thing as the word big. Share with students that words which mean the same or about the same are called synonyms. Make it your goal to come up with at least 10 words that mean the same as “big”.

large, giant, huge, outsized, bulky, colossal, enormous, massive, gargantuan, mammoth (a word like grande could also be used).

Once students have made a list, ask them to work in pairs or trios to order the words from big to the word that means the most big, placing all of the words in between. When making this chart, put the word big at the bottom and the word that represents the “biggest” is on the top.

Once this is done, have them select 3 words from the list and draw a picture that will represent that word.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text.

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you’ve read—not retelling detail by detail).

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### Activity

#### Predicting

**Find the Evidence:** On chart paper, write these two heading: Predictions and Evidence. Use a different colored marker for each column. List several predications. As you begin to read the material, ask students to look for evidence of their predictions. For example, if the prediction is, “There is a sad and lonely duck,” the evidence might be, “The duck always walked alone.”

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Simple and Compound Sentences (Activity at end of lesson plan)</b></p> <p>The purpose of the activity is to practice identifying simple and compound sentences. Simple sentences have a subject and a predicate. <b>Example:</b> The brown dog ran quickly down the street. Compound sentences are two simple sentences put together by the connecting words like and. <b>Example:</b> The dog ran down the street and he stopped at the corner to wait for the light.</p> <p><b><u>Directions:</u></b></p> <ol style="list-style-type: none"> <li>1. Read each sentence.</li> <li>2. Decide if it is simple, compound, or complex.</li> <li>3. Sort the sentences to the appropriate column.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have an understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today.</p> <p><b>I:</b> Interpret that activity to your own experience and your own school work.</p> <p><b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p><b>A:</b> Make a commitment to apply the learning within the next 48 hours.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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# Simple and Compound Sentences

**Simple Sentences**

**Compound Sentences**



## Consult 4 Kids Lesson Plans

I went to the store.

I went to the store but I did not buy anything.

The dog dug a hole in the yard.

The dog dug a hole and he chased the mailman.

John said that his brother was outside on his bike.

John rode his bike and he helped his neighbor rake leaves.

I did my homework first.

I did my homework first and I played video games with my friend.

I cleaned up my bedroom.

I cleaned up my bedroom but I did not clean up the yard.

We saw the Grand Canyon on our vacation.

We saw the Grand Canyon and we saw Yellowstone Park.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	I Wonder and Paired Reading
<b>Focus:</b>	Synonyms, Fluency, Sentence Types

**Materials:**

Activity at end of lesson plan  
 White Boards, crayons and/or pens  
 Chart paper

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?  
 What is the importance of asking questions to strengthen your understanding of what you have read?  
 Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:  
[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).  
 Check with the school day to see if the textbook has these passages (most do).  
 Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>6. Celebrate success.</p> <p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Paired Readings:</b> Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch rolls. Complete this process three times.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Antonyms</b></p> <p>Yesterday and the day before you made charts for all of the words that you could think of that mean the same or nearly the same as "big" and "little". Today, put the list with the "big" synonyms on top and the list with the "little" synonyms on the bottom. You now have a continuum of words from the smallest of small to the biggest of big.</p> <p>Have students read through the words and quiz each other on the opposites of each word.</p> <p>When you have completed this have each pair of students use three different words in a sentence.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b></p> <p><b>I Wonder:</b> Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare was making fun of me? I wonder....</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check</p>

## Consult 4 Kids Lesson Plans

used as a “when homework is finished” activity.

### Simple, Compound and Complex Sentences (attached to this lesson plan)

The purpose of the activity is to practice identifying simple, compound and complex sentences. Simple sentences have a subject and a predicate. **Example:** The brown dog ran quickly down the street. Compound sentences are two simple sentences put together by the connecting words like and. **Example:** The dog ran down the street and he stopped at the corner to wait for the light. Complex sentences are one simple sentence and then a phrase that could not stand alone. **Example:** Even though the dog waited at the corner, he did not know that the light was red.

#### Directions:

1. Read each sentence.
2. Decide if it is simple, compound, or complex.
3. Sort the sentences to the appropriate column.

in with kids to determine if they have an understanding of these key elements.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

3-2-1

- Share 3 things you like about today's lesson.
- Share 2 questions you have that were not answered.
- Share 1 thing that you will use tomorrow that you practiced today.

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Simple, Compound and Complex Sentences

Simple Sentences

Compound Sentences

Complex Sentences

Consult 4 Kids Lesson Plans

I went to the store.
The dog dug a hole in the yard.
John said that his brother was outside on his bike.
I did my homework first.
I cleaned up my bedroom.
We saw the Grand Canyon on our vacation.

I went to the store but I did not buy anything.
The dog dug a hole and he chased the mailman.
John rode his bike and he helped his neighbor rake leaves.
I did my homework first and I played video games with my friend.
I cleaned up my bedroom but I did not clean up the yard.
We saw the Grand Canyon and we saw Yellowstone Park.

If I go to the store, I will not buy anything.
After the dog dug the hole, he chased the mailman.
Even though it was cold outside, John rode his bike.
I did by homework later, after I had eaten dinner with my friend.
After the housekeeper came, the bedroom was clean.
While we were on vacation, we saw Grand Canyon and Yellowstone National Parks.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Figurative Language and Collective Nouns
<b>Focus:</b>	Figurative Language, Clarifying, Collective Nouns

**Materials:**

Activity from yesterday

White boards, crayons and/or pens

Convention activity at end of lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>6. Celebrate success.</p> <p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Modeled Reading:</b> Read the Fluency Passage to the student so she or he can hear fluent reading. Have the student read the passage. If the student gets stuck on a word, read the word and have her or him repeat it. Repeated one-on-one readings will increase speed, accuracy, smoothness and expression. (You can pair more proficient readers with less proficient ones).</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Students played this game yesterday. Review what an idiom is. Discuss strategies for playing the game effectively. Ask students to play with a different partner today.</p> <p><b>Figurative Language</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Place the definition cards face down.</li> <li>2. Player draws a definition card and has 30 seconds to locate the correct idiom.</li> <li>3. If player matches the definition and the idiom correctly, then he/she rolls the die and moves that many spaces.</li> <li>4. If player does not match the definition and the idiom correctly, then he/she loses his/her turn.</li> <li>5. Play continues until one person completes the course.</li> <li>6. Cards may be reshuffled for play to continue.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Charades:</b> Choose a student to act out one of the words from the material. When you say "Action", the student begins to act out the word while everyone else tries to guess the word. After 30 seconds, if the others have not guessed the word, the students should tell the word and write it on the board. During the charade, encourage students to get into the moment using facial and body movements. Repeat several times.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p><b>Collective Nouns</b></p> <p>A collective noun names a group. Groups have members which may be people, animals or</p>	<p>Often, this activity will be centered on a game to provide practice time on key</p>



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things. A collective noun refers to the entire group at one time. The purpose of the activity is to determine which words are collective nouns and to write them on the game board.

### Collective Nouns

#### Directions:

1. Divide students into pairs.
2. Give each pair a Collective Nouns Game Board and Sentence Cards.
3. Game Board goes between the two students. Sentence Cards are shuffled and placed face down next to the game board.
4. Player one reads the sentence card and determines if there is a collective noun in the sentence, and if yes, determines which word is the collective noun.
5. Player then writes the collective noun on the game board.
6. Player 2 then draws a sentence card and repeats the process.
7. Game is over when first player has identified 8 collective nouns.

conventions. Be sure to check in with kids to determine if they have an understanding of these key elements.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### LBNT

Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best.

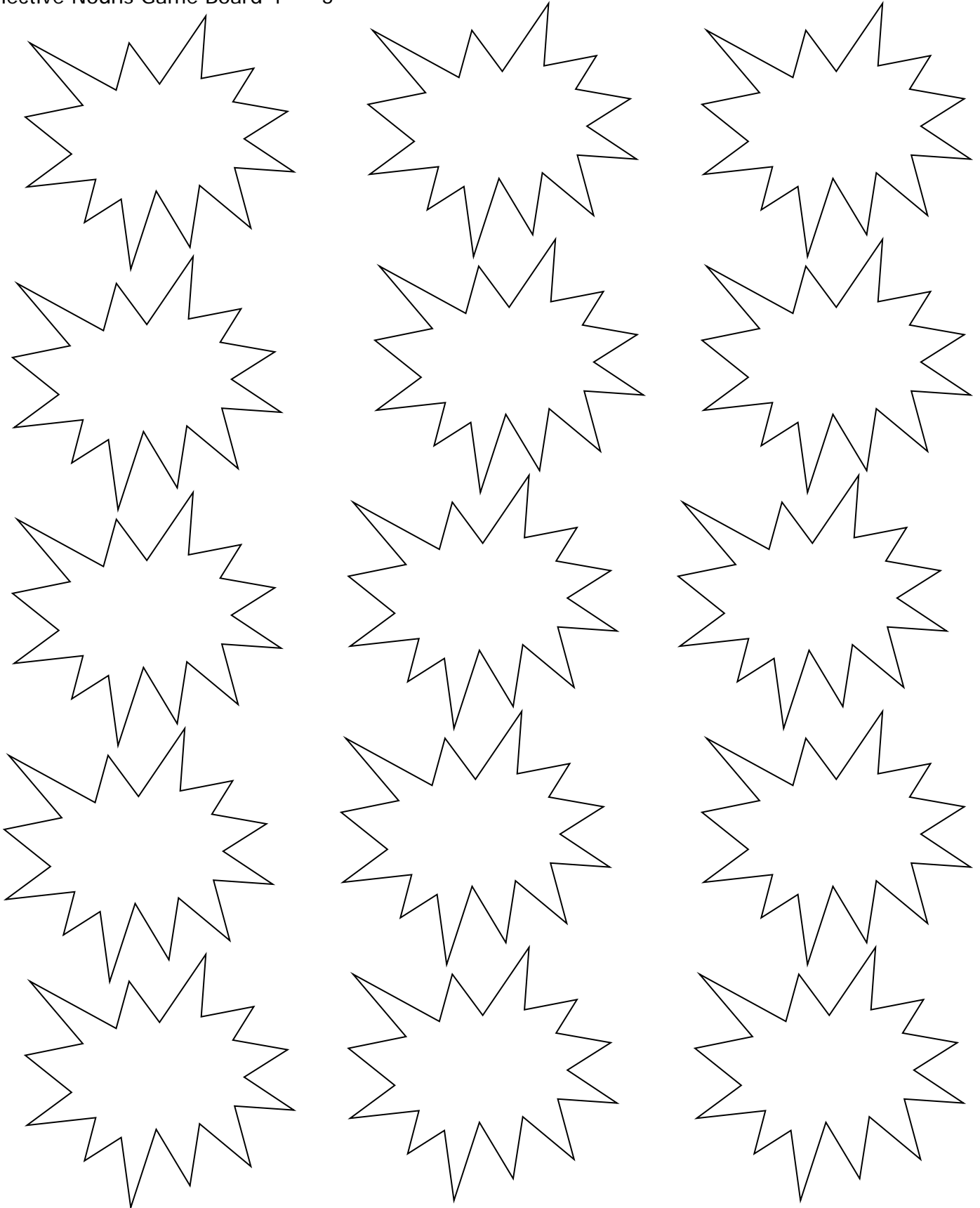
Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Collective Nouns Game Board 4<sup>th</sup> – 5<sup>th</sup>



## Consult 4 Kids Lesson Plans

<p>The army carefully went through the jungle.</p>	<p>The roll of quarters was worth \$10.00.</p>	<p>The band was marching in the parade in their blue and gold uniforms.</p>
<p>The atlas was updated to include three newly formed countries.</p>	<p>The pool of lawyers was waiting to get a case.</p>	<p>The litter of kittens looked just like the mother.</p>
<p>The swarm of bees was buzzing around the roof.</p>	<p>The troop of baboons is a big attraction at the zoo.</p>	<p>The flock of geese was flying south for the winter.</p>
<p>The school of fish could turn immediately and go the other way.</p>	<p>The board of directors for the school was elected.</p>	<p>Mom purchased a bunch of bananas for our lunches.</p>
<p>The cast of the play met us after the final curtain.</p>	<p>The hen's brood was busy following their mother.</p>	<p>The mob of kangaroos could be found in Australia.</p>
<p>The pride of lions is alone on the savannah.</p>	<p>The herd of buffalo is traveling through Wyoming.</p>	<p>We saw a pack of wolves near the campsite.</p>

## Consult 4 Kids Lesson Plans

A cloud of gnats swarmed nearby.

The football team was eager to win the game.

The class will graduate in June.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	10 or Less and All Read
<b>Focus:</b>	Synonyms, Different Types of Sentences, Summarizing

**Materials:**

Activity at end of lesson plan  
 White Boards, pens and/or crayons  
 Chart paper

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?  
 What is the importance of asking questions to strengthen your understanding of what you have read?  
 Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

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#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
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 Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>6. Celebrate success.</p> <p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>All Read:</b> During this activity, all of the students read aloud at the same time. Even if the students are not on the same passage, reading aloud will help them slow down and really practice each word. While students are reading, walk around. Touch a student on the shoulder to indicate that they should begin reading aloud so you can hear them.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Synonyms</b></p> <p>In small groups have students brainstorm words that mean the same thing as the word laugh. Remind students that words which mean the same or about the same are called synonyms. Their goal is to come up with at least 10 words that mean the same as “laugh” chuckle, giggle, tee-hee, smile, guffaw, chortle, snigger, snort, hoot, cackle.</p> <p>Once students have made a list, ask them to work in the group to order the words from laugh to the word that means the most laugh, placing all of the words in between. When making this chart, put the word laugh at the bottom and the word that represents the most “laugh” is on the top.</p> <p>Once this is done, have them select 3 words from the list and draw a picture that will represent that.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b></p> <p><b>10 or Less:</b> Ask students to summarize in ten words or less the material that they have read. They can answer questions like, “what was the best part of what you read? What didn’t you like about what you read? What could make the material better? In what way will this information apply to your life?”</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p>	<p>Often, this activity will be</p>

## Consult 4 Kids Lesson Plans

This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.

### Simple, Compound and Complex Sentences (at end of lesson plan)

Review this game from yesterday. Have students share with you the strategies that they used to get the answers correct. Have students play with a different partner today.

**Directions:**

1. Read each sentence.
2. Decide if it is simple, compound, or complex.
3. Sort the sentences to the appropriate column.

centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have an understanding of these key elements.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**DIGA**

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
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## Simple, Compound and Complex Sentences

Simple Sentences

Compound Sentences

Complex Sentences



Consult 4 Kids Lesson Plans

I went to the store.
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We saw the Grand Canyon on our vacation.

I went to the store but I did not buy anything.
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Double or Nothing and Review
<b>Focus:</b>	Sequencing and Review

**Materials:**

Activities from the past 11 days for students to select from, at the end of lessons 1-10.

### Opening

#### State the objective

The purpose of these lessons are to:

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- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

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4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

**\*Activity → Teachable Moment(s) throughout**

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Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Have students select one of the games that they did during the week to play today. If they would like to do the synonyms and antonyms from most to least and create a synonyms/antonyms chart, consider the following word pairs:</p> <ul style="list-style-type: none"> <li>• loud and quiet</li> <li>• old and young</li> <li>• fast and slow</li> </ul> <p><b>Sequencing</b> <b>Double or Nothing</b></p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Q and S</b></p> <p><b>Question and Connection #2:</b> Ask all students to form a group of 4-5 students. In the group, someone asks a question about what was read and everyone must provide a different answer. Students should provide the answer in a complete sentence.</p> <p>Summarizing:</p> <p>Did you know? In this activity pair students with one another. The first student asks, "Did you know...?" and then adds a piece of information that he/she has learned from the reading. The second student responds either "yes" or "no", and then asks, "Did you know...?" this continues until each student has asked 3-5 questions.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization,</p>	<p>Often, this activity will be centered on a game to provide</p>

## Consult 4 Kids Lesson Plans

<p>punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Today students will have an opportunity to select the game or activity that they participated in this week that they liked the best.</p> <ul style="list-style-type: none"> <li>• Simple and Compound Sentences</li> <li>• Simple, Compound, and Complex Sentences</li> <li>• Double the Consonant</li> <li>• Clipped Words</li> <li>• Punctuating Direct Quotes</li> </ul>	<p>practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today’s ELA activities and list that under the heading: LB or Liked Best. Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	One Minute Predictions and Structural Patterns
<b>Focus:</b>	Vocabulary, Predicting, and Comparative Adjectives

**Materials:**

Chart Paper

Activity at end of lesson plan

White boards, pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Partner Share:</b> Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>A structural pattern is a way of organizing sentences, paragraphs, or entire documents. One structure is compare and contrast. In this structure you would expect to find out how things are alike and how they are different. Another structural pattern is cause and effect. In this pattern there is almost and if—then statement. For example, if it rains, the sidewalk will be wet. The cause is the rain and the effect is a wet sidewalk. A third structural pattern is one that uses order, such as first, second, finally, and so on. In this activity, students will determine which structural pattern the sentence represents.</p> <p><b>Structural Patterns</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Read each sentence.</li> <li>2. Decide if it is an example of compare and contrast, cause and effect, or sequential order.</li> <li>3. Place it in the correct column.</li> <li>4. Be prepared to explain your reasoning.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>One-Minute Predictions:</b> Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p>	<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

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<p style="text-align: center;"><b>Conventions</b></p> <p><b>Comparative Adjectives</b>            An adjective is a word that describes a noun. Example: The <b>gentle</b> breeze blew. The word gentle is an adjective describing the noun breeze. Comparative adjectives compare <b>two</b> things. If the adjective has 3 or more syllables in it, the comparison is made by placing the word “more” in front of the adjective. If the adjective has one or two syllables, the comparison is made by adding the letters <b>-er</b> to the end of the adjective. If the one or two syllable word ends in a “y”, you drop the “y” and add <b>-ier</b>. <b>Examples:</b>  <i>indifferent –more indifferent</i>  <i>old—older</i>  <i>happy—happier</i></p> <p><b>Comparative Adjectives</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Which One—More, -er, or -ier? game board and a set of cards.</li> <li>3. Player 1 draws a word card and places it under the correct heading.</li> <li>4. Player 2 repeats the same.</li> <li>5. Game is over when all cards are placed in the correct category.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today’s ELA activities and list that under the heading: LB or Liked Best            Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>
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## Consult 4 Kids Lesson Plans

Structural Patterns 4<sup>th</sup> – 5<sup>th</sup>

**Compare and  
Contrast**

**Cause and Effect**

**Sequential Order**



## Consult 4 Kids Lesson Plans

<p>I believe that the yellow iris is more beautiful than the purple one.</p>	<p>The California State government is a replica of the United States government.</p>	<p>Unlike her younger brother, she is very tall and thin.</p>
<p>It is safer to go to Sacramento on I-5, but 99 is closer.</p>	<p>Even though people think that basketball is not a contact sport, I can assure you that it is.</p>	<p>VanGough and Monét were both Impressionist painters.</p>
<p>Both Apple and IBM have a growing computer market in China.</p>	<p>The Cartoon Network can be found on Channel 501, but Disney cartoons can be found on channel 503.</p>	<p>Many people in France speak English, but only a handful of Americans speak French.</p>
<p>The directions say to add the water and then add the eggs.</p>	<p>We packed our clothes on Friday, but we left on Saturday morning.</p>	<p>In order for a caterpillar to turn into a butterfly, it must first spin a cocoon or form a chrysalis.</p>
<p>Before she could purchase a new house, she needed to see if the bank would loan her money.</p>	<p>The star hitter will have to wait for his turn to bat, there are three people in front of him.</p>	<p>After she had her sixteenth birthday, her parents bought her a car.</p>
<p>After their trip to Washington, the family was moving to California.</p>	<p>After he fertilized the flower beds, the gardener planted the rose bushes.</p>	<p>First the infant rolled, then crawled, and finally walked.</p>

## Consult 4 Kids Lesson Plans

As a result of purchasing the winning LOTTO ticket, the family bought a new house.

She moved to Alaska because she was tired of living in the hot climate.

He sneezed and blew his nose because he was allergic to the grass.

She earned her college degree so that she could get a job designing clothes.

As a result of 9-11, the security at the airport is very strict.

The driver swerved to miss the cat that had darted out between two cars.

When the vinegar was added to the baking soda, a chemical reaction occurred.

After falling off of the horse three times, the rider refused to get back onto the animal.

She was proud of the trophy she had won for spelling all of the words correctly in the contest.

# Consult 4 Kids Lesson Plans

## Comparative Adjectives 4<sup>th</sup> – 5<sup>th</sup> Grade Game Board

<b>-er</b>	<b>-ier</b>	<b>more</b>

## Consult 4 Kids Lesson Plans

### Comparative Adjective Cards

<b>superficial</b>	<b>dirty</b>	<b>hungry</b>	<b>magical</b>
<b>thirsty</b>	<b>grumpy</b>	<b>natural</b>	<b>virtuous</b>
<b>embarrassed</b>	<b>steep</b>	<b>tall</b>	<b>heavy</b>
<b>large</b>	<b>big</b>	<b>blue</b>	<b>long</b>
<b>old</b>	<b>happy</b>	<b>fast</b>	<b>happy</b>
<b>ugly</b>	<b>bald</b>	<b>rough</b>	<b>white</b>

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<b>healthy</b>	<b>choosy</b>	<b>short</b>	<b>wild</b>
<b>ferocious</b>	<b>chunky</b>	<b>pretty</b>	<b>clear</b>
<b>quiet</b>	<b>brave</b>	<b>unbelievable</b>	<b>protective</b>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Proper Nouns and Fluency
<b>Focus:</b>	Vocabulary, Predicting, and Proper Nouns

**Materials:**

Fluency passages or students current reading  
 White boards, pens or crayons  
 Activities at the end of lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?  
 What is the importance of asking questions to strengthen your understanding of what you have read?  
 Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Fluency Test</b>—Read 1 minute count number of words read. Record the total on a personal chart. A suggestion would be to have a stamp or chart on the front of the student’s vocabulary notebook and have them write the total words read on the chart.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Idioms are expressions that when are taken literally would make no sense at all. For example, “It is raining cats and dogs” doesn’t really mean that cats and dogs are falling from the sky, but it does mean that the rain is coming down really hard and really fast. When someone uses an idiom that you do not understand, it is very difficult to get the point of what they are saying. In this activity, students will match the idiom with the meaning.</p> <p><b>Figurative Language</b> <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Place the definition cards face down.</li> <li>2. Player draws a definition card and has 30 seconds to locate the correct idiom.</li> <li>3. If player matches the definition and the idiom correctly, then he/she rolls the die and moves that many spaces.</li> <li>4. If player does not match the definition and the idiom correctly, then he/she loses his/her turn.</li> <li>5. Play continues until one person completes the course.</li> <li>6. Cards may be reshuffled for play to continue.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>Find the Evidence:</b> On chart paper, write these two heading: Predictions and Evidence. Use a different colored marker for each column. List several predications. As you begin to read the material, ask students to look for evidence of their predictions. For example, if the prediction is, “There is a sad and lonely duck,” the evidence might be, “The duck always walked alone.”</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Conventions</b></p> <p><b>Proper Nouns</b> A proper noun is the name of a particular person, place or thing. Proper nouns begin with a capital letter (just like a person's name). In this activity you will review a number of nouns, some of them will be proper nouns and some will be common nouns. To make it interesting, all words will begin with a capital letter like they would at the beginning of a sentence.</p> <p><b>Proper Nouns</b> <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a game board and a deck of Noun Cards.</li> <li>3. Place game board in between the players.</li> <li>4. Player one draws the top card and determines whether the word is a common noun or a proper noun and then places the word in the correct column.</li> <li>5. Player 2 repeats the process.</li> <li>6. Game is over when all cards have been categorized correctly.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today.</p> <p><b>I:</b> Interpret that activity to your own experience and your own school work.</p> <p><b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p><b>A:</b> Make a commitment to apply the learning within the next 48 hours.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>
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<b>catch a cold</b>	<b>circular file</b>	<b>see eye to eye</b>	<b>afraid of his own shadow</b>
<b>cost an arm and a leg</b>	<b>backseat driver</b>	<b>clear the air</b>	<b>got cold feet</b>
<b>come clean</b>	<b>crack a book</b>	<b>dead to the world</b>	<b>turned a deaf ear</b>
<b>down in the dumps</b>	<b>eyes popped out</b>	<b>lost her marbles</b>	<b>burn his bridges</b>
<b>forever and a day</b>	<b>know the ropes</b>	<b>out of the woods</b>	<b>green thumb</b>

## Consult 4 Kids Lesson Plans

<b>become ill with a cold</b>	<b>trash can</b>	<b>agree</b>	<b>too frightened to act</b>
<b>expensive</b>	<b>bossy</b>	<b>back out, will not do</b>	<b>tell the truth</b>
<b>study</b>	<b>asleep</b>	<b>won't listen to</b>	<b>depressed</b>
<b>surprised</b>	<b>crazy, not making sense</b>	<b>sever ties with</b>	<b>always</b>
<b>understand what to do</b>	<b>will be okay</b>	<b>great gardener</b>	<b>talk about the problem</b>

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Proper Nouns-4<sup>th</sup> – 5<sup>th</sup>

<b>Common Noun</b>	<b>Proper Noun</b>

Proper Nouns 4<sup>th</sup> – 5<sup>th</sup>

## Consult 4 Kids Lesson Plans

<b>boy</b>	<b>store</b>	<b>milk</b>
<b>uncle</b>	<b>cafeteria</b>	<b>neighbor</b>
<b>desert</b>	<b>summer</b>	<b>boy</b>
<b>car</b>	<b>designer</b>	<b>family</b>
<b>restaurant</b>	<b>appliances</b>	<b>manufacturer</b>
<b>school</b>	<b>principal</b>	<b>truck</b>
<b>brothers</b>	<b>skateboards</b>	<b>park</b>
<b>recipe</b>	<b>event</b>	<b>volcano</b>
<b>Brandon</b>	<b>Ronald Reagan Library</b>	<b>Corvette</b>
<b>Southwest Air</b>	<b>Mr. Smith</b>	<b>Mrs. Franks</b>
<b>Delano</b>	<b>Massachusetts</b>	<b>McDonalds</b>
<b>Hunger Games</b>	<b>Van Gogh</b>	<b>Emerson High</b>
<b>Legos</b>	<b>Felix</b>	<b>Nike</b>
<b>Brazil</b>	<b>WalMart</b>	<b>Lord of the Rings</b>
<b>Griffith Park</b>	<b>Center Street</b>	<b>Chess</b>

## Consult 4 Kids Lesson Plans

<p>Dr. Martin</p>	<p>Angelina Jolie</p>	<p>President Obama</p>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	I Wonder and Main Idea
<b>Focus:</b>	Vocabulary, Questioning, and Possessive Nouns

**Materials:**

Activity at end of lesson plan  
 White Boards, crayons and/or pens  
 Chart paper

### Opening

#### State the objective

The purpose of these lessons are to:

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2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Paired Readings:</b> Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch rolls. Complete this process three times.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>The main idea lets us know the topic of what we are talking about. Usually there is one main idea and then there are 3-4 statements that back that statement up. In this activity, the student will read the paragraph and then try to capture the main idea in as few words as possible. For example, the main idea of the 3 bears is intruder eats, breaks, sleeps—captured—this would be a total of 5 words. In this game I would get to move 1 space.</p> <p><b>Main Idea</b> <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Draw a card.</li> <li>2. Read the sentence on the card.</li> <li>3. Summarize the main idea of the sentence.</li> <li>4. Score according to the rules in the center of the game board.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b></p> <p><b>I Wonder:</b> Have the students read the information with a partner. Students should then ask themselves the question, “I wonder what I would do if this happened to me?” For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare was making fun of me? I wonder....</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<b>Conventions</b>	Often, this activity will be



## Consult 4 Kids Lesson Plans

### Possessive Nouns

A possessive noun shows ownership. The noun can be a common or a proper noun. The ownership is demonstrated by the use of an apostrophe and an “s” unless the noun ends in the letter “s”. If the noun ends in an “s”, then you only add an apostrophe. Example: beach’s sand; Tess’ sand

### Possessive Nouns

#### Directions:

1. Divide students into pairs.
2. Give each pair a game board with possessive and non-possessive common and proper noun and a deck of sentence cards.
3. Player 1 draws a sentence card, reads it aloud, and selects the correct noun to complete the sentence, covering the choice.
4. Player 2 repeats the process.
5. Game is over when all of the nouns are covered.

centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### 3-2-1

- Share 3 things you like about today’s lesson.
- Share 2 questions you have that were not answered.
- Share 1 thing that you will use tomorrow that you practiced today.

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

# Consult 4 Kids Lesson Plans

Main Idea 4<sup>th</sup> – 5<sup>th</sup>

	<p style="text-align: center;"><b>Main Idea</b> Read each sentence. Main idea in 1-2 words: 3 spaces Main idea in 3-4 words: 2 spaces Main idea in 5-6 words: 1 space</p>							
<p>Start →</p>								

## Consult 4 Kids Lesson Plans

<p>The United Kingdom is made up of England, Wales, Scotland, and Northern Ireland, and is ruled by Queen Elizabeth II.</p>	<p>On January 28, 1986, the space shuttle Challenger exploded 73 seconds after lift-off, killing all seven crew members.</p>	<p>In 1867, the United States bought Alaska from Russia for \$7.2 million.</p>	<p>George Washington was chosen to be the first President of the United States after leading the colonists in their war against the British.</p>
<p>In June of 1924, Congress approved a law making all Indians citizens of the United States.</p>	<p>During the Civil War, many slaves escaped to the North through the Underground Railway, a series of safe houses in which slaves were hidden.</p>	<p>California was one of the first areas west of Mississippi to be settled because it could be reached by water and because of its gold.</p>	<p>Arizona and New Mexico were once grouped together as the Territory of New Mexico.</p>
<p>Coronado and his men explored the southwestern United States when they were looking for the seven cities of gold.</p>	<p>Marco Polo was one of the first Europeans to visit China and returned to Europe with strange spices and exciting stories.</p>	<p>Andrew Jackson, nicknamed, "Old Hickory", led men at the Battle of New Orleans before becoming President of the United States.</p>	<p>The inventor of the telephone, Alexander Graham Bell, was born in Scotland.</p>
<p>Born in New Orleans, the great jazz musician Louis Armstrong was called "Satchmo."</p>	<p>Juan Peron's wife, Eva, was such an interesting and powerful person in Argentina that books and plays have been written about her.</p>	<p>The first skyscraper, the Home Insurance Company building, was only 10 stories high.</p>	<p>The Vatican in Rome is a group of buildings in which the pope of the Catholic church lives.</p>
<p>The amphitheater called the Coliseum of Rome seated over 40,000 people who came to watch the gladiators fight.</p>	<p>While China, with 1,221,000,000 people, had the largest population in 1997, it is expected that by the year 2100, India will have the greatest number of people—1,631,800,000.</p>	<p>Cuba, the largest island in the West Indies, lies only 90 miles south of Florida and is ruled by the communist leader, Fidel Castro.</p>	<p>Botswana, like Arizona, is mostly desert or near-desert, but this African country is twice the size of Arizona and has only about one-third of the population of Arizona.</p>

# Consult 4 Kids Lesson Plans

## Possessive Nouns 4<sup>th</sup> – 5<sup>th</sup> Game Board

**bank's**

**Buckingham  
Castle**

**shoes**

**ABC  
Television**

**Greyhound  
Busses**

**Huntington  
Beach**

**fox's**

**bosses**

**watch's**

**pillow's**

**Bob's**

**Gus'**

**Emily's**

**bowls**

**Ralph's**

**pencil's**

**anchors**

**desks**

**Tess'**

**song**

### Consult 4 Kids Lesson Plans

_____ mother was baking Tess a birthday cake.	The _____ den was hard to see without binoculars.	_____ television was the biggest I had ever seen.
_____ last name is Jones.	The _____ lead is very brittle and breaks easily.	_____ car is a red Corvette.
The _____ face was bright red with black numbers.	The _____ cover is made out of silk to protect her hair.	_____ business card states that he sells insurance.
The _____ sign states that interest rates are low.	The _____ are in the water to hold the boats still.	_____ can only be visited in London.
_____ is a great place to play volleyball.	His _____ no longer fit his foot had grown so much.	The _____ of cereal were eaten before the pancakes.
The _____ can be seen traveling up and down the highway.	That _____ is his very favorite tune.	_____ broadcasts on Channel 7.
The _____ are not going to lay down the bricks.	The _____ are in a straight row.	

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Main Idea and Irregular Verbs
<b>Focus:</b>	Vocabulary, Summarizing, and Irregular Verbs

**Materials:**

Activity at end of lesson plan  
 White Boards, pens and/or crayons  
 Main Idea game from yesterday

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?  
 What is the importance of asking questions to strengthen your understanding of what you have read?  
 Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

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Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>All Read:</b> During this activity, all of the students read aloud at the same time. Even if the students are not on the same passage, reading aloud will help them slow down and really practice each word. While students are reading, walk around. Touch a student on the shoulder to indicate that they should begin reading aloud so you can hear them.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Students played this game yesterday. Review what the main idea is. Discuss strategies for playing the game effectively. Ask students to play with a different partner today.</p> <p><b>Main Idea</b> <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Draw a card.</li> <li>2. Read the sentence on the card.</li> <li>3. Summarize the main idea of the sentence.</li> <li>4. Score according to the rules in the center of the game board.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b></p> <p><b>10 or Less:</b> Ask students to summarize in ten words or less the material that they have read. They can answer questions like, “what was the best part of what you read? What didn’t you like about what you read? What could make the material better? In what way will this information apply to your life?”</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p><b>Irregular Verbs</b></p> <p>A verb is a word that shows action or a state of being. In most verbs, the past tense (showing that the action took place in the past) is made by adding <b>-ed</b> to the end of the verb. Example: finish—finished.</p> <p>In an irregular verb, the past tense is created by changing the form of the word, or in some</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and</p>

## Consult 4 Kids Lesson Plans

<p>cases the word stays exactly the same and the context determines how the word is viewed</p> <p><b>Examples:</b> I read the book now. I read the book yesterday. I catch the ball now. I caught the ball yesterday.</p> <p><b>Irregular Verbs</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide the students into pairs.</li> <li>2. Give each pair a set of Irregular Verb cards.</li> <li>3. Students make a grid 4 x 4 of cards face down.</li> <li>4. Player one turns two cards over. If they match (present and past tense of the same verb) player takes the cards and replaces with remaining cards in the deck. If they do not match, player turns the cards face down again.</li> <li>5. Player two repeats until all cards are paired.</li> </ol>	<p>understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today</p> <p><b>I:</b> Interpret that activity to your own experience and your own school work</p> <p><b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life</p> <p><b>A:</b> Make a commitment to apply the learning within the next 48 hours.</p>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>



## Consult 4 Kids Lesson Plans

### Irregular Verbs 4<sup>th</sup> – 5<sup>th</sup> Grade

<b>catch</b>	<b>caught</b>	<b>teach</b>	<b>taught</b>
<b>drink</b>	<b>drank</b>	<b>build</b>	<b>built</b>
<b>freeze</b>	<b>froze</b>	<b>get</b>	<b>got</b>
<b>hide</b>	<b>hid</b>	<b>write</b>	<b>wrote</b>

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<b>sing</b>	<b>sang</b>	<b>keep</b>	<b>kept</b>
<b>eat</b>	<b>ate</b>	<b>set</b>	<b>sat</b>
<b>think</b>	<b>thought</b>	<b>sell</b>	<b>sold</b>
<b>slide</b>	<b>slid</b>	<b>speak</b>	<b>spoke</b>

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<b>shut</b>	<b>shut</b>	<b>say</b>	<b>said</b>
<b>sit</b>	<b>sat</b>	<b>buy</b>	<b>bought</b>
<b>drive</b>	<b>drove</b>	<b>go</b>	<b>went</b>
<b>give</b>	<b>gave</b>	<b>leave</b>	<b>left</b>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	
<b>Focus:</b>	Vocabulary, Clarifying, and Collective Nouns

**Materials:**

Figurative Language Activity from yesterday

White boards, crayons and/or pens

Convention activity at end of lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

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Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Modeled Reading:</b> Read the Fluency Passage to the student so she or he can hear fluent reading. Have the student read the passage. If the student gets stuck on a word, read the word and have her or him repeat it. Repeated one-on-one readings will increase speed, accuracy, smoothness and expression. (You can pair more proficient readers with less proficient ones).</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Students played this game yesterday. Review what an idiom is. Discuss strategies for playing the game effectively. Ask students to play with a different partner today.</p> <p><b>Figurative Language</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Place the definition cards face down.</li> <li>2. Player draws a definition card and has 30 seconds to locate the correct idiom.</li> <li>3. If player matches the definition and the idiom correctly, then he/she rolls the die and moves that many spaces.</li> <li>4. If player does not match the definition and the idiom correctly, then he/she loses his/her turn.</li> <li>5. Play continues until one person completes the course.</li> <li>6. Cards may be reshuffled for play to continue.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Charades:</b> Choose a student to act out one of the words from the material. When you say “Action”, the student begins to act out the word while everyone else tries to guess the word. After 30 seconds, if the others have not guessed the word, the students should tell the word and write it on the board. During the charade, encourage students to get into the moment using facial and body movements. Repeat several times.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p><b>Collective Nouns</b></p>	<p>Often, this activity will be centered on a game to</p>

## Consult 4 Kids Lesson Plans

A collective noun names a group. Groups have members which may be people, animals or things. A collective noun refers to the entire group at one time. The purpose of the activity is to determine which words are collective nouns and to write them on the game board.

### Collective Nouns

#### Directions:

1. Divide students into pairs.
2. Give each pair a Collective Nouns Game Board and Sentence Cards.
3. Game Board goes between the two students, Sentence Cards are shuffled and placed face down next to the game board.
4. Player one reads the sentence card and determines if there is a collective noun in the sentence, and if yes, determines which word is the collective noun.
5. Player then writes the collective noun on the game board.
6. Player 2 then draws a sentence card and repeats the process.
7. Game is over when first player has identified 8 collective nouns.

provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

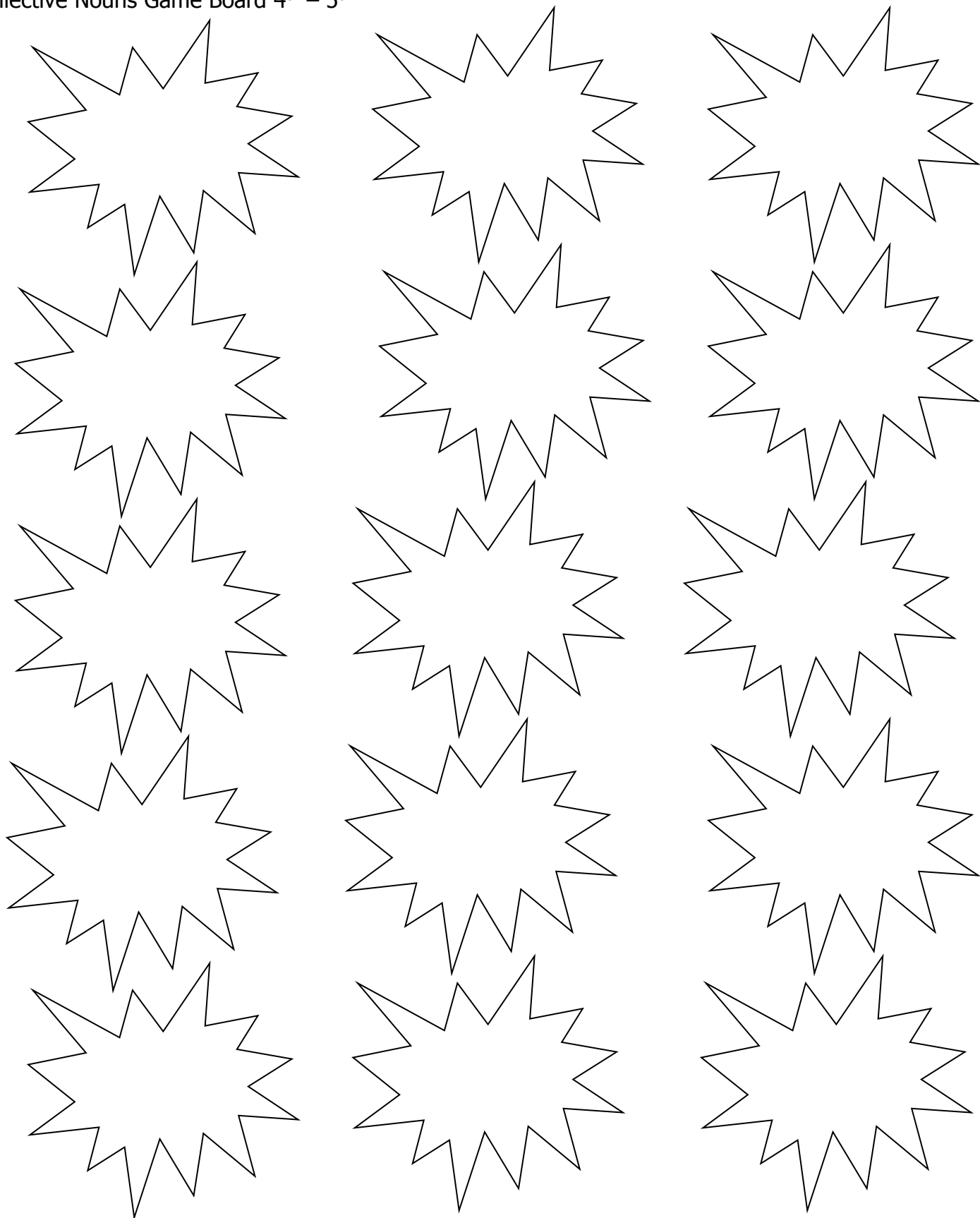
#### LBNT

Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best  
Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
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Collective Nouns Game Board 4<sup>th</sup> – 5<sup>th</sup>



### Consult 4 Kids Lesson Plans

<p>The army carefully went through the jungle.</p>	<p>The roll of quarters was worth \$10.00.</p>	<p>The band was marching in the parade in their blue and gold uniforms.</p>
<p>The atlas was updated to include three newly formed countries.</p>	<p>The pool of lawyers was waiting to get a case.</p>	<p>The litter of kittens looked just like the mother.</p>
<p>The swarm of bees was buzzing around the roof.</p>	<p>The troop of baboons is a big attraction at the zoo.</p>	<p>The flock of geese was flying south for the winter.</p>
<p>The school of fish could turn immediately and go the other way.</p>	<p>The board of directors for the school was elected.</p>	<p>Mom purchased a bunch of bananas for our lunches.</p>
<p>The cast of the play met us after the final curtain.</p>	<p>The hen's brood was busy following their mother.</p>	<p>The mob of kangaroos could be found in Australia.</p>
<p>The pride of lions is alone on the savannah.</p>	<p>The herd of buffalo is traveling through Wyoming.</p>	<p>We saw a pack of wolves near the campsite.</p>



### Consult 4 Kids Lesson Plans

<p>A cloud of gnats swarmed nearby.</p>	<p>The football team was eager to win the game.</p>	<p>The class will graduate in June.</p>
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## Consult 4 Kids Lesson Plans

<b>Components:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Silly Questions and Word Origins
<b>Focus:</b>	Word Origins, Clarifying, Conventions

**Materials:**

Activities at the end of the lesson plan  
 Word Origins from yesterday

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

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### Content (the “Meat”)

#### Fluency

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1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p><b>Fluency Activity of the Day</b></p> <p><b>Independent Timed Reading:</b> Have students work in pairs and use a three minute egg timer or look at the clock to keep time. As the first student begins to read the passage, the partner either turns over the egg timer or begins watching the clock. At the end of 2 minutes (if students are watching a clock, or three minutes is using the egg timer, the partner calls “Stop” and the number of words are counted. Process is repeated for the other students. Students record the number of words read on their reading chart.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Students played this game yesterday. Review word origins with students. Discuss strategies for playing the game effectively. Ask students to play with a different partner today.</p> <p><b>Word Origins</b> <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Place the cards face down in a 4 by 4 grid.</li> <li>2. First player turns over 2 cards, if they match, then the player takes the two cards.</li> <li>3. Player 2 takes his/her turn.</li> <li>4. Game is over when all pairs have been collected.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b> <b>Silly Questions:</b> Partner students to create silly questions from the interesting words that they have selected. Ask students to join two words, in other words make a silly question or sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall, bat, cave, and bridge, a silly sentence/question would be, “Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?”</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Superlative Adverbs</b></p> <p>Superlative adverbs compare <b>more than two</b> things. If the adverb has 3 or more syllables in it or ends in the letters “ly” the comparison is made by placing the word “most” in front of the adverb. If the adverb has one or two syllables and does not end in “ly”, the comparison is made by adding the letters <b>-er</b> to the end of the adverb. If the adverb ends in only “y”, drop the “y” and add <b>-ier</b></p> <p><b>Examples:</b>  <i>high - highest</i>  <i>loudly – most loudly</i></p> <p><b>Superlative Adverbs</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Game Board and a die.</li> <li>3. Player 1 rolls the die. If the number is even, the player selects an adverb that would be made superlative by adding “est” to the end of the word. If the die is odd, player selects an adverb that is made superlative by placing the words “most” in front of the adverb.</li> <li>4. Player 2 completes the process.</li> <li>5. Game is over when all words are covered.</li> <li>1. Winner is determined by the player who has the most markers.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today.</p> <p><b>I:</b> Interpret that activity to your own experience and your own school work.</p> <p><b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p><b>A:</b> Make a commitment to apply the learning within the next 48 hours.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one</li> </ol>
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## Consult 4 Kids Lesson Plans

particular way which was new to them. (Tweak)

4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Superlative Adverbs 4<sup>th</sup> – 5<sup>th</sup> Game Board

happily

carefully

slow

quick

helpless

awkward

delicately

slowly

yucky

sadly

sweet

sour

late

frantically

delicious

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Word Origins and Three Words
<b>Focus:</b>	Vocabulary, Predicting, Comparative Adjectives

<p><b>Materials:</b></p> <p>Activities at end of lesson plan</p> <p>White board and pen/crayon</p>
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### Opening

<p><b>State the objective</b></p>
<p>The purpose of these lessons are to:</p> <ul style="list-style-type: none"> <li>• Improve fluency (the ability to read smoothly).</li> <li>• Increase vocabulary (both academic and other words).</li> <li>• Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).</li> <li>• Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.</li> </ul>

<p><b>Gain prior knowledge by asking students the following questions</b></p>
<p>What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?</p> <p>What is the importance of asking questions to strengthen your understanding of what you have read?</p> <p>Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?</p>

### Content (the “Meat”)

<p><b>Fluency</b></p>	<p><b>*Activity → Teachable Moment(s) throughout</b></p>
<p>Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.</p> <p><b>Repeated Reading Process</b></p> <ol style="list-style-type: none"> <li>1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.</li> <li>2. Have students read for 1 minute and count the number of words read in the minute.</li> <li>3. Record the number of words read on a chart.</li> <li>4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.</li> <li>5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.</li> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol>	<p>Repeated Reading passages can be found at:  <a href="http://www.readinga-z.com">www.readinga-z.com</a> (This is a subscription fee site).            Check with the school day to see if the textbook has these passages (most do).            Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).</p>

## Consult 4 Kids Lesson Plans

<p><b>Fluency Activity of the Day</b></p> <p><b>Musical Shares:</b> Have students stand up and walk around reading the passage that they are working on until the music stops. Students should pair up and read the next 2 sentences to the partner they find. Repeat as students practice</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Sometimes words are coined or made out of several words combined together. For example, the word smog is used to describe air that is both gray/brown in color and often has an unpleasant smell. Smog is a word that is a combination of the two words smoke and fog. Sometimes these combined words are created just for fun. For example, brunch is a word that combines breakfast and lunch and is commonly accepted and used. The word that combines lunch and dinner, “linner” is one that is used just for fun.</p> <p><b>Word Origins</b> <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Look at each word in column 1.</li> <li>2. Look in column 2 for the two words that were combined to make the word in column 1.</li> <li>3. Write the two words on the line in column 3.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>Three Words:</b> share with students the topic for the day. Ask students to think about what they think will be shared in the materials that they will read. Ask a student to read the title of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>



## Consult 4 Kids Lesson Plans

<p>The students will then work in pairs and using those three words will write a description of what they believe the story will be about.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Comparative Adverbs</b>          Comparative adverbs compare <b>two</b> things. If the adverb has 3 or more syllables in it or ends in the letters “ly” the comparison is made by placing the word “more” in front of the adverb. If the adverb has one or two syllables and does not end in “ly”, the comparison is made by adding the letters <b>-er</b> to the end of the adverb. If the adverb ends in only “y”, drop the “y” and add <b>-ier</b></p> <p><b>Examples:</b>  <i>high - higher</i>  <i>loudly – more loudly</i></p> <p><b>Comparative Adverbs</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Game Board and a die.</li> <li>3. Player 1 rolls the die. If the number is even, the player selects an adverb that would be made comparative by adding er to the end of the word. If the die is odd, player selects and adverb that is made comparative by placing the words “more” in front of the adverb.</li> <li>4. Player 2 completes the process.</li> <li>5. Game is over when all words are covered.</li> <li>6. Winner is determined by the player who has the most markers.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>

<b>Debrief</b>
<p><b>3-2-1</b></p> <ul style="list-style-type: none"> <li>• Share 3 things you like about today’s lesson.</li> <li>• Share 2 questions you have that were not answered.</li> <li>• Share 1 thing that you will use tomorrow that you practiced today.</li> </ul>

## Consult 4 Kids Lesson Plans

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

### Word Origins

smog

motor + hotel

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squiggle

smoke + fog

---

smash

twist + whirl

---

telethon

gleam + shimmer

---

motorcade

smack + mash

---

twirl

squirm + wiggle

---

moped

motor + pedal

---

motel

television + marathon

---

chortle

motor + cavalcade

---

motocross

splash + splatter

---

glimmer

motor + cross country

---

autobus

automobile + omnibus

---

splatter

chuckle + snort

---

## Consult 4 Kids Lesson Plans

Comparative Adverbs 4<sup>th</sup> – 5<sup>th</sup> Grade**fast****loudly****gracefully****sweet****slowly****softly****hard****rough****quietly****beautifully****jumpy****high****sloppily****happy****rapidly**

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Superlative Adjectives and Patterns
<b>Focus:</b>	Vocabulary, Clarifying, and Superlative Adjectives

**Materials:**

Activity from yesterday—Structural Analysis

White board, pens and/or crayons

Activity at end of lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Speed Reading:</b> Have students form a circle. Number them of, 1, 2, 1, 2, 1, 2 and so forth. Having the students stay in the circle, have the twos move to stand in front of the person who said “1” on his/her left. Give each student an opportunity to read aloud to his/her partner for 1 minute. Have one of the circles move and repeat the process. Have the other circle move and repeat for the third time.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Students played this game yesterday. Review structural patterns with the students. Discuss strategies for playing the game effectively. Ask students to play with a different partner today.</p> <p><b>Structural Patterns</b></p> <p><b><u>Directions:</u></b></p> <ol style="list-style-type: none"> <li>1. Read each sentence.</li> <li>2. Decide if it is an example of compare and contrast, cause and effect, or sequential order.</li> <li>3. Place it in the correct column.</li> <li>4. Be prepared to explain your reasoning.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Individual Show-Off:</b> Before class, use several of the interesting words in a sentence in the same way that is used in the material. Write the sentences on a sentence strip. Students choose a sentence from the container. The student acts out the word as it is used</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p>in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Superlative Adjectives</b></p> <p>A superlative adjective compares more things than 2. If the adjective has 3 or more syllables in it, the superlative is made by placing the word “most” in front of the adjective. If the adjective has one or two syllables, the superlative is made by adding the letters <b>-est</b> to the end of the adjective. If the one or two syllable word ends in a “y”, you drop the “y” and add <b>-iest</b>. <b>Examples:</b>  <i>indifferent –most indifferent</i>  <i>old—oldest</i>  <i>happy—happiest</i></p> <p><b>Superlative Adjectives</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Which One—Most, -est, or -iest? game board and a set of cards.</li> <li>3. Player 1 draws a word card and places it under the correct heading.</li> <li>4. Player 2 repeats the same.</li> <li>5. Game is over when all cards are placed in the correct category.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<p style="text-align: center;"><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<p style="text-align: center;"><b>Debrief</b></p> <p><b>3-2-1</b></p> <ul style="list-style-type: none"> <li>• Share 3 things you like about today’s lesson.</li> <li>• Share 2 questions you have that were not answered.</li> <li>• Share 1 thing that you will use tomorrow that you practiced today.</li> </ul>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>

Superlative Adjectives 4<sup>th</sup> – 5<sup>th</sup> Game Board

<b>-est</b>	<b>-iest</b>	<b>most</b>



## Consult 4 Kids Lesson Plans

### Superlative Cards

<b>quiet</b>	<b>small</b>	<b>tasty</b>	<b>organized</b>
<b>sharp</b>	<b>rich</b>	<b>poisonous</b>	<b>powerful</b>
<b>outrageous</b>	<b>silly</b>	<b>prestigious</b>	<b>glamorous</b>
<b>pretty</b>	<b>ramshackle</b>	<b>repellant</b>	<b>rough</b>
<b>sick</b>	<b>flattering</b>	<b>safe</b>	<b>chunky</b>
<b>ferocious</b>	<b>clear</b>	<b>choosy</b>	<b>wild</b>

**Consult 4 Kids Lesson Plans**

<b>white</b>	<b>healthy</b>	<b>ugly</b>	<b>bald</b>
<b>rough</b>	<b>sloppy</b>	<b>slender</b>	<b>funny</b>
<b>brave</b>	<b>shallow</b>	<b>mean</b>	<b>sick</b>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Superlatives and Homonyms
<b>Focus:</b>	Vocabulary, Questioning, and Comparative and Superlative Adjectives

<p><b>Materials:</b></p> <p>Activities at end of lesson plan (Homonym Match and Comparative or Superlative)</p> <p>White board, pens/crayons OR 3 x 5 cards for Question and Connection Cards</p>
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### Opening

<p><b>State the objective</b></p>
<p>The purpose of these lessons are to:</p> <ul style="list-style-type: none"> <li>• Improve fluency (the ability to read smoothly).</li> <li>• Increase vocabulary (both academic and other words).</li> <li>• Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).</li> <li>• Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.</li> </ul>

<p><b>Gain prior knowledge by asking students the following questions</b></p>
<p>What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?</p> <p>What is the importance of asking questions to strengthen your understanding of what you have read?</p> <p>Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?</p>

### Content (the “Meat”)

<p><b>Fluency</b></p>	<p><b>*Activity → Teachable Moment(s) throughout</b></p>
<p>Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.</p> <p><b>Repeated Reading Process</b></p> <ol style="list-style-type: none"> <li>1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.</li> <li>2. Have students read for 1 minute and count the number of words read in the minute.</li> <li>3. Record the number of words read on a chart.</li> <li>4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.</li> <li>5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.</li> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol>	<p>Repeated Reading passages can be found at:  <a href="http://www.readinga-z.com">www.readinga-z.com</a> (This is a subscription fee site).            Check with the school day to see if the textbook has these passages (most do).            Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).</p>

## Consult 4 Kids Lesson Plans

<p><b>Fluency Activity of the Day</b></p> <p><b>Slow Reading:</b> Utilize this process when you want students to work on accuracy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. This makes the words more recognizable when students are reading quickly.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Homonyms are words that sound alike when you say them aloud, but are not spelled alike and also do not mean the same thing. For example, two and too are both pronounced “2”, but one of them means the number and the other means also or extreme (too much). In this game, players will read a phrase and determine which of the homonym pairs correctly fills in the blank.</p> <p><b>Homonym Match</b> <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Place phrase cards in the middle of the board, face down.</li> <li>2. Player draws one card.</li> <li>3. Player determines which word matches the phrase that he/she drew.</li> <li>4. Player places token on the word.</li> <li>5. Other players can challenge for cause.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b></p> <p><b>Question and Connection:</b> Students form groups of four or five. Student read the information. Students develop Question and Connect Cards for what they have read. The group then finds another group and trades questions. Students answer the other team’s questions, going back and forth.</p> <p><b>Example:</b> If students read something about Columbus, the <b>QUESTION</b> card might read:</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p>What were the names of the three ships Columbus sailed with? If the same article was read, a <b>CONNECTION</b> card might read: How does Columbus coming to the new world connect to the Pilgrims coming over 100 years later?</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Comparative and Superlative Adjectives</b></p> <p>The purpose of this activity is to give students practice in selecting the comparative or superlative form of the word in context. Discuss with students the guidelines—comparative 2 things, superlative, more than 2 things.</p> <p><b>Comparative-Superlative</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Place game board in between students and the sentence cards face down to the side.</li> <li>2. Player 1 draws a sentence card and determines whether the underlined word should be in the comparative or superlative form, and then places a marker on the game board.</li> <li>3. Game is over when all sentence cards are used.</li> <li>4. Winner is determined by the player with the most markers.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today.</p> <p><b>I:</b> Interpret that activity to your own experience and your own school work.</p> <p><b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p><b>A:</b> Make a commitment to apply the learning within the next 48 hours.</p>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>

Consult 4 Kids Lesson Plans

Homonym Match 4<sup>th</sup> – 5<sup>th</sup>

berry	bury	heal	heel	hear	here
in	<div style="border: 1px solid black; background-color: #e6e6fa; padding: 20px; text-align: center;"> <h3>Homonym Meaning Match</h3> </div>				led
inn					mail
meet					meat
knot					male
not					lead
	great	grate	know	no	

### Consult 4 Kids Lesson Plans

wear down or grind off in small pieces	a small juicy fruit with many seeds	come face to face with; come together	put in the earth or a tomb; cover up
cure; bring back to health	a word used to refuse or deny; none	adult that can be a father	in this place; now; at this time
big; large; much; more than usual	a lodging house for travelers	back part of foot	showed the way; went first
animal flesh used for food	get sounds through the ears; listen	tied together, as rope, string, ribbon	letters sent or received
a word that says "no"; expressed denial	tell apart from others; have the facts	within; not outside; into	bluish-gray metal; graphite for pencils

Consult 4 Kids Lesson Plans

Comparative-Superlative Adjectives 4<sup>th</sup>-5<sup>th</sup> Grade

<p>Who is the <b><u>rich</u></b> person in the world?</p>	<p>Which snake is the <b><u>poisonous</u></b>?</p>	<p>Judy Jones is the <b><u>powerful</u></b> doctor in town.</p>
<p>Jizelle wears the <b><u>outrageous</u></b> clothes!</p>	<p>The comedian is the <b><u>silly</u></b> of all.</p>	<p>Is Angelina Jolie the <b><u>glamorous</u></b> actress?</p>
<p>She is the <b><u>pretty</u></b> of all of the contestants.</p>	<p>That grit of sandpaper is by far the <b><u>rough</u></b>.</p>	<p>That airport was named the <b><u>safe</u></b>.</p>
<p>They all have the flu, but Jody is the <b><u>sick</u></b>.</p>	<p>A skunk is the <b><u>stinky</u></b> of all animals.</p>	<p>Her pumpkin pie is the <b><u>tasty</u></b>.</p>
<p>Crows are <b><u>ugly</u></b> than sparrows.</p>	<p>Harry Potter is <b><u>believable</u></b> than Lord of the Rings.</p>	<p>The cat is <b><u>quiet</u></b> than the mouse.</p>
<p>The water in June Lake is <b><u>clear</u></b> than March Lake.</p>	<p>Who is the <b><u>brave</u></b> of the two?</p>	<p>Lori is <b><u>choosy</u></b> than Mary.</p>



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<p>His diet is <u>healthy</u> than hers.</p>	<p>You are <u>pale</u> than a ghost.</p>	<p>Linen is <u>rough</u> than silk.</p>
<p>Mary is <u>short</u> than her brother Ned.</p>	<p>Skippy is <u>chunk</u> than Jiff.</p>	<p>The lion is <u>wild</u> than the leopard.</p>

Consult 4 Kids Lesson Plans

Comparative-Superlative Game Board

**Superlative**

**Comparative**

**Superlative**

**Comparative**

**Comparative**

**Superlative**

**Comparative**

**Superlative**

**Superlative**

**Comparative**

**Superlative**

**Comparative**

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**Comparative**

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**Comparative**

**Superlative**

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Q and S and Review
<b>Focus:</b>	Review of Vocabulary and Conventions

**Materials:**

Activities from the past 11 days for students to select from, at the end of lessons 1-10

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p><b>Fluency Activity of the Day</b></p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Choose from the following activities that students have played over the past 10 days. They should select the game that they would like to play. All play should be done in partners.</p> <p><b>Homonym Match</b>  <b>Word Origins</b>  <b>Structural Patterns</b>  <b>Main Idea</b>  <b>Figurative Language—Idioms</b></p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library), or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Q and S</b></p> <p><b>Question and Connection #2:</b> Ask all students to form a group of 4-5 students. In the group, someone asks a question about what was read and everyone must provide a different answer. Students should provide the answer in a complete sentence.</p> <p>Summarizing:</p> <p>Did you know? In this activity pair students with one another. The first student asks, “Did you know...?” and then adds a piece of information that he/she has learned from the reading. The second student responds either “yes” or “no”, and then asks, “Did you know...?” this continues until each student has asked 3-5 questions.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to</p>

## Consult 4 Kids Lesson Plans

<p>Choose from the following activities that students have played over the past 10 days. They should select the game that they would like to play. All play should be done in partners.</p> <ul style="list-style-type: none"> <li><b>Superlative Adverbs</b></li> <li><b>Comparative Adverbs</b></li> <li><b>Adverbs</b></li> <li><b>Superlative/Comparative Adjectives</b></li> <li><b>Superlative Adjectives</b></li> <li><b>Comparative Adjectives</b></li> <li><b>Irregular Verbs</b></li> <li><b>Possessive Nouns</b></li> <li><b>Collective Nouns</b></li> <li><b>Proper Nouns</b></li> </ul>	<p>check in with kids to determine if they have and understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today’s ELA activities and list that under the heading: LB or Liked Best          Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Synonyms and Linking to Predicate Nouns
<b>Focus:</b>	Vocabulary (Synonyms), Clarifying, and Linking Verbs and Predicate Nouns

**Materials:**

White board, pens and/or crayons

Activity at end of lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Speed Reading:</b> Have students form a circle. Number them of, 1, 2, 1, 2, 1, 2 and so forth. Having the students stay in the circle, have the twos move to stand in front of the person who said "1" on his/her left. Give each student an opportunity to read aloud to his/her partner for 1 minute. Have one of the circles move and repeat the process. Have the other circle move and repeat for the third time.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p><b>Synonym Review</b> Synonyms are words that mean the same or nearly the same thing. Selecting a synonym with just the right meaning will make a difference in students' speaking and writing.</p> <p><b>Synonyms</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into trios.</li> <li>2. Give each pair a set of Synonym Cards.</li> <li>3. Shuffle the cards and deal out equal numbers to each player.</li> <li>4. Player 1 asks another player for a synonym for (and then states the word).</li> <li>5. Player 1 then uses the word in a sentence.</li> <li>6. Player 2 either gives up the word or he/she passes.</li> <li>7. Player 2 then repeats, asking player 3.</li> <li>8. Player 3 then repeats, asking player 1.</li> <li>9. When all cards are matched game is over.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b> <b>Individual Show-Off:</b> Before class, use several of the interesting words in a sentence in the same way that is used in the material. Write the sentences on a sentence strip. Students choose a sentence from the container. The student acts out the word as it is used in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Linking Verbs and Predicate Nouns</b></p> <p>A linking verb is a verb that does not show action. It is a verb that joins or links something in the predicate to the subject of the sentence. A linking verb does not have an action verb after it. There can also be a noun that follows linking verb. This noun will also tell something more about the subject of the sentence.</p> <p>Demonstrate several examples of this:          That girl was my sister. (was is the linking verb and sister is the predicate noun)          The solar panel is a money saver. (is is the linking verb, and money-saver is the predicate noun).</p> <p><b>Linking to Predicate Nouns #2</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a sentence card.</li> <li>3. Students work together to find the linking verb in each sentence and then the predicate noun.</li> </ol> <p>When the sentences on the card have been reviewed, pair should write three sentences of their own that follow the pattern of linking verb + predicate noun.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>3-2-1</b></p> <ul style="list-style-type: none"> <li>• Share 3 things you like about today's lesson.</li> <li>• Share 2 questions you have that were not answered.</li> <li>• Share 1 thing that you will use tomorrow that you practiced today.</li> </ul>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>
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## Consult 4 Kids Lesson Plans

 4<sup>th</sup>-5<sup>th</sup> Grade Synonyms

hairless	bald	lost	misplaced
buttoned	fastened	clean	fresh
child	tot	fast	quick
scream	yell	cook	heat
cut	take apart	fat	obese
bare	uncovered	tied	knotted
dirty	soiled	dog	canine
heavy	weighty	vacation	time off

## Consult 4 Kids Lesson Plans

wash	cleanse	bark	arf!
talk	chat	bend	swerve
complete	finish	stripe	streak
ajar	open	parcel	package
return	give back	sneakers	shoes
quilt	blanket	music	tunes
continue	keep going	stop	halt

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup>-5<sup>th</sup> Grade Linking to Predicate Nouns #2

- He tiger is a large cat.
- The boy at first base is my brother.
- Sherry is the skateboard rider.
- I am happy.
- A ruler is an important math tool.
- Mercury is the planet closest to the sun.
- Saturn has rings around it.
- Judy is the first place winner in the art show.
- The moon is in orbit around the Earth.
- A diamond is in the box.
- The thread will be a tablecloth.
- The doctors are near the desk.
- He will be a spider for Halloween.
- Neptune is light years away from Earth.
- Chocolate is her favorite flavor.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Synonym Review and Linking to Predicate Nouns
<b>Focus:</b>	Vocabulary (Synonyms), Predicting, and Linking Verbs and Predicate Nouns

**Materials:**

Chart Paper

Activity at end of lesson plan

White boards, pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
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### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### \*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Partner Share:</b> Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p><b>Synonym Review</b> Synonyms are words that mean the same or nearly the same thing. Selecting a synonym with just the right meaning will make a difference in students' speaking and writing.</p> <p><b>Synonyms</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Synonym Cards.</li> <li>3. Shuffle the cards and place the first 16 in a 4 by 4 grid face down.</li> <li>4. Player 1 draws 2 cards and if they are synonyms for one another they collect the cards and use one of the words in a sentence. Player replaces the two cards with two other cards from the deck.</li> <li>5. Player 2 then repeats.</li> <li>6. When all cards are matched game is over.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>One-Minute Predictions:</b> Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p><b>Linking Verbs and Predicate Nouns</b></p>	<p>Often, this activity will be centered on a game to</p>

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<p>A linking verb is a verb that does not show action. It is a verb that joins or links something in the predicate to the subject of the sentence. There can also be a noun that follows linking verb. This noun will also tell something more about the subject of the sentence. Demonstrate several examples of this:          That girl was my sister. (was is the linking verb and sister is the predicate noun)          The solar panel is a money saver: (is is the linking verb, and money-saver is the predicate noun).</p> <p><b>Linking to Predicate Nouns #1</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a sentence card.</li> <li>3. Students work together to find the linking verb in each sentence and then the predicate noun.</li> <li>4. When the sentences on the card have been reviewed, pair should write three sentences of their own that follow the pattern of linking verb + predicate noun.</li> </ol>	<p>provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b>          Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best          Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>
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## Consult 4 Kids Lesson Plans

### 4<sup>th</sup>-5<sup>th</sup> Grade Synonyms

hairless	bald	lost	misplaced
buttoned	fastened	clean	fresh
child	tot	fast	quick
scream	yell	cook	heat
cut	take apart	fat	obese
bare	uncovered	tied	knotted
dirty	soiled	dog	canine
heavy	weighty	vacation	time off

## Consult 4 Kids Lesson Plans

wash	cleanse	bark	arf!
talk	chat	bend	swerve
complete	finish	stripe	streak
ajar	open	parcel	package
return	give back	sneakers	shoes
quilt	blanket	music	tunes
continue	keep going	stop	halt



## Consult 4 Kids Lesson Plans

### 4<sup>th</sup>-5<sup>th</sup> Grade Linking to Predicate Nouns #1

- The zebra mussel is a bivalve.
- That girl in the third row is my friend.
- Mr. Martin is a 5<sup>th</sup> grade teacher.
- I am a talented singer.
- A solar calculator is a perfect math tool.
- Jupiter is the largest planet.
- Venus is the second planet from the sun.
- Pluto is the planet that is furthest from Earth.
- The first trumpet is Natalie Jones.
- Earth's sun is actually a star.
- That lumpy stone is coal.
- Those three women are the surgeons for the hospital.
- This yarn will be an afghan soon.
- That large spider is a tarantula.
- John is afraid of elevators.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Predicting, Fluency, Agreement Subject and Verb
<b>Focus:</b>	Vocabulary (Homographs), Predicting, and Subject-Verb Agreement

**Materials:**

Activities at end of lesson plan

White board and pen/crayon

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p style="text-align: center;">students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Musical Shares:</b> Have students stand up and walk around reading the passage that they are working on until the music stops. Students should pair up and read the next 2 sentences to the partner they find. Repeat as students practice.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Homographs</b> Homographs are words that are spelled the same way but are pronounced differently and mean something different. An example would be read and read. One time you pronounce it as if you are reading something right now, the other is pronounced to indicate that the reading took place in the past. Share homographs—record and record (the first is to keep a record, the second is to make a tape of your voice.)</p> <p><b>Homographs</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Homograph Cards.</li> <li>3. Shuffle the cards and place them in between the two players.</li> <li>4. Player 1 draws a card, reads the sentence and tells how to pronounce the word to fit in that sentence.</li> </ol> <p>If Player 2 agrees, Player 1 gets a point and Player 2 resumes play. If Player 2 disagrees, then they must find a neutral peer and ask him/her to decide.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b> <b>Three Words:</b> share with students the topic for the day. Ask students to think about what</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p>they think will be shared in the materials that they will read. Ask a student to read the title of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well. The students will then work in pairs and using those three words will write a description of what they believe the story will be about.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Subject-Verb Agreement</b></p> <p>Subjects and verbs must agree. When a subject is one, it is singular. This singular subject needs to be matched to a singular verb. When the subject is more than one, it is plural and should be matched to a plural verb. Here is an example: My friend is going to the zoo. (friend is singular and is singular). My friends are going to the zoo. (friends is plural and are is plural). John jumps high (John is singular and jumps is singular) We jump high (we is plural and jump is plural).</p> <p>When sentences are straightforward (without a compound subject or predicate or without prepositional phrase) it is easier to decide whether the subject is singular or plural. Today we will practice with simple sentences. Tomorrow we will add the challenge of prepositional phrases, etc.</p> <p><b>Do We Agree? #1</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a deck of Do We Agree? Cards and a game board.</li> <li>3. Shuffle the cards and place them to the right of the game board.</li> <li>4. Player 1 draws a sentence card and determines if the subject and verb agree. If yes, player places the card in the agree column, if player says no, they put it in the disagree column.</li> <li>5. If player 2 agrees, then he/she take his/her turn. If not, he/she can challenge and explain why.</li> <li>6. Once a challenge is settled, Player 2 takes his/her turn.</li> <li>7. Game is over when all cards have been completed.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

## Consult 4 Kids Lesson Plans

### Debrief

3-2-1

- Share 3 things you like about today's lesson.
- Share 2 questions you have that were not answered.
- Share 1 thing that you will use tomorrow that you practiced today.

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup>-5<sup>th</sup> Grade—Homograph Cards

John will <u>record</u> that song.	Sales set a <u>record</u> the day after Thanksgiving.	She straightened the <u>bow</u> in her hair.	The actor took a <u>bow</u> after the play.
What is your <u>address</u> ?	How did you <u>address</u> the judge?	Jill held her teddy bear <u>close</u> .	Don't forget to <u>close</u> the door.
He plays the <u>bass</u> guitar with the band	He caught a <u>bass</u> in the lake.	He was a <u>rebel</u> because he just couldn't cooperate.	In 1860 Virginia decided to <u>rebel</u> .
The room was dirty and <u>dingy</u> .	That small boat is called a <u>dingy</u> .	The <u>sewer</u> drain was at the corner.	She loved to work with fabric, she was a <u>sewer</u> .
Please <u>read</u> the story aloud now.	He <u>read</u> the book yesterday.	He will <u>present</u> his project to the group.	Did you get a <u>present</u> for your birthday?

## Consult 4 Kids Lesson Plans

<p>He enjoys the cactus in the <u>desert</u>.</p>	<p>The soldier did not <u>desert</u> his friends.</p>	<p>You may move forward and <u>resume</u> your walk.</p>	<p>He turned in his <u>résumé</u>.</p>
<p>The <u>dove</u> will "coo" when it is content.</p>	<p>He <u>dove</u> into the swimming pool.</p>	<p>Who will <u>lead</u> the activity?</p>	<p>The pencil needs a sharp <u>lead</u>.</p>
<p>Will you <u>polish</u> your fingernails?</p>	<p>Have you ever eaten a <u>Polish</u> dog?</p>	<p>He is the <u>subject</u> of the investigation.</p>	<p>Don't <u>subject</u> me to your anger!</p>
<p>She always has an <u>excuse</u> about her clothes.</p>	<p>Mom will <u>excuse</u> you from the table.</p>	<p>She was so sad that a <u>tear</u> slid down her cheek.</p>	<p>Don't <u>tear</u> that paper!</p>
<p>I was able to win the <u>contest</u>.</p>	<p>He disagrees and will <u>contest</u> your opinion.</p>	<p>He was sad about the loss so he <u>moped</u> around.</p>	<p>I will ride my <u>moped</u> to the store.</p>

## Consult 4 Kids Lesson Plans

<p>Did he <u>refuse</u> to go to the dinner?</p>	<p>The garbage truck picked up the <u>refuse</u>.</p>	<p>Did you <u>suspect</u> the surprise party?</p>	<p>He was a <u>suspect</u> in the robbery.</p>
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# Consult 4 Kids Lesson Plans

4<sup>th</sup>-5<sup>th</sup> Grade Do We Agree? Game Board

AGREE	DISAGREE

## Consult 4 Kids Lesson Plans

4<sup>th</sup>-5<sup>th</sup> Grade Do We Agree? #1

Thirty-five students are hiking Grand Canyon.	Sixteen students is hiking in Yosemite.	Jorge's mother is afraid.	Jorge's mother are afraid.
The wind scatter seeds.	The wind scatters seeds.	Boats floats a long distance.	Boats float a long distance.
Seeds travel in many ways.	Seeds travels in many ways.	Sometimes seeds falls in the water.	Sometimes seeds fall in the water.
Animals gathers seeds to eat.	Animals gather seeds to eat.	Squirrels digs holes to bury seeds.	Squirrels dig holes to bury seeds.
Cardinals likes to eat seeds.	Cardinals like to eat seeds.	Dogs carry seeds in their fur	Dogs carries seeds in their fur.

## Consult 4 Kids Lesson Plans

<p>People plant seeds to grow new plants.</p>	<p>People plants seeds to grow new plants.</p>	<p>A fire is built in marked areas.</p>	<p>A fire are built in marked areas.</p>
<p>Jorge took a lot of water with him.</p>	<p>Jorge tooks a lot of water with him.</p>	<p>We ship out tomorrow on the boat.</p>	<p>We ships out tomorrow on the boat.</p>
<p>I jump on the trampoline every afternoon.</p>	<p>I jumps on the trampoline every afternoon.</p>	<p>The driver parks the car.</p>	<p>The driver park the car.</p>
<p>The breeze fill the air.</p>	<p>The breeze fills the air.</p>	<p>Andrew travel overseas.</p>	<p>Andrew travels overseas.</p>
<p>Aaron uses his boat every day.</p>	<p>Aaron use his boat every day.</p>	<p>Dave drive expertly on the track.</p>	<p>Dave drives expertly on the tack.</p>

## Consult 4 Kids Lesson Plans

<p>Jack and Jill goes up the hill.</p>	<p>Jack and Jill go up the hill.</p>	<p>Mark and John is coming home.</p>	<p>Mark and John are coming home.</p>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Predicting and Meaning Match
<b>Focus:</b>	Vocabulary (Homophones), Predicting, and Prepositions

**Materials:**

Fluency passages or students current reading

White boards, pens or crayons

Activities at the end of lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
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- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

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### Content (the “Meat”)

#### Fluency

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3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### \*Activity → Teachable Moment(s) throughout

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Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Fluency Test</b>—Read 1 minute count number of words read. Record the total on a personal chart. A suggestion would be to have a stamp or chart on the front of the student's vocabulary notebook and have them write the total words read on the chart.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p><b>Homophones</b> Homophones are words that sound alike but are spelled differently and have different meanings. Other than the words we worked with yesterday, there are other homophone pairs. Today we will look at other homophones such as bury and berry.</p> <p><b>Homophone Meaning Match</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Place meaning cards in the middle of the board, face down.</li> <li>2. Player draws one card.</li> <li>3. Player determines which word matches the definition that he/she drew.</li> <li>4. Player places token on the word.</li> <li>5. Other players can challenge.</li> <li>6. Game is over when all words are covered.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b> <b>Find the Evidence:</b> On chart paper, write these two heading: Predictions and Evidence. Use a different colored marker for each column. List several predications. As you begin to read the material, ask students to look for evidence of their predictions. For example, if the prediction is, "There is a sad and lonely duck," the evidence might be, "The duck always walked alone."</p>	<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking</p>
<p style="text-align: center;"><b>Conventions</b></p> <p><b>Prepositions</b> A preposition is a word or group of words that shows a relationship between two words in</p>	<p>Often, this activity will be</p>

## Consult 4 Kids Lesson Plans

the sentence. It can tell where something is, where something is going, when something happens, or the relationship between a noun or pronoun and another word.  
**Common prepositions** include: aboard, about, above, across, after, against, along, alongside, among, around, as, at, before, behind, below, beneath, beside, besides, between, beyond, but, despite, down, during, except, for, from, in, inside, into, like, near, of, off, on, onto, out, outside, over, past, round, since, through, throughout, till, to, towards, under, underneath, until, up, upon, with, within, without (Make a list of these for students to refer to).

**Prepositions**

**Directions**

1. Divide students into pairs.
2. Give each pair a 12" x 18" piece of paper.
3. Demonstrate for students how to divide the white board into 4 columns (this can be done on paper).
4. Label the columns: "Tells where something is", "Tells where something is going", "Tells when something happens", and "Tells the relationship between a noun or pronoun and another word".
5. Ask student to look at the single prepositions on the chart and place each in one of the 4 categories.
6. Example: aboard would be placed in the column "where something is".  
 Have pairs compare lists with another pair and correct any differences.

centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**DIGA**

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

**Reflection (Confirm, Tweak, Aha!)**

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

# Consult 4 Kids Lesson Plans

## 4<sup>th</sup>-5<sup>th</sup> Grade Homograph Meaning Match

berry	bury	heal	heel	hear	here
in	<div style="border: 1px solid black; background-color: #e6e6fa; padding: 10px; display: inline-block;"> <p><b>Homophone Meaning Match</b></p> </div>				led
inn					mail
meet					meat
knot					male
not					lead
	great	grate	know	no	



## Consult 4 Kids Lesson Plans

wear down or grind off in small pieces	a small juicy fruit with many seeds	come face to face with; come together	put in the earth or a tomb; cover up
cure; bring back to health	a word used to refuse or deny; none	adult that can be a father	in this place; now; at this time
big; large; much; more than usual	a lodging house for travelers	back part of foot	showed the way; went first
animal flesh used for food	get sounds through the ears; listen	tied together, as rope, string, ribbon	letters sent or received
a word that says "no"; expressed denial	tell apart from others; have the facts	within; not outside; into	bluish-gray metal; graphite for pencils

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Word Families ould and ought
<b>Focus:</b>	Vocabulary (Word Family—ould, ought), Summarizing, and Prepositional Phrase as Adverbs

**Materials:**

Activity at end of lesson plan

White Boards, pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>All Read:</b> During this activity, all of the students read aloud at the same time. Even if the students are not on the same passage, reading aloud will help them slow down and really practice each word. While students are reading, walk around. Touch a student on the shoulder to indicate that they should begin reading aloud so you can hear them.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p><b>Word Families—ould-ought</b></p> <p>A word family is a group of words that rhyme and have the same final spellings. Example: ran, can, fan, bran, tan; or words that are more challenging to spell—eight, freight, weight (Note: these words end in eight not ight)</p> <p>Today we are going to look at words that end in “ould” and “ought”. Divide students into pairs and have them brainstorm as many words as they can that end in “ould” that sounds like “ought”. Words will include: could, would, should, bought, brought, fought, ought, sought, thought</p> <p>Once you have brainstormed the list of words have students work in pairs to write a paragraph using as many “ould” and “ought” words as possible. Example: I <b>should</b> have <b>bought</b> red raspberry punch and <b>brought</b> it to the party. Instead I <b>thought</b> I <b>ought</b> to bring banana nut bread.</p> <p>Have pairs share their paragraph with the class. When they read a word that contains “ould” or “ought, the class should whisper, “Yahoo!”</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b></p> <p><b>10 or Less:</b> Ask students to summarize in ten words or less the material that they have read. They can answer questions like, “what was the best part of what you read? What didn’t you like about what you read? What could make the material better? In what way will this information apply to your life?”</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p>	<p>Often, this activity will be</p>

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<p><b>Adverb Prepositional Phrases</b>          An adverb prepositional phrase will modify a verb. It tells how, where, when, or what. The preposition may be the same as in an adjective prepositional phrase, but the word that it is modifying or telling more about, is the verb.</p> <p><b>Which One?</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a game board and set of Which One Cards.</li> <li>3. Place Cards shuffled and face down to the right of the game board.</li> <li>4. Player 1 draws a card, identifies the prepositional phrase and determines if the phrase tells how, where, when or what.</li> <li>5. Card is then placed in the appropriate column.</li> <li>6. Player 2 continues.</li> <li>7. Game is over when all sentences have been placed.</li> </ol>	<p>centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements. Ah</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today</p> <p><b>I:</b> Interpret that activity to your own experience and your own school work</p> <p><b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life</p> <p><b>A:</b> Make a commitment to apply the learning within the next 48 hours.</p>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>

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4<sup>th</sup>-5<sup>th</sup> Grade Which One? Game Board

HOW	WHERE	WHEN	WHAT

4<sup>th</sup>-5<sup>th</sup> Grade Which One? Cards

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The beaver swam to his underwater door.	Alex flosses between his teeth.	The coals are hot; you can put your hot dog on the grill.	The sails billowed during the boat ride.
The bear crawled in his den and went to sleep.	Joni sat nearby as the air show continued.	Dolphins live underneath the ocean.	When the rain started, we went inside the house.
The crowd clapped as the band passed by the review stand.	My puppy leaned against my leg.	Please put the napkin underneath the plate.	Ricky walked along the edge of the beach.
The snow fell gently down to the ground.	The ship sank below the ocean.	Fred made the feed for his cow.	The will leave for the park.
We will go outside of the building.	Sally shared her poem with the class.	He ate celery for a snack.	He set the rake against the garage.
We left after the program.	Jill swam to the deep end.	They are not moving in until tomorrow.	Jorge walked to the corner market.
The dog growled with great menace.	The lady laughed without humor.	Frank rolled down the hill.	He went for a walk after his lunch.

## Consult 4 Kids Lesson Plans

<b>Components:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Subject Verb Agreement
<b>Focus:</b>	Vocabulary (Homographs), Clarifying, and Subject-Verb Agreement

**Materials:**

Activities at the end of the lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

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### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

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2. Have students read for 1 minute and count the number of words read in the minute.
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6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition

#### **\*Activity → Teachable Moment(s) throughout**

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Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p style="text-align: center;">students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Independent Timed Reading:</b> Have students work in pairs and use a three minute egg timer or look at the clock to keep time. As the first student begins to read the passage, the partner either turns over the egg timer or begins watching the clock. At the end of 2 minutes (if students are watching a clock, or three minutes is using the egg timer, the partner calls “Stop” and the number of words are counted. Process is repeated for the other students. Students record the number of words read on their reading chart.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Homographs</b> Homographs are words that are spelled the same way but are pronounced differently and mean something different. An example would be read and read. One time you pronounce it as if you are reading something right now, the other is pronounced to indicate that the reading took place in the past. Share homographs—record and record (the first is to keep a record, the second is to make a tape of your voice.)</p> <p><b>Homographs</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Homograph Cards.</li> <li>3. Shuffle the cards and place them in between the two players.</li> <li>4. Player 1 draws a card, reads the sentence and tells how to pronounce the word to fit in that sentence.</li> <li>5. If Player 2 agrees, Player 1 gets a point and Player 2 resumes play. If Player 2 disagrees, then they must find a neutral peer and ask him/her to decide.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p>	<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>



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<p><b>Clarifying:</b>  <b>Silly Questions:</b> Partner students to create silly questions from the interesting words that they have selected. Ask students to join two words, in other words make a silly question or sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall, bat, cave, and bridge, a silly sentence/question would be, "Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?"</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Subject-Verb Agreement</b>          Subjects and verbs must agree. When a subject is one, it is singular. This singular subject needs to be matched to a singular verb. When the subject is more than one, it is plural and should be matched to a plural verb.          When sentences are straightforward it is easier to decide whether the subject is singular or plural. However, not all sentences are simple. For example, A can of peaches fall or falls to the floor. If you think that the subject of the sentence is "can", then this is singular and the verb is singular, "falls"; but if you think that the subject is peaches, then this is plural and the verb would be fall. "Of peaches" is a prepositional phrase that is acting as an adjective for the word "can", it is describing what kind of "can". "Can" is the subject, so the correct sentence is "A can of peaches falls to the floor." This is a singular subject and a singular verb. Look at a few more examples with the students. You can look at the cards if you need to.</p> <p><b>Do We Agree? #2</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a deck of Do We Agree? Cards and a game board.</li> <li>3. Shuffle the cards and place them to the right of the game board.</li> <li>4. Player 1 draws a sentence card and determines if the subject and verb agree. If yes, player places the card in the agree column, if player says no, they put it in the disagree column.</li> <li>5. If player 2 agrees, then he/she take his/her turn. If not, he/she can challenge and explain why.</li> <li>6. Once a challenge is settled, Player 2 takes his/her turn.</li> <li>7. Game is over when all cards have been completed.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### DIGA

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup>-5<sup>th</sup> Grade—Homograph Cards

John will <u>record</u> that song.	Sales set a <u>record</u> the day after Thanksgiving.	She straightened the <u>bow</u> in her hair.	The actor took a <u>bow</u> after the play.
What is your <u>address</u> ?	How did you <u>address</u> the judge?	Jill held her teddy bear <u>close</u> .	Don't forget to <u>close</u> the door.
He plays the <u>bass</u> guitar with the band	He caught a <u>bass</u> in the lake.	He was a <u>rebel</u> because he just couldn't cooperate.	In 1860 Virginia decided to <u>rebel</u> .
The room was dirty and <u>dingy</u> .	That small boat is called a <u>dingy</u> .	The <u>sewer</u> drain was at the corner.	She loved to work with fabric, she was a <u>sewer</u> .
Please <u>read</u> the story aloud now.	He <u>read</u> the book yesterday.	He will <u>present</u> his project to the group.	Did you get a <u>present</u> for your birthday?

## Consult 4 Kids Lesson Plans

<p>He enjoys the cactus in the <u>desert</u>.</p>	<p>The soldier did not <u>desert</u> his friends.</p>	<p>You may move forward and <u>resume</u> your walk.</p>	<p>He turned in his <u>résumé</u>.</p>
<p>The <u>dove</u> will "coo" when it is content.</p>	<p>He <u>dove</u> into the swimming pool.</p>	<p>Who will <u>lead</u> the activity?</p>	<p>The pencil needs a sharp <u>lead</u>.</p>
<p>Will you <u>polish</u> your fingernails?</p>	<p>Have you ever eaten a <u>Polish</u> dog?</p>	<p>He is the <u>subject</u> of the investigation.</p>	<p>Don't <u>subject</u> me to your anger!</p>
<p>She always has an <u>excuse</u> about her clothes.</p>	<p>Mom will <u>excuse</u> you from the table.</p>	<p>She was so sad that a <u>tear</u> slid down her cheek.</p>	<p>Don't <u>tear</u> that paper!</p>
<p>I was able to win the <u>contest</u>.</p>	<p>He disagrees and will <u>contest</u> your opinion.</p>	<p>He was sad about the loss so he <u>moped</u> around.</p>	<p>I will ride my <u>moped</u> to the store.</p>

## Consult 4 Kids Lesson Plans

<p>Did he <u>refuse</u> to go to the dinner?</p>	<p>The garbage truck picked up the <u>refuse</u>.</p>	<p>Did you <u>suspect</u> the surprise party?</p>	<p>He was a <u>suspect</u> in the robbery.</p>
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# Consult 4 Kids Lesson Plans

4<sup>th</sup>-5<sup>th</sup> Grade Do We Agree? Game Board

AGREE	DISAGREE

## Consult 4 Kids Lesson Plans

4<sup>th</sup>-5<sup>th</sup> Grade Do We Agree? #2

The buttons on her sweater is wooden.	The buttons on her sweater are wooden.	The dog with many spots growl at everyone.	The dog with many spots growls at everyone.
The girl with braces brush her teeth.	The girl with braces brushes her teeth.	The street outside the mall need plowing.	The street outside the mall needs plowing.
The couch with stripes is comfortable.	The couch with stripes are comfortable.	A bucket of berries cost \$4.00.	A bucket of berries costs \$4.00.
The pack of pencils is inexpensive.	The pack of pencils are inexpensive.	The sweater in the display fit me.	The sweater in the display fits me.
Many marbles in that game is matching.	Many marbles in that game are matching.	The pictures of the zoo trip is developed.	The pictures of the zoo trip are developed.

## Consult 4 Kids Lesson Plans

<p>The guinea pig with black spots need a good home.</p>	<p>The guinea pig with black spots needs a good home.</p>	<p>The videos on the bottom shelf need to be returned.</p>	<p>The videos on the bottom shelf needs to be returned.</p>
<p>That banana with dark spots is rotten.</p>	<p>That banana with dark spots are rotten.</p>	<p>The dogs with the collar is friendly.</p>	<p>The dogs with the collar are friendly.</p>
<p>The people throughout the area want the road.</p>	<p>The people throughout the area wants the road.</p>	<p>Students throughout the school want a longer lunch.</p>	<p>Students throughout the school wants a longer lunch.</p>
<p>The girl with chicken pox have lunch.</p>	<p>The girl with chicken pox has lunch.</p>	<p>The horse with the saddle runs fast.</p>	<p>The horse with the saddle run fast.</p>
<p>The radish in the salad taste spicy.</p>	<p>The radish in the salad tastes spicy.</p>	<p>The tomatoes on the sandwich is soft.</p>	<p>The tomatoes on the sandwich are soft.</p>



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<p>The pancakes on the plate is cold.</p>	<p>The pancakes on the plate are cold.</p>	<p>The boys near the slide helps pick up trash.</p>	<p>The boys near the slide help pick up trash.</p>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Paired Reading and ight
<b>Focus:</b>	Vocabulary (Word Family—ight), Questioning, and Prepositional Phrases as Adjectives

**Materials:**

Activity at end of lesson plan  
 White Boards, crayons and/or pens  
 Chart paper

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?  
 What is the importance of asking questions to strengthen your understanding of what you have read?  
 Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

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**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition

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## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Paired Readings:</b> Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch rolls. Complete this process three times.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p><b>Word Families—ight</b></p> <p>A word family is a group of words that rhyme and have the same final spellings. Example: ran, can, fan, bran, tan; or words that are more challenging to spell—eight, freight, weight (Note: these words end in eight not ight).</p> <p>Today we are going to look at words that end in the pattern "ight" Divide students into pairs and have them brainstorm as many words as they can that end in "ight" that sounds like "ite". Words include: bright, fight, flight, fright, knight, light, might, night, plight, right sight, slight, tight.</p> <p>Once you have brainstormed the list of words have students work in pairs to write a paragraph using as many "ight" words as possible. Example: Last <b>night</b> we saw a <b>bright light</b> in the sky. At first we were <b>frightened</b> by the <b>sight</b>. Have pairs share their paragraph with the class. When they read a word that contains "ight", the class should snap fingers.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b></p> <p><b>I Wonder:</b> Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare was making fun of me? I wonder....</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p><b>Adjective Prepositional Phrases</b></p> <p>Write the following prepositional phrases on the board and ask students to circle the preposition and underline the object of the preposition.</p> <p style="padding-left: 40px;">around the <u>corral</u></p> <p style="padding-left: 40px;">on the <u>wall</u></p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and</p>

## Consult 4 Kids Lesson Plans

<p>             behind the <u>door</u>              of <u>jam</u>              with a paper <u>towel</u>              of <u>ice cream</u>              around the <u>edge</u>              of the <u>pond</u>              between the <u>doors</u> </p> <p>In the activity today, students will read a sentence and identify the preposition, the object of the preposition, and the noun that the prepositional phrase modifies.</p> <p><b>Tell About Nouns</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Tell About Nouns cards and a white board.</li> <li>3. Player 1 draws a card and identifies the preposition, identifies the object of the preposition, identifies the noun.</li> <li>4. Player 1 will receive 1 point for each correct response (up to 3 points).</li> <li>5. Player 2 repeats.</li> <li>6. Game is over when first player reaches 15 points.</li> </ol>	<p>understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>3-2-1</b></p> <ul style="list-style-type: none"> <li>• Share 3 things you like about today's lesson.</li> <li>• Share 2 questions you have that were not answered.</li> <li>• Share 1 thing that you will use tomorrow that you practiced today.</li> </ul>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>

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### 4<sup>th</sup>-5<sup>th</sup> Grade Tell About Nouns

<p>The candle on the piano is cinnamon scented.</p>	<p>Use that container of fertilizer to feed the plants.</p>	<p>The books from the library must be returned today.</p>	<p>Anna likes pancakes with butter and syrup.</p>
<p>That radish in the salad is very spicy.</p>	<p>The girl near the slide helped me pick up trash.</p>	<p>The horse with the red saddle blanket won the prize.</p>	<p>Students throughout the school want a longer lunch period.</p>
<p>The girl with chicken pox ate lunch yesterday.</p>	<p>Julie ordered marble cake with raspberry filling.</p>	<p>Dad shoveled the end of the driveway.</p>	<p>The red scarf around my neck was a gift.</p>
<p>Our class will clean up the mess around the soccer field.</p>	<p>We are renting a cottage near the dock.</p>	<p>The box of books is behind the door.</p>	<p>The girl with brown hair won the race.</p>
<p>The nest in the tree is fragile.</p>	<p>The runner in the green shorts fell down.</p>	<p>The chicken under the awning is named El Pollo.</p>	<p>The rainbow in the sky is beautiful.</p>

# Consult 4 Kids Lesson Plans



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Homophone Meanings
<b>Focus:</b>	Vocabulary (Homographs), Clarifying, and Compound Prepositions

**Materials:**

Homograph activity from yesterday  
 White boards, crayons and/or pens  
 Convention activity at end of lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?  
 What is the importance of asking questions to strengthen your understanding of what you have read?  
 Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

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7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Modeled Reading:** Read the Fluency Passage to the student so she or he can hear fluent reading. Have the student read the passage. If the student gets stuck on a word, read the word and have her or him repeat it. Repeated one-on-one readings will increase speed, accuracy, smoothness and expression. (You can pair more proficient readers with less proficient ones).

### Vocabulary

#### Homophones

Homophones are words that sound alike but are spelled differently and have different meanings. Other than the words we worked with yesterday, there are other homophone pairs. Today we will look at other homophones such as bury and berry.

#### Homophone Meaning Match

##### Directions:

1. Place sentence cards in the middle of the board, face down.
2. Player draws one card.
3. Player determines which word matches the definition that he/she drew.
4. Player places token on the word.
5. Other players can challenge.
6. Game is over when all words are covered.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).

### Activity

#### Clarifying:

**Charades:** Choose a student to act out one of the words from the material. When you say "Action", the student begins to act out the word while everyone else tries to guess the word. After 30 seconds, if the others have not guessed the word, the students should tell the word and write it on the board. During the charade, encourage students to get into the moment using facial and body movements. Repeat several times.

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.



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<p style="text-align: center;"><b>Conventions</b></p> <p><b>Compound Prepositions</b>          Compound prepositions are multiple prepositions used together to demonstrate the relationship between words in the sentence. Commonly used compound prepositions include: according to, ahead of, along with, as for, away from, because of, by way of, due to, except for, in addition to, in back of, in case of, in front of, in regard to, in spite of, instead of, out of, up to, with the exception of. (Place these words on a chart)          Discuss each of the compound prepositions, giving examples of how these are used in sentences</p> <p><b>Say What?</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Compound Preposition Cards.</li> <li>3. Play 1 draws a card and uses the compound preposition in a sentence.</li> <li>4. If correct, he/she keeps the card.</li> <li>5. Player 2 repeats the process.</li> <li>6. If sentence is incorrect, the card is placed back in the deck.</li> <li>7. Play is over when all cards are taken.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b>          Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best          Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>

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### 4<sup>th</sup>-5<sup>th</sup> Grade Homograph Meaning Match

berry	bury	heal	heel	hear	here
in	<div style="border: 1px solid black; background-color: #e6e6fa; padding: 20px; text-align: center;"> <h3>Homophones Meaning Match</h3> </div>				led
inn					mail
meet					meat
knot					male
not					lead
	great	grate	know	no	

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wear down or grind off in small pieces	a small juicy fruit with many seeds	come face to face with; come together	put in the earth or a tomb; cover up
cure; bring back to health	a word used to refuse or deny; none	adult that can be a father	in this place; now; at this time
big; large; much; more than usual	a lodging house for travelers	back part of foot	showed the way; went first
animal flesh used for food	get sounds through the ears; listen	tied together, as rope, string, ribbon	letters sent or received
a word that says "no"; expressed denial	tell apart from others; have the facts	within; not outside; into	bluish-gray metal; graphite for pencils

## Consult 4 Kids Lesson Plans

4<sup>th</sup>-5<sup>th</sup> Grade Say What?

according to	ahead of	along with	as for
away from	because of	by way of	due to
except for	in addition to	in back of	in case of
in front of	in regard to	in spite of	instead of

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out of	up to	with the exception of	
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Somebody Wanted Antonym Review
<b>Focus:</b>	Vocabulary (Antonyms), Summarizing, and Linking Verbs and Predicate Adjectives

**Materials:**

Activity at the end of the lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

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<p style="text-align: center;">students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Chunk Reading:</b> This process helps youth to read more quickly by seeing phrases or groups of words, instead of reading “word by word”. For example, look at the following two sentences:  <u>“Once upon a time</u> there was a prince who wanted to marry a princess; <u>but she would have to be a real princess.</u> He travelled all over the world to find one, <u>but nowhere could he get what he wanted.”</u></p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Antonym Review</b></p> <p>Antonyms are words that mean the opposite of another word. Not all words have opposites, but the ones that do, should be understood. Review several examples with students.</p> <p><b>Antonyms</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Antonym Cards.</li> <li>3. Shuffle the cards and place the first 16 in a 4 by 4 grid face down.</li> <li>4. Player 1 draws 2 cards and if they are antonyms for one another they collect the cards and use one of the words in a sentence. Player replaces the two cards with two other cards from the deck.</li> <li>5. Player 2 then repeats.</li> <li>6. When all cards are matched game is over.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b>  <b>Somebody/Wanted? But? So:</b> This is a good way to summarize a story. Provide students with a white board or a piece of paper. Fold the paper into fourths. Write the headings in each square: 1<sup>st</sup> Square: somebody (Identify the character), 2<sup>nd</sup> Square:</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

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<p>Wanted (Describe the character's goal), 3<sup>rd</sup> Square: But (Describe the conflict or the problem), 4<sup>th</sup> Square: So (Describe the resolution of the conflict.)</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Linking Verbs and Predicate Adjectives</b></p> <p>A linking verb does not show action. A linking verb links or joins something in the predicate to the subject of the sentence. A linking verb does not have an action verb after it. A predicate adjective that follow the linking verb tells something about the subject.</p> <p>Demonstrate several examples of this:          Ants are disgusting. (are is the linking verb, disgusting is the adverb) Jorge is loud (is is the linking verb, loud is the adjective.)</p> <p><b>Linking to Predicate Adjectives #1</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a sentence card.</li> <li>3. Students work together to find the linking verb in each sentence and then the predicate adjective.</li> <li>4. When the sentences on the card have been reviewed, pair should write three sentences of their own that follow the pattern of linking verb + predicate adjective.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best          Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>



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### 4<sup>th</sup>-5<sup>th</sup> Grade Antonym Review

up	down	fat	thin
black	white	fast	slow
fingers	toes	head	toes
ill	well	pass	grab
rich	poor	polite	rude
loud	soft	tall	short
wet	dry	sweet	sour
arm	leg	blind	sighted

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good	bad	inside	outside
boy	girl	Mr.	Mrs.
late	early	morning	evening
find	lost	top	bottom
under	over	play	work
empty	full	baby	adult
floor	ceiling	beautiful	ugly

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup>-5<sup>th</sup> Grade Linking to Predicate Adjectives #2

- Cockroaches are yucky!
- Hot dogs are yummy.
- The sidewalk is cluttered.
- Julie is graceful.
- My sunburn is painful.
- The golf ball dent is deep.
- The bag of candy is full.
- He is happy.
- Mr. Sheldon is funny.
- Night will be dark.
- The movie was enjoyable.
- The cruise ship is huge.
- The girl is sleepy.
- The raccoon is stealthy.
- Mother is shy.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Do We Agree
<b>Focus:</b>	Vocabulary (Homographs), Predicting, and Subject-Verb Agreement

**Materials:**

Activities at end of lesson plan

White board and pen/crayon

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

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What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

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#### Repeated Reading Process

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4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

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<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Musical Shares:</b> Have students stand up and walk around reading the passage that they are working on until the music stops. Students should pair up and read the next 2 sentences to the partner they find. Repeat as students practice.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Homographs</b> Homographs are words that are spelled the same way but are pronounced differently and mean something different. An example would be read and read. One time you pronounce it as if you are reading something right now, the other is pronounced to indicate that the reading took place in the past. Share homographs—record and record (the first is to keep a record, the second is to make a tape of your voice.)</p> <p><b>Homographs</b> <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Homograph Cards.</li> <li>3. Shuffle the cards and place them in between the two players.</li> <li>4. Player 1 draws a card, reads the sentence and tells how to pronounce the word to fit in that sentence.</li> </ol> <p>If Player 2 agrees, Player 1 gets a point and Player 2 resumes play. If Player 2 disagrees, then they must find a neutral peer and ask him/her to decide.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b> <b>Three Words:</b> share with students the topic for the day. Ask students to think about what</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p>they think will be shared in the materials that they will read. Ask a student to read the title of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well. The students will then work in pairs and using those three words will write a description of what they believe the story will be about.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Subject-Verb Agreement</b></p> <p>Subjects and verbs must agree. When a subject is one, it is singular. This singular subject needs to be matched to a singular verb. When the subject is more than one, it is plural and should be matched to a plural verb. Here is an example: My friend is going to the zoo. (friend is singular and is singular). My friends are going to the zoo. (friends is plural and are is plural). John jumps high (John is singular and jumps is singular) We jump high (we is plural and jump is plural).</p> <p>When sentences are straightforward (without a compound subject or predicate or without prepositional phrase) it is easier to decide whether the subject is singular or plural. Today we will practice with simple sentences. Tomorrow we will add the challenge of prepositional phrases, etc.</p> <p><b>Do We Agree? #1</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a deck of Do We Agree? Cards and a game board.</li> <li>3. Shuffle the cards and place them to the right of the game board.</li> <li>4. Player 1 draws a sentence card and determines if the subject and verb agree. If yes, player places the card in the agree column, if player says no, they put it in the disagree column.</li> <li>5. If player 2 agrees, then he/she take his/her turn. If not, he/she can challenge and explain why.</li> <li>6. Once a challenge is settled, Player 2 takes his/her turn.</li> <li>7. Game is over when all cards have been completed.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

## Consult 4 Kids Lesson Plans

### Debrief

3-2-1

- Share 3 things you like about today's lesson.
- Share 2 questions you have that were not answered.
- Share 1 thing that you will use tomorrow that you practiced today.

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

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### 4<sup>th</sup>-5<sup>th</sup> Grade—Homograph Cards

John will <u>record</u> that song.	Sales set a <u>record</u> the day after Thanksgiving.	She straightened the <u>bow</u> in her hair.	The actor took a <u>bow</u> after the play.
What is your <u>address</u> ?	How did you <u>address</u> the judge?	Jill held her teddy bear <u>close</u> .	Don't forget to <u>close</u> the door.
He plays the <u>bass</u> guitar with the band	He caught a <u>bass</u> in the lake.	He was a <u>rebel</u> because he just couldn't cooperate.	In 1860 Virginia decided to <u>rebel</u> .
The room was dirty and <u>dingy</u> .	That small boat is called a <u>dingy</u> .	The <u>sewer</u> drain was at the corner.	She loved to work with fabric, she was a <u>sewer</u> .
Please <u>read</u> the story aloud now.	He <u>read</u> the book yesterday.	He will <u>present</u> his project to the group.	Did you get a <u>present</u> for your birthday?



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<p>He enjoys the cactus in the <u>desert</u>.</p>	<p>The soldier did not <u>desert</u> his friends.</p>	<p>You may move forward and <u>resume</u> your walk.</p>	<p>He turned in his <u>résumé</u>.</p>
<p>The <u>dove</u> will "coo" when it is content.</p>	<p>He <u>dove</u> into the swimming pool.</p>	<p>Who will <u>lead</u> the activity?</p>	<p>The pencil needs a sharp <u>lead</u>.</p>
<p>Will you <u>polish</u> your fingernails?</p>	<p>Have you ever eaten a <u>Polish</u> dog?</p>	<p>He is the <u>subject</u> of the investigation.</p>	<p>Don't <u>subject</u> me to your anger!</p>
<p>She always has an <u>excuse</u> about her clothes.</p>	<p>Mom will <u>excuse</u> you from the table.</p>	<p>She was so sad that a <u>tear</u> slid down her cheek.</p>	<p>Don't <u>tear</u> that paper!</p>
<p>I was able to win the <u>contest</u>.</p>	<p>He disagrees and will <u>contest</u> your opinion.</p>	<p>He was sad about the loss so he <u>moped</u> around.</p>	<p>I will ride my <u>moped</u> to the store.</p>

## Consult 4 Kids Lesson Plans

<p>Did he <u>refuse</u> to go to the dinner?</p>	<p>The garbage truck picked up the <u>refuse</u>.</p>	<p>Did you <u>suspect</u> the surprise party?</p>	<p>He was a <u>suspect</u> in the robbery.</p>
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# Consult 4 Kids Lesson Plans

4<sup>th</sup>-5<sup>th</sup> Grade Do We Agree? Game Board

AGREE	DISAGREE

## Consult 4 Kids Lesson Plans

4<sup>th</sup>-5<sup>th</sup> Grade Do We Agree? #1

Thirty-five students are hiking Grand Canyon.	Sixteen students is hiking in Yosemite.	Jorge's mother is afraid.	Jorge's mother are afraid.
The wind scatter seeds.	The wind scatters seeds.	Boats floats a long distance.	Boats float a long distance.
Seeds travel in many ways.	Seeds travels in many ways.	Sometimes seeds falls in the water.	Sometimes seeds fall in the water.
Animals gathers seeds to eat.	Animals gather seeds to eat.	Squirrels digs holes to bury seeds.	Squirrels dig holes to bury seeds.
Cardinals likes to eat seeds.	Cardinals like to eat seeds.	Dogs carry seeds in their fur	Dogs carries seeds in their fur.

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<p>People plant seeds to grow new plants.</p>	<p>People plants seeds to grow new plants.</p>	<p>A fire is built in marked areas.</p>	<p>A fire are built in marked areas.</p>
<p>Jorge took a lot of water with him.</p>	<p>Jorge tooks a lot of water with him.</p>	<p>We ship out tomorrow on the boat.</p>	<p>We ships out tomorrow on the boat.</p>
<p>I jump on the trampoline every afternoon.</p>	<p>I jumps on the trampoline every afternoon.</p>	<p>The driver parks the car.</p>	<p>The driver park the car.</p>
<p>The breeze fill the air.</p>	<p>The breeze fills the air.</p>	<p>Andrew travel overseas.</p>	<p>Andrew travels overseas.</p>
<p>Aaron uses his boat every day.</p>	<p>Aaron use his boat every day.</p>	<p>Dave drive expertly on the track.</p>	<p>Dave drives expertly on the tack.</p>

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<p>Jack and Jill goes up the hill.</p>	<p>Jack and Jill go up the hill.</p>	<p>Mark and John is coming home.</p>	<p>Mark and John are coming home.</p>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Fluency Review and More
<b>Focus:</b>	Review of Vocabulary and Conventions

**Materials:**

Activities from the past 11 days for students to select from, at the end of lessons 1-10

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p><b>Fluency Activity of the Day</b></p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Today is a day of review. Have students select from one of the following:</p> <ul style="list-style-type: none"> <li>Homophones</li> <li>"ight" Words</li> <li>"ould" and "ought" Words</li> <li>Synonyms</li> <li>Antonyms</li> <li>Homographs</li> </ul>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Q and S</b></p> <p><b>Question and Connection #2:</b> Ask all students to form a group of 4-5 students. In the group, someone asks a question about what was read and everyone must provide a different answer. Students should provide the answer in a complete sentence.</p> <p>Summarizing:</p> <p>Did you know? In this activity pair students with one another. The first student asks, "Did you know...?" and then adds a piece of information that he/she has learned from the reading. The second student responds either "yes" or "no", and then asks, "Did you know...?" this continues until each student has asked 3-5 questions.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to</p>



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<p>Today is a day of review. Have students select from one of the following:</p> <ul style="list-style-type: none"> <li><b>Prepositions</b></li> <li><b>Say What?</b></li> <li><b>Tell About Nouns</b></li> <li><b>Which One?</b></li> <li><b>Linking to Predicate Nouns</b></li> <li><b>Linking to Predicate Adjectives</b></li> <li><b>Do We Agree?</b></li> </ul>	<p>determine if they have and understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best. Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Chain of Synonyms
<b>Focus:</b>	Vocabulary (Synonyms) Predicting, and Types of Sentences

**Materials:**

Fluency passages or students current reading  
 White boards, pens or crayons  
 Activities at the end of lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What do you know about synonyms? What are some synonyms for the word "said". How does predicting help you think about the story you are going to read.

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this? What do you know about the different types of sentences? What is another word for interrogative? Declarative?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move

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5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Fluency Test**—Read 1 minute count number of words read. Record the total on a personal chart. A suggestion would be to have a stamp or chart on the front of the student's vocabulary notebook and have them write the total words read on the chart.

on with the story).

### Vocabulary

**Synonyms:** Synonyms are words that mean the same or nearly the same thing. Synonyms are a way of expressing a subtlety of meaning that might not be there with a limited choice of words. For example: a big elephant is not nearly as big as a gigantic one, which is probably smaller than a humongous one. Yet, all of those words mean big. So we will look at chains of words that add increments of meaning, creating a continuum of thought.

### Chain of Synonyms

#### Directions:

1. Divide students into pairs.
2. Give each pair a Word Bank Card.
3. Together, students draw a card and brainstorm 4-6 synonyms for the word listed.
4. Together, the pair decides what the chain of words will be, linking the words together in an order or chain that makes sense to them.
5. Have pairs work on at least 5 chains.
6. Bring class together and have students share the Chain of Synonyms that they created.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

### Activity

#### Predicting

**Find the Evidence:** On chart paper, write these two heading: Predictions and Evidence. Use a different colored marker for each column. List several predications. As you begin to

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

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<p>read the material, ask students to look for evidence of their predictions. For example, if the prediction is, "There is a sad and lonely duck," the evidence might be, "The duck always walked alone."</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p><b>Types of Sentences: Interrogatives:</b> An interrogative sentence asks a question. It ends with a question mark.</p> <p><b>Jeopardy:</b>          Students may work with a partner          Student should write the question for each answer on a small white board and hold up the question for each answer. Demonstrate with students several times. Instruct students to "write the questions for each of the following answers":</p> <ol style="list-style-type: none"> <li>1. It is an interrogative sentence</li> <li>2. It is on Friday.</li> <li>3. They are over there</li> <li>4. It is over six feet tall.</li> <li>5. It must have been him.</li> <li>6. It is hers.</li> <li>7. It is in the United States.</li> <li>8. They live in the rain forest.</li> <li>9. It is less than three pounds.</li> <li>10. They went to a cookout.</li> <li>11. Riley like llamas.</li> <li>12. They ate the two scoop special.</li> <li>13. He rode the bike for an hour.</li> <li>14. They were late to the movie.</li> <li>15. She walked on the beach.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**DIGA**

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)

## Consult 4 Kids Lesson Plans

3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup>-5<sup>th</sup> Grades Word Cards—Synonyms

abandon

clothes

disaster

eager

hub

important

prejudice

problem

serious

special

general

hidden

improve

incomplete

inferior

interrupt

obvious

particular

vague

retreat

superb

suspect

thorough

trust

## Consult 4 Kids Lesson Plans

### Information Including Synonyms For Leaders

abandon: depart, desert, withdraw	clothes: apparel, attire, garments	disaster: calamity, catastrophe, misfortune
eager: avid, enthusiastic, keen	hub: center, middle, nucleus	important: major, principal, significant
prejudice: bias, bigotry, intolerance	problem: dilemma, mystery, riddle	serious: grave, solemn, somber
special: particular, specific, unique	general: broad, wide-ranging, universal	hidden: unseen, concealed, veiled
improve: strengthen, progress, advance	incomplete: unfinished, partial, shortened	inferior: substandard, lower, mediocre
interrupt: barge, in suspend, disrupt	obvious: apparent, evident, clear	particular: certain, meticulous, exacting
vague: unclear, hazy, fuzzy	retreat: recoil, withdraw, leave	superb: outstanding, exemplary, fantastic
suspect: guess, suppose, imagine	thorough: methodical, detailed, comprehensive	trust: believe, confident, reliant

## Consult 4 Kids Lesson Plans

<b>Components:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Tongue Twisters
<b>Focus:</b>	Vocabulary (Alliteration), Clarifying, and Commas

**Materials:**

Activities at the end of the lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

What is alliteration? Can you give an example of alliteration? When do you use commas?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### **\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site)

Check with the school day to see if the textbook has these passages (most do)

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story)



## Consult 4 Kids Lesson Plans

7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Independent Timed Reading:** Have students work in pairs and use a three minute egg timer or look at the clock to keep time. As the first student begins to read the passage, the partner either turns over the egg timer or begins watching the clock. At the end of 2 minutes (if students are watching a clock, or three minutes is using the egg timer, the partner calls "Stop" and the number of words are counted. Process is repeated for the other students. Students record the number of words read on their reading chart.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

**Alliteration:** The repetition a sound, usually the initial consonant sounds in two or more words in a sentence or a phrase.

### Tongue Twisters

#### Directions:

1. Divide students into groups of 3.
2. Give each group a Tongue Twisters Sample Card.
3. Each group is to write 5 original tongue twisters.
4. Have each group share with the rest of the class.
5. Select the 5 most outstanding and of course, difficult to say Tongue Twisters and have groups share with the other students.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

### Activity

#### Clarifying:

**Silly Questions:** Partner students to create silly questions from the interesting words that they have selected. Ask students to join two words, in other words make a silly question or sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall,

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p>bat, cave, and bridge, a silly sentence/question would be, “Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?”</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>A comma is a punctuation mark that occurs within a sentence that tells you to pause. It acts as a separator between things in a series, two thoughts, a direct address, and so on. It is important to learn how to use a comma correctly otherwise what you have written becomes choppy and disconnected—making it difficult to make meaning.</p> <p>One of the places that we use commas is in a series. A series is like a list of at least three things that is embedded into a sentence. For example, when talking about the American flag we can say, “The flag is red, white, and blue.” The series is the three colors that we find on the flag.</p> <p><b>Series</b> <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Series cards, a white board and a pen or crayon.</li> <li>3. Together students will select a Series card and determine how to punctuate the sentence.</li> <li>4. After completing all of the cards, students will select 3 cards to rewrite onto the white board using correct punctuation.</li> <li>5. After working on this activity, students will come back together to share the 3 sentences they have selected with the group.</li> </ol> <p>Note: When reading the sentence aloud, remember to pause at the comma.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today.</p> <p><b>I:</b> Interpret that activity to your own experience and your own school work.</p> <p><b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p><b>A:</b> Make a commitment to apply the learning within the next 48 hours.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> </ol>
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## Consult 4 Kids Lesson Plans

2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## 4th-5th Grade Tongue Twister Samples

### Tongue Twisters

- Angela Abigail Applewhite ate anchovies and artichokes.
- Bertha Bartholomew blew big, blue bubbles.
- Clever Clifford Cutter clumsily closed the closet clasps.
- Dwayne Dwiddle drew a drawing of dreaded Dracula.
- Elmer Elwood eluded eleven elderly elephants.
- Floyd Flinge flipped flat flapjacks.
- Greta Gruber grabbed a group of green grapes.
- Hattie Henderson hated happy healthy hippos.
- Ida Ivy identified the ivory iris.
- Julie Jackson juggled the juicy, jiggly jello.
- Karl Kessler kept the ketchup in the kitchen.
- Lila Ledbetter lugged a lot of little lemons.
- Milton Mallard mailed a mangled mango.
- Norris Newton never needed new noodles.
- Patsy Planter plucked plump, purple, plastic plums.
- Quinella Quist quite quickly quelled the quarreling quartet.
- Randy Rathbone wrapped a rather rare red rabbit.
- Shelly Sherman shivered in a sheer, short, shirt.
- Trina Tweety tripped two twittering twins under a twiggy tree.
- Uri Udall usually used his unique, unusual unicycle.
- Vicky Vince viewed a very valuable vase.
- Walter Whipple warily warned the weary warrior.
- Xerxes Xenon expected to Xerox extra x-rays.
- Yolana Yvonne Yarger yodeled up yonder yesterday.
- Zigmund Zane zig-zagged through the zany zoo zone.

Consult 4 Kids Lesson Plans

4<sup>th</sup> and 5<sup>th</sup> Grade Series Cards

<p>For cooking we will need a stove utensils and matches.</p>	<p>For eating we will need knives forks and spoons.</p>
<p>If you sleep over at my house please bring pajamas a robe and slippers</p>	<p>When you go on the trip take socks a swimsuit and shorts.</p>
<p>For fun I will have chocolate caramel and strawberry on my ice cream.</p>	<p>I will bring Jenny Maria Mark and Lori with me.</p>
<p>We saw the volcanoes at Mount Saint Helens Mount Etna and Mount Vesuvius.</p>	<p>The members of our team were Roy Bill and Esther.</p>
<p>The volcanoes all emitted gas lava and cinder.</p>	<p>We have seen volcanoes in the United States Mexico and Italy.</p>
<p>He likes to eat tomato lettuce and onions on his burger.</p>	<p>She will bake chocolate chip sugar and coconut cookies for them.</p>
<p>Have you been to England Norway and Belgium?</p>	<p>I will take my computer paper printer and reference book on my trip.</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Word Pyramid
<b>Focus:</b>	Vocabulary (Synonyms), Questioning, and Types of Sentences

**Materials:**

Activity at end of lesson plan  
 White Boards, crayons and/or pens  
 Chart paper

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What do you know about synonyms? What are some synonyms for the word “sad”. How does predicting help you think about the story you are going to read.

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this? What do you know about the different types of sentences? What is another word for interrogative? Declarative?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move

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5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Paired Readings:** Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch rolls. Complete this process three times.

on with the story).

### Vocabulary

**Synonyms:** Synonyms are words that mean the same or nearly the same thing. Synonyms are a way of expressing a subtlety of meaning that might not be there with a limited choice of words. For example: a big elephant is not nearly as big as a gigantic one, which is probably smaller than a humongous one. Yet, all of those words mean big. So we will look at chains of words that add increments of meaning, creating a continuum of thought.

### Word Pyramid

**Directions:**

1. Divide students into pairs.
2. Give each pair the directions for creating a Word Pyramid.
3. Explain that they will be using a variety of words when they follow the Pyramid format.
4. Line 1: Word
5. Line 2: 2 antonyms
6. Line 3: 3 Synonyms
7. Line 4: 4 adjectives that describe
8. Line 5: Sentence for the key word
9. Complete several examples on the board with students.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text.

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b>  <b>I Wonder:</b> Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare was making fun of me? I wonder....</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p><b>Types of Sentences: Exclamatory:</b> An exclamatory sentence shows strong feelings and ends with an exclamation point.  <b>Making WOW!</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide the students into pairs.</li> <li>2. Give each pair a set of sentence cards.</li> <li>3. Player 1 draws a sentence card and changes it into an exclamatory sentence.</li> <li>4. Player gets one point each time he/she creates an exclamatory sentence.</li> <li>5. Player 2 continues play in the same way.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>3-2-1</b></p> <ul style="list-style-type: none"> <li>• Share 3 things you like about today's lesson.</li> <li>• Share 2 questions you have that were not answered.</li> <li>• Share 1 thing that you will use tomorrow that you practiced today.</li> </ul>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>
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4<sup>th</sup> and 5<sup>th</sup> Grade Making WOW!

I passed the science test.	We got an invitation to the party.
The moon is full and round.	Please don't step on my book.
This is tasty ice cream.	Please don't throw that away.
Julie won the contest.	Please come now.
Sharks have big teeth.	The beast scared all of the kids.
Be sure to lock your door.	Close the windows the cool air is escaping.
Please send help fast.	Oh, no.

Consult 4 Kids Lesson Plans

<p>The bear is on my porch.</p>	<p>Please stand still.</p>
<p>Wally is so funny.</p>	<p>It's the Flying Flareteys.</p>
<p>Watch out for the hole.</p>	<p>Ha, Ha.</p>
<p>Please don't look so hungry and mean.</p>	<p>They are amazing</p>
<p>Look at the crashing clown cars.</p>	<p>It's Fearless Frank on the high wire.</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	No Doubles
<b>Focus:</b>	Vocabulary (Idioms), Summarizing, and Double Negatives

**Materials:**

Activity at the end of the lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

What do you know about idioms? What is meant by the idiom: "It's raining cats and dogs". What happens in a sentence that you use a double negative in?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

#### **\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Chunk Reading:** This process helps youth to read more quickly by seeing phrases or groups of words, instead of reading “word by word”. For example, look at the following two sentences:

“Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted.”

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

**Idioms:** An **idiom** is an expression that means something other than the literal meaning of its individual words. An example of an idiom is “a white elephant”. This idiom has nothing to do with an animal, it refers rather to something that you would like to re-gift or give to someone else. It is something that just doesn’t fit in.

### Literal and Non-Literal Game

#### Directions:

1. Divide students into pairs.
2. Give each pair an Idiom Phrase Card.
3. Students are to review each idiom and determine both its literal (exact meaning of the words) and non-literal (idiom) meaning.
4. Students may also have a set of idiom meanings to check their own thinking.

**Note:** Part of today’s work will prepare students for tomorrow.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you’ve read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).

### Activity

#### Summarizing:

**Somebody/Wanted? But? So:** This is a good way to summarize a story. Provide students with a white board or a piece of paper. Fold the paper into fourths. Write the

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p>headings in each square: 1<sup>st</sup> Square: somebody (Identify the character), 2<sup>nd</sup> Square: Wanted (Describe the character's goal), 3<sup>rd</sup> Square: But (Describe the conflict or the problem), 4<sup>th</sup> Square: So (Describe the resolution of the conflict.)</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Double Negatives:</b> A negative word indicates "no". When two negative words are used, the phrase becomes a positive, or "yes" statements. This is exactly like what it is in math—two negatives make a positive. This is confusing to the reader and should be avoided. Use only one negative word when you mean to indicate "no".</p> <p><b>No Doubles!</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Double Negative Card.</li> <li>3. Students read the sentences and agree on how to rewrite so there is only one negative in the sentence.</li> <li>4. They should write the revised sentences on a white board.</li> <li>5. When all students have finished pull the group together and have them share several examples of what they did to eliminate the double negatives.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak).</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)</li> </ol>
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Idiom Phrase Cards

catch a cold	circular file	see eye to eye	afraid of his own shadow
cost an arm and a leg	backseat driver	clear the air	got cold feet
come clean	crack a book	dead to the world	turned a deaf ear
down in the dumps	eyes popped out	lost her marbles	burn his bridges
forever and a day	know the ropes	out of the woods	green thumb

Idiom Meaning Card

become ill with a cold	trash can	agree	too frightened to act
expensive	bossy	back out, will not do	tell the truth
study	asleep	won't listen to	depressed
surprised	crazy, not making sense	sever ties with	always
understand what to do	will be okay	great gardener	talk about the problem

4<sup>th</sup> and 5<sup>th</sup> Grade No Doubles!

There is scarcely none of the birdseed left in the feeder.

Don't get no fries with your order.

We can't stop no one from walking in the wet grass.

Hardly no one ordered the pizza today.

There weren't no bags of popcorn left when I got there.

I don't have no money with me.

It isn't barely raining outside.

There wasn't no snow on our grass this morning.

I couldn't find no one who wanted to build a snowman.

We couldn't believe that no one wanted to stay inside.

None of the students could think of nothing to do at recess.

No one never thinks it is a waste of time to go ice-skating.

You shouldn't never play catch.

Isn't no one else going to eat icicles?

There wasn't nothing wrong with using fresh snow.

The snowman outside isn't nowhere.

Falling now isn't no fun if you can't go out and play in



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Idioms and Direct Address
<b>Focus:</b>	Vocabulary (Idioms), Predicting, and Commas

**Materials:**

Activities at end of lesson plan  
White board and pen/crayon

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words)
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

What do you know about idioms? What is meant by the idiom “Her hair is straight as a stick”? When do you use commas?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Musical Shares:** Have students stand up and walk around reading the passage that they are working on until the music stops. Students should pair up and read the next 2 sentences to the partner they find. Repeat as students practice

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

**Idioms:** An **idiom** is an expression that means something other than the literal meaning of its individual words. An example of an idiom is “a white elephant”. This idiom has nothing to do with an animal, it refers rather to something that you would like to re-gift or give to someone else. It is something that just doesn’t fit in.

Today, divide students into two teams. Each team will select 3 idioms to act out. The team must act out both the literal and idiom meaning of the phrase. All team members must participate in at least one of the Charades. They may select idioms from yesterday’s card.

Give students 10 minutes to prepare and then have the two teams share with one another.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text.

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you’ve read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

### Activity

#### Predicting

**Three Words:** share with students the topic for the day. Ask students to think about what they think will be shared in the materials that they will read. Ask a student to read the title of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well.

The students will then work in pairs and using those three words will write a description of what they believe the story will be about.

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

### Conventions

This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.

#### Commas

A comma is a punctuation mark that occurs within a sentence that tells you to pause. It acts as a separator between things in a series, two thoughts, a direct address, and so on. It is important to learn how to use a comma correctly, otherwise what you have written becomes choppy and disconnected—making it difficult to make meaning.

One of the places we use commas is to set apart the name of someone being addressed and introductory words such as “yes”, “no” and “well. Examples are: Kate, do you want to go to the store? Yes, I will be there tomorrow. I agree with you, Joni, we need to eat more pizza.

#### Direct Address

##### Directions:

1. Divide students into pairs.
2. Give each pair a set of Direct Address cards, a white board and a pen or crayon.
3. Together students will select a Direct Address card and determine how to punctuate the sentence.
4. After completing all of the cards, students will select 3 cards to rewrite onto the white board using correct punctuation.
5. After working on this activity, students will come back together to share the 3 sentences they have selected with the group.

**Note:** When reading the sentence aloud, remember to pause at the comma.

Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

### Debrief

3-2-1

- Share 3 things you like about today's lesson.
- Share 2 questions you have that were not answered.
- Share 1 thing that you will use tomorrow that you practiced today.

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)

## Consult 4 Kids Lesson Plans

3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Idiom Phrase Cards

catch a cold	circular file	see eye to eye	afraid of his own shadow
cost an arm and a leg	backseat driver	clear the air	got cold feet
come clean	crack a book	dead to the world	turned a deaf ear
down in the dumps	eyes popped out	lost her marbles	burn his bridges
forever and a day	know the ropes	out of the woods	green thumb

Consult 4 Kids Lesson Plans

4<sup>th</sup> and 5<sup>th</sup> Grade Direct Address

<p>Monica have you seen any butterflies fluttering around your yard?</p>	<p>Well yesterday I saw one, but just for a second.</p>
<p>Betsy when was the last time you saw butterflies in your garden?</p>	<p>Two days ago Kate I saw three butterflies.</p>
<p>Molly can you name the four stages of the butterfly?</p>	<p>Yes I certainly can.</p>
<p>Jeff do you know the name of the butterfly's long feeding tube?</p>	<p>Yes it is called the proboscis.</p>
<p>Heather did you know that the Queen Alexandra's bird wing butterfly is the largest butterfly?</p>	<p>No I didn't know that.</p>
<p>Well did you know that butterflies are insects?</p>	<p>Yes I knew that Ally.</p>

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<p>Did you know Dave that butterflies like to warm-up out go in the sun?</p>	<p>No but that must be because they are cold-blooded.</p>
<p>Where can you see a lot of butterflies in the winter?</p>	<p>I know you can see it in Monarch Dunes Freddie.</p>
<p>Fred do you have everything you need?</p>	<p>Yes I am good to go.</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Analogies and Comparisons
<b>Focus:</b>	Vocabulary (Analogies), Predicting, and Colons

**Materials:**

Activities at end of lesson plan  
White board and pen/crayon

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

Give several examples of analogies. If we were comparing a chick : hen, how would that be like a puppy : \_\_\_\_\_? Explain your answer. What do you know about the use of a colon? What does the symbol look like? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).



## Consult 4 Kids Lesson Plans

7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Musical Shares:** Have students stand up and walk around reading the passage that they are working on until the music stops. Students should pair up and read the next 2 sentences to the partner they find. Repeat as students practice.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Analogies

An analogy shows the relationship between two items. To create an analogy, you identify the relationship between the first two words. Are these words synonyms, opposites, do they show change over time? Then you find a second pair of words that have the same relationship. For example, a puppy is a young dog. This is similar to a foal which is a young horse. So you could say: puppy : dog :: foal : horse. The use of the colons tells the reader that there is a relationship first between the words and then between the pairs as well.

#### Analogies/Comparisons

##### Directions:

1. Divide students into pairs.
2. Give each pair a set of Analogy Cards.
3. Shuffle the cards and place them between the students.
4. Player 1 draws a card and completes the analogy. If Player 2 agrees, player 1 keeps the card.
5. Player 2 then continues the play.
6. Game is over when all cards are drawn.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text.

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

### Activity

## Consult 4 Kids Lesson Plans

<p><b>Predicting</b></p> <p><b>Three Words:</b> share with students the topic for the day. Ask students to think about what they think will be shared in the materials that they will read. Ask a student to read the title of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well. The students will then work in pairs and using those three words will write a description of what they believe the story will be about.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Colons</b></p> <p>Colons are a punctuation mark that looks like this : A colon is used in the following ways:</p> <ul style="list-style-type: none"> <li>• after a greeting in a business letter, to separate a book’s title from its subtitle</li> <li>• to introduce a series of items after an independent clause</li> <li>• after the word “as follows” or “the following”</li> </ul> <p><b>Colons</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Colons Practice Card and white boards.</li> <li>3. Together, students look at each of the Practice Card statements and rewrite the sentences on the white board using the colon correctly.</li> <li>4. When pair has completed the sentences, they find another pair and share solutions.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

3-2-1

- Share 3 things you like about today's lesson.
- Share 2 questions you have that were not answered.
- Share 1 thing that you will use tomorrow that you practiced today.

## Consult 4 Kids Lesson Plans

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

4<sup>th</sup>-5<sup>th</sup> Grade Analogies/Comparisons

left : right :: day : _____	eye : see :: nose : _____	boy : girl :: man : _____
coffee : hot :: ice cream : _____	watch : time :: scale : _____	bracelet : wrist :: ring : _____
bird : nest :: people : _____	sock : feet :: mittens : _____	soap : hands :: shampoo : _____
pig : oink :: dog : _____	stove : cook :: oven : _____	button : shirt :: zipper : _____
plane : fly :: boat : _____	five : eight :: twenty : _____	camera : film :: printer : _____
bee : hive :: wasp : _____	movie : watch :: music : _____	book : read :: canvas : _____
rocket : fast :: snail : _____	wrist : arm :: knee : _____	meatloaf : main course :: cake : _____
boy : man :: girl : _____	numbers : math :: words : _____	pencil : write :: crayons : _____
feather : bird :: fur : _____	open : closed :: up : _____	clean : dirty :: sharp : _____

## Consult 4 Kids Lesson Plans

4<sup>th</sup>-5<sup>th</sup> Grade Colons

### Colons

Pack the following items hiking boots, shorts, sunscreen, and a hat.

In case of an earthquake follow these steps get to a doorway or bath tub, cover your eyes and the back of your neck, and stay calm.

My favorite TV shows follow Law and Order, Big Bang Theory, and The Closer.

The title of the book was "The Heist A Robbery in Brooklyn"

Dear President Obama  
I am visiting Washington D.C. in October.

The back-to-school list said to purchase crayons, pencils, erasers, and paper.

The title of the speech is "My Summer Life in the Fast Lane".

Dear Sir  
I am unable to attend the meeting tomorrow.

This is what was on the list bank, car wash, grocery store.

Marge's itinerary stated Mexico, Nicaragua, Costa Rica, and Panama.

The snack bar menu read hot dogs, hamburgers, chips, soda.

Customer Service  
I am logging this complaint to express my dissatisfaction with the towels.

The album's title was "My Music Straight from the Heart".

Dear Friend  
Will you be able to distribute the request for donations?

The football roster read: Joe Smith, Fred Jones, Mark Little, Marvin Lester.

The title of the song is "Laughter The Best Medicine for Everyone:."

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Categories and Analogies
<b>Focus:</b>	Vocabulary (Analogies), Predicting, and Types of Sentences

**Materials:**

Chart Paper

Activity at end of lesson plan

White boards, pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What do you know about analyzing words? What are some synonyms for the word “amazing”. How does predicting help you think about the story you are going to read. What do you know about analogies? (comparison of things)

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this? What do you know about the different types of sentences? Give an example of a declarative sentence; and interrogative sentence; an exclamatory sentence; an imperative sentence.

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to

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the lesson plan.

5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

practice (even if they move on with the story).

### Fluency Activity of the Day

**Partner Share:** Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.

### Vocabulary Analogies

An analogy is a way to draw a comparison in order to show a similarity in two things. They are similar in some respect. For example, the following analogy: "the operation of a computer presents an interesting **analogy** to the working of the brain, so we could say that the computer is to brain, what a pace maker is to a heartbeat. There are several types of analogies. We will work on preparing different types of analogies for the next 3 days.

When writing an analogy, use a : (colon) to compare the first 2 items, use a double colon :: to compare one ½ of the analogy with the other half. You will see all types of analogies in the directions. You will work on the highlighted ones for each day.

Example of correctly written analogy:

sock : shoe :: glove : hand (similar concept)

this : that :: go : come (dissimilar concept)

earth science : physical science :: bracelet : necklace (same category)

After working through several examples with the students, divide students into pairs and have them work on creating several analogies for each category.

#### Types of analogies:

**Similar Concepts:** Adjacent concepts that are synonyms or similar in meaning: jump : leap :: shout : scream

**Dissimilar Concepts:** Adjacent concepts that are antonyms or dissimilar in meaning: Example: this : that :: go : come

#### Class Membership

Adjacent concepts that belong to the same class or category. Example: elephant : lion :: blue : pink

#### Class Name and Class Member

One element in a set is a class name while the other is a member of the class:

Fork: utensil :: bee : insect.

#### Part to Whole:

One element in a set is a part of the other element in the set.

Example: wheel : car :: heel : leg

**Change:** One element in a set turns into the other element. Example: plant : seed :: caterpillar : butterfly

**Function:** One element in a set performs a function on or for another. Example: tutor : student :: driver : car.

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<p><b>Quantity/Size:</b> The two elements in the set are comparable in terms of quantity or size. Example: valley : hole :: lion : house cat</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>One-Minute Predictions:</b> Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b> <b>Types of Sentences</b></p> <p>You have reviewed the four types of sentences: declarative, interrogative, exclamatory and imperative. It is important that you understand how to tell the difference when you read them and also when you write them.</p> <p><b>Categories</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Sentence Card.</li> <li>3. Students should prepare a white board or a piece of paper with four columns, and label each column with a sentence type.</li> <li>4. Together they should read each sentence and determine which category it belongs in and write the sentence in that column.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>



## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### LBNT

Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best  
Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

4<sup>th</sup> and 5<sup>th</sup> Grade Sentence Categories

- We have the plans for putting a pool in our backyard.
- Would you like to see them?
- Don't touch the plans with dirty hands, please.
- Look right here.
- Can you see this area?
- It is in the deep end.
- It's huge!
- They will begin to dig the hole for the pool next week.
- It will take three weeks until it is finished.
- Put your finger on the large area here.
- That whole area will be the deck.
- Did you know that we will have to build a fence, too?
- It has to be five feet tall for safety reasons.
- I can hardly wait!
- Will you be here tomorrow?
- Look out!
- Stop doing that.
- How many doors are in the building?
- He walked to school slowly.
- Jorge is my hero!
- He is only 3 feet tall.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Analogies and Infinitives
<b>Focus:</b>	Vocabulary (Analogies), Clarifying, and Infinitives

**Materials:**

White board, pens and/or crayons  
Activity at end of lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression.

What can you do to accomplish this? What do you know about analogies? What do you know about infinitives?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

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Repeated Reading passages can be found at:

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Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Speed Reading:** Have students form a circle. Number them of, 1, 2, 1, 2, 1, 2 and so forth. Having the students stay in the circle, have the twos move to stand in front of the person who said "1" on his/her left. Give each student an opportunity to read aloud to his/her partner for 1 minute. Have one of the circles move and repeat the process. Have the other circle move and repeat for the third time.

### Vocabulary Analogies

An analogy is a way to draw a comparison in order to show a similarity in two things. They are similar in some respect. For example, the following analogy: "the operation of a computer presents an interesting **analogy** to the working of the brain, so we could say that the computer is to brain, what a pace maker is to a heartbeat. There are several types of analogies. We will work on preparing different types of analogies for the next 3 days. When writing an analogy, use a : (colon) to compare the first 2 items, use a double colon :: to compare one ½ of the analogy with the other half. You will see all types of analogies in the directions. You will work on the highlighted ones for each day.

Example of correctly written analogy:

tornado : weather :: paper clip : office supply (class name and class member)  
 finger : hand :: fender : car (part to whole)  
 puppy : dog :: equinox : seasons (change)

After working through several examples with the students, divide students into pairs and have them work on creating several analogies for each category.

#### Types of analogies:

**Similar Concepts:** Adjacent concepts that are synonyms or similar in meaning: jump: leap :: shout : scream

**Dissimilar Concepts:** Adjacent concepts that are antonyms or dissimilar in meaning:

Example: this :that :: go : come

#### Class Membership

Adjacent concepts that belong to the same class or category. Example: elephant : lion :: blue : pink

#### Class Name and Class Member

One element in a set is a class name while the other is a member of the class:

fork " utensil "" bee " insect.

#### Part to Whole:

One element in a set is a part of the other element in the set.

Example: wheel : car :: heel : leg

**Change:** One element in a set turns into the other element. Example: plant : seed :: caterpillar : butterfly

**Function:** One element in a set performs a function on or for another. Example: tutor : student :: driver : car.

**Quantity/Size:** The two elements in the set are comparable in terms of quantity or size.

## Consult 4 Kids Lesson Plans

<p>Example: valley : hole :: lion : house cat</p> <p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Individual Show-Off:</b> Before class, use several of the interesting words in a sentence in the same way that is used in the material. Write the sentences on a sentence strip. Students choose a sentence from the container. The student acts out the word as it is used in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Infinitives:</b> Infinitives are present tense verbs that are usually preceded by the word “to”. An infinitive can act as a noun, an adjective, or an adverb. <b>Example:</b> We need to water the plants; “to water” is the infinitive and it is acting as adverb elaborating on the verb “need”.</p> <p><b>Identifying Infinitives</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into trios.</li> <li>2. Give each trio a Sentence Card.</li> <li>3. Students should work together to identify the infinitive in each sentence.</li> <li>4. They should number a white board and write the infinitive that corresponds to each number on the white board.</li> <li>5. After trios have had an opportunity to work together, bring the whole group together and have them share their selections and reasons for that selection.</li> <li>6. Discuss with students whether they believe the infinitive is acting as a noun, adjective, or adverb.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

3-2-1

- Share 3 things you like about today's lesson.
- Share 2 questions you have that were not answered.
- Share 1 thing that you will use tomorrow that you practiced today.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

4<sup>th</sup> and 5<sup>th</sup> Grade Sentence Cards—Infinitives

To be outstanding was Maria's goal

To open the jar takes muscles.

You will need to remove the plastic liner.

Courage is needed to enter the haunted mansion.

To grill outside is best.

We want to enjoy the movie without a lot of extra noise.

Everyone would like to drink from the colder drinking fountain

Abby and Pearl want to show the class how to make pancakes.

We will be ready to leave when all of the toys are picked up.

The buds on the yellow flowers are beginning to open.

Dad has to run to the store for more nails.

We have to clean up this mess.

Salando can't wait to go on vacation in December.

The baby began to crawl on the floor.

We must wait until this afternoon to swim in the pool/

You need five tokens to play the arcade games.

Daily teeth brushing helps to keep plaque from forming cavities.

Cleo wants to have that candy bar.

Regular practice is needed to excel at basketball.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Function Analogies
<b>Focus:</b>	Vocabulary (Analogies), Questioning, and Double Negatives

**Materials:**

Activities at end of lesson plan

White board, pens/crayons OR 3 x 5 cards for Question and Connection Cards

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

What do you know about analogies now? What do you know about negative words? Can you give several examples?

What happens when you say, "No, I have no toys."?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).



## Consult 4 Kids Lesson Plans

6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Slow Reading:** Utilize this process when you want students to work on accuracy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. This makes the words more recognizable when students are reading quickly.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

**Analogies:** An analogy is a way to draw a comparison in order to show a similarity in two things. They are similar in some respect. For example, the following analogy: "the operation of a computer presents an interesting **analogy** to the working of the brain, so we could say that the computer is to brain, what a pace maker is to a heartbeat. There are several types of analogies. We will work on preparing different types of analogies for the next 3 days. When writing an analogy, use a : (colon) to compare the first 2 items, use a double colon :: to compare one ½ of the analogy with the other half. You will see all types of analogies in the directions. You will work on the highlighted ones for each day.

Example of correctly written analogy:

yeast : bread : : water : ice (function)

dozen : egg : : house : bedroom (size)

After working through several examples with the students, divide students into pairs and have them work on creating several analogies for each category.

#### Types of analogies:

**Similar Concepts:** Adjacent concepts that are synonyms or similar in meaning: jump: leap :: shout : scream

**Dissimilar Concepts:** Adjacent concepts that are antonyms or dissimilar in meaning:

Example: this :that : : go : come

#### Class Membership

Adjacent concepts that belong to the same class or category. Example: elephant : lion :: blue : pink

#### Class Name and Class Member

One element in a set is a class name while the other is a member of the class:

fork " utensil "" bee " insect.

#### Part to Whole:

One element in a set is a part of the other element in the set.

Example: wheel : car :: heel : leg

**Change:** One element in a set turns into the other element. Example: plant : seed ::

caterpillar : butterfly

**Function:** One element in a set performs a function on or for another. Example: tutor : student :: driver : car

**Quantity/Size:** The two elements in the set are comparable in terms of quantity or size.

Example: valley : hole :: lion : house cat

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b></p> <p><b>Question and Connection:</b> Students form groups of four or five. Student read the information. Students develop Question and Connect Cards for what they have read. The group then finds another group and trades questions. Students answer the other team's questions, going back and forth.</p> <p><b>Example:</b> If students read something about Columbus, the <b>QUESTION</b> card might read: What were the names of the three ships Columbus sailed with? If the same article was read, a <b>CONNECTION</b> card might read: How does Columbus coming to the new world connect to the Pilgrims coming over 100 years later?</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Double Negatives:</b> A negative word indicates "no". When two negative words are used, the phrase becomes a positive, or "yes" statements, just like in math. Double negatives are confusing to the reader and should be avoided. Use only one negative word when you mean to indicate "no". Negative words have a positive counterpart. It is important that you know this list.</p> <p><b>Concentration</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Concentration Cards.</li> <li>3. Players should create a grid with the cards face down.</li> <li>4. Player 1 draws to cards and if they are the positive and negative match, they pick up the two cards. If they do not match, they return them to the grid, face down.</li> <li>5. Player 2 then takes his/her turn.</li> <li>6. Activity is over when all of the words are matched.</li> </ol> <p>If students finish before time is called, have pairs make up sentences with a double negative and then correct it to have only one negative.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### DIGA

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

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4<sup>th</sup> and 5<sup>th</sup> Grade Concentration (Negative and Positive Words)

neither	never	no
nobody	none	no one
nor	nothing	nowhere
weren't	won't	were
either	always	yes
someone	some	somebody
or	something	somewhere
were	will	sometimes

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Vocabulary Analyzer
<b>Focus:</b>	Vocabulary Analyzer, Summarizing, and Types of Sentences

**Materials:**

Activity at end of lesson plan  
White Boards, pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What do you know about analyzing words? What are some synonyms for the word “ugly”. How does predicting help you think about the story you are going to read.

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this? What do you know about the different types of sentences? What is another word for Exclamatory? Imperative?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move

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5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**All Read:** During this activity, all of the students read aloud at the same time. Even if the students are not on the same passage, reading aloud will help them slow down and really practice each word. While students are reading, walk around. Touch a student on the shoulder to indicate that they should begin reading aloud so you can hear them.

on with the story).

### Vocabulary

It is important that we look at vocabulary words in a holistic way. Each word has a meaning, a part of speech is attached to it, and you need to know how and when to use each word. We are going to spend some time with a Vocabulary Analyzer. You can utilize the lists of synonyms to generate the word list.

#### Vocabulary Analyzer

##### Directions:

1. Divide students into pairs and give each a pair a Word Card.
2. Share with students that they will work together to analyze the word. They will follow this 6 step format, recording the information on a white board or piece of paper so they can share it out with the other students.
  - A. **Analyze the word**—what part of speech, is there an affix, what is the root
  - B. **Define:** Short definition of the word
  - C. **Apply:** How can you use this word?
  - D. **Compare:** What is this word similar to or different from?
  - E. **Argue:** Make an opinion statement using this word and argue for or against it.
  - F. **Associate:** How is this word related to your life? What does it make you think of?
3. When students have worked on several words, have them share with the remainder of the class

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of

## Consult 4 Kids Lesson Plans

<p>check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b>  <b>10 or Less:</b> Ask students to summarize in ten words or less the material that they have read. They can answer questions like, “what was the best part of what you read? What didn’t you like about what you read? What could make the material better? In what way will this information apply to your life?”</p>	<p>the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b>  <b>Types of Sentences</b></p> <p><b>Imperative:</b> Imperative sentences tell you what to do or give you a command. An imperative sentence ends with a period. Often times the subject of an imperative sentence is implied, because the person is talking to you. If they were talking to someone else, it wouldn’t be an imperative it would be a declarative sentence, simply stating a fact.          Example: Mom asks you to sit down to dinner is a declarative sentence. To become an imperative, it would be said: “Sit down for dinner.”</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of sentence cards that describe a situation.</li> <li>3. Player 1 draws a card and reads the sentence and writes or speaks an imperative that tells a person what to do in the situation.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul> <p style="text-align: center;"><b>Debrief</b></p> <p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today.</p> <p><b>I:</b> Interpret that activity to your own experience and your own school work.</p> <p><b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p><b>A:</b> Make a commitment to apply the learning within the next 48 hours.</p>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>

4<sup>th</sup>-5<sup>th</sup> Grade Imperative Sentences

<p>A friend is tapping her pencil.</p>	<p>Your brother is hitting your bruised shoulder.</p>
<p>Someone touched poison ivy.</p>	<p>It is dinnertime.</p>
<p>A fire started in the trash can.</p>	<p>The soil in the plant is beginning to dry.</p>
<p>Your friend is lounging on the couch, and you would like to share.</p>	<p>The bull has spotted your friend in his pasture and is racing toward her.</p>
<p>It is time for dinner.</p>	<p>The ladder fell down, and Mom is tuck on the roof.</p>
<p>You have just eaten a candy bar.</p>	<p>You are watching television and it is time for bed.</p>
<p>You are going to a friend's house and your mom wants to know what you arrive.</p>	<p>Your bedroom has just been cleaned and your mother does not want you to take food into the bedroom.</p>



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<p>You are sending a card to a friend and you need to put the address on it.</p>	<p>It is a hot day and you need to drink water so you won't become dehydrated.</p>
<p>The windows are open and need to be closed.</p>	<p>A friend just passed by and you should wave at them.</p>
<p>The lady is not wearing her shoes and there is glass.</p>	<p>You need to act like you are not hungry.</p>
<p>You see the mountains and they are beautiful.</p>	<p>You should watch the circus act.</p>
<p>You need to return a call to the florist.</p>	<p>You should bring your money to the park.</p>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Which One Is Not Like the Others?
<b>Focus:</b>	Vocabulary (Synonyms), Clarifying, and Types of Sentences

**Materials:**

White boards, crayons and/or pens  
Activity at end of lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What do you know about synonyms? What are some synonyms for the word “laugh”. How does predicting help you think about the story you are going to read.

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this? What do you know about the different types of sentences? What is another word for interrogative? Declarative?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read.

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Repeated Reading passages can be found at:

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Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

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<p>Record the number of words next to the first number recorded.</p> <ol style="list-style-type: none"> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol> <p><b>Fluency Activity of the Day</b></p> <p><b>Modeled Reading:</b> Read the Fluency Passage to the student so she or he can hear fluent reading. Have the student read the passage. If the student gets stuck on a word, read the word and have her or him repeat it. Repeated one-on-one readings will increase speed, accuracy, smoothness and expression. (You can pair more proficient readers with less proficient ones).</p>	
<p><b>Vocabulary Synonyms</b></p> <p>Synonyms are words that mean the same or nearly the same thing. Synonyms are a way of expressing a subtlety of meaning that might not be there with a limited choice of words. For example: a big elephant is not nearly as big as a gigantic one, which is probably smaller than a humongous one. Yet, all of those words mean big. So we will look at chains of words that add increments of meaning, creating a continuum of thought.</p> <p><b>Synonyms: Which One Is Not Like the Other?</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give pairs a deck of Which One Is Not Like the Other Cards.</li> <li>3. Shuffle the cards.</li> <li>4. Player 1 draws a card and turns it face up. Player 1 reads the words on the card and identifies which one is not like the others (in other words it is not a synonym). Player states the word. If he/she is correct, he/she gets one point.</li> <li>5. Player 2 continues in the same manner.</li> <li>6. Play is over when 1 player reaches 10 points.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p><b>Charades:</b> Choose a student to act out one of the words from the material. When you say "Action", the student begins to act out the word while everyone else tries to guess the word. After 30 seconds, if the others have not guessed the word, the students should tell the word and write it on the board. During the charade, encourage students to get into the moment using facial and body movements. Repeat several times.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p><b>Types of Sentences: Declaratives:</b> Declarative sentences are statements. It tells something and ends with a period.</p> <p><b>Backwards Jeopardy</b>          Students may work with a partner.          Student should write the answer for each of the questions below on a small white board and hold up the answer for each question. Demonstrate with students several times. Instruct students to "write the answers for each of the following questions":</p> <ol style="list-style-type: none"> <li>1. What day is it today?</li> <li>2. Where are they now?</li> <li>3. How tall is the basketball player?</li> <li>4. Who took the cookies?</li> <li>5. Who owns the pink jacket?</li> <li>6. What is Connecticut?</li> <li>7. Where do piranhas live?</li> <li>8. How much does a small box of candy weigh?</li> <li>9. What has mass and takes up space?</li> <li>10. What is solid, liquid, and gas?</li> <li>11. What transparent, fragile circles float in the air?</li> <li>12. Who was invited to the party?</li> <li>13. How many socks are in the drawer?</li> <li>14. How many times have you gone to the zoo?</li> <li>15. What color is the scarf?</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best          Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

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### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

4<sup>th</sup>-5<sup>th</sup> Grade Which One Is Not Like The Others?

taxi cab car animal	crate bag box trunk	crash accident wreck fair
store house abode home	cat hare rabbit bunny	speak hear listen eavesdrop
strange normal odd unusual	happy morose glad delighted	hat bonnet ribbon cap
close near afar touchable	friend enemy buddy comrade	pail bucket container car
car shadow auto vehicle	ill happy sick ailing	whisper yell shout scream
shut close lock ajar	evil good bad wicked	funny serious silly comic
hungry full famished starving	average clever smart bright	exit leave go away arrive
see observe look hear	hard difficult easy challenging	untrue honest false bogus
avenue railroad street road	tiny small wee gigantic	cold dry freezing frosty
large thin slender lean	pretty plain beautiful gorgeous	cup mug goblet coffee
awake nap asleep snooze	right left correct accurate	sky error mistake blunder

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beverage drink brew orange	strong mighty weak muscular	wallet purse billfold scarf
thought race idea notion	middle center core arm	blanket snug cozy comfy
rant rave seethe relax	shadow light beam lantern	crack break fracture whole
jacket zipper coat parka	wander roam ramble intentional	port harbor wharf boat
stare blink look gaze	walls carpet rug flooring	tired exhausted fresh drained
gems jewels diamonds Mercedes	box trash garbage refuse	brown chocolate beige purple

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Q and S Review
<b>Focus:</b>	Review of Vocabulary and Conventions

**Materials:**

Activities from the past 11 days for students to select from, at the end of lessons 1-10

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site)

Check with the school day to see if the textbook has these passages (most do)

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story)



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<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Today is a day of review. Have students select from one of the following:</p> <ul style="list-style-type: none"> <li><b>Synonyms</b></li> <li><b>Idioms</b></li> <li><b>Analogies</b></li> <li><b>Alliteration</b></li> </ul>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail)</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Q and S</b></p> <p><b>Question and Connection #2:</b> Ask all students to form a group of 4-5 students. In the group, someone asks a question about what was read and everyone must provide a different answer. Students should provide the answer in a complete sentence.</p> <p>Summarizing:</p> <p>Did you know? In this activity pair students with one another. The first student asks, "Did you know...?" and then adds a piece of information that he/she has learned from the reading. The second student responds either "yes" or "no", and then asks, "Did you know...?" this continues until each student has asked 3-5 questions.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can</p>	<p>Often, this activity will be centered on a game to provide practice time on key</p>

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<p>be used as a “when homework is finished” activity.</p> <p>Today is a day of review. Have students select from one of the following:</p> <ul style="list-style-type: none"> <li><b>Sentence Categories</b></li> <li><b>Infinitives</b></li> <li><b>Double Negatives</b></li> <li><b>Commas in Direct Address</b></li> <li><b>Commas in a Series</b></li> </ul>	<p>conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today’s ELA activities and list that under the heading: LB or Liked Best          Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Predicting and Apostrophes
<b>Focus:</b>	Vocabulary (Homophones), Predicting, and Apostrophes

**Materials:**

Chart Paper

Activity at end of lesson plan

White boards, pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What do you know about analyzing words? What are some synonyms for the word “amazing”. How does predicting help you think about the story you are going to read. What do you know about analogies? (comparison of things)

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this? What do you know about the different types of sentences? Give an example of a declarative sentence; and interrogative sentence; an exclamatory sentence; an imperative sentence.

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to

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<p>the lesson plan.</p> <ol style="list-style-type: none"> <li>5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.</li> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol> <p><b>Fluency Activity of the Day</b></p> <p><b>Partner Share:</b> Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.</p>	<p>practice (even if they move on with the story).</p>
<p style="text-align: center;"><b>Vocabulary</b></p> <p><b>Homophones</b> Homophones are two or more words that sound the same when you say them, but they are spelled differently and mean different things. An example of homophones would include: <b>to, two, and too</b> as well as <b>cygnet and signet</b>.</p> <p><b>Sound Alike</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Sound Alike Word Bank.</li> <li>3. Ask students to select 12 homophone pairs and write description cards for each of the words selected.</li> <li>4. Bring group back together and divide into teams.</li> <li>5. Team 1 selects one member to read one of the descriptor cards they wrote for the pair of homophones aloud to the other team. The opposing team will have 30 seconds to select and spell the correct homophone to get 1 point.</li> <li>6. Teams reverse roles.</li> <li>7. Game is over when all sentences have been read.</li> <li>8. Team with the most points wins.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p>	<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

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<p><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>One-Minute Predictions:</b> Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p>	
<p><b>Conventions</b></p> <p><b>Apostrophes</b></p> <p>Apostrophes are used in contractions (could not = couldn't) and possession (that something belongs to someone or something—John's ball or Sis' purse.) If a word ends in s, you simply add an apostrophe rather than an apostrophe s. In the word its and it's, the its is possessive and the it's is a contraction for it is.</p> <p><b>Apostrophes</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs and give each pair a deck of Apostrophe cards.</li> <li>2. Shuffle the cards and place in the middle of the students.</li> <li>3. Player 1 draws a card and determines where the apostrophe goes and writes the word(s) on the white board and shows to player 2.</li> <li>4. If the apostrophe has been used correctly, Player keeps the card, if it is incorrect card goes back into the deck.</li> <li>5. Player 2 then takes his/her turn.</li> <li>6. Game continues until all cards have been claimed.</li> <li>7. Player with most cards wins.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**LBNT**

Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best  
 Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.

**Reflection (Confirm, Tweak, Aha!)**

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

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### 4th-5th Grade Homographs

Word Bank		
<b>ball</b> (toy or dance)	<b>angle</b> (point where two lines come together, go fishing)	<b>bank</b> (place where you put money, edge of a river)
<b>ring</b> (jewelry, tone made by the phone)	<b>quack</b> (noise from a duck, someone who pretends to be a doctor)	<b>pump</b> (shoe with a heel, siphon water from the ground)
<b>stable</b> (home for horses, firm and constant)	<b>spruce</b> (type of tree, make things neater)	<b>mum</b> (type of flower, without words)
<b>slug</b> (snail without a shell, hit something hard)	<b>pen</b> (tool for writing, home for a pig)	<b>school</b> (group of fish, a place for learning)
<b>present</b> (gift, right now)	<b>bed</b> (place where you sleep, yard where you plant flowers)	<b>sink</b> (place to wash hands, go to the bottom)
<b>pitcher</b> (holder for water, person who throws the ball in baseball)	<b>roots</b> (part of a tree, cheers for someone)	<b>key</b> (important point, metal piece used to unlock a door)
<b>lap</b> (place for people to sit, trip around a track)	<b>bat</b> (flying mammal, wooden instrument to hit a ball)	<b>coat</b> (garment to keep you warm, cover with paint)
<b>shower</b> (party for a bride-to-be, like a bath)	<b>can</b> (able to do something, tin cylinder to hold food)	<b>sock</b> (hit someone, covering for your foot—before the shoe)

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4<sup>th</sup> and 5<sup>th</sup> Grade Apostrophes

Georges house at Mt. Vernon	Horses leather saddle	Childrens bikes
All the boys auditions	Boys jackets	Bands instruments
Womens restroom	First graders books	Sis handbag
Mr. Jones classroom	Painters brush	Lillys doll
will not	is not	I am
you have	can not	should not
you are	we will	they will
are not	they had	she will

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Complex Word Families and Capitalization
<b>Focus:</b>	Vocabulary (Complex Word Families) Predicting, and Capitalization

**Materials:**

Fluency passages or students current reading  
 White boards, pens or crayons  
 Activities at the end of lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What words do you need to capitalize in a sentence? How can you remember which words to capitalize? What is a word family? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What do you know about synonyms? What are some synonyms for the word "said". How does predicting help you think about the story you are going to read.

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### **\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site)

Check with the school day to see if the textbook has these passages (most do)

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story)



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7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Fluency Test**—Read 1 minute count number of words read. Record the total on a personal chart. A suggestion would be to have a stamp or chart on the front of the student's vocabulary notebook and have them write the total words read on the chart.

### Vocabulary

#### Complex Word Families

Word Families are made up of rhyming words that combine various onsets (single letters, digraphs, and blends) with a rime (a group of letters such as ing, et, and ant). Complex Word Families have a combination of letters at the end. Examples would include "ight" as in the words light., bright, tight, and fight. Today we are going to look at several complex rimes: "etch" (as in stretch), "aunt" (as in taunt); "ough" (as in rough); "ought"- (as in bought), "inge" (as in hinge), "aught" (as in caught), "ound" (as in bound), and "ould" (as in should).

#### Complex Word Families

##### Directions:

1. Divide students into groups of 2-3 students.
2. Together, the groups of students complete the word bank, writing as many words as possible under each rime.
3. Once the word bank is complete, students check with the word bank needed for the game, adding any necessary words.
4. Player shuffles the Description Cards and places face down between the players.
5. Player 1 draws a Description Card and selects the word from the word bank that will either complete the sentence or has the meaning found on the Description Card.
6. When Player identifies the word, he/she marks it off the word bank.
7. Player 2 continues in the same way.
8. Play is complete when all Description Cards have been used.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text.

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

### Activity

#### Predicting

**Find the Evidence:** On chart paper, write these two heading: Predictions and Evidence. Use a different colored marker for each column. List several predications. As you begin to

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

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<p>read the material, ask students to look for evidence of their predictions. For example, if the prediction is, "There is a sad and lonely duck," the evidence might be, "The duck always walked alone."</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p><b>Capitalization</b> We capitalize word based on guidelines. These guidelines include:</p> <ul style="list-style-type: none"> <li>• first word of sentence, quotes</li> <li>• proper nouns, titles</li> <li>• titles of events, books, and movies</li> <li>• days of the week, months of the year, and special days</li> <li>• names of products</li> </ul> <p>Write these guidelines on the chalkboard or chart paper so students can refer to them.</p> <p><b>Capitalization</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Descriptor Cards.</li> <li>3. Together, students select one of the descriptor cards and then writes something that the descriptor requests, capitalizing the appropriate words.</li> <li>4. When pair is finished, the pair meets with another pair and shares their responses.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today.</p> <p><b>I:</b> Interpret that activity to your own experience and your own school work.</p> <p><b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p><b>A:</b> Make a commitment to apply the learning within the next 48 hours.</p>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>

## Consult 4 Kids Lesson Plans

### 4-5 Grade Complex Word Families

Add single consonants, digraphs (wh, ch, th, sh) and/or blends (bl, dr, sl, sm, etc.) to each rime creating a word bank to use during the activity that follows.

-etch	-aunt	-ough	-ought	-inge	-aught	-ound	-ould
fetch	taunt	rough	brought	hinge	caught	round	could

## Consult 4 Kids Lesson Plans

### Word Bank Key

-etch	-aunt	-ough	-ought	-inge	-aught	-ound	-ould
fetch	taunt	rough	brought	hinge	caught	round	could
stretch	haunt	tough	bought	binge	taught	around	should
wretch	flaunt	enough	fought	cringe	fraught	bound	would
sketch	jaunt		ought	fringe	daughter	expound	
ketch	daunt		sought	tinge	haughty	found	
etch	gaunt		thought	twinge	naughty	flounder	
outstretch	vaunt		overwrought	singe	naught	ground	
homestretch			afterthought	syringe	onslaught	hound	
						mound	
						pound	
						round	
						sound	
						compound	
						confound	
						background	
						rebound	

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup> – 5<sup>th</sup> Grade Capitalization Descriptor Cards

Name of a restaurant	Name of a park	Name of a game
Name of a city	Name of a state	Name of a country
Name of a holiday	Name of a day	Name of a month
Name of your doctor	Name of your teacher	Name of the last book you read
Name of the last movie you watched	Name of your favorite TV show	Name of a toothpaste
Name of a shoe	Name of a gum	Name of an actress
Name of a football team	Name your favorite holiday	Name of a soccer team
Your name first, middle, last	Name of the President	Your birth month
Name of a cartoon show	Name of an office store	Name of college or university

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Multiple Meanings and Apostrophes
<b>Focus:</b>	Vocabulary (Homographs), Clarifying, and Apostrophes

### Materials:

White board, pens and/or crayons

Activity at end of lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What do you know about homographs? Give several examples of homographs. Give examples of words that have apostrophes. Tell what letters (if any) the apostrophe is replacing. What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression.

What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

- Record the number of words next to the first number recorded.
6. Celebrate success.
  7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Speed Reading:** Have students form a circle. Number them of, 1, 2, 1, 2, 1, 2 and so forth. Having the students stay in the circle, have the twos move to stand in front of the person who said "1" on his/her left. Give each student an opportunity to read aloud to his/her partner for 1 minute. Have one of the circles move and repeat the process. Have the other circle move and repeat for the third time.

### Vocabulary

#### Homographs

Homographs are words that have the same spelling but have different meanings. An example of a homograph would be the word "well". This word can describe how you feel and it can also describe a hole in the ground that you can get oil or water out of. The context that surrounds the word helps the reader know which of the meanings is being used.

#### Multiple Meanings

##### Directions:

1. Divide students into pairs.
2. Give each pair a word bank.
3. Students are to work together to write 2 sentences for each of 10 words that they select.
4. Pair will then join with another pair and take turns reading a sentence, saying "blank" when they come to the homograph. For example: They got their water from a "blank" (well).
5. The opposing team will then decide which homograph is being used.
6. Play is over when all sentences have been read.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b>  <b>Individual Show-Off:</b> Before class, use several of the interesting words in a sentence in the same way that is used in the material. Write the sentences on a sentence strip. Students choose a sentence from the container. The student acts out the word as it is used in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Apostrophes</b>  Apostrophes are used in contractions (could not = couldn’t) and possession (that something belongs to someone or something—John’s ball or Sis’ purse.) If a word ends in s, you simply add an apostrophe rather than an apostrophe s. In the word its and it’s, the its is possessive and the it’s is a contraction for it is.</p> <p><b>Apostrophes</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs and give each pair a deck of Apostrophe cards.</li> <li>2. Shuffle the cards and place in the middle of the students.</li> <li>3. Player 1 draws a card and determines where the apostrophe goes and writes the word(s) on the white board and shows to player 2.</li> <li>4. If the apostrophe has been used correctly, Player keeps the card, if it is incorrect card goes back into the deck.</li> <li>5. Player 2 then takes his/her turn.</li> <li>6. Game continues until all cards have been claimed.</li> <li>7. Player with most cards wins.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<p style="text-align: center;"><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<p style="text-align: center;"><b>Debrief</b></p> <p><b>3-2-1</b></p> <ul style="list-style-type: none"> <li>• Share 3 things you like about today’s lesson.</li> <li>• Share 2 questions you have that were not answered.</li> <li>• Share 1 thing that you will use tomorrow that you practiced today.</li> </ul>



## Consult 4 Kids Lesson Plans

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

### 4th-5th Grade Homographs

Word Bank		
<b>ball</b> (toy or dance)	<b>angle</b> (point where two lines come together, go fishing)	<b>bank</b> (place where you put money, edge of a river)
<b>ring</b> (jewelry, tone made by the phone)	<b>quack</b> (noise from a duck, someone who pretends to be a doctor)	<b>pump</b> (shoe with a heel, siphon water from the ground)
<b>stable</b> (home for horses, firm and constant)	<b>spruce</b> (type of tree, make things neater)	<b>mum</b> (type of flower, without words)
<b>slug</b> (snail without a shell, hit something hard)	<b>pen</b> (tool for writing, home for a pig)	<b>school</b> (group of fish, a place for learning)
<b>present</b> (gift, right now)	<b>bed</b> (place where you sleep, yard where you plant flowers)	<b>sink</b> (place to wash hands, go to the bottom)
<b>pitcher</b> (holder for water, person who throws the ball in baseball)	<b>roots</b> (part of a tree, cheers for someone)	<b>key</b> (important point, metal piece used to unlock a door)
<b>lap</b> (place for people to sit, trip around a track)	<b>bat</b> (flying mammal, wooden instrument to hit a ball)	<b>coat</b> (garment to keep you warm, cover with paint)
<b>shower</b> (party for a bride-to-be, like a bath)	<b>can</b> (able to do something, tin cylinder to hold food)	<b>sock</b> (hit someone, covering for your foot—before the shoe)

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup> and 5<sup>th</sup> Grade Apostrophes

Georges house at Mt. Vernon	Horses leather saddle	Childrens bikes
All the boys auditions	Boys jackets	Bands instruments
Womens restroom	First graders books	Sis handbag
Mr. Jones classroom	Painters brush	Lillys doll
will not	is not	I am
you have	can not	should not
you are	we will	they will
are not	they had	she will

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Capitalization and Charades
<b>Focus:</b>	Vocabulary (Complex Word Families), Clarifying, and Capitalization

**Materials:**

White boards, crayons and/or pens  
 Activity at end of lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What do you know about synonyms? What are some synonyms for the word “laugh”. How does predicting help you think about the story you are going to read.

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this? List 5 words that start with a capital letter even when they are not at the beginning of a sentence. Give several examples of word families.

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move

## Consult 4 Kids Lesson Plans

5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

on with the story).

### Fluency Activity of the Day

**Modeled Reading:** Read the Fluency Passage to the student so she or he can hear fluent reading. Have the student read the passage. If the student gets stuck on a word, read the word and have her or him repeat it. Repeated one-on-one readings will increase speed, accuracy, smoothness and expression. (You can pair more proficient readers with less proficient ones).

### Vocabulary

#### Complex Word Families

Word Families are made up of rhyming words that combine various onsets (single letters, digraphs, and blends) with a rime (a group of letters such as ing, et, and ant). Complex Word Families have a combination of letters at the end. Examples would include "ight" as in the words light., bright, tight, and fight. Today we are going to look at several complex rimes: "etch" (as in stretch), "aunt" (as in taunt); "ough" (as in rough); "ought"- (as in bought), "inge" (as in hinge), "aught" (as in caught), "ound" (as in bound), and "ould" (as in should).

#### Complex Word Families

##### Directions:

1. Divide students into groups of 2-3 students.
2. Together, the groups of students complete the word bank, writing as many words as possible under each rime.
3. Once the word bank is complete, students check with the word bank needed for the game, adding any necessary words.
4. Player shuffles the Description Cards and places face down between the players.
5. Player 1 draws a Description Card and selects the word from the word bank that will either complete the sentence or has the meaning found on the Description Card.
6. When Player identifies the word, he/she marks it off the word bank.
7. Player 2 continues in the same way.
8. Play is complete when all Description Cards have been used.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-

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<p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Charades:</b> Choose a student to act out one of the words from the material. When you say "Action", the student begins to act out the word while everyone else tries to guess the word. After 30 seconds, if the others have not guessed the word, the students should tell the word and write it on the board. During the charade, encourage students to get into the moment using facial and body movements. Repeat several times.</p>	<p>ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p><b>Capitalization</b></p> <p>We capitalize word based on guidelines. These guidelines include:</p> <ul style="list-style-type: none"> <li>• first word of sentence, quotes</li> <li>• proper nouns, titles</li> <li>• titles of events, books, and movies</li> <li>• days of the week, months of the year, and special days</li> <li>• names of products</li> </ul> <p>Write these guidelines on the chalkboard or chart paper so students can refer to them.</p> <p><b>Capitalization</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Descriptor Cards.</li> <li>3. Together, students select one of the descriptor cards and then write something that the descriptor requests, capitalizing the appropriate words.</li> <li>4. When pair is finished, the pair meets with another pair and shares their responses.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul> <p style="text-align: center;"><b>Debrief</b></p> <p><b>LBNT</b></p> <p>Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best</p> <p>Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

## Consult 4 Kids Lesson Plans

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)





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-etch	-aunt	-ough	-ought	-inge	-aught	-ound	-ould
fetch	taunt	rough	brought	hinge	caught	round	could
stretch	haunt	tough	bought	binge	taught	around	should
wretch	flaunt	enough	fought	cringe	fraught	bound	would
sketch	jaunt		ought	fringe	daughter	expound	
ketch	daunt		sought	tinge	haughty	found	
etch	gaunt		thought	twinge	naughty	flounder	
outstretch	vaunt		overwrought	singe	naught	ground	
homestretch			afterthought	syringe	onslaught	hound	
						mound	
						pound	
						round	
						sound	
						compound	
						confound	
						background	
						rebound	

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup> – 5<sup>th</sup> Grade Capitalization Descriptor Cards

Name of a restaurant	Name of a park	Name of a game
Name of a city	Name of a state	Name of a country
Name of a holiday	Name of a day	Name of a month
Name of your doctor	Name of your teacher	Name of the last book you read
Name of the last movie you watched	Name of your favorite TV show	Name of a toothpaste
Name of a shoe	Name of a gum	Name of an actress
Name of a football team	Name your favorite holiday	Name of a soccer team
Your name first, middle, last	Name of the President	Your birth month
Name of a cartoon show	Name of an office store	Name of college or university

## Consult 4 Kids Lesson Plans

<b>Components:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Colons
<b>Focus:</b>	Vocabulary (Antonyms and Synonyms), Clarifying, and Colons

**Materials:**

Activities at the end of the lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

What are synonyms? Give several examples of words that are synonyms. What is an antonym? Give several examples of words that are antonyms. Give an example of when you would use a colon.

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

#### **\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

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6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Independent Timed Reading:** Have students work in pairs and use a three minute egg timer or look at the clock to keep time. As the first student begins to read the passage, the partner either turns over the egg timer or begins watching the clock. At the end of 2 minutes (if students are watching a clock, or three minutes is using the egg timer, the partner calls "Stop" and the number of words are counted. Process is repeated for the other students. Students record the number of words read on their reading chart.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Antonyms and Synonyms

Antonyms are words that mean the opposite of each other. Synonyms are words that mean the same or nearly the same thing.

#### Antonym or Synonym?

##### Directions:

1. Divide students into pairs.
2. Give each pair a set of Antonym or Synonym Cards and a Game Board.
3. Shuffle the cards and place the cards and the game board between the players.
4. Player 1 draws a card and decides if the pair of cards represents Antonyms or Synonyms and places the card in the proper column.
5. Player 2 continues in the same way.
6. Game is over when all cards have been drawn.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

#### Activity

##### Clarifying:

**Silly Questions:** Partner students to create silly questions from the interesting words that they have selected. Ask students to join two words, in other words make a silly question or

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p>sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall, bat, cave, and bridge, a silly sentence/question would be, "Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?"</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Colons</b></p> <p>Colons are a punctuation mark that looks like this : A colon is used in the following ways:</p> <ul style="list-style-type: none"> <li>• after a greeting in a business letter, to separate a book's title from its subtitle</li> <li>• to introduce a series of items after an independent clause</li> <li>• after the word "as follows" or "the following"</li> </ul> <p><b>Colons</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Colons Practice Card and white boards.</li> <li>3. Together, students look at each of the Practice Card statements and rewrite the sentences on the white board using the colon correctly.</li> <li>4. When pair has completed the sentences, they find another pair and share solutions.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**DIGA**

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

**Reflection (Confirm, Tweak, Aha!)**

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

4<sup>th</sup>-5<sup>th</sup> Grade Antonym or Synonym?

outrage—anger	huge—tiny	brazen—shameless
beautiful—gorgeous	restrain—release	teach—learn
safe—dangerous	return—borrow	sure—uncertain
tall—short	kind—mean	criticize—admire
separate—combine	frugal—flamboyant	private—public
large—gargantuan	scold—reprimand	average—mediocre
car—auto	argument—quarrel	ugly—homely
free—liberated	hue—color	coarse—rough
student—pupil	rare—common	friends—enemies

Game Board

Antonyms	Synonyms

## Consult 4 Kids Lesson Plans

4<sup>th</sup>-5<sup>th</sup> Grade Colons

### Colons

Pack the following items hiking boots, shorts, sunscreen, and a hat.

In case of an earthquake follow these steps get to a doorway or bath tub, cover your eyes and the back of your neck, and stay calm.

My favorite TV shows follow Law and Order, Big Bang Theory, and The Closer.

The title of the book was "The Heist A Robbery in Brooklyn"

Dear President Obama  
I am visiting Washington D.C. in October.

The back-to-school list said to purchase crayons, pencils, erasers, and paper.

The title of the speech is "My Summer Life in the Fast Lane".

Dear Sir  
I am unable to attend the meeting tomorrow.

This is what was on the list bank, car wash, grocery store.

Marge's itinerary stated Mexico, Nicaragua, Costa Rica, and Panama.

The snack bar menu read hot dogs, hamburgers, chips, soda.

Customer Service  
I am logging this complaint to express my dissatisfaction with the towels.

The album's title was "My Music Straight from the Heart".

Dear Friend  
Will you be able to distribute the request for donations?

The football roster read: Joe Smith, Fred Jones, Mark Little, Marvin Lester.

The title of the song is "Laughter The Best Medicine for Everyone:."



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Complex Word Families
<b>Focus:</b>	Vocabulary (Complex Word Families), Questioning, and Using Commas

**Materials:**

Activity at end of lesson plan  
 White Boards, crayons and/or pens  
 Chart paper

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What do you know about synonyms? What are some synonyms for the word “sad”. How does predicting help you think about the story you are going to read.

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this? Give examples of 5 different word families. When would you use a comma in a sentence? What does the comma cause the reader to do?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to

## Consult 4 Kids Lesson Plans

<p>the lesson plan.</p> <ol style="list-style-type: none"> <li>5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.</li> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol> <p><b>Fluency Activity of the Day</b></p> <p><b>Paired Readings:</b> Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch rolls. Complete this process three times.</p>	<p>practice (even if they move on with the story).</p>
<p><b>Vocabulary</b></p> <p><b>Complex Word Families</b></p> <p>Word Families are made up of rhyming words that combine various onsets (single letters, digraphs, and blends) with a rime (a group of letters such as ing, et, and ant). Complex Word Families have a combination of letters at the end. Examples would include "ight" as in the words light., bright, tight, and fight. Today we are going to look at several complex rimes: "etch" (as in stretch), "aunt" (as in taunt); "ough" (as in rough); "ought"- (as in bought), "inge" (as in hinge), "aught" (as in caught), "ound" (as in bound), and "ould" (as in should).</p> <p><b>Complex Word Families</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into groups of 2-3 students.</li> <li>2. Together, the groups of students complete the word bank, writing as many words as possible under each rime.</li> <li>3. Once the word bank is complete, students check with the word bank needed for the game, adding any necessary words.</li> <li>4. Player shuffles the Description Cards and places face down between the players.</li> <li>5. Player 1 draws a Description Card and selects the word from the word bank that will either complete the sentence or has the meaning found on the Description Card.</li> <li>6. When Player identifies the word, he/she marks it off the word bank.</li> <li>7. Player 2 continues in the same way.</li> <li>8. Play is complete when all Description Cards have been used.</li> </ol> <p>When students finish play today ask them to write a sentence using as many of these words as possible.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-</p>

## Consult 4 Kids Lesson Plans

<p>detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b></p> <p><b>I Wonder:</b> Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare was making fun of me? I wonder....</p>	<p>ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p><b>Commas</b></p> <p>Commas are use to indicate that there is a slight pause when you are reading sentences. Following are guidelines for using commas:</p> <ul style="list-style-type: none"> <li>• in a series</li> <li>• in a date</li> <li>• in letters to people</li> <li>• before a conjunction</li> <li>• to separate a dependent clause from an independent clause</li> </ul> <p><b>Why Use A Comma?</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Sentence Cards and a Game Board.</li> <li>3. Together, students select one of the sentence cards and then decide the purpose of the commas, placing the card under the appropriate column on the game board. When pair is finished, the pair meets with another pair and shares their responses.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Closing
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>3-2-1</b></p> <ul style="list-style-type: none"> <li>• Share 3 things you like about today's lesson.</li> <li>• Share 2 questions you have that were not answered.</li> <li>• Share 1 thing that you will use tomorrow that you practiced today.</li> </ul>

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### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

### Description Cards

to get something from another place	to widen an opening	an awful person
a quick drawing	a small sailing ship	engrave something
reach as far as you can	getting close to home	to hold tightly
always thinking about, frightening	show off	go on a trip
to overwhelm	unhealthily skinny	a boastful statement
unsmooth	strong, not easy to overpower	all you want and need
took something with you	purchased	got into a battle or war in the past
something you should do	to look for	overwhelmed
something you think of when you are finished	a product to join two things together, like a door and the door jamb	go on a spree
shrink away usually in fright	tassels on the edge of something	shade or color

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to burn	pain or pang	a needle for a shot
capture the ball when it is thrown	past tense of teach	full of difficulty
a female child	arrogant and condescending	not following the rules and guideline
nothing, zero	attack	able to choose to do something
past tense of will	need to do something	circular
in the region of	tied up	talk about at great length
discovered	a fish	dirt and soil
annoy	a small hill	hammer
a noise	a mix or make more difficult	confuse
image you can see behind main picture	retrieve the ball after it misses the basket	



4<sup>th</sup>-5<sup>th</sup> Grade Commas Game Board

in a series	in a date	in letters to people	before a conjunction	to separate a dependent clause from an independent clause

## Consult 4 Kids Lesson Plans

### Why Use A Comma? Sentence Cards

She was born January 4, 2012.	The game was on Tuesday, May 19.	When cutting down a branch, be sure to wear gloves.
When wearing a sweater, be sure to button it.	Sunday, April 14 is a holiday.	The flag is red, white, and blue.
She had a poodle, a Labrador, and a Siamese cat.	He enjoys sandwiches with peanut butter, banana, and jelly.	Dear Mom, Thanks for the cake. Love, Molly
He left on Saturday, December 1, 2011.	He can be there March 13, 14, and 15.	If you are under the tent, the wind storm will seem less severe.
After the movie, the actor went to Paris.	He was wearing a shirt, pants, and sandals.	Hi, John, When are you coming? Regards, Fred
Dear Santa, Please bring me a truck. Your friend, Michael	The flashlight had a new battery, but it still didn't work.	We went to the store, then we ate lunch.
Paul like to save his coins, but he turned them in once a year.	He would listen to the music, and he would dance.	He had health insurance, but he still wouldn't go to the doctor.
Jorge, Fred, and Mark were her brothers.	We will arrive on Tuesday, October 21, 2012.	Jill eats strawberry, chocolate and vanilla ice cream.



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Heteronyms Spell It
<b>Focus:</b>	Vocabulary (Heteronym), Questioning, and Hyphens

### Materials:

Activities at end of lesson plan

White board, pens/crayons OR 3 x 5 cards for Question and Connection Cards

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What is a heteronym? (words that are spelled the same but pronounced differently) Can you give an example of a heteronym? What do you know about hyphens? When would you use a hyphen? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

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7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Slow Reading:** Utilize this process when you want students to work on accuracy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. This makes the words more recognizable when students are reading quickly.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

### Heteronyms

Heteronyms are words that are spelled the same but have different meanings and different pronunciations. An example of a heteronym would be desert—a dry place where cactus grows, and a verb meaning to abandon.

### Spell It

#### Directions:

1. Divide students into pairs.
2. Give each pair a Spell It-Heteronym Word Bank.
3. Ask students to select 10 heteronym pairs and write description cards for each of the words selected.
4. Bring group back together and divide into teams.
5. Team 1 selects one member to read one of the descriptor cards they wrote for the pair of heteronym aloud to the other team. When they come to the heteronym, the player should spell the word rather than pronounce it. The opposing team will have 30 seconds to select the correct pronunciation to get 1 point.
6. Teams reverse roles.
7. Game is over when all sentences have been read.
8. Team with the most points wins.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

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<p><b>Activity</b></p> <p><b>Questioning:</b></p> <p><b>Question and Connection:</b> Students form groups of four or five. Student read the information. Students develop Question and Connect Cards for what they have read. The group then finds another group and trades questions. Students answer the other team's questions, going back and forth.</p> <p><b>Example:</b> If students read something about Columbus, the <b>QUESTION</b> card might read: What were the names of the three ships Columbus sailed with? If the same article was read, a <b>CONNECTION</b> card might read: How does Columbus coming to the new world connect to the Pilgrims coming over 100 years later?</p>	
<p><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Hyphens</b></p> <p>A hyphen is a dash or a – that is used in the following ways:</p> <ul style="list-style-type: none"> <li>• join two words serving as a single adjective (example: rut-filled);</li> <li>• write compound numbers (example: fifty-three)</li> <li>• avoid confusion in awkward combinations of letters (example: shell-like rather than shelllike)</li> <li>• Certain prefixes (example: ex-mayor), and suffixes (example: X-Ray),</li> <li>• dates, figures, or letters (example: mid-1900s,)</li> <li>• breaking words into syllables at the end of a line when there isn't enough space for the whole word (example: e-nough)</li> </ul> <p><b>Hyphens</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Hyphen Cards and a Game Board.</li> <li>3. Together, students select one of the hyphen cards and then decide the purpose of the hyphen, placing the card under the appropriate column on the game board.</li> <li>4. When pair is finished, the pair meets with another pair and shares their responses.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### DIGA

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup>-5<sup>th</sup> Grade Heteronyms

Word Bank		
record—proof record—copy your sound	bow—hair piece bow—curtsey	tear—rip into two parts tear—cry
close—nearby close—shut, as in door	dove—bird dove—into the water	minute—60 seconds minute—tiny
object—thing object—be against	bass—fish bass—low voice	invalid—person who can't walk invalid—not true
wind—blowing air wind—twist a stem (watch)	watch—clock for your wrist watch—observe	tarry—wait around tarry—covered with tar
refuse—garbage refuse—say no	attribute—characteristic attribute—give credit	buffet—moved by wind buffet—food spread out
conflict—dispute conflict—go against	deliberate—on purpose deliberate—think over	does—verb form of "do" does—female deer
moderate—even tempered moderate—facilitate	permit—allow permit—document giving permission	project—send forward project—job to do

## Consult 4 Kids Lesson Plans

rebel—person rebel—go against	resign—back down resign—sign again	conduct—behavior conduct—lead
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## Consult 4 Kids Lesson Plans

### 4<sup>th</sup>-5<sup>th</sup> Grade Hyphens

join two words serving as a single adjective (example: rut-filled)	write compound numbers (example: fifty-three)	avoid confusion in awkward combinations of letters (example: shell-like rather than shelllike)	Certain prefixes (example: ex-mayor), and suffixes (example: X-Ray),	dates, figures, or letters (example: mid-1900s.)	breaking words into syllables at the end of a line when there isn't enough space for the whole word (example: e-nough)

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ice-cream cone	high-wire act	toll-free number	well-known author
one-way street	thirty-nine cabs	forty-seven years old	twenty-two shoes
fifty-six cars	ninety-three cookies	shell-like	shelf-full
Great-Grandma	monster-like	blue-eyed princess	T-Ball
T-shirts	ex-football player	ex-drummer	mayor-elect
cal- cify	bulle- tin	untouch- able	sap- pling
lit- tle	mid-century	U-Turn	mid-range
raptor-like	self-starter	President-elect	wind-weathered



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Sound Alike and Use A Comma
<b>Focus:</b>	Vocabulary (Homophones), Summarizing, and Use of Commas

### Materials:

Activity at end of lesson plan  
White Boards, pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What do you know about analyzing words? What are some synonyms for the word “ugly”. How does predicting help you think about the story you are going to read.

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this? What do you know about homophones? What does the segment of the word “phones” make you think of? How does this fit with what you know about homophones?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to

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<p>the lesson plan.</p> <ol style="list-style-type: none"> <li>5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.</li> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol> <p><b>Fluency Activity of the Day</b></p> <p><b>All Read:</b> During this activity, all of the students read aloud at the same time. Even if the students are not on the same passage, reading aloud will help them slow down and really practice each word. While students are reading, walk around. Touch a student on the shoulder to indicate that they should begin reading aloud so you can hear them.</p>	<p>practice (even if they move on with the story).</p>
<p style="text-align: center;"><b>Vocabulary</b></p> <p>It is important that we look at vocabulary words in a holistic way. Each word has a meaning, a part of speech is attached to it, and you need to know how and when to use each word. We are going to spend some time with a Vocabulary Analyzer. You can utilize the lists of synonyms to generate the word list.</p> <p><b>Homophones</b> Homophones are two or more words that sound the same when you say them, but they are spelled differently and mean different things. An example of homophones would include: <b>to, two, and too</b> as well as <b>cygnet and signet</b>.</p> <p><b>Sound Alike</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Sound Alike Word Bank.</li> <li>3. Ask students to select 12 homophone pairs and write description cards for each of the words selected.</li> <li>4. Bring group back together and divide into teams.</li> <li>5. Team 1 selects one member to read one of the descriptor card they wrote for the pair of homophones aloud to the other team. The opposing team will have 30 seconds to select and spell the correct homophone to get 1 point.</li> <li>6. Teams reverse roles.</li> <li>7. Game is over when all sentences have been read.</li> <li>8. Team with the most points wins.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-</p>

## Consult 4 Kids Lesson Plans

<p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b>  <b>10 or Less:</b> Ask students to summarize in ten words or less the material that they have read. They can answer questions like, "what was the best part of what you read? What didn't you like about what you read? What could make the material better? In what way will this information apply to your life?"</p>	<p>ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p><b>Commas</b>          Commas are use to indicate that there is a slight pause when you are reading sentences. Following are guidelines for using commas:</p> <ul style="list-style-type: none"> <li>• in a series</li> <li>• in a date</li> <li>• in letters to people</li> <li>• before a conjunction</li> <li>• to separate a dependent clause from an independent clause</li> </ul> <p><b>Why Use A Comma?</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Sentence Cards and a Game Board.</li> <li>3. Together, students select one of the sentence cards and then decide the purpose of the commas, placing the card under the appropriate column on the game board. When pair is finished, the pair meets with another pair and shares their responses.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today.</p> <p><b>I:</b> Interpret that activity to your own experience and your own school work.</p> <p><b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p><b>A:</b> Make a commitment to apply the learning within the next 48 hours.</p>

## Consult 4 Kids Lesson Plans

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

4<sup>th</sup>-5<sup>th</sup> Grade Homophones

Word Bank

sent scent

know no

hair hare

break brake

in inn

sun son

capitol capital

cell sell

cite sight site

beech beach

boar bore

grown groan

rose rows

sail sale

thrown throne

tow toe

way weigh

you ewe

I aye eye

our hour

there their they're

to two too

role roll

cygnet signet



4<sup>th</sup>-5<sup>th</sup> Grade Commas Game Board

in a series	in a date	in letters to people	before a conjunction	to separate a dependent clause from an independent clause

Why Use A Comma? Sentence Cards

She was born January 4, 2012.	The game was on Tuesday, May 19.	When cutting down a branch, be sure to wear gloves.
When wearing a sweater, be sure to button it.	Sunday, April 14 is a holiday.	The flag is red, white, and blue.
She had a poodle, a Labrador, and a Siamese cat.	He enjoys sandwiches with peanut butter, banana, and jelly.	Dear Mom, Thanks for the cake. Love, Molly
He left on Saturday, December 1, 2011.	He can be there March 13, 14, and 15.	If you are under the tent, the wind storm will seem less severe.
After the movie, the actor went to Paris.	He was wearing a shirt, pants, and sandals.	Hi, John, When are you coming? Regards, Fred
Dear Santa, Please bring me a truck. Your friend, Michael	The flashlight had a new battery, but it still didn't work.	We went to the store, then we ate lunch.
Paul like to save his coins, but he turned them in once a year.	He would listen to the music, and he would dance.	He had health insurance, but he still wouldn't go to the doctor.
Jorge, Fred, and Mark were her brothers.	We will arrive on Tuesday, October 21, 2012.	Jill eats strawberry, chocolate and vanilla ice cream.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Hyphens and Analogies
<b>Focus:</b>	Vocabulary (Analogies), Summarizing, and Hyphens

**Materials:**

Activity at the end of the lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What is an analogy? What does it mean to compare things? What is a hyphen? Give several examples of when you would use a hyphen. What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### \*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).



## Consult 4 Kids Lesson Plans

7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Chunk Reading:** This process helps youth to read more quickly by seeing phrases or groups of words, instead of reading “word by word”. For example, look at the following two sentences:

“Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted.”

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Analogies

An analogy shows the relationship between two items. To create an analogy, you identify the relationship between the first two words. Are these words synonyms, opposites, do they show change over time? Then you find a second pair of words that have the same relationship. For example, a puppy is a young dog. This is similar to a foal which is a young horse. So you could say: puppy : dog :: foal : horse. The use of the colons tells the reader that there is a relationship first between the words and then between the pairs as well.

#### Analogies/Comparisons

##### Directions:

1. Divide students into pairs.
2. Give each pair a set of Analogy Cards.
3. Shuffle the cards and place them between the students.
4. Player 1 draws a card and completes the analogy. If Player 2 agrees, player 1 keeps the card.
5. Player 2 then continues the play.
6. Game is over when all cards are drawn.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text.

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you’ve read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b>  <b>Somebody/Wanted? But? So:</b> This is a good way to summarize a story. Provide students with a white board or a piece of paper. Fold the paper into fourths. Write the headings in each square: 1<sup>st</sup> Square: somebody (Identify the character), 2<sup>nd</sup> Square: Wanted (Describe the character's goal), 3<sup>rd</sup> Square: But (Describe the conflict or the problem), 4<sup>th</sup> Square: So (Describe the resolution of the conflict.)</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Hyphens</b>  A hyphen is a dash or a – that is used in the following ways:</p> <ul style="list-style-type: none"> <li>• join two words serving as a single adjective (example: rut-filled).</li> <li>• write compound numbers (example: fifty-three).</li> <li>• avoid confusion in awkward combinations of letters (example: shell-like rather than shelllike).</li> <li>• Certain prefixes (example: ex-mayor), and suffixes (example: X-Ray),</li> <li>• dates, figures, or letters (example: mid-1900s).</li> <li>• breaking words into syllables at the end of a line when there isn't enough space for the whole word (example: e-nough).</li> </ul> <p><b>Hyphens</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Hyphen Cards and a Game Board.</li> <li>3. Together, students select one of the hyphen cards and then decide the purpose of the hyphen, placing the card under the appropriate column on the game board.</li> </ol> <p>When pair is finished, the pair meets with another pair and shares their responses.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best  Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

## Consult 4 Kids Lesson Plans

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup>-5<sup>th</sup> Grade Analogies/Comparisons

left : right :: day : _____	eye : see :: nose : _____	boy : girl :: man : _____
coffee : hot :: ice cream : _____	watch : time :: scale : _____	bracelet : wrist :: ring : _____
bird : nest :: people : _____	sock : feet :: mittens : _____	soap : hands :: shampoo : _____
pig : oink :: dog : _____	stove : cook :: oven : _____	button : shirt :: zipper : _____
plane : fly :: boat : _____	five : eight :: twenty : _____	camera : film :: printer : _____
bee : hive :: wasp : _____	movie : watch :: music : _____	book : read :: canvas : _____
rocket : fast :: snail : _____	wrist : arm :: knee : _____	meatloaf : main course :: cake : _____
boy : man :: girl : _____	numbers : math :: words : _____	pencil : write :: crayons : _____
feather : bird :: fur : _____	open : closed :: up : _____	clean : dirty :: sharp : _____



## Consult 4 Kids Lesson Plans

### 4<sup>th</sup>-5<sup>th</sup> Grade Hyphens

join two words serving as a single adjective (example: rut-filled)	write compound numbers (example: fifty-three)	avoid confusion in awkward combinations of letters (example: shell-like rather than shelllike)	Certain prefixes (example: ex-mayor), and suffixes (example: X-Ray),	dates, figures, or letters (example: mid-1900s.)	breaking words into syllables at the end of a line when there isn't enough space for the whole word (example: e-nough)

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ice-cream cone	high-wire act	toll-free number	well-known author
one-way street	thirty-nine cabs	forty-seven years old	twenty-two shoes
fifty-six cars	ninety-three cookies	shell-like	shelf-full
Great-Grandma	monster-like	blue-eyed princess	T-Ball
T-shirts	ex-football player	ex-drummer	mayor-elect
cal- cify	bulle- tin	untouch- able	sap- pling
lit- tle	mid-century	U-Turn	mid-range
raptor-like	self-starter	President-elect	wind-weathered

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Review the 6
<b>Focus:</b>	Review of Vocabulary and Conventions

**Materials:**

Activities from the past 11 days for students to select from, at the end of lessons 1-10

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition

#### \*Activity → Teachable Moment(s) *throughout*

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Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

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<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Today is a review day of all of the games and/or activities that students have played for the last eleven days. Have students choose from the following:</p> <ul style="list-style-type: none"> <li><b>Complex Word Families</b></li> <li><b>Homophones—Sound Alike</b></li> <li><b>Homographs—Multiple Meanings</b></li> <li><b>Heteronyms—Spell It!</b></li> <li><b>Analogies</b></li> <li><b>Antonym or Synonym?</b></li> </ul>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings)</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information)</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail)</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Q and S</b></p> <p><b>Question and Connection #2:</b> Ask all students to form a group of 4-5 students. In the group, someone asks a question about what was read and everyone must provide a different answer. Students should provide the answer in a complete sentence.</p> <p>Summarizing:</p> <p>Did you know? In this activity pair students with one another. The first student asks, "Did you know...?" and then adds a piece of information that he/she has learned from the reading. The second student responds either "yes" or "no", and then asks, "Did you know...?" this continues until each student has asked 3-5 questions.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>



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<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Today is a review day of all of the games and/or activities that students have played for the last eleven days. Have students choose from the following:</p> <ul style="list-style-type: none"> <li><b>Capitalization</b></li> <li><b>Why Use A Comma?</b></li> <li><b>Apostrophes</b></li> <li><b>Hyphens</b></li> <li><b>Colons</b></li> </ul>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today’s ELA activities and list that under the heading: LB or Liked Best          Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Independent and Dependent Clauses
<b>Focus:</b>	Vocabulary (Greek Word Origins), Predicting, and Independent and Dependent Clauses

### Materials:

Chart Paper

Activity at end of lesson plan

White boards, pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What do you know about analyzing words? What is important about Greek roots? Why do you think that Latin and Greek have such an influence on English? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this? What is the difference between an independent and dependent clause? What is the difference between a clause and a sentence?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

#### \*Activity → Teachable Moment(s) *throughout*

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Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Partner Share:** Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.

### Vocabulary

#### Greek Word Origins

Just like there are Latin origins that can be found in English words so are the Greek Origins that do the exact same thing. Just like with Latin origins, knowing what the Greek origin of a word might be helps you know what that word means.

Review several Greek origins with the students:

- agri—field
- opt—eye
- cycl—circular pattern

#### Making Meaning

##### Directions:

1. Divide students into pairs.
2. Give each pair a Making Meaning card and two white boards.
3. Working together, students read the first sentence on the sentence card. After reading the Greek origin and the sentence, write the meaning of the word in your own language on the white board.
4. Pair should compare the sentences each wrote and justify why they are correct (return to the meaning).
5. Activity is complete when all sentences have been completed.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

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During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b>  <b>One-Minute Predictions:</b> Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p><b>Independent and Dependent Clauses</b>  An independent clause is a sentence. It has a subject and a predicate. It expresses a complete thought. To ensure that your sentence is an independent clause it is important to learn how to mark both the subject and the predicate. Independent clauses can have dependent clauses added to them. A dependent clause is not a complete sentence by itself. Words that are often used to signal a dependent clause include: after although, because, before, despite, even though, since, when, and whenever. A dependent clause is separated from an independent clause by a comma.  Work through several examples on the board.</p> <p><b>Independent and Dependent:</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Independent and Dependent Sentence Card.</li> <li>3. Together, students read each sentence and decide which part of the sentence is a dependent clause and which is the independent clause. Students should draw one line under the independent clause.</li> <li>4. Once they have selected the independent clause, pair should circle the subject of the independent clause and put a box around the predicate.</li> </ol> <p>When all groups are finished, ask each group to demonstrate understanding by sharing one of their answers.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b>  Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best  Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

## Consult 4 Kids Lesson Plans

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup> – 5<sup>th</sup> Grade Match 'Em (Greek Roots)

**biblio—book**

At the end of her research paper she included a bibliography so we knew what she had read.

**cardio—to heart**

This exercise was designed not as weight training but to develop cardio.

**therm—heat**

The thermometer recorded a record 105°.

**photo—light**

He took a photograph of the family on the beach.

**phob—fear**

He had a phobia about germs and washed his hands all of the time.

**agri—field**

He went to college because as a farmer he wanted to know more about agriculture.

**onym—game**

We learned about antonyms and synonyms.

**geo—earth**

He is studying rocks as a geologist.

**log—word**

If you hurt someone's feelings you should apologize.

**ast—star**

Jill wants to be the first astronaut to Mars.

## Consult 4 Kids Lesson Plans

4<sup>th</sup> and 5<sup>th</sup> Grade Independent and Dependent Clauses

1. Even though it is sunny, he was wearing a heavy down jacket.
2. I will call you when I get to the restaurant.
3. When you finish cleaning your room, we can go to the mall.
4. The beach is beautiful when the tide has washed over the sand.
5. Whenever I hear the alarm, I jump.
6. Despite her effort to make friends with the new neighbor, they have remained strangers.
7. After the game, the team went out for pizza.
8. He will check on the departure time, before he arrives at the station.
9. When I was your age, I was driving a 10 year old Buick.
10. You are the winner of the race, even though you did not come in first across the finish line.
11. Whenever I see a sad movie, I have tears in my eyes.
12. Because they are sharing a hotel room, they both have a key.
13. He was able to use his gift certificate, since he arrived after 7:00 p.m.
14. Although there are four empty seats, you can't sit in that seat.
15. I will call my mother before the day is over.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Before After or In Between
<b>Focus:</b>	Vocabulary (Latin Word Origins) Predicting, and Dictionary Skills

**Materials:**

Fluency passages or students current reading  
 White boards, pens or crayons  
 Activities at the end of lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What does the term "Latin word origins" refer to? Why is this important to understand? What do you know about using a dictionary? How can you use a book dictionary? How can you use a web-based dictionary? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What do you know about synonyms? What are some synonyms for the word "said". How does predicting help you think about the story you are going to read. What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).



## Consult 4 Kids Lesson Plans

6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Fluency Test**—Read 1 minute count number of words read. Record the total on a personal chart. A suggestion would be to have a stamp or chart on the front of the student's vocabulary notebook and have them write the total words read on the chart.

### Vocabulary

#### Latin Word Origins

The English language is made up of a number of different languages. One of those languages is Latin. If a student knows the meaning of the Latin root, the meaning of the entire word can be determined. For example the Latin root "octo" means 8. An octopus is a creature with 8 legs; an octave is a set of 8 musical notes; and an octagon is a shape with 8 sides.

Review several Latin origins with the students:

serv—save or keep  
 loc—place  
 man—hand

#### Discovering Meaning

##### Directions:

1. Divide students into pairs.
2. Give each pair a Discovering Meaning card and two white boards.
3. Working together, students read the first sentence on the sentence card. After reading the Latin origin and the sentence, write the meaning of the word in your own language on the white board.
4. Pair should compare the sentences each wrote and justify why they are correct (return to the meaning).
5. Activity is complete when all sentences have been completed.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

Activity	
<p><b>Predicting</b></p> <p><b>Find the Evidence:</b> On chart paper, write these two heading: Predictions and Evidence. Use a different colored marker for each column. List several predications. As you begin to read the material, ask students to look for evidence of their predictions. For example, if the prediction is, "There is a sad and lonely duck," the evidence might be, "The duck always walked alone."</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p><b>Dictionary Skills</b></p> <p>Whether you are using an online or a paper dictionary (still found in the majority of classrooms), understanding ways to organize and understand words is important. For the next three days students will take a look at these basis dictionary skills:</p> <ul style="list-style-type: none"> <li>• alphabetical order</li> <li>• guide words</li> <li>• entry word information</li> <li>• definitions</li> <li>• multiple meanings</li> </ul> <p>Alphabetical order is simply that, how do organize a series of words using the alphabet as a guide. To do this you look at the first letter that is different and determine which comes first when you are saying the alphabet. So if the words or jump and go, the first letters, j and g are different, and g comes first when you say the alphabet, so alphabetical order would be go, jump. If the words were goal, get goat, the first letter is the same, so you would look at the second letter. Get has an e in second place, while goal and goat both have an o. So we would put get first. Letter 3 for goal and goat is an a, so we look in 4<sup>th</sup> place and realize the l comes before t so we write the list get, goal, goat. It's that simple.</p> <p>Understanding alphabetical order helps you to determine which words come before, between or after other words. In a dictionary at the top of each page there are two guide words, and your task is to determine whether a particular word comes before the first guide word, after the last guide word, or between the two guide words. If the guide words on a page were get and goal, you would know that goat comes after goal, so you would need to look on the next page.</p> <p><b>Before, After, or In Between</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Before, After, or In Between game board and deck of cards.</li> <li>3. Shuffle the cards and place between the players beside the game board.</li> <li>4. Player 1 draws a card looking at the two guide words on the card and the underlined entry word. Player decides whether the entry word comes before, after, or in between the guide words.</li> <li>5. Example: guide words: jump and kite, entry word "junk" comes in between.</li> <li>6. Player places the word in the correct column.</li> <li>7. Play continues with Player 2.</li> <li>8. Game is over when all cards are placed.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### DIGA

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup> – 5<sup>th</sup> Grade Discovering Meaning

**narr—to tell**

The play's narrator filled in the reader about what was going on.

**ques—to ask or seek**

John was able to ask a question.

**pop—people**

Our town is so crowded with people.

**numer—number**

The numerals were written in order.

**orig—beginning**

She was one of the original players

**form—shape, not changing**

The Army gave her a new uniform.

**loc—place**

What location is the most essential?

**serv—save, keep**

He got to the restaurant early so he could reserve the table.

**volv—to roll, change**

The merry-go-round revolved around the center post.

**migr—move**

The geese migrate from one location to another.

## Consult 4 Kids Lesson Plans

4<sup>th</sup> – 5<sup>th</sup> Grade Before, After, or In Between

Before	In Between	After

## Consult 4 Kids Lesson Plans

### Before, After, In Between Cards

web well window	bed baby brown	lake leap lend
ceiling cent cement	slept smile stove	belong brake brain
doll even draw	rest read ruin	main mile morning
frame first frock	table test tea	car crate crest
space spell student	alien apple ape	travel trust turn
pack pie pelt	star stake surf	food fool fuel
idea Indian irate	repair rest return	sink slide stripe
blender carpet bust	oven pain part	faucet foul frost
dishwasher drape drain	microwave more most	czar dark dare

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Coordinating Conjunctions
<b>Focus:</b>	Vocabulary (Prefixes), Predicting, and Coordinating Conjunctions

**Materials:**

Activities at end of lesson plan  
White board and pen/crayon

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What do you know about prefixes? Give examples of commonly used prefixes. Tell what each of the prefixes means? What is a coordinating conjunction? Give an example of a coordinating conjunction. What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Musical Shares:** Have students stand up and walk around reading the passage that they are working on until the music stops. Students should pair up and read the next 2 sentences to the partner they find. Repeat as students practice.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Prefixes

Prefixes are a syllable of meaning added to the beginning of a word that changes the meaning of the word. Recognizing and understanding prefixes makes reading more fluent and can provide clues as to the meaning of the word.

Ask students if they can identify any prefixes and words that they attach to. Make a list on the board.

For the next 4 days we will be working with the following prefixes:

un-  
re-  
pre-  
dis-  
in-  
en-  
fore-  
pro-  
post-  
pre-  
super-  
extr-  
intra-

We are going to work with these prefixes in three ways. There will be a matching (memory) activity. There will be a making words activity. There will be a definition writing activity. On the fourth day, students may select which of the activities they want to repeat.

#### What Does It Mean?

##### Directions:

1. Divide students into pairs.
2. Give each pair a deck of What Does It Mean? Cards.
3. Shuffle the cards and place face down between the players.
4. Player 1 draws a card, places it face up, reads the sentence on the card and tells what the underlined word means.
5. If he/she is correct, he/she keeps the card.
6. Player 2 continues play in the same way
7. Game is over when all cards have been drawn.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

During the lesson check in with students repeatedly.



## Consult 4 Kids Lesson Plans

<p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>Three Words:</b> share with students the topic for the day. Ask students to think about what they think will be shared in the materials that they will read. Ask a student to read the title of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well. The students will then work in pairs and using those three words will write a description of what they believe the story will be about.</p>	<p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Coordinating Conjunctions</b></p> <p>A coordinating conjunction allows you to join two related independent clauses. The coordinating conjunctions are: and, nor, but, for, yet, so, and or. When you have two independent clauses together they create a run-on sentence. To correct this problem, find out where the first sentence ends and the second sentence begins. Select a coordinating conjunction that demonstrates the relationship between the two sentences. Place a comma after the first sentence, add the coordinating conjunction and you are done. Example: The catsup is on the plate the French fries are hot. The catsup is on the plate and the French fries are hot.</p> <p><b>Eliminating a Run On</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Eliminating Run On Sentence Card and whiteboards.</li> <li>3. Working together, students identify the two sentences, select a coordinating conjunction and rewrite each sentence adding the comma and the coordinating conjunction.</li> <li>4. Activity is over when all of the run on sentences have been corrected.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

### Debrief

3-2-1

- Share 3 things you like about today's lesson.
- Share 2 questions you have that were not answered.
- Share 1 thing that you will use tomorrow that you practiced today.

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

4<sup>th</sup> – 5<sup>th</sup> Grade What Does It Mean?

<p>John is <b><u>unable</u></b> to help at the carnival.</p>	<p>Did you <b><u>preview</u></b> the new TV show?</p>	<p>After he lied to me, I <b><u>distrust</u></b> him.</p>
<p>The table came in a box <b><u>unassembled</u></b>.</p>	<p>He failed the first test so they will <b><u>retest</u></b> him tomorrow.</p>	<p>Jorge is <b><u>incapable</u></b> of skiing that difficult slope.</p>
<p>The person said she could <b><u>foretell</u></b> the future.</p>	<p>That toy was <b><u>enclosed</u></b> in plastic when we bought it.</p>	<p>Susie turned in the work even though it was <b><u>incomplete</u></b>.</p>
<p>At his funeral the award was given <b><u>posthumously</u></b>.</p>	<p>The law <b><u>prohibits</u></b> a person from driving before the age of 16.</p>	<p>He took the <b><u>posttest</u></b> and was stellar.</p>
<p>When he rescued the grandmother it was through <b><u>superhuman</u></b> effort.</p>	<p>The Zumba class was a popular <b><u>extracurricular</u></b> activity at school.</p>	<p>The competition between the 4<sup>th</sup> and 5<sup>th</sup> graders was <b><u>intramural</u></b>.</p>
<p>Before her surgery she went through <b><u>preoperational</u></b> procedures.</p>	<p>He will <b><u>promote</u></b> her to the next level.</p>	<p>The author asked me to write the <b><u>foreword</u></b> to his book.</p>

## Consult 4 Kids Lesson Plans

4<sup>th</sup> and 5<sup>th</sup> Grade Eliminating the Run On

1. John saw where the dog dropped the ball he picked it up and threw it.
2. I am eating apple pie I will eat my dinner later.
3. The phone is ringing loudly no one is answering it.
4. Is the gray cat yours is the black cat yours?
5. You chose to play soccer you chose to play the trumpet.
6. I gave her a new jacket I wanted to give her a sweater.
7. The snow was thick on the side of the road the snow plow cleared the way.
8. We could go to the mall we could eat at Red Robin.
9. I need a map I can find my way.
10. The butter is melting the fresh bread smells good.
11. Lauren's coach is under warranty the store would not take it back or fix it.
12. You can take in the mail I can take in the newspaper.
13. The eagle swooped down to catch the fish the fish swam quickly away.
14. We are going to the beach I am bringing my bathing suit.
15. Jill needs sturdier shoes Jill has them in her closet.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Greek Word Origins
<b>Focus:</b>	Vocabulary (Greek Roots), Clarifying, and Independent and Dependent Clauses

### Materials:

White board, pens and/or crayons

Activity at end of lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

Give an example of several Greek roots. What do these roots mean? Why is that important to you in developing your vocabulary? Give an example of 5 dependent clauses. Write them on the white board. Add an independent clause so you can have a sentence. How will you punctuate this? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression.

What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.

#### \*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

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Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move

## Consult 4 Kids Lesson Plans

5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Speed Reading:** Have students form a circle. Number them of, 1, 2, 1, 2, 1, 2 and so forth. Having the students stay in the circle, have the twos move to stand in front of the person who said "1" on his/her left. Give each student an opportunity to read aloud to his/her partner for 1 minute. Have one of the circles move and repeat the process. Have the other circle move and repeat for the third time.

on with the story).

### Vocabulary

#### Greek Word Origins

Just like there are Latin origins that can be found in English words so are the Greek Origins that do the exact same thing. Just like with Latin origins, knowing what the Greek origin of a word might be helps you know what that word means.

Review several Greek origins with the students:

- agri—field
- opt—eye
- cycl—circular pattern

#### Making Meaning

##### Directions:

1. Divide students into pairs.
2. Give each pair a Making Meaning card and two white boards.
3. Working together, students read the first sentence on the sentence card. After reading the Greek origin and the sentence, write the meaning of the word in your own language on the white board.
4. Pair should compare the sentences each wrote and justify why they are correct (return to the meaning).
5. Activity is complete when all sentences have been completed.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-

## Consult 4 Kids Lesson Plans

<p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Individual Show-Off:</b> Before class, use several of the interesting words in a sentence in the same way that is used in the material. Write the sentences on a sentence strip. Students choose a sentence from the container. The student acts out the word as it is used in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p>	<p>ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Independent and Dependent Clauses</b></p> <p>An independent clause is a sentence. It has a subject and a predicate. It expresses a complete thought. To ensure that your sentence is an independent clause it is important to learn how to mark both the subject and the predicate. Independent clauses can have dependent clauses added to them. A dependent clause is not a complete sentence by itself. Words that are often used to signal a dependent clause include: after although, because, before, despite, even though, since, when, and whenever. A dependent clause is separated from an independent clause by a comma.</p> <p>Work through several examples on the board.</p> <p><b>Independent and Dependent:</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Independent and Dependent Sentence Card.</li> <li>3. Together, students read each sentence and decide which part of the sentence is a dependent clause and which is the independent clause. Students should draw one line under the independent clause.</li> <li>4. Once they have selected the independent clause, pair should circle the subject of the independent clause and put a box around the predicate.</li> <li>5. When all groups are finished, ask each group to demonstrate understanding by sharing one of their answers.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

3-2-1

- Share 3 things you like about today's lesson.
- Share 2 questions you have that were not answered.
- Share 1 thing that you will use tomorrow that you practiced today.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



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### 4<sup>th</sup> – 5<sup>th</sup> Grade Match 'Em (Greek Roots)

**biblio—book**

At the end of her research paper she included a bibliography so we knew what she had read.

**cardio—to heart**

This exercise was designed not as weight training but to develop cardio.

**therm—heat**

The thermometer recorded a record 105°.

**photo—light**

He took a photograph of the family on the beach.

**phob—fear**

He had a phobia about germs and washed his hands all of the time.

**agri—field**

He went to college because as a farmer he wanted to know more about agriculture.

**onym—game**

We learned about antonyms and synonyms.

**geo—earth**

He is studying rocks as a geologist.

**log—word**

If you hurt someone's feelings you should apologize.

**ast—star**

Jill wants to be the first astronaut to Mars.

### 4<sup>th</sup> and 5<sup>th</sup> Grade Independent and Dependent Clauses

1. Even though it is sunny, he was wearing a heavy down jacket.
2. I will call you when I get to the restaurant.
3. When you finish cleaning your room, we can go to the mall.
4. The beach is beautiful when the tide has washed over the sand.
5. Whenever I hear the alarm, I jump.
6. Despite her effort to make friends with the new neighbor, they have remained strangers.
7. After the game, the team went out for pizza.
8. He will check on the departure time, before he arrives at the station.
9. When I was your age, I was driving a 10 year old Buick.
10. You are the winner of the race, even though you did not come in first across the finish line.
11. Whenever I see a sad movie, I have tears in my eyes.
12. Because they are sharing a hotel room, they both have a key.
13. He was able to use his gift certificate, since he arrived after 7:00 p.m.
14. Although there are four empty seats, you can't sit in that seat.
15. I will call my mother before the day is over.

## Consult 4 Kids Lesson Plans

<b>Components:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	What Does It Mean Prefixes
<b>Focus:</b>	Vocabulary (Prefixes), Clarifying, and Coordinating Conjunctions

**Materials:**

Activities at the end of the lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

Please give examples of at least five prefixes and the meaning for each of the prefixes you list. What is important about using coordinating conjunctions correctly? Why is it important that you pay attention to sentence fragments?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

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6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Independent Timed Reading:** Have students work in pairs and use a three minute egg timer or look at the clock to keep time. As the first student begins to read the passage, the partner either turns over the egg timer or begins watching the clock. At the end of 2 minutes (if students are watching a clock, or three minutes is using the egg timer, the partner calls "Stop" and the number of words are counted. Process is repeated for the other students. Students record the number of words read on their reading chart.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Prefixes

Prefixes are a syllable of meaning added to the beginning of a word that changes the meaning of the word. Recognizing and understanding prefixes makes reading more fluent and can provide clues as to the meaning of the word.

Ask students if they can identify any prefixes and words that they attach to. Make a list on the board.

For the next 4 days we will be working with the following prefixes:

- un-
- re-
- pre-
- dis-
- in-
- en-
- fore-
- pro-
- post-
- pre-
- super-
- extr-
- intra-

We are going to work with these prefixes in three ways. There will be a matching (memory) activity. There will be a making words activity. There will be a definition writing activity. On the fourth day, students may select which of the activities they want to repeat.

#### What Does It Mean?

##### Directions:

1. Divide students into pairs.
2. Give each pair a deck of What Does It Mean? Cards.
3. Shuffle the cards and place face down between the players.
4. Player 1 draws a card, places it face up, reads the sentence on the card and tells what the underlined word means.
5. If he/she is correct, he/she keeps the card.

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<p>6. Player 2 continues play in the same way. 7. Game is over when all card have been drawn.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Silly Questions:</b> Partner students to create silly questions from the interesting words that they have selected. Ask students to join two words, in other words make a silly question or sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall, bat, cave, and bridge, a silly sentence/question would be, "Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?"</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Coordinating Conjunctions</b></p> <p>A coordinating conjunction allows you to join two related independent clauses. The coordinating conjunctions are: and, nor, but, for, yet, so, and or. When you have two independent clauses together they create a run-on sentence. To correct this problem, find out where the first sentence ends and the second sentence begins. Select a coordinating conjunction that demonstrates the relationship between the two sentences. Place a comma after the first sentence, add the coordinating conjunction and you are done. Example: The catsup is on the plate the French fries are hot. The catsup is on the plate and the French fries are hot.</p> <p><b>Eliminating a Run On</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Eliminating Run On Sentence Card and whiteboards.</li> <li>3. Working together, students identify the two sentences, select a coordinating conjunction and rewrite each sentence adding the comma and the coordinating conjunction.</li> <li>4. Activity is over when all of the run on sentences have been corrected.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### DIGA

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

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### 4<sup>th</sup> – 5<sup>th</sup> Grade What Does It Mean?

<p>John is <b><u>unable</u></b> to help at the carnival.</p>	<p>Did you <b><u>preview</u></b> the new TV show?</p>	<p>After he lied to me, I <b><u>distrust</u></b> him.</p>
<p>The table came in a box <b><u>unassembled</u></b>.</p>	<p>He failed the first test so they will <b><u>retest</u></b> him tomorrow.</p>	<p>Jorge is <b><u>incapable</u></b> of skiing that difficult slope.</p>
<p>The person said she could <b><u>foretell</u></b> the future.</p>	<p>That toy was <b><u>enclosed</u></b> in plastic when we bought it.</p>	<p>Susie turned in the work even though it was <b><u>incomplete</u></b>.</p>
<p>At his funeral the award was given <b><u>posthumously</u></b>.</p>	<p>The law <b><u>prohibits</u></b> a person from driving before the age of 16.</p>	<p>He took the <b><u>posttest</u></b> and was stellar.</p>
<p>When he rescued the grandmother it was through <b><u>superhuman</u></b> effort.</p>	<p>The Zumba class was a popular <b><u>extracurricular</u></b> activity at school.</p>	<p>The competition between the 4<sup>th</sup> and 5<sup>th</sup> graders was <b><u>intramural</u></b>.</p>
<p>Before her surgery she went through <b><u>preoperational</u></b> procedures.</p>	<p>He will <b><u>promote</u></b> her to the next level.</p>	<p>The author asked me to write the <b><u>foreword</u></b> to his book.</p>

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4<sup>th</sup> and 5<sup>th</sup> Grade Eliminating the Run On

1. John saw where the dog dropped the ball he picked it up and threw it.
2. I am eating apple pie I will eat my dinner later.
3. The phone is ringing loudly no one is answering it.
4. Is the gray cat yours is the black cat yours?
5. You chose to play soccer you chose to play the trumpet.
6. I gave her a new jacket I wanted to give her a sweater.
7. The snow was thick on the side of the road the snow plow cleared the way.
8. We could go to the mall we could eat at Red Robin.
9. I need a map I can find my way.
10. The butter is melting the fresh bread smells good.
11. Lauren's coach is under warranty the store would not take it back or fix it.
12. You can take in the mail I can take in the newspaper.
13. The eagle swooped down to catch the fish the fish swam quickly away.
14. We are going to the beach I am bringing my bathing suit.
15. Jill needs sturdier shoes Jill has them in her closet.



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Discovering Meaning
<b>Focus:</b>	Vocabulary (Latin Word Origins), Clarifying, and Dictionary Skills

**Materials:**

White boards, crayons and/or pens  
 Activity at end of lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What do you know about the development of the English language? What about Latin word origins is important in understanding English? How might that help you with other languages as well? Why would it be important to understand how the dictionary works? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

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<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Modeled Reading:</b> Read the Fluency Passage to the student so she or he can hear fluent reading. Have the student read the passage. If the student gets stuck on a word, read the word and have her or him repeat it. Repeated one-on-one readings will increase speed, accuracy, smoothness and expression. (You can pair more proficient readers with less proficient ones).</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p><b>Latin Word Origins</b></p> <p>The English language is made up of a number of different languages. One of those languages is Latin. If a student knows the meaning of the Latin root, the meaning of the entire word can be determined. For example the Latin root “octo” means 8. An octopus is a creature with 8 legs; an octave is a set of 8 musical notes; and an octagon is a shape with 8 sides.</p> <p>Review several Latin origins with the students:</p> <p style="padding-left: 40px;">serv—save or keep loc—place man—hand</p> <p><b>Discovering Meaning</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Discovering Meaning card and two white boards.</li> <li>3. Working together, students read the first sentence on the sentence card. After reading the Latin origin and the sentence, write the meaning of the word in your own language on the white board.</li> <li>4. Pair should compare the sentences each wrote and justify why they are correct (return to the meaning).</li> <li>5. Activity is complete when all sentences have been completed.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

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<p><b>Activity</b></p> <p><b>Clarifying:</b>  <b>Charades:</b> Choose a student to act out one of the words from the material. When you say "Action", the student begins to act out the word while everyone else tries to guess the word. After 30 seconds, if the others have not guessed the word, the students should tell the word and write it on the board. During the charade, encourage students to get into the moment using facial and body movements. Repeat several times.</p>	
<p><b>Conventions</b></p> <p><b>Dictionary Skills</b>            Whether you are using an online or a paper dictionary (still found in the majority of classrooms), understanding ways to organize and understand words is important. For the next three days students will take a look at these basis dictionary skills:</p> <ul style="list-style-type: none"> <li>• alphabetical order</li> <li>• guide words</li> <li>• entry word information</li> <li>• definitions</li> <li>• multiple meanings</li> </ul> <p>The entry word is the word that you are looking at when you are using the dictionary. It is the main word and they are listed in alphabetical order.</p> <p><b>It's What?</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair an It's What Game Card and dictionary.</li> <li>3. Working together, students look at the It's What Game Card and select one of the words, look it up in the dictionary, and mark the items that they see in the dictionary entry.</li> <li>4. As they find one of the identified items, they mark the section on the Game Card with an "X".</li> <li>5. Activity is over when all items on the card are complete.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### **LBNT**

Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best  
 Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.

##### **Reflection (Confirm, Tweak, Aha!)**

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

4<sup>th</sup> – 5<sup>th</sup> Grade Discovering Meaning

<p><b>narr—to tell</b> The play's narrator filled in the reader about what was going on.</p>
<p><b>ques—to ask or seek</b> John was able to ask a question.</p>
<p><b>pop—people</b> Our town is so crowded with people.</p>
<p><b>numer—number</b> The numerals were written in order.</p>
<p><b>orig—beginning</b> She was one of the original players</p>
<p><b>form—shape, not changing</b> The Army gave her a new uniform.</p>
<p><b>loc—place</b> What location is the most essential?</p>
<p><b>serv—save, keep</b> He got to the restaurant early so he could reserve the table.</p>
<p><b>volv—to roll, change</b> The merry-go-round revolved around the center post.</p>
<p><b>migr—move</b> The geese migrate from one location to another.</p>

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4<sup>th</sup> – 5<sup>th</sup> Grade It's What?

Look each entry word up in the dictionary. Check for each of the items listed to the right of the entry word in the dictionary. If you find the item in the dictionary entry, put a check mark in the box.

Entry Word	Part of Speech	Pronunciation	Definition	Usage	Derivations	Pictures	Sentence
apple							
storm							
rainforest							
icicle							
cement							
frantic							
perfection							
cast							
wreck							
drastic							
telephone							
critically							

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Dictionary Race
<b>Focus:</b>	Vocabulary (Latin Word Origins), Questioning, and Dictionary Use

**Materials:**

Activity at end of lesson plan  
 White Boards, crayons and/or pens  
 Chart paper

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? List several words that you use regularly that have a Latin root origin. If you use a dictionary, how to the guide words at the top of the page help you to locate words? Why is alphabetical order important? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this? Give examples of 5 different word families.

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

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7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Paired Readings:** Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch rolls. Complete this process three times.

### Vocabulary

#### Latin Word Origins

The English language is made up of a number of different languages. One of those languages is Latin. If a student knows the meaning of the Latin root, the meaning of the entire word can be determined. For example the Latin root "octo" means 8. An octopus is a creature with 8 legs; an octave is a set of 8 musical notes; and an octagon is a shape with 8 sides.

#### Match 'Em

##### Directions:

1. Divide students into pairs.
2. Give each pair a set of Match 'Em cards.
3. Shuffle the cards and place them in a 5 card by 4 card grid, face down.
4. The object of the game is to find the Latin origin and its meaning, and matching them.
5. Players take turn, gathering the matched pairs with them.
6. If there are spaces and you have cards left, fill in the spaces in the grid with those cards.
7. Game is over when all cards have been drawn.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).

### Activity

#### Questioning:

**I Wonder:** Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.



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<p>example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare was making fun of me? I wonder....</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p><b>Dictionary Skills</b> Whether you are using an online or a paper dictionary (still found in the majority of classrooms), understanding ways to organize and understand words is important. For the next three days students will take a look at these basis dictionary skills:</p> <ul style="list-style-type: none"> <li>• alphabetical order</li> <li>• guide words</li> <li>• entry word information</li> <li>• definitions</li> <li>• multiple meanings</li> </ul> <p>Dictionaries provide a definition for a word. A definition is a formal description of the word. Many words have more than one meaning listed. The dictionary will also give you the part of speech, a pronunciation guide, and sometimes will show a picture, use the word in a sentence, and provide with words derived from the word you are looking up.</p> <p><b>Dictionary Race</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a dictionary.</li> <li>3. Call out a word (see the list of words and questions at the end of the lesson plan) and have pairs look the word up as quickly as possible.</li> <li>4. When the pair has found the word, have them stand up.</li> <li>5. Once you have one team standing, have the team share with the group the page number of the word they have found so everyone can turn to the entry.</li> <li>6. Select one of the questions to ask about the word and have the team respond.</li> <li>7. If they are correct, the team gets 1 point.</li> <li>8. Game is over when time is called or you have used all of the words.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<p style="text-align: center;"><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<p style="text-align: center;"><b>Debrief</b></p> <p><b>3-2-1</b></p> <ul style="list-style-type: none"> <li>• Share 3 things you like about today's lesson.</li> <li>• Share 2 questions you have that were not answered.</li> </ul>

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- Share 1 thing that you will use tomorrow that you practiced today.

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

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### 4<sup>th</sup> – 5<sup>th</sup> Grade Match 'Em Cards

aptus	suitable	volv	to roll
serv	save or keep	orig	beginning
migr	change or move	numer	number
loc	place	form	shape, not changing
lab	work	narr	to tell
man	hand	ques	ask

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pop	people	luna	moon
mater	mother	sim	like
tex	weave or text	turb	confusion
mater	mother	tex	weave or text
turb	confusion	urb	city

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup>-5<sup>th</sup> Grade Dictionary Race Word Bank for Dictionary Race

guerilla	station
wrangle	novelty
hysteria	luncheon
fragile	premiere
mainstream	fence
impoverish	awkward
ridiculous	gigantic
adventure	relish
craft	zenith
cinema	station

### Questions to ask students

1. How many definitions does this word have?
2. What is the part of speech of this word?
3. Write the pronunciation guide for the word on the white board.
4. Does this word have a sentence? If so, read it aloud.
5. Is there an illustration or picture accompanying this word?
6. Does the entry give you examples of synonyms or antonyms?
7. Does the entry give you an example of forms of the word (critic, criticism, critical)

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Prefixes Memory
<b>Focus:</b>	Vocabulary (Prefixes), Questioning, and Independent, Dependent, or Phrase

**Materials:**

Activities at end of lesson plan

White board, pens/crayons OR 3 x 5 cards for Question and Connection Cards

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

Give several examples of prefixes. What do these prefixes mean? How does adding a prefix to a word, change it? What is the difference between a dependent and an independent clause? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Slow Reading:** Utilize this process when you want students to work on accuracy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. This makes the words more recognizable when students are reading quickly.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Prefixes

Prefixes are a syllable of meaning added to the beginning of a word that changes the meaning of the word. Recognizing and understanding prefixes makes reading more fluent and can provide clues as to the meaning of the word.

Ask students if they can identify any prefixes and words that they attach to. Make a list on the board.

For the next 4 days we will be working with the following prefixes:

- un-
- re-
- pre-
- dis-
- in-
- en-
- fore-
- pro-
- post-
- pre-
- super-
- extr-
- intra-

We are going to work with these prefixes in three ways. There will be a matching (memory) activity. There will be a making words activity. There will be a definition writing activity. On the fourth day, students may select which of the activities they want to repeat.

#### Memory

##### Directions:

1. Divide students into pairs.
2. Give each pair a set of Memory cards.
3. Shuffle the cards and place them in a 54 card by 4 card grid, face down.
4. The object of the game is match the prefix with its meaning.
5. Players take turns, gathering the matched pairs with them.
6. If there are spaces and you have cards left, fill in the spaces in the grid with those cards.
7. Game is over when all cards have been drawn.

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<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b></p> <p><b>Question and Connection:</b> Students form groups of four or five. Student read the information. Students develop Question and Connect Cards for what they have read. The group then finds another group and trades questions. Students answer the other team's questions, going back and forth.</p> <p><b>Example:</b> If students read something about Columbus, the <b>QUESTION</b> card might read: What were the names of the three ships Columbus sailed with? If the same article was read, a <b>CONNECTION</b> card might read: How does Columbus coming to the new world connect to the Pilgrims coming over 100 years later?</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Independent, Dependent or Phrase</b></p> <p>An independent clause has a subject and predicate and expresses a complete thought and can stand alone as a sentence. A dependent clause has a subject and a predicate, but it does not express a complete thought and it can not stand alone as a sentence. A phrase is a group of words that does not have a subject and predicate.</p> <p>Determining if a group of words is a dependent or independent clause or simply a phrase is important so students can speak and/or write more clearly.</p> <p>Have students share several examples of the three categories above.</p> <p><b>I, D or P</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a game board and a deck of I, D or P cards.</li> <li>3. Shuffle the cards and place face down by the game board.</li> <li>4. Player 1 draws a card, determines if it is an example of a dependent clause, independent clause or phrase and places the card in the correct column.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>



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5. Player 2 continues the play. 6. Game is over when all cards have been placed.	
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**Closing**

**Review**

Say:

- Please recap what we did today.
- Did we achieve our objectives?

**Debrief**

**DIGA**

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

**Reflection (Confirm, Tweak, Aha!)**

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup> – 5<sup>th</sup> Grade Prefixes—Memory

dis-	opposite of	pre-	before
un-	not	en-	in, into
in-	no, not	fore-	before
post-	after	pre-	before
pro-	in favor of	super-	more than, above
extra-	beyond	intra-	within

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4<sup>th</sup> and 5<sup>th</sup> Grade I, D, or P Game Board

Independent Clause	Dependent Clause	Phrase

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### 4<sup>th</sup> and 5<sup>th</sup> Grade I, D or P Cards

running and jumping in the pool	around 5:00	dogs bark
whenever I see the stars	just in time	this flashlight works
after Jorge comes home	through the door	he mows the lawn
before you go	buried under the tree	Joan drives the car
because you've seen the movie	laughed aloud	Fred enjoyed the movie
even though it is hot	have a blister on my hand	Jill fell down the hill
when starting a fire	a stone border	the fireman is brave
when the fog has cleared	the beautiful sunset	they were standing on the deck
since you are the oldest	the open bag of crackers	Jack likes football

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Latin Word Origins
<b>Focus:</b>	Vocabulary (Latin Word Origins), Summarizing, and Types of Sentences

**Materials:**

Activity at end of lesson plan

White Boards, pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What do you know about analyzing words? What are some synonyms for the word “ugly”. How does predicting help you think about the story you are going to read. What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this? What do you know about Latin Roots? Why is it important to know the meaning of the roots? What do you know about the different types of sentences? List the four types of sentences. Give an example of each one.

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.

#### **\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move

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5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**All Read:** During this activity, all of the students read aloud at the same time. Even if the students are not on the same passage, reading aloud will help them slow down and really practice each word. While students are reading, walk around. Touch a student on the shoulder to indicate that they should begin reading aloud so you can hear them.

on with the story).

### Vocabulary

It is important that we look at vocabulary words in a holistic way. Each word has a meaning, a part of speech is attached to it, and you need to know how and when to use each word. We are going to spend some time with a Vocabulary Analyzer. You can utilize the lists of synonyms to generate the word list.

### Latin Word Origins

The English language is made up of a number of different languages. One of those languages is Latin. If a student knows the meaning of the Latin root, the meaning of the entire word can be determined. For example the Latin root "octo" means 8. An octopus is a creature with 8 legs; an octave is a set of 8 musical notes; and an octagon is a shape with 8 sides.

### Match 'Em

#### Directions:

1. Divide students into pairs.
2. Give each pair a set of Match 'Em cards.
3. Shuffle the cards and place them in a 5 card by 4 card grid, face down.
4. The object of the game is to find the Latin origin and its meaning, and matching them.
5. Players take turn, gathering the matched pairs with them.
6. If there are spaces and you have cards left, fill in the spaces in the grid with those cards.
7. Game is over when all cards have been drawn.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-

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<p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b>  <b>10 or Less:</b> Ask students to summarize in ten words or less the material that they have read. They can answer questions like, "what was the best part of what you read? What didn't you like about what you read? What could make the material better? In what way will this information apply to your life?"</p>	<p>ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p><b>Types of Sentences</b>          There are 4 types of sentences: declarative, interrogative, imperative, and exclamatory. A declarative sentence makes a statement. An interrogative sentence asks a question. An imperative sentence gives a command or an order. An exclamatory sentence shows strong emotion.          Have students give you several examples of each type of sentence. Discuss that the punctuation marks for these sentences include the ., ? and !</p> <p><b>Sentence Types</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs             <ul style="list-style-type: none"> <li>Give each pair one dice and a pair of white boards</li> <li>Rules: If you roll a:                     <ul style="list-style-type: none"> <li>1 = declarative</li> <li>2 = interrogative</li> <li>3 = choice</li> <li>4 = imperative</li> <li>5 = exclamatory</li> <li>6 = choice</li> </ul> </li> </ul> </li> <li>2. Player 1 rolls the dice and follows the rule, writing the type of sentence required (unless it is a choice in which case player can write any of the four types of sentences) on the white board.</li> <li>3. If Player 2 agrees that the sentence written is the correct type, Player 1 gets a point.</li> <li>4. Player 2 then plays in exactly the same way.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### LBNT

Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best  
Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



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### 4<sup>th</sup> – 5<sup>th</sup> Grade Match 'Em Cards

aptus	suitable	volv	to roll
serv	save or keep	orig	beginning
migr	change or move	numer	number
loc	place	form	shape, not changing
lab	work	narr	to tell
man	hand	ques	ask

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pop	people	luna	moon
mater	mother	sim	like
tex	weave or text	turb	confusion
mater	mother	tex	weave or text
turb	confusion	urb	city

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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Making Words and D or P
<b>Focus:</b>	Vocabulary (Prefixes), Summarizing, and Dependent, Independent, Phrases

**Materials:**

Activity at the end of the lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What is an analogy? What does it mean to compare things? What is a hyphen? Give several examples of when you would use a hyphen. What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Chunk Reading:** This process helps youth to read more quickly by seeing phrases or groups of words, instead of reading “word by word”. For example, look at the following two sentences:

“Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted.”

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Prefixes

Prefixes are a syllable of meaning added to the beginning of a word that changes the meaning of the word. Recognizing and understanding prefixes makes reading more fluent and can provide clues as to the meaning of the word.

Ask students if they can identify any prefixes and words that they attach to. Make a list on the board.

For the next 4 days we will be working with the following prefixes:

un-  
re-  
pre-  
dis-  
in-  
en-  
fore-  
pro-  
post-  
pre-  
super-  
extr-  
intra-

We are going to work with these prefixes in three ways. There will be a matching (memory) activity. There will be a making words activity. There will be a definition writing activity. On the fourth day, students may select which of the activities they want to repeat.

#### Making Words:

##### Directions:

1. Divide students into pairs.
2. Give each pair a Making Words Game Board and a deck of Making Words cards.
3. Shuffle the cards and place face down by the game board.
4. Player 1 draws a card and reads the word. He/she then selects a prefix from the game board that can be added to the word he/she drew.
5. Player 1 then uses the new word in a sentence and places a marker on the prefix used.

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<ol style="list-style-type: none"> <li>6. Player 2 then repeats.</li> <li>7. A player may use a prefix that has been marked, replacing the existing marker with his/her own.</li> <li>8. Winner is the player with the most markers on the board.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b></p> <p><b>Somebody/Wanted? But? So:</b> This is a good way to summarize a story. Provide students with a white board or a piece of paper. Fold the paper into fourths. Write the headings in each square: 1<sup>st</sup> Square: somebody (Identify the character), 2<sup>nd</sup> Square: Wanted (Describe the character's goal), 3<sup>rd</sup> Square: But (Describe the conflict or the problem), 4<sup>th</sup> Square: So (Describe the resolution of the conflict.)</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Independent, Dependent or Phrase</b></p> <p>An independent clause has a subject and predicate and expresses a complete thought and can stand alone as a sentence. A dependent clause has a subject and a predicate, but it does not express a complete thought and it can not stand alone as a sentence. A phrase is a group of words that does not have a subject and predicate.</p> <p>Determining if a group of words is a dependent or independent clause or simply a phrase is important so students can speak and/or write more clearly.</p> <p>Have students share several examples of the three categories above.</p> <p><b>I, D or P</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a game board and a deck of I, D or P cards.</li> <li>3. Shuffle the cards and place face down by the game board.</li> <li>4. Player 1 draws a card, determines if it is an example of a dependent clause, independent clause or phrase and places the card in the correct column.</li> <li>5. Player 2 continues play.</li> <li>6. Game is over when all cards have been placed.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### LBNT

Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best  
 Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.

##### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

4<sup>th</sup> – 5<sup>th</sup> Grade Prefixes—Memory

dis-	opposite of	pre-	before
un-	not	en-	in, into
in-	no, not	fore-	before
post-	after	pre-	before
pro-	in favor of	super-	more than, above
extra-	beyond	intra-	within

## Consult 4 Kids Lesson Plans

4<sup>th</sup> and 5<sup>th</sup> Grade Independent and Dependent Clauses

1. Even though it is sunny, he was wearing a heavy down jacket.
2. I will call you when I get to the restaurant.
3. When you finish cleaning your room, we can go to the mall.
4. The beach is beautiful when the tide has washed over the sand.
5. Whenever I hear the alarm, I jump.
6. Despite her effort to make friends with the new neighbor, they have remained strangers.
7. After the game, the team went out for pizza.
8. He will check on the departure time, before he arrives at the station.
9. When I was your age, I was driving a 10 year old Buick.
10. You are the winner of the race, even though you did not come in first across the finish line.
11. Whenever I see a sad movie, I have tears in my eyes.
12. Because they are sharing a hotel room, they both have a key.
13. He was able to use his gift certificate, since he arrived after 7:00 p.m.
14. Although there are four empty seats, you can't sit in that seat.
15. I will call my mother before the day is over.



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	DMMMMW Review
<b>Focus:</b>	Review of Vocabulary and Conventions

**Materials:**

Activities from the past 11 days for students to select from, at the end of lessons 1-10

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Today is a review day of all of the games and/or activities that students have played for the last eleven days. Have students choose from the following:</p> <p><b>Discovering Meaning</b>  <b>Match 'Em</b>  <b>Making Meaning</b>  <b>Memory</b>  <b>Making Words</b>  <b>What Does It Mean?</b></p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Q and S</b></p> <p><b>Question and Connection #2:</b> Ask all students to form a group of 4-5 students. In the group, someone asks a question about what was read and everyone must provide a different answer. Students should provide the answer in a complete sentence.</p> <p>Summarizing:</p> <p>Did you know? In this activity pair students with one another. The first student asks, "Did you know...?" and then adds a piece of information that he/she has learned from the reading. The second student responds either "yes" or "no", and then asks, "Did you know...?" this continues until each student has asked 3-5 questions.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Today is a review day of all of the games and/or activities that students have played for the last eleven days. Have students choose from the following:</p> <ul style="list-style-type: none"> <li><b>Before, After, Between It’s What?</b></li> <li><b>Dictionary Race</b></li> <li><b>Sentence Types</b></li> <li><b>Independent and Dependent I, D or P</b></li> <li><b>Eliminating a Run-On</b></li> </ul>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today’s ELA activities and list that under the heading: LB or Liked Best          Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Affixes and Which On
<b>Focus:</b>	Vocabulary (Suffixes) Predicting, and Run On Sentences

**Materials:**

Fluency passages or students current reading  
 White boards, pens or crayons  
 Activities at the end of lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What do you know about suffixes? Where do you find suffixes in a word? What happens to a word when you add a suffix? What is a run-on sentence? Why is it important when we communicate to avoid run-on sentences? How does predicting help you think about the story you are going to read? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Fluency Test**—Read 1 minute count number of words read. Record the total on a personal chart. A suggestion would be to have a stamp or chart on the front of the student's vocabulary notebook and have them write the total words read on the chart.

### Vocabulary

Focusing on developing vocabulary is essential if you are going to be able to communicate effectively. The English language has over 550,000 words and although you don't need to know all of them, it is important that you know as many as possible.

#### Suffixes -

Suffixes are a syllable that is added to the end of a word to change meaning. Sometimes you simply add the suffix. Other times, you have to prepare the root word. For example if you are adding the suffix -er to the word swim, you would need to add another "m", so the new word would be spelled: swimmer. If you were going to add the suffix -able to note, you would drop the e and write the word notable.

- ful (full of)
- er (person who)
- ly (how it is done)
- ible (able to do—added to a root word that is not a word on its own)
- able (able to do—added to a word that can stand alone)

Practice several words on with suffixes on the board.

#### Which One?

##### Directions:

1. Divide students into pairs.
2. Give each pair a Which One? Game Board and deck of Which One? Cards. Also give each pair a white board.
3. Shuffle the cards and place facedown next to the game board between the players.
4. Player 1 draws a card a reads the description, looking closely at the underlined word.
5. Player will then select the appropriate suffix to add to the word to match the description.
6. Player will write the word, with the suffix, on his/her white board.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text.

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a

## Consult 4 Kids Lesson Plans

<p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>Find the Evidence:</b> On chart paper, write these two heading: Predictions and Evidence. Use a different colored marker for each column. List several predications. As you begin to read the material, ask students to look for evidence of their predictions. For example, if the prediction is, "There is a sad and lonely duck," the evidence might be, "The duck always walked alone."</p>	<p>student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>There are conventions that guide our reading, speaking, and writing. Understanding those conventions and being able to use them easily, makes communicating with one another easier.</p> <p><b>Run On Sentences</b></p> <p>A run on sentence is two independent clauses that are written together as if they are one sentence.</p> <p>When you have written a run-on sentence, you will need to correct it. You can do that in one of several ways:</p> <ul style="list-style-type: none"> <li>• create 2 separate sentences</li> <li>• separate the two independent clauses with a semicolon (;)</li> <li>• add a coordinating conjunction—and, nor, but, for, yet, so, or—find the end of the first sentence, add a comma and a coordinating conjunction that will demonstrate how the two sentences are related, add the conjunction and the second sentence.</li> </ul> <p><b>Correct It</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Correct It game board and a deck of Correct It cards, and a die.</li> <li>3. Shuffle the cards and place face down next to the game board.</li> <li>4. Player 1 rolls a die, moving that many spaces. Player 1 then draws a card with a run on sentence.</li> <li>5. Following the guideline that the person landed on, the Player corrects the runOn sentence.</li> <li>6. Player 2 continues the process.</li> <li>7. Game is over when player gets to the finish line.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

**DIGA**

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

**Reflection (Confirm, Tweak, Aha!)**

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

# Consult 4 Kids Lesson Plans

4<sup>th</sup>-5<sup>th</sup> Grade Which One?

-er	-ful	-ly	-able	-ible	-er
-ful	<div style="border: 1px solid black; background-color: #e6e6fa; padding: 20px; text-align: center;"> <p><b>Which One? Suffixes</b></p> </div>				-ly
-able					-ible
-er					-ful
-ly					-able
-ible					-ible
-er	-ful	-ly	-able	-ible	-er



## Consult 4 Kids Lesson Plans

### 4<sup>th</sup>-5<sup>th</sup> Grade Which One? Cards

full of <u>joy</u>	person who tends the <u>garden</u>	full of <u>wonder</u>	how you feel when the injury is <u>bad</u>
full of <u>grace</u>	person who <u>rides</u>	person who <u>teaches</u>	doing it every <u>week</u>
full of <u>hate</u>	doing something with <u>safety</u> on your mind	person who <u>sings</u>	all that your <u>hand</u> can hold
a person who <u>skates</u>	a really bad dream is ( <u>horr-</u> )	something that you can eat ( <u>ed-</u> )	something that is amazing ( <u>incred-</u> )
demonstrates honor ( <u>honor-</u> )	something really awful ( <u>terr-</u> )	someone you can rely on ( <u>depend-</u> )	something you can not bear ( <u>unbear-</u> )
when shoes feel good on your feet ( <u>comfort-</u> )	something that is easy to see ( <u>vis-</u> )	a really cool place to be ( <u>desire-</u> )	wearing appropriate clothes ( <u>suit-</u> )
something done that is fair and <u>just</u>	person who <u>bakes</u>	person who <u>presents</u>	do something and be <u>happy</u>





## Consult 4 Kids Lesson Plans

### 4<sup>th</sup> – 5<sup>th</sup> Grade Run On Sentence Correct It Cards

You have a new bike take care of it.	The fair is open this week we are going to it.	My nose is cold my feet are freezing.	Joe is in my class he sits across from me.
Joe crossed the finish line first Jill crossed second.	It is raining today take your umbrella.	The dog barked loudly the cat ran away.	Dad went to the grocery store he bought pickles.
Liz is driving the car it is a Camry.	He earned \$40.00 he bought new game.	Jill watched the movie she was excited.	The Fed Ex driver left the package it was huge.
Jules was golfing he got a hole in one.	Joe has a cold he is using a lot of Kleenex.	Terri is cooking dinner she is making spaghetti.	The monkey is in the cage it is swinging across it.
The parrot is colorful it knows nineteen words.	We saw the panda it was black and white.	The class had a guest speaker she was a Senator.	He went on a safari he saw 13 lions.



## Consult 4 Kids Lesson Plans

<p>Dorothy clicked her heels together she woke up in Kansas.</p>	<p>Have you seen the truck have you seen the driver?</p>	<p>Look under the tree find the hidden prize.</p>	<p>The raccoon is looking for food it washes it in the stream.</p>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Idioms and Parts of Speech
<b>Focus:</b>	Vocabulary (Idioms), Predicting, and Parts of Speech

**Materials:**

Activities at end of lesson plan  
White board and pen/crayon

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What do you know about idioms? What is meant by the idiom: “bring a white elephant”? What other idioms can you think of? What are the parts of speech? List as many of the different parts of speech that you can. List several examples of each of the parts. What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

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Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

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7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Musical Shares:** Have students stand up and walk around reading the passage that they are working on until the music stops. Students should pair up and read the next 2 sentences to the partner they find. Repeat as students practice.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Idioms

An idiom is a figure of speech. A figure of speech has to be “translated” if it is to be understood. An idiom is not “translated” literally. For example, the idiom to describe a heavy rain is “rained cats and dogs”. Needless to say, no real cats or dogs fell from the sky as rain, but the meaning is only clear if you understand the idiom.

Review several idioms with the students.

#### Idioms

##### Directions:

1. Divide students into pairs.
2. Give each pair an Idiom Game Board and an Idiom Card and a set of Idiom Definition Cards.
3. Place the definition cards face down.
4. Player draws a definition card and has 30 seconds to locate the correct idiom.
5. If player matches the definition and the idiom correctly, then he/she rolls the die and moves that many spaces.
6. If player does not match the definition and the idiom correctly, then he/she loses his/her turn.
7. Play continues until one person completes the course.
8. Cards may be reshuffled for play to continue.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you’ve read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b>  <b>Three Words:</b> share with students the topic for the day. Ask students to think about what they think will be shared in the materials that they will read. Ask a student to read the title of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well. The students will then work in pairs and using those three words will write a description of what they believe the story will be about.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Parts of Speech</b>  The English language is made up of all kinds of words, over 500,000 of them To make sense of the words and the function of each of them, the words are divided into parts of speech. These are the parts of speech:</p> <ul style="list-style-type: none"> <li>● <b>noun:</b> name a person, place or thing</li> <li>● <b>verb:</b> show action or state of being</li> <li>● <b>adjective:</b> describers of nouns</li> <li>● <b>adverbs:</b> describers of verbs</li> <li>● <b>interjections:</b> words that show strong emotion</li> <li>● <b>prepositions:</b> connect nouns, pronouns, and phrase to other words in the sentence</li> <li>● <b>pronoun:</b> words that take the place of a noun</li> <li>● <b>conjunctions:</b> words that combine sentences or parts of sentences</li> </ul> <p>Review these parts of speech with the students and ask them to give you examples of each</p> <p><b>Parts of Speech</b>  <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Parts of Speech Game Board and random a list of words.</li> <li>3. Working together, students look at each word on the list and determine which part of speech the word is.</li> <li>4. Students then write the word on the game board under the correct column.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

## Consult 4 Kids Lesson Plans

### Debrief

3-2-1

- Share 3 things you like about today's lesson.
- Share 2 questions you have that were not answered.
- Share 1 thing that you will use tomorrow that you practiced today.

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



Consult 4 Kids Lesson Plans

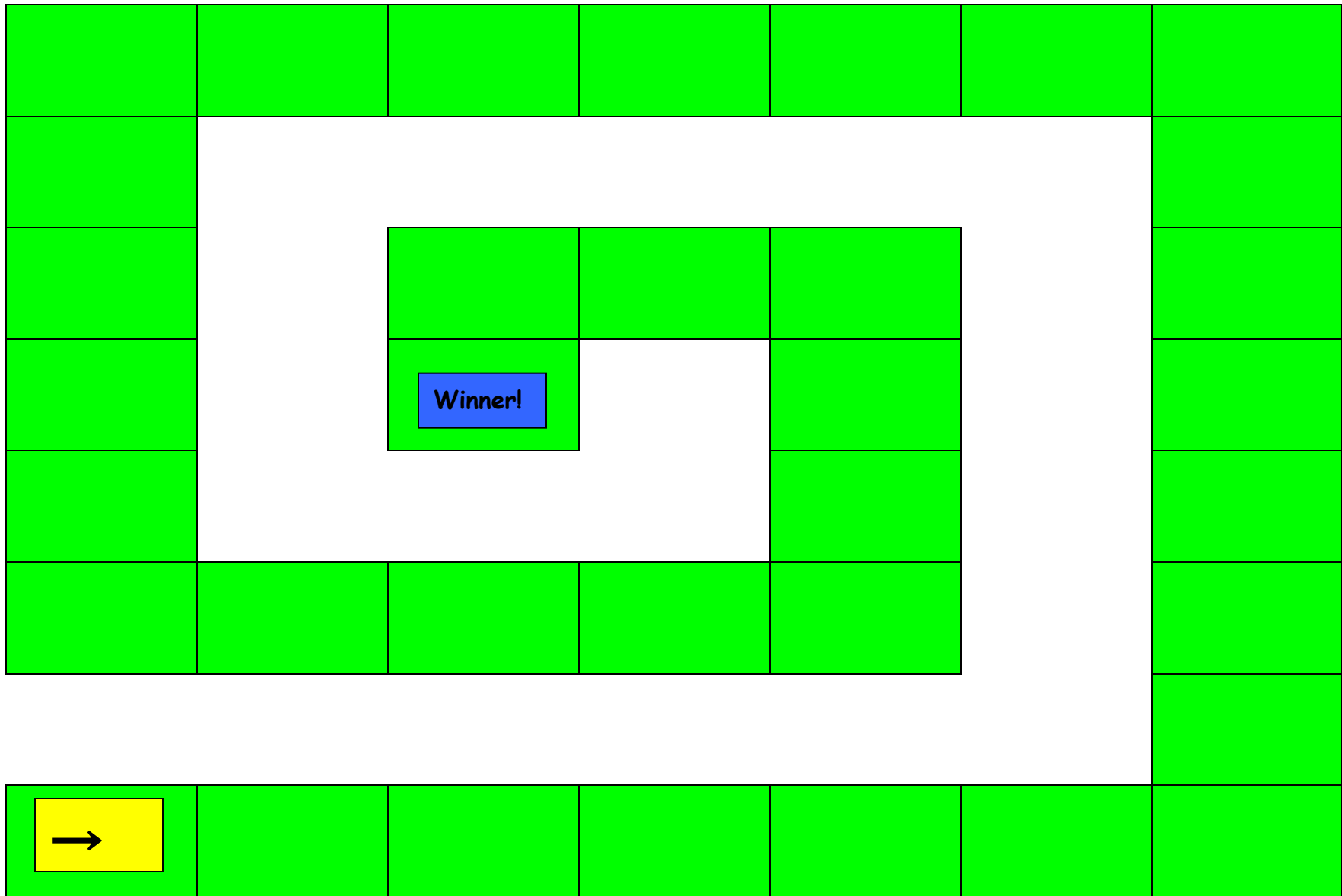
4<sup>th</sup> – 5<sup>th</sup> Grade Parts of Speech Word Bank

and	about	around	among
beautiful	big	bird	car
brother	book	clearly	despite
cat	but	down	either
juggle	draw	dribble	fluently
me	friendly	fantastic	incredible
mine	fry	for	it
onto	he	handsome	lazy
ouch	hey	immediately	over
phew	loudly	nor	quickly
run	neighbor	oh	ship
slowly	or	park	spell
so	shhh	tackle	they
softly	striking	we	work
three	their	wow	yet
to	throughout	you	yikes



4<sup>th</sup> – 6<sup>th</sup> Grade Parts of Speech

Parts of Speech							
Noun	Verb	Adjective	Adverb	Pronoun	Preposition	Interjection	Conjunction



4<sup>th</sup> – 5<sup>th</sup> Grade Idioms Game Board

## Idioms Card

catch a cold	circular file	see eye to eye	afraid of his own shadow
cost an arm and a leg	backseat driver	clear the air	got cold feet
come clean	crack a book	dead to the world	turned a deaf ear
down in the dumps	eyes popped out	lost her marbles	burn his bridges
forever and a day	know the ropes	out of the woods	green thumb

Do not cut these apart

Idiom Definition Cards (Cut apart)

Consult 4 Kids Lesson Plans



become ill with a cold	trash can	agree	too frightened to act
expensive	bossy	back out, will not do	tell the truth
study	asleep	won't listen to	depressed
surprised	crazy, not making sense	sever ties with	always
understand what to do	will be okay	great gardener	talk about the problem

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Parallel Structures
<b>Focus:</b>	Vocabulary (Frequently Misspelled Words), Predicting, and Parallel Structures

**Materials:**

Chart Paper

Activity at end of lesson plan

White boards, pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What words do you have challenges with when you spell them? What about those words makes them challenging? What strategies do you use to help you with these words? If lines are parallel, what does that mean? What do you think is meant by the term parallel structures when it comes to English Language Arts? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### **\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Partner Share:</b> Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>It is important that we look at vocabulary words in a holistic way. Each word has a meaning, a part of speech is attached to it, and you need to know how and when to use each word. We are going to spend some time with a Vocabulary Analyzer. You can utilize the lists of synonyms to generate the word list.</p> <p><b>Frequently Misspelled Words</b></p> <p>Some words are just challenging to spell. There are some words that are misspelled by many people. Sometimes it is because the words are homophones and people become confused by which word they mean. Other times, the spelling may not “make sense” to the speller. No matter what the reason, it is important to practice these easily misspelled words.</p> <p><b>Spell It</b> <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Spell It Word Bank.</li> <li>3. Students review the word bank together, looking at each word and how it is spelled.</li> <li>4. Once the Word Bank has been reviewed, turn the word bank over.</li> <li>5. Player 1 asks Player 2 to spell a word that is on the list.</li> <li>6. Player 2 spells the word.</li> <li>7. Both players check to see if the speller is correct.</li> <li>8. If the player is correct, when word is spelled correctly, repeat.</li> <li>9. If not correct, then person should practice the spelling and then try to spell the word correctly on the second try.</li> <li>10. Game continues until all words have been spelled correctly.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to</p>

## Consult 4 Kids Lesson Plans

<p>check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b>  <b>One-Minute Predictions:</b> Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p>	<p>determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>There are conventions that guide our reading, speaking, and writing. Understanding those conventions and being able to use them easily, makes communicating with one another easier.</p> <p><b>Parallel Structure</b>          Parallel structure refers to creating a pattern with words. Parallel structure means that the same form of a words or phrasing is used in a single sentence. Although it may not seem important, this makes a big difference if you are trying to communicate as clearly as possible. It is easy enough to be confused by what someone else means, so anything we can do is important. <b>Example:</b> Joe likes to jump and to hop. Joe likes jumping and hopping. A non parallel sentence would be Joe likes to jump and hopping.</p> <p>Ask students to create several parallel sentences.</p> <p><b>Creating a Parallel</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Creating a Parallel Cards and a game board.</li> <li>3. Students shuffle the cards and place them face down next to the game board.</li> <li>4. Player 1 draws a card and determines if the sentence on the card represents a parallel or non-parallel structured sentence.</li> <li>5. Player 1 places the card in the correct column.</li> <li>6. Player 2 continues.</li> <li>7. Activity is over when all cards have been place.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>



## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### LBNT

Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best  
Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

4<sup>th</sup> – 5<sup>th</sup> Grade—Spell It

**Spell It Word Bank**

schedule

ninety

forty

temperature

theories

weird

their

sense

shoulder

library

friend

license

alright

believe

niece

neighbor

they

grateful

equipped

argument

attitude

divide

stories

favorite

truly

ridiculous

separate

restaurant

yield

paid

4<sup>th</sup> – 5<sup>th</sup> Grade Parallel Sentences

Parallel Sentences	
Parallel	Not Parallel

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup> – 5<sup>th</sup> Grade Parallel Sentence Cards

John walks to the park and rides to the arcade.	Lawrence mowed the law, chopped the weeds, and pruned the roses.	I took my shower, brushed my teeth, and dressed for cold weather.
The pig is oinking, the duck is quacking, and the cow is mooing.	The book was opened and the magazine was closed.	Put your golfing shoes, you tennis shoes, and your dress shoes in the closet.
In his pocket there is a pen, a flashlight, and a business card.	The cat meowed and the dog barked.	He walked home and he ran around the track.
Put in the paper, the ink cartridge, and the staples.	When crossing the street stop, look both ways, and listen for traffic.	The garden had roses, petunias, and zinnias.
Molly likes to cook and to bake.	Maria bakes bread, cakes, and cookies.	Beth likes to run and jumping.
Fred brushed his teeth, combed his hair, and ate.	The cow moos and the horse is neighing.	The dog was growling and he ate a bowl of kibble.
Jill ate cake, is eating soup and washes plates.	Her sight is perfect and her hearing is terrific	The wolf howled at the moon and is stalking the raccoon.
He screamed at the intruder and was yelling at the police.	Martin placed the flooring down and was painting the walls.	The singing and the dance were enjoyed by all.
The creeping vines climbed the wall and grow fast.	We will toast the bread and buttered the spinach.	The museum was beautiful in design and built on a hill.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Frequently Misspelled Words
<b>Focus:</b>	Vocabulary (Frequently Misspelled Words), Clarifying, and Parallel Structures

### Materials:

White board, pens and/or crayons  
Activity at end of lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

Give some examples of words that are frequently misspelled. What are the reasons that these words are challenging to spell correctly? Create a sentence or two where you intentionally develop a parallel structure. How do you know that the components in the sentence are parallel?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression.

What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

- Record the number of words next to the first number recorded.
6. Celebrate success.
  7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Speed Reading:** Have students form a circle. Number them of, 1, 2, 1, 2, 1, 2 and so forth. Having the students stay in the circle, have the twos move to stand in front of the person who said "1" on his/her left. Give each student an opportunity to read aloud to his/her partner for 1 minute. Have one of the circles move and repeat the process. Have the other circle move and repeat for the third time.

### Vocabulary

It is important that we look at vocabulary words in a holistic way. Each word has a meaning, a part of speech is attached to it, and you need to know how and when to use each word. We are going to spend some time with a Vocabulary Analyzer. You can utilize the lists of synonyms to generate the word list.

### Frequently Misspelled Words

Some words are just challenging to spell. There are some words that are misspelled by many people. Sometimes it is because the words are homophones and people become confused by which word they mean. Other times, the spelling may not "make sense" to the speller. No matter what the reason, it is important to practice these easily misspelled words.

### Spell It

#### Directions:

1. Divide students into pairs.
2. Give each pair a Spell It Word Bank.
3. Students review the word bank together, looking at each word and how it is spelled.
4. Once the Word Bank has been reviewed, turn the word bank over.
5. Player 1 asks Player 2 to spell a word that is on the list.
6. Player 2 spells the word.
7. Both players check to see if the speller is correct.
8. If the player is correct, when word is spelled correctly, repeat.
9. If not correct, then person should practice the spelling and then try to spell the word correctly on the second try.
10. Game continues until all words have been spelled correctly.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a

## Consult 4 Kids Lesson Plans

<p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Individual Show-Off:</b> Before class, use several of the interesting words in a sentence in the same way that is used in the material. Write the sentences on a sentence strip. Students choose a sentence from the container. The student acts out the word as it is used in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p>	<p>student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>There are conventions that guide our reading, speaking, and writing. Understanding those conventions and being able to use them easily, makes communicating with one another easier.</p> <p><b>Parallel Structure</b></p> <p>Parallel structure refers to creating a pattern with words. Parallel structure means that the same form of a words or phrasing is used in a single sentence. Although it may not seem important, this makes a big difference if you are trying to communicate as clearly as possible. It is easy enough to be confused by what someone else means, so anything we can do is important. <b>Example:</b> Joe likes to jump and to hop. Joe likes jumping and hopping. A non parallel sentence would be Joe likes to jump and hopping.</p> <p>Ask students to create several parallel sentences.</p> <p><b>Creating a Parallel</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Creating a Parallel Cards and a game board.</li> <li>3. Students shuffle the cards and place them face down next to the game board.</li> <li>4. Player 1 draws a card and determines if the sentence on the card represents a parallel or non-parallel structured sentence.</li> <li>5. Player 1 places the card in the correct column.</li> <li>6. Player 2 continues.</li> <li>7. Activity is over when all cards have been place.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

3-2-1

- Share 3 things you like about today's lesson.
- Share 2 questions you have that were not answered.
- Share 1 thing that you will use tomorrow that you practiced today.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



4<sup>th</sup> – 5<sup>th</sup> Grade—Spell It

**Spell It Word Bank**

schedule

ninety

forty

temperature

theories

weird

their

sense

shoulder

library

friend

license

alright

believe

niece

neighbor

they

grateful

equipped

argument

attitude

divide

stories

favorite

truly

ridiculous

separate

restaurant

yield

paid

4<sup>th</sup> – 5<sup>th</sup> Grade Parallel Sentences

Parallel Sentences	
Parallel	Not Parallel

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup> – 5<sup>th</sup> Grade Parallel Sentence Cards

John walks to the park and rides to the arcade.	Lawrence mowed the law, chopped the weeds, and pruned the roses.	I took my shower, brushed my teeth, and dressed for cold weather.
The pig is oinking, the duck is quacking, and the cow is mooing.	The book was opened and the magazine was closed.	Put your golfing shoes, you tennis shoes, and your dress shoes in the closet.
In his pocket there is a pen, a flashlight, and a business card.	The cat meowed and the dog barked.	He walked home and he ran around the track.
Put in the paper, the ink cartridge, and the staples.	When crossing the street stop, look both ways, and listen for traffic.	The garden had roses, petunias, and zinnias.
Molly likes to cook and to bake.	Maria bakes bread, cakes, and cookies.	Beth likes to run and jumping.
Fred brushed his teeth, combed his hair, and ate.	The cow moos and the horse is neighing.	The dog was growling and he ate a bowl of kibble.
Jill ate cake, is eating soup and washes plates.	Her sight is perfect and her hearing is terrific	The wolf howled at the moon and is stalking the raccoon.
He screamed at the intruder and was yelling at the police.	Martin placed the flooring down and was painting the walls.	The singing and the dance were enjoyed by all.
The creeping vines climbed the wall and grow fast.	We will toast the bread and buttered the spinach.	The museum was beautiful in design and built on a hill.

## Consult 4 Kids Lesson Plans

<b>Components:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Parts of Speech
<b>Focus:</b>	Vocabulary (Idioms), Clarifying, and Parts of Speech

**Materials:**

Activities at the end of the lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What do you know about idioms? What is meant by the idiom: “bring a white elephant”? What other idioms can you think of? What are the parts of speech? List as many of the different parts of speech that you can. List several examples of each of the parts. What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

#### **\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

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Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Independent Timed Reading:** Have students work in pairs and use a three minute egg timer or look at the clock to keep time. As the first student begins to read the passage, the partner either turns over the egg timer or begins watching the clock. At the end of 2 minutes (if students are watching a clock, or three minutes is using the egg timer, the partner calls "Stop" and the number of words are counted. Process is repeated for the other students. Students record the number of words read on their reading chart.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Idioms

An idiom is a figure of speech. A figure of speech has to be "translated" if it is to be understood. An idiom is not "translated" literally. For example, the idiom to describe a heavy rain is "rained cats and dogs". Needless to say, no real cats or dogs fell from the sky as rain, but the meaning is only clear if you understand the idiom.

Review several idioms with the students.

#### Idioms

##### Directions:

1. Divide students into pairs.
2. Give each pair an Idiom Game Board and an Idiom Card and a set of Idiom Definition Cards.
3. Place the definition cards face down.
4. Player draws a definition card and has 30 seconds to locate the correct idiom.
5. If player matches the definition and the idiom correctly, then he/she rolls the die and moves that many spaces.
6. If player does not match the definition and the idiom correctly, then he/she loses his/her turn.
7. Play continues until one person completes the course.
8. Cards may be reshuffled for play to continue.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to

## Consult 4 Kids Lesson Plans

<p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Silly Questions:</b> Partner students to create silly questions from the interesting words that they have selected. Ask students to join two words, in other words make a silly question or sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall, bat, cave, and bridge, a silly sentence/question would be, "Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?"</p>	<p>determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Parts of Speech</b></p> <p>The English language is made up of all kinds of words, over 500,000 of them. To make sense of the words and the function of each of them, the words are divided into parts of speech. These are the parts of speech:</p> <ul style="list-style-type: none"> <li>● <b>noun:</b> name a person, place or thing</li> <li>● <b>verb:</b> show action or state of being</li> <li>● <b>adjective:</b> describers of nouns</li> <li>● <b>adverbs:</b> describers of verbs</li> <li>● <b>interjections:</b> words that show strong emotion</li> <li>● <b>prepositions:</b> connect nouns, pronouns, and phrase to other words in the sentence</li> <li>● <b>pronoun:</b> words that take the place of a noun</li> <li>● <b>conjunctions:</b> words that combine sentences or parts of sentences</li> </ul> <p>Review these parts of speech with the students and ask them to give you examples of each</p> <p><b>Parts of Speech</b></p> <p><u><b>Directions:</b></u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Parts of Speech Game Board and random a list of words.</li> <li>3. Working together, students look at each word on the list and determine which part of speech the word is.</li> <li>4. Students then write the word on the game board under the correct column.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### DIGA

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

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### 4<sup>th</sup> – 5<sup>th</sup> Grade Parts of Speech Word Bank

and	about	around	among
beautiful	big	bird	car
brother	book	clearly	despite
cat	but	down	either
juggle	draw	dribble	fluently
me	friendly	fantastic	incredible
mine	fry	for	it
onto	he	handsome	lazy
ouch	hey	immediately	over
phew	loudly	nor	quickly
run	neighbor	oh	ship
slowly	or	park	spell
so	shhh	tackle	they
softly	striking	we	work
three	their	wow	yet
to	throughout	you	yikes





4<sup>th</sup> – 6<sup>th</sup> Grade Parts of Speech

Parts of Speech							
Noun	Verb	Adjective	Adverb	Pronoun	Preposition	Interjection	Conjunction



## Idioms Card

catch a cold	circular file	see eye to eye	afraid of his own shadow
cost an arm and a leg	backseat driver	clear the air	got cold feet
come clean	crack a book	dead to the world	turned a deaf ear
down in the dumps	eyes popped out	lost her marbles	burn his bridges
forever and a day	know the ropes	out of the woods	green thumb

Do not cut these apart

Idiom Definition Cards (Cut apart)

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become ill with a cold	trash can	agree	too frightened to act
expensive	bossy	back out, will not do	tell the truth
study	asleep	won't listen to	depressed
surprised	crazy, not making sense	sever ties with	always
understand what to do	will be okay	great gardener	talk about the problem

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Run On Sentences
<b>Focus:</b>	Vocabulary (Suffixes), Clarifying, and Run On Sentences

**Materials:**

White boards, crayons and/or pens  
 Activity at end of lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

Make a list of common suffixes. Make as many words as you can using those suffixes. What happens to the words when we add a suffix to them? Write several run-on sentences on the board. Make these run-on sentences separate sentences. Does it make the meaning more clear? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

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<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Modeled Reading:</b> Read the Fluency Passage to the student so she or he can hear fluent reading. Have the student read the passage. If the student gets stuck on a word, read the word and have her or him repeat it. Repeated one-on-one readings will increase speed, accuracy, smoothness and expression. (You can pair more proficient readers with less proficient ones).</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Focusing on developing vocabulary is essential if you are going to be able to communicate effectively. The English language has over 550,000 words and although you don't need to know all of them, it is important that you know as many as possible.</p> <p><b>Suffixes -</b>          Suffixes are a syllable that is added to the end of a word to change meaning. Sometimes you simply add the suffix. Other times, you have to prepare the root word. For example if you are adding the suffix –er to the word swim, you would need to add another “m”, so the new word would be spelled: swimmer. If you were going to add the suffix –able to note, you would drop the e and write the word notable.</p> <ul style="list-style-type: none"> <li>-ful (full of)</li> <li>-er (person who)</li> <li>-ly (how it is done)</li> <li>-ible (able to do—added to a root word that is not a word on its own)</li> <li>-able (able to do—added to a word that can stand alone)</li> </ul> <p>Practice several words on with suffixes on the board.</p> <p><b>Which One?</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Which One? Game Board and deck of Which One? Cards. Also give each pair a white board.</li> <li>3. Shuffle the cards and place facedown next to the game board between the players.</li> <li>4. Player 1 draws a card a reads the description, looking closely at the underlined word.</li> <li>5. Player will then select the appropriate suffix to add to the word to match the description.</li> <li>6. Player will write the word, with the suffix, on his/her white board.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p>

## Consult 4 Kids Lesson Plans

<p>information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Charades:</b> Choose a student to act out one of the words from the material. When you say "Action", the student begins to act out the word while everyone else tries to guess the word. After 30 seconds, if the others have not guessed the word, the students should tell the word and write it on the board. During the charade, encourage students to get into the moment using facial and body movements. Repeat several times.</p>	<p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>There are conventions that guide our reading, speaking, and writing. Understanding those conventions and being able to use them easily, makes communicating with one another easier.</p> <p><b>Run On Sentences</b></p> <p>A run on sentence is two independent clauses that are written together as if they are one sentence.</p> <p>When you have written a run-on sentence, you will need to correct it. You can do that in one of several ways:</p> <ul style="list-style-type: none"> <li>• create 2 separate sentences</li> <li>• separate the two independent clauses with a semicolon (;)</li> <li>• add a coordinating conjunction—and, nor, but, for, yet, so, or—find the end of the first sentence, add a comma and a coordinating conjunction that will demonstrate how the two sentences are related, add the conjunction and the second sentence.</li> </ul> <p><b>Correct It</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Correct It game board and a deck of Correct It cards, and a die.</li> <li>3. Shuffle the cards and place face down next to the game board.</li> <li>4. Player 1 rolls a die, moving that many spaces. Player 1 then draws a card with a run on sentence.</li> <li>5. Following the guideline that the person landed on, the Player corrects the runOn sentence.</li> <li>6. Player 2 continues the process.</li> <li>7. Game is over when player gets to the finish line.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### **LBNT**

Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best  
 Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.

##### **Reflection (Confirm, Tweak, Aha!)**

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



4<sup>th</sup>-5<sup>th</sup> Grade Which One?

-er	-ful	-ly	-able	-ible	-er
-ful	<div style="border: 1px solid black; background-color: #e6e6fa; padding: 20px; text-align: center;"> <p><b>Which One? Suffixes</b></p> </div>				-ly
-able					-ible
-er					-ful
-ly					-able
-ible					-ible
-er	-ful	-ly	-able	-ible	

Consult 4 Kids Lesson Plans

4<sup>th</sup>-5<sup>th</sup> Grade Which One? Cards

full of <u>joy</u>	person who tends the <u>garden</u>	full of <u>wonder</u>	how you feel when the injury is <u>bad</u>
full of <u>grace</u>	person who <u>rides</u>	person who <u>teaches</u>	doing it every <u>week</u>
full of <u>hate</u>	doing something with <u>safety</u> on your mind	person who <u>sings</u>	all that your <u>hand</u> can hold
a person who <u>skates</u>	a really bad dream is ( <u>horr-</u> )	something that you can eat ( <u>ed-</u> )	something that is amazing ( <u>incred-</u> )
demonstrates honor ( <u>honor-</u> )	something really awful ( <u>terr-</u> )	someone you can rely on ( <u>depend-</u> )	something you can not bear ( <u>unbear-</u> )
when shoes feel good on your feet ( <u>comfort-</u> )	something that is easy to see ( <u>vis-</u> )	a really cool place to be ( <u>desire-</u> )	wearing appropriate clothes ( <u>suit-</u> )
something done that is fair and <u>just</u>	person who <u>bakes</u>	person who <u>presents</u>	do something and be <u>happy</u>





4<sup>th</sup> – 5<sup>th</sup> Grade Run On Sentence Correct It Cards

<p>You have a new bike take care of it.</p>	<p>The fair is open this week we are going to it.</p>	<p>My nose is cold my feet are freezing.</p>	<p>Joe is in my class he sits across from me.</p>
<p>Joe crossed the finish line first Jill crossed second.</p>	<p>It is raining today take your umbrella.</p>	<p>The dog barked loudly the cat ran away.</p>	<p>Dad went to the grocery store he bought pickles.</p>
<p>Liz is driving the car it is a Camry.</p>	<p>He earned \$40.00 he bought new game.</p>	<p>Jill watched the movie she was excited.</p>	<p>The Fed Ex driver left the package it was huge.</p>
<p>Jules was golfing he got a hole in one.</p>	<p>Joe has a cold he is using a lot of Kleenex.</p>	<p>Terri is cooking dinner she is making spaghetti.</p>	<p>The monkey is in the cage it is swinging across it.</p>
<p>The parrot is colorful it knows nineteen words.</p>	<p>We saw the panda it was black and white.</p>	<p>The class had a guest speaker she was a Senator.</p>	<p>He went on a safari he saw 13 lions.</p>

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<p>Dorothy clicked her heels together she woke up in Kansas.</p>	<p>Have you seen the truck have you seen the driver?</p>	<p>Look under the tree find the hidden prize.</p>	<p>The raccoon is looking for food it washes it in the stream.</p>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Word Endings and Transition Words
<b>Focus:</b>	Vocabulary (Ending Patterns), Questioning, and Transitional Words

**Materials:**

Activity at end of lesson plan  
 White Boards, crayons and/or pens  
 Chart paper

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

There are patterns that words end in, often patterns that are not phonetic. For example, both tion and ion make the sound of /shun/. Why is it important for you to know the difference and when to use each of these spelling patterns? What is a transition? How do we transition from one thing to another? What is important about know how to transition? How does that apply to our reading and writing? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this? Give examples of 5 different word families.

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

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6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Paired Readings:** Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch rolls. Complete this process three times.

### Vocabulary

Focusing on developing vocabulary is essential if you are going to be able to communicate effectively. The English language has over 550,000 words and although you don't need to know all of them, it is important that you know as many as possible.

### Ending Patterns

Sometimes words end in a pattern and there is more than one way to spell that pattern. This can be confusing. The ending sounds the same, but it is not spelled the same. The way to know which way to spell an ending pattern is to first know that there is more than one way to spell an ending, and then you practice, practice, practice!

For the next two days we are going to look at the following ending patterns:

- the spelling of the soft /j/ sound at the end of words (-idge, -edge, -age).
- spelling of the word ending that sounds like "shun" (-tion, -sion).

### Word Endings

#### Directions:

1. Divide student into pairs.
2. Give each pair a Word Bank and Word Endings cards.
3. Shuffle the cards and place face down between the players.
4. Player 1 draws the first card and reads the description.
5. Player 1 then selects a word from the Word Bank that matches the description.
6. Player 1 then writes the word selected on the white board, spelling it aloud as he/she does.
7. Player 2 then repeats the process.
8. Game is over when all cards have been drawn.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to

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<p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b>  <b>I Wonder:</b> Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare was making fun of me? I wonder....</p>	<p>determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>There are conventions that guide our reading, speaking, and writing. Understanding those conventions and being able to use them easily, makes communicating with one another easier.</p> <p><b>Transitional Words</b>  A transitional word or phrase provides a bridge that will connect one sentence to the next sentence or one paragraph to the next one. Transitional word can fall into several categories. The important thing to remember about transitional words or phrases is that its function is to show the connection of what comes before it to what comes after it.</p> <p>Transitional words fall into six different categories: place, time, addition, example, emphasize, contrast. Ask students to think of transitional words that would fit into the categories.</p> <p><b>Transition Words</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Transitions Board and set of Transition Word Cards.</li> <li>3. Working together, students shuffle the cards and place them face down by the game board.</li> <li>4. One at a time they turn the cards over and decide which transitional category the word belongs ins.</li> <li>5. Activity is over when all words have been placed.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>



## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

3-2-1

- Share 3 things you like about today's lesson.
- Share 2 questions you have that were not answered.
- Share 1 thing that you will use tomorrow that you practiced today.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup> – 5<sup>th</sup> Grade Word Ending Bank

#### Word Ending Word Bank

bridge

ridge

dredge

pledge

hedge

wedge

ledge

manage

sage

page

stage

rage

wage

action

fraction

nation

section

collection

invention

permission

sensation

confusion

mansion

production

vacation

extension

motion

question

vision

transportation

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup>-5<sup>th</sup> Grade Word Ending Cards

a way to get from one place to another	when you can see something	to ask or inquire
moving	get more time	take a break from your normal routine
get a job done	a large, elaborate home	lacking clarity
feel something like a wind on your face	allow someone to do something	create something that is new
gathering a group of the same type of artifact	portion of a book (not a chapter)	the U.S.A is one of these
part of a whole	accomplishment	money you earn for work
very angry	an elevated, highlighted arena	you turn these in books
a spice or someone who is wise	deal with	the edge of a building

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fix in place	a border of plants	promise
dig up	crest, (especially mountains)	a way to cross over a river



4<sup>th</sup>-5<sup>th</sup> Grade Transitional Words Game Board

Transitional Words					
Place	Time	Addition	Example	Emphasize	Contrast

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## 4<sup>th</sup> – 5<sup>th</sup> Transitional Word Cards

above	afterward	again	for example	extremely	but
below	currently	least	for instance	important	differ from
from	first	likewise	namely	in fact	even though
opposite	immediately	next	specifically	necessary	in spite of
up front	third	too	that is	valuable	nevertheless

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Transitional Words
<b>Focus:</b>	Vocabulary (Ending Patterns), Summarizing, and Transitional Words

**Materials:**

Activity at end of lesson plan

White Boards, pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

There are patterns that end words that can be learned so you will know how to spell words. These ending patterns can be memorized. Give an example of a word that has an ending pattern. Think about words that help you transition from one thought to another. What are some of those words? Use several of them in sentences. What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? How does predicting help you think about the story you are going to read. What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

#### \*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

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6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**All Read:** During this activity, all of the students read aloud at the same time. Even if the students are not on the same passage, reading aloud will help them slow down and really practice each word. While students are reading, walk around. Touch a student on the shoulder to indicate that they should begin reading aloud so you can hear them.

### Vocabulary

It is important that we look at vocabulary words in a holistic way. Each word has a meaning, a part of speech is attached to it, and you need to know how and when to use each word. We are going to spend some time with a Vocabulary Analyzer. You can utilize the lists of synonyms to generate the word list.

### Ending Patterns

Sometimes words end in a pattern and there is more than one way to spell that pattern. This can be confusing. The ending sounds the same, but it is not spelled the same. The way to know which way to spell an ending pattern is to first know that there is more than one way to spell an ending, and then you practice, practice, practice!

For the next two days we are going to look at the following ending patterns:

- **the spelling of the soft /j/ sound at the end of words (-idge, -edge, -age).**
- **spelling of the word ending that sounds like "shun" (-tion, -sion).**

### Word Endings

#### Directions:

1. Divide student into pairs.
2. Give each pair a Word Bank and Word Endings cards.
3. Shuffle the cards and place face down between the players.
4. Player 1 draws the first card and reads the description.
5. Player 1 then selects a word from the Word Bank that matches the description.
6. Player 1 then writes the word selected on the white board, spelling it aloud as he/she does.
7. Player 2 then repeats the process.
8. Game is over when all cards have been drawn.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text.

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or



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<p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b></p> <p><b>10 or Less:</b> Ask students to summarize in ten words or less the material that they have read. They can answer questions like, "what was the best part of what you read? What didn't you like about what you read? What could make the material better? In what way will this information apply to your life?"</p>	<p>understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>There are conventions that guide our reading, speaking, and writing. Understanding those conventions and being able to use them easily, makes communicating with one another easier.</p> <p><b>Transitional Words</b></p> <p>A transitional word or phrase provides a bridge that will connect one sentence to the next sentence or one paragraph to the next one. Transitional word can fall into several categories. The important thing to remember about transitional words or phrases is that its function is to show the connection of what comes before it to what comes after it.</p> <p>Transitional words fall into six different categories: place, time, addition, example, emphasize, contrast. Ask students to think of transitional words that would fit into the categories.</p> <p><b>Transition Words</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Transitions Board and set of Transition Word Cards.</li> <li>3. Working together, students shuffle the cards and place them face down by the game board.</li> <li>4. One at a time they turn the cards over and decide which transitional category the word belongs in.</li> <li>5. Activity is over when all words have been placed.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### LBNT

Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best  
Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

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### 4<sup>th</sup> – 5<sup>th</sup> Grade Word Ending Bank

#### Word Ending Word Bank

bridge

dredge

hedge

ledge

sage

stage

wage

fraction

section

invention

sensation

mansion

vacation

motion

vision

ridge

pledge

wedge

manage

page

rage

action

nation

collection

permission

confusion

production

extension

question

transportation

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### 4<sup>th</sup>-5<sup>th</sup> Grade Word Ending Cards

a way to get from one place to another	when you can see something	to ask or inquire
moving	get more time	take a break from your normal routine
get a job done	a large, elaborate home	lacking clarity
feel something like a wind on your face	allow someone to do something	create something that is new
gathering a group of the same type of artifact	portion of a book (not a chapter)	the U.S.A is one of these
part of a whole	accomplishment	money you earn for work
very angry	an elevated, highlighted arena	you turn these in books
a spice or someone who is wise	deal with	the edge of a building

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fix in place	a border of plants	promise
dig up	crest, (especially mountains)	a way to cross over a river



4<sup>th</sup>-5<sup>th</sup> Grade Transitional Words Game Board

Transitional Words					
Place	Time	Addition	Example	Emphasize	Contrast

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## 4<sup>th</sup> – 5<sup>th</sup> Transitional Word Cards

above	afterward	again	for example	extremely	but
below	currently	least	for instance	important	differ from
from	first	likewise	namely	in fact	even though
opposite	immediately	next	specifically	necessary	in spite of
up front	third	too	that is	valuable	nevertheless

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Write A Letter
<b>Focus:</b>	Vocabulary (Prefixes), Summarizing, and Dependent, Independent, Phrases

**Materials:**

Activity at the end of the lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What is an analogy? What does it mean to compare things? What is a hyphen? Give several examples of when you would use a hyphen. What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### \*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

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Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).



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7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Chunk Reading:** This process helps youth to read more quickly by seeing phrases or groups of words, instead of reading “word by word”. For example, look at the following two sentences:

“Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted.”

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

### Syllables

A syllable is a part of a word. Every word has at least one syllable. When a word has more than one syllable it is helpful if you can divide an unknown word into syllables so you can decode the word.

- **Dividing words into syllable is easier when you know the rules of syllabication.**
- **Divide a word between the middle consonants (but don't split a digraph—wh, ch, th, sh, or ph) mat/ter, weath/er.**
- **Divide a word before a single consonant with a beginning vowel sound e/ject, o/pen.**
- **Divide a word before the consonant + le ta/ble, pur/ple.**
- **Divide a word between compound words, prefixes, and suffixes card/board, re/do, mark/ing.**

### Which Rule?

#### Directions:

1. Divide students into pairs.
2. Give each pair a Which Rule Game Board and a Deck of Which Rule game cards
3. Player 1 draws a Which Rule card, looks at the word and determines which of the 4 rules would guide the division of the word into syllables, and places the card on the game board.
4. Player 2 repeats the process.
5. Activity is over when all cards are placed.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or

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<p>detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b></p> <p><b>Somebody/Wanted? But? So:</b> This is a good way to summarize a story. Provide students with a white board or a piece of paper. Fold the paper into fourths. Write the headings in each square: 1<sup>st</sup> Square: somebody (Identify the character), 2<sup>nd</sup> Square: Wanted (Describe the character's goal), 3<sup>rd</sup> Square: But (Describe the conflict or the problem), 4<sup>th</sup> Square: So (Describe the resolution of the conflict.)</p>	<p>understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Letter Format</b></p> <p>A letter has five major parts: the date, the greeting (sometimes called a salutation), the body of the letter (the content), the closing or closing remarks, and the signature.</p> <p>A letter format can be used in a note card, an email and an actual letter.</p> <p>Review the letter format with the students. Collectively write a letter thanking a person for coming to the program and making cookies with the students. Be sure to include all five elements of the letter.</p> <p><b>Writing A Letter</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a letter template.</li> <li>3. Together students should compose a letter inviting the principal of the school to come and visit the afterschool program.</li> <li>4. Students should follow the format on the letter template.</li> <li>5. When the pair is finished with their letter they should find another pair and review each other's letters.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### **LBNT**

Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best  
 Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.

##### **Reflection (Confirm, Tweak, Aha!)**

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

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### 4<sup>th</sup> – 5<sup>th</sup> Grade Which Rule?

Divide a word between the middle consonants (but don't split a digraph—wh, ch, th, sh, or ph) mat/ter, weath/er	Divide a word before a single consonant with a beginning vowel sound e/ject, o/pen	Divide a word before the consonant + le ta/ble, pur/ple	Divide a word between compound words, prefixes, and suffixes card/board, re/do, mark/ing

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4<sup>th</sup> – 5<sup>th</sup> Grade Which Word? Cards

brickyard	dreamy	open	eject
bedspread	pillow	flower	middle
parcel	bathtub	simple	buckle
ripple	suppose	without	cardboard
able	easy	skating	lovely
stable	laughter	wishes	preclude

4<sup>th</sup> – 5<sup>th</sup> Grade Letter Template

January 15, 2012

Dear Mr. Smith,

Thanks you so much for bringing your dogs to our school. I have always been curious about how seeing eye dogs are trained and found it very interesting that you have to spend so much time teaching them to follow all of those commands.

Yours truly,  
Susie Smith

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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	WWSWI Review
<b>Focus:</b>	Review of Vocabulary and Conventions

**Materials:**

Activities from the past 11 days for students to select from, at the end of lessons 1-10

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition

#### \*Activity → Teachable Moment(s) *throughout*

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Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

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<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Today is a review day of all of the games and/or activities that students have played for the last eleven days. Have students choose from the following:</p> <p><b>Which One?</b>  <b>Word Endings</b>  <b>Spell It</b>  <b>Which Rule?</b>  <b>Idioms</b></p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Q and S</b></p> <p><b>Question and Connection #2:</b> Ask all students to form a group of 4-5 students. In the group, someone asks a question about what was read and everyone must provide a different answer. Students should provide the answer in a complete sentence.</p> <p>Summarizing:</p> <p>Did you know? In this activity pair students with one another. The first student asks, "Did you know...?" and then adds a piece of information that he/she has learned from the reading. The second student responds either "yes" or "no", and then asks, "Did you know...?" this continues until each student has asked 3-5 questions.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>



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<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Today is a review day of all of the games and/or activities that students have played for the last eleven days. Have students choose from the following:</p> <ul style="list-style-type: none"> <li><b>Correct It</b></li> <li><b>Transition Words</b></li> <li><b>Creating a Parallel</b></li> <li><b>Writing a Letter</b></li> <li><b>Parts of Speech</b></li> </ul>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today’s ELA activities and list that under the heading: LB or Liked Best Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Similes and Appositives
<b>Focus:</b>	Vocabulary (Similes) Predicting, and Appositives

**Materials:**

Fluency passages or students current reading  
 White boards, pens or crayons  
 Activities at the end of lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What do you know about similes? Is using the word “like” or “as” make the comparison a metaphor or a simile? (simile)  
 Why would using a simile be important in communicating clearly? What is an appositive? In the sentence: “My father, John, likes pizza” what is the appositive? Why would you use an appositive in a sentence? How does predicting help you think about the story you are going to read? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

**\*Activity → Teachable Moment(s) throughout**

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Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

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6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Fluency Test**—Read 1 minute count number of words read. Record the total on a personal chart. A suggestion would be to have a stamp or chart on the front of the student's vocabulary notebook and have them write the total words read on the chart.

### Vocabulary

Focusing on developing vocabulary is essential if you are going to be able to communicate effectively. The English language has over 550,000 words and although you don't need to know all of them, it is important that you know as many as possible.

#### Similes

A simile is a figure of speech that compares two things by using the words like or as to set up the comparison. For example: My love is like a rose...or high as a kite. These comparisons help the listener and/or reader create pictures in the mind that is as close as possible to the picture that the speaker and/or author was visualizing.

When writing similes it is important that the author visualize the image that he/she is trying to convey and then think about the words being used and visualize those to determine if the simile is the best one to convey meaning.

For example, if the author were trying to convey speed, the similes "fast as a turtle" would not work. However, if the author were trying to convey the lack of speed, "fast as a turtle" would be perfect.

Have students practice creating similes to describe:

- favorite food
- favorite color
- scariest moment

Write them on the board and discuss with the group. Ask for several examples for each topic. Explain that it is not about right or wrong similes, but rather which most clearly creates the appropriate visualization/meaning.

#### Similes

##### Directions:

1. Divide students into pairs.
2. Give each pair a Similes Context Card and white boards.
3. Working together, pair creates similes for each of the contexts on the card.
4. Pair then shares the similes they have written with another pair.
5. At the end, have 2-3 groups share a simile.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text.

**Clarifying** (understanding the meaning of each of the words—remember that many English

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

## Consult 4 Kids Lesson Plans

<p>words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>Find the Evidence:</b> On chart paper, write these two heading: Predictions and Evidence. Use a different colored marker for each column. List several predications. As you begin to read the material, ask students to look for evidence of their predictions. For example, if the prediction is, "There is a sad and lonely duck," the evidence might be, "The duck always walked alone."</p>	<p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>There are conventions that guide our reading, speaking, and writing. Understanding those conventions and being able to use them easily, makes communicating with one another easier.</p> <p><b>Appositives</b></p> <p>An appositive is a word or phrase that renames the noun in a sentence. An appositive is set off by commas or hyphens. For example: Mrs. Smith, my third grade teacher, likes bagels. The words "my third grade teacher" renames Mrs. Smith, giving you more information about the noun, and as you can see is set apart from the rest of the sentence by commas.</p> <p>It is important in the beginning to keep appositives simple and remember that the appositive renames the noun. A good way to tell if this is the case is to try the appositive in place of the noun and the noun in place of the appositive. For example, My third grade teacher, Mrs. Smith, likes bagels; reverses the role of the noun and the appositive and it "works" both directions.</p> <p>Have students give you several sentences with appositives in them. Write them on the board or chart. Discuss if they have correctly identified the appositive.</p> <p><b>Appositives</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each group white boards.</li> <li>3. Have pairs create a list of 15 different people they know (the custodian, the grocer, the postman, the principal, Freddie the kid who sits next to them, and so on).</li> <li>4. After they have the list on the white board, next to the list pairs should determine how to rename the person they identified. John, the custodian, Freddie, my best friend, and so on.</li> <li>5. Pairs should then select 7 of these people and write a sentence including an appositive.</li> <li>6. Pairs should share with another pair when both have finished.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### DIGA

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup>-5<sup>th</sup> Grade Similes Context Card

1. a really messy bedroom
2. a person who can't sit down or stand still
3. a person who is very happy
4. a person who is very angry
5. a person who is very thin
6. an object that is very light weight
7. an object that is very heavy weight
8. an action that is very quick
9. a person or animal that is hard to influence
10. a garden that is full of flowers
11. a person outside in the winter watching football
12. feeling you would have winning a contest
13. feeling you would have when you are given a gift you really wanted
14. feeling you would have in an uncomfortable and unknown situation
15. describe your favorite food
16. your best friend
17. a blanket
18. someone who is no fun to be around
19. the food in the cafeteria
20. your pet

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Alliteration and Adverbs
<b>Focus:</b>	Vocabulary (Alliteration), Predicting, and Adverbs

**Materials:**

Activities at end of lesson plan  
White board and pen/crayon

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What is alliteration? What is a tongue twister that you know? What letter is alliterated in the tongue twister? Select a letter from the alphabet and write a sentence using the technique of alliteration. Share it with the group. What do you know about adverbs? What questions do they answer? Make a list of at least 5 adverbs. What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

#### \*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Musical Shares:** Have students stand up and walk around reading the passage that they are working on until the music stops. Students should pair up and read the next 2 sentences to the partner they find. Repeat as students practice.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Alliteration

Alliteration is a literary term that refers to a practice in writing of writing sentences in which most of the words begin with the same letter. An example of this would be a tongue twister: Peter Piper picked a peck of pickled peppers.

In writing, using alliteration is of course, slightly different when writing in a paper or paragraph, but the concept is the same.

Give students a random alphabet letter and ask them to first generate words that begin with that letter and then ask them to put heads together to craft a sentence.

#### Alliteration

##### Directions:

1. Divide students into pairs.
2. Give each pair white boards.
3. Ask students to select 5 letters from the alphabet.
4. Ask them to brainstorm as many interesting words as they can that begin with each letter.
5. Ask students to write sentences that provide an example of alliteration.
6. When pairs have finished, have each group share one sentence with the entire class.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text.

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

### Activity

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.



## Consult 4 Kids Lesson Plans

<p><b>Predicting</b></p> <p><b>Three Words:</b> share with students the topic for the day. Ask students to think about what they think will be shared in the materials that they will read. Ask a student to read the title of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well. The students will then work in pairs and using those three words will write a description of what they believe the story will be about.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Adverbs</b></p> <p>Adverbs are words that describe a verb, adjective or another adverb. Adverbs answer the question how, when, where, what, or how often. Adverbs often end in the letters “ly”, but not always. Adverbs can compare things and when they do the guidelines are the same as for adjectives. Two items—er or the word more in front of a 3 syllable or more adverb; est or the word most for comparisons of 3 or more items.</p> <p>Adverbs add meaning and clarity to verbs, adjectives and other adverbs. Ask students to give examples of adverbs. Write them on the board or chart. In the examples they give, ask if the adverb is telling more about the verb, the adjective, or another adverb. Explain that this is the word the adverb is modifying (adding meaning to).</p> <p><b>Adverbs</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pair.</li> <li>2. Give each pair an Adverb Game Board and a deck of Adverb cards.</li> <li>3. Shuffle the deck and place facedown beside the board between the pair.</li> <li>4. Player 1 draws a card, reads the sentence and decides if the adverb is modifying a verb, adjective or other adverb.</li> <li>5. When he/she has decided, he/she places the sentence card in the correct column.</li> <li>6. Player 2 continues in the same way.</li> <li>7. Game is over when all cards have been place.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

## Consult 4 Kids Lesson Plans

### Debrief

3-2-1

- Share 3 things you like about today's lesson.
- Share 2 questions you have that were not answered.
- Share 1 thing that you will use tomorrow that you practiced today.

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

4<sup>th</sup> – 5<sup>th</sup> Grade Adverb Game Board

Verb	Adjective	Other Adverb

Consult 4 Kids Lesson Plans

4<sup>th</sup> – 5<sup>th</sup> Grade Adverb Cards

Her breath smells <u>yucky</u> !	Jill cuts <u>carefully</u> on the lines.	The surgeon scrubbed <u>quickly</u> .
The rider slowed <u>considerably</u> .	Fertilized grass grows <u>quickly</u> .	The dog barked <u>loudly</u> .
The beadwork on the gown was created <u>carefully</u> .	John's raced <u>brilliantly</u> .	The baby eats <u>slowly</u> .
Shelly arrived <u>very</u> late.	It is <u>unusually</u> quiet.	He writes <u>almost</u> daily.
The plane landed <u>somewhat</u> roughly.	Jill rolled <u>incredibly</u> fast.	The alarm chimed <u>nearly</u> continuously.
Lilly lost <u>quite</u> happily.	She answered <u>amazingly</u> quickly.	The jacket is sewn <u>more</u> carefully.
The <u>very</u> happy baby giggled loudly.	The <u>darkly-colored</u> green grass grew rapidly.	The <u>incredibly</u> young driver saved the day.
The <u>amazingly</u> awful food made them sick.	The <u>nearly</u> comatose pilot landed the plane safely.	The <u>somewhat</u> eloquent speaker captivated the group.
The <u>unusually</u> handsome man caught the eye of the director.	The <u>most</u> articulate woman won the contest.	The <u>unusually</u> shy child accepted the award graciously.

## Consult 4 Kids Lesson Plans

<b>Components:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Alliteration and Silly Questions
<b>Focus:</b>	Vocabulary (Alliteration), Clarifying, and Adverbs

**Materials:**

Activities at the end of the lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What is alliteration? What is a tongue twister that you know? What letter is alliterated in the tongue twister? Select a letter from the alphabet and write a sentence using the technique of alliteration. Share it with the group. What do you know about adverbs? What questions do they answer? Make a list of at least 5 adverbs. What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

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- Record the number of words next to the first number recorded.
6. Celebrate success.
  7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Independent Timed Reading:** Have students work in pairs and use a three minute egg timer or look at the clock to keep time. As the first student begins to read the passage, the partner either turns over the egg timer or begins watching the clock. At the end of 2 minutes (if students are watching a clock, or three minutes is using the egg timer, the partner calls "Stop" and the number of words are counted. Process is repeated for the other students. Students record the number of words read on their reading chart.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Alliteration

Alliteration is a literary term that refers to a practice in writing of writing sentences in which most of the words begin with the same letter. An example of this would be a tongue twister: Peter Piper picked a peck of pickled peppers.

In writing, using alliteration is of course, slightly different when writing in a paper or paragraph, but the concept is the same.

Give students a random alphabet letter and ask them to first generate words that begin with that letter and then ask them to put heads together to craft a sentence.

#### Alliteration

##### Directions:

1. Divide students into pairs.
2. Give each pair white boards.
3. Ask students to select 5 letters from the alphabet.
4. Ask them to brainstorm as many interesting words as they can that begin with each letter.
5. Ask students to write sentences that provide an example of alliteration.
6. When pairs have finished, have each group share one sentence with the entire class.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of

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<p>check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Silly Questions:</b> Partner students to create silly questions from the interesting words that they have selected. Ask students to join two words, in other words make a silly question or sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall, bat, cave, and bridge, a silly sentence/question would be, “Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?”</p>	<p>the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Adverbs</b></p> <p>Adverbs are words that describe a verb, adjective or another adverb. Adverbs answer the question how, when, where, what, or how often. Adverbs often end in the letters “ly”, but not always. Adverbs can compare things and when they do the guidelines are the same as for adjectives. Two items—er or the word more in front of a 3 syllable or more adverb; est or the word most for comparisons of 3 or more items.</p> <p>Adverbs add meaning and clarity to verbs, adjectives and other adverbs.</p> <p>Ask students to give examples of adverbs. Write them on the board or chart. In the examples they give, ask if the adverb is telling more about the verb, the adjective, or another adverb. Explain that this is the word the adverb is modifying (adding meaning to).</p> <p><b>Adverbs</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pair.</li> <li>2. Give each pair an Adverb Game Board and a deck of Adverb cards.</li> <li>3. Shuffle the deck and place facedown beside the board between the pair.</li> <li>4. Player 1 draws a card, reads the sentence and decides if the adverb is modifying a verb, adjective or other adverb.</li> <li>5. When he/she has decided, he/she places the sentence card in the correct column.</li> <li>6. Player 2 continues in the same way.</li> <li>7. Game is over when all cards have been place.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### DIGA

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
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4<sup>th</sup> – 5<sup>th</sup> Grade Adverb Game Board

Verb	Adjective	Other Adverb

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup> – 5<sup>th</sup> Grade Adverb Cards

Her breath smells <u>yucky</u> !	Jill cuts <u>carefully</u> on the lines.	The surgeon scrubbed <u>quickly</u> .
The rider slowed <u>considerably</u> .	Fertilized grass grows <u>quickly</u> .	The dog barked <u>loudly</u> .
The beadwork on the gown was created <u>carefully</u> .	John's raced <u>brilliantly</u> .	The baby eats <u>slowly</u> .
Shelly arrived <u>very</u> late.	It is <u>unusually</u> quiet.	He writes <u>almost</u> daily.
The plane landed <u>somewhat</u> roughly.	Jill rolled <u>incredibly</u> fast.	The alarm chimed <u>nearly</u> continuously.
Lilly lost <u>quite</u> happily.	She answered <u>amazingly</u> quickly.	The jacket is sewn <u>more</u> carefully.
The <u>very</u> happy baby giggled loudly.	The <u>darkly-colored</u> green grass grew rapidly.	The <u>incredibly</u> young driver saved the day.
The <u>amazingly</u> awful food made them sick.	The <u>nearly</u> comatose pilot landed the plane safely.	The <u>somewhat</u> eloquent speaker captivated the group.
The <u>unusually</u> handsome man caught the eye of the director.	The <u>most</u> articulate woman won the contest.	The <u>unusually</u> shy child accepted the award graciously.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Verbs and Personification
<b>Focus:</b>	Vocabulary (Personification), Predicting, and Verbs

**Materials:**

Chart Paper

Activity at end of lesson plan

White boards, pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What do you know about personification? When you think of the story The Three Pigs, in what ways do the pigs and the wolf take on the characteristics of people? What other things do you give characteristics of people to? What is a verb? Make a list of action words. Use 3-5 of them in sentences. What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Partner Share:** Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.

### Vocabulary

It is important that we look at vocabulary words in a holistic way. Each word has a meaning, a part of speech is attached to it, and you need to know how and when to use each word. We are going to spend some time with a Vocabulary Analyzer. You can utilize the lists of synonyms to generate the word list.

### Personification

Personification is a figure of speech which describes giving qualities that are distinctly human to ideas, animals, or things. In other words, it is referring to or describing a non-person as a person. For example, "cat looked at me with complete understanding" or "chocolate candy called out to me."

Using personification helps the listener/reader create a stronger connection to the material. Have students practice creating several examples of personification. Write them on the board and discuss with all of the students.

### Personification

#### Directions:

1. Divide students into pairs.
2. Give each pair a Personification card and white boards.
3. Ask students to look at each noun on the card and then brainstorm the human characteristics that could be associated with the noun.
4. When complete with the list, pair should select 5 nouns and create a personification statement about the item.
5. Ask students to share with the whole class.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b>  <b>One-Minute Predictions:</b> Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>There are conventions that guide our reading, speaking, and writing. Understanding those conventions and being able to use them easily, makes communicating with one another easier.</p> <p><b>Verbs</b>          Verbs are words that show action in the present, the past or the future (referred to as verb tense), link or connect the subject to its complement—information about the subject) or a state of being (I am). Examples are: I run. I ran. I will run. The boy is happy. I am. Ask students to give you examples of the different types of verbs. Write them on the board and discuss which type of verb is represented in the example.</p> <p><b>Verbs:</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a list of action verbs and white boards.</li> <li>3. Pair divides a white board into three columns and labels them—Present, Past, Future</li> <li>4. Working together, pair takes each of the verbs and writes the correct form of the verb in each column.</li> <li>5. Pair also decides how they might act out each word.</li> <li>6. Reassemble the pairs into groups of four and have students take turns acting out the words, one at a time.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<p style="text-align: center;"><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<p style="text-align: center;"><b>Debrief</b></p> <p><b>LBNT</b>          Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best          Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

## Consult 4 Kids Lesson Plans

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

4<sup>th</sup>-5<sup>th</sup> Grade Personification

1. the sun
2. milk
3. a dessert
4. a blanket
5. freedom
6. a pencil
7. tractor
8. a mountain creek
9. home
10. door
11. calculator or computer
12. washing machine
13. a cat
14. a puppy
15. a forest
16. ocean
17. journey
18. a turtle
19. a chair
20. justice

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup> – 5<sup>th</sup> Grade Action Verbs

run	read
kick	sleep
think	smell
touch	help
taste	laugh
play	hug
scream	see
cry	feel
hop	skip
shake	wiggle
smile	brush
teach	choose
work	call
dance	throw
stab	cheer
eat	sing
roll	sneak
drop	point
climb	decide



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Personification
<b>Focus:</b>	Vocabulary (Personification), Clarifying, and Linking Verbs

**Materials:**

White board, pens and/or crayons  
 Activity at end of lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What do you know about personification? When you think of the story The Three Bears, in what ways do the bears take on the characteristics of people? What other things do you give characteristics of people to? What is a linking verb? Make a list of linking verbs. Use 3-5 of them in sentences. What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression.

What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>Record the number of words next to the first number recorded.</p> <ol style="list-style-type: none"> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol> <p><b>Fluency Activity of the Day</b></p> <p><b>Speed Reading:</b> Have students form a circle. Number them of, 1, 2, 1, 2, 1, 2 and so forth. Having the students stay in the circle, have the twos move to stand in front of the person who said "1" on his/her left. Give each student an opportunity to read aloud to his/her partner for 1 minute. Have one of the circles move and repeat the process. Have the other circle move and repeat for the third time.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>It is important that we look at vocabulary words in a holistic way. Each word has a meaning, a part of speech is attached to it, and you need to know how and when to use each word. We are going to spend some time with a Vocabulary Analyzer. You can utilize the lists of synonyms to generate the word list.</p> <p><b>Personification</b></p> <p>Personification is a figure of speech which describes giving qualities that are distinctly human to ideas, animals, or things. In other words, it is referring to or describing a non-person as a person. For example, "cat looked at me with complete understanding" or "chocolate candy called out to me."</p> <p>Using personification helps the listener/reader create a stronger connection to the material. Have students practice creating several examples of personification. Write them on the board and discuss with all of the students.</p> <p><b>Personification</b></p> <p><u><b>Directions:</b></u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Personification card and white boards.</li> <li>3. Ask students to look at each noun on the card and then brainstorm the human characteristics that could be associated with the noun.</li> <li>4. When complete with the list, pair should select 5 nouns and create a personification statement about the item.</li> <li>5. Ask students to share with the whole class.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-</p>

## Consult 4 Kids Lesson Plans

<p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Individual Show-Off:</b> Before class, use several of the interesting words in a sentence in the same way that is used in the material. Write the sentences on a sentence strip. Students choose a sentence from the container. The student acts out the word as it is used in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p>	<p>ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>There are conventions that guide our reading, speaking, and writing. Understanding those conventions and being able to use them easily, makes communicating with one another easier.</p> <p><b>Verbs</b></p> <p>Verbs are words that show action in the present, the past or the future (referred to as verb tense), link or connect the subject to its complement—information about the subject) or a state of being (I am). Examples are: I run. I ran. I will run. The boy is happy. I am. Ask students to give you examples of the different types of verbs. Write them on the board and discuss which type of verb is represented in the example.</p> <p><b>Linking Verbs</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Linking Verbs Card.</li> <li>3. Together, students read each sentence, underlining the linking verb and drawing an arching arrow between the noun in the subject and the information in the predicate that is linked by the verb.</li> <li>4. When pairs are finished, they should link to another pair and share the answers they found.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

3-2-1

- Share 3 things you like about today's lesson.
- Share 2 questions you have that were not answered.
- Share 1 thing that you will use tomorrow that you practiced today.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

4<sup>th</sup>-5<sup>th</sup> Grade Personification

1. the sun
2. milk
3. a dessert
4. a blanket
5. freedom
6. a pencil
7. tractor
8. a mountain creek
9. home
10. door
11. calculator or computer
12. washing machine
13. a cat
14. a puppy
15. a forest
16. ocean
17. journey
18. a turtle
19. a chair
20. justice

4<sup>th</sup> – 5<sup>th</sup> Grade Linking Verb Card

The President is pleased with the vote.

He is a football player.

The movie was scary.

You were here yesterday.

We are at the mall.

They are lost.

You are my best friend.

She is five feet tall.

It is heavy.

I was lost on the freeway.

You were late.

It was on the table.

We were amazed.

Jorge is her brother.

The puppy was sick last night.

Jill is in first place in the hill rolling contest.

Dad is unsure about the car.

Both friends are forty-five.

My grandmother is cheerful.

The mummy is large and scary.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Appositives
<b>Focus:</b>	Vocabulary (Similes), Clarifying, and Appositives

**Materials:**

White boards, crayons and/or pens  
Activity at end of lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What do you know about similes? Is using the word “like” or “as” make the comparison a metaphor or a simile? (simile) Why would using a simile be important in communicating clearly? What is an appositive? In the sentence: “My teacher, Mrs. Smith, drives a Toyota” what is the appositive? Why would you use an appositive in a sentence? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Modeled Reading:</b> Read the Fluency Passage to the student so she or he can hear fluent reading. Have the student read the passage. If the student gets stuck on a word, read the word and have her or him repeat it. Repeated one-on-one readings will increase speed, accuracy, smoothness and expression. (You can pair more proficient readers with less proficient ones).</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Focusing on developing vocabulary is essential if you are going to be able to communicate effectively. The English language has over 550,000 words and although you don't need to know all of them, it is important that you know as many as possible.</p> <p><b>Similes</b></p> <p>A simile is a figure of speech that compares two things by using the words like or as to set up the comparison. For example: My love is like a rose...or high as a kite. These comparisons help the listener and/or reader create pictures in the mind that is as close as possible to the picture that the speaker and/or author was visualizing.</p> <p>When writing similes it is important that the author visualize the image that he/she is trying to convey and then think about the words being used and visualize those to determine if the simile is the best one to convey meaning.</p> <p>For example, if the author were trying to convey speed, the similes "fast as a turtle" would not work. However, if the author were trying to convey the lack of speed, "fast as a turtle" would be perfect.</p> <p>Have students practice creating similes to describe:</p> <ul style="list-style-type: none"> <li>favorite food</li> <li>favorite color</li> <li>scariest moment</li> </ul> <p>Write them on the board and discuss with the group. Ask for several examples for each topic. Explain that it is not about right or wrong similes, but rather which most clearly creates the appropriate visualization/meaning.</p> <p><b>Similes</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Similes Context Card and white boards.</li> <li>3. Working together, pair creates similes for each of the contexts on the card.</li> <li>4. Pair then shares the similes they have written with another pair.</li> <li>5. At the end, have 2-3 groups share a simile.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p>



## Consult 4 Kids Lesson Plans

<p>words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Charades:</b> Choose a student to act out one of the words from the material. When you say "Action", the student begins to act out the word while everyone else tries to guess the word. After 30 seconds, if the others have not guessed the word, the students should tell the word and write it on the board. During the charade, encourage students to get into the moment using facial and body movements. Repeat several times.</p>	<p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>There are conventions that guide our reading, speaking, and writing. Understanding those conventions and being able to use them easily, makes communicating with one another easier.</p> <p><b>Appositives</b></p> <p>An appositive is a word or phrase that renames the noun in a sentence. An appositive is set off by commas or hyphens. For example: Mrs. Smith, my third grade teacher, likes bagels. The words "my third grade teacher" renames Mrs. Smith, giving you more information about the noun, and as you can see is set apart from the rest of the sentence by commas.</p> <p>It is important in the beginning to keep appositives simple and remember that the appositive renames the noun. A good way to tell if this is the case is to try the appositive in place of the noun and the noun in place of the appositive. For example, My third grade teacher, Mrs. Smith, likes bagels; reverses the role of the noun and the appositive and it "works" both directions.</p> <p>Have students give you several sentences with appositives in them. Write them on the board or chart. Discuss if they have correctly identified the appositive.</p> <p><b>Appositives</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each group white boards.</li> <li>3. Have pairs create a list of 15 different people they know (the custodian, the grocer, the postman, the principal, Freddie the kid who sits next to them, and so on).</li> <li>4. After they have the list on the white board, next to the list pairs should determine how to rename the person they identified. John, the custodian, Freddie, my best friend, and so on.</li> <li>5. Pairs should then select 7 of these people and write a sentence including an appositive.</li> <li>6. Pairs should share with another pair when both have finished.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### LBNT

Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best  
Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

4<sup>th</sup>-5<sup>th</sup> Grade Similes Context Card

1. a really messy bedroom
2. a person who can't sit down or stand still
3. a person who is very happy
4. a person who is very angry
5. a person who is very thin
6. an object that is very light weight
7. an object that is very heavy weight
8. an action that is very quick
9. a person or animal that is hard to influence
10. a garden that is full of flowers
11. a person outside in the winter watching football
12. feeling you would have winning a contest
13. feeling you would have when you are given a gift you really wanted
14. feeling you would have in an uncomfortable and unknown situation
15. describe your favorite food
16. your best friend
17. a blanket
18. someone who is no fun to be around
19. the food in the cafeteria
20. your pet

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Nouns Collective Plural and Irregular
<b>Focus:</b>	Vocabulary (Metaphors), Questioning, and Nouns (collective, plural, irregular)

**Materials:**

Activity at end of lesson plan  
 White Boards, crayons and/or pens  
 Chart paper

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What do you know about metaphors? If you have the word “like” or “as” in the comparison, is it a simile or a metaphor? How do you know? What are nouns? What three things can they identify? Where in sentences do you find nouns? What is the difference between a collective noun and plural nouns? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this? Give examples of 5 different word families.

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Paired Readings:** Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch rolls. Complete this process three times.

### Vocabulary

Focusing on developing vocabulary is essential if you are going to be able to communicate effectively. The English language has over 550,000 words and although you don't need to know all of them, it is important that you know as many as possible.

#### Metaphors

A metaphor is also a figure of speech that makes a comparison. However, a metaphor does not use the words like or as. A metaphor describes a noun (person, place or thing) in an interesting way that will help the reader/listener visualize the noun being described more clearly, and more in line with the author's vision.

Examples: John is taller than the Empire State Building or Freedom is choice on steroids.

Each of these metaphors conjures an image.

Have students practice creating metaphors to describe:

**favorite food**

**favorite color**

**scariest moment**

Write them on the board and discuss with the group. Ask for several examples for each topic. Explain that it is not about right or wrong metaphors, but rather which metaphor most clearly creates the appropriate visualization/meaning.

#### Metaphor Meaning

##### Directions:

1. Divide students into pairs.
2. Give each pair a Metaphor Meaning Card and white boards.
3. Working together, students decide what the metaphor means and write the meaning on the white board.
4. Pair then shares what they believe the metaphors mean with another pair.
5. At the end, have 2-3 groups share their thoughts regarding the different metaphors.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-

## Consult 4 Kids Lesson Plans

<p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b>  <b>I Wonder:</b> Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare was making fun of me? I wonder....</p>	<p>ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>There are conventions that guide our reading, speaking, and writing. Understanding those conventions and being able to use them easily, makes communicating with one another easier.</p> <p><b>Nouns</b>  Nouns are a part of speech that identifies a person, place, or thing. We have common nouns (words that name non-specific people, places, and things) Proper Nouns (words that name specific people, places, and things and are always capitalized), and possessive nouns which let the reader know that something belongs to the noun, such as Frank's tacos or taco's shell. When we have a possessive noun we use the apostrophe "s" most of the time unless the word ends in a "s" sound, in which case we just use the apostrophe. There are two other types of nouns that require us to think a little differently. The first is the collective noun. There are some words, like team, cast, armada, and so on that already are plural—they are referring to more than one item. The collective noun names a group and groups have members. For example: The cast of the play will be going to lunch after the matinee. The second is irregular plural nouns, nouns that don't follow the plural patterns of add s or es, or even change the y to i and add es. These irregular nouns are words that change the form of the word when it becomes plural. For example, tooth becomes teeth, child becomes children, and deer remains deer. Have student provide several examples of both collective nouns and irregular plural nouns. List them on the board or chart.</p> <p><b>Collective and Irregular Plural Nouns</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Collective and Irregular Plural Nouns card and white boards.</li> <li>3. Together, the pair needs to determine if each word on the list is an example of either a collective or irregular plural noun.</li> <li>4. They should write collective nouns on white board and irregular plural nouns on the other.</li> <li>5. Once the nouns have been sorted, pair should select 5 from each white board and write a sentence with the noun.</li> <li>6. Pairs should share the sentences they have written with another pair.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

3-2-1

- Share 3 things you like about today's lesson.
- Share 2 questions you have that were not answered.
- Share 1 thing that you will use tomorrow that you practiced today.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup> – 5<sup>th</sup> Grade Metaphor Meaning

1. eyes bigger than saucers
2. make-up that was put on with a trowel
3. day hotter than a sauna
4. person prouder than a peacock
5. girl with the attention span of a gnat
6. a person stronger than an ox
7. a song sweeter than a lark's
8. handwriting worse than a chicken scratching
9. posture straighter than a ruler
10. bread was a rock
11. book older than a dinosaur
12. at 50 Jill is over the hill
13. can calculate faster than an Excel Spreadsheet
14. spread faster than a You Tube post
15. the bride's friends were busy bees
16. neighbors were nosey Nellies when new neighbors arrived
17. necklace sparkled brighter than a new penny
18. story is Abraham Lincoln honest
19. bedroom neat as a pin
20. fan running smoother than a purring kitten



## Consult 4 Kids Lesson Plans

### 4<sup>th</sup> – 5<sup>th</sup> Grade Collective and Irregular Plural Nouns

team

army

atlas

band

squad

brood

mob

bunch

armada

cast

woman

fish

litter

flock

goose

foot

knife

man

ox

mouse

pool

roll of coins

deer

scarf

swarm

school of fish

half

sheep

elf

tooth

board of directors

troop

man

wolf

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Adjectives and Onomatopoeia
<b>Focus:</b>	Vocabulary (Onomatopoeia), Questioning, and Adjectives

**Materials:**

Activities at end of lesson plan

White board, pens/crayons OR 3 x 5 cards for Question and Connection Cards

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What do you know about onomatopoeia? If the word buzz is a sample of onomatopoeia what other words can you think of that are examples? Why would these words be helpful in communication? What is an adjective? Make a list of 10 nouns. Beside each noun list 3-5 adjectives that will describe each noun. What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Slow Reading:** Utilize this process when you want students to work on accuracy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. This makes the words more recognizable when students are reading quickly.

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Onomatopoeia

Onomatopoeia is a literary term that describes words that sound like what they are expressing. For example, buzz sounds like the noise you hear when a fly or a mosquito gets close to your ear. The same is true for a door that creaks or a person who sighs. Onomatopoeia is a colorful way to share meaning with another person.

Ask students to provide several examples of onomatopoeia. Write them on the board or chart. Ask other students to think about the list and select the word they most believe represent onomatopoeia.

#### Onomatopoeia

##### Directions:

1. Divide students into pairs.
2. Give each pair an Onomatopoeia Card and white boards.
3. Invite students to think about each item on the list and what sounds could be associated with that word that fit the guidelines of onomatopoeia (meow, thump, buzz).
4. When pair has a list, they should select the 5 they believe are the strongest examples and use in a sentence.
5. When finished, pair should share with another pair and then finally offer several examples to the class.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p>having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b></p> <p><b>Question and Connection:</b> Students form groups of four or five. Student read the information. Students develop Question and Connect Cards for what they have read. The group then finds another group and trades questions. Students answer the other team's questions, going back and forth.</p> <p><b>Example:</b> If students read something about Columbus, the <b>QUESTION</b> card might read: What were the names of the three ships Columbus sailed with? If the same article was read, a <b>CONNECTION</b> card might read: How does Columbus coming to the new world connect to the Pilgrims coming over 100 years later?</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Adjectives</b></p> <p>Adjectives are words that describe nouns. The add clarity to the noun by providing more information. For example, picture the following: dog, brown dog, barking, brown dog, barking and jumping brown dog. Now try this picture: dog, brown, log, lazy, brown dog, sleepy, lazy brown dog. Two totally different mental pictures. The adjectives make the difference.</p> <p>Ask students to provide several examples of adjectives describing a noun. Write them on the board or chart. Discuss the clarity of the picture that is created by the adjectives.</p> <p>Adjectives can also compare two nouns. When comparing two items we either add "er" to the adjective or if the adjective has 3 or more syllables, we add the word more in front of the adjective. If the comparison is of three or more nouns, then we add "est" to the adjective, or if the adjective has 3 or more syllables, we add the word most in front of the adjective.</p> <p><b>Adjectives</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair an Adjective Card that contains a list of nouns and white boards.</li> <li>3. Working together, pair brainstorms all of the adjectives they can think of that will describe each of the nouns, writing the adjectives on the white board.</li> <li>4. Pair will then work together to write a sentence with 5 of the nouns, using as many of the adjectives in the sentence as they can and still make sense.</li> <li>5. Pair meets with another pair and shares the sentences.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### DIGA

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup> – 5<sup>th</sup> Grade Onomatopoeia

1. goose
2. sound of an ambulance
3. river flowing swiftly
4. a waterfall
5. boiling water
6. broom sweeping the garage
7. phone ringing
8. breaking eggs
9. laughter
10. change added to a piggy bank
11. fireworks
12. hammer
13. jack hammer
14. a wet sponge
15. cars braking to a stop
16. crying
17. a breeze
18. whispering
19. stretching
20. swarm of bees

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup> – 5<sup>th</sup> Grade Adjective Card

glass

skunk

dad

monkey

peanut butter

baby

water

story

snake

clown

house

sandpaper

squirrel

Jill

Jack

pencil

cookie

theme park

pig

celebrity

candle

food

cake

penguin

pants

money

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Metaphors
<b>Focus:</b>	Vocabulary (Metaphors), Summarizing, and Nouns (collective, plural, irregular)

**Materials:**

Activity at end of lesson plan

White Boards, pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What do you know about metaphors? If you have the word “like” or “as” in the comparison, is it a simile or a metaphor? How do you know? What are nouns? What three things can they identify? Where in sentences do you find nouns? What is the difference between a collective noun and plural nouns? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? How does predicting help you think about the story you are going to read. What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

#### \*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).



## Consult 4 Kids Lesson Plans

6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**All Read:** During this activity, all of the students read aloud at the same time. Even if the students are not on the same passage, reading aloud will help them slow down and really practice each word. While students are reading, walk around. Touch a student on the shoulder to indicate that they should begin reading aloud so you can hear them.

### Vocabulary

It is important that we look at vocabulary words in a holistic way. Each word has a meaning, a part of speech is attached to it, and you need to know how and when to use each word. We are going to spend some time with a Vocabulary Analyzer. You can utilize the lists of synonyms to generate the word list.

### Metaphors

A metaphor is also a figure of speech that makes a comparison. However, a metaphor does not use the words like or as. A metaphor describes a noun (person, place or thing) in an interesting way that will help the reader/listener visualize the noun being described more clearly, and more in line with the author's vision.

Examples: John is taller than the Empire State Building or Freedom is choice on steroids. Each of these metaphors conjures an image.

Have students practice creating metaphors to describe:

- favorite food
- favorite color
- scariest moment

Write them on the board and discuss with the group. Ask for several examples for each topic. Explain that it is not about right or wrong metaphors, but rather which metaphor most clearly creates the appropriate visualization/meaning.

### Metaphor Meaning

#### Directions:

1. Divide students into pairs.
2. Give each pair a Metaphor Meaning Card and white boards.
3. Working together, students decide what the metaphor means and write the meaning on the white board.
4. Pair then shares what they believe the metaphors mean with another pair.
5. At the end, have 2-3 groups share their thoughts regarding the different metaphors.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text.

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

## Consult 4 Kids Lesson Plans

<p>information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b></p> <p><b>10 or Less:</b> Ask students to summarize in ten words or less the material that they have read. They can answer questions like, "what was the best part of what you read? What didn't you like about what you read? What could make the material better? In what way will this information apply to your life?"</p>	<p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>There are conventions that guide our reading, speaking, and writing. Understanding those conventions and being able to use them easily, makes communicating with one another easier.</p> <p><b>Nouns</b></p> <p>Nouns are a part of speech that identifies a person, place, or thing. We have common nouns (words that name non-specific people, places, and things) Proper Nouns (words that name specific people, places, and things and are always capitalized), and possessive nouns which let the reader know that something belongs to the noun, such as Frank's tacos or taco's shell. When we have a possessive noun we use the apostrophe "s" most of the time unless the word ends in a "s" sound, in which case we just use the apostrophe.</p> <p>There are two other types of nouns that require us to think a little differently. The first is the collective noun. There are some words, like team, cast, armada, and so on that already are plural—they are referring to more than one item. The collective noun names a group and groups have members. For example: The cast of the play will be going to lunch after the matinee.</p> <p>The second is irregular plural nouns, nouns that don't follow the plural patterns of add s or es, or even change the y to i and add es. These irregular nouns are words that change the form of the word when it becomes plural. For example, tooth becomes teeth, child becomes children, and deer remains deer. Have student provide several examples of both collective nouns and irregular plural nouns. List them on the board or chart.</p> <p><b>Collective and Irregular Plural Nouns</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Collective and Irregular Plural Nouns card and white boards.</li> <li>3. Together, the pair needs to determine if each word on the list is an example of either a collective or irregular plural noun.</li> <li>4. They should write collective nouns on white board and irregular plural nouns on the other.</li> <li>5. Once the nouns have been sorted, pair should select 5 from each white board and write a sentence with the noun.</li> <li>6. Pairs should share the sentences they have written with another pair.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

##### LBNT

Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best  
Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup> – 5<sup>th</sup> Grade Metaphor Meaning

1. eyes bigger than saucers
2. make-up that was put on with a trowel
3. day hotter than a sauna
4. person prouder than a peacock
5. girl with the attention span of a gnat
6. a person stronger than an ox
7. a song sweeter than a lark's
8. handwriting worse than a chicken scratching
9. posture straighter than a ruler
10. bread was a rock
11. book older than a dinosaur
12. at 50 Jill is over the hill
13. can calculate faster than an Excel Spreadsheet
14. spread faster than a You Tube post
15. the bride's friends were busy bees
16. neighbors were nosey Nellies when new neighbors arrived
17. necklace sparkled brighter than a new penny
18. story is Abraham Lincoln honest
19. bedroom neat as a pin
20. fan running smoother than a purring kitten

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup> – 5<sup>th</sup> Grade Collective and Irregular Plural Nouns

team

army

atlas

band

squad

brood

mob

bunch

armada

cast

woman

fish

litter

flock

goose

foot

knife

man

ox

mouse

pool

roll of coins

deer

scarf

swarm

school of fish

half

sheep

elf

tooth

board of directors

troop

man

wolf

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	Somebody Wanted Adjectives
<b>Focus:</b>	Vocabulary (Prefixes), Summarizing, and Dependent, Independent, Phrases

**Materials:**

Activity at the end of the lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What do you know about onomatopoeia? If the word buzz is a sample of onomatopoeia what other words can you think of that are examples? Why would these words be helpful in communication? What is an adjective? Make a list of 10 nouns. Beside each noun list 3-5 adjectives that will describe each noun. What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>Record the number of words next to the first number recorded.</p> <ol style="list-style-type: none"> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol> <p><b>Fluency Activity of the Day</b></p> <p><b>Chunk Reading:</b> This process helps youth to read more quickly by seeing phrases or groups of words, instead of reading “word by word”. For example, look at the following two sentences:</p> <p><u>“Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess.</u> He travelled all over the world to find one, <u>but nowhere could he get what he wanted.”</u></p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Onomatopoeia</b></p> <p>Onomatopoeia is a literary term that describes words that sound like what they are expressing. For example, buzz sounds like the noise you hear when a fly or a mosquito gets close to your ear. The same is true for a door that creaks or a person who sighs. Onomatopoeia is a colorful way to share meaning with another person.</p> <p>Ask students to provide several examples of onomatopoeia. Write them on the board or chart. Ask other students to think about the list and select the word they most believe represent onomatopoeia.</p> <p><b>Onomatopoeia</b> <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair an Onomatopoeia Card and white boards.</li> <li>3. Invite students to think about each item on the list and what sounds could be associated with that word that fit the guidelines of onomatopoeia (meow, thump, buzz).</li> <li>4. When pair has a list, they should select the 5 they believe are the strongest examples and use in a sentence.</li> <li>5. When finished, pair should share with another pair and then finally offer several examples to the class.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-</p>

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<p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b>  <b>Somebody/Wanted? But? So:</b> This is a good way to summarize a story. Provide students with a white board or a piece of paper. Fold the paper into fourths. Write the headings in each square: 1<sup>st</sup> Square: somebody (Identify the character), 2<sup>nd</sup> Square: Wanted (Describe the character's goal), 3<sup>rd</sup> Square: But (Describe the conflict or the problem), 4<sup>th</sup> Square: So (Describe the resolution of the conflict.)</p>	<p>ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Adjectives</b>          Adjectives are words that describe nouns. They add clarity to the noun by providing more information. For example, picture the following: dog, brown dog, barking, brown dog, barking and jumping brown dog. Now try this picture: dog, brown, log, lazy, brown dog, sleepy, lazy brown dog. Two totally different mental pictures. The adjectives make the difference.          Ask students to provide several examples of adjectives describing a noun. Write them on the board or chart. Discuss the clarity of the picture that is created by the adjectives.          Adjectives can also compare two nouns. When comparing two items we either add "er" to the adjective or if the adjective has 3 or more syllables, we add the word more in front of the adjective. If the comparison is of three or more nouns, then we add "est" to the adjective, or if the adjective has 3 or more syllables, we add the word most in front of the adjective.</p> <p><b>Adjectives</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair an Adjective Card that contains a list of nouns and white boards.</li> <li>3. Working together, pair brainstorms all of the adjectives they can think of that will describe each of the nouns, writing the adjectives on the white board.</li> <li>4. Pair will then work together to write a sentence with 5 of the nouns, using as many of the adjectives in the sentence as they can and still make sense.</li> <li>5. Pair meets with another pair and shares the sentences.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>



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### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

#### LBNT

Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best  
 Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

4<sup>th</sup> – 5<sup>th</sup> Grade Onomatopoeia

1. goose
2. sound of an ambulance
3. river flowing swiftly
4. a waterfall
5. boiling water
6. broom sweeping the garage
7. phone ringing
8. breaking eggs
9. laughter
10. change added to a piggy bank
11. fireworks
12. hammer
13. jack hammer
14. a wet sponge
15. cars braking to a stop
16. crying
17. a breeze
18. whispering
19. stretching
20. swarm of bees

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### 4<sup>th</sup> – 5<sup>th</sup> Grade Adjective Card

glass

skunk

dad

monkey

peanut butter

baby

water

story

snake

clown

house

sandpaper

squirrel

Jill

Jack

pencil

cookie

theme park

pig

celebrity

candle

food

cake

penguin

pants

money

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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup>
<b>Lesson Title:</b>	SMPOA Review
<b>Focus:</b>	Review of Vocabulary and Conventions

### Materials:

Activities from the past 11 days for students to select from, at the end of lessons 1-10

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

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<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Today is a review day of all of the games and/or activities that students have played for the last eleven days. Have students choose from the following:</p> <p><b>Similes</b>  <b>Metaphor Meaning</b>  <b>Personification</b>  <b>Onomatopoeia</b>  <b>Alliteration</b></p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Q and S</b></p> <p><b>Question and Connection #2:</b> Ask all students to form a group of 4-5 students. In the group, someone asks a question about what was read and everyone must provide a different answer. Students should provide the answer in a complete sentence.</p> <p>Summarizing:</p> <p>Did you know? In this activity pair students with one another. The first student asks, "Did you know...?" and then adds a piece of information that he/she has learned from the reading. The second student responds either "yes" or "no", and then asks, "Did you know...?" this continues until each student has asked 3-5 questions.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
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punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.

Today is a review day of all of the games and/or activities that students have played for the last eleven days. Have students choose from the following:

- Appositives**
- Collective and Irregular Nouns**
- Verbs**
- Linking Verbs**
- Adjectives**
- Adverbs**

provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.

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