



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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Understanding Print
Focus	Concepts of Print

Materials:

- Cards with student's first name printed: Allison (Upper case first letter, lower case remainder of letters)
- Crayolas
- Marking Pens

Opening

State the Objective

Today we will:

Conduct learning opportunities in the core English Language Arts Areas of:
Concepts of Print.

Gain prior knowledge by asking students

Ask the students:

1. Ask the student how he/she knows that a word card is his/her name and not somebody else's.
2. Talk about the letters in the child's name, how the first letter is a capital and the remaining are what we call lower case.
3. Ask the child to show you the beginning of his/her name and the end of his/her name.

Information for You

Concepts of Print is a California State Standard that has several parts. The intent of the standard is to intentionally help emergent readers understand that the black marks on a page convey meaning and that they are ordered in a particular way.

Concepts of Print include awareness that:

- print carries a message;
- there is a one to one correspondence between words read and printed text;
- there are conventions of print such as directionality (left to right, top to bottom), differences between letters and words, distinctions between upper and lower case, punctuation; and
- books have some common characteristics (e.g. author, title, front/back).

Emergent readers must learn that print is everywhere in the environment. This is called environmental print and includes such things as a stop sign, the signs for your child's favorite fast food restaurant, street signs, and countless other items seen every day that have print on them. Pointing these examples of environmental print out to a child and sharing with them the message contained in this print, helps a child to engrain the concepts of print to automaticity—the ability to apply without thought. It doesn't matter which language a child learns to speak and read, the concepts of print that govern this language are consistent for the child when learning to read and write the language.

One of the very best ways for a child to learn the concepts of print is for his/her Instructor to read stories to them while sharing the book with the child. Both Instructor and child should be looking at the book in the same direction. Encourage the child to turn the pages and point to the words on the page. Instructors should talk about the front and back of the book and the direction that pages are turned. Learning that the words on a page move from left to right is also important. When

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reading to a child, model **directionality** and **one to one matching** by pointing to words while reading aloud to them. With repeated readings the language of the text is learned and the child can practice following along or eventually match the words they say with the print on the page independently. They may practice by pointing to words with their finger or any number of homemade pointers. (When putting books away, the child should be encouraged to place them with the top of the book up and the spine of the book out.)

More information on Concepts of Print can be found at the end of this lesson plan.

Content (the "Meat")

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

Concepts of Print (ability to utilize the print itself to help make meaning)

1. Tell students that you are going to have 3 children share a sentence with the class. Tell them a sentence is something that you say that makes sense. Model several sentences for them: I like to eat cookies. My yellow cat yowls during the night.
2. Ask for a volunteer to provide a sentence. (If you need to guide the child's words into a sentence, do so. Remember to not add too many words.)
3. Once you have agreed upon the sentence, write the sentence on the chart paper or white board, saying each word as you write it.
4. Ask the child if he/she can read the sentence. Point to each word as he/she says the word, gently correcting when necessary.
5. Ask for another volunteer to read the same sentence. Each time the child says a word, point to it.
6. Repeat the reading of the sentence 2 more times.
7. Repeat this process until you have 3 sentences.
8. Talk with children about how there is space between words, and that each group of letters forms a single word.
9. Ask for volunteers to come up and cross out letters (or words) that they know.

*Activity → Teachable Moment(s) Throughout.

During the lesson, check in with students repeatedly.

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

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?

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know anything about.

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Concepts of Print

What We Are Teaching

Children learn the concepts of print by practicing each of the concepts. You will teach those concepts by intentionally modeling them when reading. It is impossible to teach the “front of a book” without having a book, or demonstrating directionality without have a word or sentence to “underline” with your hand or finger” to show the direction that your eye travels.

In order to be successful teaching the concepts of print, it is essential that you remember each of the concepts that you are teaching.

The California Content Standards are:

- 1.1 Identify the front cover, back cover, and title page of a book.
- 1.2 Follow words from left to right and from top to bottom on the printed page.
- 1.3 Understand that printed materials provide information.
- 1.4 Recognize that sentences in print are made up of separate words.
- 1.5 Distinguish letters from words.
- 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.

The Concepts of Print Checklist

	Front of book
	Back of book
	Title page of book
	Where to start reading
	Which way to go when reading
	How to return sweep to the left
	How to move from the top of the page to the bottom
	Can state that print gives information or tells a story
	Has a concept of word (recognizes that the space separates words) (This is called voice-print matching)
	Can track words across a page
	Understands that words are made up of letters
	Understands first and last (first letter, word, sentence—last letter, word, sentence)
	Identifies lower case letters
	Identifies upper case letters
	Notices the change in word order
	Notices the change in letter order
	Knows the meaning of a question mark (?)
	Knows the meaning of the period (.)
	Knows the meaning of the comma (,)
	Knows the meaning of quotation marks (“ ”)

NOTE: On the checklist, above the triple line are essential that the child master by the end of the year. It is hoped that the child will also master the items below the triple line.

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Component	English Language Arts
Grade Level	K-1
Lesson Title	Hearing the Sounds
Focus	Phonemic Awareness

Materials:

- Cards with student's first name printed: Allison (Upper case first letter, lower case remainder of letters)
- Crayolas
- Marking Pens

Opening

State the Objective

Today we will:

Conduct learning opportunities in the core English Language Arts Areas of:
Phonemic Awareness.

Gain prior knowledge by asking students

Ask the students:

1. How many sounds do you hear in your own name? (Have several students come up and slowly say their name, and then help the children to count the number of sounds they hear.)
2. Say several words slowly and have children put up one finger for each sound they hear. When you have said the word, have children show you the number of sounds that were heard. Review the word until all can get the answer correct.
3. Say the sounds of a word slowly--/b/ /a/ /t/ and then ask the children to say the sounds together as a word. Do this with several 3 sound words: /b/ /e/ /d/, /d/ /o/ /g/, /t/ /r/ /e/, and /j/ /u/ /m/ /p/.

Content (the "Meat")

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

Level 2: Parts of a Word (Phoneme Blending)

- ❖ At **Level 2**, children listen for sounds within a word. They hear sounds in sequence and blend them together to make a word. This is the process of oral synthesis which is the backbone of decoding—it focuses on hearing sounds in sequence and blending them together to make a word. Oral synthesis contains all the challenges of phonetic decoding except letter recognition.

Phonemic Awareness

Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five aspects of Phonemic Awareness—the first is about hearing the rhythm and rhyme of the words—children hear and identify similar word patterns and listen for the spoken syllables. This is a Level 2 Activity.

Be The Sound

Materials: Index Cards

Directions:

1. Make letter cards for several simple words (several are attached if you would like to use).
2. Give letter cards to different students.

Encourage all children to participate in this activity.

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3. Call out the initial sound of a word (/c/ in cat) and have a child holding that letter come to the front. Continue calling other sounds in the word in the order that they occur, and line the children up to form the word.
4. When the word is complete, ask each card holder to say his/her sound. Ask the rest of the class to repeat the sounds in order until they have stated the word.

You Do:

Go through this process several times so children will know what to do when you partner them to work on their own. (Picture cards at the end of the Lesson Plan.)

1. Have children work with one partner.
2. Distribute a set of 5 cards.
3. Child shares the picture with his/her partner who provides a rhyming word.

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)
Ask them something that you talked about that they did not know anything about.

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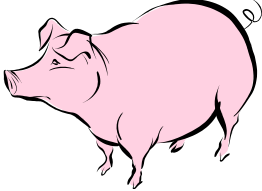
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Picture Cards

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Component	English Language Arts
Grade Level	K-1
Lesson Title	It's What You Hear
Focus	Phonemic Awareness

Materials:

- Cards with student's first name printed: Allison (Upper case first letter, lower case remainder of letters)
- Crayolas
- Marking Pens

Opening

State the Objective

Today we will:

Conduct learning opportunities in the core English Language Arts Areas of:
Phonemic Awareness.

Gain prior knowledge by asking students

Ask the students:

1. What sound or sounds can you hear in the word "Mom"?
2. What sound is the first one you hear in your name?
3. What sound is the first one you hear in the word "cat"?
4. What is the last sound you hear in the word "cat"?

Information for You

What is Phonemic Awareness?

Students need to have a strong understanding of spoken language before they can understand written language. This knowledge of how language works is called phonemic awareness. Phonemic awareness is not a skill. It is the ability

- To examine language independent of meaning (hear the sounds that make up the words);
- To attend to sound in the context of a word (see relationships between sounds);
- To manipulate component sound (alter and rearrange sounds to create new words).

The significance of phonemic awareness lies not in the ability to recognize differences in sounds (phonemes), but in knowing these sounds are manipulative elements of our language. Children must be able to hear sounds, know their positions, and understand the role they play within a word.

Research tells us that the child's understanding of phonemic awareness and his/her ability to manipulate those sounds, is the biggest predictor of reading success. Phonemic awareness is **NOT** written. Phonics is written. Phonemic awareness is the ability to manipulate sounds aurally, by hearing the differences and to be readily able to manipulate those sounds orally (spoken).

Content (the "Meat")

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

Phonemic Awareness

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Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five aspects of Phonemic Awareness—the first is about hearing the rhythm and rhyme of the words—children hear and identify similar word patterns and listen for the spoken syllables.

Phonemic awareness is multi-leveled and progresses through five sequential stages.

Level 1: Rhythm and Rhyme (Rhyming)

- ❖ At **Level 1**, children to develop an “ear” for language. They hear and identify similar word patterns and listen for and detect spoken syllables. The goal is to help children develop stronger auditory discrimination and awareness. Exposure and experience are the keys to mastering this level by comparing and contrasting the overall sounds in words.

Level 2: Parts of a Word (Phoneme Blending)

- ❖ At **Level 2**, children listen for sounds within a word. They hear sounds in sequence and blend them together to make a word. This is the process of oral synthesis which is the backbone of decoding—it focuses on hearing sounds in sequence and blending them together to make a word. Oral synthesis contains all the challenges of phonetic decoding except letter recognition.

Level 3: Sequence of Sounds (Phoneme Isolation)

- ❖ At **Level 3**, children direct their attention to specific positions of sounds within a word. They identify where a given sound is heard in a word and identify beginning, middle, and ending sounds. Once recognition of beginning, middle, and ending sounds is acquired, children are better able to isolate sounds and hear them separately.

Level 4: Separation of Sounds (Phoneme Segmentation)

- ❖ At **Level 4**, children divide words into separate sounds or phonemes (the reverse of Level 2, blending). They count the number of phonemes in a word and identify individual sounds within a word. This skill is the reverse of phonemic blending. While separation of sounds (phonemic segmentation) appears to be a simple feat, many children struggle with this skill.

Level 5: Manipulation of Sounds (Phoneme Substitution and Deletion)

- ❖ At **Level 5**, children manipulate sounds within words by adding, exchanging, deleting, or transposing phonemes to form new words. Children should be adept at mentally blending sounds, modifying words, and segmenting sounds in order to make the phonemic transference. The ability to manipulate phonemes strongly correlates with beginning reading acquisition.

Rhyming Rap—Level 1 Activity

Teach the students the following rap:

- Did you ever see a cat, a cat, a cat?
- Did you ever see a cat, just sitting on a mat?

- Did you ever see a bike, a bike, a bike?
- Did you ever see a bike that belongs to Mike?

Phonemic Awareness must be intentionally taught. Check with you school district to see if they have another approach than the one outlined below. There are some districts which do not teach children to segment words only to blend them. You will want to know this so you can reinforce the skills that they are learning.

One of the most commonly used strategies to help children hear songs are Elkonin Boxes. Elkonin Boxes are a series of five boxes and tokens. The child then pushes a token into a box to indicate that it has been heard. For example in the word cat there are three distinct sounds: /c/ /a/ /t/.

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- Did you ever see a boy, a boy, a boy?
- Did you ever see a boy, playing with a toy?

- Did you ever see a frog, a frog, a frog,
- Did you ever see a frog sitting on a log?

After you have practiced these raps, see if the children can come up with other raps. For example:

- Did you ever see a boy, a boy, a boy?
- Did you ever see a boy, by the name of Roy?

Demonstrate how children may draw a picture that illustrates the rap.

You Do:

Have students select the rap that they most like and have them illustrate it. If there is time, have children share the drawing with others.

Additional information about Phonemic Awareness at the end of this lesson Plan.

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)
Ask them something that you talked about that they did not know anything about.

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Phonemic Awareness and Phonics

Phonemic awareness and phonics are not the same but are mutually dependent. Phonemic awareness focuses on the sound units (phonemes) used to form spoken words; phonics instruction associate sounds to written symbols (the alphabet). Together, they help children develop word-recognition skills, namely the ability to “sound out” unknown words. Once beginning readers have mastered sound-symbol relationships and applied them to print, they can approximate the pronunciation of most printed words.

Before phonics can be taught, phonemic awareness is essential. Children must be able to hear and manipulate oral sound patterns before they can relate them to print. Phonics instruction builds on a child’s ability to segment and blend together sounds he or she hears. Without this ability, children have difficulty with basic decoding skills—an integral component of any reading program.

Research also shows us that connections between oral language and print must be thoroughly developed to achieve reading success.

Why Teach Phonemic Awareness?

Children in the early stages of language development have difficulty sequencing sounds. Many times a word is heard as just one big sound, as their understanding of the alphabetic principle is limited. The alphabetic principle is the concept that

- speech can be turned into print
- print can be turned into speech, and
- letter represent sounds in the language

It is essential for the progression of phonics and reading that children are able to hear sounds and the patterns used to make up words. Before children can identify a letter that stands for a sound, they must first be able to hear that individual sound in a word.

For example, when we say the word dog, the three distinct sounds that form the word are not heard separately—the phonemes are not auditorally divisible. The only way the sounds /d/ /o/ /g/ are heard is by thinking of them separately, one at a time. This segmenting of sounds does not come easily. It takes training and modeling before students are capable of thinking of sounds separately within a word. Once students can identify individual sounds, they can break the word into separate phonemic elements and manipulate them within the context of the word.

Students need to know phonemic sounds but it is vital to successful decoding (reading) and encoding (spelling) that they know how to apply those phonological skills.

How is Phonemic Awareness Taught?

The goal of phonemic awareness is to help children develop an “ear” for language—to hear specific sounds, identify sound sequence, and understand the role phonemes play in word formation. Although it can have visual overtones, phonemic awareness is basically oral in nature and presents itself well in meaningful, interactive games and activities.

Phonemic awareness is multi-leveled and progresses through five sequential stages.

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level	K-1
Lesson Title	Sound-Symbol Connection
Focus	Phonics

Materials:

- Cards with student's first name printed: Allison (Upper case first letter, lower case remainder of letters)
- Crayolas
- Marking Pens

Opening

State the Objective

Today we will:

Conduct learning opportunities in the core English Language Arts Areas of:
Phonics/Letter Recognition.

Gain prior knowledge by asking students

Ask the students:

1. Show children different letters (cards attached), and ask them to identify the letter and the sound that this letter makes. (You will be using consonants rather than vowels.)
2. Ask individual children if they can come up and select the letters that represent the sound of their name.

Information for You

Purpose of the Lessons

We will be work with the letters and the sounds that they make one at a time. The lessons are designed to reinforce the child's understanding of the relationship between speech and print: "When you say a sound you write a letter". These lessons are designed to teach four things at the same time:

1. The name of the letter
2. The way the letter is written
3. The sound the letter represents or "stands for"
4. What we do with our mouth to form the sound

Note: When we refer to the name of the letter, we will write it this way: m, if we are referring to the sound the letter makes, we will write it this way: /m/.

Lesson Design

The lesson will follow this format: Example is with the letter m

1. Say the letter name, m
2. Write the letter m on a white board, saying the name m
3. Guide children as they practice writing the letter in the air as you write the letter on the white board
4. Have children practice writing the letter m on the individual white boards as they say the name of the letter, m
5. Have children print the letter m several times, saying the letter name each time
6. Have children say m again, this time holding on to the sound which creates /m/, and tell them that m stands for the

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sound /m/

7. Talk with children about what is happening in their mouths when they make the /m/ sound. Ask them to think about the lips, the teeth, the tongue, and the shape of the inside of the mouth. Ask them to think about whether there is only air or noise too.

After introducing the letter and sound, have the children divide their white board into four parts. In each part, the child should make two horizontal lines.

Content (the "Meat")

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

Phonics

Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. This lesson will begin with the letter **m**. The sound of the letter **m** will be represented /m/. The lesson will consist of several parts:

- The name of the letter
- The way the letter is written
- The sound that the letter makes
- The way the mouth is formed to make the sound (lips, tongue, throat, etc.)
- Identify where the sound is heard (beginning, end, middle)

Lesson:

- Say the name of the letter---**m**
- Have the students say the name of the letter with you, "**m**".
- Show children how to make the letter (be sure to start at the top with a straight line down, then retrace to the first and then the second hump. Write the letter on the white board several times, describing to the children exactly what you are doing and how you are forming the letter.
- Ask students to "write" the letter in the air and talk through the writing of the letter **m**
- Ask each student to think about what is happening in his/her mouth while making the sound of /m/.

Ask students:

- What are your lips doing? (talk about the lips being compressed together)
- What are your teeth doing? (talk about how teeth are apart)
- What is your tongue doing? (talk about how the tongue is on the bottom of the mouth)
- Tell students that you are going to say a word and you are going to ask them to decide if they hear the /m/ sound at the beginning or the end of the word.
- Tell students that if they believe the /m/ sound at the beginning, they will stand up and put hands on the waist, and if they believe that the /m/ sound is at the end of the word, they will stand up and put hands on the top of the head.
- Say the following words:

Mike	milk
money	from
mile	monster
calm	fame

- Say the name of the letter
- Review the way to write the letter
- Review the short sound the letter represents
- Ask what the mouth does when the vowel is said.

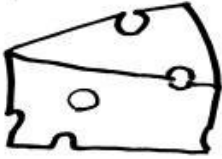







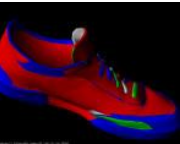


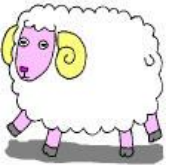
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<p style="text-align: center;">ram mold</p> <p>Say the words a second time and ask the children to put the first sound that they hear in one of the 8 boxes on the paper (4 on the front and four on the back)</p> <div style="text-align: center; margin: 20px 0;"> <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="width: 50px; height: 50px;"></td> <td style="width: 50px; height: 50px;"></td> </tr> <tr> <td style="width: 50px; height: 50px;"></td> <td style="width: 50px; height: 50px;"></td> </tr> </table> </div>					

<p style="text-align: center;">You Do</p> <p>Digraph Match Digraphs are part of phonics. Review the digraphs with the children—ch, sh, wh, and th. Teach them how to lay the game with digraphs that is attached below.</p> <p><u>Directions</u></p> <ol style="list-style-type: none"> 1. Place digraph cards in the middle face down. 2. Player draws a card and covers a picture that either begins or ends with that digraph. 3. Play continues until all pictures are covered. 	
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Likes and Dislikes Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."</p>

<p>Reflection (Confirm, Tweak, Aha!) Ask students to share something that they already knew about (how to find their name, etc.) Ask them something that you talked about that they did not know anything about.</p>

						
	<p>Digraphs ch sh th wh</p>					
						
						
						

ch	ch	ch	ch	ch	ch
th	th	th	th	th	th
sh	sh	sh	sh	sh	sh
wh	wh	wh	wh	wh	wh

Directions

4. Place digraph cards in the middle face down.
5. Player draws a card and covers a picture that either begins or ends with that digraph.
6. Play continues until all pictures are covered.

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level	K-1
Lesson Title	Sight Words 2
Focus	Alphabetic Principle

Materials:

- Cards with student's first name printed: Allison (Upper case first letter, lower case remainder of letters)
- Crayolas
- Marking Pens

Opening

State the Objective

Today we will:

Conduct learning opportunities in the core English Language Arts Areas of:
Alphabet Recognition

Gain prior knowledge by asking students

Ask the students:

1. Is there anyone that will volunteer to come up and pick out the card that has his/her first name on it? Call one volunteer up to select his/her name.
2. Ask the student how he/she knew that this was his/her name and not somebody else's.
3. Talk about the letters in the child's name, how the first letter is a capital and the remaining are what we call lower case.
4. Ask the child to show you the beginning of his/her name and the end of his/her name.
5. Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Information for You

Recognition of the letters of the alphabet and knowing the sounds they make is one of the key predictors of reading success. The alphabet is an invented system of symbols. Alone, each letter of the alphabet has limited value, but combinations of letters create words, the essence of written communication. In order to read an alphabetic language like English, children must learn the alphabetic principle—that letter symbols represent sounds. This knowledge is a critical precursor to reading words, since words are merely a combination of the letters that can be used to represent a word's specific combination of sounds.

Children have to learn to recognize and attach sound to four sets of letters—uppercase print, lowercase print, uppercase cursive, and lowercase cursive. Some letters, such as lowercase *b* and *d*, and *q* and *p*, as well as uppercase *M* and *W*, and *F* and *E*, have subtle differences. It takes time and practice to distinguish one from the other in each pair.

By age four, most children can recite the alphabet in order. But this is not enough. They must know the printed form of each letter out of order, and they must know the common sounds attached to the letters.

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It is important to assess a child's knowledge of the alphabet at the beginning of kindergarten and grade one in order to plan the instruction needed. Accuracy and speed are both important, and both should be assessed.

What follows are tips for teaching the alphabetic principle.

Content (the "Meat")

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

Alphabetic Principle

Teaching the children the alphabet is necessary so they can read and write. Attached to the end of this Lesson Plan is a list of activities that you can do with the children. Also attached is a match game. Teach the children how to play Memory with the upper case and lower case letters.

Alphabet Match

Directions:

1. Place letters face up in front of the children.
2. Have them take turns drawing one letter and then looking for the match.
3. When match is made, player keeps the card.
4. Continue until all are matched.

You Do:

Memory Match

Directions:

1. Divide students into pairs.
2. Have students place the cards face down in a 5 by 5 card grid with the extra cards being placed face down next to the grid.
3. When player gets a match, then the cards are replaced from the cards in the deck.

Face-down next to the grid

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

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Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know anything about.

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A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X
Y	Z	a	b
c	d	e	f

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g	h	i	j
k	l	m	n
o	p	q	r
s	t	u	v
w	x	y	z

Directions:

5. Place letters face up in front of the children.
6. Have them take turns drawing one letter and then looking for the match.
7. When match is made, player keeps the card.
8. Continue until all are matched.

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Alphabet Strategy Bank

The Alphabet Song

Use the Alphabet Song, traditionally sung to the tune of Twinkle, Twinkle Little Star, to familiarize children with the letters and their names. Sing it often, if not every day. Take care not to sing it so fast that the letters run together and are not easily distinguishable, such as with *l, m, n, o* sounding like *elemeno*. You can sing it as a rap or to another tune for variety. It is also helpful to have a large alphabet chart so that you can point to the letters as you sing them.

Alphabet Books

Reading A-Z has an alphabet book for each letter of the alphabet. Because the books are downloadable, each child can have his or her own book to color, practice reading, and take home.

Use the alphabet books to acquaint children with objects that start with the target letter and sound, and to introduce them to concepts of print. This will also familiarize children with handling books.

Focus on the pictures that represent the target sound. The second part of each book contains a sentence such as "A is for apple." Children can practice one-to-one correspondence, tracking print left to right and using illustrations to confirm word meaning.

Alphabet books are a good way to introduce children to vocabulary words. Second-language children will benefit greatly from the singular focus of word and picture.

You can start a letter chart where children can put pictures they find that begin with the featured letter. You can even have them make their own books or add pages to the Reading A-Z alphabet books.

Teaching Shapes

It is not enough to be able to recite the names of letters. Children must come to recognize their shapes. For preschool children and children lacking alphabet knowledge, don't teach upper- and lowercase at the same time. In SES, we will be teaching the letters in the Phonics order, beginning with "m" and continuing.

Teaching Sounds

Focus on the most common sound for each of the letter symbols. Use picture words that begin with the sound, and have children recognize the sound by naming the picture. Be sure to segment the target sound and blend it back together. For example, show them a picture of a bat. Ask: What is this? Repeat the word by emphasizing the /b/ sound. Have children repeat and place emphasis on the /b/. Associating the sound with a picture will help them remember the sound.

Try to teach a combination of consonants and vowels that permit early word formation. For example, by teaching *b, a,* and *t* first, you can form the words *bat, at,* and *tab*. Children can then blend and segment the words to practice the individual letter/sound relationships they have learned. By teaching in the Phonics order, this process has been laid out.

Writing Letters

One of the best ways to teach letter shapes is to have children write the letters. The two most common forms of letter writing are Zaner-Bloser style and D'Nealian style. Whatever you teach, remain consistent with the method of letter formation you use. Start children off with practice on unruled sheets of paper. Then introduce them to lined sheets. Reading A-Z has practice letter-writing worksheets available for downloading and printing. These worksheets are available in both Zaner-Bloser and D'Nealian styles. Check with the Kindergarten and First Grade teachers at your school site to determine

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which style of manuscript that they teach. A sample letter card is available in this packet for both Zaner Bloser and D'Nealian.

Alphabet Activities

- Take an alphabet walk around the school or neighborhood. Look for letters that you have been studying in environmental print. You can also have children identify objects that start with specific letters that the children have recently learned.
- Play "I Spy" by having children try to identify what you spy that begins with a certain letter. You can give added hints if needed. For example, "I spy something that begins with *B*. You can read it." (*book*) Have the child who correctly identifies the object go to the board and write the letter. Have everyone practice saying the word with emphasis on the first letter.
- Play letter card scramble by having children use letter cards to spell a CVC word that you write on the board. Then have them scramble the cards and put them back together by sounding out the word. Another twist is to have children write their names using the cards and then scrambling and putting them back together. They can also work with one or two classmates. They can make their own name with the cards, show them to a classmate, and then scramble the cards. A classmate then puts the cards back together to spell the name. Be sure that children sound out letters carefully, as the purpose of the activity is to practice recognition of letters and their sound correspondence.
- Place children into groups of four to five, and have them use their bodies to form letters. If it takes only one or two bodies to form a letter, have the group form more than one of the letters.
- Write the name of a common and familiar CVC word on the board. Say one of the letters in the word, and have a volunteer come to the board and circle the letter. Have children identify the letter's position—beginning, middle, or end. Repeat by saying the other letters and having volunteers circle them. Then segment and blend the word.
- Write word family pairs on the board, such as *hog* and *dog*, *mat* and *rat*, and *pin* and *tin*. Ask children to identify the letters that are different in each pair. Ask if they can name an initial letter that makes yet another word.
- Play alphabet concentration using letter cards. Use no more than 16 cards (8 pairs). If 16 is too many, adjust the number of cards so as to not frustrate children. You can also use picture cards and letter cards. Each letter card is matched with its corresponding picture card.
- Hand out a letter card or picture card to each child. Write a letter on the board. The child whose picture begins with the letter or who has a matching letter card stands up. That child says the letter and the word of the picture (if they have picture cards). You should reinforce the answer and have all the children repeat the sound.
- Write a large letter on the chalkboard. It can be upper- or lowercase. Write a number of smaller letters around the larger letter. Many of the smaller letters should be the same as the larger letter. You can either put them in the same case or mixed cases. Have volunteers come up, one at a time, and circle a letter that matches the bigger letter. As they do, they say the letter out loud and name a word that starts with the letter. A sample might be:

M m m N n w s m M m W m U

- Label objects in the classroom that begin with a letter you have just taught. Or you can give children cards with the letter on them and have them attach the letter card to anything in the classroom that begins with that letter. A more

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difficult task would be to have them place the letter card on an object that ends with the letter. This can only be done with certain letters that appear at the end of words and make the common sound you have taught.

- Give children a clipping from a newspaper or magazine and have them circle or highlight all the examples they can find of a specified letter. You can challenge them to find a certain number of occurrences, such as seven. The number should vary with how common the letter is.
- Give children letter cards. Call out four to five letters. As you do, those who have the card come to the front of the room. When four to five children have come forward, direct them to arrange themselves in alphabetical order.
- Provide experiences for tactile activities related to letter formation. Use pipe cleaners, wax sticks, or salt or sand in trays. Children also enjoy using hair gel with food coloring in Ziploc bags.
- Have children perform an action that represents a letter. If you say *H*, they hop. If you say *W*, they walk. If you say *J*, they jump. If you say *Y*, they yawn. You can give them a prop such as a ball and have them do things with it depending on the letter called out. For example, say *B*, and they bounce the ball. Say *T*, and they toss the ball. Say *C*, and they catch the ball.
- Divide the class in half. Give one half of the class lowercase letter cards. Give the other half matching uppercase letter cards. Have children search for their match. You can play a similar game with letter and picture cards.
- Write letters on paper plates. Mix them up. Have children make chains or a caterpillar using the paper plates. However, they have to put the plates in alphabetical order. Give them pipe cleaner "antennae" to put at the head of the caterpillar.
- Reproduce connect-the-dot pictures that use letters for each dot. Have children draw the picture by connecting the dots in alphabetical order.

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Component	English Language Arts
Grade Level	K-1
Lesson Title	What's My Word?
Focus	Sight Words

Materials:

- Crayolas
- Marking Pens

Opening

State the Objective

Today we will:

Conduct learning opportunities in the core English Language Arts Areas of:
Sight Words.

Gain prior knowledge by asking students

Ask the students:

1. Put the following words up on the board or chart paper: a, the, I, and, to, was, my, of, we, he.
2. Ask children if they recognize any of these words.
3. Ask them if they can spell the words by looking at it and saying the letters aloud.

Information for You

The following information is about teaching and learning sight words. The following strategies are grouped by learning style and are appropriate for a wide range of ages and settings to assist you with selection.

Visual Learning Style

- Flashcard games are suitable for all ages and stages. Make two sets and you can play lots of games. Be sure the words cannot be seen from the backs of the cards. Try playing Memory, Old Maid, or Slap Jack games with the cards. Nearly any game that involves matching will work. Be sure to have your student read the cards at some point in the play.
- Make worksheets requiring the student to choose the correctly-spelled version of each word. This activity is also excellent practice for proof-reading!
- Spell words with letter cards, magnetic letters or letter dice. If consonants and vowels are two different colors, your student may be able to recall the color patterns of each word.
- Word boxes, where the shape of the word is outlined, can help many students learn to distinguish similar words. When you create word boxes, make tall boxes for the tall letters like l and k, short boxes for the short letters like e and v, and hanging boxes for hanging letters like g and p.
- Use a colored highlighter to mark troublesome words as you preview text. You can even use a different color of mark for different words if there are only a few that are tripping the student up.
- Highlight target words in text from newspapers or magazines.

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Auditory Learning Style

- Try putting tunes to the letters as you spell words out loud. Some students can remember best if material is set to music.
- Read the words out loud in unison. Your stronger, more confident reading will be a guide to the student and allow him or her to gain strength.
- Use Neurological Impress Method.
- Try spelling a word in rhythms to help distinguish one from another. Instead of simply saying each letter in turn, try dragging some out and clipping some off so you get things like peeeee-you-teeeeeeeee for PUT.
- Some students can recall sequences of tones better than other sorts of sounds. Try using a telephone keypad to dial the words and let your student listen to the tones.

Kinesthetic/Tactile Learning Style

- Arrange letter cards, tiles or dice to spell sight words.
- Use rubber stamps of letters to spell sight words.
- Try rainbow writing. You'll need lots of colors of fine line markers, colored pencils or crayons. Write the sight word in large print, then trace several times, using a different color with each pass.
- Write the words on a white board, the bigger the better!
- Scatter the letters of a word on the floor and have the student move from one to the next in order to spell the word.
- Like most skills, practice makes perfect when it comes to mastering sight words. Students build competency whenever they read, and drill activities are helpful, too. However, most rote drill activities are not high on children's lists of favorites. They'd rather play, wouldn't they? If we can find ways to incorporate skills practice into their play, the kids are usually much more willing to participate.

Content (the "Meat")

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

Secret Word

Directions:

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

Secret Word Cards are at the end of this Lesson Plan

Once you have played the game with the entire group, have the children play in groups of 2-3 students.

***Activity → Teachable Moment(s) Throughout.**

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

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know anything about.

Sight Word Cards

a	the	and
I	to	my
of	we	he
it	they	was
is	in	have

that

for

you

she

one

me

be

when

would

like

then

were

all

go

get

there

with

had

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

We have organized the sight word lists by grade level. The words have been organized in lists of 10. There are individual sight word cards for Kindergarten through third grade, and word lists for older students. We have also included a list of the fifty most commonly used prefixes and suffixes. Students in grades four and above should become familiar with these affixes. For grades 1-3 we have also included phrase cards which will give students an opportunity to practice not only sight words but phrasing as well. All that is missing now is a strategy for teaching sight words. The following strategies are grouped by learning style and are appropriate for a wide range of ages and settings to assist you with selection.

Visual Learning Style

- Flashcard games are suitable for all ages and stages. Make two sets and you can play lots of games. Be sure the words cannot be seen from the backs of the cards. Try playing Memory, Old Maid, or Slap Jack games with the cards. Nearly any game that involves matching will work. Be sure to have your student read the cards at some point in the play.
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- Try putting tunes to the letters as you spell words out loud. Some students can remember best if material is set to music.
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- Use Neurological Impress Method.

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- Try spelling a word in rhythms to help distinguish one from another. Instead of simply saying each letter in turn, try dragging some out and clipping some off so you get things like peeeee-you-teeeeeeeee for PUT.
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- Write the words on a white board, the bigger the better!
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- Like most skills, practice makes perfect when it comes to mastering sight words. Students build competency whenever they read, and drill activities are helpful, too. However, most rote drill activities are not high on children's lists of favorites. They'd rather play, wouldn't they? If we can find ways to incorporate skills practice into their play, the kids are usually much more willing to participate.

Sight Word Games—General

- Card games lend themselves to adaptation into sight words games. Many card games are based on matching or gathering items into groups. To adapt a familiar card game, just choose the sight words you wish to stress. Pick a card game you know well and pattern your new game after that one. Make cards with matching words, letters to spell words, or words that are easily confused that you wish to emphasize.
- Now, play the game and follow the usual rules for scoring. If you're patterning your game after Old Maid, for example, deal out all cards evenly to the players. Players take turns drawing a card from someone else's hand and if it matches one in their hand, they lay the cards down. If you are playing a Rummy-type game, deal five to seven cards out to each player. Put the remaining cards face down in the center, and turn the top card up. Each player can choose to take a card from the face down pile or the top card from the discard pile. The turn ends when the player chooses a card from his or her hand to discard. Points are scored when groups of matching cards are found and laid down.
- Domino games also lend themselves well to sight words practice. You can make sets of cardboard dominoes with pictures to match to the words, identical words to match, or other sight words concepts. Play by passing seven to ten dominoes out to the players, and leave the rest in the Draw Pile. Players must lay down a domino that matches one end or the other of the dominoes already in play. Don't forget to make some "doubles" so that more ends become available to make matches with.
- Make up 1 or more game boards; use your own creativity. Make it as interesting as possible. It is a good idea to make some game boards with fewer spaces and some with more. Then you can pick and choose which board you want depending on the amount of time available for play. In a small group, the students roll the dice to see who will go first. Then, each student takes turns doing the following. Student rolls the dice. You say a word that the student should try to spell. If the student spells the word incorrectly, the teacher shows it to the student for a few seconds, then hides it. The student attempts to spell the word again. Usually the student gets it. If the student spells the word correctly, they may move the number indicated on the dice. While the next student is rolling, the previous student should write the word he/she just spelled on paper. After playing one round of this game--I often have the students write each word on their list three times, write sentences with the words on their list, and/or add the words to a "spelling notebook" that I have them keep.
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Sight Word Games--Specific

WHOLE GROUP 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.

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

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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

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".

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Additional Activities

Help the children along the reading path to sight word mastery by paying special attention to this vital skill. These additional activities provide an array of ideas and options to accomplish the task. Choose the ideas that best match your situation and your students' needs, learning styles and preferences. The additional activities are flexible and fun, and you can use them with any list of words that need to be recognized automatically.

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.

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

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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

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

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	K-1
Lesson Title:	Write It
Focus:	Writing Conventions

Materials:

- Crayolas
- Marking Pens

Opening

State the Objective

Today we will:

Conduct learning opportunities in the core English Language Arts Areas of:
Writing Conventions

Gain prior knowledge by asking students

Ask the students:

1. Ask for a volunteer to come up and write his/her name.
2. Talk to the child about a capital letter for the first letter of his/her name.
3. Ask the children if they all do the same thing when they write their name as well.

Information for You

Content (the “Meat”)

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

Writing Conventions

You will be working with children to teach them how to write correctly. You will work on the following throughout the year:

- Correct letter formation—lower and upper case.
- Spacing between words.
- Capital letters at the beginning of the sentence and a person’s first name.
- Punctuation (especially a period and a question mark) at the end of a sentence.

One of the most important strategies that you can use is to model writing sentences and discuss what you are thinking by using the process of metacognition. This strategy helps to embed best practices in the minds of the children.

Children will need to have a lot of practice time to learn how to do this well.

Write several sentences on paper or the white board. Ask the children to determine if the sentence is a statement or a question. Practice several times so you can be sure that the children understand the process.

Consult 4 Kids Lesson Plans

How Does It End?

Directions:

1. Distribute the sentences to the children.
2. Read each of them to them (more than once, having children read them as well).
3. When you are convinced that the children understand the sentences, ask them to find a partner and work through the sentences, putting the correct punctuation at the end.

You Do:

Have students work with a partner to decide what punctuation mark goes at the end of each of the sentences. (Sentences are at the end of the Lesson Plan).

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know anything about.

How Does It End?

1. Where is my pencil
2. Jeff has a dog
3. Cats are furry
4. Do you like flowers
5. I have a sister
6. I live in a house
7. What is your favorite color
8. When do you go home
9. Will you give it to me
10. He saw a lion

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	K-1
Lesson Title:	3 Words Predictions 1
Focus:	Reciprocal Teaching: Predicting

Materials:

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 1st graders at the beginning of the year 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.

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<ol style="list-style-type: none"> 5. Write the word on the white board. 6. Ask the students to look at the front cover picture. 7. Choose one word from the picture. 8. Write the word on the white board. Look at the back cover. 9. Ask the students to look at the back cover. 10. Choose one word from the back cover. 11. Write the word on the white board. 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..." 13. Ask another student to tell his version of the story based on the three words. 	<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>Students practice ("You do")</p> <ol style="list-style-type: none"> 1. Have student work in groups of 2-3 students. 2. Give each group a book. 3. Have students practice the same predicting lesson, 3 Words, with this new book and each other. 4. Ask students to share the 3 Word skits with the other students if there is time. 	

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>DIGA—Describe, Interpret, Generalize, Apply</p> <p>Ask the children the following four questions:</p> <ol style="list-style-type: none"> 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
<p>Reflection (Confirm, Tweak, Aha!)</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

Component:	English Language Arts
Grade Level:	K-1
Lesson Title:	Understanding Words Clarifying
Focus:	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

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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: Create a list of interesting and unknown words from the story—be sure that some of the words connect with one another

1. When choosing words to share with the students, anticipate similarities between words—for example birds and fly, jump and skip, lovely and gracious.
2. Write the words on the white board or chart paper.
3. Ask students to find pairs of words that have something in common. Give them these example “eat” and “drink”, we can say, “Everyone needs to eat and drink.”
4. Make as many connections as possible.
5. Have students use the connected words in a sentence.
6. It is okay to reuse words to form other connections.
7. For 2nd and 3rd grader you will need to share the list of words with the students and support the sentence making.

*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”)

- Divide the students into groups of 2-3.

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<ul style="list-style-type: none"> Give each group a book to look at and ask them to select words that are interesting and/or unknown to them. Ask them to also consider selecting some words that have a natural pairing with other words. Have students write the words they selected. Just as in the practice above, have students apply the strategies above to determine the meaning of the words and make connections with the text and between words. Students will then share those connections with the class. 	
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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

Component:	English Language Arts
Grade Level:	K-1
Lesson Title:	Hot Seat – 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.

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.

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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!)

Consult 4 Kids Lesson Plans



Component:	English Language Arts
Grade Level:	K-1
Lesson Title:	Itsy Bitsy Spider
Focus:	Retelling

Materials:

Itsy Bitsy Spider written on a chart

Opening

State the objective

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-2nd graders an opportunity practicing retelling a story.

Gain prior knowledge by asking students,

Retelling (Kindergarten-1st grade)

What does it mean to “retell” something? (start at the beginning and tell the story to the end).

When you think of the story The Three Bears, what do you think are the most important details (bears go for a walk, Goldilocks eats the porridge, breaks the chair, goes to sleep in the baby bear’s bed, wakes up and sees the bears looking at her, runs away) List these important details as students give them (not in chronological order).

When retelling a story it is helpful to the person listening to hear the events in order. Let’s organize the events above in the order in which they happened. This is called chronological or time order.

Information for you:

Retelling is simply that, using your own words to tell the story. A retell of the story would begin with “Once upon a time” and go through detail by detail until the end of the story is reached. The goal is for youth to retell across the entire story, or paragraphs or passages. It is important that retellers understand that they should retell the story in order.

K/1 students are not developmentally ready to summarize. However, they can retell events that happened in the story, and put these events in the correct sequence. Later, they will have a place in their thinking process to hang their new skill of summarizing.

To support the retell you may want to give them a format to follow.

First....

Then.... (Could use the word second)

Then.... (Could use the word third)

Then.... (Could use the word fourth)

Finally....

Content (the “Meat”)

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

You will guide this entire retell lesson.

The Itsy Bitsy Spider: This is a Kinder-1st grade Retell lesson.
 The itsy bitsy spider went up the water spout.
 Down came the rain and washed the spider out.
 Out came the sun and dried upon the rain,
 And the itsy bitsy spider went up the spout again.

1. Write the rhyme on the white board.
2. Practice reading the rhyme.
3. Divide students into four groups.
4. Choose a student leader for each group.
5. Assign each group a line in the rhyme.
6. Student leaders lead their group to read their line in the rhyme
7. Practice two or three times.
8. Add hand motions to the rhyme.
9. Student leaders lead their group including hand motions.
10. Erase the poem from the white board.
11. Draw four large picture frames on the white board.
12. Ask students which line comes first in the rhyme.
13. Ask a student to draw a picture in Frame 1 of the spider going up the water spout.
14. Repeat the process until there are four frames illustrating the rhyme.
15. Ask students what would happen if we put the picture frames out of order.
16. Why is sequencing important in a story?
17. Erase the picture frames.
18. Without the pictures, can anyone retell the rhyme?

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

When you are intentionally teaching the skill of retelling, take the time to point out the many times during each day that retelling what has just happened makes thinking about things or situations easier. The ability to retell helps 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 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.

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

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!)

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level	K-1
Lesson Title	You're Out
Focus	Phonemic Awareness, Concepts of Print, Phonics, and Predicting from Pictures

Materials:

- Cards with student's first name printed: Allison (Upper case first letter, lower case remainder of letters)
- "What's Missing" Cards
- Crayolas and Marking Pens

Opening

State the Objective

Today we will:

Conduct learning opportunities in the core English Language Arts Areas of:
 Phonemic Awareness.
 Concepts of Print.
 Phonics/Letter Recognition.
 Picture Clues (Tools for predicting story content).

Gain prior knowledge by asking students

Ask the students:

- What is the difference between a letter and a number?
- What is the difference between a word and a sentence?
- Ask students where they hear the /f/ sound in the word fish (beginning hands on hips, end, hands in the air)
- Ask students where they hear the /s/ sound in the word bass (beginning hands on hips, end, hands in the air)
- Ask students where they hear the /m/ sound in the word money (beginning hands on hips, end, hands in the air)
- Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")

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

Concepts of Print (ability to utilize the print itself to help make meaning)

1. Tell students that you are going to have 3 children share a sentence with the class. Tell them a sentence is something that you say that makes sense. Model several sentences for them: I like to eat cookies. My yellow cat yowls during the night.
2. Ask for a volunteer to provide a sentence. (If you need to guide the child's words into a sentence, do so. Remember to not add too many words.)
3. Once you have agreed upon the sentence, write the sentence on the chart paper or white board, saying each word as you write it.
4. Ask for a volunteer to come up and put a red line under any single word in the sentence.
5. Repeat this until you get 5 different words underlined.
6. Ask for a volunteer to come up and put a green circle around a whole sentence.
7. Repeat until all 3-5 sentences that you have written have been circled.
8. Ask for a volunteer to come and circle a <name a specific letter here> in one of the

*Activity → Teachable Moment(s) Throughout

This practice will help children learn the difference between words, letters, and sentences. This activity can be used any time you have a few minutes.

Consult 4 Kids Lesson Plans

<p>sentences with a blue Crayola.</p> <ol style="list-style-type: none"> 9. Repeat this until you have 5 different letters circled. 10. Ask students what the difference is between sentences, words and letters. 	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonemic Awareness Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five aspects of Phonemic Awareness—the first is about hearing the rhythm and rhyme of the words—children hear and identify similar word patterns and listen for the spoken syllables. This month we will work on Level 1—rhythm and rhyme.</p> <p>You’re Out</p> <ol style="list-style-type: none"> 1. Say three words. 2. Two of the words should rhyme and one doesn’t rhyme at all. Example: fly jump sky (the word that is out is jump) 3. The students should call out the word that doesn’t rhyme. If they are correct go on to the next group. 4. If not, repeat the list of three words. <p style="text-align: center;">You Do: What’s Missing?</p> <p>In this activity there will be a letter, a blank, and another letter. Students are to select the letter that will correctly fill in the blank. Give kids several examples prior to letting them play the game.</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a set of alphabet cards as well as fill in the blank cards (cards are attached to this lesson plan. 3. Child places cards out in front. 4. Child selects a letter card to fill in the blank. 	<p>This activity really focuses the children on hearing the likenesses and differences in word. Practice giving words that rhyme and words that don’t which will increase the child’s ability to hear the difference.</p>
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonics Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. This lesson will review the letters s, m, and f as well as the sounds /m/, /s/, and /f/. The lesson will consist of several parts:</p> <ul style="list-style-type: none"> • The name of the letter • The way the letter is written • The sound that the letter makes • The way the mouth is formed to make the sound (lips, tongue, throat, etc.) • Identify where the sound is heard (beginning, end, middle) <p>Lesson: Say the name of the letter---f, s, m Have the students say the name of the letter with you, “f”, “s”, “m” Review with the children how to make each of the letters</p>	<p>Talk about the sounds that the children hear and then talk about how those sounds are represented by letters. Letters in combination with one another form words.</p>

Consult 4 Kids Lesson Plans

<p>Ask students to “write” the letter in the air and talk through the writing of the letter f Ask each student to think about what is happening in his/her mouth while making the sound of each of the letters.</p> <p>Ask students:</p> <ul style="list-style-type: none"> • What are your lips doing? • What are your teeth doing? • What is your tongue doing? <p>Tell students that you are going to say a word and you are going to ask them to decide if they hear the (identify the sound here) sound at the beginning or the end of the word.</p> <p style="padding-left: 20px;">If they hear the sound of /f/ at the beginning they should stand up and put their hands on the waist</p> <p style="padding-left: 20px;">If they hear the sound of /s/ at the beginning, they should stand up and hold their arms up to the sky.</p> <p style="padding-left: 20px;">If they hear the sound of /m/ at the beginning, they should stand up and say, “Hip Hip Hooray!”</p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 5px;">fat</td> <td style="padding: 5px;">money</td> <td style="padding: 5px;">soup</td> </tr> <tr> <td style="padding: 5px;">friend</td> <td style="padding: 5px;">moth</td> <td style="padding: 5px;">glass</td> </tr> <tr> <td style="padding: 5px;">calf</td> <td style="padding: 5px;">monster</td> <td style="padding: 5px;">some</td> </tr> <tr> <td style="padding: 5px;">laugh</td> <td style="padding: 5px;">Tom</td> <td style="padding: 5px;">bass</td> </tr> <tr> <td style="padding: 5px;">final</td> <td style="padding: 5px;">tram</td> <td style="padding: 5px;">slob</td> </tr> </table>	fat	money	soup	friend	moth	glass	calf	monster	some	laugh	Tom	bass	final	tram	slob	
fat	money	soup														
friend	moth	glass														
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<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Reciprocal Teaching There are four parts to reciprocal teaching: predicting, clarifying, questioning, and summarizing (retelling the story for Kindergarten and 1st grade). With each story we will spend two days. The first day will be focused primarily on using pictures to make predictions about the story. It is important that children learn that pictures can give them information about what is going to happen. The focus of the first lesson will be to teach the children to look at the picture and make a guess as to what will happen next. (This is a standard for children of this age). The second day will focus on asking relevant right there questions and retelling the story.</p> <p>Preparation Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Select pictures that you think are particularly interesting. Also select 4-5 words that you think students may not understand and will be important for getting the most out of the story. Part of predicting is also listening to a sentence or two from the book so you can have a clear picture of the story.</p> <p>Predicting/Clarifying/Retelling</p> <ol style="list-style-type: none"> 1. Begin with the cover of the book and ask the students to predict what the story will be about. 	<p>During the lesson, check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking. Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding.</p> <p>Ask open-ended questions to determine what the rest of the group is thinking.</p> <p style="text-align: center;">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"> 2. Open the book to pictures in the middle of the book and ask students the same question. 3. Read sentences from throughout the story that have interesting words in them. Ask students if this changes what they were predicting. 4. Read the story pausing to clarify words, check in on predictions that students have made, asking if more information has changed what they were thinking. 5. At the end of the story, ask students in what ways the predictions seemed to be correct, and in what ways they seemed a little off base. 6. Let students know you will revisit this same story tomorrow and helping them to develop questions that they would like to ask and also work on retelling the story. 	
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Likes and Dislikes Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."</p>

<p>Reflection (Confirm, Tweak, Aha!) Ask students to share something that they already knew about (how to find their name, etc.) Ask them something that you talked about that they did not know anything about.</p>

What's Missing?

b____d	a____c	c____e	d____f
e____g	f____h	g____i	i____k
h____j	j____l	k____m	l____n
m____o	o____q	p____r	q____s
r____t	s____u	t____v	u____w
v____x	x____z	n____p	w____y

Consult 4 Kids Lesson Plans

a	b	c	d	e
f	g	h	i	j
k	l	m	n	o
p	q	r	s	t
u	v	w	x	y

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level	K-1
Lesson Title:	Simon Says Predicting
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Predicting from Pictures

Materials:

- Cards with student's first name printed: Allison (Upper case first letter, lower case remainder of letters)
- Alphabet cards at the end of this lesson plan (one set for each student-pair)
- Marking Pens
- Crayolas

Opening

State the Objective

Today we will:

Conduct learning opportunities in the core English Language Arts Areas of:

Phonemic Awareness.

Concepts of Print.

Phonics/Letter Recognition.

Picture Clues (Tools for predicting story content).

Gain prior knowledge by asking students

Ask the students:

- Is there anyone that will volunteer to come up and pick out the card that has his/her first name on it? Call 1 volunteer up to select his/her name. (This is the last day you will do this particular activity.)
- Ask the student how he/she knew that this was his/her name and not somebody else's.
- Talk about the letters in the child's name, how the first letter is a capital and the remaining are what we call lower case.
- Ask the child to show you the beginning of his/her name and the end of his/her name.
- Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")

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

Concepts of Print (ability to utilize the print itself to help make meaning)

1. Tell students that you are going to have 3 children share a sentence with the class. Tell them a sentence is something that you say that makes sense. Model several sentences for them: I like to eat cookies. My yellow cat yowls during the night.
2. Ask for a volunteer to provide a sentence. (If you need to guide the child's words into a sentence, do so. Remember to not add too many words.)
3. Once you have agreed upon the sentence, write the sentence on the chart paper or white board, saying each word as you write it.
4. Ask for a volunteer to come up and put a red line under any single word in the sentence.
5. Repeat this until you get 5 different words underlined
6. Ask for a volunteer to come up and put a green circle around a whole sentence.
7. Repeat until all 3-5 sentences that you have written have been circled.

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

Understanding how print works (left to write, words separated by space, sentences separated by punctuation, etc.) helps children navigate books.

Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> 8. Ask for a volunteer to come and circle a <name a specific letter here> in one of the sentences with a blue crayola. 9. Repeat this until you have 5 different letters circled. 10. Ask students what the difference is between sentences, words and letters. 	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonemic Awareness Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five aspects of Phonemic Awareness—the first is about hearing the rhythm and rhyme of the words—children hear and identify similar word patterns and listen for the spoken syllables. This month we will work on Level 1—rhythm and rhyme.</p> <p>Simon Says</p> <ol style="list-style-type: none"> 1. Give each pair of students a set of alphabet cards. 2. Tell students to select 13 of the cards. 3. Play Simon Says by using Simon Says commands such as “Touch the letter “d” with your pointer finger” vs. Simon Says, “Touch the letter “d” with your pointer finger”. You can give commands such as touch the “a” to your nose; place the “e” on your shoe; tap the letter “r” 3 times, and so on. 4. Eliminate pairs of children one at a time. <p style="text-align: center;">You Do: Alphabet Match</p> <ol style="list-style-type: none"> 1. Divide students into pairs 2. Place upper case and lower case letters face up in front of the children. 3. Have them take turns drawing one letter and then looking for the match. 4. When match is made, player keeps the card. 5. Continue until all are matched. 	<p>Focus on the rhythm of the language, the cadence of the words, and how that cadence remains the same in rhyming words.</p>
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonics Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. This lesson will review the letters m and s. The sound of the letter m will be represented /m/ and the s will be represented /s/. The lesson will consist of several parts:</p> <ul style="list-style-type: none"> • The name of the letter • The way the letter is written • The sound that the letter makes • The way the mouth is formed to make the sound (lips, tongue, throat, etc.) • Identify where the sound is heard (beginning, end, middle) <p>Lesson: Say the name of the letter---s / m Have the students say the name of the letter with you, “s” / “m” Review with the children how to make each of the letters Ask students to “write” the letter in the air and talk through the writing of the letter s / m</p>	<p>Practice makes perfect. Children need to practice each sound-symbol connection to automaticity.</p>

Consult 4 Kids Lesson Plans

<p>Ask each student to think about what is happening in his/her mouth while making the sound of /s/ or /m/.</p> <p>Ask students:</p> <ul style="list-style-type: none"> • What are your lips doing? • What are your teeth doing? • What is your tongue doing? <p>Tell students that you are going to say a word and you are going to ask them to decide if they hear the /s/ sound or the /m/ sound at the beginning of the word.</p> <p style="padding-left: 20px;">If they hear the sound of /m/, they should point to the mouth</p> <p style="padding-left: 20px;">If they hear the sound of /s/, they should point to the sky</p> <p style="padding-left: 20px;">mirror</p> <p style="padding-left: 20px;">sun</p> <p style="padding-left: 20px;">soda</p> <p style="padding-left: 20px;">money</p> <p style="padding-left: 20px;">maybe</p> <p style="padding-left: 20px;">Sam</p> <p style="padding-left: 20px;">shallow</p> <p style="padding-left: 20px;">market</p>	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Reciprocal Teaching</p> <p>There are four parts to reciprocal teaching: predicting, clarifying, questioning, and summarizing (retelling the story for Kindergarten and 1st grade). With each story we will spend two days. The first day will be focused primarily on using pictures to make predictions about the story. It is important that children learn that pictures can give them information about what is going to happen. The focus of the first lesson will be to teach the children to look at the picture and make a guess as to what will happen next. (This is a standard for children of this age). The second day will focus on asking relevant right there questions and retelling the story.</p> <p>Preparation</p> <p>Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Select pictures that you think are particularly interesting. Also select 4-5 words that you think students may not understand and will be important for getting the most out of the story. Part of predicting is also listening to a sentence or two from the book so you can have a clear picture of the story.</p> <p>Lesson on Predicting</p> <ol style="list-style-type: none"> 1. Begin with the cover of the book and ask the students to predict what the story will be about. 2. Open the book to pictures in the middle of the book and ask students the same question. 3. Read sentences from the story that have interesting words in them. Ask students if this changes what they were predicting. 	<p>During the lesson, check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking. Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding.</p> <p>Ask open-ended question to determine what the rest of the group is thinking.</p> <p style="text-align: center;">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"> 4. Read the story pausing to clarify words, check on predictions that students have made, asking if more information has changed from what they were thinking. 5. At the end of the story, ask students in what ways the predictions seemed to be correct, and in what ways they seemed a little off base. 6. Let students know you will revisit this same story tomorrow. Help them to develop questions they would like to ask. Work on retelling the story. 	
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Likes and Dislikes Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."</p>

<p>Reflection (Confirm, Tweak, Aha!) Ask students to share something that they already knew about (how to find their name, etc.) Ask them something that you talked about that they did not know anything about.</p>

Alphabet Cards—Upper and Lower Case

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X
Y	Z	a	b

Consult 4 Kids Lesson Plans

c	d	e	f
g	h	i	j
k	l	m	n
o	p	q	r
s	t	u	v
w	x	y	z

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level	K-1
Lesson Title	Picture Reading
Focus	Phonemic Awareness, Concepts of Print, Phonics, and Predicting from Pictures

Materials:

- Cards with student's first name printed: Allison (Upper case first letter, lower case remainder of letters)
- Crayolas
- Marking Pens

Opening

State the Objective

Today we will:

Conduct learning opportunities in the core English Language Arts Areas of
 Phonemic Awareness
 Concepts of Print
 Phonics/Letter Recognition
 Picture Clues (Tools for predicting story content)

Gain prior knowledge by asking students

Ask the students:

- Is there anyone that will volunteer to come up and pick out the card that has his/her first name on it? Call 1 volunteer up to select his/her name.
- Ask the student how he/she knew that this was his/her name and not somebody else's.
- Talk about the letters in the child's name, how the first letter is a capital and the remaining are what we call lower case.
- Ask the child to show you the beginning of his/her name and the end of his/her name.
- Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")

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

Concepts of Print (ability to utilize the print itself to help make meaning)

1. Tell students that you are going to have 3 children share a sentence with the class. Tell them a sentence is something that you say that makes sense. Model several sentences for them: I like to eat cookies. My yellow cat yowls during the night.
2. Ask for a volunteer to provide a sentence. (If you need to guide the child's words into a sentence, do so. Remember to not add too many words.)
3. Once you have agreed upon the sentence, write the sentence on the chart paper or white board, saying each word as you write it.
4. Ask the child if he/she can read the sentence. Point to each word as he/she says the word, gently correcting when necessary.
5. Ask for another volunteer to read the same sentence. Each time the child says a word, point to it.
6. Repeat the reading of the sentence 2 more times.

*Activity → Teachable Moment(s) throughout

Repeat this activity often. Understanding how the written word works to help us communicate takes many hours of practice.

Consult 4 Kids Lesson Plans

7. Repeat this process until you have 3 sentences.
8. Talk with children about how there is space between words, and that each group of letters forms a single word.
9. Ask for volunteers to come up and cross out letters (or words) that they know.

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

Phonemic Awareness

Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five aspects of Phonemic Awareness—the first is about hearing the rhythm and rhyme of the words—children hear and identify similar word patterns and listen for the spoken syllables. This month we will work on Level 1—rhythm and rhyme.

Make a chart that is divided into 4 sections:

1	2	3	4
Max	Martin Judy	Georgina	

- Make a list of all of the students’ names. Put once each on a card.
- Demonstrate by saying a name that is not on the list. Say the name and either clap, snap, or tap the number of syllables in the name. For example: if the name is Georgina, then there would be three claps, three snaps, or three taps. Try several other examples, one with clapping, one with snapping, and the third with tapping.
- Say one child’s name. Ask him/her whether he would prefer snaps, taps, or claps. Then as a class, say the name and clap, tap, or snap the syllables.
- Place the name under the correct number of syllables.
- Continue until all children’s names are under the correct number.

You Do:

- Have students select a partner. Have the student say the partner’s name and tap, clap, or snap the child’s name\
- Reverse the process.
- Have child pick 2 more partners so each child has practiced on his/her own three times.

Helping children hear the division of syllables in words is a precursor to reading. This activity helps children begin to hear the parts of a word.

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

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. This lesson will begin with the letter **s**. The sound of the letter **s** will be represented /s/. The lesson will consist of several parts:

- The name of the letter
- The way the letter is written
- The sound that the letter makes
- The way the mouth is formed to make the sound (lips, tongue, throat, etc.)
- Identify where the sound is heard (beginning, end, middle)

Carefully go through the five bullet point steps when working with the sound-symbol relationship. You are working to embed this thinking to automaticity.

Consult 4 Kids Lesson Plans

<p>Lesson: Say the name of the letter---s Have the students say the name of the letter with you, “s” Show children how to make the letter (be sure to start at the top and curve the letter like a circle and then in the middle instead of completing the circle, reverse the direction of the circle. Write the letter on the white board several times, describing to the children exactly what you are doing and how you are forming the letter. Ask students to “write” the letter in the air and talk through the writing of the letter s Ask each student to think about what is happening in his/her mouth while making the sound of /s/.</p> <p>Ask students:</p> <ul style="list-style-type: none"> • What are your lips doing? (talk about the lips being apart) • What are your teeth doing? (talk about how teeth are together) • What is your tongue doing? (talk about how the tongue is behind the teeth helping to direct the flow of air) <p>Tell students that you are going to say a word and you are going to ask them to decide if they hear the /s/ sound at the beginning or the end of the word. Tell students that if they believe the /s/ sound at the beginning, they will stand up and put hands on the waist, and if they believe that the /s/ sound is at the end of the word, they will stand up and put hands on the top of the head. Say the following words:</p> <table style="margin-left: 40px; border: none;"> <tr> <td style="padding-right: 40px;">sun</td> <td>fuss</td> </tr> <tr> <td>some</td> <td>sometime</td> </tr> <tr> <td>miles</td> <td>moose</td> </tr> <tr> <td>sand</td> <td>flames</td> </tr> <tr> <td>rams</td> <td>sold</td> </tr> </table>	sun	fuss	some	sometime	miles	moose	sand	flames	rams	sold	<p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
sun	fuss										
some	sometime										
miles	moose										
sand	flames										
rams	sold										
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Reciprocal Teaching--Predicting Picture Reading It is important that children learn that pictures can give them information about what is going to happen. This is called predicting. The purpose of this lesson will be to teach the children to look at the picture and make a guess as to what will happen next. Explain to the students about the importance of looking at the pictures and deciding what will happen next.</p> <ul style="list-style-type: none"> • Draw a picture of a car. Ask students what they think will happen if people are getting into a car. Children should predict that the people will be going somewhere. • Draw a picture of a kite. Ask students what they think will happen if someone takes a kite out of the closet. • Draw a picture of a soda can. Ask students what they think will happen is someone opens up a soda can. • Ask students to select their favorite and draw a picture of “what will happen next”. • Have children share with each other. 	<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.</p> <p>Ask open-ended questions to determine what the rest of the group is thinking.</p>										

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know anything about.

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level	K-1
Lesson Title	Rhyming Rap
Focus	Phonemic Awareness, Concepts of Print, Phonics, and Predicting from Pictures

Materials:

- Cards with student's first name printed: Allison (Upper case first letter, lower case remainder of letters)
- Crayolas
- Marking Pens

Opening

State the Objective

Today we will:

- Conduct learning opportunities in the core English Language Arts Areas of:
- Phonemic Awareness.
 - Concepts of Print.
 - Phonics/Letter Recognition.
 - Picture Clues (Tools for predicting story content).

Gain prior knowledge by asking students

Ask the students:

1. Is there anyone that will volunteer to come up and pick out the card that has his/her first name on it? Call one volunteer up to select his/her name.
2. Ask the student how he/she knew that this was his/her name and not somebody else's.
3. Talk about the letters in the child's name, how the first letter is a capital and the remaining are what we call lower case.
4. Ask the child to show you the beginning of his/her name and the end of his/her name.
5. Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")

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

Concepts of Print (ability to utilize the print itself to help make meaning)

1. Tell students that you are going to have 3 children share a sentence with the class. Tell them a sentence is something that you say that makes sense. Model several sentences for them: I like to eat cookies. My yellow cat yowls during the night.
2. Ask for a volunteer to provide a sentence. (If you need to guide the child's words into a sentence, do so. Remember to not add too many words.)
3. Once you have agreed upon the sentence, write the sentence on the chart paper or white board, saying each word as you write it.
4. Ask the child if he/she can read the sentence. Point to each word as he/she says the word, gently correcting when necessary.
5. Ask for another volunteer to read the same sentence. Each time the child says a

*Activity → Teachable Moment(s) Throughout.

During the lesson, check in with students repeatedly.

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

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

Consult 4 Kids Lesson Plans

<p>word, point to it.</p> <ol style="list-style-type: none"> 6. Repeat the reading of the sentence 2 more times. 7. Repeat this process until you have 3 sentences. 8. Talk with children about how there is space between words, and that each group of letters forms a single word. 9. Ask for volunteers to come up and cross out letters (or words) that they know. 	<p>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;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonemic Awareness Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five aspects of Phonemic Awareness—the first is about hearing the rhythm and rhyme of the words—children hear and identify similar word patterns and listen for the spoken syllables. This month we will work on Level 1—rhythm and rhyme.</p> <p>Rhyming Rap Teach the students the following rap:</p> <ul style="list-style-type: none"> • Did you ever see a cat, a cat, a cat? • Did you ever see a cat, just sitting on a mat? • Did you ever see a bike, a bike, a bike? • Did you ever see a bike that belongs to Mike? • Did you ever see a boy, a boy, a boy? • Did you ever see a boy, playing with a toy? • Did you ever see a frog, a frog, a frog, • Did you ever see a frog sitting on a log? <p>After you have practiced these raps, see if the children can come up with other raps. For example:</p> <ul style="list-style-type: none"> • Did you ever see a boy, a boy, a boy? • Did you ever see a boy, by the name of Roy? <p>Demonstrate how children may draw a picture that illustrates the rap.</p> <p style="text-align: center;">You Do:</p> <p>Have students select the rap that they most like and have them illustrate it. If there is time, have children share the drawing with others.</p>	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonics Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you</p>	

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will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. This lesson will begin with the letter **m**. The sound of the letter **m** will be represented /m/. The lesson will consist of several parts:

- The name of the letter
- The way the letter is written
- The sound that the letter makes
- The way the mouth is formed to make the sound (lips, tongue, throat, etc.)
- Identify where the sound is heard (beginning, end, middle)

Lesson:

- Say the name of the letter---**m**
- Have the students say the name of the letter with you, “**m**”.
- Show children how to make the letter (be sure to start at the top with a straight line down, then retrace to the first and then the second hump. Write the letter on the white board several times, describing to the children exactly what you are doing and how you are forming the letter.
- Ask students to “write” the letter in the air and talk through the writing of the letter **m**
- Ask each student to think about what is happening in his/her mouth while making the sound of /m/.

Ask students:

- What are your lips doing? (talk about the lips being compressed together)
- What are your teeth doing? (talk about how teeth are apart)
- What is your tongue doing? (talk about how the tongue is on the bottom of the mouth)
- Tell students that you are going to say a word and you are going to ask them to decide if they hear the /m/ sound at the beginning or the end of the word.
- Tell students that if they believe the /m/ sound at the beginning, they will stand up and put hands on the waist, and if they believe that the /m/ sound is at the end of the word, they will stand up and put hands on the top of the head.
- Say the following words:

Mike	milk
money	from
mile	monster
calm	fame
ram	mold

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

Reciprocal Teaching—Predicting

Picture Reading

It is important that children learn that pictures can give them information about what is going to happen. This is called predicting. The purpose of this lesson will be to teach the children to look at the picture and make a guess as to what will happen next.

- Explain to the students the importance of looking at the pictures and deciding what will happen next.
- Draw a picture of an umbrella. Ask students what they think will happen if people are getting an umbrella out to use.
- Children should predict rain or a very sunny day, dependent on frame of reference.

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Draw a picture of a box of dog bones. Ask students what they think will happen if someone gets the dog bones out. Children should predict that dogs will get a treat, dog will do a trick....

Draw a picture of a birthday cake (be sure to show a candle on the top—indicate that it has a flame). Ask students what they think will happen next. Someone will blow out the candle. Someone will sing “Happy Birthday”....

Ask students to select their favorite and draw a picture of “what will happen next”. Have children share with each other.

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, “What about this activity ...”

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know anything about.

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level	K - 1
Lesson Title:	Word Families
Focus	Phonemic Awareness, Concepts of Print, Phonics, and Predicting from Pictures

Materials:

- Cards with student's first name printed: Allison (Upper case first letter, lower case remainder of letters)
- Rime Cards are attached to the lesson plan
- Marking Pens and Crayolas

Opening

State the Objective

Today we will:

Conduct learning opportunities in the core English Language Arts Areas of
 Phonemic Awareness
 Concepts of Print
 Phonics/Letter Recognition
 Picture Clues (Tools for predicting story content)

Gain prior knowledge by asking students

Ask the students:

- What is the difference between a letter and a number?
- What is the difference between a word and a sentence?
- Ask students where they hear the /f/ sound in the word laugh (beginning hands on hips, end, hands in the air)
- Ask students where they hear the /s/ sound in the word some (beginning hands on hips, end, hands in the air)
- Ask students where they hear the /b/ sound in the word boy (beginning hands on hips, end, hands in the air)
- Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")

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

Writing Conventions

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action.

It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

- Look at each of these groups of words and reorganize them into sentences. Begin the sentence with a capital letter and end with punctuation.
 cookies mom will bake fire the hot is dog my toy has
- Discuss the groups of words above. Have student write the words into sentences.

*Activity → Teachable Moment(s) Throughout

During the lesson, use metacognition to give the children a look at your own thinking on how to capture sounds and symbols to communicate.

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

Phonemic Awareness

Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five aspects of Phonemic Awareness—the first is about hearing the rhythm and

Build on the child's ability to hear and manipulate the sounds. This is key to being a successful reader.

Consult 4 Kids Lesson Plans

rhyme of the words—children hear and identify similar word patterns and listen for the spoken syllables. This month we will work on Level 1—rhythm and rhyme.

Searching for a Sound

1. Have students select an alphabet card. Leave the vowels and the c, k, j, q, x, y, and z out of the cards.
2. Student should look around the room and find 1 or 2 items that begin with the sound that he/she has drawn.
3. Have students either bring the object to the circle, or if it is too large, they should be able to point to the object easily.

You Do: Word Families

1. Player draws a card with word family rimes.
2. Player, using the onset cards, creates a word by adding the onset
3. Player gets a point for the word.

Note: Rime cards are attached to this lesson plan.

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

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. This lesson will review the letters **m**, **s**, **f**, and **b** and the sounds of /m/, /s/, /f/, and /b/. The lesson will consist of several parts:

- The name of the letter
- The way the letter is written
- The sound that the letter makes
- The way the mouth is formed to make the sound (lips, tongue, throat, etc.)
- Identify where the sound is heard (beginning, end, middle)

Lesson

Say the name of the letter---**b, s, f, m**

Have the students say the name of the letter with you, “**b**”, “**m**”, “**s**”, “**f**”

Review with the children how to make each of the letters

Ask students to “write” the letter in the air and talk through the writing of the letter **f, b, s, m**

Ask each student to think about what is happening in his/her mouth while making the sound of /b/, /s/, /m/, /f/

Ask students:

- What are your lips doing?
- What are your teeth doing?
- What is your tongue doing?

Tell students that you are going to say a word and you are going to ask them to decide if they hear the (identify which sound here) sound at the beginning or the end of the word.

If they hear the sound at the beginning they should stand up and put their hands on the waist

If they hear the sound at the end of the word, they should stand up and hold their arms up to the sky.

bat	fast	soft	most
ball	half	glass	cram

Follow the lesson pattern to ensure that children make the necessary sound-symbol connections.

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tab rib band	first flake cough	sunny sure vase	many Tim moist	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Reciprocal Teaching</p> <p>There are four parts to reciprocal teaching: predicting, clarifying, questioning, and summarizing (retelling the story for Kindergarten and 1st grade). With each story we will spend two days. The first day will be focused primarily on using pictures to make predictions about the story. It is important that children learn that pictures can give them information about what is going to happen. The focus of the first lesson will be to teach the children to look at the picture and make a guess as to what will happen next. (This is a standard for children of this age). The second day will focus on asking relevant right there questions and retelling the story</p> <p>Preparation</p> <p>Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Select pictures that you think are particularly interesting. Also select 4-5 words that you think students may not understand and will be important for getting the most out of the story. Part of predicting is also listening to a sentence or two from the book so you can have a clear picture of the story.</p> <p>Predicting/Clarifying</p> <ol style="list-style-type: none"> 1. Begin with the cover of the book and ask the students to predict what the story will be about. 2. Open the book to pictures in the middle of the book and ask students the same question. 3. Read sentences from throughout the story that have interesting words in them. Ask students if this changes what they were predicting. 4. Read the story pausing to clarify words, check in on predictions that students have made, asking if more information has changed what they were thinking. 5. At the end of the story, ask students in what ways the predictions seemed to be correct, and in what ways they seemed a little off base. 6. Let students know you will revisit this same story tomorrow. Help them to develop questions that they would like to ask. Work on retelling the story. 				<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>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. Then 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

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know anything about.

Rime Cards

-ack	-ad	-ag
-am	-an	-ap
-at	-ed	-ell
-en	-est	-et

-ick	-ig	-ill
-in	-ot	-ug

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Onsets	b	c	d	
f	g	h		j
k	l	m	n	
p	q	r	s	t
	v	w	x	y

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level	K-1
Lesson Title	Sentence Cards
Focus	Phonemic Awareness, Concepts of Print, Phonics, and Predicting from Pictures

Materials:

- Cards with student's first name printed: Allison (Upper case first letter, lower case remainder of letters)
- Ending Punctuation Game attached to lesson
- Crayolas and Marking Pens

Opening

State the objective

Today we will:

Conduct learning opportunities in the core English Language Arts Areas of:
 Phonemic Awareness.
 Concepts of Print.
 Phonics/Letter Recognition.
 Picture Clues (Tools for predicting story content).

Gain prior knowledge by asking students

Ask the students:

- Ask students to retell the story that was finished yesterday
- Ask students to give you a rhyme for the following words: cat, bad, hit, clap, not, and
- Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")

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

Writing Conventions

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

- Look at each of these groups of words and reorganize them into sentences. Begin the sentence with a capital letter and end with punctuation.
 my see dog little eating are we dinner cold water is the
- Discuss the groups of words above. Have student write the words into sentences.

You Do: Ending Punctuation

A game is attached to this lesson plan that will give students an opportunity to practice ending punctuation. There is a game board that has ending punctuation marks and a set of cards with sentences in need of punctuation. Student draws a card and determines which punctuation is appropriate for the end of the sentence. He/She then takes a token and

*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.

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

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<p>marks that space on the game board. If you have different colors of tokens that is great. If not, give each student a different color of construction paper scrap and have the tear a marker when they need it.</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Player draws a sentence card. 2. He/she decides what the ending punctuation will be. 3. He/she reads the sentence. If everyone agrees, player marks the space with that punctuation mark. 4. Process repeats until all punctuation marks are covered. 					
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonemic Awareness Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five aspects of Phonemic Awareness—the first is about hearing the rhythm and rhyme of the words—children hear and identify similar word patterns and listen for the spoken syllables. This month we will work on Level 1—rhythm and rhyme.</p> <p>You’re Out Say three words. Two of the words should rhyme and one doesn’t rhyme at all. Example: fly jump sky (the word that is out is jump) The students should call out the word that doesn’t rhyme. If they are correct go on to the next group. If not, repeat the list of three words.</p>	<p>Focus on hearing the sounds. Have students listen closely for rhyming words. Ask them to say a rhyming word of their own. It is okay if it is a nonsense word if it has followed the pattern for rhyming.</p>				
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonics Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. This lesson will review the letters b, t, and the sounds of /b/ and /t/ The lesson will consist of several parts:</p> <p>Creating the white board template: Show children how to create the following template on the white board. Divide the white board into 4 parts. Make two lines in each quadrant.</p> <table border="1" style="width: 100%; height: 150px; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 50%; height: 50%; text-align: center; vertical-align: middle;"> <p>_____</p> <p>_____</p> </td> <td style="width: 50%; height: 50%; text-align: center; vertical-align: middle;"> <p>_____</p> <p>_____</p> </td> </tr> <tr> <td style="width: 50%; height: 50%; text-align: center; vertical-align: middle;"> <p>_____</p> <p>_____</p> </td> <td style="width: 50%; height: 50%; text-align: center; vertical-align: middle;"> <p>_____</p> <p>_____</p> </td> </tr> </table> <p>You will review the sounds /m/, /s/, and /f/. Students will decide whether they hear the sound at the beginning of the word or the end of the word. If they hear the sound at the beginning they will write the letter on the first line in the quadrant you are working in. If they hear the sound at the end of the word, they will write the letter on the last line in the</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>	<p>Help children make the sound-symbol connection.</p>
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>				
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>				

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<p>quadrant.</p> <p>Sound of /t/ words: tot, tiny, hot, took, toss</p> <p>Sound of /b/ words: bunny, tab, bud, bone, bib</p>	
<p>Instruction / Demonstration (“I do” – “We do”</p>	
<p>Reciprocal Teaching Preparation</p> <p>Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Select pictures that you think are particularly interesting. Also select 4-5 words that you think students may not understand and will be important for getting the most out of the story. Part of predicting is also listening to a sentence or two from the book so you can have a clear picture of the story.</p>	
<p>Predicting/Clarifying/Retelling Lesson</p> <ol style="list-style-type: none"> 1. Begin with the cover of the book and ask the students to predict what the story will be about. 2. Open the book to pictures in the middle of the book and ask students the same question. 3. Read sentences from throughout the story that have interesting words in them. Ask students if this changes what they were predicting. 4. Read the story pausing to clarify words, check in on predictions that students have made, asking if more information has changed what they were thinking. 5. At the end of the story, ask students in what ways the predictions seemed to be correct, and in what ways they seemed a little off base. 6. Let students know you will revisit this same story tomorrow. Help them to develop questions they would like to ask. Also work on retelling the story. 	

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Likes and Dislikes</p> <p>Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."</p>

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Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know anything about.

Ending Punctuation Game Board

?	.	.	.	?
.				!
!				.
?				.
.	!	.	?	?

Sentence Cards

I saw my dog at my house	I play ball with my Dad	My favorite color is red	I like to eat hamburgers
I am 6 years old	Yesterday was my birthday	How old are you	Do you like to eat the sandwich
Have you been to the fair today	Where are we going	Who is that man	Wow
I am so excited to see you	You're the greatest	I like the color orange	My cat is yellow

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level	K-1
Lesson Title	Stand Up
Focus	Phonemic Awareness, Concepts of Print, Phonics, and Predicting from Pictures

Materials:

- Cards with student's first name printed: Allison (Upper case first letter, lower case remainder of letters)
- Word Family Rime Cards
- Crayolas and Marking Pens

Opening

State the objective

Today we will:

- Conduct learning opportunities in the core English Language Arts Areas of:
- Phonemic Awareness.
 - Concepts of Print.
 - Phonics/Letter Recognition.
 - Picture Clues (Tools for predicting story content).

Gain prior knowledge by asking students

Ask the students:

- Ask students to share what they have learned about asking questions.
- Ask students what they need to do to retell a story
- Ask them to give you a word that begins with the following sounds: /f/, /s/, /m/, /b/, /t/
- Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")

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

Writing Conventions

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

- Look at each of these groups of words and reorganize them into sentences. Begin the sentence with a capital letter and end with punctuation.

may home I go has who a kitten name is my Susie
- Discuss the groups of words above. Have student write the words into sentences.

***Activity → Teachable Moment(s) Throughout**

Be sure to include children in each of these activities, helping them to craft the sentences and sharing with them what you are thinking as you write the sentence on the board. This will help them learn how to "think" about writing as well.

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

Phonemic Awareness

Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five aspects of Phonemic Awareness—the first is about hearing the rhythm and

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rhyme of the words—children hear and identify similar word patterns and listen for the spoken syllables. This month we will work on Level 1—rhythm and rhyme.

Stand Up

To the tune of “If You’re Happy and You Know It” you will get different kids to stand up when they hear the sound that their name begins with.

You will sing these words:

If your name begins with /m/, stand up

If your name begins with /m/, stand up

If your name begins with /m/, stand up and take a bow,

If your name begins with /m/, stand up.

Change it up using the beginning sounds of a number of the students’ first names.

You Do: Word Families

1. Player draws a card with word family rimes.
2. Player, using the onset cards, creates a word by adding the onset
3. Player gets a point for the word.

Note: Rime cards are attached to this lesson plan. This will be the last day for this activity.

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

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. This lesson will review the letters **m**, **s**, **f**, **b** and **t**; and the sounds of /m/, /s/, /f/, /b/ and /t/. The lesson will consist of several parts:

- The name of the letter
- The way the letter is written
- The sound that the letter makes
- The way the mouth is formed to make the sound (lips, tongue, throat, etc.)
- Identify where the sound is heard (beginning, end, middle)

Lesson:

- Say the name of the letter—
- Have the students say the name of the letter with you
- Review with the children how to make each the letter
- Ask students to “write” the letter in the air and talk through the writing of the letter
- Ask each student to think about what is happening in his/her mouth while making the sound.

Ask students:

- What are your lips doing?
- What are your teeth doing?
- What is your tongue doing?

Tell students that you are going to say a word and you are going to ask them to decide if they hear the <identify the different sounds here> sound at the beginning or the end of the word.

Help children connect the sounds they hear with the symbols (alphabet) we use to represent those sounds so we can share meaning with others.

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<p>If they hear the sound at the beginning they should stand up and put their hands on the waist If they hear the sound at the end of the word, they should stand up and hold their arms up to the sky.</p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px 10px;">bat</td> <td style="padding: 2px 10px;">fast</td> <td style="padding: 2px 10px;">soft</td> <td style="padding: 2px 10px;">most</td> <td style="padding: 2px 10px;">time</td> </tr> <tr> <td style="padding: 2px 10px;">ball</td> <td style="padding: 2px 10px;">half</td> <td style="padding: 2px 10px;">glass</td> <td style="padding: 2px 10px;">cram</td> <td style="padding: 2px 10px;">cat</td> </tr> <tr> <td style="padding: 2px 10px;">tab</td> <td style="padding: 2px 10px;">first</td> <td style="padding: 2px 10px;">sunny</td> <td style="padding: 2px 10px;">many</td> <td style="padding: 2px 10px;">fit</td> </tr> <tr> <td style="padding: 2px 10px;">rib</td> <td style="padding: 2px 10px;">flake</td> <td style="padding: 2px 10px;">sure</td> <td style="padding: 2px 10px;">Tim</td> <td style="padding: 2px 10px;">table</td> </tr> <tr> <td style="padding: 2px 10px;">band</td> <td style="padding: 2px 10px;">cough</td> <td style="padding: 2px 10px;">vase</td> <td style="padding: 2px 10px;">moist</td> <td style="padding: 2px 10px;">turn</td> </tr> </table>	bat	fast	soft	most	time	ball	half	glass	cram	cat	tab	first	sunny	many	fit	rib	flake	sure	Tim	table	band	cough	vase	moist	turn	
bat	fast	soft	most	time																						
ball	half	glass	cram	cat																						
tab	first	sunny	many	fit																						
rib	flake	sure	Tim	table																						
band	cough	vase	moist	turn																						
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Reciprocal Teaching There are four parts to reciprocal teaching: predicting, clarifying, questioning, and summarizing (retelling the story for Kindergarten and 1st grade). With each story we will spend two days. The first day will be focused primarily on using pictures to make predictions about the story. It is important that children learn that pictures can give them information about what is going to happen. The focus of the first lesson will be to teach the children to look at the picture and make a guess as to what will happen next. (This is a standard for children of this age). The second day will focus on asking relevant right there questions and retelling the story.</p> <p>Preparation Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Select pictures that you think are particularly interesting. Also select 4-5 words that you think students may not understand and will be important for getting the most out of the story. Part of predicting is also listening to a sentence or two from the book so you can have a clear picture of the story.</p> <p>Predicting/Clarifying/Retelling</p> <ol style="list-style-type: none"> 1. Begin with the cover of the book and ask the students to predict what the story will be about. 2. Open the book to pictures in the middle of the book and ask students the same question. 3. Read sentences from throughout the story that have interesting words in them. Ask students if this changes what they were predicting. 4. Read the story pausing to clarify words, check in on predictions that students have made, asking if more information has changed what they were thinking. 5. At the end of the story, ask students in what ways the predictions seemed to be correct, and in what ways they seemed a little off base. 6. Let students know you will revisit this same story tomorrow. Helping them to develop questions they would like to ask. Also, work on retelling the story. 	<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>Stop the class and focus on a student’s key learning or understanding.</p> <p>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

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know anything about.

Rime Cards

-ack	-ad	-ag
-am	-an	-ap
-at	-ed	-ell
-en	-est	-et

-ick	-ig	-ill
-in	-ot	-ug

Consult 4 Kids Lesson Plans

Onsets	b	c	d	
f	g	h		j
k	l	m	n	
p	q	r	s	t
	v	w	x	y

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level	K-1
Lesson Title	Tappin' The Rhymes
Focus	Phonemic Awareness, Concepts of Print, Phonics, and Predicting from Pictures

Materials:

- Cards with student's first name printed: Allison (Upper case first letter, lower case remainder of letters)
- Rime Cards are attached to the Lesson
- Crayolas and Marking Pens

Opening

State the objective

Today we will:

Conduct learning opportunities in the core English Language Arts Areas of:
 Phonemic Awareness.
 Concepts of Print.
 Phonics/Letter Recognition.
 Picture Clues (Tools for predicting story content).

Gain prior knowledge by asking students

Ask the students:

- Ask students what they liked about the story that you read yesterday.
- Ask them to explain how they predicted what was going to happen.
- Ask them if listening to important sentences helped them focus on the story and what might happen.
- Ask them to give you a word that begins with the following sounds: /f/, /s/, /m/, /b/
- Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")

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

Writing Conventions

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

- Look at each of these groups of words and reorganize them into sentences. Begin the sentence with a capital letter and end with punctuation.
 dog has John a Jorge bike off fell his cupcakes like I chocolate
- Discuss the groups of words above. Have student write the words into sentences.

***Activity → Teachable Moment(s) Throughout**

Talk children through writing a sentence and what you are thinking about each sound, convention, and then rereading to be sure you were accurate.

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

Phonemic Awareness

Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five aspects of Phonemic Awareness—the first is about hearing the rhythm and

The ability to produce rhyming words is an essential part of reading. When

Consult 4 Kids Lesson Plans

rhyme of the words—children hear and identify similar word patterns and listen for the spoken syllables. This month we will work on Level 1—rhythm and rhyme.

Tappin' the Rhymes

Say nursery rhymes. When the child hears the words that rhyme, the child should click his/her sticks.

Jack and **Jill**
 Went up the **hill**
 To fetch a pail of water;
 Jack fell **down**
 And broke his **crown**,
 And Jill came tumbling after.

Little Boy Blue come blow your **horn**
 The sheep's in the meadow and the cows in the **corn**

Hey, diddle, **diddle**
 The cat and the **fiddle**
 The cow jumped over the moon.

Little Jack **Horner**
 Sat in a **corner**
 Eating his Christmas pie
 He stuck in his **thumb**
 And pulled out a **plum**
 And said what a good boy am I.

You can get other nursery rhymes online or in a nursery rhyme book.

You Do: Word Families

1. Player draws a card with word family rimes.
2. Player, using the onset cards, creates a word by adding the onset
3. Player gets a point for the word.

Note: Rime cards are attached to this lesson plan.

combining different onsets with the most common rimes, you can create hundreds of English words. This grows a child's reading vocabulary.

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

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. This lesson will introduce the letter "t" the sounds of /t/. The lesson will consist of several parts:

- The name of the letter
- The way the letter is written
- The sound that the letter makes
- The way the mouth is formed to make the sound (lips, tongue, throat, etc.)

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

<ul style="list-style-type: none"> Identify where the sound is heard (beginning, end, middle) <p>Lesson: Say the name of the letter---t Have the students say the name of the letter with you, "t" Review with the children how to make each the letter "t" Ask students to "write" the letter in the air and talk through the writing of the letter t Ask each student to think about what is happening in his/her mouth while making the sound of /t/ Ask students:</p> <ul style="list-style-type: none"> What are your lips doing? (slightly parted) What are your teeth doing? (slightly apart with your tongue behind them) What is your tongue doing? (behind your teeth on the roof of your mouth, flicking down when the air goes through) <ol style="list-style-type: none"> Tell students that you are going to say a word and you are going to ask them to decide if they hear the /t/ sound at the beginning or the end of the word. If they hear the sound at the beginning they should stand up and put their hands on the waist If they hear the sound at the end of the word, they should stand up and hold their arms up to the sky. <p style="text-align: center;">time cat fit table turn</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;">Instruction / Demonstration ("I do" – "We do")</p> <p>Questioning Preparation Today you will focus on formulating "right there" questions, questions that can be answered in the pictures and in the text of the story. Later in the year you will help children learn to ask other types of questions. If they do that naturally, encourage them, but for those who need to learn how to ask questions that are relevant, right there questions are the place to start. Select the parts of the story that you will revisit. You will also focus on retelling the story in chronological order.</p> <p>Questioning You will want to revisit those spots in the story (you've selected them in your pre-reading), and ask those questions. Good starters for "right there" questions include:</p> <ul style="list-style-type: none"> Who is Where is List What is How many When did Name What kind of <p>Retelling Finally on day two you will ask the children to list the key events of the story (they can do this randomly) and then help them order the list in chronological order. To retell, help the children start at the beginning of the story and move forward. A frame for the retelling is:</p>	

Consult 4 Kids Lesson Plans

<p>This story is about...</p> <p style="padding-left: 20px;">First....</p> <p style="padding-left: 20px;">Then....</p> <p style="padding-left: 20px;">Then....</p> <p style="padding-left: 20px;">Finally...</p> <p style="padding-left: 20px;">I liked/did not like this story because ...</p> <p>If you need to lengthen this activity, ask students to select their favorite part of the story you have read and draw a picture of that event. When finished, have children share with each other.</p>	
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Likes and Dislikes</p> <p>Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <p>Ask students to share something that they already knew about (how to find their name, etc.)</p> <p>Ask them something that you talked about that they did not know anything about.</p>

Rime Cards

-ack	-ad	-ag
-am	-an	-ap
-at	-ed	-ell
-en	-est	-et

-ick	-ig	-ill
-in	-ot	-ug

Consult 4 Kids Lesson Plans

Onsets	b	c	d	
f	g	h		j
k	l	m	n	
p	q	r	s	t
	v	w	x	y

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level	K-1
Lesson Title	I Spy
Focus	Phonemic Awareness, Concepts of Print, Phonics, and Predicting from Pictures

Materials:

- Cards with student's first name printed: Allison (Upper case first letter, lower case remainder of letters)
- Crayolas
- Marking Pens

Opening

State the Objective

Today we will:

Conduct learning opportunities in the core English Language Arts Areas of:
 Phonemic Awareness.
 Concepts of Print.
 Phonics/Letter Recognition.
 Picture Clues (Tools for predicting story content).

Gain prior knowledge by asking students

Ask the students:

- What is the difference between a letter and a word?
- What is the difference between a word and a sentence?
- Ask students where they hear the /f/ sound in the word fish (beginning hands on hips, end, hands in the air)
- Ask students where they hear the /s/ sound in the word bass (beginning hands on hips, end, hands in the air)
- Ask students where they hear the /m/ sound in the word money (beginning hands on hips, end, hands in the air)
- Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")

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

Writing Conventions

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

- Look at each of these groups of words and reorganize them into sentences. Begin the sentence with a capital letter and end with punctuation.
 puppies soft are saw a cat I moon white is the
- Discuss the groups of words above. Have students write the words into sentences.

***Activity → Teachable Moment(s) Throughout**

Help children to understand how important the order of the words that they write makes a difference in the creation of sentences that others can make sense of.

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

Phonemic Awareness

Phonemic awareness is about the ability to "hear" the individual sounds that letters make.

Work first on hearing the sound and then translating it

Consult 4 Kids Lesson Plans

There are five aspects of Phonemic Awareness—the first is about hearing the rhythm and rhyme of the words—children hear and identify similar word patterns and listen for the spoken syllables. This month we will work on Level 1—rhythm and rhyme.

into the symbols that represent the sound.

I Spy!

1. Take the alphabet cards and spread them around the classroom. It will probably take 2 decks as you will want enough cards for every child and you will want to leave the vowels and the c, k, j, q, x, y, and z out of this activity.
2. Have the students bring the card to a circle.
3. Child should identify the sound that his/her letter makes and then give a word that begins with that sound.

You Do: What's Missing?

You did this activity yesterday and will repeat it today. In this activity there will be a letter, a blank, and another letter. Students are to select the letter that will correctly fill in the blank. Give kids several examples prior to letting them play the game.

1. Divide students into pairs.
2. Give each pair a set of alphabet cards as well as fill in the blank cards (cards are attached to this lesson plan).
3. Child places cards out in front.
4. Child selects a letter card to fill in the blank.

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

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. This lesson will discuss the letter **b** and the sound of /b/. The lesson will consist of several parts:

- The name of the letter
- The way the letter is written
- The sound that the letter makes
- The way the mouth is formed to make the sound (lips, tongue, throat, etc.)
- Identify where the sound is heard (beginning, end, middle)

Lesson:

Say the name of the letter---**b**

Have the students say the name of the letter with you, “**b**”

Review with the children how to make each of the letters

Ask students to “write” the letter in the air and talk through the writing of the letter **f**

Ask each student to think about what is happening in his/her mouth while making the sound of /b/

Ask students:

- What are your lips doing? (pushed together tightly and then released)
- What are your teeth doing? ((teeth or slightly separated
- What is your tongue doing? (laying on the bottom of the mouth)

Help children to focus on what is happening inside the mouth for different sounds. The different placement of teeth and lips makes a huge difference.

Consult 4 Kids Lesson Plans

<p>Tell students that you are going to say a word and you are going to ask them to decide if they hear the /f/ sound at the beginning or the end of the word.</p> <p style="padding-left: 20px;">If they hear the sound of /b/, at the beginning they should stand up and put their hands on the waist</p> <p style="padding-left: 20px;">If they hear the sound of /b/ at the end of the word, they should stand up and hold their arms up to the sky.</p> <table style="margin-left: auto; margin-right: auto; border: none;"> <tr> <td style="padding-right: 40px;">bat</td> <td>brother</td> </tr> <tr> <td>ball</td> <td>drab</td> </tr> <tr> <td>tab</td> <td>blast</td> </tr> <tr> <td>rib</td> <td>cob</td> </tr> <tr> <td>band</td> <td>jab</td> </tr> </table>	bat	brother	ball	drab	tab	blast	rib	cob	band	jab	
bat	brother										
ball	drab										
tab	blast										
rib	cob										
band	jab										
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Reciprocal Teaching</p> <p>There are four parts to reciprocal teaching: predicting, clarifying, questioning, and summarizing (retelling the story for Kindergarten and 1st grade). With each story we will spend two days. The first day will be focused primarily on using pictures to make predictions about the story. It is important that children learn that pictures can give them information about what is going to happen. The focus of the first lesson will be to teach the children to look at the picture and make a guess as to what will happen next. (This is a standard for children of this age). The second day will focus on asking relevant right there questions and retelling the story.</p> <p>Questioning/Retelling Preparation</p> <p>Today you will focus on formulating “right there” questions, questions that can be answered in the pictures and in the text of the story. Later in the year you will help children learn to ask other types of questions. If they do that naturally, encourage them, but for those who need to learn how to ask questions that are relevant, right there questions are the place to start. Select the parts of the story that you will revisit. You will also focus on retelling the story in chronological order.</p> <p>Lesson</p> <p>You will want to revisit those spots in the story (you’ve selected them in your pre-reading), and ask those questions. Good starters for “right there” questions include:</p> <table style="margin-left: auto; margin-right: auto; border: none;"> <tr> <td style="padding-right: 20px;">Who is</td> <td style="padding-right: 20px;">How many</td> <td>When did</td> </tr> <tr> <td>Where is</td> <td>Name</td> <td>What kind of</td> </tr> <tr> <td>List</td> <td>What is</td> <td></td> </tr> </table> <p>Finally on day two you will ask the children to list the key events of the story (they can do this randomly) and then help them order the list in chronological order. To retell, help the children start at the beginning of the story and move forward. A frame for the retelling is:</p> <p style="padding-left: 20px;">This story is about...</p> <p style="padding-left: 40px;">First....</p> <p style="padding-left: 40px;">Then....</p> <p style="padding-left: 40px;">Then....</p> <p style="padding-left: 40px;">Finally...</p> <p style="padding-left: 20px;">I liked/did not like this story because ...</p> <p>If you need to lengthen this activity, ask students to select their favorite part of the story you have read and draw a picture of that event. When finished, have children share with each other.</p>	Who is	How many	When did	Where is	Name	What kind of	List	What is		<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>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;">When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>	
Who is	How many	When did									
Where is	Name	What kind of									
List	What is										

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know anything about.

Alphabet Cards

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X

Y

Z

a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

y

z

Consult 4 Kids Lesson Plans



Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level	K-1
Lesson Title:	Popsicle Stick Drums
Focus	Phonemic Awareness, Concepts of Print, Phonics, and Predicting from Pictures

Materials:

- Cards with student's first name printed: Allison (Upper case first letter, lower case remainder of letters)
- Punctuation Game is attached to lesson
- Crayolas and Marking Pens

Opening

State the Objective

Today we will:

Conduct learning opportunities in the core English Language Arts Areas of:
 Phonemic Awareness.
 Concepts of Print.
 Phonics/Letter Recognition.
 Picture Clues (Tools for predicting story content).

Gain prior knowledge by asking students

Ask the students:

- Ask students to share what they have learned about asking questions.
- Ask students what they need to do to retell a story
- Ask them to give you a word that begins with the following sounds: /f/, /s/, /m/, /b/, /t/
- Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")

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

Writing Conventions

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

- Look at each of these groups of words and reorganize them into sentences. Begin the sentence with a capital letter and end with punctuation.
 may home I go has who a kitten name is my Susie
- Discuss the groups of words above. Have student write the words into sentences.

***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.

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

Phonemic Awareness

Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five aspects of Phonemic Awareness—the first is about hearing the rhythm and

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

rhyme of the words—children hear and identify similar word patterns and listen for the spoken syllables. This month we will work on Level 1—rhythm and rhyme.

Popsicle Stick Drums

Pass out two popsicle sticks to each student

You will sing simple songs or simply chant them. You must select songs that have a repetitive set of words. For example: *The Farmer in the Dell* (you would tap out the words “*The Farmer in the Dell*”—they are in italics and bold for each song) and say the rest of the words.

Chorus:

The farmer in the dell

The farmer in the dell

Hi ho the derry-oh,

The farmer in the dell.

Verses:

- The farmer takes a wife
- The wife takes a cat
- The cat takes a dog
- The dog takes a duck

Other songs:

Old McDonald Had A Farm

e-i-e-i-o

And on that farm he had a cow (pig, goat, cat, dog, wife, etc.)

e-i-e-i-o

With a moo, moo, here and a moo, moo, there

Here a moo, there a moo, everywhere a moo moo

Old McDonald had a farm

e-i-e-i-o

If you're happy and you know it

Clap your hands

If you're happy and you know it

Clap your hands

If you're happy and you know it

The world will surely know it

If you're happy and you know it

Clap your hands.

You Do: Ending Punctuation

A game is attached to this lesson plan that will give students an opportunity to practice ending punctuation. There is a game board that has ending punctuation marks and a set of cards with sentences in need of punctuation. Student draws a card and determines which punctuation is appropriate for the end of the sentence. He/She then takes a token and marks that space on the game board. If you have different colors of tokens that is great. If not, give each student a different color of construction paper scrap and have the tear a marker when they need it.

Directions:

1. Player draws a sentence card.
2. He/she decides what the ending punctuation will be.

the group is thinking.

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

Consult 4 Kids Lesson Plans

3. He/she reads the sentence. If everyone agrees, player marks the space with that punctuation mark.
4. Process repeats until all punctuation marks are covered.

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

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. This lesson will review the letters **m**, **s**, **f**, and the sounds of /m/, /s/, /f/

The lesson will consist of several parts:

Creating the white board template:

Show children how to create the following template on the white board. Divide the white board into 4 parts. Make two lines in each quadrant.

<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

You will review the sounds /m/, /s/, and /f/. Students will decide whether they hear the sound at the beginning of the word or the end of the word. If they hear the sound at the beginning they will write the letter on the first line in the quadrant you are working in. If they hear the sound at the end of the word, they will write the letter on the last line in the quadrant.

Sound of /m/ words: money, mom, most, many, bam

Sound of /f/ words: family, rough, staff, fast, funny

Sound of /s words: silly, boss, sun, bus, someday

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

Questioning Preparation

Today you will focus on formulating “right there” questions, questions that can be answered in the pictures and in the text of the story. Later in the year you will help children learn to ask other types of questions. If they do that naturally, encourage them, but for those who need to learn how to ask questions that are relevant, right there questions are the place to start. Select the parts of the story that you will revisit. You will also focus on retelling the story in chronological order.

Questions

You will want to revisit those spots in the story (you’ve selected them in your pre-reading), and ask those questions. Good starters for “right there” questions include:

Who is

Where is

Consult 4 Kids Lesson Plans

- List
- What is
- How many
- When did
- Name
- What kind of

Retelling

Finally you will ask the children to list the key events of the story (they can do this randomly) and then help them order the list in chronological order. To retell, help the children start at the beginning of the story and move forward. A frame for the retelling is:

- This story is about...
- First....
- Then....
- Then....
- Finally...
- I liked/did not like this story because ...

If you need to lengthen this activity, ask students to select their favorite part of the story you have read and draw a picture of that event. When finished, have children share with each other.

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)
Ask them something that you talked about that they did not know anything about.

Ending Punctuation Game Board

?	.	.	.	?
.				!
!				.
?				.
.	!	.	?	?

Sentence Cards

I saw my dog at my house	I play ball with my Dad	My favorite color is red	I like to eat hamburgers
I am 6 years old	Yesterday was my birthday	How old are you	Do you like to eat the sandwich
Have you been to the fair today	Where are we going	Who is that man	Wow
I am so excited to see you	You're the greatest	I like the color orange	My cat is yellow

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Silly Billy Chant and More
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Predicting from Pictures

Materials:

Cards with student's first name printed: Allison (Upper case first letter, lower case remainder of letters)
 Crayolas
 Marking Pens

Opening

State the objective

Today we will:

Conduct learning opportunities in the core English Language Arts Areas of:
 Phonemic Awareness.
 Concepts of Print.
 Phonics/Letter Recognition.
 Picture Clues (Tools for predicting story content).

Gain prior knowledge by asking students

Ask the students:

What do you know about the alphabet?
 What are some of the letters in the alphabet?
 Ask students what the difference between an upper case or capital letter and a lower case letter is?
 Ask students when they would use an upper case letter (at the beginning of a sentence, a person's name, the letter I when it is by itself.)
 Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")

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

Concepts of Print (ability to utilize the print itself to help make meaning)

1. Tell students that you are going to have 3 children share a sentence with the class. Tell them a sentence is something that you say that makes sense. Model several sentences for them: I like to eat cookies. My yellow cat yowls during the night.
2. Ask for a volunteer to provide a sentence. (If you need to guide the child's words into a sentence, do so. Remember to not add too many words.)
3. Once you have agreed upon the sentence, write the sentence on the chart paper or white board, saying each word as you write it.
4. Ask for a volunteer to come up and put a red line under any single word in the sentence.
5. Repeat this until you get 5 different words underlined
6. Ask for a volunteer to come up and put a green circle around a whole sentence.
7. Repeat until all 3-5 sentences that you have written have been circled.
8. Ask for a volunteer to come and circle a <name a specific letter here> in one of the sentences with a blue crayola.

***Activity → Teachable Moment(s) 3-4 times. throughout**

Engage all of the children in providing sentence and identifying different aspects of sentences (words, spaces between words, letters, punctuation....)

Consult 4 Kids Lesson Plans

<p>9. Repeat this until you have 5 different letters circled.</p> <p>10. Ask students what the difference is between sentences, words and letters.</p>	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonemic Awareness Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five aspects of Phonemic Awareness—the first is about hearing the rhythm and rhyme of the words—children hear and identify similar word patterns and listen for the spoken syllables. This month we will work on Level 1—rhythm and rhyme.</p> <p>Silly Billy Chant Teach the children the following chant: Silly Billy, who should I choose? Silly Billy, who should I choose? Silly Billy, who should I choose? Point to a child and make up a rhyme to go with the child’s name. I choose Troy the boy. I choose Stan the man. I choose Jorge the gorge. I choose sweaty Betty. Kids can make up a nonsense rhyme if there isn’t a word that works. Everyone should chant that main verse and then have the person whose name was used in the last rhyme to call out the next person.</p> <p style="text-align: center;">You do: Alphabet Match</p> <ol style="list-style-type: none"> 1. Divide students into pairs 2. Place upper case and lower case letters face up in front of the children. 3. Have them take turns drawing one letter and then looking for the match. 4. When match is made, player keeps the card. 5. Continue until all are matched. 	<p>The Silly Billy Chant pattern is a fun way to practice the ability to hear rhyming words. Remember how much you enjoyed banana-nana-fo-fana?</p>
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonics Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. This lesson will learn the letter f. The sound of the letter f will be represented /f/. The lesson will consist of several parts:</p> <ul style="list-style-type: none"> • The name of the letter • The way the letter is written • The sound that the letter makes • The way the mouth is formed to make the sound (lips, tongue, throat, etc.) • Identify where the sound is heard (beginning, end, middle) <p>Lesson: Say the name of the letter---f Have the students say the name of the letter with you, “f”</p>	<p>Connecting phonemic awareness and phonics is essential for reading success.</p>

Consult 4 Kids Lesson Plans

<p>Review with the children how to make each of the letters</p> <p>Ask students to “write” the letter in the air and talk through the writing of the letter f</p> <p>Ask each student to think about what is happening in his/her mouth while making the sound of /f/</p> <p>Ask students:</p> <ul style="list-style-type: none"> • What are your lips doing? (they are separated but the top lip is slightly over the bottom lip) • What are your teeth doing? (top teeth are resting on the bottom lip) • What is your tongue doing? (tongue is behind the bottom teeth) <p>Tell students that you are going to say a word and you are going to ask them to decide if they hear the /f/ sound at the beginning or the end of the word.</p> <p>If they hear the sound of /f/, at the beginning they should stand up and put their hands on the waist</p> <p>If they hear the sound of /f/ at the end, they should stand up and hold their arms up to the sky.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">fat</td> <td style="width: 50%;">fly</td> </tr> <tr> <td>friend</td> <td>froth</td> </tr> <tr> <td>calf</td> <td>staff</td> </tr> <tr> <td>laugh</td> <td>rough</td> </tr> <tr> <td>final</td> <td>first</td> </tr> </table>	fat	fly	friend	froth	calf	staff	laugh	rough	final	first	
fat	fly										
friend	froth										
calf	staff										
laugh	rough										
final	first										
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Reciprocal Teaching</p> <p>There are four parts to reciprocal teaching: predicting, clarifying, questioning, and summarizing (retelling the story for Kindergarten and 1st grade). With each story we will spend two days. The first day will be focused primarily on using pictures to make predictions about the story. It is important that children learn that pictures can give them information about what is going to happen. The focus of the first lesson will be to teach the children to look at the picture and make a guess as to what will happen next. (This is a standard for children of this age). The second day will focus on asking relevant right there questions and retelling the story.</p> <p>Day 2</p> <p>Preparation</p> <p>On day two you will focus on formulating “right there” questions, questions that can be answered in the pictures and in the text of the story. Later in the year you will help children learn to ask other types of questions. If they do that naturally, encourage them, but for those who need to learn how to ask questions that are relevant, right there questions are the place to start. Select the parts of the story that you will revisit. You will also focus on retelling the story in chronological order.</p> <p>Lesson</p> <p>Questions</p> <p>You will want to revisit those spots in the story (you’ve selected them in your pre-reading), and ask those questions. Good starters for “right there” questions include:</p> <ul style="list-style-type: none"> Who is Where is List What is 	<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>How many When did Name What kind of</p> <p>Retelling Finally on day two you will ask the children to list the key events of the story (they can do this randomly) and then help them order the list in chronological order. To retell, help the children start at the beginning of the story and move forward. A frame for the retelling is: This story is about... First... Then.... Then.... Finally... I liked/did not like this story because ...</p> <p>If you need to lengthen this activity, ask students to select their favorite part of the story you have read and draw a picture of that event. When finished, have children share with each other.</p>	
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Likes and Dislikes Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."</p>

<p>Reflection (Confirm, Tweak, Aha!) Ask students to share something that they already knew about (how to find their name, etc.) Ask them something that you talked about that they did not know anything about.</p>

Alphabet Cards

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X
Y	Z	a	b
c	d	e	f

Consult 4 Kids Lesson Plans

g	h	i	j
k	l	m	n
o	p	q	r
s	t	u	v
w	x	y	z

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Name Game
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: Individual white boards, markers, erasing cloth, picture cards

Opening

State the objective
<p>Today we will: Conduct learning opportunities in the core English Language Arts Areas of: Phonemic Awareness. Concepts of Print. Phonics/Letter Recognition. Vocabulary Clues (Tools for clarifying story content).</p>

Gain prior knowledge by asking students
<p>Ask the students: Tell a familiar Nursery Rhyme --Old Mother Hubbard. "Old Mother Hubbard went to the cupboard to get her poor dog a bone. When she got there, the cupboard was bare. So the poor dog had none." Ask students to retell what really happened in the rhyme in their own words. Ask students to choose which word does not rhyme: hop/mop/<u>sub</u>, <u>slug</u>/frog/log, not/<u>plum</u>/tot, bring/<u>blink</u>/sling, then/<u>vet</u>/when, let/met/pet (They all rhyme!) Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!</p>

Content (the "Meat")

<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?) Look at each of these groups of words and reorganize them into statements or question sentences. Begin the sentence with a capital letter and end with a period or question mark.</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">bee a see I</td> <td>(I see a bee.)</td> </tr> <tr> <td>could eat fat no Jack Sprat</td> <td>(Jack Sprat could eat no fat.)</td> </tr> <tr> <td>shine night at stars</td> <td>(Stars shine at night.)</td> </tr> <tr> <td>chews toy his my dog</td> <td>(My dog chews his toy.)</td> </tr> </table>	bee a see I	(I see a bee.)	could eat fat no Jack Sprat	(Jack Sprat could eat no fat.)	shine night at stars	(Stars shine at night.)	chews toy his my dog	(My dog chews his toy.)	<p>Have children dictate sentences to you and then copy the sentence of their choice on to a white board as a way to practice the conventions of writing.</p>
bee a see I	(I see a bee.)								
could eat fat no Jack Sprat	(Jack Sprat could eat no fat.)								
shine night at stars	(Stars shine at night.)								
chews toy his my dog	(My dog chews his toy.)								
<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Phonemic Awareness Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 2 is Parts of a Word. In Level 2, students listen for sounds within a word. They will practice blending sounds together to</p>	<p>Focus on the child's ability to hear individual sounds and also replacing sounds.</p>								

Consult 4 Kids Lesson Plans

make a word. Beginning sounds are called onsets. Ending sounds are called rimes.

Name Game

1. Say this rhyme to the students: It begins with /s/ and ends with /am/. Blend them together and the name is Sam.
2. "It begins with /ho/ and ends /zay/. Blend them together and the name is Jose.
3. Choose names from your class list. Have students blend the sounds together and same the correct name of their classmate.

You do:

Use an Exclamation Point to Show Strong Emotion

Materials: Student white boards, markers, erasing cloth

Directions:

1. Have one student choose a picture card (*fire*).
2. Ask students to think of a short sentence using the word *fire*. *I see a fire!* Insert an exclamation point at the end of the sentence. Think of a fun way to draw an exclamation point. (bat and baseball)
3. Ask students where we should begin writing the sentence: top, bottom, left, right?
4. Model how to make a capital *I*.
5. Make a two-finger space between words.
6. Model one letter at the time until the sentence is complete.
7. Review when we use an exclamation point: words with strong emotion.

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

Phonics

Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts:

Creating the white board template:

Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be no lines in each quadrant.

Write the 6 letters taught so far on the white board. (m, s, f, b, t, and c) Tell the students they are to repeat the word listening for beginning and ending sounds, but the new words will have **a sound they know in the middle**. Practice a few words so the students get the idea. Be sure to slowly enunciate each sound in the word. This may be a challenge, so use no more than four words. Here are a few words: brightness, mighttness, flames, classic, buffet.

Practice writing m, s, f, b, t, and c on the white boards. Watch for correct letter formation. Always begin at the top of the letter.

Help children connect sound and symbol relationships.

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

Consult 4 Kids Lesson Plans

Day 2

Materials: Individual student white boards, markers, erasing cloth

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first.

The Word of the Day is *compound word*. A compound word is formed from two or more other words.

1. Choose words that can be joined into compound words.
2. Write the words on the white board in two columns.

black	fall	blackbird
cook	gull	cookbook
tea	bird	teaspoon
super	way	superman
water	book	waterfall
sea	spoon	seagull
full	man	freeway

3. Read the first word. Find the other half of the word in the second column.
4. Students draw a picture of the compound word on their white board.
5. Students tell what the compound word means.
6. Check for understanding of *compound words*.

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Capitalize Pronoun I
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: Individual white boards, markers, erasing cloth, picture cards at end of lesson plan

Opening

State the objective
<p>Today we will:</p> <ul style="list-style-type: none"> Conduct learning opportunities in the core English Language Arts Areas of <ul style="list-style-type: none"> Phonemic Awareness Concepts of Print Phonics/Letter Recognition Vocabulary Clues (Tools for clarifying story content)

Gain prior knowledge by asking students
<p>Ask the students:</p> <p>Tell a familiar Nursery Rhyme --Little Boy Blue. "Little Boy Blue, come blow your horn. The sheep's in the meadow. The cows in the corn. But where's the boy who looks after the sheep? He's under the haystack, fast asleep." Ask students to tell what really happened in the rhyme in their own words.</p> <p>Ask students to give you a rhyme for the following words: hip, mink, jig, pick, best</p> <p>Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!</p>

Content (the "Meat")

<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Conventions of Writing</p> <p>It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>Look at each of these groups of words and reorganize them into statement or question sentences. Begin the sentence with a capital letter and end with a period or question mark.</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">can run Spot</td> <td>(Can Spot run?.)</td> </tr> <tr> <td>by sit me</td> <td>(Sit by me.)</td> </tr> <tr> <td>down hill the slide</td> <td>(Slide down the hill.)</td> </tr> <tr> <td>come will he home</td> <td>(Will he come home?)</td> </tr> </table>	can run Spot	(Can Spot run?.)	by sit me	(Sit by me.)	down hill the slide	(Slide down the hill.)	come will he home	(Will he come home?)	<p>Have children practice using the conventions of writing on the white board. You can make white board by putting paper inside of a sheet protector and giving them a crayon or a Vis-à-vis pen to write with. Use a sock for an eraser.</p>
can run Spot	(Can Spot run?.)								
by sit me	(Sit by me.)								
down hill the slide	(Slide down the hill.)								
come will he home	(Will he come home?)								

<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Phonemic Awareness</p> <p>Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 2 is Parts of a Word. In Level 2, students listen for sounds within a word. They will practice blending sounds together to make a word. Beginning sounds are called onsets. Ending sounds are called rimes.</p> <p>Split It</p> <p>Materials: Two-syllable words</p>	<p>Focus on what the children can hear. Phonemic Awareness is aural not visual. It is a predictor of reading fluency.</p>
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Consult 4 Kids Lesson Plans

1. Talk to the class about words that have two syllables (parts).
2. Ask students to make two fists facing away from them.
3. Say the first word. (rain-bow)
4. As students say the first syllable (rain). Turn your hand over. Continue with the second syllable. (bow) Turn the other hand over.
5. Repeat, saying rain-bow rainbow.
6. Here are other two-syllable words: dough-nut, side-walk, pa-per, bas-ket, co-lor, sci-ssors, un-der, o-ver, out-side, in-side, be-tween, ta-ble, run-ning, skate-board.

You do:
Capitalize the Pronoun "I."

Materials: Student white boards, markers, erasing cloth

Directions:

1. Have one student choose a picture card (*top*).
2. Ask students to think of a short sentence using the word top. Insert the pronoun "I" in the sentence. (*I have a top.*)
3. Ask students where we should begin writing the sentence: top, bottom, left, right?
4. Model how to make a capital *I*.
5. Make a two-finger space between words.
6. Model one letter at the time until the sentence is complete.
7. Review why we capitalize the pronoun "I." ("I" is a person. People are proper nouns. Proper nouns are capitalized.).

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

Phonics

Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. . The lesson will consist of several parts:

Creating the white board template:

Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be no lines in each quadrant.

Write the 6 letters taught so far on the white board. (m, s, f, b, t, and c) Tell the students they are to repeat the word listening for beginning and ending sounds, but the new words will have a **sound they know in the middle**. Practice a few words so the students get the idea. Be sure to slowly enunciate each sound in the word. This may be a challenge, so use no more than four words. Here are a few words: tablet, cost, success, moment, confess.

Practice writing m, s, f, b, t, and c on the white boards. Watch for correct letter formation. Always begin at the top of the letter.

Phonics is helping children make the connection between what they hear and what they recognize and connect sound and symbol.

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

Consult 4 Kids Lesson Plans

Day 2

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. The Word of the Day is *setting*. The setting tells *where* the story takes place. The setting of the nursery rhyme Little Boy Blue is in the countryside.

1. Select a handful of words.
2. Choose words from the beginning, middle, and end of the story.
3. Write the words on the white board.
4. Read the first two words.
5. Think how the words are connected.
6. Next connect the 2nd and 3rd word.
7. Continue until all the words are connected.
8. Have a student tell the story from the connected words.
9. Check your story prediction later after you read the story to the students.
10. Check for understanding of the word "*setting*."

Closing

Review

Say:

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

Debrief

Likes and Dislikes

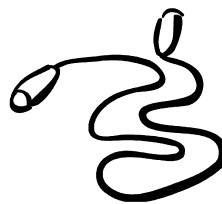
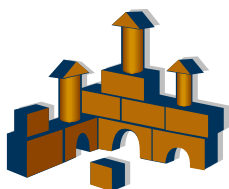
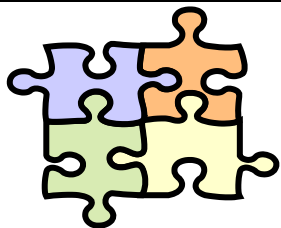
Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know.

Consult 4 Kids Lesson Plans



Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Patty Cake
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials:

Individual white boards, markers, erasing cloth, index cards

Opening

State the objective

Today we will:

Conduct learning opportunities in the core English Language Arts Areas of:
 Phonemic Awareness
 Concepts of Print.
 Phonics/Letter Recognition.
 Vocabulary Clues (Tools for clarifying story content).

Gain prior knowledge by asking students

Ask the students:

This activity will help students learn to retell, in sequence three parts to a story.

1. Recite with the children the nursery rhyme, "Mary Had a Little Lamb": "Mary had a little lamb, its fleece was white as snow, and everywhere that Mary went, the lamb was sure to go. It followed her to school one day, which was against the rule. It made the children laugh and play to see a lamb at school."
2. Say the rhyme together several times.
3. Ask students to act out the rhyme: (1) The lamb followed Mary everywhere. (2) It followed her to school one day. (3) The children laughed and played when they saw the lamb.
4. Form two circles with chairs, one inside the other, facing each other. Students take turns telling the rhyme in their own words to the person facing them.
5. After enough time has gone by for each person to tell their story, the leader prompts the outer circle to move counter clockwise one seat.
6. The students tell their story again.

Rhyming Couplets: Listen for words that rhyme in these poetry samples: "I see a bee, looking at me/ Hey Diddle Diddle, the cat and the fiddle/ Little Bo Peep has lost her sheep/ Leave them alone, and they'll come home/ One, two, buckle my shoe/ Three, four, shut the door/ Five six, pick-up sticks/ Seven, eight, make them great.

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Consult 4 Kids Lesson Plans

Content (the “Meat”)	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Conventions of Writing</p> <p>It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action.</p> <p>It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>Look at each of these groups of words and reorganize them into statements or question sentences. Begin the sentence with a capital letter and end with a period or question mark.</p> <p>The Word of the Day is <i>noun</i>. A <i>noun</i> is a word that names a person, place or thing. In this activity, students will be thinking of “things.”</p> <ol style="list-style-type: none"> 1. Students work with a partner. 2. Ask students to name things that they see around them: table, pencil, backpack, marker, scissors, etc. 3. Write the nouns on the white board. 4. Students write one 3 or 4 word sentence on their white boards using one or more of the nouns. For example: “I see a <u>pencil</u>. My <u>backpack</u> is heavy. I want a <u>marker</u>.” 	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonemic Awareness</p> <p>Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 2 is Parts of a Word. In Level 2, students listen for sounds within a word. They will practice blending sounds together to make a word. Beginning sounds are called onsets. Ending sounds are called rimes.</p> <p>Patty-Cake, Patty-Cake</p> <ol style="list-style-type: none"> 1. Review the Patty-Cake rhyme: “Patty-cake, Patty-cake, baker’s man. Bake it up as fast as you can. Roll it, and roll it, and mark it with “B.” Throw it in the oven for baby and me.” 2. Place students in a circle. Ask them to face a partner. 3. Use a stick or some other object to keep the beat. 4. Practice Patty-cake, patty-cake. Students alternate patting their partner’s hands using onsets and rimes. Clap in between each “pat.” On “baker’s man,” say the new word three times. For example: “C (pat), -at (pat), cat, cat, cat (Pat hands together three times.) 5. Repeat with other words: (1) /h/at/ hat, hat, hat (2) g/um/ gum, gum, gum (3) s/un/ sun, sun, sun (4) /b/ell bell, bell, bell <p style="text-align: center;">You do: Practice Left to Right</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Practice swiping your hand across the white board, left to right. 2. Ask, “What am I doing? I am tracking.” 3. Write 3 letters on the white board. Ask, “Which letter is first? The letter on the left is first. 4. Bring three students to the front of the class. 5. Ask, “Which student is first? The student on the left is first.” 	

Consult 4 Kids Lesson Plans

6. Write a phoneme on the white board (th). Ask, "Which letter is first? The letter on the left is first." Say the phoneme sound. Continue with other phonemes.
7. Here are other phonemes: sh, wh, and ch.

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

Phonics

Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts:

Creating the white board template:

Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be no lines in each quadrant.

Tell the students they will be spelling words. Say the word (sat). Have students repeat the word. Ask students what they said first (s). Ask students to write the letter *s* in the first quadrant. Ask, "What did you hear after the *s*?" (a) Write the letter *a* after letter *s* in the first quadrant. Continue with letter *t*. Say the word again, tracking from left to right.

Dictate 3 more words, following the same pattern: tab, bat, mat.

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

Day 2

Materials: Individual student white boards, markers, erasing cloth

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first.

1. Choose a handful of words from the trade book
2. Write one word on each card. Put the cards in a "hat." Write the words on the white board.
3. Have a student choose a card.
4. The student must act out the word on his or her card. Encourage students to use big arm motions and facial expressions.
5. Classmates guess the word.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Likes and Dislikes

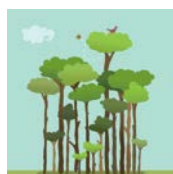
Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know.

Noun Picture Cards



Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Find The Pattern
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: Individual white boards, markers, erasing cloth
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Opening

State the objective

Today we will:

- Conduct learning opportunities in the core English Language Arts Areas of:
 - Phonemic Awareness.
 - Concepts of Print.
 - Phonics/Letter Recognition.
 - Vocabulary Clues (Tools for clarifying story content).

Gain prior knowledge by asking students

Ask the students:

This activity will help students learn to retell a chain of events. Tell students that you are going to give them four directions. After you have given the directions, you will choose a student to carry out the directions. The idea is to say the directions one time, listen carefully and follow the directions in sequence without coaching from classmates. Here are a few sample directions: "First turn off the lights. Second, ask Carlos how old he is. Third, turn around in a circle. Fourth, turn the lights back on." Or you might try these directions: "First tell us your middle name. Second, ask someone what 2 + 2 is. Third ask the teacher for a piece of candy. Fourth, touch your head, knees and toes."

Ask students to say a rhyming pair. With their partner, make a silly sentence using both rhyming words. For example: box/fox. The fox jumped over the box. Here are a few rhyming pairs: pen/hen, dot/pot, bug/rug, bum/gum, skip/trip, dip/chip, chin/skin, duck/luck, hit/sit.

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Look at each of these groups of words and reorganize them into statements or question sentences. Begin the sentence with a capital letter and end with a period or question mark.

Add a period or question mark to end of these sentences: Dogs bark/Do dogs bark/Grass grows/Birds fly/Do pigs fly/ Does rain fall/We walk.

If there is time, have children play the punctuation game at the end of the lesson plan. You could read the sentences to them and then have them mark a punctuation mark.

Consult 4 Kids Lesson Plans

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

Phonemic Awareness

Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 2 is Parts of a Word. In Level 2, students listen for sounds within a word. They will practice blending sounds together to make a word. Beginning sounds are called onsets. Ending sounds are called rimes.

Find the Pattern

1. Write three words on the white board: cub, hub, met.
2. Students write the two words with the same ending rime. Circle the ending rime: cub, hub. Here are sample word groups: smog/flock/smock, trot/truck/ spot, spun/sun/strut, stub,/tot/plot, and drink/stink/spring.

You do: Response Writing

When asked a question, students and adults alike should respond in complete sentences. This is an ongoing process. Speaking in complete sentences is a lead-up activity to the child’s ability to write.

Materials: Student white boards, markers, erasing cloth

Directions:

During language time, ask students to respond orally or in writing to the following prompts:

- | | |
|------------------------|-----------------------|
| I want ____. | I see ____. |
| I want ____. | I see ____. |
| I want ____. | I see ____. |
| But I don’t want ____. | But I don’t see ____. |

Help children hear the individual sounds inside of a word. Have them stretch the word so it is easier to hear.

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

Phonics

Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts:

Creating the white board template:

Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be two lines in each quadrant.

<hr style="margin-bottom: 10px;"/> <hr style="margin-bottom: 10px;"/>	<hr style="margin-bottom: 10px;"/> <hr style="margin-bottom: 10px;"/>
<hr style="margin-bottom: 10px;"/> <hr style="margin-bottom: 10px;"/>	<hr style="margin-bottom: 10px;"/> <hr style="margin-bottom: 10px;"/>

Say the following words. Have students write **both** the beginning and ending sounds in each quadrant: atlas, ant, apart, atom, asstant, aspect, accept, and attempt.

Connect the symbols (letters) to the sounds that they make. Also help youngsters connect the upper and lower case letters.

Consult 4 Kids Lesson Plans

<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Day 2 Materials: Individual student white boards, markers, erasing cloth Preparation Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first.</p> <ol style="list-style-type: none"> 1. The Word of the Day is <i>date</i>. Students write the date on their white boards. 2. Choose a handful of words from the trade book: <i>eat, drink, boat, fiesta, and pet</i>. 3. Ask students to say a sentence about how they will use the word in real life. For example: “I want to <u>eat</u> a snack. Let’s get a <u>drink</u> of water. I like to go to a <u>fiesta</u>.” 4. Students may write a short sentence on their white boards. 	
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Likes and Dislikes Create a chart and list what students liked and what students didn’t like about the activities. You might probe by asking, “What about this activity ...”</p>

<p>Reflection (Confirm, Tweak, Aha!) Ask students to share something that they already knew about (how to find their name, etc.) Ask them something that you talked about that they did not know.</p>
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Punctuation Game Board

?	.	.	.	?
.				!
!				.
?				.
.	!	.	?	?

Punctuation Word Cards

I saw my dog at my house	I play ball with my Dad	My favorite color is red	I like to eat hamburgers
I am 6 years old	Yesterday was my birthday	How old are you	Do you like to eat the sandwich
Have you been to the fair today	Where are we going	Who is that man	Wow
I am so excited to see you	You're the greatest	I like the color orange	My cat is yellow

First

Second

Third

Fourth

Then

Finally

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Popcorn
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: Individual white boards, markers, alphabet cards

Opening

State the objective
Today we will: Conduct learning opportunities in the core English Language Arts Areas of: Phonemic Awareness. Concepts of Print. Phonics/Letter Recognition. Vocabulary Clues (Tools for clarifying story content).

Gain prior knowledge by asking students
Ask the students: Tell a familiar Nursery Rhyme – Mary Had a Little Lamb. Ask students to tell what really happened in the rhyme in their own words. Ask students to give you a rhyme for the following words: back, dad, can, bed, bell Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the “Meat”)

<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?) Look at each of these groups of words and reorganize them into sentences. Begin the sentence with a capital letter and end with punctuation.</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">bark can the dog</td> <td>{The dog can bark.}</td> </tr> <tr> <td>box the at look</td> <td>(Look at the box.)</td> </tr> <tr> <td>top the to hop</td> <td>(Hop to the top.)</td> </tr> <tr> <td>see jump the frog</td> <td>(See the frog jump.)</td> </tr> </table> <p>Discuss the groups of words above. Have student write the words into sentences.</p>	bark can the dog	{The dog can bark.}	box the at look	(Look at the box.)	top the to hop	(Hop to the top.)	see jump the frog	(See the frog jump.)	
bark can the dog	{The dog can bark.}								
box the at look	(Look at the box.)								
top the to hop	(Hop to the top.)								
see jump the frog	(See the frog jump.)								
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonemic Awareness Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 2 is Parts of a Word. In Level 2, students listen for sounds within a word. They will practice blending sounds together to</p>									

Consult 4 Kids Lesson Plans

make a word. Beginning sounds are called onsets. Ending sounds are called rimes.

Popcorn

Materials: Alphabet cards

1. Have three students sit in front of the class.
2. Provide them with alphabet cards (m, a, t) for the word *mat* with three phonemes (sounds).
3. When the leader says Popcorn #1, the first student “pops” up and says the first sound (m-m-m)
4. When the leader says Popcorn #2, the second student “pops” up and says the second sound (a-a-a). Continue with Popcorn #3.
5. Have the rest of the students blend the sounds and guess the word.
6. Continue with other words: did, bit, pin, wig, run

You do:
Capitalize the First Word of a Sentence

Directions:

1. Have one student choose a picture card (bus).
2. Ask students to think of a short sentence using the word *bus*. (*I see a bus.*)
3. Ask students where we should begin writing the sentence: top, bottom, left, right?
4. Model how to make a capital *I*.
5. Make a two-finger space between words.
6. Model one letter at the time until the sentence is complete.
7. Review why we capitalize the first word of a sentence.

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

Phonics

Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. This lesson will continue practicing the letter *c* and review *m* and *s*. The lesson will consist of several parts:

Creating the white board template:

Show children how to create the following template on the white board. Divide the white board into 4 parts. Make two lines in each quadrant.

<p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p>	<p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p>
<p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p>	<p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p>

You will review the sounds /b/, and /t/. Students will decide whether they hear the sound at the beginning of the word or the end of the word. If they hear the sound at the beginning, they will write the letter on the first line in the quadrant you are working in. If they hear the

Consult 4 Kids Lesson Plans

sound at the end of the word, they will write the letter on the last line in the quadrant.

Sound of /m/ words: many, meat, minimum, mom, minute

Sound of /s/ words: sent, supper, fuss, sunsets, Sam

Continue with the letter c. Practice drawing the c. Think of a fun way to draw the letter.

"Letter c stands for *car*. The "*car*" begins at the start of the race, curves around the track, and ends on the finish line." Using the quadrants above, students listen for the /k/ sound for the letter c at the beginning or ending of the word.

Sound of /k/ words: clatter, dynamicc, crater, havocc, giganticc

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

Day 2

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Select 4-5 words that you think students may not understand and will be important for getting the most out of the story. Clarifying words helps students get a clear picture of what the story is about. Begin with the cover of the book. Ask the students to predict what the story will be about.

1. Write the 4-5 words on the white board. Ask students if they recognize any of the words. Read all the words using correct pronunciation.
2. The academic vocabulary Word of the Day is *describe* which means 'to explain something.' "We will '*describe*' what this word means to others."
3. Make a list of different staff members in the school.
4. Choose a word (eat). What might the principal say about the word? "I am responsible that all students eat lunch." What might the custodian say about the word? "I hope the kids pick up their trash after they eat!"
5. Continue with other staff members.
6. Check for understanding of the word "describe."

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)
Ask them something that you talked about that they did not know.

Alphabet Card Upper and Lower Case

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z	a	b	c	d
e	f	g	h	i
j	k	l	m	n

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o	p	q	r	s
t	u	v	w	x
y	z			

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Freeze Like A Statue
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials:

Individual white boards, markers, erasing cloth, index cards, words from current word lists

Opening

State the objective

Today we will:

Conduct learning opportunities in the core English Language Arts Areas of:
 Phonemic Awareness.
 Concepts of Print.
 Phonics/Letter Recognition.
 Vocabulary Clues (Tools for clarifying story content).

Gain prior knowledge by asking students

Ask the students:

Tell students you are going to tell them story about four things you did when you came to work today. "First I did the computer check-in in the office. Then I got supplies for our Science activity. Next I put the supplies in my cart. Finally, I pulled my cart with me to greet all of you students." Ask a student to act out the events in correct sequence. Tell the story again, this time leaving out one of the parts. See if students can remember the part you left out. If time, ask a student to tell four things he or she did today. Students retell the story.

Ask students to segment sounds divided into onsets and rimes. Say, "m-an man." Here are some other words to segment: c-at, sl-eep, f-un, f-ear, p-ants, b-ed, n-ose, r-oof, fl-ower, h-ouse, b-ox.

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence.

The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action.

It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Look at each of these groups of words and reorganize them into statements or question sentences. Begin the sentence with a capital letter and end with a period or question mark.

Freeze Like a Statue

1. Review the word *verb*. A *verb* is a word that shows action.
2. Think of action verbs: run, jump, kick, catch, throw, hit, beg, sing, and paint.
3. Write the action verbs on the white board.
4. Demonstrate how to freeze like a statue as though you were getting ready to "run."
5. Students choose one verb.
6. Come to the front of the class. Pose like a statue for 10 seconds.
7. Students guess the verb.

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<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonemic Awareness Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 2 is Parts of a Word. In Level 2, students listen for sounds within a word. They will practice blending sounds together to make a word. Beginning sounds are called onsets. Ending sounds are called rimes.</p> <p>Pat the Sounds Materials: Index cards, words from current word lists.</p> <ol style="list-style-type: none"> 1. Ahead of time, write words on index cards. Separate the word parts: m-ouse mouse, h-and hand, c-oin coin, t-ent tent, p-in, pin, m-ask mask, h-ose hose, t-ack tack, l-eaf leaf. 2. Students place the index card on the table. Students slowly pat out each sound. 3. Students then exchange cards. <p style="text-align: center;">You do:</p> <p style="text-align: center;">Students Recognize Lowercase Letters</p> <p>Materials: Student white boards, markers, erasing cloth</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. The leader will write three letters on the white board: cFG 2. Students choose the lowercase letter and write it on their white boards. 3. Continue the pattern: AaB, XYz, sER, rES, QTv, WXy, mNO, PoP. 4. Ask students to play the same game with their partner. Write one Capital and one lowercase letter. The partner must write the lowercase letter. 					
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonics Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts:</p> <p>Creating the white board template: Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be one line in each quadrant.</p> <div style="border: 1px solid black; width: 100%; height: 150px; margin: 10px 0;"> <table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; height: 50%; text-align: center; vertical-align: middle;">_____</td> <td style="width: 50%; height: 50%; text-align: center; vertical-align: middle;">_____</td> </tr> <tr> <td style="width: 50%; height: 50%; text-align: center; vertical-align: middle;">_____</td> <td style="width: 50%; height: 50%; text-align: center; vertical-align: middle;">_____</td> </tr> </table> </div> <p>Have students draw the four quadrants on their white boards. We will continue listening for the short /a/ sound at the beginning or middle of each word. If they hear the /a/ sound in the word, write the letter a in the quadrant. If they do not hear the short /a/ sound, leave the quadrant blank. Here are a few words: <u>a</u>ntenna, terrible, <u>a</u>nniversary, <u>a</u>ster, cob, and <u>a</u>gitate.</p>	_____	_____	_____	_____	
_____	_____				
_____	_____				
<p>Instruction / Demonstration (“I do” – “We do”)</p>					

Consult 4 Kids Lesson Plans

Day 2

Materials: Individual student white boards, markers, erasing cloth

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first.

The Word of the Day is *details*. *Details* are small ideas that support the theme. Brown hair, blue eyes, rosy cheeks, and freckles are *details* that tell about a person. When students draw pictures of their secret word, ask them to include at least one *detail*.

1. Choose 4 or 5 words from the trade book.
2. Say the words with the class. Talk about their meanings.
3. Each student will choose their own secret word.
4. On their white boards, draw a picture that shows the meaning of their secret word. Include at least one detail.
5. Students share their pictures with a partner. The partner guesses their secret word.
6. Continue with another secret word.

Closing

Review

Say:

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

Debrief

Likes and Dislikes

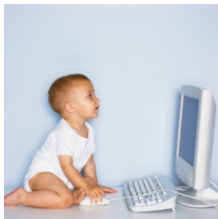
Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know.

Verb (Action) Pictures



Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Make New Words
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials:

Individual white boards, markers, erasing cloth

Opening

State the objective

Today we will:

Conduct learning opportunities in the core English Language Arts Areas of:
 Phonemic Awareness.
 Concepts of Print.
 Phonics/Letter Recognition.
 Vocabulary Clues (Tools for clarifying story content).

Gain prior knowledge by asking students

Ask the students:

Sing or chant with students, "The Teensy Weensy Spider." The teensy weensy spider went up the water spout. Down came the rain and washed the spider out. Out came the sun and dried upon the rain. And the teensy weensy spider went up the spout again." Draw 4 large picture frames on the white board. Ask students what happened first in the rhyme. Ask a student to draw the spider climbing up the water spout. in the first frame. Continue with the remaining three events in the story. Sing or chant the rhyme again. Now, without looking at the picture frames, ask students to retell the rhyme to their neighbor.

Separate sounds by saying them slowly. Use words with two phonemes: (/a/-/t/ at, /i/-/t/ it, /i/-/s/ is, /i/-/n/ in, /b/-/y/ by, /m/-/e/ me, /s/-/o/ so, /u/-/p/ up, /t/-/o/ to, /u/-/s/ us.

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence.

The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action.

It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Look at each of these groups of words and reorganize them into statements or question sentences. Begin the sentence with a capital letter and end with a period or question mark.

The Word of the Day is *verb*. A *verb* is a word that shows action. Ask students to think of action verbs to complete each sentence.

1. Sally ran to school. Here are a few possible choices: hopped, skipped,
2. Sally to school. walked, rode, skateboarded, swam, and bicycled.

Consult 4 Kids Lesson Plans

<p>3. Sally ___ to school. 4. Sally ___ to school. 5. Sally ___ to school.</p>			
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonemic Awareness Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 2 is Parts of a Word. In Level 2, students listen for sounds within a word. They will practice blending sounds together to make a word. Beginning sounds are called onsets. Ending sounds are called rimes.</p> <p>Make New Words Materials: Individual white boards, markers, erasing cloth</p> <ol style="list-style-type: none"> 1. Write the beginning consonant and medial vowel for three words on the white board, one under the other. Students write on their white boards. <div style="margin-left: 40px;"> ra ra ra </div> 2. Ask students to say an ending consonant so that we have three different words. For example: ra<u>n</u> ra<u>g</u> ra<u>t</u> 3. Create more words: red/bed/fed, top/pop/mop, pig/fig/wig, let/bet/pet, man/pan/tan <p style="text-align: center;">You do: Recognize All Upper Case Letters</p> <p>Materials: Student white boards, markers, erasing cloth Directions:</p> <ol style="list-style-type: none"> 1. Write one student’s name on the white board - <i>Sergio</i> 2. Say, “Point to the uppercase (capital) letter.” S 3. Ask, “How are uppercase letters different from lowercase letters?” (They are twice as tall.) 4. Practice writing uppercase letters from students’ names in your class. 	<p>Have children practice hearing the sounds within a word. Have them stretch the word out so they can identify each sound.</p>		
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonics Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts:</p> <p>Creating the white board template: Show children how to create the following template on the white board. Divide the white board into 4 parts. There should one line in each quadrant.</p> <div style="border: 1px solid black; width: 100%; height: 100%; margin-top: 10px;"> <table style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; height: 50%; border: 1px solid black; text-align: center; vertical-align: middle;">_____</td> <td style="width: 50%; height: 50%; border: 1px solid black; text-align: center; vertical-align: middle;">_____</td> </tr> </table> </div>	_____	_____	
_____	_____		

Consult 4 Kids Lesson Plans

_____	_____	
<p>Continue practicing short /a/ words. Listen for the short /a/ sound in the beginning or middle of each word. Say each word. Students repeat each word. If they hear the /a/ sound in the word, write the letter a on the line. If they do not hear the short /a/ sound, leave the quadrant blank. Here are a few words to try: <u>a</u>pple, <u>a</u>pprove, <u>a</u>xi, <u>A</u>tlantic, <u>bl</u>ack.</p>		
Instruction / Demonstration (“I do” – “We do”)		
<p>Day 2 Materials: Individual student white boards, markers, erasing cloth Preparation Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first.</p> <ol style="list-style-type: none"> 1. Choose a handful of words from the trade book. 2. Write the words on the white board. 3. Draw a large artist frame on the white board. Make it low so students can reach. 4. Ask a student to come to the front and choose a secret word from the list. 5. When they have a secret word, ask them to draw a picture of what the word means in the picture frame. 6. After 10-15 seconds, the student says to the class, “What is my secret word?” 7. The class responds. 		

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Likes and Dislikes Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, “What about this activity ...”</p>

<p>Reflection (Confirm, Tweak, Aha!) Ask students to share something that they already knew about (how to find their name, etc.) Ask them something that you talked about that they did not know.</p>
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Upper and Lower Case Alphabet

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z	a	b	c	d
e	f	g	h	i

j	k	l	m	n
o	p	q	r	s
t	u	v	w	x
y	z			

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Punch the Sound
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials:
Cards with student's first name printed: Allison (Upper case first letter, lower case remainder of letters)
Crayolas
Marking Pens

Opening

State the objective
Today we will:
Conduct learning opportunities in the core English Language Arts Areas of:
Phonemic Awareness.
Concepts of Print.
Phonics/Letter Recognition.
Vocabulary Clues (Tools for clarifying story content).

Gain prior knowledge by asking students
Ask the students:
Tell a familiar Nursery Rhyme – Jack and Jill. Ask students to tell what really happened in the rhyme in their own words.
Ask students to give you a rhyme for the following words: cake, coat, hose, top, ice, train.
Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the “Meat”)

<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Conventions of Writing</p> <p>It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>Look at each of these groups of words and reorganize them into sentences. Begin the sentence with a capital letter and end with punctuation.</p> <p style="padding-left: 20px;">the tree look at</p> <p style="padding-left: 20px;">see cat I a</p> <p style="padding-left: 20px;">him run see</p> <p style="padding-left: 20px;">park the to go</p> <p>Discuss the groups of words above. Have student write the words into sentences.</p>	<p>Encourage the children to participate fully in the activities.</p>
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<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonemic Awareness</p> <p>Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 2 is Parts of a Word. In Level 2, students listen for sounds within a word. They will practice blending sounds together to make a word. Beginning sounds are called onsets. Ending sounds are called rimes.</p>	<p>Take advantage of the teachable moments. List to what the children are saying and then make a point to share the information with all of the children.</p>
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Consult 4 Kids Lesson Plans

Punch the Sound

Choose a word with three phonemes or sounds *bat* (b/a/t). Tell students to listen for the final sound. Students slide their hand across as you make the first two sounds: /b/ /a/. When students hear the final sound /t/, they pretend to “punch the sound” with their fist. Repeat the word and the activity. Use other words: dog /d/ /o/ /g/, ride /r/ /i/ /d/, top /t/ /o/ /p/, yes /y/ /e/ /s/, back /b/ /a/ /k/.

You do:
Ending Punctuation

A game is attached to this lesson plan that will give students an opportunity to practice ending punctuation. There is a game board that has ending punctuation marks and a set of cards with sentences in need of punctuation. Student draws a card and determines which punctuation is appropriate for the end of the sentence. He/She then takes a token and marks that space on the game board. If you have different colors of tokens that is great. If not, give each student a different color of construction paper scrap and have the tear a marker when they need it.

Directions:

1. Player draws a sentence card.
2. He/she decides what the ending punctuation will be.
3. He/she reads the sentence. If everyone agrees, player marks the space with that punctuation mark.
4. Process repeats until all punctuation marks are covered.

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

Phonics

Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. This lesson will introduce the letter *c* and review *b*, and *t*. The lesson will consist of several parts:

Creating the white board template:

Show children how to create the following template on the white board. Divide the white board into 4 parts. Make two lines in each quadrant.

<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

You will review the sounds /b/, and /t/. Students will decide whether they hear the sound at the beginning of the word or the end of the word. If they hear the sound at the beginning, they will write the letter on the first line in the quadrant you are working in. If they hear the sound at the end of the word, they will write the letter on the last line in the quadrant.

Sound of /b/ words: bright, basic, crab, curb, tub

Sound of /t/ words: talcum, felt, spirit, trot, dart

Consult 4 Kids Lesson Plans

Introduce the letter c. Practice drawing the c. Think of a fun way to draw the letter. "Letter c stands for *car*. The "*car*" begins at the start of the race, curves around the track, and ends on the finish line." Using the quadrants above, students listen for the /k/ sound for the letter c at the beginning or ending of the word.

Sound of /k/ words: curly, hectic, candy, cursive, completion

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

Day 1

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Select pictures that you think are particularly interesting. Also select 4-5 words that you think students may not understand and will be important for getting the most out of the story. Part of predicting is also listening to a sentence or two from the book so you can have a clear picture of the story.

Lesson

1. Begin with the cover of the book. Ask the students to predict what the story will be about.
2. Open the book to pictures in the middle of the book and ask students the same question.
3. The academic vocabulary Word of the Day is *compare*, which means 'to look for things about the same.' "We will '*compare*' a few words from this story."
4. Choose a few vocabulary words from the story. Find pairs of words that have something in common, i.e., "eat" and "drink." We can say, "Everyone needs to eat and drink. "Eat" and "drink" are both things we do to stay healthy." You are comparing the two words.
5. Have students make as many connections as possible. It is okay to reuse words to form other connections.
6. Check for understanding of the word "compare."

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)
Ask them something that you talked about that they did not know anything about.

Punctuation Game Board

?	.	.	.	?
.				!
!				.
?				.
.	!	.	?	?

Punctuation Game Board Sentences

I saw my dog at my house	I play ball with my Dad	My favorite color is red	I like to eat hamburgers
I am 6 years old	Yesterday was my birthday	How old are you	Do you like to eat the sandwich
Have you been to the fair today	Where are we going	Who is that man	Wow
I am so excited to see you	You're the greatest	I like the color orange	My cat is yellow

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Puzzle Pieces
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: Index cards, scissors, envelopes, individual white boards, markers, erasing cloth
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Opening

State the objective
<p>Today we will: Conduct learning opportunities in the core English Language Arts Areas of: Phonemic Awareness. Concepts of Print. Phonics/Letter Recognition. Vocabulary Clues (Tools for clarifying story content).</p>

Gain prior knowledge by asking students
<p>Ask the students: Tell a familiar Nursery Rhyme --Hey Diddle Diddle. "Hey, Diddle Diddle, the cat and the fiddle, the cow jumped over the moon. The little dog laughed to see such sport, and the dish ran away with the spoon!" Ask students to tell what really happened in the rhyme in their own words. Ask students to give you a rhyme for the following words: hop, cub, dot, bug, fun Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!</p>

Content (the "Meat")

<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?) Look at each of these groups of words and reorganize them into question sentences. Begin the sentence with a capital letter and end with a question mark.</p> <table style="width: 100%;"> <tr> <td>bark can the dog</td> <td>(Can the dog bark?.)</td> </tr> <tr> <td>see did you</td> <td>(Did you see?)</td> </tr> <tr> <td>I may come</td> <td>(May I come?)</td> </tr> <tr> <td>are where you</td> <td>(Where are you?)</td> </tr> </table>	bark can the dog	(Can the dog bark?.)	see did you	(Did you see?)	I may come	(May I come?)	are where you	(Where are you?)	<p>Have children use the white boards to practice writing sentences correctly. Focus on the beginning capital letter and the ending punctuation.</p>
bark can the dog	(Can the dog bark?.)								
see did you	(Did you see?)								
I may come	(May I come?)								
are where you	(Where are you?)								

<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Phonemic Awareness Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 2 is Parts of a Word. In Level 2, students listen for sounds within a word. They will practice blending sounds together to make a word. Beginning sounds are called onsets. Ending sounds are called rimes.</p> <p>Puzzle Pieces Materials: Index cards, scissors, envelopes</p>	<p>Focus on helping children hear the sounds and then consider how those sounds are made—what they hear, how the mouth is formed, and so on. Phonemic Awareness is a predictor of</p>
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Consult 4 Kids Lesson Plans

1. Write one 3-letter word on each card. Use lowercase letters. Write large.
2. Draw a zigzag line to separate each letter.
3. Give each student a card and a pair of scissors.
4. Students cut apart each letter on the zigzag lines.
5. Ask students to make the word by fitting the puzzle pieces together. Say the word.
6. Exchange puzzle pieces with a partner. Sound out the word.
7. Have students store puzzle pieces in envelopes.

You do:

Capitalize the Names of People

Materials: Student white boards, markers, erasing cloth

Directions:

1. Have one student choose a picture card (*key*).
2. Ask students to think of a short sentence using the word *ball*. Insert a student's name in the sentence. (*Mario has a key.*)
3. Ask students where we should begin writing the sentence: top, bottom, left, right?
4. Model how to make a capital *M*.
5. Make a two-finger space between words.
6. Model one letter at the time until the sentence is complete.
7. Review why we capitalize the names of people. (People are proper nouns. Proper nouns are capitalized.)

reading success.

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

Phonics

Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. This lesson will continue practicing the letter *c* and review *b* and *t*. The lesson will consist of several parts:

Creating the white board template:

Show children how to create the following template on the white board. Divide the white board into 4 parts. Make two lines in each quadrant.

<p style="text-align: center;">_____</p>	<p style="text-align: center;">_____</p>
<p style="text-align: center;">_____</p>	<p style="text-align: center;">_____</p>

You will review the sounds /b/, and /t/. Students will decide whether they hear the sound at the beginning of the word or the end of the word. If they hear the sound at the beginning, they will write the letter on the first line in the quadrant you are working in. If they hear the sound at the end of the word, they will write the letter on the last line in the quadrant.

Sound of /b/ words: bleach, scrb, cub, blip, drab

Sound of /t/ words: train, trot, quit, permant, dart

Continue with the letter *c*. Practice drawing the *c*. Think of a fun way to draw the letter.

"Letter *c* stands for *car*. The "*car*" begins at the start of the race, curves around the track,

Consult 4 Kids Lesson Plans

and ends on the finish line." Using the quadrants above, students listen for the /k/ sound for the letter *c* at the beginning or ending of the word.

Sound of /k/ words: carnival, talc, carrot, command, tonic

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

Day 2

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Select 20 words that can be made into pairs with the same beginning consonants.

Clarifying words helps students get a clear picture of what the story is about

1. Write the 20 words on index cards, one word on each card.
2. The academic vocabulary Word of the Day is *consonant*. A *consonant* is a speech sound other than a vowel sound.
3. Make a list of the consonants in the alphabet. (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.)
4. Talk about words that have the same beginning consonant. (bell, ball)
5. Provide each student with an index card.
6. Students look for a classmate with a word which has the same beginning consonant as their own word. (cat/car, dog/door, fat/funny)
7. Check for understanding of the word "consonant."

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)
Ask them something that you talked about that they did not know.

Consonants Upper and Lower Case

B	C	D	F
G	H	J	K
L	M	N	P
Q	R	S	T
V	W	X	Y
Z	b	c	d
f	g	h	j
k	l	m	n
p	q	r	s

Consult 4 Kids Lesson Plans

t	v	w	x
y	z		

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Snail Race
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials:

Individual white boards, markers, erasing cloth, snail coloring picture, crayons, glue, picture cards

Opening

State the objective

Today we will:

Conduct learning opportunities in the core English Language Arts Areas of:
 Phonemic Awareness.
 Concepts of Print.
 Phonics/Letter Recognition.
 Vocabulary Clues (Tools for clarifying story content).

Gain prior knowledge by asking students

Ask the students:

This activity will help students learn to retell in sequence.

1. Recite a nursery rhyme with the students: "It's Raining, It's Pouring." "It's raining. It's pouring. The old man is snoring. Bumped his head and he went to bed. And he couldn't get up in the morning."
2. Provide students with white boards and markers.
3. Ask students to draw their favorite part of the rhyme. Place the white boards in sequence along the wall.
4. Ask students if there are any missing parts.
5. Divide white boards into beginning, middle and ending.
6. Use the "wall mural" to help students retell the story

Rhyming Words

1. Provide students with white boards and markers.
2. Write the rhyming words on the white board: *dive, five, hive, live, and drive.*
3. Have students say the words, tracking left to right.
4. Ask students to draw a picture of the word "dive." Show their picture to their partner.
5. Without erasing their boards, have students add a picture of the word "five" to their "dive" drawing.
6. Then add a "hive" to the picture.
7. Continue until students have all five words illustrated on their white boards.
8. Share illustrations and repeat the rhyming words.

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Consult 4 Kids Lesson Plans

Content (the “Meat”)																	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>Sentence/Not a Sentence Ask students to say two-word sentences. Write these sentences on the white board. Ask students to provide two or three word phrases which are not sentences. Write these on the white board. Kids use, “Thumbs up,” if the words are a sentence. “Thumbs down,” if the words are not a sentence. Divide the class in two parts. Keep team points.</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 50%;"><u>Sentence</u></td> <td style="text-align: center; width: 50%;"><u>Not a Sentence</u></td> </tr> <tr> <td>People walk.</td> <td>the people</td> </tr> <tr> <td>You sit.</td> <td>with his mom</td> </tr> <tr> <td>Dogs bark.</td> <td>more people</td> </tr> <tr> <td>Children play.</td> <td>in a book</td> </tr> <tr> <td>Eyes see.</td> <td>many cars</td> </tr> <tr> <td>Water boils.</td> <td>some kids</td> </tr> <tr> <td>Music plays.</td> <td>hot water</td> </tr> </table>	<u>Sentence</u>	<u>Not a Sentence</u>	People walk.	the people	You sit.	with his mom	Dogs bark.	more people	Children play.	in a book	Eyes see.	many cars	Water boils.	some kids	Music plays.	hot water	
<u>Sentence</u>	<u>Not a Sentence</u>																
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<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonemic Awareness Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 2 is Parts of a Word. In Level 2, students listen for sounds within a word. They will practice blending sounds together to make a word. Beginning sounds are called onsets. Ending sounds are called rimes.</p> <p>Snail Race Materials: Snail coloring picture, crayons, craft sticks, glue</p> <ol style="list-style-type: none"> 1. Give each student a snail picture. 2. Have him or her color the picture. 3. Glue the picture to the craft stick. 4. Talk about how slowly snails move. Ask a student to walk like a snail, very slowly. 5. Say, “It’s Snail Race time.” Students move their snail sticks slowly from left to right as you say the sounds in each word: all /a/ /l/, big /b/ /i/ /g/, boat /b/ /o/ /t/, cow /c/ /ow/, day /d/ /ay/, feet /f/ /e/ /t/, hat /h/ /a/ /t/, house /h/ /ou/ /s/ <p style="text-align: center;">You do: Initial, Medial and Final Sounds</p> <p>Materials: Student white boards, markers, erasing cloth</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Have one student choose a picture card (<i>coin</i>). 2. Say the word <i>coin</i>. Make each sound: /c/ /oi/ /n/ 3. Talk about initial (beginning), medial (middle) and final (ending). Ask what is the initial sound? /c/ The medial sound? /oi/ The final sound? /n/ 																	

Consult 4 Kids Lesson Plans

4. Here are other words: snail /sn/ /ai/ /l/, can /c/ /a/ /n/, bear /b/ /e/ /r/, nut /n/ /u/ /t/, tree /t/ /r/ /e/, cap /c/ /a/ /p/, house /h/ /ou/ /s/.

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

Phonics

Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts:

Creating the white board template:

Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be no lines in each quadrant.

Tell students they will be spelling words. Say the word (am). Have students repeat the word. Ask students what they said first (a). Ask students to write the letter *a* in the first quadrant. Ask, “What did you hear after *a*?” (m) Write the letter *m* after the letter *s* in the first quadrant. Say the word again (am), tracking from left to right. Continue with these words: fat, mast, fact, and fast.

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

Day 2

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important.

A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first.

Make Connections

1. Choose a handful of words from the trade book.
2. Write the words on the white board.
3. Ask students to brainstorm fictional characters such as Sponge Bob Square Pants or Spiderman. What would these cool words mean to them?
4. For example: The word is “nod.” Spiderman might *nod* to the crowd after he rescues the maiden in distress. Have a student act it out.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

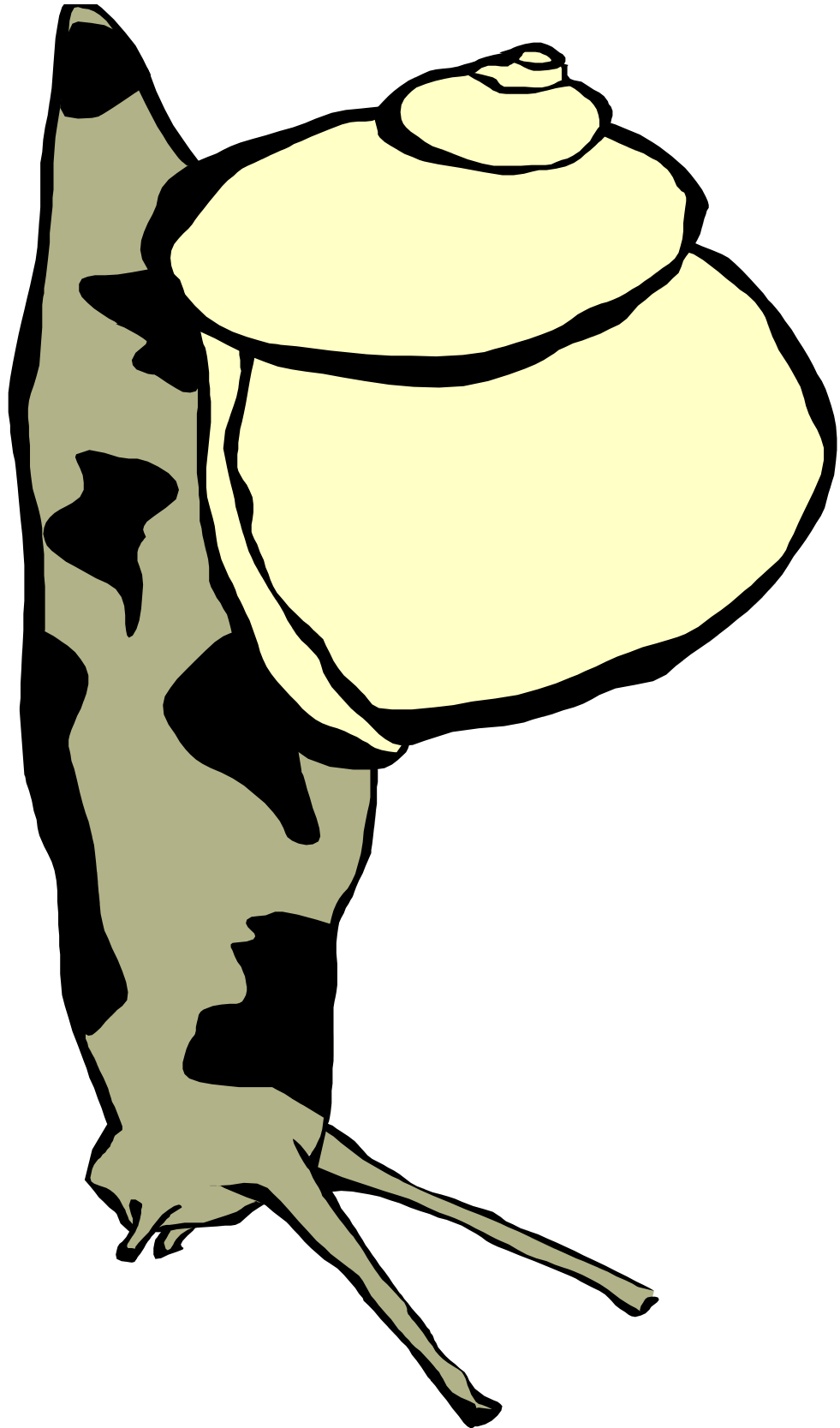
Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know.



Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Who Is The Sound
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: Individual white boards, markers, erasing cloth
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Opening	
State the objective	
<p>Today we will: Conduct learning opportunities in the core English Language Arts Areas of: Phonemic Awareness. Concepts of Print. Phonics/Letter Recognition. Vocabulary Clues (Tools for clarifying story content.)</p>	
Gain prior knowledge by asking students	
<p>Ask the students: Have students retell a simple incident that happens every day. Ask students to retell what happened when they walked into the classroom. Here is a sample: "First we walked through the doorway. Then we sat on the carpet. Finally we looked at our teacher." Think about what happened first, next, and finally. Using their white boards, ask students to draw three pictures of the incident in order (<i>sequence</i>). The Word for Today is <i>sequence</i>. We are putting the events in <i>sequence</i> with what happened first, next and last. Rhyming Words: Ask students to work with a partner. Together, count the number of words you can think of that rhyme with the word <i>kick</i>. Later, have students act out a few of these words. Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!</p>	
Content (the "Meat")	
<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?) Look at each of these groups of words and reorganize them into statements or question sentences. Begin the sentence with a capital letter and end with a period or question mark. Fill in the missing word. "I ___ a cat. We climb a ____. They hear ___ mouse. I ___ a puppy, He ___ tall. She will ___ in the chair.</p>	<p>Talk students through the formation of letters to ensure that they understand. Talk about the importance of a capital letter and ending punctuation. You can talk about leaving space between the words.</p>
<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Phonemic Awareness Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 2 is Parts of a Word. In Level 2, students listen for sounds within a word. They will practice blending sounds together to make a word. Beginning sounds are called onsets. Ending sounds are called rimes. Who is the Sound? 1. Ahead of time, make letter cards for simple words. Make enough cards so each</p>	<p>Practice with children so they can hear individual sounds. They should listen for the sounds inside a word. Have students get up and move around to help them learn the sounds with kinesthetic</p>

Consult 4 Kids Lesson Plans

<p>student has a card.</p> <ol style="list-style-type: none"> 2. Call out the beginning sound /h/. Ask, "Who is the sound?" The student holding the h card comes to the front. Next say, /a/. Who is the sound?" Another student comes to the front holding the a card. 3. Finally, three students are holding the letters, h-a-t. Classmates say the word hat. 4. Continue with other words. <p style="text-align: center;">You do:</p> <p style="text-align: center;">Recognize That Sentences are Made Up of Separate Words</p> <p>Materials: Student white boards, markers, erasing cloth</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. The leader reads a simple sentence. 2. Students count the words in the sentence and write the numeral on their white boards. 3. Students hold up the white boards. 4. Gradually increase the number of words in the sentence. Read or say each sentence slowly so that everyone can keep track of the words. 	<p>activity.</p>				
<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Phonics</p> <p>Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts:</p> <p>Creating the white board template:</p> <p>Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be one line in each quadrant.</p> <div style="border: 1px solid black; width: 100%; height: 100%; margin: 10px 0;"> <table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; height: 50%; text-align: center; vertical-align: middle;">_____</td> <td style="width: 50%; height: 50%; text-align: center; vertical-align: middle;">_____</td> </tr> <tr> <td style="width: 50%; height: 50%; text-align: center; vertical-align: middle;">_____</td> <td style="width: 50%; height: 50%; text-align: center; vertical-align: middle;">_____</td> </tr> </table> </div> <p>The Word of the Day is <i>short vowel</i>. The short vowels are <i>a, e, i, o, and u</i>.</p> <p>Short <i>a</i> can be used at the beginning of a word, and in the middle, but not at the end of a word. Begin by teaching the letter name: <i>a</i>, its sound: /a/-ah, and how to write it.</p> <ol style="list-style-type: none"> 1. Tell students you are going to say some words and that the /a/ may be at the beginning or in the middle of the word. If they hear the "ah" sound, they should write the letter <i>a</i> on the line. 2. If students do not hear the "ah" sound, leave the quadrant blank. 3. Here are a few words: <u>a</u>nimal, accord, gosh, late, <u>a</u>nd, <u>a</u>fter, <u>d</u>amp, <u>p</u>laster. 	_____	_____	_____	_____	<p>Help children translate the sounds they have been practicing into the symbols of the alphabet.</p>
_____	_____				
_____	_____				
<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Day 2</p> <p>Materials: Individual student white boards, markers, erasing cloth</p> <p>Preparation</p>					

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Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first.

1. Choose 4 or 5 words from the story.
2. Choose a student to act out his own Secret Word.
3. Encourage students to get into the moment using facial and body movements.
4. Give the student 30 seconds to act out the word.
5. Students guess the secret word.

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know.

a	b	c	d	e
f	g	h	i	j
k	l	m	n	o
p	q	r	s	t
u	v	w	x	y
z	a	a	b	b
c	c	d	d	e

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e	f	f	g	g
h	h	i	i	j
k	l	l	m	m
n	n	o	o	p
p	r	r	s	s
t	t	u	u	w
w				

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Words In A Sentence
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth

Opening

State the Objective

Today we will:

- Conduct learning opportunities in the core English Language Arts Areas of:
- Phonemic Awareness.
 - Concepts of Print.
 - Phonics/Letter Recognition.
 - Vocabulary Clues (Tools for questioning about story content).

Gain prior knowledge by asking students

Materials: White boards, markers, erasing cloth

Ask the students

This activity will help students learn to retell a short story in sequence.

1. Read the fable to the students...

The Tortoise and the Hare

A Hare one day laughed at the small feet and slow pace of the tortoise. The tortoise grinned.

"You may be swift as the wind, but I will beat you in a race."

"Simply impossible," laughed the Hare and agreed to a race.

They agreed that the Fox should choose the way and wait at the winning post.

On the day of the race, the two started together. The Tortoise never for a moment stopped, but went on with a slow but steady pace straight to the end of the race.

The Hare, lying down by the wayside, fell fast asleep.

At last, waking up, and moving as fast as he could, he saw the Tortoise had reached the winning post.

The Hare knew he had lost the race.

MORAL: Slow but steady wins the race.

Aesop

2. Talk about the meaning of the word 'moral.' (The moral is a lesson to be learned from the stor
3. Have students restate in their own words "Slow but sure wins the race." (This means that if you keep working at something, you will finish. If you get distracted and overconfident, someone else may just pass you up.)
4. Have students act out the fable. Choose a Hare, Tortoise and Fox.

Find Words in a Sentence:

1. Provide students with white boards.
2. Write a short sentence on the white board: "He sat down."
3. Tell students, "The word is "sat." Put your finger on the word "sat." Continue the process with other words.
4. Here are a few short sentences. You choose the key word: *I saw a pig. I like the farm. I have a dog. Run to the*

Consult 4 Kids Lesson Plans

tree. Jump high. Frog had a log. I see a chick. I see the light. We have fun. Go to the hall. Look at me.

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence.

The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action.

It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Stuffed Bear

Directions:

1. The leader shows students a stuffed bear.
2. Share a personal story about a stuffed bear you remember.
3. Ask students to share their own experiences with their favorite stuffed animal.
4. Using white boards, ask students to write a sentence telling about their stuffed bear. Note: If this is too difficult, write a short class sentence on the white board for everyone to copy and read.

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

Phonemic Awareness

Phonemic awareness is about the ability to "hear" the individual sounds that letters make.

There are five levels of Phonemic Awareness—Level 3 is Sequence of Sounds. In Level 3, students listen to specific positions of sounds within a word. They will practice whether they heard the sound at the beginning, middle, or end of the word. Note: Students are listening for the sound, not the letter name.

Colorful Graph

Directions:

1. On a white board, draw a graph. Make three columns /b/, /d/ and /m/. See example. Make bar graph paper photocopies for the students.
2. Provide students with three different colors of crayons, one color for each column.
3. Show students a picture that begins with one of the 3 sounds you have selected as target sounds.
4. Have students color in one box on the graph to indicate that picture.
5. Example: If the target word is *ball*, students will color in the bottom space in the /b/ column.

Example:

/b/	/d/	/m/

Consult 4 Kids Lesson Plans

<p style="text-align: center;">You Do</p> <p>First/Last Name</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. The Word of the Day is "First/Last Name." 2. Ask students to stand or sit in a circle. 3. Face their partner. Ask their partner, "What is your first name?" Their partner responds, "My first name is Carlos." 4. Turn around and face your other partner. Ask your partner, "What is your last name?" Their new partner responds, "My last name is Avila." 5. Now walk to a new partner. Ask your partner, "What is your first and last name?" The new partner responds, "My first and last name is Carlos Avila." 6. Think of other ways to encourage students to say their first and last name. 7. Encourage them to practice writing both names. 					
<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Phonics</p> <p>Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts:</p> <p>Creating the white board template:</p> <p>Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be no lines in each quadrant.</p> <table border="1" style="width: 100%; height: 100px; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 50%; height: 50px;"></td> <td style="width: 50%; height: 50px;"></td> </tr> <tr> <td style="width: 50%; height: 50px;"></td> <td style="width: 50%; height: 50px;"></td> </tr> </table> <p>Tell students that we will be spelling whole words – one word in each space. Listen carefully to each sound in the word. We have learned all these sounds. Stretch out each sound. Model the word "cat" on the white board. The words for today are: rat, ram, raft, and crab.</p>					
<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Day 3</p> <p>Preparation</p> <p>Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first.</p> <p>Make a Connection</p> <ol style="list-style-type: none"> 1. Review the fable of the Tortoise and the Hare. 					

Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> 2. Ask students, "How is the fable the same as in your real life?" Note: This may take some thought for the students, but give them time and they will come up with a connection. 3. Here are some sample connections: "I think the hare was a bully. I don't like bullies. I can't run very fast, but I'd still like to be in a race. Maybe someday I will win. I have a turtle at home. Why don't they call the hare a rabbit? I learned never to give up. Maybe it's a good idea not to brag too much about yourself." 	
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Likes and Dislikes Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."</p>

<p>Reflection (Confirm, Tweak, Aha!) Ask students to share something that they already knew about (how to find their name, etc.) Ask them something that you talked about that they did not know.</p>
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Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Ant and Grasshopper
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth, picture cards, corresponding word cards, an assortment of children's books

Opening

State the Objective

Today we will:

Conduct learning opportunities in the core English Language Arts Areas of:
 Phonemic Awareness.
 Concepts of Print.
 Phonics/Letter Recognition.
 Vocabulary Clues (Tools for questioning about story content).

Gain prior knowledge by asking students

Materials: White boards, markers, erasing cloth

Ask the students

This activity will help students learn to retell a short story in sequence.

1. Write the fable on the white board.

The Ant and the Grasshopper

The ants were spending a fine winter's day drying grain collected in the summertime.

A grasshopper, quite hungry, passed by and begged for a little food.

The ants asked him, "Why didn't you gather up food during the summer?" He replied, "I was too busy having fun to work. I passed the days singing."

They then said, "If you were foolish enough to sing all summer, you must dance without supper to bed in the winter."

MORAL: One cannot get through life without a little work.

Aesop

2. Read the fable together as you track the words left to right.
3. Talk about the meaning of the word 'moral.' (The moral is a lesson to be learned from the story.)
4. Provide students with white boards.
5. Draw four large squares on the white board. Ask students what happened first in the story. In the first square, students draw what happened first.
6. Continue with what happened then, and next, and finally what happened at the end.
7. Students share their retell pictures with the class.
8. Have students restate in their own words "one cannot get through life without a little work." (This means that every day we need to do our fair share of work. Give examples: I have to take out the trash every day at home.)

Have children draw a picture of their favorite part of the story.

Content (the "Meat")

Consult 4 Kids Lesson Plans

<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>Ending Punctuation Talk with students about how sentences end. Sentences can end in a period (.), (?) or (!). Give several examples of sentences on the board and ask students which punctuation mark the sentence ends with.</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students in groups of 2-3. 2. Give each a game board, set of cards, and token to mark the game board. 3. Player 1 draws a card, reads the sentence, and then determines which punctuation mark goes at the end. When this is determined, player marks the punctuation mark on the board. 4. Player 2 then continues. 5. Game is over when all punctuation marks are covered. <p>Nursery Rhyme Mix-up Directions: The leader says the beginning of a nursery rhyme. Students change the last word of the rhyme.</p> <ol style="list-style-type: none"> 1. Row, row, row your boat, gently down the <u>stream</u>. Remove the word <i>stream</i>. Insert another word or phrase: river, driveway, sidewalk, or hall. 2. Jack and Jill went up the hill to fetch a pail of <i>water</i>. (M & M's, dirty clothes, milk) 3. Little Miss Muffet sat on her tuffet eating her curds and <i>whhey</i>. (cereal, peanut butter) 4. Jack Sprat could eat no fat. His wife could eat no <i>lean</i>. (bananas, tacos, apples) 5. Hey diddle, diddle, the cat and the fiddle, the cow jumped over the <i>moon</i>. (fence, barn, car) 6. There was an old woman who lived in a <i>shoe</i>. (mansion, dumpster, cave) 	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonemic Awareness Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 3 is Sequence of Sounds. In Level 3, students listen to specific positions of sounds within a word. They will practice whether they heard the sound at the beginning, middle, or end of the word. Note: Students are listening for the sound, not the letter name.</p> <p>Can You Pass the Test? Directions:</p> <ol style="list-style-type: none"> 1. Say a target sound to the students. /n/ 2. Show students a picture card. This card should begin with the /n/ sound. 3. Ask students if they can pass the test by repeating the target sound three times before saying the name of the object on the picture card. 	

Consult 4 Kids Lesson Plans

4. Here are a few beginning sounds to use: /r/. /s/. /l/, and /m/.
5. In the beginning, use only pictures that begin with the target sound. Increase the difficulty by adding ending sounds.

You Do

Page Number

Materials: An assortment of children's books, white boards..

Directions:

1. The Word of the Day is "page number." Write the word on the white board. Review the meaning of "page" in a book. Give examples of numbers.
2. Provide students with a children's book.
3. Ask students to look for the first page number. Where is it located, at the top or bottom, left or right of the page?
4. Count the number of pages in the book, write the number on your white board, then count the pages in your neighbor's book.
5. Review again the meaning of "page number."

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

Phonics

Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts:

Creating the white board template:

Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be no lines in each quadrant.

Review the letters r, b, t, and c. Tell students that the sounds of r, b, t and c may be at the beginning or in the middle of the word. Ask students to repeat each word after you. Write the letter in the box of the review sound they hear. If they do not hear the sound, leave the space blank. Here are the words: blower, carrier, clear, and redness.

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

Day 3

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that

Consult 4 Kids Lesson Plans

do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first.

Who Questions

1. The answer to Who questions is usually the name of a person or animal.
2. Divide students into small groups. Set up a team competition where groups think of as many 'Who' questions as possible. Count the number of questions for team points.
3. Here are a few samples: "Who is that kid? Who is going to be on my team? Who wants a popcorn snack? Who has been to the museum? Who wants to play?"
4. Have students ask "Who" questions about the trade book you chose.

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know.

Ending Punctuation Game Board

?	.	.	.	?
.				!
!				.
?				.
.	!	.	?	?

Ending Punctuation Game Cards

I saw my dog at my house	I play ball with my Dad	My favorite color is red	I like to eat hamburgers
I am 6 years old	Yesterday was my birthday	How old are you	Do you like to eat the sandwich
Have you been to the fair today	Where are we going	Who is that man	Wow
I am so excited to see you	You're the greatest	I like the color orange	My cat is yellow

The Grasshopper and the Ant

In a field one summer's day a Grasshopper was hopping about, chirping, and singing to its heart's content. An Ant passed by working very hard as he was taking an ear of corn to its nest.

"Why not come and talk with me," said the Grasshopper, "instead of working so hard all day?"

"I am helping to put food away for the winter," said the Ant, "and I recommend that you do the same."

"Why bother about winter? We have plenty of food right now," said the Grasshopper.

But the Ant went on its way and continued to work hard. When the winter came the Grasshopper had no food and found itself dying of hunger, he saw the ants distributing corn from the pantry that they had filled during the summer.

It was at that moment that the Grasshopper knew:

"IT IS BEST TO PREPARE FOR THE DAYS OF NECESSITY."

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Four Little Monkeys
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth

Opening

State the Objective

Today we will:

Conduct learning opportunities in the core English Language Arts Areas of:
 Phonemic Awareness.
 Concepts of Print.
 Phonics/Letter Recognition.
 Vocabulary Clues (Tools for questioning about story content).

Gain prior knowledge by asking students

Materials: White boards, markers, erasing cloth

Ask the students

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
Four Little Monkeys
 Four little monkeys
 Jumping on the bed.
 One fell down and broke his head.
 Mama called the Doctor,
 The Doctor said, "No more monkeys jumping on the bed."
2. Read the rhyme together as you track the words left to right.
3. Provide students with white boards.
4. Draw four large squares on the white board. Ask students what happened first in the story. In the first square, students draw what happened first.
5. Continue with what happened then, and next, and finally what happened at the end.
6. Students share their retell pictures with the class.

Draw Boxes

1. Write a simple sentence on the white board, forming each letter correctly together.
2. Students copy the sentence on their own white boards.
3. Draw a box around each word you see.
4. Students count the number of words in the sentence.
5. Continue with another sentence.

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Consult 4 Kids Lesson Plans

Content (the “Meat”)																			
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>Write a Couplet Students learn to write a two-line poem. The last words in each line should rhyme.</p> <ol style="list-style-type: none"> 1. Brainstorm sets of rhyming words: paw/saw, feet/street, bell/well, swing/ring, lock/clock, knock/sock, goat/coat, horn/corn, rope/soap, snap/map, and kite/bite. 2. Write these rhyming words on the white board. 3. Complete the couplets: <table style="margin-left: 40px; width: 80%; border: none;"> <tr> <td style="padding: 5px;">I see a (swing)</td> <td style="padding: 5px;">I hear a . . .</td> <td style="padding: 5px;">I smell a . . .</td> </tr> <tr> <td style="padding: 5px;">Looking at (a ring)</td> <td style="padding: 5px;">Sitting on a . . .</td> <td style="padding: 5px;">Climbing a . . .</td> </tr> </table> 	I see a (swing)	I hear a . . .	I smell a . . .	Looking at (a ring)	Sitting on a . . .	Climbing a . . .													
I see a (swing)	I hear a . . .	I smell a . . .																	
Looking at (a ring)	Sitting on a . . .	Climbing a . . .																	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonemic Awareness Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 3 is Sequence of Sounds. In Level 3, students listen to specific positions of sounds within a word. They will practice whether they heard the sound at the beginning, middle, or end of the word. Note: Students are listening for the sound, not the letter name.</p> <p>What Do You Hear? Directions:</p> <ol style="list-style-type: none"> 1. Teach students the following chant: <table style="margin-left: 20px; width: 80%; border: none;"> <tr> <td style="padding: 5px;">Students:</td> <td style="padding: 5px;">Listen, listen, loud and clear, What’s the first sound that you hear?</td> </tr> <tr> <td style="padding: 5px;">Leader:</td> <td style="padding: 5px;">Hat, have, he, and help Tell me, tell me, what you hear.</td> </tr> <tr> <td style="padding: 5px;">Students:</td> <td style="padding: 5px;">We hear “H-h-h-h” “H” is what we hear.</td> </tr> </table> 2. Continue with medial and ending sounds. What’s the middle sound you hear? What’s the ending sound you hear? <p style="text-align: center;">You Do</p> <p>Sneaky “e” Reversed Materials: Sneaky “e” cards Reversed Directions:</p> <ol style="list-style-type: none"> 1. The leader talks about Final Sneaky ‘e’ that changes the vowel sound from short to long. Make flash cards with these word pairs. Students must read each word correctly to keep the card. <table style="margin-left: 40px; width: 80%; border: none;"> <tr> <td style="padding: 5px;">ate/at</td> <td style="padding: 5px;">plane/plan</td> <td style="padding: 5px;">cane/can</td> <td style="padding: 5px;">bite/bit</td> </tr> <tr> <td style="padding: 5px;">note/not</td> <td style="padding: 5px;">cube/cub</td> <td style="padding: 5px;">cape/cap</td> <td style="padding: 5px;">made/mad</td> </tr> <tr> <td style="padding: 5px;">mane/man</td> <td style="padding: 5px;">rate/rat</td> <td style="padding: 5px;">tape/tap</td> <td style="padding: 5px;">dime/dim</td> </tr> </table> 	Students:	Listen, listen, loud and clear, What’s the first sound that you hear?	Leader:	Hat, have, he, and help Tell me, tell me, what you hear.	Students:	We hear “H-h-h-h” “H” is what we hear.	ate/at	plane/plan	cane/can	bite/bit	note/not	cube/cub	cape/cap	made/mad	mane/man	rate/rat	tape/tap	dime/dim	<p style="text-align: center;">*Activity → Teachable Moment(s) throughout</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>
Students:	Listen, listen, loud and clear, What’s the first sound that you hear?																		
Leader:	Hat, have, he, and help Tell me, tell me, what you hear.																		
Students:	We hear “H-h-h-h” “H” is what we hear.																		
ate/at	plane/plan	cane/can	bite/bit																
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<p style="text-align: center;"> fine/fin hide/hid kite/kit quite/quit ripe/rip shine/shin spine/spin hate/hat </p> <ol style="list-style-type: none"> 2. Variation: Students can divide their white boards in half. If the word pair is ate/at, draw a picture of 'ate' in the first half, and a picture of 'at' in the second half.] 3. Students share their drawings, pronouncing each word with the long or short vowel. 					
Instruction / Demonstration ("I do" – "We do")					
<p>Phonics Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts:</p> <p>Creating the white board template: Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be no lines in each quadrant.</p> <table border="1" style="width: 100%; height: 100px; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table> <p>Review the letters r, m, s and f. Tell students that the sounds of r, m, s and t may be at the beginning or in the middle of the word. Ask students to repeat each word after you. Write the letter in the box of the review sound they hear. If they do not hear the sound, leave the space blank. Here are the words: tear, <u>s</u>tair, <u>r</u>oof, <u>M</u>aggie</p>					
Instruction / Demonstration ("I do" – "We do")					
<p>Day 3 Preparation Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first.</p> <p>What Questions</p> <ol style="list-style-type: none"> 1. "What" questions are often used in conversations. They require a thoughtful response from the person being asked the question. 2. Divide students into small groups. Set up a team competition where groups think of as many 'What if' questions as possible. Count the number of questions for team points. 3. Here are a few samples: What if the sky was purple? What if we had ice cream for lunch? What if we could watch cartoons all day at school? What if rain fell up 					

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instead of down? What if I could fly? What if I rode a horse to school? 4. Have students ask "What if" questions about the trade book you chose.	
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Closing
Review
Say: <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
Likes and Dislikes Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

Reflection (Confirm, Tweak, Aha!) Ask students to share something that they already knew about (how to find their name, etc.) Ask them something that you talked about that they did not know.

Sneaky "e" Cards

at	plan	can	bit
not	cub	cap	mad
man	rat	tap	dim
fin	hid	kit	quit
rip	shin	spin	hat
e	e	e	e
e	e	e	e
e	e	e	e

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e	e	e	e
e	e	e	e

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Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Hey Diddle Diddle
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth, class set of trade books, index cards, permanent marker, colored markers or pennies, phoneme picture cards

Opening

State the Objective

Today we will:

Conduct learning opportunities in the core English Language Arts Areas of:
 Phonemic Awareness.
 Concepts of Print.
 Phonics/Letter Recognition.
 Vocabulary Clues (Tools for questioning about story content).

Gain prior knowledge by asking students

Materials: White boards, markers, erasing cloth

Ask the students

This activity will help students learn to retell a short story in sequence.

1. Write the silly rhyme on the white board.
2. Read the silly rhyme to the students.

Hey Diddle, Diddle

Hey, Diddle, Diddle,

This rhyme is a riddle.

Can a cow fly over the moon?

I bet you'll say, "No."

But the answer is, "Yes!" –

If she's riding a hot-air balloon!

Stan Lee Werlin

3. Talk about the parts of a retell.
 - Start with an introduction. "Hey, Diddle, Diddle . . ."
 - Name the main characters: cow.
 - Where the story takes place: in a hot-air balloon, over the moon
 - When the story takes place: night time (This is a guess.)
 - The problem: Cows can't fly.
 - Problem got solved: Rode in a hot-air balloon.
 - How the story ended: Rode in a hot-air balloon.
4. Have students retell the silly rhyme by answering questions (See above) about the rhyme.
5. Continue this format for other stories or rhymes.

Match Them Up:

1. Provide students with trade books. Each child should have the same book.
2. Have students turn to a page with a sentence and picture.

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3. Read the sentence. Students point to the sentence. For example, if the sentence is “Goldilocks went into the three bears’ house,” ask them to point to the word “house.” Then point to the picture of a “house” on the page.
4. Variation: Provide each student with a transparency and marker. Clip the transparency to the top of the page. Ask students to draw a circle around an object you name in the picture. Now draw a box around the word for the object in the sentence. Draw a line to connect the word to the picture. Continue with other sentences, words, and pictures..

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence.

The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action.

It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Statement/Question

Directions: Review when you use a period (.) or a question mark (?) at the end of sentences.

1. Provide students with white boards and markers.
2. Draw two large picture frames on the classroom white board.
3. Choose teams. Choose one player from each team to come to their picture frame ready to draw a period or question mark as ending punctuation. Provide them each with a marker.
4. Read the sentence. The first student to draw the correct ending punctuation, earns a point for their team. After the first round, other team players come to the white board.
5. Here are a few sample sentences: *What is my name? Cows eat grass. Clouds move in the sky. Do clouds move in the sky? Cars go down the street? Why do cars go down the street? How old are you? The pencil needs to be sharpened. Did you get a haircut? Why is your face red? What is your last name? I am cold.*

Note: There is a Punctuation Game Board and Sentence Cards that you can have children play and practice punctuating sentences at the end of this lesson plan.

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

Phonemic Awareness

Phonemic awareness is about the ability to “hear” the individual sounds that letters make.

There are five levels of Phonemic Awareness—Level 3 is Sequence of Sounds. In Level 3, students listen to specific positions of sounds within a word. They will practice whether they heard the sound at the beginning, middle, or end of the word. Note: Students are listening for the sound, not the letter name.

Marker Push

Materials: Index cards made into “marker push” cards, markers, phoneme picture cards.

1. Give each student a “Marker Push” Card and several markers or pennies.

*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.

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2. The child should place one marker (penny) underneath each box on the card.
3. Show students a phoneme picture card. Show students how to slide a marker or penny into a box for each phoneme they hear.
4. Note: This is not for the number of letters in the word, but for the number of sounds. If the picture card is frog, they will push 4 marks for the 4 sounds /f/, /r/, /o/, /g/.

Marker	Marker	Marker	Marker	Marker

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.

Word of the Day

The Word of the Day is "character." Each time you read a rhyme, fable, or story to students, talk about the characters.

1. Talk to students about the meaning of character. (A character is a person or creature in a story.)
2. Talk about the "Hey, Diddle, Diddle" silly rhyme. Who was the character in the rhyme? (cow)
3. Who were the characters in The Hare and the Tortoise? (Hare, tortoise, fox)
4. Ask for characters from other well-known children's books.
5. When reading a story to students, remember to ask about the author, title, and characters.

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

Phonics

Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts:

Creating the white board template:

Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be two lines in each quadrant.

<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

Introduce the letter "l." What is the sound of the letter "l"? (l-l) Is your mouth open or closed? (Open) Are your teeth clinch or open? (Open) Is your tongue behind your teeth

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<p>relaxed or between your teeth? (Relaxed, then behind) Show students how to form the letter. Students listen for the (l-l-l) sound at the beginning or ending of the word. Print the letter on the line in the first quadrant. Here are the words: <u>l</u>and, <u>l</u>and, <u>l</u>and, <u>l</u>isten.</p>	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Day 3 Preparation</p> <p>Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first.</p> <p>What Are You Curious About?</p> <ol style="list-style-type: none"> 1. Review the silly rhyme, <u>Hey, Diddle, Diddle.</u> 2. Provide each partner-pair with trade books. 3. Read the book together. 4. Have students ask these questions of their partners: <ul style="list-style-type: none"> • Is there anything that you did not understand? • What were you thinking about as we were reading? • Has anything like this ever happened before? • Have you ever known anyone like this character? • What are you curious about? 5. Remind students to answer questions in complete sentences. 6. Note: Adjust the number of questions according to the abilities of the group. 	

Closing
<p style="text-align: center;">Review</p> <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
<p style="text-align: center;">Debrief</p> <p>Likes and Dislikes</p> <p>Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <p>Ask students to share something that they already knew about (how to find their name, etc.)</p> <p>Ask them something that you talked about that they did not know.</p>
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Punctuation Game Board

?	.	.	.	?
.				!
!				.
?				.
.	!	.	?	?

Punctuation Sentence Cards

I saw my dog at my house	I play ball with my Dad	My favorite color is red	I like to eat hamburgers
I am 6 years old	Yesterday was my birthday	How old are you	Do you like to eat the sandwich
Have you been to the fair today	Where are we going	Who is that man	Wow
I am so excited to see you	You're the greatest	I like the color orange	My cat is yellow

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Hickory Dickory Dock
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth, 10-12 sets of Who, What, Where, When and Why Question Cards

Opening

State the Objective

Today we will:

- Conduct learning opportunities in the core English Language Arts Areas of:
- Phonemic Awareness.
 - Concepts of Print.
 - Phonics/Letter Recognition.
 - Vocabulary Clues (Tools for questioning about story content).

Gain prior knowledge by asking students

Materials: White boards, markers, erasing cloth

Ask the students

This activity will help students learn to retell a short story in sequence.

1. Write the silly rhyme on the white board.
2. Read the silly rhyme to the students.

Hickory, Dickory, Dock
 Hickory, Dickory, Dock
 A mouse jumped in my sock.
 He wiggled his nose
 And tickled my toes
 Which gave me quite a shock!
 Jeffery Goodson
3. Ask a student to draw a box around the words that rhyme: Dock/sock/shock, nose/toes.
4. Draw a circle around the ending punctuation.
5. Talk about the four parts of the rhyme: The mouse jumped in my sock. He wiggled his nose. And tickled my toes. Which gave me quite a shock!
6. Act out the four sections.
7. Ask students to retell the silly rhyme in their small groups.
8. Have a student retell the silly rhyme for the whole class.

Count the Words in a Sentence:

1. Provide students with white boards.
2. Write a simple sentence on the white board: "I like to play."
3. Ask students to copy the sentence on their white boards.
4. Point to each word. Ask students to count the number of words in the sentence.
5. Repeat the process with several other sentences.
6. Here are a few short sentences: *My cat is furry. I play in the mud. I can run around the yard. I want to sing. I*

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have to go home. I have one game. I can't jump rope. My big toe is sore. I'm afraid of dragons. I love you.

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Sentence/Not a Sentence

Directions: Ask students to say two-word sentences. Write these sentences on the white board. Ask students to provide two or three word phrases which are not sentences. Write these phrases on the white board. Give a short quiz. Students use "Thumbs up," if the words are a sentence, and "Thumbs down," if the words are not a sentence.

<u>Sentence</u>	<u>Not a Sentence</u>
People walk.	the people
You sit.	with his mom
Dogs bark.	more people
Eyes see.	in a book
Children play.	many cars
Water boils.	some kids
Music plays.	hot water

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

Phonemic Awareness

Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 3 is Sequence of Sounds. In Level 3, students listen to specific positions of sounds within a word. They will practice whether they heard the sound at the beginning, middle, or end of the word. Note: Students are listening for the sound, not the letter name.

Sound Isolation – Old Mac Donald Had a Farm (Yopp, 1992)

In this song, students are asked to tell what sounds they hear at the beginning, middle, or ending of words. You may use the same sound for each position (beginning, middle and ending) as you begin to work with a new sound and then mix them up as students learn more sounds.

What's the sound that starts these words: (Wait for a response from the students - /t/.	turtle, time, and teeth?
/t/ is the sound that starts these words: With a /t/, /t/, here and a /t/, /t/, there, Here a /t/, there a /t/, everywhere a /t/, /t/,	turtle, time, and teeth.
/t/ is the sound that starts these words:	turtle, time, and teeth.

*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.

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Continue with middle (beet, meal, and read /ee/) and ending sounds (bed, seed, and mad /d/).

Word of the Day

The Word of the Day is "author." Each time you read a rhyme, fable, or story to students, be sure to talk about the author.

1. Ask students to stand or sit in a circle.
2. Face their partner. Ask their partner, "Who is the author of The Hare and the Tortoise fable? The author is Aesop (ee-sop)."
3. Turn around and face your other partner. Ask your partner, "Who is the author of The Cat in the Hat? The author is Dr. Seuss."
4. Now walk to a new partner. Ask your partner, "Who is the author of Brown Bear, Brown Bear, What Do you See? The author is Bill Martin, Jr."
5. Talking about authors is an on-going activity.
6. Talk to students about your favorite author.

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

Phonics

Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts:

Creating the white board template:

Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be no lines in each quadrant.

Tell students that we will be spelling whole words – one word in each space. Listen carefully to each sound in the word. We have learned all these sounds. Stretch out each sound. Model the word "raft" on the white board. The words for today are: *cram*, *tram*, *tract*, and *scram*.

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

Day 3

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first.

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Who, What, Where, When and Why Question Cards

1. Review the silly rhyme, Hickory, Hickory, Dock.
2. Provide each partner-pair with one set of Who, What, Where, When and Why Question Cards.
3. Students alternate by asking each other Who, What, Where, When and Why questions about the rhyme. Students always answer in complete sentences.

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)
Ask them something that you talked about that they did not know.

Who, What, When, Where, and Why Cards

Who?	What?	When?
Where?	Why?	Who?
What?	When?	Where?
Why?	Who?	What?
When?	Where?	Why?
Who?	What?	When?
Where?	Why?	

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Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Humpty Dumpty
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth, Sneaky 'e' Word Cards

Opening

State the Objective

Today we will:

Conduct learning opportunities in the core English Language Arts Areas of:
 Phonemic Awareness.
 Concepts of Print.
 Phonics/Letter Recognition.
 Vocabulary Clues (Tools for questioning about story content).

Gain prior knowledge by asking students

Ask the students

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
Humpty Dumpty
 Humpty Dumpty sat on a wall.
 Humpty Dumpty had a great fall.
 All the king's horses
 And all the king's men
 Had scrambled eggs for breakfast!
2. Read the rhyme together as you track the words left to right.
3. Ask a student to come to the white board and draw a box around the first word and the last word in the rhyme.
4. Ask another student to draw a box around words that rhyme.
5. Then have a student circle the ending punctuation in all the sentences.
6. Continue circling letters, drawing boxes around words, and circling the whole sentence.
7. Choose one student to retell the rhyme without using words, just actions. This may take some practice, but students will soon get the idea.
8. Choose a student to retell the rhyme while the leader does the actions.

"Sneaky 'e'"

1. The leader talks about Final Sneaky 'e' that changes the vowel sound from short to long. Make flash cards with these word pairs. Students must read each word correctly to keep the card.

at/ate	plan/plane	can/cane	bit/bite
not/note	cub/cube	cap/cape	mad/made
man/mane	rat/rate	tap/tape	dim/dime
fin/fine	hid/hide	kit/kite	quit/quite
rip/ripe	shin/shine	spin/spine	hat/hate

Explain to children that you are going to do several activities to help them learn some very important things that will help

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them become terrific readers!

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence.

The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action.

It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Complete the Sentence

Students write the completed sentence on their white boards by adding a prepositional phrase: *around the corner, over the fence, in the house, down the street, under the table, through the door, in a hurry, with his mom, and before lunch.*

Wind blows _____. Kids run _____.
Eyes see _____. Music plays _____.

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

Phonemic Awareness

Phonemic awareness is about the ability to "hear" the individual sounds that letters make.

There are five levels of Phonemic Awareness—Level 3 is Sequence of Sounds. In Level 3, students listen to specific positions of sounds within a word. They will practice whether they heard the sound at the beginning, middle, or end of the word. Note: Students are listening for the sound, not the letter name.

Thumbs Up and Clap

Directions:

1. Say a target word, then invite students to show "thumbs up" and then give a "clap" each time they hear you say a word with the same beginning sound.
2. If the target word is turtle, and you call out "time," students give you a "Thumbs Up" and then a "clap." If the call out word does not have the same beginning sound, "Thumbs Down."
3. Here are target words with call out words: did/dug, pop/mug, cat/cub, hug/hat, rot/sat, set/bet, pen/pig, pit/pen, fox/fit, lit/jot, hen/hit, top/ten, and fat/fit.

You Do

Pop-up and Capitalize The Pronoun "I"

Materials:

Directions:

1. Review Capital "I"
2. Write a sentence containing the pronoun "I" on the white board.
3. As you read the sentence, ask students to "pop up" and capitalize the "I."
4. Here are a few sentences: I (Students pop up) am sleepy. She and I are friends. Someday I will grow up. I want to know the answer. I like you, so I want to be your friend. I can see and I can hear. I am sure of that. Why is the pronoun "I" so important?

Consult 4 Kids Lesson Plans

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

Phonics

Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts:

Creating the white board template:

Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be two lines in each quadrant.

<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

Continue practicing the letter *r*. "What sound does the letter *r* make? (*r-r-r*) Are your lips open or closed? Are your teeth clinched or open? Is your tongue relaxed, between your teeth, or behind your teeth? Show students how to write *r*. Have students listen for the *r-r-r* sound and decide whether the sound comes at the beginning or ending of the word? Practice writing "r" correctly, Here are the "r" words: roller, runner, door, repair

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

Day 3

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first.

When Questions

1. When questions ask about time of day, month, year, and so on.
2. Brainstorm "Time" words: today, yesterday, tomorrow, last week, next month, one hundred years ago, in a minute, just a second, in a little bit, in 5 minutes, in the future, in the summer, almost ready, after the game, and when you grow up.
3. Students work in partner/pairs.
4. First student asks a "When" question. The second student responds in a complete sentence including "Time" words.
5. For example: "When are you going to the park? I am going to the park today. When will you be ready to go? I'll be ready in just a minute."
6. Variation: Work in small groups. Give points for the number of "When" questions and answers they think of.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know.

Sneaky "e" Cards

at	plan	can	bit
not	cub	cap	mad
man	rat	tap	dim
fin	hid	kit	quit
rip	shin	spin	hat
e	e	e	e
e	e	e	e
e	e	e	e

Consult 4 Kids Lesson Plans

e	e	e	e
e	e	e	e

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Jake's Car
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth, index cards
 Prepare two sets of cards with each student's name on each card

Opening

State the Objective

Today we will:

Conduct learning opportunities in the core English Language Arts Areas of:
 Phonemic Awareness.
 Concepts of Print.
 Phonics/Letter Recognition.
 Vocabulary Clues (Tools for questioning about story content).

Gain prior knowledge by asking students

Ask the students

This activity will help students learn to retell a short story in sequence.

1. Write the story on the white board.
Jake's Car
 Jake's car is very dirty.
 Jake gets a bucket.
 He gets a towel, too.
 Jake fills the bucket.
 Jake washes his dirty car.
 Now Jake's car is clean.
 Jake is all dirty!
2. Read the story together as you track the words left to right.
3. Ask a student to come to the white board and draw a box around the first word and the last word in the story.
4. Ask another student to draw a box around the word you choose.
5. Then have a student circle the first sentence and the 4th sentence.
6. Continue circling letters, drawing boxes around words, and circling the whole sentence.
7. Ask students to retell the story to their partners.
8. Choose one student to retell the story in their own words, without looking at the white board!

Rhyming Word "I Say, You Say"

1. Begin with a simple clap and snap rhythm: Clap Clap Snap Clap Clap Snap
2. Clap with the rhythm: "I (clap) say (clap) fat (snap). You (clap) say (clap) _____. (snap)"
3. Here are more rhymes: "I say red. You say _____. I say fall. You say _____. I say ball. You say _____. I say she. You say _____. I say went. You say _____. I say game. You say _____. I say sun. You say _____."

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

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Content (the “Meat”)	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>Complete the Sentence Students write the completed sentence on their white boards.</p> <p style="text-align: center;">I can't _____. A bear can _____. I want to _____. I can walk to _____. I watch _____. I can _____. She will _____. I love _____.</p>	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonemic Awareness Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 3 is Sequence of Sounds. In Level 3, students listen to specific positions of sounds within a word. They will practice whether they heard the sound at the beginning, middle, or end of the word. Note: Students are listening for the sound, not the letter name.</p> <p>We’re Going on a Trip Directions:</p> <ol style="list-style-type: none"> 1. Secretly choose a specific sound pattern such as the beginning sound /t/. Explain that the class is packing a suitcase for a special trip and only the items that have the “secret sound” in their names will fit in the suitcase. 2. Pretend to place objects in the suitcase, all of which fit the secret sound patterns, such as <i>tuna</i> or <i>toenail</i>. Invite children who think they know the pattern to “pack” an object, saying the name aloud. 3. Continue playing until several children figure out the pattern, and then tell them the secret sound. Play again using other secret sounds. <p style="text-align: center;">You do: Capitalize Names of Students</p> <p>Materials: Two sets of cards with students’ names on them. Directions:</p> <ol style="list-style-type: none"> 1. Make two sets of cards with students’ names on them. 2. In the first set, write an upper-case (capital) letter for the first letter in the name. 3. In the second set, write a lower-case letter for the beginning letter. 4. Flash a card. 5. Thumbs up if the card is correct. Thumbs down if the card is not correct. 6. Variation: Let students flash the cards. 	<p style="text-align: center;">*Activity → Teachable Moment(s) throughout</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 style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonics Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you</p>	

Consult 4 Kids Lesson Plans

will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts:

Creating the white board template:

Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be two lines in each quadrant.

<p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p>	<p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p>
<p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p>	<p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p>

Introduce the name of the letter *r*. "What sound does the letter *r* make? (*r-r-r*) Are your lips open or closed? Are your teeth clinched or open? Is your tongue relaxed, between your teeth, or behind your teeth? Show students how to write *r*. Have students listen for the *r-r-r* sound and decide whether the sound comes at the beginning or ending of the word. Write *r* on the appropriate lines. Here are the words: *robin, reading, war, radar*

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

Day 3

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first.

How Questions

1. How questions are the basis for problem solving. "How" is an inventor's favorite question.
2. Divide students into two teams.
3. Challenge students to think of as many "How" questions as possible.
4. Each team receives a point for each question.
5. Here are possible "how" questions: "How do tomatoes get their red color? How do we get cash from an ATM? How old are you? How many toes do you have? How can the team score a goal? How do you build a strong fence? How many gumballs are in the gumball machine? How long until we get there?"
6. Award a cheer for the winning team!

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Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Purple Cow
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth

Opening

State the Objective

Today we will:

- Conduct learning opportunities in the core English Language Arts Areas of:
- Phonemic Awareness.
 - Concepts of Print.
 - Phonics/Letter Recognition.
 - Vocabulary Clues (Tools for questioning about story content).

Gain prior knowledge by asking students

Materials: White boards, markers, erasing cloth

Ask the students

This activity will help students learn to retell a short story in sequence.

1. Write the silly rhyme on the white board.
2. Read the silly rhyme to the students.

A Purple Cow

I never saw a purple cow.
 I never hope to see one.
 But I can tell you anyhow
 I'd rather see than be one!

Talk about the parts of a retell.

- Start with an introduction. The title of the rhyme is A Purple Cow.
 - Name the main character: I
 - Where the story takes place: Unknown
 - When the story takes place: Unknown
 - The problem: I never saw a purple cow.
 - Problem got solved: I'll just look at a purple cow.
 - How the story ended: Now I don't have to worry about being a purple cow.
3. Have students retell the silly rhyme by answering questions (See above) about the rhyme.
 4. Continue this format for other stories or rhymes.

Other One-Syllable Word Rhymes:

Refer to the Rhyme-Story The Wild Boar in 4th Month, Day 10.

The Wild Boar

There once was a wild boar
 Who bumped into the door.

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His head was so sore
He fell on the floor.

Create other rhymes using the following one-syllable words. Replace boar, door, sore and floor with some of the following rhyming words: cat, fat, gnat, hat, mat, pat, rat, sat
book, cook, hook, look, nook, rook, took
can, Dan, fan, man, Nan, pan, ran, tan
bee, fee, key, knee, me, see, tea, we

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Extend Two-Word Sentences

In this activity, students take a simple sentence and add a prepositional phrase. A prepositional phrase is two or three words, which tell *where*, or *how* something happens . . . *around the corner, over a fence, in the corner, down the street, under the table, through the door, in a hurry, with his mom, before lunch, etc.* Make a list of simple sentences on the white board. Make a list of prepositional phrases on the white board. Students work with a partner to join the simple sentences with a prepositional phrase.

Animals live	around the corner
Pages turn	over a fence
Clouds move	under the table
Eyes see	through the door
Ears hear	in a hurry
Wind blows	with his mom
Water boils	before lunch
Cars run	up the tree
Music plays	after supper
Light shines	during recess

*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.

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

Phonemic Awareness

Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 3 is Sequence of Sounds. In Level 3, students listen to specific positions of sounds within a word. They will practice whether they heard the sound at the beginning, middle, or end of the word. Note: Students are listening for the sound, not the letter name.

Consult 4 Kids Lesson Plans

Twinkle, Twinkle, Little Word

Sing to the tune of "Twinkle, Twinkle, Little Star."

Twinkle, twinkle, little word
 What's the new word to be heard?
 If I take off the **FIRST** sound
 What new word will now be found?
 Take the /sh/ right off **shout**.
 Now the new word sounds like . . .
 _____ . (out)

Here are other first sound words: hair, ball, boat, farm, and cat

Twinkle, twinkle, little word
 What' the new word to be heard?
 If I take off the **LAST** sound
 What new word will now be found?
 Take the /er/ right off of **hammer**.
 Now the new word sounds like . . .
 _____ . (ham)

Here are other last sound words: cabbage, sidewalk, butterfly, and rainbow.

Word of the Day

The Word of the Day is "sight words." There are a few words that don't fit common spelling patterns. These words are used frequently. It is recommended to introduce these sight words five at a time for students to memorize. Write them on flash cards, place them around the room, go on scavenger hunt to find them, have relay races to write them, or think of other fun ways to help students learn sight words. Here is a list of common sight words: *they, does, have, of, you, come, is, one, said, are, once, because, were* and *was*.

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

Phonics

Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts:

Creating the white board template:

Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be two lines in each quadrant.

_____ _____	_____ _____
_____ _____	_____ _____

Review the letter "L." What is the sound of the letter "L"? (l-l) Is your mouth open or

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<p>closed? (Open) Are your teeth clinch or open? (Open) Is your tongue behind your teeth relaxed or between your teeth? (behind) Show students how to form the letter. Start at the top and go down. Students listen for the (l-l-l) sound at the beginning or ending of the word. Print the letter on the line in the first quadrant. Here are the words: creel, long, dreadful, and legal.</p>	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Day 3 Preparation Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first.</p> <p>More Than One Answer Read an age appropriate book to the students. Divide students into teams. Give team points for each correct answer. Basked on the story, ask students how many answers they can give to these questions:</p> <ul style="list-style-type: none"> What caused . . . How did . . . For what reason . . . Explain how . . . What are two examples of . . . 	

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Likes and Dislikes Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."</p>

<p>Reflection (Confirm, Tweak, Aha!) Ask students to share something that they already knew about (how to find their name, etc.) Ask them something that you talked about that they did not know.</p>
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Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	On the Farm
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: a bag of consonant letters, small objects (two or three that match each beginning sound) For example: b=book, d=desk, g=green, p=pencil, s=stapler, m=marker, c=calculator

Opening

State the Objective

Today we will:

- Conduct learning opportunities in the core English Language Arts Areas of:
- Phonemic Awareness.
 - Concepts of Print.
 - Phonics/Letter Recognition.
 - Vocabulary Clues (Tools for questioning about story content).

Gain prior knowledge by asking students

Ask the students

This activity will help students learn to retell a short story in sequence.

1. Write the story on the white board.
 - On the Farm
 - I saw a pig on the farm.
 - I saw some chickens on the farm.
 - I saw a dog on the farm.
 - I saw a horse on the farm.
 - I liked the farm.
2. Read the story together as you track the words left to right.
3. Ask students to come to the white board and circle all the "o's" in the story.
4. Choose five students. Assign each student one line to read.
5. Choose one student to retell the story in their own words, without looking at the white board!

Rhyming Word Sit Down

1. Children walk around in a big circle taking one step each time a rhyming word is said by the leader.
2. When the teacher says a word that doesn't rhyme, the children sit down:
 - she tree flea spree key bee sea went
 - cot dot hot jog top rot knot plot
 - bit fit sip kit mitt knit quit whip

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")

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

Conventions of Writing

Consult 4 Kids Lesson Plans

<p>It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>Improve the Sentence Provide a list of dull sentences that can be made more interesting or powerful. Ask students to energize these sentences by adding descriptive words and unusual ideas. Make a competition out of this activity.</p> <ol style="list-style-type: none"> 1. The worm went. (The worm went to the dirt and dug a hole.) 2. The man got. (The man got a drink of sparkling lemonade.) 3. The dog came. (The dog came along the road, wagging his tail.) 4. The woman ate. (The woman ate all of the doughnuts!) 5. The snail crawled. (The snail crawled up the steps leaving a slimy trail.) 	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonemic Awareness Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 3 is Sequence of Sounds. In Level 3, students listen to specific positions of sounds within a word. They will practice whether they heard the sound at the beginning, middle, or end of the word. Note: Students are listening for the sound, not the letter name.</p> <p>Match the Sounds Materials: bag of consonant letters, small objects with beginning sounds of the consonants in the bag. Directions:</p> <ol style="list-style-type: none"> 1. Place the objects at the far end of the room. 2. Divide the class into two teams, lined up single file at the starting line. 3. The first students pick a letter out of the bag. 4. Those students race to the object pile, and find the matching objects. 5. Points are awarded for correct matches. 6. The matching continues. <p style="text-align: center;">You do: Identify Letters</p> <p>Materials: Alphabet cards for partner pairs, white boards, markers, erasing cloth Directions:</p> <ol style="list-style-type: none"> 1. Provide each partner-pair with a set of consonant alphabet cards. 2. Students make a pile of the cards. 3. The first player draws a card. The letter is “c.” The player says the letter and writes the “c” on the white board. 4. The second player draws a card. The letter is “z.” 5. The play continues until a player cannot name a letter. 6. He loses his turn. The opponent gets two turns. 	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonics Phonics is focused on learning the sounds that letters make; identifying which letter</p>	<p style="text-align: center;">*Activity → Teachable Moment(s) throughout During the lesson check in</p>

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represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts:

Creating the white board template:

Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be no lines in each quadrant.

Tell students they will be spelling words. Say the word (tact). Have students repeat the word. Ask students what they said first (t). Ask students to write the letter *t* in the first quadrant. Ask, "What did you hear after *t*?" (a) "Write the letter *a* after the letter *t* in the first quadrant." Ask, "What did you hear after *a*?" (k) "Write the letter *k* after *ta*." Ask, "What did you hear after *k*?" (t) Say the word again (tact), tracking from left to right. Incorrect spellings (takt) are acceptable. Continue with these words: Sam, at, cats.

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.

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

Day 3

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important.

A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first.

Why Questions

1. Divide students into two teams.
2. Challenge students to think of as many "Why" questions as possible.
3. Each team receives a point for each question.
4. Here are possible "why" questions: "Why is grass green? Why does rain fall? Why do we have to ask questions? Why do we have to do homework? Why can't we play Hula Hoop Pass instead of Relay Races? Why? Why? Why?"
5. Award a cheer for the winning team!

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know.

Alphabet Cards

B	C	D	F	G	H
J	K	L	M	N	P
Q	R	S	T	V	W
X	Y	Z	b	c	d
f	g	h	j	k	l
m	n	p	q	r	s
t	v	w	x	y	z

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Peas
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth, several large stretchy rubber bands

Opening

State the Objective

Today we will:

Conduct learning opportunities in the core English Language Arts Areas of:
 Phonemic Awareness.
 Concepts of Print.
 Phonics/Letter Recognition.
 Vocabulary Clues (Tools for questioning about story content).

Gain prior knowledge by asking students

Materials: White boards, markers, erasing cloth

Ask the students

This activity will help students learn to retell a short story in sequence.

1. Write the silly rhyme on the white board.
2. Read the silly rhyme to the students.

Peas

I eat my peas with honey
 I've done it all my life.
 It makes them taste quite funny,
 But it keeps them on my knife!

Talk about the parts of a retell.

- Start with an introduction. The title of the rhyme is Peas.
 - Name the main characters: I.
 - Where the story takes place: All my life
 - When the story takes place: Meal time
 - The problem: They taste quite funny..
 - Problem got solved: They stay on my knife.
 - How the story ended: I ate the peas.
3. Have students retell the silly rhyme by answering questions (See above) about the rhyme.
 4. Continue this format for other stories or rhymes.

One Syllable Words:

Write the rhyme-story on the white board. Ask students to draw a box around the first word and the last word in the story. Ask another student to underline the rhyming words. Then have a student circle the first sentence and the 4th sentence. Continue circling letter, drawing boxes around capital letters, words, ending punctuation, etc.

Consult 4 Kids Lesson Plans

The Wild Boar

There once was a wild boar
Who bumped into the door.
His head was so sore
He fell on the floor.

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Animal Report Writing

In this activity, students fill in the blanks to create a mini-report. The leader will write the report on the white board asking students to help fill in the blanks. Students read the report when it is finished. Then students may draw a picture on their white boards including information they added to the report.

Sharks

The most interesting thing about sharks is _____.
They eat _____. They live _____. They have _____.
But the most interesting things about sharks are _____.

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

Phonemic Awareness

Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 3 is Sequence of Sounds. In Level 3, students listen to specific positions of sounds within a word. They will practice whether they heard the sound at the beginning, middle, or end of the word. Note: Students are listening for the sound, not the letter name.

Rubber Band Stretch

Materials: Stretchy rubber band for leader

1. The leader models with a large rubber band how to stretch out a word as the word is said. /mmmmmmmmmm-/aaaaaa-/nnnnnnnnnn
2. The leader models with the stretched out band how to bring the rubber band back to original length and says the word fast: /man/.
3. Students pretend to stretch rubber bands as they say the sounds in different words.

Consult 4 Kids Lesson Plans

<p>Word of the Day The Word of the Day is “read/reread.” Reread means to read again. Each time you read a rhyme, fable, or story to students, say that we have read the rhyme once, so now we are going to “reread” the rhyme. .</p> <ol style="list-style-type: none"> 1. Read <u>The Wild Boar</u> with the students. 2. Now ask students what the word is that means we will read the rhyme again. (reread) 3. Practice adding the prefix re- to other base words. “I will tell you the directions. Who can retell the directions?” 4. Here are a few re- words: reread, redo, remake, reconnect, recolor, and rebuild. 					
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonics Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts:</p> <p>Creating the white board template: Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be two lines in each quadrant.</p> <table border="1" style="width: 100%; height: 100px; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 50%; height: 50px; vertical-align: middle; text-align: center;">_____</td> <td style="width: 50%; height: 50px; vertical-align: middle; text-align: center;">_____</td> </tr> <tr> <td style="width: 50%; height: 50px; vertical-align: middle; text-align: center;">_____</td> <td style="width: 50%; height: 50px; vertical-align: middle; text-align: center;">_____</td> </tr> </table> <p>Review the letter “L.” What is the sound of the letter “L”? (l-l-l) Is your mouth open or closed? (Open) Are your teeth clinch or open? (Open) Is your tongue behind your teeth relaxed or between your teeth? (behind) Show students how to form the letter. Start at the top and go down. Students listen for the (l-l-l) sound at the beginning or ending of the word. Print the letter on the line in the first quadrant. Here are the words: capital, initial, label, and leap.</p>	_____	_____	_____	_____	<p>*Activity → Teachable Moment(s) throughout</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 style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Day 3 Preparation Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first.</p> <p>What Does Not Make Sense?</p> <ol style="list-style-type: none"> 1. Review the silly rhyme, <u>The Boar</u>. 					

Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> 2. Ask students to ask their partners what does not make sense in the rhyme. 3. Ask a second question about what does not make sense in the rhyme. 4. Share these questions with the rest of the class. 5. Ask if anyone can answer the questions of what does not make sense in the rhyme or anything else. 	
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Likes and Dislikes Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."</p>

<p>Reflection (Confirm, Tweak, Aha!) Ask students to share something that they already knew about (how to find their name, etc.) Ask them something that you talked about that they did not know.</p>
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Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	I Say You Say
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth, index cards

Opening

State the Objective

Today we will:

Conduct learning opportunities in the core English Language Arts Areas of:
 Phonemic Awareness.
 Concepts of Print.
 Phonics/Letter Recognition.
 Vocabulary Clues (Tools for questioning about story content).

Gain prior knowledge by asking students

Ask the students

This activity will help students learn to retell a short story in sequence.

1. Write the story on the white board.

Jake's Car

Jake's car is very dirty.

Jake gets a bucket.

He gets a towel, too.

Jake fills the bucket.

Jake washes his dirty car.

Now Jake's car is clean.

Jake is all dirty!

2. Read the story together as you track the words left to right.
3. Ask a student to come to the white board and draw a box around the first word and the last word in the story.
4. Ask another student to draw a box around the word you choose.
5. Then have a student circle the first sentence and the 4th sentence.
6. Continue circling letters, drawing boxes around words, and circling the whole sentence.
7. Ask students to retell the story to their partners.
8. Choose one student to retell the story in their own words, without looking at the white board!

Rhyming Word "I Say, You Say"

1. Begin with a simple clap and snap rhythm: Clap Clap Snap Clap Clap Snap
2. Clap with the rhythm: "I (clap) say (clap) fat (snap). You (clap) say (clap) _____. (snap)"
3. Here are more rhymes: "I say red. You say _____. I say fall. You say _____. I say ball. You say _____. I say she. You say _____. I say went. You say _____. I say game. You say _____. I say sun. You say _____."

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Consult 4 Kids Lesson Plans

Content (the “Meat”)	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>Complete the Sentence Students write the completed sentence on their white boards. I can't _____. A bear can _____. I want to _____. I can walk to _____. I watch _____. I can _____. She will _____. I love _____.</p>	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonemic Awareness Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 3 is Sequence of Sounds. In Level 3, students listen to specific positions of sounds within a word. They will practice whether they heard the sound at the beginning, middle, or end of the word. Note: Students are listening for the sound, not the letter name.</p> <p>We’re Going on a Trip Directions:</p> <ol style="list-style-type: none"> 1. Secretly choose a specific sound pattern such as the beginning sound /t/. Explain that the class is packing a suitcase for a special trip and only the items that have the “secret sound” in their names will fit in the suitcase. 2. Pretend to place objects in the suitcase, all of which fit the secret sound patterns, such as <i>tuna</i> or <i>toenail</i>. Invite children who think they know the pattern to “pack” an object, saying the name aloud. 3. Continue playing until several children figure out the pattern, and then tell them the secret sound. Play again using other secret sounds. <p style="text-align: center;">You do: Capitalize Names of Students</p> <p>Materials: Two sets of cards with students’ names on them. Directions:</p> <ol style="list-style-type: none"> 1. Make two sets of cards with students’ names on them. 2. In the first set, write an upper-case (capital) letter for the first letter in the name. 3. In the second set, write a lower-case letter for the beginning letter. 4. Flash a card. 5. Thumbs up if the card is correct. Thumbs down if the card is not correct. 6. Variation: Let students flash the cards. 	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonics Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when</p>	<p>*Activity → Teachable Moment(s) throughout During the lesson check in with students repeatedly. Check in about what is</p>

Consult 4 Kids Lesson Plans

another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts:

Creating the white board template:

Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be two lines in each quadrant.

<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

Introduce the name of the letter *r*. "What sound does the letter *r* make? (*r-r-r*) Are your lips open or closed? Are your teeth clinched or open? Is your tongue relaxed, between your teeth, or behind your teeth? Show students how to write *r*. Have students listen for the *r-r-r* sound and decide whether the sound comes at the beginning or ending of the word. Write *r* on the appropriate lines. Here are the words: *robin, reading, war, radar*

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.

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

Day 3

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first.

How Questions

1. How questions are the basis for problem solving. "How" is an inventor's favorite question.
2. Divide students into two teams.
3. Challenge students to think of as many "How" questions as possible.
4. Each team receives a point for each question.
5. Here are possible "how" questions: "How do tomatoes get their red color? How do we get cash from an ATM? How old are you? How many toes do you have? How can the team score a goal? How do you build a strong fence? How many gumballs are in the gumball machine? How long until we get there?"
6. Award a cheer for the winning team!

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	All Around the Mulberry Bush
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth

Opening

State the Objective

Today we will:

- Conduct learning opportunities in the core English Language Arts Areas of:
- Phonemic Awareness.
 - Concepts of Print.
 - Phonics/Letter Recognition.
 - Vocabulary Clues (Tools for retelling about story content).

Gain prior knowledge by asking students

Ask the students

This activity will help students learn to retell a short story in sequence.

1. Write the silly rhyme on the white board.
2. Read the silly rhyme to the students.

All Around the Mulberry Bush

All around the mulberry bush
 The monkey chased the weasel.
 The monkey thought 'twas all in good fun.
 Pop! Goes the weasel!

A penny for a spool of thread,
 A penny for a needle.
 That's the way the money goes.
 Pop! Goes the weasel!

3. Read the poem several times.
4. Ask students to act out the monkey chasing the weasel, the monkey laughing, and the weasel going Pop! to scare the monkey.
5. Are there rhyming words at the end of the lines? (No)

More Tricky Rhyming Riddles:

Ask students to solve these riddles that require them to manipulate sounds in their heads. Write the words on the white board to create a visual.

- What rhymes with train and starts with /r/? (rain)
- What rhymes with gate and starts with /pl/? (plate)
- What rhymes with lake and starts with /r/? (rake)

Consult 4 Kids Lesson Plans

- What rhymes with man and starts with /f/? (fan)
- What rhymes with boat and starts with /g/? (goat)
- What rhymes with nose and starts with /h/? (hose)

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Check These Sentences

Write an incorrect sentence on the white board: *He runned down the hall.* Have students read the sentence. Ask students if the sentence is correct. (No) Which part of the sentence is incorrect (*runned*)? How can we fix the sentence? (Take out *runned*. Add the word *ran*.) Now read the corrected sentence: *He ran down the hall.* Listen for incorrect grammar as students speak. Use those sentences in teachable moments.

- The dog he is my friend. (Omit he)
- They had went home. (Omit had)
- Me and him went to the store. (Omit Me and him. Insert *He and I*)
- They is at school. (Omit is. Insert *are*)

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

Phonemic Awareness

Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

Echo, Echo

Talk about echoes. Ask students if they have heard an echo. Note: Echoes happen because sound bounces off things. But something else has to happen as well; just bouncing won’t make an echo. To get a good echo, (1) the sound must bounce off something at least 75 meters away. Otherwise it will return in less than half a second, and won’t make a good echo. In order to get a good echo, (2) the surface you sent the sound toward must be smooth.

1. Ask students to sit under their desks and pretend to be echoes.
2. Say a segmented word aloud and have students echo the blended word in response. For example, say /p/ /a/ /n/. Students respond with the word *pan*.

Word of the Day

The word of the day is “title.” Show students the front cover of a book. Ask students to locate the title of the book. Is the title on the front or back cover? Provide students with their own books. Working with a partner, help each other find the book title. Write the title on their white boards. Watch for capital letters in the title. Not all words have capitals.

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

Instruction / Demonstration ("I do" - "We do")

Phonics

Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts:

Creating the white board template:

Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be two lines in each quadrant.

<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

In this lesson, students will practice the "p" letter with m, s, f, b, t, c, r, and l. Have students print the first and last letters. Some students may be able to print all the letters. Students should be able to print ten words: *pop, proof, pail, loop, creep, poem, mop, peat, bump, and coop.*

Instruction / Demonstration ("I do" - "We do")

Day 3

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Five Directions

This activity encourages students to think and recall directions in sequence. Directions are given one time. Absolutely no coaching from classmates! Quickly give verbal directions. Then choose a student to follow the directions. This way all students are trying to remember the directions in case they are chosen.

- First, turn off the light switch.
- Second, write your name on the white board.
- Third, ask Maria how old she is.
- Fourth, pick up one piece of trash from the floor.
- Finally, turn on the light switch.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Liked Best, Next Time (LBNT)

Ask students to answer these questions:

1. What did you enjoy most about the activity?
2. What else would you have liked to spend more time on?
3. What other activity would you like to try next time?

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Ants Go Marching One By One
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth, green, yellow, and red linking cubes (1 set for each student.)

Opening

State the Objective

Today we will:

- Conduct learning opportunities in the core English Language Arts Areas of:
- Phonemic Awareness.
 - Concepts of Print
 - Phonics/Letter Recognition.
 - Vocabulary Clues (Tools for retelling about story content).

Gain prior knowledge by asking students

Ask the students

This activity will help students learn to retell a short story in sequence.

1. Write the silly rhyme on the white board.
2. Read the silly rhyme to the students.
3. Sing the rhyme to the tune of "When Johnny Goes Marching Home."

The Ants Go Marching One by One

The ants go marching one by one, hurrah, hurrah,
 The ants go marching one by one, hurrah, hurrah,
 The ants go marching one by one,
 The little one stops to suck his thumb,
 And they all go marching down to the ground
 To get out of the rain, BOOM! BOOM! BOOM!

4. Read the poem several times, putting special emphasis on Hurrah, Hurrah and BOOM! BOOM! BOOM!
5. Circle rhyming words: (one, thumb)
6. Choose students to march, shout Hurrah!, suck his thumb, and drummers with BOOM! BOOM! BOOM!

Fee-fi-fiddley-i-o

Sing the rhyme to the chorus of "I've Been Working on the Railroad."

Substitute beginning sounds for the /f/ in fee-fi-fiddley-i-o. Sing other verses with other substitutions.

/b/ bee-bi-biddley-i-o
 /m/ mee-mi-middlely-i-o
 /d/ dee-di-diddley-i-o
 Strumming' on the old banjo.

Explain to children that you are going to do several activities to help them learn some very important things that will help them

Consult 4 Kids Lesson Plans

become terrific readers!	
Content (the “Meat”)	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>Stuffed Bear Show students a stuffed bear or stuffed animal. Share your own personal experience about a stuffed bear/animal. Ask students to share their experiences with their favorite stuffed bear or other stuffed animal. Using students’ white boards, ask students to write a sentence telling about their stuffed bear.</p>	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonemic Awareness Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.</p> <p>Begin with Red</p> <ol style="list-style-type: none"> 1. Give each child one red, one yellow and one green linking cube. 2. Ask students to lay the cubes horizontally with the red cube to the left. 3. Read aloud two-phoneme words one at a time. Have students point to the red cube as you say the first phoneme, and the yellow cube as you say the second phoneme. 4. Slide their finger across the cubes from left to right as they blend the sounds to say the word. 5. When students experience success with two-phoneme words, repeat the activity with 3-phoneme words. <p>Word of the Day The word of the day is “title page.” Show students the front cover of a book. Ask students to locate the title of the book. Is the title on the front or back cover? Ask a student to find the title page. What information is on the title page? Provide books for all students. Students locate the title page. Have students write the title from the title page, on their white boards.</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 style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonics Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts:</p> <p>Creating the white board template:</p>	

Consult 4 Kids Lesson Plans

Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be two lines in each quadrant.

<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

In this lesson, students will practice the “p” letter with m, s, f, b, t, c, r, and l. Have students print the first and last letters. Some students may be able to print all the letters. Students should be able to print ten words: *post, pleat, mumps, fantastic, perfect, flap, reap, top, poet, and panic.*

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

Day 3

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

More Five Directions

This activity encourages students to think and recall directions in sequence. Directions are given one time Absolutely no coaching from classmates! Quickly give verbal directions. Then choose a student to follow the directions. This way all students are trying to remember the directions in case they are chosen.

- First, say your birthday.
- Second, write an addition fact on the white board.
- Third, ask Jose who his favorite action hero is.
- Fourth, clear your throat.
- Finally, tell the class your middle name.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Liked Best, Next Time (LBNT)

Ask students to answer these questions:

1. What did you enjoy most about the activity?
2. What else would you have liked to spend more time on?
3. What other activity would you like to try next time?

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	As I Was Going to Saint Ives
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth

Opening

State the Objective

Today we will:

- Conduct learning opportunities in the core English Language Arts Areas of:
- Phonemic Awareness.
 - Concepts of Print.
 - Phonics/Letter Recognition.
 - Vocabulary Clues (Tools for retelling about story content).

Gain prior knowledge by asking students

Materials: White boards, markers, erasing cloth

Ask the students

This activity will help students learn to retell a short story in sequence.

1. Write the silly rhyme on the white board.
2. Read the silly rhyme to the students.

As I Was Going to St. Ives

As I was going to St. Ives,
 I met a man with seven wives.
 Each wife had seven sacks,
 Each sack had seven cats,
 Each cat had seven kits,
 Kits, cats, sacks, wives,
 How many people were going to St. Ives?

3. Read the poem several times.
4. Circle the rhyming pairs. Are there ending words that do not rhyme? (kits)
5. This is a riddle. See if you can guess how many people were going to St. Ives. (1, man, seven wives = 9 people)
6. Draw a box around each of the people.
7. Think of other rhyming words for Ives/wives, sacks/cats.

Tricky Rhyming Riddles:

Ask students to solve these riddles that require them to manipulate sounds in their heads. Write the words on the white board to create a visual.

- What rhymes with pig and starts with /d/? (dig)
- What rhymes with book and starts with /c/? (cook)

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- What rhymes with sing and starts with /r/? (ring)
- What rhymes with dog and starts with /fr/? (frog)
- What rhymes with top and starts with /h/? (hop)
- What rhymes with ice and starts with /m/? (mice)

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Improve These Sentences

Write a dull sentence on the white board. Ask students to think of ways to make the sentence more powerful or interesting. Ask students to energize these sentences by adding descriptive words and unusual ideas.

The worm went.	The worm wiggled into the moist earth.
The dog walked.	The dog walked to me wagging his tail.
The girl ate the stuff.	The girl ate the jelly sandwich on whole wheat.

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

Phonemic Awareness

Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

Put It Together. Take It Apart

1. Give each student a set of 4 linking cubes.
2. Say a simple word such as *cat*. Have students repeat the word slowly, taking a cube for each sound they hear and linking cubes together /c/ /a/ /t/.
3. Ask students to touch each linked cube for left to right, saying the sounds with each movement. Have them sweep their hand across the cubes as they blend sound to form the word *cat*.
4. Now, have students say the sound /c/ and break off the /c/ cube. Continue with /a/ and /t/.
5. Repeat with other words.

Word of the Day

The word of the day is “verb.” A verb is a part of speech that shows action. Ask students to think of action verbs: *run, jump, climb, dance, hop, skip, gallop, walk, jog, kick, catch, and sing,*

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.

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

Phonics

Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the

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focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts:

Creating the white board template:

Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be two lines in each quadrant.

<p style="text-align: center;">_____ _____</p>	<p style="text-align: center;">_____ _____</p>
<p style="text-align: center;">_____ _____</p>	<p style="text-align: center;">_____ _____</p>

In this lesson, students will practice the "p" letter with m, s, f, b, t, c, r, and l. Have students print the first and last letters. Some students may be able to print all the letters. Students should be able to print ten words: *slump, sloop, petal, possum, prior, tip, loop, lump, pear, and stop.*

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

Day 3

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students.

After School Retell

1. Choose an event that happened in your after-school program – Opening activity, playing a game, or making a transition.
2. Ask students to tell what happened first, next, then, and finally.
3. Include a problem that might have occurred.
4. Now ask students to retell the story to their "elbow partner."
5. Ask one student to share his or her retell with the whole class.

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Closing

Review

Say:

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

Debrief

Liked Best, Next Time (LBNT)

Ask students to answer these questions:

1. What did you enjoy most about the activity?
2. What else would you have liked to spend more time on?
3. What other activity would you like to try next time?

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Diddle Diddle Dumpling
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: Phoneme picture cards, chart paper, white boards, markers, erasing cloth

Opening

State the Objective

Today we will:

- Conduct learning opportunities in the core English Language Arts Areas of:
- Phonemic Awareness.
 - Concepts of Print.
 - Phonics/Letter Recognition.
 - Vocabulary Clues (Tools for retelling about story content).

Gain prior knowledge by asking students

Materials: White boards, markers, erasing cloth

Ask the students

This activity will help students learn to retell a short story in sequence.

1. Write the silly rhyme on the white board.
2. Read the silly rhyme to the students.

Diddle, Diddle, Dumpling

Diddle, diddle, dumpling
 My son, John,
 Went to bed with his stockings on.
 One shoe off and one shoe on!
 Diddle, diddle, dumpling,
 My son, John.

3. Read the poem with a different voice, such as a high-pitched or low-pitched voice.
4. Ask students to read along with you using these strange voices.

Create a Silly Rhyme:

Create with students the first line of a silly rhyme. Display rhymes around the class on chart paper. Students draw pictures of the silly rhyme. Examples: (1) "I went to town . . . (walking upside down) (2) We ate a snack . . . (Everyone said "Quack!") (3) The leader said sing . . . (With a diamond ring (4) Take a sip . . . (But don't drip) (5) Hum this tune . . . (And fly to the moon) (6) Chew some gum . . . (While you beat a drum) (7) Too bad . . . (So sad) (8) Where is my dog . . . (Is he under a log?)"

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")

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

Conventions of Writing

Consult 4 Kids Lesson Plans

<p>It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>Word Families Have some fun with real and not-so-real words found in word families. Let students think of nonsense words, also. Draw pictures of these words. Write the new word under the picture. Here are a few samples for the word family <i>-ub</i>: <i>bub, cub, dub, fub, gub, hub, jub, kub, mub, nub, rub, sub, tub, wub, yub, zub</i>.</p>					
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonemic Awareness Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.</p> <p>Create a Graph</p> <ol style="list-style-type: none"> 1. Create a poster that has four labeled columns: 2, 3, 4, 5 2. Pass out picture cards to students (3-4 cards to each student). 3. Have students, one at a time, select one of the cards, say the word, and identify the number of phonemes in the word. 4. The student then places the picture in the correct column. <p>Word of the Day The Word of the Day is “question.” When we ask a question we expect a response. Have students work in partner-pairs. Students ask a question of their partner. Their partner may or may not answer. The point is to keep asking questions. Review that at the end of a question sentence, you need a question mark.</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;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonics Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts:</p> <p>Creating the white board template: Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be two lines in each quadrant.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-bottom: 1px solid black; border-right: 1px solid black; padding: 5px;"> <p style="text-align: center;">_____</p> </td> <td style="width: 50%; border-bottom: 1px solid black; padding: 5px;"> <p style="text-align: center;">_____</p> </td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 5px;"> <p style="text-align: center;">_____</p> </td> <td style="border-bottom: 1px solid black; padding: 5px;"> <p style="text-align: center;">_____</p> </td> </tr> </table> </div>	<p style="text-align: center;">_____</p>	<p style="text-align: center;">_____</p>	<p style="text-align: center;">_____</p>	<p style="text-align: center;">_____</p>	
<p style="text-align: center;">_____</p>	<p style="text-align: center;">_____</p>				
<p style="text-align: center;">_____</p>	<p style="text-align: center;">_____</p>				

Consult 4 Kids Lesson Plans

<p>In this lesson, students will continue to practice L with M, S, F, B, T, C, and R. When the leader says a word, students print the initial (first) and final (last) sounds. Students may be able to print 10 words at this stage. The first word is "towel." In the first quadrant, students print a "t" on the first line, and an "l" on the second line. Here are other words: <i>list, feel, sell, sill, bell, meal, fowl, royal, and call.</i></p>	
<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Day 3 Preparation Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first.</p> <p>Event Retell Note: Young children are not developmentally ready to summarize a story. Focus is placed on retelling a rhyme or short story. Talk about an event that happened in the classroom or outside the classroom, during transition, arriving at program, Opening Activities, etc. Ask a student to retell the event. Variation: Ask a student to retell the event and leave out something that happened during that time. Ask classmates to guess what was omitted from the retell.</p>	

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Three Questions Ask students the following three questions:</p> <ol style="list-style-type: none"> 1. What did you learn from this activity? 2. What did you like about this activity? 3. If you were to try this activity again, what would make the activity better?
<p>Reflection (Confirm, Tweak, Aha!) Ask students to share something that they already knew about (how to find their name, etc.) Ask them something that you talked about that they did not know.</p>

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	I Saw A Ship A-Sailing
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth, phoneme picture cards

Opening

State the Objective

Today we will:

Conduct learning opportunities in the core English Language Arts Areas of:
 Phonemic Awareness.
 Concepts of Print.
 Phonics/Letter Recognition.
 Vocabulary Clues (Tools for retelling about story content).

Gain prior knowledge by asking students

Materials: White boards, markers, erasing cloth

Ask the students

This activity will help students learn to retell a short story in sequence.

1. Write the silly rhyme on the white board.
2. Read the silly rhyme to the students.

I Saw a Ship a Sailing

I saw a ship a-sailing, a-sailing on the sea.
 And, oh, but it was laden, with pretty things for thee.
 There were comfits in the cabin,
 And apples in the hold,
 The sails were made of silk
 And the masts were all of gold.
 The four and twenty sailors, that stood between the decks,
 Were four and twenty white mice, with chains around their necks.
 The captain was a duck
 With a packet on his back.
 The duck said, "Quack! Quack!"

3. Read the poem several times.
4. Talk about unfamiliar words: laden (heavily loaded), thee (old language for "you"), comfits (sugar-coated nuts or seeds), hold (fortified place to store things), masts (vertical support for sails), four and twenty (24), packet (backpack)
5. Students choose four unfamiliar words. Using their white boards, students draw pictures of these four words.

Rhyming Basket:

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Several objects are placed in a basket – one for each child. As each child gets the basket, the leader says a word. Example: “fizzers.” The student pulls out the object that rhymes – “scissors.” Rhyming words can be real or nonsense. Here are a few rhymes and objects: barker/marker, wissue/tissue, slip/clip, hen/pen, toast-it/Post-It, faple/staple, tup/cup, boat/coat, call/ball, sand/band, took/book, sooler/ruler, wing/string, soap/rope, soy/toy, and rayon/crayon.

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Memory Match

1. Make a set of capital letter and lower-case cards.
2. Begin with 5 cards each for a total of 10 cards.
3. Pair up students to play Memory Match.
4. The student points to the letter and says, “Lower-case a.”
5. The student with the most matches is the winner.

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

Phonemic Awareness

Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

Clap the Sound

1. In advance, gather a selection of picture cards.
2. Show students a picture card, one at a time.
3. Have students clap their hands for each sound in the objects’ name.
4. Invite students to think of words on their own.

Word of the Day

The Word of the Day is “cover-front/back.” Ask the meaning of the word “cover” (to put something over something else). Have students give examples of things that are covering other things. Show students several books. Ask students to find the “covers.” Ask, “Why do we have a cover on a book?” Show the front and back cover. Ask students to stand with their front toward you. Now, ask students to turn so their back is toward you. Think about front and back. What else has a front and back? Review cover-front/back throughout the day.

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.

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

Phonics

Consult 4 Kids Lesson Plans

Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts:

Creating the white board template:

Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be two lines in each quadrant.

<p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p>	<p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p>
<p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p>	<p style="text-align: center;">_____</p> <p style="text-align: center;">_____</p>

In this lesson, the leader will introduce the "p" letter. Practice saying the unvoiced "p" sound. Think of a "puff of air." Practice printing the lower-case letter "p." The round part of the "p" sits on the bottom line. Ask students to listen for the "p" sound at the beginning or ending of the word. If the "p" sound is at the beginning, print the letter "p" on the first line in the quadrant. If they hear the "p" sound at the ending of the word, print the "p" sound at the end of the word. Print the letter "p" on the second line in the quadrant. The words for today are, *deep, grip, plod, and person*. For quick learners, add four more words: *drip, yelp, penalty, and gallop*.

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

Day 3

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first.

Puzzle Tales

Copy a folktale from a printed anthology. (Fair use allows you to copy 10% of a work for one time class use). Cut the story into simple sections or paragraphs. Paste each section on separate sheets of paper. Give out the sheets to students and ask them to retell their small piece of the story. Keep the pace going so the story flows as one. Try a second round by giving students different sections to retell. Notice how differently students retell the same sections.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Three Whats

Ask students the following three "what" questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	It's Raining
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth

Opening

State the Objective

Today we will:

- Conduct learning opportunities in the core English Language Arts Areas of:
- Phonemic Awareness.
 - Concepts of Print.
 - Phonics/Letter Recognition.
 - Vocabulary Clues (Tools for retelling story content).

Gain prior knowledge by asking students

Materials: White boards, markers, erasing cloth

Ask the students

This activity will help students learn to retell a short story in sequence.

1. Write the silly rhyme on the white board.
2. Read the silly rhyme to the students.

It's Raining

It's raining, It's pouring
 The old man is snoring.
 Bumped his head
 And he went to bed
 And he couldn't get up in the morning.

Talk about the parts of a retell.

- Start with an introduction. The title of the rhyme is It's Raining.
 - Name the main character: The old man
 - Where the story takes place: Inside a house
 - When the story takes place: Nighttime and morning
 - The problem: The old man bumped his head.
 - Problem got solved: The problem didn't get solved. He couldn't get out of bed in the morning!
 - How the story ended: Now I don't have to worry about being a purple cow.
3. Have students retell the silly rhyme by answering questions (See above) about the rhyme.
 4. Continue this format for other stories or rhymes.

Yes or No:

Provide students with a 3/5 card. On one side of the card, write the word YES in green; on the other side of the card, write the word NO in red. Tell students you will read a word pair. If the word pair rhymes, like bat and cat, place the green side YES of the card facing up. If the word pair does not rhyme, like bat and dog, place the red side NO of the card facing up. Read aloud the following word pairs:

sat/cat YES

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cat/bin	NO
man/can	YES
lot/nap	NO
hat/not	NO
hit/bit	YES
fan/up	NO
pot/rot	YES

Watch to see if students hesitate in making their choice. If so, repeat this activity at a later time.

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Asking Sentences

Read these asking or interrogative sentences. Remember to raise your voice at the end of each question. Write these sentences on white boards. Put a question mark at the end of each sentence.

Is Jackie funny?	Are the stars bright?	Was the circus exciting?
What is around you?	What is above you?	What is at your feet?
What is behind you?	What is moving?	What colors do you

see?

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

Phonemic Awareness

Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 3 is Sequence of Sounds. In Level 3, students listen to specific positions of sounds within a word. They will practice whether they heard the sound at the beginning, middle, or end of the word. Note: Students are listening for the sound, not the letter name.

I See

Display several objects with three phoneme sounds in its name. Sample objects might be a book b/o/k, chart ch/ar/t, pen p/e/n, lid l/i/d, cup c/u/p, light l/i/t, board b/or/d, and seat s/e/t.

1. I see an object with three sounds in its name.
2. I see an object with three sounds in its name and the first is /b/.
3. I see an object with three sounds in its name and the first is /b/, the last is /k/
4. I see an object with three sounds in its name. The first sound is /b/, the last is /k/, and it rhymes with look.
5. Repeat with different objects.

Word of the Day

The Word of the Day is "illustrator." Show students a favorite book with colorful illustrations.

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>Talk about the author of the book. Read the author's name. Ask students if they think the author drew the pictures for the book. Show students the author's name. Ask students if they can predict why the author wrote the book, and why the author chose this particular illustrator. Thereafter, always mention the author and illustrator of the books you read to children.</p>					
<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Phonics Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts: Creating the white board template: Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be two lines in each quadrant.</p> <table border="1" style="width: 100%; height: 100px; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 50%; text-align: center; vertical-align: middle;">_____</td> <td style="width: 50%; text-align: center; vertical-align: middle;">_____</td> </tr> <tr> <td style="width: 50%; text-align: center; vertical-align: middle;">_____</td> <td style="width: 50%; text-align: center; vertical-align: middle;">_____</td> </tr> </table> <p>Review the letter "L." What is the sound of the letter "L"? (l-l) Is your mouth open or closed? (Open) Are your teeth clinch or open? (Open) Is your tongue behind your teeth relaxed or between your teeth? (behind) Show students how to form the letter. Start at the top and go down. Students listen for the (l-l) sound at the beginning or ending of the word. Print the letter on the line in the first quadrant. Here are the words: <u>creel</u>, <u>long</u>, <u>dreadful</u>, and <u>lega</u>l.</p>	_____	_____	_____	_____	
_____	_____				
_____	_____				
<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Day 3 Preparation Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Check Out Example Summaries Check out the back cover or inside flap summaries in age-appropriate trade books. These summaries are the shortest ones around. Ask students to read the summaries. What are common elements in these summaries? (1) They are short; very few words. Count the words in the summary. Count the page numbers in the book. Compare. (2) They capture your attention and make you want to read the story. Ask students if they agree with the summaries. Should other ideas have been included?</p>					

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Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Lion and the Unicorn
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth, phoneme picture cards, paper towels, fish crackers (12-20 per child), words from current classroom literature, large picture story book, 3 signs (Beginning, Middle, End)

Opening

State the Objective

Today we will:

- Conduct learning opportunities in the core English Language Arts Areas of:
- Phonemic Awareness.
 - Concepts of Print.
 - Phonics/Letter Recognition.
 - Vocabulary Clues (Tools for retelling about story content).

Gain prior knowledge by asking students

Materials: White boards, markers, erasing cloth

Ask the students

This activity will help students learn to retell a short story in sequence.

1. Write the silly rhyme on the white board.
2. Read the silly rhyme to the students.

The Lion and the Unicorn

The Lion and the Unicorn
Were fighting for the crown.
The Lion beat the Unicorn
All about the town.

Some gave them white bread
And some gave them brown;
Some gave them plum cake
And drummed them out of town!

3. Read the poem several times.
4. Show a picture of a lion and a unicorn. The British coat of arms features a lion with a crown and a unicorn with the coat of arms.
5. Talk about likes and differences between the two animals. The unicorn is an imaginary animal which resembles a white horse with a large, pointed, spiraling horn projecting from its forehead. The lion is a real animal with a large mane. Why were the lion and the unicorn fighting? Why did the people drum them out of town?

Rhyming Word Sit Down:

1. Students walk around in a big circle taking one step each time a rhyming word is said by the teacher.
2. When the teacher says a word that doesn't rhyme, the students sit down.

she tree flea spree key bee sea went fee me sky fee he school knee see tea up we chair

Consult 4 Kids Lesson Plans

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Asking Sentences

Read these asking sentences. Remember to raise your voice at the end of each question. You say the question, then have students echo the question. Write a few sentences on the white board. Ask students to place a question mark at the end of each sentence.

Is Jackie funny?	Are the stars bright?	Was the circus exciting?
Is the water cold?	Were the boys silly?	Is the sky
purple?		
Is Sam smart?	Was Tim hurt?	Is the water hot?
Did Susan row the boat?	Can he hit the ball?	Did the balloon pop?

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

Phonemic Awareness

Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

Eat the Sounds

1. Ask students to wash their hands.
2. Provide each student with a paper towel. Have a packet of fish crackers. You will need 12-20 per child.
3. Say a word containing two or three sounds. Have students move food pieces to form a horizontal line, one for each sound they hear in the word. Ask them to say the phonemes as they move the food pieces to the line. /c/ /a/ /t/
4. Have each child "sweep" his or her finger under the food line and blend the sounds together to say the word.
5. Say each sound slowly as students eat the food piece which stands for each sound. Continue the activity with new words until all the crackers are eaten.

Word of the Day

The Word of the Day is "sight words." There are a few words that students must learn as sight words. They do not have any phonetic rhyme or reason. Usually they are high frequency words. Place these words on rings for students to memorize. When students practice the words, refer to them as "sight words."

they	of	is	are	were
does	you	one	once	was
have	come	said	because	

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

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

Phonics

Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts:

Creating the white board template:

Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be two lines in each quadrant.

<p style="text-align: center;">_____ _____</p>	<p style="text-align: center;">_____ _____</p>
<p style="text-align: center;">_____ _____</p>	<p style="text-align: center;">_____ _____</p>

In this lesson, students will practice the "p" letter. Practice saying the unvoiced "p" sound. Think of a "puff of air." Practice printing the lower-case letter "p." The round part of the "p" sits on the bottom line. Ask students to listen for the "p" sound at the beginning or ending of the word. If the "p" sound is at the beginning, print the letter "p" on the first line in the quadrant. If they hear the "p" sound at the ending of the word, print the "p" sound at the end of the word. Print the letter "p" on the second line in the quadrant. The words for today are: *nap, pretty, plenty and grasp*. For quick learners, add four more words: *limp, thump, lamp, and cheap*.

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

Day 3

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first.

Story Signs

Use a large story book with big pictures. Prepare three signs. The first sign says Beginning. The second sign – Middle. The third sign – End.

1. Mix up the signs. Hand them out.
2. Have students put themselves in the order of the story. (Beginning, Middle, End)
3. Read the Big Book story.
4. Turn to a picture in the book. Ask the child holding the correct sign to come up to show where the picture happens. Is it in the beginning, middle, or end of the story?
5. Continue with other pictures in the book.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students like and what students didn't like about the activity.

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	The Was An Old Lady
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth

Opening

State the Objective

Today we will:

- Conduct learning opportunities in the core English Language Arts Areas of:
- Phonemic Awareness.
 - Concepts of Print.
 - Phonics/Letter Recognition.
 - Vocabulary Clues (Tools for retelling about story content).

Gain prior knowledge by asking students

Materials: White boards, markers, erasing cloth

Ask the students

This activity will help students learn to retell a short story in sequence.

1. Write the silly rhyme on the white board.
2. Read the silly rhyme to the students.

There Was an Old Lady Who Swallowed a Fly

There was an old lady who swallowed a fly,
I don't know why she swallowed a fly,
I guess she'll cry.

There was an old lady who swallowed a spider,
That wiggled and wiggled and tickled inside her,
She swallowed the spider to catch the fly.
I don't know why she swallowed the fly.
I guess she'll cry.

Talk about retell without words:

- Sing or chant the rhyme, There Was an Old Lady Who Swallowed a Fly, several times.
- Create your own simple actions for the rhyme.
- Have the students do the rhyme with you.
- After telling the tale, have students re-tell the story while you repeat the actions.
- Variation 1: Have a student retell a familiar rhyme using only actions, no words. Students guess the rhyme.
- Variation 2: Ask students to draw a picture illustrating the rhyme.
- Continue the format with other nursery rhymes or simple stories.

Finish This Rhyme:

Students identify words that rhyme in a series. For example, ask students to finish this rhyme: red, bed, blue, _____. Continue

Consult 4 Kids Lesson Plans

with other rhymes: back, pack, had, ____. Fan, man, gap, ____. Bell, cell, den, ____. Best, jest, kick, ____. Did, hid, bill, ____. Spin, skin, king, ____. Link, mink, dip, ____. Bit, fit, dock, ____. Dog, fog, hop, ____. Cot, dot, dub, __.

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Noisy Things Group Poem

Ask students to brainstorm things that make noise in after-school. Write suggestions on the white board. Create a group poem that includes noisy things. Practice reading the poem with students. Here is a sample:

After-School
 Music playing, kids yelling,
 Loudspeaker squeaking, phones ringing,
 Leaders talking, whistles blowing.
 These are the sounds of my after-school!

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

Phonemic Awareness

Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

Phoneme Counting

Say a word with two or three phonemes:

1. Say a two or three phoneme word, *cat*.
2. Have the students mentally count the number of phonemes they hear in the word. /c/ /a/ /t/ = 3
3. On the count of three, have students hold up the number of fingers to indicate the number of sound they heard. 3
4. Here are a few sample words: fit /f/ /i/ /t/ = 3, stop /s/ /t/ /o/ /p/ = 4, fast /f/ /a/ /s/ /t/ = 4, bus /b/ /u/ /s/ = 3, is /i/ /s/ = 2, am /a/ /m/ = 2, cut /c/ /u/ /t/ = 3

Word of the Day

The Word of the Day is "word families." Word families are letter patterns that help students build larger word vocabularies. Here are a few: -ack, -ad, -ag, -am, -an, -ap, -at, -ed, -ell. Here is a sample word family: back, jack, pack, rack, sack, tack, black, clack, crack, quack, shack, snack, and track. Ask students to work in partner-pairs to brainstorm as many words as possible to make a word family. It would be fun to make this a competition among small groups of students.

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

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

Phonics

Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts:

Creating the white board template:

Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be two lines in each quadrant.

<p style="text-align: center;">_____ _____</p>	<p style="text-align: center;">_____ _____</p>
<p style="text-align: center;">_____ _____</p>	<p style="text-align: center;">_____ _____</p>

In this lesson, students will practice L with M, S, F, B, T, C, and R. When the leader says a word, students print the initial (first) and final (last) sounds. Students may be able to print 10 words at this stage. The first word is "liar." In the first quadrant, students print an "l" on the first line, and an "r" on the second line. Here are other words: *frail, lift, lost, real, let, coal, spool, soul, and light.*

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

Day 3

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first.

Artistic Retell Variation

Note: Young children are not developmentally ready to summarize a story. Focus is placed on retelling a rhyme or short story. Read an age appropriate book to the students. Provide students with individual white boards. Students draw a picture including all the key ideas of the story. Key ideas include what happened first, second, third, and at the end. After students have drawn the picture, ask the **class to retell the story** based on the picture.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

WHI?

Ask students the following three questions:

1. What were some of the questions that came up in your group?
2. How did you go about including everyone?
3. If you were to try this again, what might you do differently?

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	There Was An Old Woman Who Lived In A Shoe
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth

Opening

State the Objective

Today we will:

- Conduct learning opportunities in the core English Language Arts Areas of:
- Phonemic Awareness.
 - Concepts of Print.
 - Phonics/Letter Recognition.
 - Vocabulary Clues (Tools for retelling about story content).

Gain prior knowledge by asking students

Materials: White boards, markers, erasing cloth

Ask the students

This activity will help students learn to retell a short story in sequence.

1. Write the silly rhyme on the white board.
2. Read the silly rhyme to the students.

There Was an Old Woman Who Lived in a Shoe

There was an old woman who lived in a shoe.
 She had so many children she didn't know what to do.
 She gave them some broth without any bread,
 And whipped them all soundly and sent them to bed.

Talk about retell without words:

- Chant the rhyme, There Was an Old Woman, several times.
- Create your own simple actions for the rhyme.
- Have the students do the rhyme with you.
- After telling the tale, have students re-tell the story while you repeat the actions.
- Variation: Have a student retell a familiar rhyme using only actions, no words. Students guess the rhyme.
- Continue the format with other nursery rhymes or simple stories.

Yes or No:

Provide students with a 3/5 card. On one side of the card, write the word YES in green; on the other side of the card, write the word NO in red. Tell students you will read a word pair. If the word pair rhymes, like bat and cat, place the green side YES of the card facing up. If the word pair does not rhyme, like bat and dog, place the red side NO of the card facing up. Read aloud the following word pairs:

back/pack	YES
king/stink	NO
ham/slam	YES
bug/gum	NO
wit/flock	NO
shop/stop	YES

Consult 4 Kids Lesson Plans

thin/shrub NO
cluck/truck YES

Watch to see if students hesitate in making their choice. If so, repeat this activity at a later time.

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Sentence/Not a Sentence

Chose several sentences to write on the white board. Write one sentence at a time to put on the white board. Some of the sentences will be correct. Listen for grammatical errors as students speak to one another. Choose a few sentences with obvious errors. Students work in partner/pairs and decide if it is a sentence or not a sentence.

I go to store tonight.	This game is fun to play.
Frogs like to sit on lily pads.	I like cool water on my face
Her little sister wanna play too.	The house is fire.
How many dress does she have?	He love his puppy.

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

Phonemic Awareness

Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

Tap and Sweep

1. Say single-syllable words with 2 or 3 phonemes. (cat, at, bag, jam, tap, sell, pig)
2. At the first phoneme /c/, students tap one of their shoulders.
3. At the second phoneme /a/, on the same arm, students tap the inside of their elbow.
4. At the third phoneme /t/, on the same arm, students tap their wrist.
5. Now, say the word by sweeping quickly down the arm from shoulder to the wrist /cat/

Word of the Day

The Word of the Day is "poem." Ask students if they have ever heard a poem read to them. Explain that many poems rhyme, such as "I see a bee, looking at me." Sometimes, poems make you think, such as, "Whose woods these are I think I know,

His house is in the village, though;
He will not see me stopping here
To watch the woods fill up with snow." by Robert Frost

Ask, "Is a nursery rhyme like Jack and Jill a poem?" (Yes. It is nursery rhyme which is also a poem.) Refer to a rhyme as also a poem.

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.

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

Consult 4 Kids Lesson Plans

Phonics

Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts:

Creating the white board template:

Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be two lines in each quadrant.

<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

Review the letter "L." What is the sound of the letter "L"? (l-l) Is your mouth open or closed? (Open) Are your teeth clinch or open? (Open) Is your tongue behind your teeth relaxed or between your teeth? (behind) Show students how to form the letter. Start at the top and go down. Students listen for the (l-l) sound at the beginning or ending of the word. Print the letter on the line in the first quadrant. Here are the words: liar, frali, lift, lost.

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

Day 3

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first.

Artistic Retell

Note: Young children are not developmentally ready to summarize a story. Focus is placed on retelling a rhyme or short story. Read an age appropriate book to the students. Provide students with individual white boards. Students draw a picture including all the key ideas of the story. Key ideas include what happened first, second, their, and at the end. Students then retell the story by referring to the picture. Ask students to share their pictures with their partners and/or with the rest of the class.

Closing

Review

Say:

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

Consult 4 Kids Lesson Plans

Debrief

Three Whats

Ask students the following what questions:

1. What was one thing you learned from this activity?
2. What would you change about the activity to make it better?
3. What part of the activity did you like best?

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Put It Together Pull It Apart
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth, linking cubes (4 for each child)

Opening

State the Objective

Today we will:

- Conduct learning opportunities in the core English Language Arts Areas of:
- Phonemic Awareness.
 - Concepts of Print.
 - Phonics/Letter Recognition.
 - Vocabulary Clues (Tools for retelling about story content).

Gain prior knowledge by asking students

Materials: White boards, markers, erasing cloth

Ask the students

This activity will help students learn to retell a short story in sequence.

1. Write the silly rhyme on the white board.
2. Read the silly rhyme to the students.

Hickory, Dickory, Dock

Hickory, dickory, dock,
 The mouse ran up the clock.
 The clock struck one,
 The mouse ran down!
 Hickory dickory, dock.

3. Read the poem several times.
4. Underline the rhyming words. Which ending words do not rhyme? (one, down)
5. Add an ending line: Tick Tock or other words that rhyme with -ock: lock, mock, knock, rock, and sock.
6. Talk about a grandfather clock. Draw a large grandfather clock. Students include wooden case, clock face, pendulum, weights with chains, and the mouse in their drawings.

Rhyming Word Stand Up:

1. Students sit in chairs.
2. When the teacher says a word that rhymes, the students stand up. When the teacher says a word that doesn't rhyme, students sit down.

bake cake main lake pail make rake take wheat dice wake brake glide flake prime shake drive

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")

Consult 4 Kids Lesson Plans

<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>More Asking Sentences Read these asking sentences. Remember to raise your voice at the end of each question. You say the question, then have students echo the question. Write a few sentences on the white board. Ask students to place a question mark at the end of each sentence.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Do you like cookies?</td> <td style="width: 33%;">Will he wear a tie?</td> <td style="width: 33%;">Who wrote the letter?</td> </tr> <tr> <td>Can Jim drive?</td> <td>Is the wind blowing?</td> <td>Did you swim</td> </tr> <tr> <td>laps?</td> <td></td> <td></td> </tr> <tr> <td>Where is he?</td> <td>Did she think about it?</td> <td>Do you like</td> </tr> <tr> <td>pizza?</td> <td></td> <td></td> </tr> <tr> <td>Can we keep a snake?</td> <td>Why did the movie end?</td> <td>Can a hat run?</td> </tr> </table>	Do you like cookies?	Will he wear a tie?	Who wrote the letter?	Can Jim drive?	Is the wind blowing?	Did you swim	laps?			Where is he?	Did she think about it?	Do you like	pizza?			Can we keep a snake?	Why did the movie end?	Can a hat run?	
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<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonemic Awareness Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.</p> <p>Put It Together. Take It Apart</p> <ol style="list-style-type: none"> 1. Give each student a set of 4 linking cubes. 2. Say a simple word such as <i>cat</i>. Have students repeat the word slowly, taking a cube for each sound they hear and linking cubes together /c/ /a/ /t/. 3. Ask students to touch each linked cube for left to right, saying the sounds with each movement. Have them sweep their hand across the cubes as they blend sound to form the word <i>cat</i>. 4. Now, have students say the sound /c/ and break off the /c/ cube. Continue with /a/ and /t/. 5. Repeat with other words. <p>Word of the Day The word of the day is “sentence.” Ask students to show the difference between a sight word and a sentence. Here is a sentence: <i>The cat runs</i>. A sentence begins with a capital letter, has a subject (cat), and a verb (runs). Sentences end with a punctuation mark (period). Write some examples on the white board. Students decide if it is a sight word or a sentence.</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;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonics Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts:</p> <p>Creating the white board template:</p>																			

Consult 4 Kids Lesson Plans

Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be two lines in each quadrant.

<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

In this lesson, students will practice the “p” letter. Practice saying the unvoiced “p” sound. Think of a “puff of air.” Practice printing the lower-case letter “p.” The round part of the “p” sits on the bottom line. Ask students to listen for the “p” sound at the beginning or ending of the word. If the “p” sound is at the beginning, print the letter “p” on the first line in the quadrant. If they hear the “p” sound at the ending of the word, print the “p” sound at the end of the word. Print the letter “p” on the second line in the quadrant. The words for today are: *pried, poke, porcupine, and shrimp*. For quick learners, add four more words: *help, prop, trap, and pup*.

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

Day 3

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first.

Story Retell

1. Read a simple story to students. Draw four large quadrants (squares) on the white board.
2. Ask students what happened first in the story. Have a students come to the board and draw, nice and large, what happened first, in the first quadrant. Continue with what happen next and finally what happened at the end.
3. Ask students to draw these quadrants on their white boards. Read the story again to students.
4. Students draw their own illustrations of what happened at the beginning, middle, include a problem, and end.

Closing

Review

Say:

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

Consult 4 Kids Lesson Plans

Debrief

Liked Best, Next Time (LBNT)

Ask students to answer these questions:

1. What did you enjoy most about the activity?
2. What else would you have liked to spend more time on?
3. What other activity would you like to try next time?

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	A Bird Came Down the Walk
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth, 10 sets of WHO, WHAT, WHEN, WHERE, and HOW cards

Opening

State the Objective

Today we will:

- Conduct learning opportunities in the core English Language Arts Areas of
- Phonemic Awareness.
- Concepts of Print.
- Phonics/Letter Recognition.
- Vocabulary Clues (Tools for retelling about story content).

Gain prior knowledge by asking students

This activity will help students learn to retell a short story in sequence.

1. Write the poem on the white board.
2. Read the poem to the students:
3. "Talk about these words: (1) *angle-worm* – an earthworm used by fishermen (2) *halves* – cut into two pieces (3) *dew* – water droplets on grass (4) *convenient* – close by (5) *sidewise* – same as sideways (6) *beetle* – hard-backed insect.

A Bird Came Down the Walk

A bird came down the walk:
He did not know I saw;

He bit an angle-worm in halves
And ate the fellow, raw.

And then he drank a dew
From a convenient grass,

And then hopped sidewise to the wall
To let a beetle pass.

Emily Dickinson

4. Circle rhyming words: saw/raw. grass/pass
5. Divide the poem into four parts. Draw four large picture frames on the white board.
6. Ask a student to draw the first part, "A bird came down the walk . . ." in the first frame.
7. Ask another student to draw the second part, "He bit an angle-worm . . ." in the second frame.
8. Continue with the third and fourth frames.

Consult 4 Kids Lesson Plans

9. Students read their verse and share the picture for the rest of the class.
10. Ask classmates to participate drawing the poem on their white boards.

Clapping Patterns

(Sing to the tune of "Are You Sleeping?")

Chant and clap the syllables in each student's name. Replace bolded words with other actions such as snapping, marching, tapping or whistling. Example: **Snap** a friend's name.

Clap a friend's name.

Clap a friend's name.

After me.

After me.

Clapping names is so much fun

Especially clapping this new one:

Sa-man-tha

Sa-man-tha

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence.

The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action.

It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Tell a Story - Rescue

In this activity someone is in trouble. Your hero has to save them. Ask a student to come to the front of the class. Tell the student he or she will tell a story to the class. Guide the student with one of these story starters (or think of your own):

1. You must climb a mountain, defeat the dragon and save the princess.
2. You are a mouse. You must rescue your uncle mouse from a mean house cat.

Here is the pattern:

- Once upon a time . . .
- One day . . .
- Then . . .
- There was a problem when . . .
- Finally . . .

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

Phonemic Awareness

Phonemic awareness is about the ability to "hear" the individual sounds that letters make.

There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

Consult 4 Kids Lesson Plans

Cheer

Write the cheer on the white board. Teach students the cheer. Change the words in the third line of the first stanza every time to say the cheer. Students segment the word sound by sound. Here are other words to use: *soap, read, fish, lime, make, map, ten, rat, pig, cat, dog, and lip.*

Listen to my cheer.
Then shout the sounds you hear.
Sun! Sun! Sun!
Let's take apart the word **sun!**

Give me the beginning sound.
(Students respond with /s/)
Give me the middle sound.
(Students respond with /u/)
Give me the ending sound.
(Students respond with /n/)

That's right!
/s/ /u/ /n/ -- Sun! Sun! Sun!

Word of the Day

The word of the day is "predict." When you predict something, you make a guess. "I predict that today it will be sunny." You don't know for sure if the weather will be sunny. You are making a guess. Throughout the day, ask students to make predictions about things they see in after-school: "I predict that this pencil will need to be sharpened. I predict that your water bottle will be empty before 5:00." Making predictions is a life-long skill. Practice often.

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

Phonics

Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts:

Creating the white board template:

Show children how to create the following template on the white board. Divide the white board into 4 parts.

Introduce short o and its /aw/ sound in the medial (middle) position. Practice a few words that contain short o in the medial position: *rob /r/ /o/ /b/* and *cob /c/ /o/ /b/*. Have students write the following whole words: *pot, sob, soft, lot, plot, slob, stop, plop, croft, and mob.*

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

Consult 4 Kids Lesson Plans

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Who, What, When, Where and How Questions

1. Make WHO, WHAT, WHEN, WHERE AND HOW question cards.
2. Ask a child to draw a card (WHEN), and then ask a question beginning with the question word. "When are we going home? When can we work on Homework?"
3. Continue to ask WHEN questions during the day: "When will you finish the book? When is your birthday? When do you play soccer?"

Closing

Review

Say:

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

Debrief

Three Questions

Ask the following three questions:

1. What did you like best about this activity?
2. How can we make the activity better next time?
3. When would you like to do this activity again?

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)
Ask them something that you talked about that they did not know.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	A Mouse in Her Room
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth, 10 sets of WHO, WHAT, WHEN, WHERE, and HOW cards

Opening

State the Objective

Today we will:

- Conduct learning opportunities in the core English Language Arts Areas of
 - Phonemic Awareness.
 - Concepts of Print.
 - Phonics/Letter Recognition.
 - Vocabulary Clues (Tools for retelling about story content).

Gain prior knowledge by asking students

This activity will help students learn to retell a short story in sequence.

1. Write the Mother Goose limerick on the white board.
2. Read the limerick to the students:

A Mouse in Her Room

A mouse in her room woke Miss Dowd,
She was frightened and screamed very loud.

Then a happy thought hit her—

To scare off the critter

She sat up in bed and meowed.

Anonymous

3. Talk about word meanings: (1) *Miss Dowd* – An unmarried woman (2) *critter* – an animal; a living thing.
4. Read the poem again substituting a synonym for the word “critter.” (To scare off the animal)
5. Circle rhyming words: Dowd/loud/meowed, her/critter.
6. Have students retell the rhyme in their own words. Example: “ One night Miss Dowd went to bed. She heard a mouse in her bedroom. Scared half out of her wits, she screamed very loudly! All at once she said, “I’ll outsmart that mouse!” So she sat up in her bed and meowed like a cat. The mouse ran away!”

Good Afternoon

(Sing to the tune of “ Good Night Ladies”)

Ask students to stand when they hear their name in the song. The target sound is /n/.

Good afternoon, **Hunter**.

Good afternoon, **Baily**.

Consult 4 Kids Lesson Plans

Good afternoon, **Tana**.
We're glad you're in afterschool.

Good afternoon, **Nunter**.
Good afternoon, **Nailey**.
Good afternoon, **Nana**.
We're glad you're in afterschool.

Continue the song with other bolded target sounds using student's names.

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")													
<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>Pizza or Tuna Casserole Student pairs use one white board to conduct a food poll in the classroom. Students write the word "pizza" and the words "tuna c." on the left side of their white board. Students walk around the room, one student asking, "Which food do you like best - pizza or tuna casserole?" The other partner records a tally mark on the white board. After the poll, partner pairs write a sentence showing the result of the poll. For example: 15 kids like pizza. 4 kids like tuna casserole.</p>													
<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Phonemic Awareness Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.</p> <p>Listen For the Middle Sound Middle sounds are the most difficult for children to hear. Say a group of three-phoneme words. Speak clearly so students can hear the sounds. Ask, "What is the middle sound?"</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">gate, cake</td> <td style="padding-left: 100px;">long a</td> </tr> <tr> <td style="padding-left: 20px;">boat, soap</td> <td style="padding-left: 100px;">long o</td> </tr> <tr> <td style="padding-left: 20px;">feet, leaf</td> <td style="padding-left: 100px;">long e</td> </tr> <tr> <td style="padding-left: 20px;">kite, nine</td> <td style="padding-left: 100px;">long i</td> </tr> <tr> <td style="padding-left: 20px;">bat, can</td> <td style="padding-left: 100px;">/a/</td> </tr> <tr> <td style="padding-left: 20px;">fish, pig</td> <td style="padding-left: 100px;">/i/</td> </tr> </table>	gate, cake	long a	boat, soap	long o	feet, leaf	long e	kite, nine	long i	bat, can	/a/	fish, pig	/i/	
gate, cake	long a												
boat, soap	long o												
feet, leaf	long e												
kite, nine	long i												
bat, can	/a/												
fish, pig	/i/												

Consult 4 Kids Lesson Plans

<p>sock, top /o/ sun, duck /u/</p>					
<p>Word of the Day The word of the day is "period." A period is a punctuation mark that is used at the end of a sentence or in abbreviations. Why do we use a period at the end of the sentence? It shows us the end of the sentence. Or maybe it gives us a chance to take a breath. Ask students to look around the room and count the periods. Variation: Give each student a book. Students choose a page. Count the number of periods on that page.</p>					
<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Phonics Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts:</p> <p>Creating the white board template: Show children how to create the following template on the white board. Divide the white board into 4 parts. Draw two short lines in each box.</p> <table border="1" style="width: 100%; height: 100px; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; vertical-align: middle;">_____</td> <td style="width: 50%; text-align: center; vertical-align: middle;">_____</td> </tr> <tr> <td style="width: 50%; text-align: center; vertical-align: middle;">_____</td> <td style="width: 50%; text-align: center; vertical-align: middle;">_____</td> </tr> </table> <p>Introduce short o and its /aw/ sound. Practice a few words that contain short o - octopus, dog, and hog. Have students write the letters for the beginning and final sounds of these words: <i>octopus, off, optimum, oddness, object, observant, occasional, and omnibus.</i></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;">Instruction / Demonstration ("I do" – "We do")</p> <p>Day 3 Preparation Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.</p> <p>Who, What, When, Where and How Questions</p> <ol style="list-style-type: none"> 1. Make WHO, WHAT, WHEN, WHERE AND HOW question cards. 2. Ask a child to draw a card (WHO), and then ask a question beginning with the question word. "Who is that person? Who are you? Who wrote that book?" 3. The rest of the day, have students ask "Who" questions. "Who do you think will be the leader today? Who will be first in line? Who will lead the Debrief?" 					

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:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.).
Ask them something that you talked about that they did not know.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Caterpillars
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth, phonemic awareness picture cards, 10 sets of WHO, WHAT, WHEN, WHERE, and HOW cards

Opening

State the Objective

Today we will:

- Conduct learning opportunities in the core English Language Arts Areas of
- Phonemic Awareness.
- Concepts of Print.
- Phonics/Letter Recognition.
- Vocabulary Clues (Tools for retelling about story content).

Gain prior knowledge by asking students

This activity will help students learn to retell a short story in sequence.

1. Write the poem on the white board.
2. Read the poem to the students.

Caterpillars

What do caterpillars do?
 Nothing much but chew and chew.
 What do caterpillars know?
 Nothing much but how to grow.
 They just eat what by and by
 Will make them be a butterfly,
 But that is more that I can do
 However much I chew and chew.
 Aileen Fisher

3. Circle rhyming words: do/chew, know/grow, by/butterfly, do/chew.
4. This poem talks about the life cycle of a caterpillar. First they hatch, then they eat, and finally they turn into a butterfly.
5. Ask students to act out hatching (coming out of the egg), chewing (caterpillar), shedding skin and pulling a covering over them (pupa), and finally coming out as a butterfly (adult).

I Saw an Owl

(Sing to the tune of "Clementine?")

I saw an Owl,
 A baby owl
 Sitting high up in a tree.

Consult 4 Kids Lesson Plans

It is nighttime. She's awake.
And she is staring right at **/J/ /o/ /n/**. (Jon)

Replace the bolded name with different student names to continue the song.

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Tell a Story - Quest

In this activity the main character has to go on a journey. He has to find someone or something and get back home. Ask partner-pairs to tell the story to each other. Then share stories with the class. Here are some story ideas:

1. A puppy is lost and has to find its way home.
2. Your friend has gone to the shopping mall to look for some shoes. She has to find her way back home.
3. The detective is looking for clues. He finds the clues, but somehow has to get back to the police station.

Here is the pattern:

- Once upon a time . . .
- One day . . .
- Then . . .
- There was a problem when . . .
- Finally . . .

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

Phonemic Awareness

Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

Which Word is Biggest?

Use phonemic awareness picture cards. Show two pictures. Ask students to count how many sounds they hear in each picture name. Then students select the picture whose name has the most sounds. For example, if the two pictures are pie and cat, the students would count two sounds for pie (/p/ /i/) and three sounds for cat (/k/ /a/ t/).

- tie /t/ /i/ (2), sun /s/ /u/ /n/ (3)
- leaf /l/ /e/ /f/ (3), bee /b/ /e/ (2)

Consult 4 Kids Lesson Plans

- lock /l/ /o/ /k/ (3), clock /c/ /l/ /o/ /k/ (4)
- soap /s/ /o/ /p/ (3), snake /s/ /n/ /a/ /k/ (4)
- tie /t/ /i/ (2), six /s/ /i/ /ks/ (3)

Word of the Day

The word of the day is "print." The word *print* means to reproduce or copy. "I will print my name." Ask students to print their names on their white boards. Do they know their surnames or last names? Copy both names on a card so students can print their names correctly.

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

Phonics

Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts:

Creating the white board template:

Show children how to create the following template on the white board. Divide the white board into 4 parts.

Continue practicing short o and its /aw/ sound in the medial (middle) position. Have students write the following whole words: *loft, pots, rot, mop, stops, cot, tops, clot, blots, and robs.*

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.

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

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Who, What, When, Where and How Questions

1. Make WHO, WHAT, WHEN, WHERE AND HOW question cards.
2. Ask a child to draw a card (WHERE), and then ask a question beginning with the question word. "Where are you going? Where did you come from? Where is the book? Where are we going to play the game?"
3. Continue having students ask WHERE questions throughout the day.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

What's So Important About That

Take a single student's learning and thinking deeper.

1. First question: Ask students generically, what is important about that? (Something about the activity)
2. Second question directed to the same student: "What's so important about that? (Use the words to describe from the response in Question #1.)"
3. Third question to the same student: "What's so important about that? (Use the words to describe their response in Question #2)"
4. "So what I am hearing you say is that _____ is important." (Restate the students own words.)

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Crooked Man
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth

Opening

State the Objective

Today we will:

- Conduct learning opportunities in the core English Language Arts Areas of
 - Phonemic Awareness.
 - Concepts of Print.
 - Phonics/Letter Recognition.
 - Vocabulary Clues (Tools for retelling about story content).

Gain prior knowledge by asking students

Ask the students

This activity will help students learn to retell a short story in sequence.

1. Write the Mother Goose rhyme on the white board.
2. Read the silly rhyme to the students.

Crooked Man

There was a crooked man,
 And he walked a crooked mile,
 He found a crooked sixpence
 Against a crooked stile;
 He bought a crooked cat,
 Which caught a crooked mouse,
 And they all lived together
 In a little crooked house.

3. Choose eight students or eight groups. Have each group read one line of the rhyme.
4. Talk about word meanings: *sixpence* – An old British coin worth about 6 pennies; *stile* – the vertical post of a fence.
5. Circle rhyming word pairs: (mile/stile, mouse/house).
6. Have students retell the rhyme in their own words. Example: “Well, one day there was this weird looking man. He was all bent out of shape. Everything he did was bent out of shape. He started walking down a path with a lot of bends. Then he looked down and found a sixpence leaning against a fence post. He used the sixpence to buy a cat that was all bent up. The cat caught a mouse that was in bad shape, too. Finally they all liked each other and lived in a house that was just like them – all bent out of shape!”

Consult 4 Kids Lesson Plans

Silly Names

1. Sing the rhyme to the tune of "Alouette."
2. Substitute the beginning sound in the child's name with the target sound.

In the classroom,
Early in the morning
Hear the children
Playing with their sounds.

Change your name to start with /t/.
Change your name to start with /t/.
Name with /t/.
Name with /t/.
What's your name?
Shout it now . . .

3. Replace bolded sounds to continue the song. For example, *Change your name to start with /ch/*.

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Things in a Fridge

Ask students to brainstorm things they might find in a fridge: *butter, milk, eggs, cheese, mayonnaise, soda, lettuce, carrots, chicken, and celery*. Practice reading the list as a whole group. Ask students to work in pairs with white boards. Write a sentence using at least one, two or three of these items. Students help each other write their sentence.

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

Phonemic Awareness

Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

Head, Waist and Toes

1. Select words from current classroom literature.
2. Ask students to stand as they listen to you say a three-phoneme word.

Consult 4 Kids Lesson Plans

3. Say the first phoneme of the word. Ask students to place their hands on their heads.
4. Say the second phoneme of the word. Ask students to place their hands on their waists. Continue with the third phoneme. Students touch their toes.
5. Students repeat the sounds as they take the positions.
6. Repeat with additional three-phoneme words.
7. Variation: Say the phonemes faster and faster. Extend the activity to four-phoneme words using head, waist, knees and toes.

Word of the Day

The word of the day is "poem." Write the word "poem" on the white board. Ask, "What is a poem?" (A piece of writing that often uses rhythm and rhyme) Recite familiar poems: Jack and Jill, Little Miss Muffet, Hey Diddle, Diddle, and Twinkle, Twinkle, Little Star.

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

Phonics

Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts:

Creating the white board template:

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, students will review what has been taught so far: p, m, s, f, b, t, c, r, and l. Have students print the whole word. Say, "The word is cap - /c/ /a/ /p/ cap." Here are words to write on their white boards: *rap, cramp, craft, slaps, past, flap, trap, lamp and laps.*

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.

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

Day 3

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Strong Feeling Sentences

Write a strong feeling sentence on the white board. Have students read the sentence with

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strong emotion. Have students place an exclamation mark at the end of each sentence.			
Come and save me! Surprise! I can't believe it! Sit down!	The house is on fire! Stand at attention! You are in trouble! Follow me!	Someone call 9-1-1! Catch the dog! Stop where you are! Don't eat that!	

Closing	
Review	
Say:	<ul style="list-style-type: none"> Please recap what we did today. Did we achieve our objectives?
Debrief	
Three Whats	<p>Ask students to answer these three "what" questions:</p> <ol style="list-style-type: none"> 1. What did you enjoy most about this activity? 2. What was the biggest challenge with this activity? 3. What did you learn from the group?

<p>Reflection (Confirm, Tweak, Aha!) Ask students to share something that they already knew about (how to find their name, etc.). Ask them something that you talked about that they did not know.</p>

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	I've Got an Itch
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth

Opening

State the Objective

Today we will:

Conduct learning opportunities in the core English Language Arts Areas of
 Phonemic Awareness.
 Concepts of Print.
 Phonics/Letter Recognition.
 Vocabulary Clues (Tools for retelling about story content).

Gain prior knowledge by asking students

This activity will help students learn to retell a short story in sequence.

1. Write the poem on the white board.
2. Read the poem to the students. Focus on punctuation, emphasizing the rhythm.

I've Got an Itch

I've got an itch, a wretched itch,
 No other itch could match it.
 It itches in the one spot which
 I cannot reach, to scratch it.
 Jack Prelutsky

3. Circle rhyming words: itch/which.
4. Talk about the new word – *wretched* (miserable). List a few things that can be miserable for kids: having a runny nose, too hot or too cold, being hungry, missing too many words on the Spelling Test, and a skinned knee.
5. Brainstorm ways to solve his itch problem.
6. Have students draw a picture of where they think he has an itch and how he finally gets it scratched.

Fun with Animal Names

Teach the following verse to the tune of "Mary Had a Little Lamb."

Frankie Frog had a **log**,
 had a **log**,
 had a **log**,
 Frankie Frog had a **log**,
 He stayed and jumped all day.

Consult 4 Kids Lesson Plans

Repeat the verse using other funny animals: Harry Hen, hen; Carlos Cat, rat; Patty Pig, wig; Suzy Seal, wheel; Freddie Fox, box; and Scooter Skunk, trunk.

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")	
<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>A Cat Can Provide students with white boards. Students write the following on their white boards.</p> <p style="text-align: center;">A cat can _____. A cat can _____. A cat can _____. But a cat can't _____.</p> <p>If this is too much writing for some students, write the verse on the white board, and do the lesson with the whole class.</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;">Instruction / Demonstration ("I do" – "We do")</p> <p>Phonemic Awareness Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.</p> <p>Count Sounds in Names Write students names on cards. Hold up the card. Have students separate the sounds in the child's name. For example, "Where is /T/ /o/ /d/?" Ask students to count with their fingers when they say each sound. "Todd has 3 sounds." Continue counting sounds with other classmate's names.</p> <p>Word of the Day The word of the day is "topic." The topic is the subject or theme of something. "The topic for this afternoon is BE SAFE. Let's think of ways we can be safe." Ask students what other topics of the day might be: Be a Friend, Be Responsible, Show Respect, Have Courage, and Care About Others.</p>	

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

Phonics

Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts:

Creating the white board template:

Show children how to create the following template on the white board. Divide the white board into 4 parts. Write two short lines in each quadrant.

<p style="text-align: center;">_____ _____</p>	<p style="text-align: center;">_____ _____</p>
<p style="text-align: center;">_____ _____</p>	<p style="text-align: center;">_____ _____</p>

Practice the letter **d**. Show students how to print the letter **d**. Say a word. Students must write the beginning and ending letter sounds on the two lines in each quadrant. Here are the words: *bald, bold, bend, tried, dries, drastic, cord, and called*.

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

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Question and Connect

After reading the story to the class, ask students these questions about the story. Remind students to respond in complete sentences. Have them share their responses with their elbow partner.

1. Is there anything that you did not understand?
2. What were you thinking about as you were reading or listening?
3. Has anything like this ever happened to you?
4. Have you ever known anyone like this character?
5. What are you curious about?

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:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Limericks and Guess My Word
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth, phonemic awareness picture cards, Bingo Cards (laminated), Teacher Bingo Sound Card

Opening

State the Objective

Today we will:

- Conduct learning opportunities in the core English Language Arts Areas of
 - Phonemic Awareness.
 - Concepts of Print.
 - Phonics/Letter Recognition.
 - Vocabulary Clues (Tools for retelling about story content).

Gain prior knowledge by asking students

This activity will help students learn to retell a short story in sequence.

1. Write the limerick on the white board.
2. Read the limerick to the students. Focus on punctuation, emphasizing the rhythm.

There once was a man with a beard
 Who said, "It is just as I feared –
 Two owls and a hen,
 Four larks and a wren,
 Have all built their nests in my beard!"
 Edward Lear

3. Circle rhyming words: beard/feared, hen/wren.
4. What is a lark? A small songbird. What is a wren? A small songbird.
5. Have students retell the limerick in their own words. Example: "There was this man who had a long beard. One day he noticed that two owls and a chicken, four larks and one wren built their nests in his beard. He said, "I was afraid those crazy birds would build their nests in my beard. And they did!"
6. Ask students to draw his long beard on the classroom white board.
7. Students illustrate the limerick on their white boards. Include the man, his beard, two owls, a hen, four larks, one wren and eight nests.

Guess My Word

Choose vocabulary words from a recently read story. Write the words on separate index cards. Fold the cards in half and place them in a paper bag. Invite a volunteer to secretly select a word. Write the middle letter of the word on the white board. Write blank lines for the remaining letters. Have students try to guess the mystery word. Ask students to add letters to the word. Repeat the activity with a new mystery word. VARIATION: Make a competition out of the game. Keep team points.

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Consult 4 Kids Lesson Plans

Content (the “Meat”)					
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>More Journaling As a whole class, students will use their white boards and write a simple sentence. Students choose a phonemic awareness picture card (bus). Place the card in the front of the room. Students suggest a simple sentence using the word “bus.” “I ride the bus.” The leader guides the process using My Turn/Your Turn showing students how to form each letter correctly. Journaling can be done once or twice each week.</p>					
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonemic Awareness Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.</p> <p>Bingo See attached Bingo Game Card and Sound Card. Ahead of time, using a vis-à-vis pen, write random sounds on each game card. Provide each student with a Bingo Game Card. Provide each student with 16 markers. Call out the sound /t/. Students look for the sound and place a marker in the box. Regular Bingo rules apply.</p> <p>Word of the Day The word of the day is “blend.” In language, the word “blend” means to mix sounds or word parts together. So the letters “b” and “l” can blend into the sound “bl.” Other blended letters are /br/, /cr/, /ph/, /cl/, and /sp/. Two words can be blended together to make compound words: home + work = homework, black + bird = blackbird, cook + book = cookbook. Ask students what else they can blend together: colors, cake mix, soup, just about anything!</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;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonics Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts: Creating the white board template: Show children how to create the following template on the white board. Divide the white board into 4 parts. Write two short lines in each quadrant.</p> <table border="1" style="width: 100%; height: 100px; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%; text-align: center; vertical-align: middle;">_____</td> <td style="width: 50%; text-align: center; vertical-align: middle;">_____</td> </tr> <tr> <td style="width: 50%; text-align: center; vertical-align: middle;">_____</td> <td style="width: 50%; text-align: center; vertical-align: middle;">_____</td> </tr> </tbody> </table>	_____	_____	_____	_____	
_____	_____				
_____	_____				

Consult 4 Kids Lesson Plans

<p>Introduce the letter d. Show students how to print the letter d. Say a word. Students must write the beginning and ending letter sounds on the two lines in each quadrant. Here are the words: <i>doom, lard, mold, send, mood, dramatic, dead, and did</i>.</p>	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Preparation Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.</p> <p>Respond to What, Who, When, Where and How Questions</p> <ol style="list-style-type: none"> 1. “What would happen if . . . ?” 2. “Who do you think will be . . . ?” 3. “When are we going to . . . ?” 4. “Where do we hang our . . . ?” 5. “How does this . . . ?” 	

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Liked Best, Next Time (LBNT):</p> <ol style="list-style-type: none"> 1. Students state what they enjoyed most about the activity. 2. Students state what they would have liked to spend more time on. 3. Students state what else they would have liked to have done.

<p>Reflection (Confirm, Tweak, Aha!) Ask students to share something that they already knew about (how to find their name, etc.) Ask them something that you talked about that they did not know.</p>
--

Bingo Game Card

Bingo Sound Card

/t/	/v/	/g/	/a/	/e/
//	/s/	/k/	/b/	/r/
/n/	/w/	/i/	/o/	/d/
/p/	/f/	/m/	/u/	/h/

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	My Brother Was a Fisherman
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth

Opening

State the Objective

Today we will:

- Conduct learning opportunities in the core English Language Arts Areas of
- Phonemic Awareness.
- Concepts of Print.
- Phonics/Letter Recognition.
- Vocabulary Clues (Tools for retelling about story content).

Gain prior knowledge by asking students

This activity will help students learn to retell a short story in sequence.

1. Write the Mother Goose rhyme on the white board.
2. Read the rhyme to the students:

My Brother Was a Fisherman

My brother was a fisherman,
He fished in the sea,
And all the fish that he could catch,
Were one, two, three

My brother brought the fishes home,
He brought them from the shore,
When seven sat to savor them,
He wished he had caught some more!

3. Choose eight students or eight groups. Have each group read one verse of the rhyme
4. Talk about word meanings: (1) *shore* – *coast, beach, seashore* (2) *savor* – *taste, enjoy, appreciate*.
5. Read the poem again substituting synonyms for the words *shore* and *savor*. "*He brought them from the seashore. When seven sat to taste them.*"
6. Circle rhyming word pairs: (*sea/three, shore/more*).
7. Have students retell the rhyme in their own words. Example: "One day this guy went fishing in the ocean. He tried and tried, but he could only catch three fish. It was getting dark, so he sailed home. For dinner that night, much to his surprise, there were seven people at the dinner table. Oh, no! He just had three fish! Oh, how he wished he had stayed longer and caught more fish! Maybe he'll have better luck next time."

Where Can My Good Friend Be?

Consult 4 Kids Lesson Plans

(Sing to the tune of “Where, Oh, Where Has My Little Dog Gone?”)

Ask students to stand when you give sound clues that match their name.

Where, oh, where can my good friend be?

Where, oh, where can she be?

She starts with /j/ and ends with /ee/.

Where, oh, where can she be? (Julie)

Where, oh, where can my good friend be?

Where, oh, where can he be?

He starts with /t/ and ends with /t/.

Where, oh, where can he be? (Trent)

Continue the song with other bolded sounds of student names in the class.

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence.

The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action.

It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Large Things

Ask students to brainstorm large things no smaller than a school bus: *an 18-wheeler, a skyscraper, a hospital, the ocean, a cruise ship, a 747 jet plane, a volcano, a forest, and a tall mountain.* Ask students to work in pairs on white boards. Write a sentence using one, two or three of these items. Partners check and share each other’s writing.

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

Phonemic Awareness

Phonemic awareness is about the ability to “hear” the individual sounds that letters make.

There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

Which Word Does Not Belong?

Say a group of four three-phoneme words. Speak clearly so students can hear the sounds.

Ask, “Which word does not belong?” Then ask why the word does not belong.

sun, sad, sip, tub tub sun, sad, sip begin with /s/

mat, bat, hop, cat hop mat, bat, cat end with /t/

bee, meat, sea, fee meat bee, see, fee end with /ee/

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<p>grub, luck, stuck, duck grub kick, did, lick, pick did me, mouse, pig, must pig up, to, top, tell up red, ride, well, row well</p>	<p>luck, stuck, duck end with /k/ kick, lick, pick end with /k/ me, mouse, must begin with /m/ to, top, tell begin with /t/ red, ride, row begin with /r/</p>					
<p>Word of the Day The word of the day is “main idea.” The main idea is the most important idea of the paragraph or story. Recite each nursery rhyme. What is the main idea of these nursery rhymes? (1) Jack and Jill (Watch your step when you walk down hill.) (2) Little Miss Muffet (Beware of spiders when you sit on the grass.) (3) Humpty, Dumpty (If you are an egg, you might fall if you sit on a wall.)</p>						
<p>Instruction / Demonstration (“I do” – “We do”)</p>						
<p>Phonics Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts:</p> <p>Creating the white board template: Show children how to create the following template on the white board. Divide the white board into 4 parts.</p> <table border="1" style="width: 100%; height: 100px; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table>						<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>In this lesson, students will review what has been taught so far: p, m, s, f, b, t, c, r, and l. Have students print the whole word. Say, “The word is <i>lap</i> - /l/ /a/ /p/ <i>lap</i>.” Here are words to write on their white boards: <i>fact, pals, map, clasp, strap, rasp, amps, maps, and flat</i>.</p>						
<p>Instruction / Demonstration (“I do” – “We do”)</p>						
<p>Day 3 Preparation Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.</p> <p>I Used to Be Write, “I used to be” on the white board. Ask students to write the sentence starter on their white boards. Ask students to complete the sentence. “I used to be (little, sleepy, cold, wet, hungry,)” Continue the writing. “I used to be <u>little</u>, but now I am <u>big</u>. I used to be <u>sleepy</u>, but now I am <u>awake</u>. I used to be <u>cold</u>, but now I am <u>hot</u>. I used to be <u>wet</u>, but now I am <u>dry</u>. I used to be <u>hungry</u>, but now I am <u>full</u>.”</p>						

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Three Questions

Ask students to answer these three questions:

1. What was your best learning from this activity?
2. What didn't you like about this activity?
3. Next time, how would you change this activity to make it better?

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.).

Ask them something that you talked about that they did not know.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Snail's Pace
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth

Opening

State the Objective

Today we will:

Conduct learning opportunities in the core English Language Arts Areas of
 Phonemic Awareness.
 Concepts of Print.
 Phonics/Letter Recognition.
 Vocabulary Clues (Tools for retelling about story content).

Gain prior knowledge by asking students

This activity will help students learn to retell a short story in sequence.

1. Write the poem on the white board.
2. Read the poem to the students. Focus on punctuation, emphasizing the rhythm.

Snail's Pace

Maybe it's so
 That snails are slow:
 They trudge along and tarry.

But isn't it true
 You'd slow up, too,
 If you had a house to carry?
 Aileen L. Fisher

3. Circle rhyming words: so/slow, tarry/carry, true/too.
4. Talk about new words. Read the rest of the sentence. See if students can get clues from the other words in the poem to learn the meaning of the new words. (1) trudge – to walk with slow, heavy steps (2) tarry – to stay in one place; in no hurry.
5. Ask students to act-out how snails walk – trudging and tarrying. Now act-out how they walk with a heavy house on their backs.

Sound Switch

Tell students you will say a word. Ask them to listen carefully to the sounds in the word. Tell them you will switch a sound with one of the sounds in the word. The sound will be in the beginning, middle, or end of the word. If they hear the switched sound at the beginning of the word, hold up one finger. If they hear the sound in the middle of the word, hold up

Consult 4 Kids Lesson Plans

two fingers. If the switched sound is at the end of the word, hold up three fingers. For example, if you say *mat* and then *sat*, students should respond by holding up one finger since the switched sound is at the beginning of the word. The beginning sound was switched from /m/ to /s/.

man/pan (1) first sound
fan/fat (3) ending
run/sun (1) beginning
hat/hot (2) middle
pick/pack (2) middle

ball/bell (2) middle
leaf/loaf (2) middle
pig/pin (3) ending
fish/dish (1) beginning
gate/game (3) ending

tap/tape (2) middle
van/ran (1) beginning
zip/lip (1) beginning
cup/cap (2) middle
hot/hop (3) ending

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")	
<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>I Like Provide students with white boards. Students write the following on their white boards.</p> <p style="text-align: center;">I like _____. I like _____. I like _____. But I don't like _____.</p> <p>If this is too much writing for some students, write the verse on the white board, and do the lesson with the whole class.</p>	
<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Phonemic Awareness Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.</p> <p>Zippity-Do-Dah Teach students the song "Zippity –Do-Dah." Zippity-Do-Dah, Zippity-Aye, My, oh my, what a wonderful day! Plenty of sunshine coming my way. Zippity-Do-Dah, Zippity-Aye. Ray Gilbert, from "Song of the South"</p>	

Consult 4 Kids Lesson Plans

<p>Replace the Z in Zippity with other consonants: Bippity-Boo-Bah, Mippity-Moo-Mah, Tippity-To-Tah.</p> <p>Word of the Day The word of the day is “fantasy/fairy tale.” A fairy tale is story for children about imaginary beings or events. Ask students if they know a fairy tale. Make a list on the white board. Here are a few fairy tales: <i>Cinderella, Beauty and the Beast, Sleeping Beauty, Goldilocks and the Three Bears, and The Goose That Laid the Golden Egg.</i></p>					
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonics Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts:</p> <p>Creating the white board template: Show children how to create the following template on the white board. Divide the white board into 4 parts. Write two short lines in each quadrant.</p> <table border="1" style="width: 100%; height: 100px; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 50%; height: 50px; vertical-align: middle; text-align: center;"> <p>_____</p> <p>_____</p> </td> <td style="width: 50%; height: 50px; vertical-align: middle; text-align: center;"> <p>_____</p> <p>_____</p> </td> </tr> <tr> <td style="width: 50%; height: 50px; vertical-align: middle; text-align: center;"> <p>_____</p> <p>_____</p> </td> <td style="width: 50%; height: 50px; vertical-align: middle; text-align: center;"> <p>_____</p> <p>_____</p> </td> </tr> </table> <p>Practice the letter d. Show students how to print the letter d. Say a word. Students must write the beginning and ending letter sounds on the two lines in each quadrant. Here are the words: <i>dust, dart, told, distend, card, find, dud, and dad.</i></p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</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>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>				
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>				
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Preparation Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.</p> <p>Hot Seat After the leader has read a story to the class, students can play Hot Seat. The leader chooses a student to come to the front and sit in the “Hot Seat.” The student chooses a character from the story he would like to be. Classmates ask Who, What, Where, When, Why and How questions of the person in the Hot Seat. The student answers questions as though he is really the character. For example, if the story is The Three Little Pigs, the student might choose the wolf character. The whole class practices using a “wolf” voice, so the character knows what a wolf voice sounds like. The question might be, “Mr. Wolf, why</p>					

Consult 4 Kids Lesson Plans

<p>did you climb down the chimney?" In a low, gruff voice, the wolf responds, "I WAS HUNGRY!" The questions continue. After a bit, another student comes to the Hot Seat acting like a different character in the story.</p>	
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Closing
<p style="text-align: center;">Review</p> <p>Say: Please recap what we did today. Did we achieve our objectives?</p>
<p style="text-align: center;">Debrief</p> <p>WHI? Ask the following three questions: What is a question you have about this activity? How can you use this activity in your everyday life? If you were to try this again, what might you do differently?</p>

<p>Reflection (Confirm, Tweak, Aha!) Ask students to share something that they already knew about (how to find their name, etc.). Ask them something that you talked about that they did not know.</p>

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Song of Sixpence
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth

Opening

State the Objective

Today we will:

- Conduct learning opportunities in the core English Language Arts Areas of
- Phonemic Awareness.
- Concepts of Print.
- Phonics/Letter Recognition.
- Vocabulary Clues (Tools for retelling about story content).

Gain prior knowledge by asking students

Ask the students

This activity will help students learn to retell a short story in sequence.

1. Write the Mother Goose rhyme on the white board.
2. Read the silly rhyme to the students:

Song of Sixpence

Sing a song of sixpence, a pocket full of rye;
Four and twenty blackbirds baked in a pie!

When the pie was opened the birds began to sing;
Now wasn't that a dainty dish to set before the king?"

The king was in his counting-house counting out his money;
The queen was in the parlor, eating bread and honey.

The maid was in the garden hanging out the clothes;
When down came a blackbird and snipped off her nose!

3. Choose four students or four groups. Have each group read one verse of the rhyme
4. Talk about word meanings: (1) *rye* – light brown grain used to make flour (2) *dainty dish* – tasty dish (3) *parlor* – living room (4) *snipped* – a quick cut (5) *four and twenty* – twenty four.
5. Circle rhyming word pairs: (rye/pie, sing/king, money/honey, clothes/nose)
6. Have students retell the rhyme in their own words. Example: "There were these 24 blackbirds that got baked in a pie. When the maid took the pie out of the oven, the birds started to sing. The maid gave the king the pie for dessert. But the king was counting his money and the queen wasn't hungry from eating bread and honey. So the maid hung the laundry on the clothes line outside. When all of a sudden, a blackbird cut off her nose. He didn't like to be baked in a pie!"

Consult 4 Kids Lesson Plans

Singing Silly Names

1. Sing the rhyme to the tune of “If You’re Happy and You Know It.”
2. Substitute the beginning sound in the child’s name with the target sound.

If you change the /k/ in **Kim** to a /b/,
 If you change the /k/ in **Kim** to a /b/,
 If you change the /k/ to /b/,
 Then **Kim** turns into **Bim**,
 If you change the /k/ in **Kim** to a /b/.

3. Replace bolded sounds and names to continue the song. For example, *If you change the /d/ in Dave to a /p/.*

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Small Things

Ask students to brainstorm small things no larger than the size of your hand: a pebble, a coin, an earring, a toenail, a seashell, string, a small frog, sand, and a cell phone. Ask students to work in pairs on white boards. Write a sentence using one, two or three of these items. Partners check and share each other’s writing.

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

Phonemic Awareness

Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

How Does It End?

1. Select words from current classroom literature.
2. Pronounce each word clearly. The word is *bat*. Name a word that ends with the same sound – man, kite, top
 - mop – wheel, soap, dog
 - lock – duck, kite, fish
 - ten – kite, tie, sun
 - box – bat, six, nine
 - gate – fish, kite, ball
 - bus – tie, frog, glass
 - soap – boat, pig, mop
 - snake – duck, ten, cat

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> • sun – six, wheel, <u>ton</u> <p>Word of the Day The word of the day is “alphabet.” (A set of letters used in writing a language) Write the word “alphabet” on the white board. Sing the Alphabet Song. Ask students to recite the alphabet. Count the letters in the alphabet. (26) Ask, “What letter comes after “f”? Or what letter comes after “W”, or what letter is between m and o? (n)” Repeat with other, “What comes before, after and between,” questions.</p>										
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonics Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts:</p> <p>Creating the white board template: Show children how to create the following template on the white board. Divide the white board into 4 parts.</p> <table border="1" style="width: 100%; height: 100px; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 50%; height: 50px;"></td> <td style="width: 50%; height: 50px;"></td> </tr> <tr> <td style="width: 50%; height: 50px;"></td> <td style="width: 50%; height: 50px;"></td> </tr> </table> <p>In this lesson, students will review what has been taught so far: p, m, s, f, b, t, c, r, and l. Have students print the whole word. Say, “The word is <i>spat</i> - /s/ /p/ /a/ /t/ <i>spat</i>.” Here are words to write on their white boards: <i>camp, tap, slap, slam, stamp, ramp, pat, clamp, and pact</i>.</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;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Day 3 Preparation Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.</p> <p>More Strong Feeling Sentences Write a strong feeling sentence on the white board. Have students read the sentence with strong emotion. Have students place an exclamation mark at the end of each sentence.</p> <table style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 33%;">Run for your life!</td> <td style="width: 33%;">I can’t swim!</td> <td style="width: 33%;">Stop the car!</td> </tr> <tr> <td>Close the door!</td> <td>Turn off the TV, now!</td> <td>Get back from the fire!</td> </tr> <tr> <td>Take a deep breath!</td> <td>He’s choking!</td> <td>Grab the first-aid kit!</td> </tr> </table>	Run for your life!	I can’t swim!	Stop the car!	Close the door!	Turn off the TV, now!	Get back from the fire!	Take a deep breath!	He’s choking!	Grab the first-aid kit!	
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Consult 4 Kids Lesson Plans

It's an earthquake! Look at me!	Water is everywhere! What's on your nose!	My arm is bleeding! I'm so upset!	
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Closing
<p style="text-align: center;">Review</p> <p>Say:</p> <ul style="list-style-type: none"> Please recap what we did today. Did we achieve our objectives?
<p style="text-align: center;">Debrief</p> <p>Three Questions</p> <p>Ask students to answer these three questions:</p> <ol style="list-style-type: none"> 1. What was your best learning from this activity? 2. What didn't you like about this activity? 3. Next time, how would you change this activity to make it better?

<p>Reflection (Confirm, Tweak, Aha!)</p> <p>Ask students to share something that they already knew about (how to find their name, etc.).</p> <p>Ask them something that you talked about that they did not know.</p>

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Stopping By Woods On A Snowy Evening
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth, 10 sets of WHO, WHAT, WHEN, WHERE, and HOW cards

Opening

State the Objective

Today we will:

- Conduct learning opportunities in the core English Language Arts Areas of
- Phonemic Awareness.
- Concepts of Print.
- Phonics/Letter Recognition.
- Vocabulary Clues (Tools for retelling about story content).

Gain prior knowledge by asking students

This activity will help students learn to retell a short story in sequence.

1. Write the poem, verses 1 and 4, on the white board.
2. Read the poem to the students:
3. "Talk about these words: (1) *woods - forest* (2) *village - a small town in the country*.
4. Talk about the poem to the students. "Is it a nursery rhyme? Is it silly? Is it funny? Is it a serious poem? (Yes) Does it make us see a picture in our minds? (Yes) Imagine being in the woods in the evening. What do you see?"

Stopping by Woods on a Snowy Evening

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

The woods are lovely, dark and deep.
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

Robert Frost

5. Circle rhyming words: know/though/snow, deep/keep/sleep/sleep.
6. Have students retell the poem using their own words. Example: "This man was walking in the woods. He wonders who owns the land. He thinks he knows, but the owner lives in the village. The owner will be in the village, so the man watches the snow fall. The snow is beautiful, but he knows that he has promised to be somewhere else, and he has a lot of miles to walk before he can sleep."

Consult 4 Kids Lesson Plans

Friends Sound March

(Sing to the tune of "Ants Go Marching")

Students march in a circle. Students whose names begin with the sound you say sit down in the middle of the circle. Continue the song until all students sit down. Continue with other consonants in the alphabet (/d/, /f/, /g/, /h/, /j/, etc.)

My friends are marching round and round. Hurrah, hurrah.
 My friends are marching round and round. Hurrah, Hurrah.
 My friends are marching round and round
 Names beginning with /b/ must sit on the ground.
 We'll march around until we all sit down!

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")	
<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>Expensive Items Ask students to brainstorm items that are expensive: Professional Basketball Tickets, a mansion, a diamond ring, a BMW, a house, etc. Ask students to work in pairs with white boards. Write a sentence using one of the items. Students then draw a picture of the expensive item.</p>	
<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Phonemic Awareness Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.</p> <p>Can You Say? Write the song, "Can You Say?" on the white board or chart paper. Sing the song to the tune of "Happy Birthday." Track the print as you sing. Each time you sing, replace the word "rabbit" with one of the following words: <i>mitten, happen, table, and yellow</i>. Continue to choose other words. Emphasize the ending sound of each word.</p> <p style="text-align: center;">Can you say the last sound? Can you say the last sound? It's the last sound in rabbit.</p>	

Consult 4 Kids Lesson Plans

<p style="text-align: center;">Can you say the last sound? (t)</p> <p>Word of the Day The word of the day is “word.” A word is speech; something we say. Each word has meaning. Words help us communicate with others. Ask students to give examples of words they know. For younger students, begin with sight words: <i>the, said, dog, cat, run, sit, see, etc.</i></p>									
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonics Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts:</p> <p>Creating the white board template: Show children how to create the following template on the white board. Divide the white board into 4 parts. Draw two short lines in each box.</p> <table border="1" style="width: 100%; height: 100px; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 25%; height: 50px;">_____</td> <td style="width: 25%; height: 50px;">_____</td> <td style="width: 25%; height: 50px;">_____</td> <td style="width: 25%; height: 50px;">_____</td> </tr> <tr> <td style="width: 25%; height: 50px;">_____</td> <td style="width: 25%; height: 50px;">_____</td> <td style="width: 25%; height: 50px;">_____</td> <td style="width: 25%; height: 50px;">_____</td> </tr> </table> <p>Continue with short o and its /aw/ sound. Practice a few words that contain short o - octopus, dog, and hog. Have students write the letters for the beginning and final sounds of these words: osmosis, Oscar, offset, operator, otter, officer, offer, and omelet.</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;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Preparation Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.</p> <p>Who, What, When, Where and How Questions</p> <ol style="list-style-type: none"> 1. Make WHO, WHAT, WHEN, WHERE AND HOW question cards. 2. Ask a child to draw a card (WHAT), and then ask a question beginning with the question word. “What are you doing? What time is it? What is for lunch?” 3. Continue to ask WHAT questions during the day: “What is that all about? What do we need? What are we going to do? What is next?” 									

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Three Questions

Ask the following three questions:

1. What was your best learning from this activity?
2. Which activity did you not want to stop?
3. How would you make this activity better next time?

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.).

Ask them something that you talked about that they did not know.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	The Woodpecker
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth, phonemic awareness picture cards, 10 sets of WHO, WHAT, WHEN, WHERE, and HOW cards

Opening

State the Objective

Today we will:

- Conduct learning opportunities in the core English Language Arts Areas of
- Phonemic Awareness.
- Concepts of Print.
- Phonics/Letter Recognition.
- Vocabulary Clues (Tools for retelling about story content).

Gain prior knowledge by asking students

This activity will help students learn to retell a short story in sequence.

1. Write the poem on the white board.
2. Read the poem to the students.

The Woodpecker

The woodpecker pecked out a little round hole
 And made him a house in the telephone pole.
 One day when I watched he poked out his head,
 And he had on a hood and a collar of red.
 When the streams of rain pour out of the sky,
 And the sparkles of lightning go flashing by,
 And the big, big wheels of thunder roll,
 He can snuggle back in the telephone pole.

Elizabeth Maddox Roberts

3. Circle rhyming words: hole/pole, head/red, sky/by, roll/pole.
4. Create actions for each line of the poem. For example: Line 1 – Students pretend they are pecking out a hole with their beak. Line 2 – Make a shelter over your head, Line 3 – Students poke their heads from the telephone pole. Line 4 – Students pretend they are putting on a hood and a collar of red. Continue with the next four lines.
5. Recite the poem several times using the motions.
6. Have students retell the poem without words, just actions. Do this with them so they get the idea.
7. Later, the leader does the action and students read the line.

One Potato

Teach students the rhyme "One Potato." Have students sit in a circle. As you say the rhyme, pass around a small beanbag. The child holding the beanbag at the end of the rhyme (on "more") must state a word that begins with /p/, the

Consult 4 Kids Lesson Plans

first sound in potato. Repeat the rhyme using other food names: banana /b/, tomato /t/, and zucchini /z/.

One potato, two potato,
Three potato, four;
Five potato, six potato,
Seven potato, more.

Explain to children that you are going to do several activities to help them learn some very important things that will help them become terrific readers!

Content (the "Meat")	
<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>Journaling As a whole class, students will use their white boards and write a simple sentence. Students choose a phonemic awareness picture card (chick). Place the card in the front of the room. Students suggest a simple sentence using the word "chick." "I see a chick." The leader guides the process using My Turn/Your Turn showing students how to form each letter correctly. Journaling can be done once per week.</p>	
<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Phonemic Awareness Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.</p> <p>Sound Switch Students will make new words by replacing the first sound in each word you say with /s/. For example, if you say the word <i>hand</i>, students say the word <i>sand</i>. Continue with the following words: <i>hit (sit)</i>, <i>well (sell)</i>, <i>funny (sunny)</i>, <i>bun (sun)</i>, <i>mad (sad)</i>, <i>bend (send)</i>, <i>rat (sat)</i>, <i>candy (sandy)</i>, <i>cold (sold)</i>, <i>pink (sink)</i>, and <i>rope (soap)</i>.</p> <p>Word of the Day The word of the day is "contraction." A contraction is two words put together in a shortened form. Instead of saying "I will," the contraction is "I'll." Ask students to count the letters in the two words (5), and in the contraction (3). Which has the fewer letters? (The contraction). List other contractions: do not/don't, cannot/can't, are not/aren't, etc. Count the number of letters in both forms.</p>	
<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Phonics</p>	<p>During the lesson check in with students repeatedly.</p>

Consult 4 Kids Lesson Plans

Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts:

Creating the white board template:

Show children how to create the following template on the white board. Divide the white board into 4 parts.

Continue practicing short o and its /aw/ sound in the medial (middle) position. Sound out each phoneme. Have students write the following whole words: *cop, flop, prop, cops, trots, slot, trot, blot, pompom, crops.*

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.

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

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Who, What, When, Where and How Questions

1. Make WHO, WHAT, WHEN, WHERE AND HOW question cards.
2. Ask a child to draw a card (HOW), and then ask a question beginning with the question word. "How does that work? How can we do that? How old are you? How do you learn to drive a car? How many kids are there in this school?"
3. Continue to ask HOW questions throughout the day.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Liked Best, Next Time (LBNT):

1. Students state what they enjoyed most about the activity.
2. Students state what they would have liked to spend more time on.
3. Students state what else they would have liked to have done.

Reflection (Confirm, Tweak, Aha!)

Ask students to share something that they already knew about (how to find their name, etc.)

Ask them something that you talked about that they did not know.

Consult 4 Kids Lesson Plans

Component:	English Language Arts – Month 7
Grade Level:	K-1
Lesson Title:	A Use for a Moose
Focus:	Retell, Vocabulary, Associating Sounds with Written Print

Materials: Picture of a moose, white boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

This activity will help students learn to retell a short story in sequence.

1. Write the poem on the white board.
2. Read the poem to the students.

A Use For a Moose

The antlers of a standing moose,
As everybody knows,
Are just the perfect place to hang
Your wet and drippy clothes.
It's quick and cheap, but I must say
I've lost a lot of clothes that way.

Shel Silverstein

3. Choose students to circle all the rhyming words in the poem: (Use/Moose, knows/clothes, say/way).
4. Talk about a moose. Show a picture of a moose. What is the natural habitat of a moose?
5. Divide the poem into three parts.
6. Ask students to draw each of the three sections of the poem: Lines 1-2, 3-4, and 5-6.
7. Students retell the poem, looking at their illustrations and without looking at their illustrations.

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

Phonemic Awareness

What's My Rhyme?

1. Provide students with individual white boards, markers, and wiping cloths (old socks).
2. Give students a word family (-ack). Ask students to work together and think of rhyming words for (-ack): *back, jack, pack, rack, tack, black, clack, crack, quack, shack, snack, and track*.
3. Continue the pattern using the word family (-ad): *bad, dad, had, lad, mad, pad, sad, and glad*.

Word of the Day

The Word of the Day is “title page.” The title page is usually the first page in the book. It restates the book title, author,

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illustrator, publisher, and date of printing. Provide students with several children's books. Have students find the title page. Ask them to look for the title, author and illustrator. Compare the title page with the book cover. Refer to the title page whenever you or the students use a book.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts. Write two short lines in each quadrant.

_____ _____	_____ _____
_____ _____	_____ _____

Practice the letter **d**. Show students how to print the letter **d**. Say a word. Students must write the beginning and ending letter sounds on the two lines in each quadrant. Here are the words: *dried, dashed, land, planned, broad, found, detailed and mud.*

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Story Frames

Read Rosie's Walk by Pat Hutchins to the children. Then have students complete the story frame.

My (pet's name) went for a walk
 around the _____,
 under the _____,
 near 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 understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn"

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over the _____,
and came back when I called.

opportunity and have the
student become the teacher.

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

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Statement or Question

In Kinder/First grades, students may not know the difference between a statement and a question. In this activity, find a statement in the story. Write the statement on the white board. "He touched the butterfly." Ask students to read the statement. Now, ask students to change the statement into a WHO question, "Who touched the butterfly?" Talk about question marks. Write the question on the white board. Continue the lesson asking, "Is this a telling (statement) sentence or a question sentence?"

Closing

Review

Say:

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

Debrief

Three Questions

Ask the following three questions:

1. What was your best learning from this lesson?
2. What didn't you like about the lesson?
3. Next time, how would you make the lesson better?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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.

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level	K-1
Lesson Title	A Wise Old Owl
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

This activity will help students learn to retell a short story in sequence.

1. Write the nursery rhyme on the white board.
2. Read the rhyme to the students.

A Wise Old Owl

A wise old owl sat in an oak,
The more he heard, the more he spoke;
The less he spoke, the more he heard.
Why aren't we all like that wise old bird?

3. Choose students to circle all the rhyming words in the poem: (oak/spoke, heard/bird).
4. Ask students, “Why was the old owl a wise bird?” (He listened to others, more than he spoke.)
5. Divide each verse into four parts.
6. Ask students to draw each of the four sections of the poem. (Students retell the poem, looking at their illustrations and without looking at their illustrations.)

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

Phonemic Awareness

Sound Substitution and Sound Matching

Teach the following verse to the tune of “Mary Had a Little Lamb.”

Franklin Frog had a log,
Had a log,
Had a log.
Franklin Frog had a log,
He stayed and played all day.

Repeat the verse using other rhymes: *Holly Hen, friend; Carlos Cat, hat; Petunia Pig, wig; Sally Seal/ wheel; Freddy Fox,*

Consult 4 Kids Lesson Plans

box; Scooter Skunk, trunk)

Word of the Day

The Word of the Day is "plot." The plot is a list of the main events that make up the story. For example, in the story The Three Little Pigs, the events are: The first two pigs built their own houses. The wolf huffed and puffed and blew the houses down. The two pigs ran to their brother's house made of bricks. The wolf couldn't blow the house down. He climbed down the chimney, burned his tail in a pot of boiling water, and ran to the woods. He never bothered the pigs again. Ask students to tell the events in other stories. Tell students that a synonym for the word events is "plot."

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

_____ _____	_____ _____
_____ _____	_____ _____

Introduce the letter **g**. Show students how to write the letter **g** correctly. There are two strokes. Always begin at the top. Have students write both the beginning and ending sounds on the lines in each quadrant. The words are: *rug, grub, slug, glitter, garter, gum, gull, and gust*.

Content (the "Meat")	
<p style="text-align: center; margin: 0;">Instruction / Demonstration ("I do" – "We do")</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>Instant Poetry The leader writes the five sentences on the white board. Ask students to complete each</p>	<p>*Activity → Teachable Moment (s) Throughout 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>

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<p>sentence orally. Change the season accordingly. As students provide answers for the blanks, the leader will write the words on the white board. When the poem is completed, ask students to read the instant poem.</p> <p style="padding-left: 20px;">In winter, I see _____.</p> <p style="padding-left: 20px;">In winter, I hear _____.</p> <p style="padding-left: 20px;">In winter, I feel _____.</p> <p style="padding-left: 20px;">In winter, I taste _____.</p> <p style="padding-left: 20px;">In winter, I smell _____.</p>	<p>Stop the class and focus on a student's key learning or understanding.</p> <p>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>
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Instruction/Demonstration ("I do" – "We do")

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Make a Connection

Choose five cool words from the story book. List them on the white board in a column, Ask students to name five action heroes. Make a second list opposite the cool words. Ask students to make a connection between the action hero and a cool word. Ask the student to give a reason why the two words are connected. Draw a line to connect the two words.

strange	Batman
creaking	Wonder Woman
noise	Incredible Hulk
around	Spider Man
dark	The Terminator

"I made a connection between **Spider Man** and **noise** because Spiderman doesn't make much noise when he is in action."

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three "what" questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was something they had done before except in one particular way

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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

Component	English Language Arts – Month 7
Grade Level	K-1
Lesson Title	Dickory Dickory Dare
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

This activity will help students learn to retell a short story in sequence.

1. Write the nursery rhyme on the white board.
2. Read the rhyme to the students.

Dickory, Dickory Dare
 Dickory, Dickory Dare
 The pig flew up in the air.
 The man in brown
 Soon brought him down!
 Dickory, Dickory Dare.

3. Choose students to circle all the rhyming words in the poem: (Dare/air, brown/down).
4. Ask students if they have ever heard a similar nursery rhyme. (Hickory, Dickory Dock) How are the two rhymes similar and different?
5. Divide the poem into four parts.
6. Ask students to draw each of the four sections of the poem. (*Dickory* is a nonsense word. Students may draw whatever they wish.)
7. Students retell the poem, looking at their illustrations and without looking at their illustrations.

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

Phonemic Awareness

Sound Substitution

One song that works well with sound substitution is, “I’ve Been Working on the Railroad.”

I’ve Been Working on the Railroad
 All the live-long day.
 I’ve been working on the railroad
 Just to pass the time away.

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Don't you hear the whistle blowing
 Rise up so early in the morn'.
 Don't you hear the captain shoutn'
 Dinah blow your horn.
 Fee-Fi-Fiddle-ee-I-Oh
 Fee-Fi-Fiddle-ee-I-Oh
 Fee-Fi-Fiddle-ee-I-Oh
 Strummin' on the old banjo.

Each time you sing the song, substitute a different consonant sound at the beginning of each word.

"Bee-Bi-Biddle-ee-I-Oh"

"Dee-Di-Diddle-ee-I-Oh"

"Hee-Hi-Hiddle-ee-I-Oh"

Word of the Day

The Word of the Day is "Table of Contents." Find a non-fiction book, an anthology, or other book with a Table of Contents. Ask students if this Table of Contents is like a table they may find in a math word problem. Is the table divided into sections? Why does the book have a Table of Contents? Ask students to look for an item and find the page number. Play other games with the Table of Contents.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

Today we will practice **d** with **short a** and **short o**. As you say each word, enunciate each phoneme or sound in the word. Have students write the whole word in each quadrant (d – r – o – p – s): *drops, pod, pads, lads, rod, dots, ad, dot, scads and glad.*

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a

*Activity → Teachable Moment (s) Throughout

During the lesson, check in with students repeatedly. Check in about what is

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person, place, or thing, and follow it with an action.

It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Short Story

Have students write the sentences and fill in the blanks with their own words.

Here is _____.

She/He has _____.

She/He can _____.

I _____.

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.

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

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Inanimate Object Variation

The leader holds up an inanimate (nonliving) object in the room. Students choose an inanimate object and ask each other: "For what reason . . ." The idea is to keep count of all the different questions that can be asked for one question stem. To make this activity more fun, change the strategy into a team competition.

Closing

Review

Say:

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

Debrief

WHI?

Ask the following three questions:

1. What were some of the questions that came up in your group?
2. How did you go about including everyone?
3. If you were to try this again, what might you do differently?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was something they had done before except in one particular way

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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

Component	English Language Arts – Month 7
Grade Level	K-1
Lesson Title	Little Bo Peep
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

This activity will help students learn to retell a short story in sequence.

1. Write the nursery rhyme on the white board.
2. Read the rhyme to the students.

Little Bo Peep

Little Bo Peep has lost her sheep
And can't tell where to find them.
Leave them alone, and they'll come home
Wagging their tails behind them.

3. Choose students to circle all the rhyming words in the poem: (Peep/sheep).
4. Talk about Little Bo Peep. Who is she? Is her first name “Bo,” and her last name “Peep?” Why is a young girl out watching the sheep? Why weren't the sheep in a sheep pen? Did she have a sheep dog to help her herd the sheep?
5. Divide the poem into four parts.
6. Ask students to draw each of the four sections of the poem.
7. Students retell the poem, looking at their illustrations and without looking at their illustrations.

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

Phonemic Awareness

We Are Family

1. Show students picture cards with *-ake* and *-an* words: *cake, bake, rake, lake - can, pan, man, fan*.
2. Ask students to say the name of each card. Say, “Let's sort these words into two Word Families.”
3. Make two piles of picture cards: *-ake*, and *-an*.
4. Ask students to write the *-ake* and *-an* words. Underline the *-ake* and *-an* in each word.

Word of the Day

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The Word of the Day is “newspaper/magazine.” Bring a newspaper and magazine for students to see. Make a chart on the white board to compare and contrast a newspaper and magazine:

1. Newspaper is larger; magazine is smaller
2. Newspaper is printed each day; magazine is printed monthly.
3. Articles are shorter; articles are longer.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts. Write two short lines in each quadrant.

<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

Practice the letter **d**. Show students how to print the letter **d**. Say a word. Students must write the beginning and ending letter sounds on the two lines in each quadrant. Here are the words: *dim, road, read, mend, dear, died, sold, and mid*.

Content (the “Meat”)	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>Short Story Have students write the sentences and fill in the blanks with their own words.</p> <p style="text-align: center;">This is a _____. It has _____. It can _____. I _____.</p>	<p>*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.</p> <p>Ask open-ended questions to determine what the rest of the group is thinking.</p>

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	When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.
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Instruction/Demonstration (“I do” – “We do”)

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Inanimate Object

The leader holds up an inanimate (nonliving) object in the room. The leader asks, “How did this pencil get painted yellow?” The leader holds the pencil and asks the leading part of the question, “How did this pencil . . .” There can be twenty or more questions asked about this pencil. Form a team competition. For each response to the question, team members receive a point. Answers should be in this format: “This pencil got painted yellow when . . .”

Closing

Review

Say:

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

Debrief

Three Questions

Ask the following three questions:

1. What was your best learning from this lesson?
2. What didn't you like about the lesson?
3. Next time, how would you make the lesson better?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts – Month 7
Grade Level	K-1
Lesson Title	On Top of Spaghetti
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

This activity will help students learn to retell a short story in sequence.

1. Write the nursery rhyme on the white board.
2. Read the rhyme to the students.

On Top of Spaghetti
 On top of spaghetti
 All covered with cheese,
 I lost my poor meatball
 When somebody sneezed.

So if you like spaghetti
 All covered with cheese
 Hold on to your meatballs
 And Don't Ever Sneeze! A-A-A-CHOO!!

3. Choose students to circle all the rhyming words in the poem: (cheese/sneeze).
4. Ask students if they have ever heard a similar nursery rhyme. (On Top of Old Smokey, all covered with snow. I lost my true lover, from courtin' too slow) How are the two rhymes similar and different?
5. Tell students that most nursery rhymes have a problem. What is the problem in this rhyme? (Somebody sneezed all over the spaghetti.)
6. Divide each verse into four parts.
7. Ask students to draw each of the four sections of the poem. (Students retell the poem, looking at their illustrations and without looking at their illustrations.

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

Phonemic Awareness
 Sound Substitution

Consult 4 Kids Lesson Plans

One song that works well with sound substitution is, "Old Mac Donald Had a Farm."
 Each time you sing the song, substitute a different consonant sound at the beginning of each word. (*Bee, Dee, Fee, Jee, Kee, Lee, Mee, Nee, Ree, See, Tee, Vee, Wee, and Zee.*)

Old Mac Donald Had a Farm
 Bee-I, Bee-I-Bo
 And on this farm he had a cow.
 Bee-I, Bee-I-Bo
 With a bee-bee here, and a bee-bee there,
 Here a bee, there a bee
 Everywhere a bee-bee.
 Old Mac Donald Had a Farm
 Bee-I, Bee-I Bo.

Word of the Day

The Word of the Day is "lower case." Originally all words were written entirely in capital (upper case) letters. Have students write the word "CASE" in all capitals. Over time, lower case letters were mixed in with upper case letters. Have students write the word "Case," mixing upper and lower case letters. After the printing press was invented, capital or upper case letters, were stored in boxes in the higher or upper case of the printer's desk. Lower case, or non-capital letters were stored in boxes in the lower case of the printer's desk. Thus, the terms upper and lower case letters have stayed with us to modern days. Have students write several words in upper case and then in lower case to see the difference.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

Today we will practice **d** with **short a** and **short o**. As you say each word, enunciate each phoneme or sound in the word. Have students write the whole word in each quadrant (b - a - d): *bad, sad, dam, clad, dad, mad, dabs, dram, plod and data.*

Content (the "Meat")	
<p style="text-align: center;">Instruction / Demonstration ("I do" - "We do")</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence.</p>	<p>*Activity → Teachable Moment (s) Throughout During the lesson, check in with students repeatedly.</p>

Consult 4 Kids Lesson Plans

<p>The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>Write What You See The leader writes “I see _____.” on the white board. What word rhymes with see? (bee) “I see a bee.” Students use individual white boards for this activity.</p> <p style="padding-left: 20px;">I see _____.</p> <ul style="list-style-type: none"> a bee a tree me the sea a key a cup of tea. 	<p>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.</p> <p>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>
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Instruction/Demonstration (“I do) – “We do”)
<p>Preparation Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.</p> <p>Make a Connection Ask student to make a connection from the story to their own lives. The leader should model this strategy before students do the activity. For example, if the story is <u>The Three Little Pigs</u>, you might say, “My connection to the story of <u>The Three Little Pigs</u> is that you should never open your door to strangers! There might be a wolf at the door!”</p>

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>WHI?</p> <p>Ask the following three questions:</p> <ol style="list-style-type: none"> 1. What was your best learning from this lesson? 2. What didn’t you like about the lesson? 3. Next time, how would you make the lesson better?

Consult 4 Kids Lesson Plans

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Three Little Kittens
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), two sets of alphabet cards

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

This activity will help students learn to retell a short story in sequence.

1. Write the nursery rhyme on the white board.
2. Read the rhyme to the students.

Three Little Kittens
 Three little kittens,
 They lost their mittens
 And they began to cry.
 Oh, mother, dear,
 We sadly fear,
 Our mittens we have lost.
 Oh dear, don't fear.
 Come in and have some pie.

3. Ask students to circle the rhyming words (kittens/mittens, dear/fear, and cry/pie).
4. What is the problem in the rhyme? (The kittens have lost their mittens.)
5. How was the problem solved? (Mother told them everything would be all right. Come in and eat some pie.)
6. Draw four frames on the white board.
7. Students draw a picture for each part of the rhyme.
8. Ask students to retell the rhyme in their own words.
9. What is the main idea of the rhyme? (Baby kittens often lose their things.)

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

Phonemic Awareness

Sound Switch

1. You will need two sets of alphabet cards.

Consult 4 Kids Lesson Plans

2. Place letters on the table to form a simple one-syllable word (cat). Distribute other letters to students.
3. Point to each letter on the table and have the class say the sound. Ask students to blend the sounds together to form the word. Ask students to create new words by placing their letters over those on the table, such as placing an “m” over the “c” to form “mat.” Have students blend the new sounds together and decide whether or not the new word makes sense.
4. Repeat the process.

Word of the Day

The Word of the Day is “base word.” A base word is a word that can stand alone. It does not have a prefix or suffix attached to it. A simple base word is wind (Wind up the string.) We can add a prefix to the base word – un. (Unwind the ball of string.) Show other examples of base words to students. Write the word on the white board. See if they can identify the base word: *rewind, undo, retell, nonstop, bigger.*

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, students will practice **g** with short **a** and short **o**. Stretch out each sound in the word (t – a – g). Have students write the whole word: *tag, tog, gag, slag, slog, grab, gal, flag, smog and got.*

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Response Writing

Write the response sentences on the white board. Have students complete the sentences orally. Ask students to write their own responses on their white boards,

*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

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<p>I play _____.</p> <p>I play in _____.</p> <p>I play on _____.</p> <p>But I can't play with _____.</p>	<p>understanding.</p> <p>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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Instruction/Demonstration ("I do" – "We do")

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Silly Questions

Ask partner-pairs to create silly questions from cool vocabulary words in the story. Ask students to join two words. Use each two words to make a silly question sentence. For example, the cool vocabulary words are *hermit*, *waterfall*, *bat*, *cave* and *bridge*. Silly sentences might be, "Can a hermit live under a waterfall? Will a cave fly over a bridge? Will a bat swim in a waterfall?" Continue making silly questions to share with classmates.

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three "what" questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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.

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level	K-1
Lesson Title	Three Wise Men of Gotham
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), pocket chart, vowel cards, alphabet cards

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

This activity will help students learn to retell a short story in sequence.

1. Write the nursery rhyme on the white board.
2. Read the rhyme to the students.

Three Wise Men of Gotham

Three Wise Men of Gotham

Went to sea in a bowl;

If the bowl had been stronger

My song would have been longer..

3. Ask students to circle the rhyming words (stronger/longer).
4. What is the problem in the rhyme? (The wise men were not wise because they set sail in a bowl, rather than a boat.)
5. What happened to the Three Wise Men? (Their “bowl” sunk in the sea. The story ended quickly.)
6. Draw four frames on the white board.
7. Students draw a picture for each part of the rhyme.
8. Ask students to retell the rhyme in their own words.
9. Ask students to draw a bowl and make it strong enough to sail on the sea.

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

Phonemic Awareness

Change That Vowel

1. Select words that have three phonemes (bid, bad, bed, bod, bud, bit, bet, bat, bot, but)
2. Choose a word and place each letter, one by one, on the table. Have students say each phoneme separately as you place letters in the chart, then blend the sounds together to form the word.
3. Use other vowel cards to replace the middle sound, creating new words. Discuss whether words created make sense or are nonsense words.
4. Vary the activity by changing beginning and ending sounds as well.

Consult 4 Kids Lesson Plans

Word of the Day

The Word of the Day is "main idea." The main idea is the most important message of the passage, story, or rhyme. Ask students what the main idea is from the rhyme, Three Wise Men of Gotham (The Three Wise Men were really Three Foolish Men.) After reading a story to the students, ask them to think of the main idea.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, students will practice **g** with short **a** and short **o**. Stretch out each sound in the word (l – o – g). Have students write the whole word: *log, brag, bog, gab, drag, gap, grasp, flag, gasp, and golf*.

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Response Writing

Write the response sentences on the white board. Have students complete the sentences orally. Ask students to write their own responses on their white boards,

- A cat can't _____.
- A cat can't _____.
- A cat can't _____.
- But a cat can _____.

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

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

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give

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you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Counter Clockwise (Use with class size group)

Form two circles with chairs, one inside the other, facing each other. Take turns retelling your story to the person facing you. After one minute, the leader prompts everyone to move counter clockwise one seat and retell the story again to a new person.

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three "what" questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts – Month 7
Grade Level	K-1
Lesson Title	Tom Tom The Pipers Son
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), two photos of two different animals (bear, lion)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

This activity will help students learn to retell a short story in sequence.

1. Write the nursery rhyme on the white board.
2. Read the rhyme to the students.

Tom, Tom, the Piper's Son
 Tom, Tom, the piper's son,
 Stole a pig, and away did run!
 The pig was eat, And Tom was beat,
 And Tom went crying
 Down the street.

3. Ask students to circle the rhyming words (son/run, eat/beat/street).
4. What is the problem in the rhyme? (Tom stole a pig. He got a whipping for stealing the pig.)
5. Draw four frames on the white board.
6. Students draw a picture for each part of the rhyme.
7. Ask students to retell the rhyme in their own words. “This kid named Tom was hungry. His family was starving. He wanted to save the day, so he stole a pig. His family ate the pig and wasn’t hungry anymore. But, the farmer found out that it was Tom who stole the pig, so he gave him a whipping. Tom ran down the street crying in a loud voice! Poor Tom!”

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

Phonemic Awareness

Can You Say?

The leader will write the Can You Say? rhyme on the white board. Sing the rhyme to the tune of “Happy Birthday.” Sing the rhyme several times. Each time, replace the word *rabbit* with one of the following words: *mitten, tablet, yellow*. Emphasize the ending sounds as you sing.

Can You Say?
 Can you say the last sound?
 Can you say the last sound?

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It's the last sound in *rabbit*.
Can you say the last sound?

Word of the Day

The Word of the Day is "contrast." Contrast means to define the differences between two or more things. Show students a picture of two different animals. Ask students to contrast the differences: the bear has thick brown fur; the lion has short, light brown hair, and so on. Use the word *contrast* at various times during the day. "Contrast the floor inside and the sidewalk outside."

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

_____ _____	_____ _____
_____ _____	_____ _____

Introduce the letter **g**. Show students how to write the letter **g** correctly. There are two strokes. Always begin at the top. Have students write both the beginning and ending sounds on the lines in each quadrant. Stretch out the sounds in each word: g – u – l – f. The words are *gulf, peg, great, grammar, leg, fog, tug, and mug*.

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Response Writing

Write the response sentences on the white board. Have students complete the sentences orally. Ask students to write their own responses on their white boards,

A fish can _____.
A fish can _____.
A fish can _____.

***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

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<p style="text-align: center;">But a fish can't _____.</p>	<p>the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
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Instruction/Demonstration (“I do” – “We do”)

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

The Worst Weather in the World

Ask a student to retell his/her experience with The Worst Weather in the World. Give them an order to follow: First, Next, Then, and Finally. Ask another student to retell the first student’s retell. Check to see how closely he /she listened to the retell. Can students remember all the story parts? With practice, they will be able to complete accurate retells.

Closing

Review

Say:

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

Debrief

Ask the following three questions:

1. What was your key learning from this activity?
2. How can you use what you learned in your real life?
3. What would you have liked to have spent more time on?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts – Month 7
Grade Level	K-1
Lesson Title	Twinkle Twinkle Little Star
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

This activity will help students learn to retell a short story in sequence.

1. Write the nursery rhyme on the white board.
2. Read the rhyme to the students.

Twinkle, Twinkle Little Star

Twinkle, twinkle little star.
How I wonder what you are.
Up above the world so high
Like a diamond in the sky.
Twinkle, twinkle little star
How I wonder what you are.

3. Ask students to circle the rhyming words (star/are, high/sky).
4. What is the problem in the rhyme? (I don't know what the star is.)
5. Draw four frames on the white board.
6. Students draw a picture for each part of the rhyme.
7. Ask students to retell the rhyme in their own words.
8. What is the main idea of the rhyme? (Most people find stars a wonder.)

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

Phonemic Awareness

Secret Sound

1. Explain to students you are going to play a word game. You will say three words. Listen closely for the sound they hear that is the same in all the words. For example: teeth, bean, and feet. Students respond with /e/. Be sure the target sound is in the same place in all the words.
2. Here are some word sets: sun/sick/send, tell/top/tan, ship/shark/shoe, game/pain/late, soap/road/note, sight/ride/life, team/game/home, robe/cab/web, doll/well/hill.

Consult 4 Kids Lesson Plans

Word of the Day

The Word of the Day is "sentence." A sentence is a group of words that tell a complete thought. Write the sentence or phrase on the white board. Ask students to give a thumbs up if they hear a sentence or thumbs down if it is not a sentence.

<u>Sentence</u>	<u>Not a Sentence</u>
People walk.	the people
You sit,	with his mom
Dogs bark.	more people
Children play.	in a book
Eyes see,	many cars
Water boils.	some kids
Music plays.	hot water

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, students will practice **g** with short **a** and short **o**. Stretch out each sound in the word (b – a – g). Have students write the whole word: *bag, dog, fog, rag, gas, frog, graft, grog, gram and cog.*

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Response Writing

Write the response sentences on the white board. Have students complete the sentences orally. Ask students to write their own responses on their white boards,

I can run to _____.

*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.

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<p>I can run from _____.</p> <p>I can run around _____.</p> <p>But I can't run past _____.</p>	<p>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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Instruction/Demonstration ("I do) – "We do")

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Create a Story

Ask a student to make up a story in which the cool vocabulary words are featured. Begin the story, "Once upon a time . . ." Continue to guide the student, inserting such words as, "But and Finally." Ask another student to create a story. Compare the stories.

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three "what" questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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.

Consult 4 Kids Lesson Plans

Component	English Language Arts – Month 7
Grade Level	K-1
Lesson Title	Wee Willie Winkie
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

This activity will help students learn to retell a short story in sequence.

1. Write the nursery rhyme on the white board.
2. Read the rhyme to the students.

Wee Willie Winkie
 Wee Willie Winkie
 Runs through the town,
 Upstairs and downstairs
 In his nightgown.
 Rapping at the windows,
 Crying through the locks!
 “Are the children all in bed?
 For it’s now eight o’clock.”

3. Ask students to circle the rhyming words (town/nightgown; locks/o’clock).
4. What is the problem in the rhyme? (Wee Willie Winkie might be waking up the children instead of reminding them to go to sleep!) What is Wee Willie Winkie doing to make noise? (running, rapping and crying)
5. Draw four frames on the white board.
6. Students draw a picture for each part of the rhyme.
7. Ask students to retell the rhyme in their own words. “Every night there is a little fellow that runs through the town. He knocks at every window and lock, “Are the children all in bed. It is eight o’clock!”

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

Phonemic Awareness

Guess My Animal

The leader segments the animal name. Students must guess the animal’s identity. Example:

Leader: “I m thinking of a farm animal. It’s a /p/ . . . ig. What am I thinking of?”

Consult 4 Kids Lesson Plans

Students: A pig.

Here are a few farm animals: /h/ . . . orse horse, /k/ . . . ow, cow, /d/ . . . og, dog, /k/ . . . at, cat, /sh/ . . . eep, sheep. Vary the game by choosing other categories such as zoo animals, classroom objects, numbers, colors, or household items.

Word of the Day

The Word of the Day is "noun." A noun is a word that is a person, place, thing, or idea. Nouns are some of the first words children learn to say: binkie (pacifier), doggie (dog), ba-ba (bottle), wa-wa (water), da-da (daddy), dink (drink). Write a sentence on the white board – The cow jumped over the moon. Ask students to identify all the nouns. Continue with other familiar sentences. Identify objects that are nouns in the classroom.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

_____ _____	_____ _____
_____ _____	_____ _____

Introduce the letter **g**. Show students how to write the letter **g** correctly. There are two strokes. Always begin at the top. Have students write both the beginning and ending sounds on the lines in each quadrant. Stretch out the sounds in each word: b – l – g. The words are *big, pig, brag, grass, gram, catalog, globes, and tag*.

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Response Writing

Write the response sentences on the white board. Have students complete the sentences orally. Ask students to write their own responses on their white boards,

I want _____.
I want _____.

*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

Consult 4 Kids Lesson Plans

I want _____. But I don't want _____.	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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Instruction/Demonstration ("I do" – "We do")

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Artistic Summary Variation

After students draw their artistic summary picture, ask the class to summarize the story based on the picture.

Closing

Review

Say:

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

Debrief

Ask the following three questions:

1. What did you learn from this activity?
2. How can you use what you learned in your real life?
3. How can we make this activity better next time?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation).
- Ask them to comment on what they did that was 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

Component	English Language Arts – Month 7
Grade Level	K-1
Lesson Title	Yankee Doodle
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

This activity will help students learn to retell a short story in sequence.

1. Write the nursery rhyme on the white board.
2. Read the rhyme to the students.

Yankee Doodle

Yankee Doodle went to town
A-ridin’ on a pony;
Stuck a feather in this hat
And called it macaroni.

3. Ask students to circle the rhyming words (pony/macaroni).
4. In the American Revolutionary War days, if you were called a “Doodle,” people thought you were a foolish person. It was not a nice name.
5. Macaroni wigs were worn by wealthy men. The wigs were not made of macaroni pasta. The rhyme makes fun of foolish men (Doodles) sticking a feather in their caps hoping it would look like a macaroni or expensive wig.
6. Draw three frames on the white board.
7. Students draw a picture for each part of the rhyme.
8. Ask students to retell the rhyme in their own words. “A long time ago, during the Revolution War, there was a Yankee soldier riding on this horse, etc.”

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

Phonemic Awareness

Circle Game

1. Have your group sit in a circle.
2. Choose a target ending sound such as /t/. Choose a student to start “passing the sound” by saying a word that ends with the target sound, such as *pet*. The next student to the left must then say another word with the same ending sound, such as *wet*.
3. If a student gives an incorrect response, have the group help to problem solve, coming up with another word.

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4. Here are sample ending sounds and words: **k** - back, jack, pack, rack, sack, tack, black, clack, crack, quack, shack, snack, track; **p** - cap, gap, lap, map, nap, rap, sap, tap, clap, flap, slap, snap, trap; **d** - bed, fed, led, red, wed, bread, fled, shed, sled, sped, shred; **l** - bill, dill, fill, gill, hill, mill, pill, sill, will, chill, drill, frill, grill, skill, spill, still, thrill; **t** - bit, fit, hit, kit, lit, pit, sit, wit, grit, knit, quit, skit, slit, split.

Word of the Day

The Word of the Day is "blends." When two or more consonant letters appear together and you hear the sound that each consonant would normally make, the two consonants are called a blend. Here are a few consonant blends: *bl, be, cl, cr, dr, fl, fr, gr, st*. Choose a consonant blend. Students work in partner pairs and write as many words with that consonant blend: *bl - blue, blank, black, and blog*.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

Introduce the letter **g**. Show students how to write the letter **g** correctly. There are two strokes. Always begin at the top. Have students write both the beginning and ending sounds on the lines in each quadrant. Stretch out the sounds in each word: *g - r - a - v - l*. The words are *gravel, dog, gold, mug, drag, stag, grab, and gill*.

Content (the "Meat")

Instruction / Demonstration ("I do" - "We do")

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Story Prompt with a Picture

Provide students with white boards and markers. The leader chooses a Phonemic Awareness Picture Card (butterfly), or other picture card. Show students the card. Ask students, "Who is the character in our story?" (butterfly) Students draw a butterfly. "Where

*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.

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<p>is the character?" (sitting on a flower) Students draw a butterfly sitting on a flower. "When does the story take place?" (afternoon) Students draw the sun, low in the sky. "What is the problem in the story?" (A child tries to catch the butterfly.) Students draw this picture. "How is the problem solved?" (The butterfly flew away to another flower.) Students retell the story looking at their drawings.</p>	<p>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>
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Instruction/Demonstration ("I do) – "We do")

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Artistic Summary

After reading the story, provide students with individual white boards. Students draw all the key events in the story. Key events include the main idea and three or four details. Students then tell the story by referring to the picture. Ask students to share their pictures with their partners and/or with the rest of the class.

Closing

Review

Say:

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

Debrief

What's Important About That?

This strategy allows for the debriefing to take a single student's learning and thinking deeper. Unlike other strategies which encourage the leader to get the input of many students, this strategy focuses on one student's opinion and thinking. Students are reminded of what they just participated in. The first question is, "What's so important about completing your homework on time?" One student replies, "It is important to finish so I won't get a detention." Building on this response, ask, "What is so important about not getting a detention?" Use the process up to five times, each time taking the child's understanding of what is important to a deeper level. At the end, the leader says, "Then what I heard you say is that the importance of completing your homework is . . ."

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	A Kitten
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

A Kitten

He’s nothing much but fur and two round eyes of blue,
 He has a giant purr and a midget mew.
 He darts and pats the air, he starts and cocks his ear,
 When there is nothing there for him to see and hear.
 He runs around in rings, but why we cannot tell;
 With sideways leaps he springs at things invisible—
 Then half-way through a leap his startled eyeballs close,
 And he drops off to sleep with one paw on his nose.
Eleanor Farjeon

3. Ask students to circle the rhyming words (fur/purr, blue/mew, air/there, ear/hear, rings/springs, leap/sleep, close/nose).
4. Have students find compound words: cannot, sideways, eyeballs.
5. Have students talk with their partner and answer the question, “How do you know the kitten is getting tired?”

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

Phonemic Awareness

Syllable Counting

Ask students to clap their hands as they say the syllables in these words: glas-ses, sum-mer, win-ter, some-thing, be-neath, ber-ries, whis-pered, ca-ter-pil-ler, watch-ing, com-fort, lone-ly, plen-ty, rag-ged, sing-ing, croc-o-di-le and look-ing.

Consult 4 Kids Lesson Plans

Word of the Day

The Word of the Day is “plural.” Plural is a word that means “more than one.” Say these words to the students. Have them give the plural form of the word: eye/eyes, rose/roses, neck/necks, shirt/shirts, window/windows, flower/flowers, house/houses, tree/trees, hand/hands, mouth/mouths, leg/legs, tail/tails, fly/flies, wiper/wipers, and wheel/wheels.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, introduce the short i sound. Show students how to form the letter i. Review the sound of short i. Dictate the following words. Have students write the first two letters and the final letter or letters. Here are the words: *important, indent, illegal, independent, impersonal, inboard, immortal, and imperial.*

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Rescue a Mouse

Tell students that they are going to be telling a story about a mouse that is in trouble. The mouse is being held captive by a mean house cat. Guide the student with these story starters: Once upon a time . . . One day . . . Then . . . There was a problem when . . . Finally. Ask students to tell their own story to their elbow partner. Choose one or two other students to tell their story to the class.

***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.

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

Preparation

Consult 4 Kids Lesson Plans

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Speed Reading

Have students form a circle. Number them 1,2,1,2,1,2 and so forth. Having the students stay in the circle, ask the twos to move and stand in front of the person who said "1" on his or 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.

Closing

Review

Say:

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

Debrief

WHI?

Ask the following three questions:

1. What were some of the questions that came up in your group?
2. How did you go about including everyone?
3. If you were to try this again, what might you do differently?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	America
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: :White boards, markers, erasing cloth (old socks), words from current classroom literature, alphabet cards, pocket chart, sets of Sight Word cards, one for each student playing the game

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

America
 My country 'tis of thee
 Sweet land of liberty;
 Of thee I sing.
 Land where my fathers died,
 Land of the Pilgrim's pride,
 From every mountainside
 Let freedom ring.
 Samuel Smith

3. Ask students to circle the rhyming words (thee/liberty, died/pride/mountainside, sing/ring).
4. Practice singing the song with the students.
5. What is the theme of the song? (America)
6. Name some words that tell about America (country, land, liberty, Pilgrim, mountainside, freedom).

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

Phonemic Awareness

Change the Vowel

Provide students with alphabet cards. Use words from current classroom literature. Choose a one-syllable word such as *big*. Place each letter one by one, in a pocket chart. Have students say each phoneme separately as you place letters in the chart. Then blend the sounds to form the word. Use other vowel cards to replace the middle sound, creating new words (*beg, bag, bog, bug*). Repeat with other one-syllable words.

Consult 4 Kids Lesson Plans

Word of the Day

The Word of the Day is “vowel.” Ask students to name the vowels (a, e, l, o, u and sometimes y as in the word *why*). Each word in the English language contains a vowel, with few exceptions. There are long vowel sounds and short vowel sounds. What are the two vowel letters in the word “vowel”? (o and e)

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, we will practice **n** with short **a** and short **o**. Have students print the whole word. There are six words in a lesson. Here are the words: *snob, blond, snap, snag, contact, and pan.*

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Sight Word Cards

Find a list of grade appropriate sight words. Look at the Dolch Word List. Give each student a Sight Word Card. Working in partner-pairs, have each student read the word and then use the word in a sentence. Students can illustrate the sentence on their white boards.

***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.

Consult 4 Kids Lesson Plans

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

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Secret Word

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.

Closing

Review

Say:

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

Debrief

Four Step Debrief

Step 1: Describe. Students describe what they did during the activity.

Step 2: Interpret. Students answer one, some, or all of the following questions:

- What were your key learnings?
- What skills did you need to participate in this activity?
- How did you feel when participating in this activity?

Step 3: Generalize. How can you use the skills or key learnings in your life?

Step 4: Apply. How can you use the skills or key learnings in your work?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Fuzzy Wuzzy
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: :White boards, markers, erasing cloth (old socks), sight word cards

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Fuzzy Wuzzy
 Fuzzy Wuzzy was a bear.
 Fuzzy Wuzzy had no hair.
 Fuzzy Wuzzy wasn't fuzzy
 Was he?

3. Ask students to circle the rhyming words (Fuzzy/Wuzzy/Was he, bear/hair).
4. Talk about Fuzzy Wuzzy.
5. Have students draw a two-frame sequence of the rhyme (lines one and two).
6. Ask students to read the statement sentences, and then read the question sentence. What is the punctuation for both kinds of sentences?

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

Phonemic Awareness

Sight Words

Repetition is key to remembering sight words. Provide students with sight word cards. Students practice reading the sight words. Then have students practice writing sight words on their white boards.

Word of the Day

The Word of the Day is “question words.” Ask students a “What” question. “What is the question word in the sentence? (what) Ask other questions using these question words: *who, what, where, when, why, and how*. Ask students to listen

Consult 4 Kids Lesson Plans

for question words as you ask them questions during the day.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

_____ _____	_____ _____
_____ _____	_____ _____

In this lesson, we will continue to practice the letter n. Demonstrate how to write the letter using two strokes, always beginning at the top. Have students print the initial and final letters. Here are the words: *begin, fallen, nest, national, been, neat, sin, bun, darn and town.*

Content (the "Meat")

Instruction / Demonstration ("I do" - "We do")

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Fiction Sequencing

Choose a story to read to the class. Ask students to tell you what happened in the story (Four different sentences). Write these sentences on the white board. Ask students to read the sentences. Sequencing: Ask students which of the sentences happens first in the story. Write the sentence on the white board. Continue making the list until the four sentences are in order. Read the sentences in order as a group. Ask individuals to read the sentences. Tell students they are retelling the story.

***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.

Consult 4 Kids Lesson Plans

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

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Around the World

Have students sit in a circle. One student stands behind one student who is sitting. The teacher flashes them a sight word. Whoever say it first moves on to the next student. The student that makes it back to their own starting point is the winner. This is a popular game, but the little ones love to try to stop someone who is making it “Around the World”!

Closing

Review

Say:

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

Debrief

Three Questions

Ask the following three questions:

1. What did you like best about this activity?
2. How would you change the activity to make it better?
3. What did you learn that you can use in real life?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Hansel and Gretel
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

This activity will help students learn to retell a short story in sequence.

1. Write the nursery rhyme on the white board.
2. Read the rhyme from the story **Hansel and Gretel** to the students.

Duck, duck, here we stand,
 Hansel and Gretel, on the land,
 Stepping-stones and bridge we lack.
 Carry is over on your nice white back.
3. Ask students to circle the rhyming words (stand/land, lack/back).
4. What is the problem in the rhyme? (Hansel and Gretel need a way to cross the water.)
5. Draw four frames on the white board.
6. Students draw a picture for each part of the rhyme.
7. Ask students to retell the rhyme in their own words.
8. What is the main idea of the rhyme? (When you ask someone nicely, they may help you.)
9. Ask students to solve the children’s problem in several ways.

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

Phonemic Awareness

Word Chain

1. Explain to students you are going to create a word chain by listening to beginning and ending sounds of words.
2. Say a word (cat). Have students repeat it slowly punching out the ending sound.
3. Ask student to think of another word that begins with the ending sound of the first word. (t . . top). Cat—top.
4. Continue adding more words to the chain (cat—top—pack—kiss—sit). Have students repeat each word aloud.

Word of the Day

Consult 4 Kids Lesson Plans

The Word of the Day is “reality.” “Reality” means that which is true, actual; the real thing. Sometimes, things that are said to be reality, aren’t the real thing. Students should decide for themselves. Ask students to decide if the following items are reality or not reality: **a squirrel climbing a tree**, a magic trick, fantasy video game, **going to school**, **telling the truth**, **being a friend**, a mirage. Ask students to share other things are reality and not reality.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, students should be able to spell the whole word: *scat, frost, romp, bag, cop, cost, ramp, bog, crop and cramp.*

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Response Writing

Write the response sentences on the white board. Have students complete the sentences orally. Ask students to write their own responses on their white boards,

I can play _____.
 I can play in _____.
 I can play on _____.
 But I can’t play _____.

***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.

Consult 4 Kids Lesson Plans

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

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Create a Story

Ask a student to make up a story in which the cool vocabulary words are featured. Begin the story, “Once upon a time . . .” Continue to guide the student, inserting such words as, “But and Finally.” Ask another student to create a story. Compare the stories.

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Jack and the Beanstalk
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: :White boards, markers, erasing cloth (old socks), Jack and the Beanstalk Plot Summary

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Jack and the Beanstalk
 “Fee, fi, fo, fum,
 I smell the blood of an Englishman.
 Be he alive or be he dead,
 I’ll grind his bones to make my bread!”
 Adapted from Andrew Lang

3. Ask students to circle the rhyming words (fum/Englishman, dead/bread).
4. Review the story of Jack and the Beanstalk.
5. Talk about the giant (ogre or frightening person). What character traits does a giant have?
6. Talk about Jack. What character traits does Jack have?
7. Draw pictures of the Giant and of Jack.
8. Ask students to act out speaking like the Giant. How does he walk and talk?

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

Phonemic Awareness

Word Families

1. Make a list of a word family: *rake, cake, lake, bake/can, pan, man, fan/ coat, goat, boat/hose, nose, rose.*
2. Ask students to color the common letters, the same color, in each word. For example, color the letters of *a, k, and e red*. Color the beginning sounds a different color.

Consult 4 Kids Lesson Plans

Word of the Day

The Word of the Day is “letter.” Ask students to name a few letters. How many letters are there in the English alphabet (26)? Ask students to form partner-pairs. Look for various letters around the room. Write them on their white boards.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, students should be able to write simple sentences. Review the spelling of these words: *can, like, to, see, have and run*. Practice capitalization, punctuation, and spacing of words. Here are a few dictation sentences: *I see a cat. I have a cat. My cat is sad. My cat can stop.*

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Everyday Writing

When students are beginning to write, they are very excited about what they have written. Sometimes it is a simple three or four word sentence. As a leader, it is important to respond positively to each sentence. Ask students to complete this sentence: “I want to play ____.” The leader responds, “I want to play ____.” Continue on, “I like to play ____.” The leader responds, “I like to play ____.” Begin this lesson as a whole class, and then ask students to write on their white boards. If time, respond by writing on their white boards.

***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

Consult 4 Kids Lesson Plans

	student become the teacher.
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Instruction/Demonstration (“I do) – “We do”)

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Chunk Reading

This process helps students to read more quickly by seeing phrases or groups of words, instead of reading word by word. Write the following sentence on the white board: Once upon a time there was a boy named Jack. He lived with his mother. Ask students to read with you as you “chunk” the words. Create awareness of chunking words in sentences.

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three “What” questions:

1. What were some of the questions you had while working with your partner?
2. What did you learn about the story Jack and the Beanstalk?
3. What would you change about the activity to make it better?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Jack and the Beanstalk Plot Summary

In the Jacobs version of the story Jack is a young lad living with his widowed mother. Their only means of income is a cow. When this cow stops giving milk one morning, Jack is sent to the market to sell it. On the way to the market he meets an old man who offers to give him "magic" beans in exchange for the cow.

Jack takes the beans but when he arrives home with no money, his mother gets angry and throws the beans out the window and sends Jack to bed without supper.

As Jack sleeps, the beans grow into a gigantic beanstalk. Jack climbs the bean stalk and arrives in a land high up in the sky where he follows a road to a house, which is the home of an ogre. He enters the house and asks the ogre's wife for food. She gives him food, but the ogre returns and senses that a human is nearby:

*Fee-fi-fo-fum!
I smell the blood of an Englishman?
Be he 'live, or be he dead,
I'll grind his bones to make my bread.*

However, Jack is hidden by the ogre's wife and overhears the ogre counting his money. Jack steals a bag of gold coins as he makes his escape down the beanstalk. Jack repeats his journey up the beanstalk two more times, each time he is helped by the increasingly suspicious wife of the ogre and narrowly escapes with one of the ogre's treasures. The second time he steals a hen which laid golden eggs and the third time a magical harp that played by itself. This time he is almost caught by the ogre who follows him down the beanstalk. Jack calls his mother for an axe and chops the beanstalk down, killing the ogre. The end of the story has Jack and his mother living happily ever after with their new riches.

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level	K-1
Lesson Title	Miss Mary Mack
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: :White boards, markers, erasing cloth (old socks), alphabet cards

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Miss Mary Mack

Miss Mary Mack, Mack, Mack
All dressed in black, black, black,
With silver buttons, buttons, buttons,
All down her back, back, back.

She asked her mother, mother, mother,
For fifty cents, cents, cents,
To see the elephant, elephant, elephant,
Jump over the fence, fence, fence.

He jumped so high, high, high,
He reached the sky, sky, sky,
And he never came back, back, back,
'Till the end of July, 'ly, 'ly.

3. Ask students to circle the rhyming words (Mack/black/back, cents/fence/elephant, high/sky/July).
4. This is a clapping game for two.
5. Sit across from one another and mirror one another’s actions: First clap your own hands together; next cross arms over your chest and clap your hands again; finally, clap hands against your partners and repeat.

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

Phonemic Awareness

Consult 4 Kids Lesson Plans

Scavenger Hunt

1. Hide alphabet cards around the room.
2. Ask students to find a card and sit in a circle.
3. Ask each student to say the sound that matches his or her letter, and then say a word with that sound. If the letter is **b**, then say the /b/ sound and the word *baby*.

Word of the Day

The Word of the Day is “drawing/picture.” A drawing is usually made with pencil or pen. It consists of lines and shading. A picture is a drawing that is usually colored. Have students make a pencil drawing and then transform it into a colored picture. From time to time, review the words *drawing and picture*.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

In this lesson, we will introduce the letter **n**. Demonstrate how to write the letter using two strokes, always beginning at the top. Have students print the initial and final letters. There are now ten words in a lesson. Here are the words: *seen, tin, torn, refrain, train, news, fan, fun, green, and near*.

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Everyday Writing

When students are beginning to write, they are very excited about what they have written. Sometimes it is a simple three or four word sentence. As a leader, it is important to respond positively to each sentence. Ask students to complete this sentence: “I see a _____.” The leader responds, “I see a _____.” Continue on, “I do not see a _____.” The leader responds, “I do not see a _____.”

***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

Consult 4 Kids Lesson Plans

Begin this lesson as a whole class, and then ask students to write on their white boards. If time, respond by writing on their white boards.

the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

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

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Musical Shares

Have students stand up and walk around while reading the passage they are working on until the music stops. Students then should pair up and read the next two sentences to the partner they find. Repeat as students practice.

Closing

Review

Say:

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

Debrief

“What” Questions

Ask the following three “what” questions:

1. What did you like best about this activity?
2. What was a challenge during this activity?
3. What can we do to make the activity better next time?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Our Lips and Ears
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: Words Inside of Words handout, white boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Our Lips and Ears

If you your lips would keep from slips,
Five things observe with care:
Of whom you speak, to whom you speak,
And how and when and where.

3. Ask students to circle the rhyming words (lips/slips; care/where).
4. What does it mean to ‘keep our lips from slips’? (Don’t speak with hurtful words)
5. What is the rhyme trying to teach us? (How to conduct our conversations)
6. Ask students to retell the rhyme in their own words.
7. Have students work in partner-pairs to practice acting out the poem.

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

Phonemic Awareness

Word Detectives

1. Give each partner-pair a Words Inside of Words handout. Explain that sometimes smaller words are hidden in larger words.
2. Say each word from the list. At the beginning of the lesson, accentuate the hidden word. (w-iii)
3. Students continue the activity with their partners.

Consult 4 Kids Lesson Plans

Word of the Day

The Word of the Day is “skill.” A skill is something you know how to do well. If you are a good soccer player, you have a skill for playing soccer. Ask students to ask their elbow partner what skill they have in sports and in school. Talk about these skills with the students. Share a personal skill: “I know how to juggle three scarves at a time.”

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, students should be able to spell the whole word: *tramp, lamp, stamp, pots, soft, atop, sag, last, gas, and pact*. Here is a challenge word: *drama*.

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Response Writing

Create a word bank of animal names: elephant, lion, antelope, rhinoceros, cheetah, leopard, shark, seal, whale, tuna, frog, snake, beaver, turtle, water moccasin, and coyote. Write the response sentences on the white board. Have students complete the sentences orally. Ask students to write their own responses on their white boards,

_____ here,
 _____ there,
 _____, _____ everywhere.

***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.

Consult 4 Kids Lesson Plans

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

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Three Words

Ask a student to make up a story in which the cool vocabulary words are featured. Ask students to choose three words randomly from a story book. Write the three words on the white board. Ask a student to make up a story based on the three words. :Once upon a time . . . But suddenly . . . Finally . . .

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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!)

Words Inside of Words

will fast ball candy fist then

that must call clip meat cold

wins tent plant bus done fit

chill pink this onto boxer stop

stop sled pond horn inch fond

twig skin grant mend pout clap

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level	K-1
Lesson Title	Over In The Middle
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: :White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Over in the Meadow
 Over in the meadow,
 In the sand, in the sun,
 Lived an old mother toad
 And her little toadie one.
 “Wink,” said the mother;
 “I wink,” said the one,
 So she winked and she blinked
 In the sand, in the sun.
 Olive A. Wadsworth

3. Ask students to circle the rhyming words (sun/one, winked/blinked).
4. Ask students the meaning of “meadow.” (grassy field)
5. Divide the poem into eight lines.
6. Assign small groups of students to draw the meaning of each of the lines on their white boards.
7. Have students share their drawings.
8. Rearrange the drawings in sequential order.

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

Phonemic Awareness

Change the Sounds

1. Ask three students to stand in a row. Think of a 3-phoneme word and whisper beginning, middle, and ending sounds to the first, second, and third students.

Consult 4 Kids Lesson Plans

2. Tell students to say his or her sound and ask the class to blend the sounds to say a word. For example, if the sounds are /p/, /a/, /t/, the class will say *pat*.
3. Assign other sounds to classmates and have them replace students in the row to form new words.
4. For example, replace /t/ with /n/ to change *pat* to *pan*.

Word of the Day

The Word of the Day is “book/picture book.” Show students a picture book, and then show them a book without pictures. Which book would they like to read? Ask students if all ages read picture books. Ask students if all ages read books without pictures. What is their favorite picture book? Do they have a favorite book?

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, students should be able to write simple sentences. Review the spelling of these words: *can, like, to, see, have and run*. Practice capitalization, punctuation, and spacing of words. Here are a few dictation sentences: *I can stop. I like frogs. I like to see a cat. I can go fast.*

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Everyday Writing

When students are beginning to write, they are very excited about what they have written. Sometimes it is a simple three or four word sentence. As a leader, it is important to respond positively to each sentence. Ask students to complete this sentence: “My pet is a ____.” The leader might respond, “My pet is a cat, too.” The student writes, “My cat’s name is ____.” The leader writes, “My cat’s name is ____.”

***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.

Consult 4 Kids Lesson Plans

Begin this lesson as a whole class, and then ask students to write on their white boards. If time, respond by writing on their white boards.

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.

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

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Partner Share

Partner two students that are working on the same passage in the same book. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another with a compliment, “I liked the way you read with expression.”

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activity. You might prompt students by asking, “What about this activity . . .”

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	The Duel
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: :White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

The Duel

The gingham dog and the calico cat
Side by side on the table sat;
'Twas half past twelve, and what do you think!
Nor one nor the other had slept a wink.
Eugene Field

3. Ask students to circle the rhyming words (cat/sat. think/wink).
4. What is gingham? (A light plain-weave cotton fabric with checks)
5. What is calico? (A bright cotton cloth with a printed pattern)
6. The gingham dog and calico cat were stuffed animals.
7. Ask students several questions: What is a duel? (a squabble or fight) What do you think will happen to the dog and cat? What does it mean to have not “slept a wink”? (Did not sleep)
8. Have students act out this rhyme, then make a prediction about what will happen.

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

Phonemic Awareness

Drop Off or Add On a Sound

1. Give each partner-pair a Words Inside of Words handout. Explain that sometimes smaller words are hidden in larger words.

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2. Read a word from the list. Ask students what sound needs to be dropped to uncover the hidden word. For example, "What sound do you drop to change *will* to *ill*?" (/w/)
3. Change up the activity by having students add a letter to given words. For example, add /c/ to the beginning to row to make _____. (crow)

Word of the Day

The Word of the Day is "summary." A summary is the short version of something. It is the key points, or main idea. What is the summary of the rhyme, The Duel? (The dog and cat were going to have a fight.) What is the summary of the story The Three Bears? (Don't go for a walk in the woods unless you lock your front door.) Ask students to say a summary of events that happen in the afterschool program.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, students should be able to spell the whole word: *flag, prom, past, stomp, fact, land, bland, plant, flop, and stop*. Challenge word: *catalog*.

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Response Writing

Create a word bank of items found in the after school program: pencils, white boards, crayons, scissors, homework, soccer balls, hula hoops, leaders, and students. Write 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

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response sentences on the white board. Have students complete the sentences orally. Ask students to write their own responses on their white boards,

_____ here,
 _____ there,
 _____, _____ everywhere.

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.

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

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

All Read

Ask students to choose a story book. During this activity, all of the students read aloud at the same time. Students should be reading on different pages. When students are reading, walk around and listen to them read.

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activity. You might prompt students by asking, "What about this activity . . ."

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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!)

Words Inside of Words

will fast ball candy fist then

that must call clip meat cold

wins tent plant bus done fit

chill pink this onto boxer stop

stop sled pond horn inch fond

twig skin grant mend pout clap

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level	K-1
Lesson Title	The Song of the Bee
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: :White boards, markers, erasing cloth (old socks), assorted Phonemic Awareness picture cards

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

The Song of the Bee
 Buzz! buzz! buzz!
 This is the song of the bee.
 His legs are of yellow;
 A jolly good fellow,
 And yet a great worker is he.

3. Ask students to circle the rhyming words (bee/he, yellow/fellow).
4. What is the theme of this poem? (nature)
5. Ask students to retell this poem in their own words.
6. Have students turn the statements into questions about the bee: What color are the bee’s legs? How does the bee sing his song? When is he a jolly good fellow? Where does he do his work?
7. Draw a picture of the bee. Include yellow legs, the bee singing, being jolly, and how he works.

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

Phonemic Awareness

Prompts with Pictures

Provide students with Phonemic Awareness picture cards. Ask students to think of a story about their card. Think of a main character, where the story takes place, the problem, how the problem is solved, and how the story ends. Ask students to tell their stories to their elbow-partner.

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Word of the Day

The Word of the Day is “education.” Getting an education is the process of learning, sometimes in a school, or other instruction. Ask students how many years of education they have had. How many years of education will they have when they graduate from high school, vocational training, or college. We are all learners, and we are all teachers. Ask students what they can teach the class to do. Spend time teaching their elbow-partner how to do something.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, we will practice **n** with short **a** and short **o**. Have students print the whole word. There are six words in a lesson. Here are the words: *man, ant, Stan, land, not, and stand*.

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Kid Writing/Adult Writing

Provide students with a white board. Ask students to choose a picture they would like to draw. Students draw their own picture on the white board. When finished, students write a sentence, in their own words and spelling, about their drawing. Students then ask the leader to do the “adult writing” of their sentence. The leader writes the sentence correctly on the student’s white board. Students show their drawings and read their sentences.

***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”

Consult 4 Kids Lesson Plans

	opportunity and have the student become the teacher.
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Instruction/Demonstration (“I do” – “We do”)

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Sight Word Activity

Scatter 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.

Closing

Review

Say:

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

Debrief

Four Step Debrief

Step 1: Describe. Students describe what they did during the activity.

Step 2: Interpret. Students answer one, some, or all of the following questions:

- What were your key learnings?
- What skills did you need to participate in this activity?
- How did you feel when participating in this activity?

Step 3: Generalize. How can you use the skills or key learnings in your life?

Step 4: Apply. How can you use the skills or key learnings in your work?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	This Old Man
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: :White boards, markers, erasing cloth (old socks), sight word cards, blank bingo cards with 9, 16 or 25 blocks, copy of words being studied

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

This Old Man

This old man, he played one,
 He played knick-knack on my _____. (Rhymes with one/**thumb**)
 With a knick-knack paddy-whack
 Give a dog a bone.
 This old man came rolling _____. (Rhymes with bone/**home**)

3. Ask students to supply the missing rhymes.
4. Ask students to circle the rhyming words (one/thumb, bone/home).
5. Generate other words that rhyme with the word **one**: one, fun, bun, done, pun, ton, and sun
6. Ask students if these rhyming words are spelled with the same two ending letters. (no)
7. Create a list of rhymes using the word **bone**: bone, cone, phone, loan, moan, tone, and zone.

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

Phonemic Awareness

Tic-Tac-Toe

Divide students 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 select 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. Students may use individual white boards with a 3 x 3 grid to keep track of X's and O's. The first team to get a tic-tac-toe is the winner.

Consult 4 Kids Lesson Plans

Word of the Day

The Word of the Day is “compound word.” Ask students the meaning of a compound word. A compound word is a word that is made up of two or more other words that can stand alone. Here are a few compound words: blackbird, homework, cookbook, playtime, newspaper, baseball, tabletop, and sunshine. Make two columns of word parts. Ask students to connect the parts to form compound words.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

_____ _____	_____ _____
_____ _____	_____ _____

In this lesson, we will continue to practice the letter **n**. Demonstrate how to write the letter using two strokes, always beginning at the top. Have students print the initial and final letters. Here are the words: *fin, net, spin, mean, born, teen, blamed, napkin, named, and flown*.

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Word, Words, Everywhere:

Students work in pairs with their white boards and markers. Make a list of every word they see in the room environment. Share their lists by reading the list to their partners or to the whole class.

***Activity → Teachable Moment (s)** Throughout 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.

Consult 4 Kids Lesson Plans

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

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Wordo with Sight Words

Have students fill in the card with the words 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.

Closing

Review

Say:

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

Debrief

Three Questions

Ask the following three questions:

1. What did you like best about this activity?
2. Did you have any challenges with the activity?
3. How would you change the activity to make it better?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Who Has Seen the Wind
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: :White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Who Has Seen the Wind?

Who has seen the wind?
Neither I nor you
But when the leaves hang trembling
The wind is passing through.

Who has seen the wind?
Neither you nor I.
But when the trees bow their heads
The wind is passing by.

Christina Rosetti (1830-1894)

3. Ask students to circle the rhyming words (you/through, I/by).
4. What is the theme of this poem? (nature)
5. Ask students to act out each stanza.
6. Ask students to retell the poem using their own words. (“One day I was taking a walk in the woods. . .”)

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

Phonemic Awareness

Locating Words in Books

Provide students with books. Write the list of words provided on the white board. Students look for these words in the books. When they find a word, write the word on their white boards. If they find more than one of the same word, make

Consult 4 Kids Lesson Plans

tally marks after the word. Students read and share their lists with each other. Here are the words: *the, as, and, who, when, where, why, how, if, we, too, one, two, three, four, five, you, is and was*). For younger students, shorten the list.

Word of the Day

The Word of the Day is “contraction.” A contraction is a shortened form of a word or phrase. Ask students if they can think of a contraction that begins with the letter *w* (*we’ll* is the contraction for *we will*). Write a list of words on the white board. On a second list, see if students can draw lines to connect the contraction of the words. Here are a few contractions and words: *was not/wasn’t, she is/she’s, I will/I’ll, he is/he’s, we had/we’d, did not/didn’t, are not/aren’t, I am/I’m, do not/don’t, cannot/can’t*. A variation is to play a Memory game with these words and their contractions.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

_____ _____	_____ _____
_____ _____	_____ _____

In this lesson, we will continue to practice the letter *n*. Demonstrate how to write the letter using two strokes, always beginning at the top. Have students print the initial and final letters. Here are the words: *fin, net, spin, mean, born, teen, blamed, napkin, named, and flown*.

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Finger Paint

Provide students with paper and finger paint. Write a short sentence on the white board. Students copy the sentence on their finger paint paper letter by letter. Reinforce the correct way to form the letters. This technique uses the hands-on approach in learning to write. Another variation is to have students write the words in sand.

***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

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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.

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

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Erase Relay

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

Closing

Review

Say:

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

Debrief

What’s So Important About That?

This strategy allows for the debriefing to take single student’s learning and thinking deeper. Example: “What is important about completing your homework?” The student responds, “My teacher wants the homework finished.” Leader, “What’s so important about your teacher wanting the homework finished?” Student, “I think the principal wants all kids to finish their homework.” Leader, “What’s so important about the principal wanting all the kids to finish their homework?” Student, “I guess he thinks we will be better students.” Leader, “So what I am hearing you say is that the principal wants all of you to finish your homework so you can be better students. Is that correct?” Student, “Yes.”

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Baby Chick
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Baby Chick

Peck, peck, peck on the warm brown egg.

Out comes a neck! Out comes a leg!

How does a chick, who’s not been about,

Discover the trick of how to get out?

Aileen Fisher

3. Ask students to circle the rhyming words (peck/neck, egg/leg, chick/trick, about/out).
4. Have students draw boxes around the adjectives (describing words) – warm, brown.
5. Write the adjectives on the white board. Think of adjectives to describe a baby chick (soft, fluffy, yellow, small)
6. Have students talk with their partner and answer the question, “How do chicks know how to hatch?”

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

Phonemic Awareness

What Words Rhyme with These Words?

Provide partner pairs with white boards. Say a word. Students write the word on their white boards. Partners think of a rhyming word for the word. Write a rhyming word on their white boards. Here a few words: *fit, will, pie, sad, box, and jug.*

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Word of the Day

The Word of the Day is “blends.” A blend is a combination of two consonants that work together. In the word “blend,” /b/ and /l/ join together to make a different sound /bl/. See if students can find the consonant blends in the following words: twig, blouse, clock, squirrel, chair, snail, shirt, flower, ground, and tree. Practice saying the blend sounds.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, introduce the short i sound. Show students how to form the letter i. Review the sound of short i. Dictate the following words. Have students write the first two letters and the final letter or letters. Here are the words: *imp*, *imagination*, *illustration*, *indeed*, *impart*, *impress*, *impair*, and *import*.

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Write a Couplet

Tell students that a couplet is a short two-line poem. The last words in each line should rhyme. Here are a few couplet starters:

I see a _____ I hear a _____ I smell a _____
 Looking at _____. Sitting on a _____. Under my _____.

***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.

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

Consult 4 Kids Lesson Plans

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Paired Reading

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 roles. Complete this process three times.

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three "what" questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Baby Chick and Comma
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks). large alphabet cards (two sets), pocket chart, story books for each student

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Baby Chick

Peck, peck, peck on the warm brown egg.

Out comes a neck! Out comes a leg!

How does a chick who’s not been about,

Discover the trick of how to get out?

Aileen L. Fisher

3. Ask students to circle the rhyming words (egg/leg, about/out).
4. Have students draw boxes around the punctuation: exclamation mark, comma, question mark.
5. Ask students to draw pictures of each part of the hatching process: peck, neck comes out, leg comes out.
6. Have students talk with their partner and answer the question, “How does the chick know how to hatch?”

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

Phonemic Awareness

Change the Sound

1. Place letters in a pocket chart to form a simple one-syllable word such as *cat*. Distribute the rest of the letters to students.
2. Point to each letter in the pocket chart. Have students say the sound. Ask students to blend the sounds together to form a word.

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3. Ask students to create new words by placing their letters over those in the pocket chart. Have students blend the new sounds together and decide whether or not the new word makes sense. Repeat the process.

Word of the Day

The Word of the Day is "comma." A comma is a punctuation mark that tells us to make a slight pause when reading a sentence. Reread the rhyme, *Baby Chick*. Practice pausing after the word *about*. Have students find commas in story books as you read. Practice drawing a comma. It begins as a period with a tail curving below the line.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

_____ _____	_____ _____
_____ _____	_____ _____

In this lesson, introduce the letter W. Ask students to print the beginning and ending sounds of the following words: *warm, waist, wagon, waif, wit, west, warp, wood, wafer and win*.

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Using Adjectives

An adjective describes a noun. Find a list of descriptive adjectives: *small furry, fluffy white, large round, big floppy, strong howling, old broken-down, loud rap, bright shining, barking, prowling meowing, and soft green*. Write the adjective on the white board. Ask students to think of nouns that these adjective would describe (small furry kitten/puppy/rabbit/hamster)

***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"

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	opportunity and have the student become the teacher.
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Instruction/Demonstration (“I do) – “We do”)

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Musical Shares

Provide students with books at their reading level. Have students stand. Start the music. Have students walk around reading the passage they are working on until the music stops. Students then pair up and read the next 2 sentences to the partner they find. Repeat as students practice.

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activity.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Beginning Middle and End
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), three-minute timer or clock

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

The Woodpecker

The woodpecker pecked out a little round hole
 And made him a house in the telephone pole.
 One day when I watched he poked out his head,
 And he had on a hood and a collar of red.
 When the streams of rain pour out of the sky,
 And the sparkles of lightning go flashing by,
 And the big, big wheels of thunder roll,
 He can snuggle back in the telephone pole.

Elizabeth Maddox Roberts

3. Ask students to circle to words that rhyme: *hole/pole, head/red, sky/by, roll/pole*.
4. Ask students to divide the poem into four parts: Making his house, poked out his head, thunder storm, snuggling back in the telephone pole.
5. Students draw a four-frame sequence on the white board of each of the four parts.
6. Keep reading the poem over and over as they draw.
7. Talk about sequence - What comes first, second, third, and fourth.

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

Phonemic Awareness

Beginning, Middle or End

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Have students listen for the /t/ sound. Have them hold up one finger if they hear the /t/ sound at the beginning of the word, two fingers for the middle of the word, or three fingers for the end of the word. Here are the words: *to/1, top/1, put/3, out/3, water/2, not/3, must/3, boat/3, patter/2, matter/2, tail/1, butter/2, light/3, tear/1, sight/3, white/3, and pointed/2.*

Word of the Day

The Word of the Day is “setting.” The setting is *where* the story takes place: The forest, a castle, grandmother’s house, or a town square. Ask students to brainstorm settings from stories they know: *Charlotte’s Web, Matilda, Shrek, or Finding Nemo.* Ask them where they are now. What is the setting? Will the setting change as they go to physical activity, transitions, or restrooms? Refer to the setting as you go through the week.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, review the sound of short i. Dictate the following words. Have students print the whole word. Here are the words: *wig, win, swim, silt, swift, lilt, big, slit, rig and pits.*

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Going Home – Noisy Things

Ask students to brainstorm places and things that make noise when students are going home. (Parent talking, baby crying, car starting, radio playing, or brakes screeching). Create a group poem that includes noisy things when students are going home.

***Activity → Teachable Moment (s) Throughout**
 During the lesson, check in with students repeatedly. Check in about what is happening and what they are thinking.
 Stop the class and focus on a student’s key learning or understanding.
 When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

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

Consult 4 Kids Lesson Plans

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Independent Timed Reading

Have students work in pairs and use a three-minute timer or look at the clock. 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, the partner calls "Stop" and the number of words are counted. Repeat the process for the other students. Students record the number of words read on their reading chart.

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three "what" questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Caterpillars and Zig Zag
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), rhyming picture cards

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Caterpillars

What do caterpillars do?
 Nothing much but chew and chew.
 What do caterpillars know?
 Nothing much but how to grow.
 They just eat what by and by
 Will make them be a butterfly.
 But that is more than I can do
 However much I chew and chew.

Aileen L. Fisher

3. Ask students to circle the rhyming words (do/chew, know/grow, by/butterfly).
4. Have students draw boxes around the punctuation: question mark, period.
5. Ask students to draw pictures of each part of the growing process: Chew, grow, butterfly, child chewing.
6. Have students talk with their partner and answer the question, “What is important about caterpillars?”

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

Phonemic Awareness

Rhyming Zig-Zag

Place students in two lines facing each other. Give each person a picture card. Choose one student at the end of the line to show his or her picture card (boat). Give a replacement letter for the beginning sound (/c/). Ask the student standing

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directly across in the opposite line to say the new word made by changing the first letter (coat). He or she then shows their picture card to the next person and gives a replacement letter. Have students continue the zig-zag process until everyone has a turn.

Word of the Day

The Word of the Day is “verb.” A verb is an action word. Every sentence has a verb. Later we will learn about other kinds of verbs, but for now think about action words. Group students with their partners. Ask them to think of verbs that show what they do during physical activity: *run, skip, hop, jump, swing, kick, catch, throw, walk, reach, bend, sway, touch, and slide.*

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

In this lesson, review how to print the letter W. Ask students to print the beginning and ending sounds of the following words: *wait, wharf, word, swat, well, wasp, worst, woolen want, and wed.*

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Animal Acrostic Poem

Do a whole class lesson writing this acrostic poem. Students use their white boards. When you write an acrostic poem, you use the letters in the word to form the poem. Ask students to choose a favorite animal. The poem should describe the animal. We chose *sharks*.

S	Swimmers
H	Hungry
A	Angry
R	Real

***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.

Consult 4 Kids Lesson Plans

K S	Kinds of sharks Sneaky	When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.
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Instruction/Demonstration (“I do” – “We do”)

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Slow Reading

Provide students with books at their reading level. Have two students model the strategy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. Here is an example: “Wh – a – t d – o c – a – t – er – pill – er – s d – o ?” This is a fun strategy. Practice together and then with partner-pairs.

Closing

Review

Say:

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

Debrief

Four Step Debrief

This strategy has four steps, each one designed to help the student connect the dots between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.

- Step 1: Describe – Students describe what they did during the activity.
- Step 2: Interpret – Students share a key learning from the activity.
- Step 3: Generalize – How can you use the key learning in your life?
- Step 4: Apply – How can you use your learning as an adult?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Clouds
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), word cards

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Clouds
 White sheep, white sheep
 On a blue hill,
 When the wind stops
 You all stand still.
 When the wind blows
 You walk away slow.
 White sheep, white sheep
 Where do you go?

Christina G. Rossetti

3. Ask students to circle to words that rhyme: hill/still, slow/go.
4. Ask students, “What are the white sheep (clouds)?”
5. Ask students, “Where do the white sheep go?”
6. Have students act out the poem. Fan a piece of paper to mimic the wind.

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

Phonemic Awareness

Repeat Each Word Slowly

Say a word. Have students repeat it slowly, separating each phoneme. For example: I say *cat*. The students says *c-a-t*. Here are a few words: *pain/p-ai-n*, *dime/d-i-me*, *hose/h-o-se*, *boat/b-oa-t*, *by/b-y*, *mole/m-o-le*, *map/m-a-p*, and *big/b-i-g*.

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Word of the Day

The Word of the Day is "opposite." The word *opposite* means something totally different. *Wet* is totally opposite of *dry*. *Near* is totally opposite of *far*. Ask students to give the opposite of these words: *black/white, come/go, up/down, over/under, high/low, beginning/end, back/front, soft/hard, smooth/rough, frown/smile, backward/forward, and strong/weak*.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, review the sound of short i. Dictate the following words. Have students print the whole word. Here are the words: *fast, drop, wit, sift, fist, slip, mist crisp, sap and slap*.

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Things in a Fridge

Ask students to brainstorm things they might find in a fridge: *butter, milk, eggs, cheese, mayonnaise, soda, lettuce, carrots, chicken and celery*. Practice reading the list as a whole group. Ask students to work in pairs with white boards. Write a sentence or two using at least three of these items. Partners check each other's writing.

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

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

Preparation

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Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Around the World

All the students sit in a circle or remain at their desks. One student stands behind one student who is sitting. The leader flashes them a sight word. Whoever first says the word correctly 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 popular game!

Closing

Review

Say:

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

Liked Best, Next Time

In this simple debrief, students talk about the activity or the day and share what they enjoyed most. What else would they have liked to have done? What would they have liked to have spent more time on? LBNT allows students to express an opinion about the day.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Crocodile
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Crocodile

If you should meet a crocodile
 Don't take a stick and poke him;
 Ignore the welcome in his smile,
 Be careful not to stroke him.
 For as he sleeps upon the Nile,
 He thinner gets and thinner;
 Whenever you meet a crocodile
 He's looking for his dinner.

Anonymous

3. Ask students to circle the rhyming words (crocodile/smile/Nile, thinner/dinner).
4. Discuss with students the meaning of the word Anonymous (The real name is not given).
5. Using their white boards, ask students to draw a picture of a crocodile swimming in the Nile River.
6. Have students talk with their partner and answer the question, “Does a crocodile really smile?”

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

Phonemic Awareness

Saying Syllables

Say a word to students. Ask them to repeat it slowly, dividing the word into syllables. Here are a few words: lantern (lan-tern), sharpen (sharp-en), garden (gar-den), marmalade (mar-ma-lade), harming (harm-ing), armful (arm-ful), cartoon (car-)

Consult 4 Kids Lesson Plans

toon), superman (su-per-man), partner (part-ner), perfect (per-fect), person (per-son), shark (shark), and herself (her-self).

Word of the Day

The Word of the Day is “sequence.” The word sequence means to put things in order. In the alphabet, the letters are in order, or correct sequence. Counting numbers by 1’s means to count in order or the correct sequence. Ask students to say the alphabet in sequence, and then say it out of sequence by mixing up the letters. Do the same counting by 1’s. Mix up the numbers.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, review the sound of short i. Dictate the following words. Have students print the whole word. Here are the words: *fit, spit, snip, tilt, twig, sit, flit, rip, sift, and twin.*

Content (the “Meat”)	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>A Day in the Life of My T-Shirt The leader draws the outline of a T-Shirt on the white board. Students may draw the T-shirt on their white boards. Ask students to brainstorm things that could happen to a T-Shirt during the day. Have them talk to their partners and tell something they did, but from the point of view of the T-Shirt. Ask a few students to share their T-Shirt story told as if the T-Shirt is speaking. Now have students decorate the T-shirt with everything that happened to it: cereal, milk, paint, and dirt.</p>	<p>*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.</p>

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

Consult 4 Kids Lesson Plans

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Chunk Reading

This process helps youth to read more quickly by seeing phrases or groups of words, instead of reading word by word. Chunking words makes the story exciting and creates interest. For example, "Once upon a time, there were three little pigs. They went into the world to seek their fortunes." Ask students to choose sentences and pause slightly between each chunk or phrase. The chunk should make sense and not sound like an every 3-word pause.

Closing

Review

Say:

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

Debrief

Three Questions

Ask the following three questions:

1. What was the best part of this activity?
2. What would you have liked to have spent more time on?
3. How can you use what you learned in real life?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Foxes
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), black paper, white chalk, tissues, source of music

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Foxes
 A litter of little black foxes. And later
 A litter of little gray foxes. And later
 A litter of little white foxes.
 The white ones are lighter than gray. Not a lot.
 The gray ones are lighter than black. Just a little.
 The letters are lighter in moonlight. They glitter.
 They gleam in the moonlight. They glow and they glisten.
Out on the snow see the silver fox sparkle.
 Mary Ann Hoberman

3. Ask students to circle to words that are synonyms for the word *shine*: glitter, gleam, glow, glisten, and sparkle).
4. Ask students to visualize what they see with the “eyes of their minds” when they think about the poem.
5. Provide each student with black construction paper, white chalk, and a tissue.
6. Have students draw the little white foxes on the snow with their white coats glittering and sparkling.

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

Phonemic Awareness

Listen and Blend

Have students listen and tell you the word you said. Say each word slowly. For example: You say *d-oor*. They say *door*. Here are the words: *r-oof/roof, f-ence/fence, h-ouse/house, h-a-n-d/hand, h-ea-d/head, f-ee-t/feet, h-a-ve/have, c-a-t/cat,*

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h-or-se/horse, l-e-g/leg, l-igh-t/light, wh-ee-l/wheel, g-i-ve/give, m-a-ke/make, h-ea-d/head, m-ai-l/mail, and n-o-se/nose.

Word of the Day

The Word of the Day is “sight words.” Sight words are words that children recognize when they first begin to read. The Dolch Sight Word List consists of the first 100 words according to frequency. Here are sight words that all students should know, but have no phonetic rhyme or reason: *they, does, have, of, you, come, is, one, said, are, once, because, were and was.* Practice these sight words with your students.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, review the sound of short i. Dictate the following words. Have students print the whole word. Here are the words: *wilt, wit, wind, slip, gift, pit, flip, mist, slid and bit.*

Content (the “Meat”)	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>My School – Noisy Things Ask students to brainstorm places and things that make noise at school (Dogs barking, bells ringing, baby crying, siren blaring, brakes screeching). Create a group poem that includes noisy things at school. For example:</p> <p style="text-align: center;"><u>My House</u> Phone ringing, dog barking Door bell chiming, front door banging. These are the sounds of my house.</p>	<p>*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.</p>

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

Consult 4 Kids Lesson Plans

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Musical Shares

Have students stand and walk around reading the passage they are working on until the music stops. Students should pair up and read the next two sentences to the partner they find. Repeat as students practice.

Closing

Review

Say:

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

Debrief

DIGA

Discuss the following four steps:

1. Describe: Students describe what they did during the activity.
2. Interpret: Students talk about their key learning's, the skills they used and how they felt during the activity...
3. Generalize: How can you use the skills or key learning's in your life?
4. Apply: How can you use the skills or key learning's in your work?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Mice
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Mice

I think mice are rather nice.
 Their tails are long, their faces small,
 They haven't any chins at all.
 Their ears are pink, their teeth are white,
 They run about the house at night.
 They nibble things they shouldn't touch
 And no one seems to like them much.
 But *I* think mice are nice.

Rose Fyleman

3. Ask students to circle the rhyming words (mice/nice, small/all, white/night, touch/much).
4. Have students draw boxes around the verbs (action words) – run, nibble.
5. Ask students to use their white boards and draw mice running and nibbling.
6. Have students talk with their partner and answer the question, “Why are mice nice?”

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

Phonemic Awareness

Are These Words the Same?

Form two teams. Read a pair of words. Ask the first person in each team to say “Yes” if the words are the same, or “No” if the words are not the same. Here are a few word pairs: cat-rat (No), nose-rose (No), hand-hand (Yes), flower-tower (No),

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bed-bed (Yes), mouse-house (No), dance-dance (Yes), roof-roof (Yes), head-head (Yes), heat-feet (No), four-door (No).

Word of the Day

The Word of the Day is “syllable.” A syllable is part of a word that contains vowel sounds that stand alone, or consonant sounds added to the vowel sounds. For example, in the word *backpack*, there are two syllables – *back* and *pack*; in the word *lesson*, there are two syllables – *les* and *son*. Ask students to think of other two-syllable words. (tow-er, win-dow, chim-ney, e-rase, be-neath, mon-ster. and bum-per.)

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

_____ _____	_____ _____
_____ _____	_____ _____

In this lesson, review how to print the letter W. Ask students to print the beginning and ending sounds of the following words: *war, wig, warn, wart, wall, wool, worm, wag, wolf, and web*.

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

How to Give a Dog a Bath

This is an oral and drawing lesson in which students tell their personal experience of how to give a dog a bath. (Fill tub with water. Catch the dog. Put dog in the water and wash with soap. Rinse the dog with water. Dry the dog with the towel.) Ask students what happens first, next, then, and finally. Ask students to tell what supplies they will need for the bath (tub of water, soap, and towel.) Divide class into four groups. Each group will choose which step they will illustrate. Using paper or white boards, ask groups to draw pictures of the step they chose. Arrange the pictures in order and retell the story.

***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

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	students in a “teach to learn” opportunity and have the student become the teacher.
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Instruction/Demonstration (“I do” – “We do”)

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Partner Share

Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. Students may sit, stand, or walk around while they are reading.

Closing

Review

Say:

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

Debrief

What’s So Important About That?

This strategy allows for the debriefing to take a single student’s learning and thinking deeper. Ask the first question generically – “What is important about . . . ?” Use words that describe the activity that was just completed. Example: If you have just finished homework time, the student is asked, “What is so important about completing your homework?” When the student responds, “It is important to finish homework because I will get better grades,” then ask, “What is so important about getting better grades.” Continue the questioning by asking three or four questions.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Weather
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), one piece of chart paper divided into 25 6" squares (4 across, 6 down), bean bag, and sight word cards

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Weather

Whether the weather be fine,
Or whether the weather be not,
Whether the weather be cold,
Or whether the weather be hot,
We'll weather the weather
Whatever the weather,
Whether we like it or not!

Anonymous

3. Ask students to circle to words that rhyme: not/hot.
4. There is a "play on words" in this poem. What words are used for this: weather and whether.
5. Talk about fun things to do when the weather is not fine.
6. Using white boards, have students draw fine weather, hot weather, and cold weather. Show kids having fun in all kinds of weather.

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

Phonemic Awareness

What Sound Do You Hear

Have students listen for the sound they hear at the beginning of the word. Students say the sound. First: *roof/r/*, *window/w/*, *house/h/*, *door/d/*, *feet/f/*, *head/h/* and *pants/p/*. Last: *roof/f/*, *window/o/*, *house/s/*, *door/r/*, *feet/t/*, *head/d/*, and

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pants/s/. Middle: feet/ee/. head/e/. dice/i/, jump/u/, pig/i/, mad/a/, duck/u/, kick/i/, cape/a/, and bear/e/).

Word of the Day

The Word of the Day is “adjective.” Adjectives are words that capture feelings and imaginations. They set a mood, send a message, and enhance reality. Have students think of the classroom. What emotion would they connect to the school: joy, fun, happy, scary, sunny, tense, or exciting? Have students choose one of the emotions (fun). How could they make their school more fun? Think of adjectives to describe a fun school: cozy, warm, or laughable.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, review the sound of short i. Dictate the following words. Have students print the whole word. Here are the words: *dig, spin, lift, slim, list, clip, fist, strip, rim and still.*

Content (the “Meat”)	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>I Used to Be Poem Ask students to draw a vertical line on their white boards. On the left side of the board write the first part of the stem. On the right side of the vertical line, students write the second part of the stem. Ask students to illustrate each part of the sentence.</p> <p>I used to be _____, but now I’m _____. I seem to be _____, but really I’m _____. I’m good at _____, But I’m not so good at _____.</p>	<p>*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.</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>

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

Consult 4 Kids Lesson Plans

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Bean Bag Toss

Attach the words to the chart paper with blue tape before the game is being played. Divide small groups into teams. 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 the student misses the word, the other child gets the chance to say it. The child with the most points wins the game.

Closing

Review

Say:

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

What's So Important About That?

This strategy allows for the debriefing to take a single student's learning and thinking deeper. Ask the first question generically – "What is important about . . . ?" Use words that describe the activity that was just completed. Example: If you have just finished homework time, the student is asked, "What is so important about completing your homework?" When the student responds, "It is important to finish homework because I will get better grades," then ask, "What is so important about getting better grades." Continue the questioning by asking three or four questions.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts – Month 9
Grade Level	K-1
Lesson Title	Wolf
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Wolf

When the pale moon hides and the wild wind wails,
 And over the tree-tops the nighthawk sails,
 The gray wolf sits on the world’s far rim,
 And howls; and it seems to comfort him.
 The wolf is a lonely soul, you see,
 No beast in the wood, nor bird in the tree,
 But shuns his path; in the windy gloom
 They give him plenty, and plenty of room.

Georgia Roberts Durston

3. Ask students to circle the rhyming words (wails/sails, rim/him, see/tree, gloom/room).
4. Have students draw boxes around the verbs (action words) – hides, wails, sails, sits, howls, shuns, and give.
5. Write the verbs on the white board. Ask a student to choose a verb and act it out. Classmates guess the verb.
6. Have students talk with their partner and answer the question, “Why are wolves lonely?”

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

Phonemic Awareness

Do These Words Rhyme?

Form two teams. Read a pair of words. Ask the first person in each team to say “Yes” if the words are rhyming words, or “No” if the words are not rhyming words. Here are a few word pairs: *cat/kit, did/lid, pop/top, mug/set, rid/lid, fox/pen,*

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tub/rub, yet/sat, bit/pig, pig/net, pig/big, bit/pit, men/ten, bet/sit, bet/rat, bet/hop, bet/met, bug/rug, cub/sub, pet/get, and bat/lot.

Word of the Day

The Word of the Day is “compound word.” A compound word is a word made up of two other words. The words can stand alone, or be combined into the compound word. Write a few compound words on the white board. Ask students to tell you the two words that make up the compound word. Examples: *backpack, downtown, overboard, upstairs, downstairs, beside, overtime, bluebird, pancake, skyscraper, grasshopper, somehow, homemade, grandmother, and buttermilk.*

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

In this lesson, review how to print the letter W. Ask students to print the beginning and ending sounds of the following challenge words: *swamp, swap, swell, twist, and twin.*

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

A Puppy is Lost

Ask a student to come to the front of the class. Tell the student he or she will tell a story to the class. The story will be about the main character that goes on a journey to find a puppy that is lost.. Guide the student with sentence starters: Once upon a time . . . One day . . . Then . . . There was a problem when . . . Finally . . .

Ask students to tell their elbow partner the story. Choose one or more students to also tell their stories to the class.

***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.

Consult 4 Kids Lesson Plans

	When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.
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Instruction/Demonstration (“I do) – “We do”)

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

All Read

During this activity, all 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 and listen to each student.

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart. List what students liked and what students suggest to make the activity better next time.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Afternoon on a Hill
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), a dictionary

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Afternoon on a Hill

I will be the gladdest thing under the sun!
 I will touch a hundred flowers and not pick one.
 I will look at cliffs and clouds with quiet eyes,
 Watch the wind bow down the grass and the grass rise.
 And when lights begin to show up from the town,
 I will mark which must be mine, and then start down.
 Edna St. Vincent Millay

3. Ask students to circle to words that rhyme: *sun/one, eyes/rise, town, down*.
4. Ask students, “What does he or she look at on the hill?” (a hundred flowers, cliffs, clouds, wind, grass, lights, town)
5. Choose students to act out the fourth line: “Watch the wind bow down the grass and the grass rise.”
6. Ask students to tell their partners what they would do if they had an afternoon on a hill. Share with classmates.

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

Phonemic Awareness

More Short Vowels

Say a word. Have students repeat it slowly, separating each phoneme. For example: I say *cat*. The students says *c-a-t*. Here are a few words: *fin/f-i-n, dock/d-o-k, jug/j-u-g, luck/l-u-k, bun/b-u-n, cot/c-o-t, sip/s-i-p, get/g-e-t, and jet/j/e-t*.

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Word of the Day

The Word of the Day is "dictionary." A dictionary is a book that contains most of the words in the English Language. You can find pronunciations, multiple meanings, word origins, and a few pictures. Most people use the dictionary to find the meaning of words. If there is a dictionary available, show students the book. Practice looking up a word. Show students what you can find in the dictionary. You can also use a dictionary on the computer. Which dictionary is faster - The book or computer?

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

_____ _____	_____ _____
_____ _____	_____ _____

In this lesson, introduce the letter **h**. Practice printing the letter **h**. Ask students to write the beginning and ending sound of each word: *hear, Helen, hurt, hurl, harp, heap, help, havoc, humor and hectic*.

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

The Plum Was Too Big

Begin by reciting a well-know nursery rhyme like Little Jack Horner, but change the ending. Students write couplets on their white boards (But the plum was too big, so he swallowed a pig.) Students then illustrate Little Jack Horner swallowing one of the following: pig, cat, snail, bell, or a cloud. Here is the rhyme: "Little Jack Horner sat in a corner eating his Christmas pie. He put in his thumb and pulled out a plum. But the plum was too big, so he swallowed a _____."

***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.

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

Preparation

Consult 4 Kids Lesson Plans

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Eraser Relay

Write on the white board two columns of words that are approximately equal in difficulty. Write as many words on the board as there are students in the relay. Students are divided into two teams. At the signal, the first child in each team points to the first word and pronounces the word. If he says the word correctly, he can erase the word. The side that erases the most words is the winner.

Closing

Review

Say:

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

Three What's

Ask the following three "what" questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Hurt No Living Thing
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), magnetic alphabet letters if available

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Hurt No Living Thing

Hurt no living thing:
 Ladybird, nor butterfly,
 Nor moth with dusty wing,
 Not cricket chirping cheerily,
 Nor grasshopper so light of leap,
 Nor dancing gnat, not beetle fat,
 Nor harmless worms that creep.

Christina G. Rossetti

3. Ask students to circle to words that rhyme: *thing/wing, butterfly/cheerily, gnat/fat, leap/creep*.
4. Have students identify all the living things: ladybird, butterfly, moth, cricket, grasshopper, gnat, beetle, and worms.
5. Clarify the meaning of these words: ladybird (same as ladybug), gnat (a small two-winged biting fly), beetle (a hard-backed insect).
6. Using white boards, ask students to draw these living things. Ask, “Which living thing is the smallest? Which living things can fly? “What defense does each of the living things have?”

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

Phonemic Awareness

Ring Around the Sound

Have students sit or stand in a circle. Choose a student to be in the middle of the circle. The student says, “The target

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beginning sound is "t." Students each say a word that *begins* with the target sound. (time, tummy, total) Play again with the same target sound. Students each say a word that *ends* with the target sound. (pet, cat, vet, wait) If a student can't think of a word, change the target sound and continue around the circle again.

Word of the Day

The Word of the Day is "main idea." The words *main idea*, mean the most important idea. There may be other ideas in the paragraph or story, but the *main idea* summarizes the information.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, review the letter "h." Ask students to print the whole word. Here are the words: *hag, hips, habits, hills, hands, hints, hips and hog.*

Content (the "Meat")	
<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>List of Names With a partner and a white board, ask students to find and write the names of all the students in the class. Ask students to check for the correct spelling of the names. Later, students may share their classmates' names with the class.</p>	<p>*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.</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>

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

Consult 4 Kids Lesson Plans

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Sight Word Activity #2

Spell the sight word using magnetic letters. If magnetic letters are not available, use paper letters. If possible, use a lower case letter set. You can begin by arranging the letters and having your student(s) read the word, then progress to dictating the word and allowing the student(s) to spell.

Closing

Review

Say:

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

DIGA

This strategy has four steps, each one designed to help the student connect the dots between the activity, the learning, and how that learning may be used in their everyday life, both immediately and in the future.

Step 1: Describe – Students describe what they did during the activity.

Step 2: Interpret – Students share a key learning from the activity.

Step 3: Generalize – How can you use the key learning in your life?

Step 4: Apply – How can you use your learning as an adult?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Open House
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), sight words on 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 clearly)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Open House

If I were a tree I'd want to see
 A bird with a song on a branch of me.
 I'd want a quick little squirrel to run
 Up and down and around, for fun.
 I'd want the cub of a bear to call,
 And a porcupine, big, and a tree toad, small.
 I'd want a katydid out of sight
 On one of my leaves to sing at night.
 And down by my roots I'd want a mouse
 With six little mouselings in her house.

Aileen L. Fisher

3. Ask students to circle to words that rhyme: *tree/see/me, run/fun, call/small, sight/night, mouse/house..*
4. Ask students to name the animals in the poem. (bird, squirrel, bear cub, porcupine, tree toad, katydid, mouse, mouselings)
5. Ask, “What is a katydid?” (A large green grasshopper with very long antennae)
6. Ask, “What are mouselings?” (Baby mice)
7. Provide white boards and markers. Have students draw all the animals and where they live in or on the tree.

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

Phonemic Awareness

Consult 4 Kids Lesson Plans

Word Families–Short Vowels

Talk about the meaning of the word *family*. A family can be people living together. We also have word families. These are words that have something in common with each word. We group them together because some of their word parts are the same. For example: Meet the *-ack* family: back, jack, rack and sack. Provide partner-pairs with word families. Ask them to think of other words that belong to the same family. Write them on their white boards. Have students read their words and share with classmates. Here are a few word families: *-ad/bad, -an/can, -at/cat, en/den, -ick/kick, -id/did, -ig/big, -in/fin, -ing/king, ock/dock, -op/hop* and *-ub/cub*.

Word of the Day

The Word of the Day is “synonym.” The word *synonym* is a word that means almost the same as another word. Examples of synonyms are *tear/rip, pretty/beautiful, handsome/good-looking, run/jog, chilly/cool, glad/happy, unhappy/sad, tug/pull, small/little, repair/fix, dinner/supper, friend/pal, noisy/loud, simple/easy, build/make, autumn/fall, and thin/skinny*. Ask students to think of a sentence using both synonyms in the same sentence. “I will *tear* the paper and *rip* the newspaper. Have students draw pictures using both synonyms in the same picture.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, review the sound of short i. Dictate the following words. Have students print the whole word. Here are the words: *grin, clip, drip, flat, soft, web, flit, tap, wig and twin*.

Content (the “Meat”)	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action.</p> <p>It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>Silly Poems Ask students to write silly story/poems with one-syllable words:</p>	<p>*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.</p> <p>Stop the class and focus on a</p>

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<p>There was a wild <u>boar</u>, Who bumped into the <u>door</u>. His head was so <u>sore</u> He fell on the <u>floor</u>.</p> <p>Here are other one-syllable words: cat, fat, gnat, hat, mat, pat, rat and sat book, cook, hook, look, nook, rook, and took can, Dan, fan, man, Nan, pan, ran and tan bee, fee, key, knee, me, see, tea and we</p>	<p>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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Instruction/Demonstration ("I do" – "We do")

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Baseball

Have sight words on 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 clearly. Mark 1st base, 2nd base, 3rd base and home plate somewhere in the room.

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 home plate. Draw 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) Make sure 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.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Liked Best, Next Time

In this simple debrief, students talk about the activity or the day and share what they enjoyed most. What else would they have liked to have done? What would they have liked to have spent more time on? LBNT allows students to express an opinion about the day.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Skyscraper
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), index cards, markers

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Skyscraper
 Skyscraper, skyscraper,
 Scrape me some sky;
 Tickle the sun
 While the stars go by.
 Tickle the sun's climbing high,
 Then skyscraper, skyscraper
 Scrape me some sky.
Dennis Lee

3. Ask students to circle to words that rhyme: *sky/by/high*.
4. Talk about the meaning of the word *skyscraper*.
5. Draw a picture of a skyscraper on the white board.
6. Have students draw on their white boards. Remember to include the spire at the top.
7. Talk about why they build tall skyscrapers. (Land is too expensive, so they must build up toward the sky.)
8. Have students draw more skyscrapers to the classroom white board. Name a few cities with skyscrapers. (New York, Los Angeles and San Francisco)

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

Phonemic Awareness

You Are the Sound

Ahead of time, make letter cards for several simple words. Make enough cards so each child has at least one. Call out

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the beginning sound of a word (/h/ in hat) and have the child holding that letter come to the front. Continue calling other sounds in the word in order, lining students up from left to right. When the word has been built, ask each card holder to say his or her sound. Ask the rest of the class to blend the individual sounds to say the word. Repeat with new words.

Word of the Day

The Word of the Day is "definition." The word *definition* tells the meaning of a word. We use the dictionary to find the definition of a word. For example, the dictionary definition of the word "respect" is "consideration or thoughtfulness." Can you find a definition in the dictionary for the word *shelter*?

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

In this lesson, review the sound of the letter "j." Have students print the first and last sound of each word. Here are the words: *junior, Jerusalem, Jean, judged, jackal, Jeep, jacket, and Japan.*

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Pizza or Tuna Casserole Poll:

Student-pairs use their white boards to conduct a food poll in the classroom. Students write the word Pizza on the left side of the board. Write the word Tuna C. on the right side of the white board. Students then walk around the room asking classmates which food they like. After the poll, partner-pairs write a sentence or two showing the results of the poll. For example: 15 kids like pizza. 4 kids like tuna casserole.

***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.

Consult 4 Kids Lesson Plans

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

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Sight Word 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.

Closing

Review

Say:

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

Three Questions

1. What were some of the questions that came up in your group?
2. How did you go about including everyone?
3. If you were to try this again, what might you do differently?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Sleeping Outdoors
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), a group-size set of sight words

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Sleeping Outdoors
 Under the dark is a star,
 Under the star is a tree,
 Under the tree is a blanket,
 And under the blanket is me.
 Marchette Chute

3. Ask students to circle to words that rhyme: *tree/me*.
4. Ask students to make tally marks for the number of times they see the words *under (4), the (4), and is (4)*.
5. Ask student groups to use their white boards and illustrate each line of the poem.
6. Have students arrange themselves in the front of the classroom in order of the poem.
7. Ask students to make a summary picture of the poem. Include the dark, star, tree, blanket, and me.

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

Phonemic Awareness

Word Families-Long Vowels

Talk about the meaning of the word *family*. A family can be people living together. We also have word families. These are words that have something in common with each word. We group them together because some of their word parts are the same. For example: Meet the *-ail family*: *bail, fail, mail and nail*. Provide partner-pairs with white boards. Ask them to think of other words that belong in the same family. Write them on their white boards. Have students read their words and share with classmates. Here are a few word families: *-ake/bake, -ame/came, -ank/bank, -ate/fate, and -eep/beep*.

Consult 4 Kids Lesson Plans

Word of the Day

The Word of the Day is “punctuation.” The word punctuation means markings that are used to organize writing. Ask students to name a few punctuation marks: period, comma, exclamation mark, question mark, quotation marks, colon, and semi-colon. Have students match the mark with the word. This can be a team competition.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

In this lesson, review the sound of **h**. Ask students to write the beginning and ending letters of each word. Here are the words: *half, hug, Harold, help, hazard, heel, hamster, hostess, Halloween, and hotel.*

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Compound Subjects

Ask students to brainstorm animals that go together: lions and cheetahs, dogs and cats, cows and horses, lizards and snakes, and spiders and ants. Have students create a sentence in which there are two subjects (Horses and cows). Students can work in small groups. Have them fill in the blanks: _____ are barking, _____ are roaring, _____ were singing, _____ were eating, _____ should talk, _____ should dance. Nonsense sentences are more fun for students to write.

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.

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

Preparation

Consult 4 Kids Lesson Plans

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Team Sight Word Race

Students are divided into two groups. Each group takes a turn trying to pronounce a word turned up from the 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. If a team member misses a word, have him or her go to the back of the line after each try, successful or not. Everyone gets a chance to gain equal practice.

Closing

Review

Say:

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

Three Questions

1. What were some of the questions that came up in your group?
2. How did you go about including everyone?
3. If you were to try this again, what might you do differently?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Spring Rain
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), word cards

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Spring Rain

The storm came up so very quick
 It couldn't have been quicker,
 I should have brought my hat along,
 I should have brought my slicker.
 My hair is wet, my feet are wet,
 I couldn't be much wetter.
 I fell into a river once
 But this is even better.

Marchette Chute

3. Ask students to circle words that rhyme: *quicker/slicker, wetter/better*.
4. Ask students, “What is the meaning of the word *slicker*?” (raincoat)
5. Have students name the punctuation marks they see in the rhyme. (comma, period)
6. Ask students to retell stories about when they were in the rain and got wetter and wetter.

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

Phonemic Awareness

Phoneme Deletion

Say a word. Ask students to repeat the word but leave off the ending sound. For example, say the word *cat*. Leave off the ending sound /t/. The student says, “ca.” Here are a few words: *did/di, lit/li, pop/po, set/se, kit/ki, wet/we, jot/jo*. Continue the lesson by asking students to leave off the beginning sound. For example, say the word *mug*. Leave off the

Consult 4 Kids Lesson Plans

ending sound /g/. The student will say *ug*. Here are a few words: *vat/at, kid/id, dug/ug, mit/it, rid/id, tub/ub, and ten/en*.

Word of the Day

The Word of the Day is “antonym.” The word *antonym* means the same thing as *opposite*. *Wet* is the antonym of *dry*. *Near* is the antonym of *far*. Ask students to give the antonym of these words: *hot/cold, white/black, go/come, down/up, under/over, low/high, end/beginning, front/back, hard/soft, rough/smooth, smile/frown, forward/backward, and weak/strong*.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, review the sound of short i. Dictate the following words. Have students print the whole word. Here are the words: *clasp, cost, spot, grand, clop, trip, limp, lost, mint, and trap*.

Content (the “Meat”)	
<p style="text-align: center; margin: 0;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>Birthday Party Ask students to brainstorm things they might find at a birthday party. Ask students to write <i>where</i> they would like their next party to be. “I want my party to be at ____.” With their partner, make a list of the food and drinks. Ask them to name a game they want to play at the party. Some may want to teach the class the game. Finally, have them write a sentence telling all about their birthday cake. Include candles and cake decorations. “My birthday cake ____.” Have students share their birthday party ideas with the class.</p>	<p>*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.</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>
Instruction/Demonstration (“I do” – “We do”)	
<p>Preparation</p>	

Consult 4 Kids Lesson Plans

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Tic-Tac-Toe

Students will need a white board with a tic-tac-toe drawn on it. Divide the students 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 or she is correct, they may put an X or O in the space for their team. If they are incorrect, the other team gets to send a player to the board to try the same word.

Closing

Review

Say:

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

DIGA

This strategy has four steps, each one designed to help the student connect the dots between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.

- Step 1: Describe – Students describe what they did during the activity.
- Step 2: Interpret – Students share a key learning from the activity.
- Step 3: Generalize – How can you use the key learning in your life?
- Step 4: Apply – How can you use your learning as an adult?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Taking Turns
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), scissors, assorted colored paper, medium-sized leaf pattern, crayons, sight word cards

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Taking Turns
 When sun goes home
 behind the trees,
 and locks her shutters tight—
 then stars come out
 with silver keys
 to open up the night.
 Norma Farber

3. Ask students to circle to words that rhyme: *trees/keys, light/night*.
4. Ask students, “What is the message of the poem?” (Day is turning into night.)
5. What words in the poem remind us of home? (home, shutters, keys)
6. Ask students, “How many sentences are in the poem?” (1)
7. Partner-pairs practice reading the poem several times to each other.
8. Ask students if they like the poem. How does it make them feel? (calm, sleepy)

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

Phonemic Awareness

Word Family Trees

Demonstrate how to draw a simple tree on the board. Provide students with colored paper, a medium sized leaf pattern, and crayons. Provide students with a tree already drawn on paper. Have students cut out the tree. Trace and cut out

Consult 4 Kids Lesson Plans

three or four leaves. Tell students to listen carefully to a word you say. Place a leaf on the tree for each phoneme they hear. For example, if the word is *hop*, say /h/, /o/, /p/. Students place three leaves on the tree. Students should remove leaves and practice with other words. Choose 2- or 3- phoneme words.

Word of the Day

The Word of the Day is “plural.” The word *plural* means more than one. Usually we add an s or -es to form the plural. Say several singular (means one) words. Students say the plural form of the word. Here are a few singular and plural words: head/heads, leg/legs, tail/tails, body/bodies, wheel/wheels, light/lights, nose/noses, boot/boots, ear/ears, ball/balls, and fist/fists.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, review the sound of **h**. Dictate the following words. Have students print the whole word. Here are the words: *hop, hand, has, had, hid, hop, hilt, and hit*.

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Compound Verbs

Ask students to brainstorm action words (verbs) that might go together: *eat and sleep, write and break, see and read, fly and eat, kick and run, twirl and dance, hop and jump, meow and bark, honk and holler, squeak and squabble, and hide and seek*. Ask students to think of single subjects: *animals, pencils, eyes, birds, geese, cats, dogs, and kangaroos*.

Make connections with the single subjects and compounds verbs. Write silly sentences using compound verbs. Share sentences with each other and with the class. Illustrate 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 understanding. Ask open-ended questions to determine what the rest of the group is thinking.

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silly sentences on white boards.	When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.
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Instruction/Demonstration (“I do” – “We do”)

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Scavenger Hunt Variation

Scatter the sight words around the play area. Use one copy of the word for each child playing the game. That is, if there are three students playing, use three copies of each word. Call a word from the list. Challenge the students to be first to find the target word.

Closing

Review

Say:

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

Liked Best, Next Time (LBNT)

In this simple debrief, students talk about the activity or the day and share what they enjoyed most. What else would they have liked to have done? What would they have liked to have spent more time on? LBNT allows students to express an opinion about the day.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Thanksgiving Day
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), small paper bags, glue, crayons or markers, construction paper, yarn, wiggly eyes, alphabet cards

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Thanksgiving Day
 Over the river and through the wood,
 To grandfather’s house we go;
 The horse knows the way
 To carry the sleigh
 Through the white and drifted snow.
 Over the river and through the wood—
 Oh, how the wind does blow!
 It stings the toes
 And bites the nose,
 As over the ground we go.
 L. Maria Child

3. Ask students to circle to words that rhyme: *way/sleigh, go/snow/blow, toes/nose*.
4. Discuss the meaning of the word “sleigh.” Why didn’t they get in the car and drive to grandfather’s house?
5. Draw a box around action verbs: *go, carry, blow, stings, and bites*.
6. Talk about students’ experiences with cold wind.

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

Phonemic Awareness

Scary Puppets

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Pass out paper bags, construction paper, glue crayons, yarn and wiggly eyes to students. Students decorate bags to make scary puppets. Glue a letter on the front of each puppet. Be sure to use all the letters of the alphabet. Ask two volunteers to come to the front and spell a two-letter word with their puppets. Tap each child on the shoulder and ask the class to give the sound of that puppet. Blend sounds together to say a word. Repeat with new volunteers and puppets.

Word of the Day

The Word of the Day is “synonym.” The word *synonym* means a word that means almost the same as another word. For example, the words *chilly* and *cool* are synonyms because they mean almost the same thing. Does one of the words mean it is colder than the other? (chilly) Here are a few synonyms: glad/happy, unhappy/sad, tug/pull, and small/little.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

_____ _____	_____ _____
_____ _____	_____ _____

In this lesson, review the letter “j.” Ask students to print the first and last sound in each word. Here are the words: *John, jar, jeer, James, jewel, jump, joint, and jargon.*

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Fun Activities List

In partner-pairs, students make a list on their white boards, of activities that are fun for kids to do: *Play sports, bake a cake, play a board game, go to the beach, go swimming, skate on the skateboard, read, and talk to friends.* Ask students to choose a fun activity from their list. Act it out in front of the class. Classmates guess the activity.

***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

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	the group is thinking.
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Instruction/Demonstration (“I do) – “We do”)

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Sight Word 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.

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
<p>Three What’s</p> <ol style="list-style-type: none"> 1. What did you enjoy most about this activity? 2. What was the biggest challenge with this activity? 3. What did you learn from the group?
<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today. • Ask them to comment on if what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	The Months
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

The Months

Thirty days hath September
 April, June and November.
 All the rest have thirty-one,
 Excepting February alone,
 Which has four and twenty-four
 Till leap-year gives it one day more.

Anonymous

3. Ask students to circle to words that rhyme: *September/November, thirty-one/alone, four/more.*
4. Have students to find the old-fashioned word for “has.” (hath)
5. Have students recite the months of the year.
6. Ask a student to circle the capital letters at the beginning of each month.
7. Ask students to use their white boards, choose a month, and write it with a capital letter.
8. How much is four and twenty-four? (28)

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

Phonemic Awareness

Change A Friend

Ask three students to come to the front of the class. Secretly select a 3-phoneme word. Whisper the beginning, middle, and ending sounds to the first, second, and third child. Ask each child to say his or her sound. Ask the class to blend the sounds to say a word. For example: Child 1 says /h/, Child 2 says /a/, Child 3 says /t/-the class says *hat*. Provide

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classmates with other beginning or ending sounds. Have them replace students in the row to form new words. For example, replace /h/ with /m/ to change *hat* to *mat*. Continue with other sounds and words.

Word of the Day

The Word of the Day is “topic.” The word “topic” means “the subject.” The topic of the “Three Little Pigs” is *Three little pigs chased away a wolf*. There can be a main topic of a paragraph: The main idea or topic of this paragraph is about how the first little pig ran away from the wolf.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

In this lesson, introduce the letter “j.” Show students how to print the letter “j.” Write the first and last sound they hear in the following words: *joker, jester, jaguar, jackpot, journal, just, Janet, and jail*.

Content (the “Meat”)	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>List of Chores to Do Around the House With a partner and a white board, ask students to brainstorm and write chores they need to do around the house. Here are a few examples: <i>Take out the trash, wash dishes, fold clothes, turn off lights, walk the dog, feed the dog, clean up after the dog, put dirty clothes in the clothes basket, sweep the floor, set the table, put dishes in the sink and pet the cat.</i> Students share their lists with the rest of the class.</p>	<p>*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.</p>
Instruction/Demonstration (“I do” – “We do”)	
<p>Preparation</p>	

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Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Eraser Relay

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 he pronounces correctly, he is allowed to erase the word. The game is won by the side that erases all the words first.

Closing

Review

Say:

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

What's Important About That?

This strategy allows for the debriefing to take a single student's learning and thinking deeper. Ask the first question generically, "What is important about the activity we just finished?" When one student responds, "It was important because I learned a lot about science," the next questions should be, "What's so important about learning a lot about science?" The questions continue until, "So what I'm hearing you say is that science is important because . . ."

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Until We Built A Cabin
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), blank laminated Bingo cards

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Until We Built a Cabin

When we lived in a city (three flights up and down)
 I never dreamed how many stars could show about a town.
 When we moved to a village where lighted streets were few,
 I thought I could see ALL the stars, but, oh, I never knew—
 Until we built a cabin where hills are high and far,
 I never knew how many many stars there really are?
 Aileen L. Fisher

3. Ask students to circle to words that rhyme: *down/town, few/knew, far/are*.
4. Ask for three artist volunteers. The first student draws a city. The second student draws a village. The third student draws a cabin. Discuss the difference among the three places,
5. Ask students, “Why can’t we see many stars at night in the city?” (The city lights get in the way.)
6. Ask students to retell the poem using their own words, first to their partners, then to their classmates.

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

Phonemic Awareness

Bingo Sound Cards

Provide each student with a Bingo Sound Card. Have students randomly write the sound on the card. Play Bingo as usual except say the sound not the letter. See the attached sample Bingo Cards.

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Word of the Day

The Word of the Day is “compound words.” A compound word is made of two words joined together to make a new single word. Each of the separate words can stand alone. Provide students with word cards. Have students match the cards to create compound words. Here are a few compound words: whiteboard, playground, upstairs, downstairs, backyard, outside, inside, restroom, downtown, everywhere, anytime, breakfast, sidewalk and everyone.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

_____ _____	_____ _____
_____ _____	_____ _____

In this lesson, review the sound of h. Students write the beginning and ending sounds of each of the words. Here are the words: *hammer, had, harm, haul, hop, harmless, horn, harp, horrible, and habit.*

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

How to Get Kids to Fall Asleep

Ask students to brainstorm ways to get kids to fall asleep. The leader should tell a personal story about the best way to fall asleep. Write their suggestions on the white board:
Someone reads you a story. Student reads a story. Get a drink of water. Eat a bedtime snack. Watch TV. Have a cat sleep with you. Sing a lullaby. Say your prayers. Count sheep. Think happy thoughts. Write a group paragraph about the best way to fall asleep.

***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.

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

Preparation

Consult 4 Kids Lesson Plans

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Head Chair

Mark one chair 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. All the children move up one chair. The object of the game is to try to end up in the Head Chair.

Closing

Review

Say:

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

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activity.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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!)

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/t/	/v/	/g/	/a/	/e/
//	/s/	/b/	/r/	/k/
/i/	/o/	/d/	/w/	/n/
/f/	/m/	/p/	/u/	/h/

Consult 4 Kids Lesson Plans

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level	K-1
Lesson Title	What Is Pink?
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), blank Bingo cards, markers, copy of words being studied

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

What is Pink?

What is pink? A rose is pink by the fountain's brink.

What is red? A poppy's red in its barley bed.

What is blue? The sky is blue where the clouds float through.

What is white? A swan is white sailing in the light.

What is yellow? Pears are yellow, Rich and ripe and mellow.

What is green? The grass is green with small flowers between.

What is violet? Clouds are violet in the summer twilight.

What is orange? Why, an orange, just an orange!

Christina G. Rossetti

3. Ask students to circle to words that rhyme: *pink/brink, red/bed, blue/through, white/light, yellow/mellow.*
4. Ask students, “Is there a word that rhymes with the word *orange*?” No. *Orange* does not have a rhyme.
5. Write the words *violet* and *twilight* on the white board. “Do they rhyme?” Not exactly, but some poets make exceptions to the rhyming rule when they write poetry.
6. Ask students to remember answers to the questions in the poem. One person asks, “What is pink?” The other partner answers, “A rose is pink.”

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

Phonemic Awareness

Phoneme Substitution

Consult 4 Kids Lesson Plans

Say a word. Have students replace the first sound in the word with another sound. Then ask, "What is the new word?" Repeat the process asking students to substitute middle and ending sounds. For example, say the word *tail*. Ask students to replace the beginning sound /t/ with another sound. Students answer with the sound /p/. The new word is *pail*. Here are a few words to try: top/hop, ice/mice, rain/pain, gate/date, cake/bake, can/pan. coat/goat, and hose/nose.

Word of the Day

The Word of the Day is "complete sentence." The term *complete sentence* means having every necessary part of the sentence. The sentence is finished. A complete sentence has a subject and a predicate. The subject tells who or what the sentence is about. The predicate tells what the subject does or is. Make two columns on the white board. In the first column, have students think of who or what words. In the second column, ask students to think of action words. Join the two columns to make crazy ridiculous complete sentences. You may need to add a word or two to make the sentences complete.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, review the sound of short i. Dictate the following words. Have students print the whole word. Here are the words: *lamp, last, lint, sprint, tramp, list, spit, plastic, mast and wisp.*

Content (the "Meat")	
<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>One-Syllable Words Write a one-syllable word on the white board (e.g., door). Ask students to think of words that rhyme with the word <i>door</i>. (before, boor, core, floor, four, gore, Labrador, more, nor, or, pour, sore, tore, evermore, war and your) Name the words that have one syllable. Is there a two-syllable word? (before) Is there a three-syllable word? (Labrador, evermore).</p>	<p>*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.</p> <p>Stop the class and focus on a student's key learning or understanding.</p>

Consult 4 Kids Lesson Plans

<p>Think of a silly story using as many of these words as possible. For example, “Once upon a time, there was a <i>boor</i> that fell and hit his head on the <i>floor</i>. He was only <i>four</i>. His head hurt for <i>evermore</i>! Write the silly story on the white board. Students read the story, and then draw the sequence of events on their white boards.</p>	<p>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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Instruction/Demonstration (“I do) – “We do”)

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Word-O

Have students fill in the card with the words you are working on. Tell them that each card will be different. Try to mix up the words they are using. Playing the game is just like BINGO. Call out the words and have students spell it out loud with you. 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 “WORD-O! Let the winner be the one who calls out the words the next time.

Closing

Review

Say:

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

Liked Best, Next Time

In this simple debrief, students talk about the activity or the day and share what they enjoyed most. What else would they have liked to have done? What would they have liked to have spent more time on? LBNT allows students to express an opinion about the day.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	I've Got An Itch
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), class set of 10' x 10" set of paper, tape

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

I've Got an Itch
 I've got an itch, a wretched itch,
 No other itch could match it.
 It itches in the one spot which
 I cannot reach, to scratch it.
 Jack Prelutsky

3. Ask students to circle words that rhyme: *itch/which, match/scratch*.
4. What is the meaning of the word "wretched?" (irritating, miserable, great hardship, hopeless)
5. Have students think of a sentence in which they will use the word "wretched." (I have a wretched homework assignment!)
6. Have students stand and try to scratch an itch in the middle of their back. Use both hands. Can they reach the middle to scratch the itch?

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

Phonemic Awareness

Reading in Phonemes

Choose a familiar story, rhyme or poem to read to the students. Choose words within the reading to say in phonemes. Have the students complete the word before you move on. For example, you could read, "She saw a black /c-a-t/ looking at her. You could follow up with a question, "What was looking at her?" Variation: Say the word in syllables. You could read, /look-ing/. Follow up with a question. "What was the cat doing? The cat was . . ."

Consult 4 Kids Lesson Plans

Word of the Day

The Word of the Day is “cone.” A cone is a pointed object with a round base. The best example of a cone is an ice cream cone. Ask students how many have seen a bright orange temporary road marker called a cone. A sea-snail has a cone-shaped shell. A volcano is a cone-shaped mountain. Provide students with a 10’ by 10” piece of paper. Form the paper into a cone. Tape the ends. Use this cone for a megaphone. Practice speaking in the megaphone.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, students will practice writing the letters w, h, j, k and v with short a, i and o. Have students write the entire word. Here are the words: *twig, vivid, wink, wisp, hog, wind, jot and jig.*

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Homeless Dog or Cat

Talk about what it means to be homeless. Ask, “Can animals be homeless?” Pretend you are a homeless dog or cat. Ask a student to come to the front of the room. The student will tell his or her story as a homeless dog or cat. For example: “My name is Fido. I don’t have a home. I sleep under a bench at the park. I am a trash-digger looking for food. I want a family. Can you give me a home?” After a few students have shared, ask students to draw the homeless dog or cat. Write words on the white boards to describe the animal. (scruffy, loss of appetite, watery eyes, skinny, or limping) Have students write a sentence about their dog.

*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.

Consult 4 Kids Lesson Plans

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

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Sight Word Activity #17

Write the target word in large print on the white board. Students write the word on their white boards. Have students trace over the word several times with new colors.

Closing

Review

Say:

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

Three What’s

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today that was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Papa Says
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), word cards

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Papa Says

Papa says rain makes things grow.
I stood out in the rain all morning
With my toes in the mud,
But Grandma says I really
Didn't get any Bigger.
It's just that my pants Shrunk.

Libby Stoppie

3. Ask students to circle words that rhyme: *There are no rhyming words.* Is it still a poem if no words rhyme? Yes.
4. Have students retell the poem to their partner. Then ask students to find another partner and retell the poem.
5. At the end of the lesson, ask a student to retell the poem for the whole class.

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

Phonemic Awareness

Bean Bag Toss

Attach word cards to the chart paper with blue tape or large Post-Its. 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 the child misses the word, another child gets the chance to say it. The child with the most points wins the game.

Word of the Day

Consult 4 Kids Lesson Plans

The Word of the Day is “face.” The face is a plane surface or side of a three-dimensional object such as a geometric figure. A cube has how many faces? (6) Ask students to think of other meanings of the word *face*. (Front part of the head, side of a cliff, a facial expression, side of a mountain, dial on a clock, side of a coin, turn in a certain direction, etc.)

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

In this lesson, introduce short u. Teach students how to print u. Practice saying the short vowel /u/ sound. Have students write the beginning and ending sounds. Here are the words: *under, unravel, unpack, unfair, upturn, umpteen, untold, unusual, unfed and utter.*

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Elephant Memory Test

Brainstorm everything you know about elephants. Ask students, “Do you think it is true that an elephant never forgets anything?” It is said that an elephant never forgets. Tell students that today they are going to think like elephants. “Use your elephant memories. Think of five things that happened to you yesterday.” Write the ideas on the white board. For example: “I ate my snack. We played with hula hoops. I finished my homework. It rained. I watched cartoons.” Practice reading the sentences.

***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.

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

Preparation

Consult 4 Kids Lesson Plans

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Around the World

Students sit in a circle or remain in their desks. One student stands behind one student who is sitting. The teacher flashes them a sight word. Whoever says the word first moves on to the next student. The student that makes it back to their own desk or starting point is the winner.

Closing

Review

Say:

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

Three Questions

1. Explain what we did in the activity.
2. What would you have liked to have spent more time on?
3. Name one thing you learned how to do today.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today that was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Pick Me Please
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Pick Me, Please

Teacher, teacher pick me please.
 I know the name is Hercules.
 Ask me. Ask me, just this once.
 I'll prove to you I'm not a dunce.
 My hand, my hand is waving high.
 Won't you catch it with your eye?
 My heart, my heart is beating fast
 Just waiting for you to ask . . .
 Me? You picked me?
 Wow! Me!

Kalli Dakos

3. Ask students to circle words that rhyme: *please/Hercules, once/dunce, high/eye, fast/ask*.
4. Discuss the meaning of the word “dunce.” A dunce cap was a conical paper hat formerly worn as a punishment by someone who was slow to learn or lazy. Why don't teachers use the dunce cap anymore?
5. Have students retell the rhyme in their own words to their partner. Share stories with the class.
6. Have students describe the feeling when he or she realizes the teacher has picked them to give the answer. (Proud, excited, confident; When you know it – you know it!)

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

Consult 4 Kids Lesson Plans

Phonemic Awareness

Tapping Syllables

Using different items such as hand clappers, drums, or tennis rackets, you can have children determine the number of syllables in a given word. For example, you would tap a drum two times for the word “sister” because it has two syllables. For increased difficulty, tap the drum (any number of times) and have the students think of a word that contains that same number of syllables. Here are a few words: can-dy, box-er, on-to, up-set, ex-am-ple, be-cause, de-ter-mine, grade, kin-der-gar-ten, ac-tiv-i-ty, vid-e-o, a-bout, com-pre-hen-sion, strat-e-gy, and should-ers.

Word of the Day

The Word of the Day is “subtraction.” In mathematics, subtraction is the process of deducting something from a larger whole. For example, if you subtract or “take away” 5 from 10 (the larger whole), the difference is 5.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

_____ _____ _____	_____ _____ _____
_____ _____ _____	_____ _____ _____

In this lesson, introduce the letter “k.” Show students how to print the letter “k.” Practice saying the /k/ sound. Have students write the beginning and ending sounds of these words. If they hear the middle sound, they may write that also: *kidnap, keeper, kinder, kick, kindness, keel, keen and kindergarten.*

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Dictation Practice

Use Sight Word Cards and/or Fast Phrase Cards. Dictate (read) the card. The students write the word/s on their white boards. As students improve, dictate simple sentences using their Spelling words. Ask a student to be the teacher. The student chooses the word

***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

or phrase to dictate to classmates. Teach students to pronounce each word slowly and clearly. Ask students to hold up their white boards after each dictation so the leader and other students can check for understanding.

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.

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

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Sight Word Activity #9

Write words on larger sized cards. Tape the cards to the walls around the room. Call out a word. Choose one way of getting to the sign. Have students walk, hop, gallop, or jump to the correct word card. Continue calling out words.

Closing

Review

Say:

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

Three What’s

Ask these three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today that was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Poor Substitute
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Poor Substitute

Gretchen had taken Freddy's chair,
 Andrew's desk has no one there.
 Sally was fighting for Tommy's space,
 She won the battle and took his place.
 Daryl is working at Jennie's desk,
 And Joe just finished Maria's test.
 Substitute teacher, you'd better beware,
 Alicia just plopped in the teacher's chair.
 Kalli Dakos

3. Ask students to circle words that rhyme: *chair/there, space/place, desk/test, beware/chair*.
4. Have students explain in their own words what is happening in the classroom. (The kids are out of control!)
5. What are the children doing? (Gretchen took Freddy's chair; No one is in Andrew's desk; Sally and Tommy were fighting; Daryl is sitting in someone else's chair; Maria had Joe take her test; Alicia is sitting in the teacher's chair)
6. How will the substitute get everything in order?
7. Draw a box around the proper nouns: Gretchen, Freddy, Andrew, Sally, Tommy, Daryl, Jennie, Joe, Maria, and Alicia.

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

Phonemic Awareness

Consult 4 Kids Lesson Plans

Shopping List

Create a grocery shopping list, telling students each item in syllables, i.e., ba-nan-as. Have students identify the word, and then write it on the white board. Continue with other items on the shopping list.

Word of the Day

The Word of the Day is "corner." A corner is a place where an angle is formed when two or more lines or surfaces meet. Look for corners in the classroom. Have students outline the angle of the corner with their fingers. Set a time limit. Each partner-pair counts the number of corners they can find in that time period. The student pair with the most corners wins the competition.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, students will practice writing the letters w, h, j, k and v with short a, i and o. Have students write the entire word. Here are the words: *kilt, twist, hint, hag, wig, wag, wilt and kin.*

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

My Forever Friend

Ask students to share what it means to be a friend forever. Using white boards, ask students to draw a picture of their Forever Friend. Students write a sentence under their picture telling about their Forever Friend. For example: "This is Susan. She is my best friend forever."

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.

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

Consult 4 Kids Lesson Plans

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Sight Word Activity #16

Give students letter cards that will spell the target word or words. Challenge them to sort the letter cards into the correct letter groups to spell the word. Have students stand in order to spell the word.

Closing

Review

Say:

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

What's So Important About That?

This strategy allows for the debriefing to take a single student's learning and thinking deeper. Ask the first question generically, "What is important about the activity we just finished?" When one student responds, "It was important because I learned a lot about science," the next question should be, "What's so important about learning a lot about science?" The questions continue until, "So what I'm hearing you say is that science is important because . . ."

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today that was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Postman's Song
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Postman's Song

What will the postman bring today?
 A letter from a sailor who has sailed away
 A letter with a stamp from Mandalay
 And a funny postcard from Casco Bay
 Oh, what will the postman bring next week?
 A letter from a man who's afraid to speak
 Or a package of fish from Chesapeake
 Oh, what will the postman bring next week?
 Margaret Wise Brown

3. Ask students to circle words that rhyme: *today/away/Mandalay/Bay, week/speak/Chesapeake*.
4. Have students find three words that are names of places (Mandalay, Casco Bay, and Chesapeake). Notice they all have capital letters.
5. Ask students what the postman usually brings today in the mail (bills, advertisements)
6. Margaret Wise Brown writes, “The wind may blow and the snow may snow, but the mail must go through.” What does this mean? Explain it in your own words.

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

Phonemic Awareness

Rubber Band Stretch

Consult 4 Kids Lesson Plans

The leader models with a large rubber band how to stretch out a word as the word is said /mmmmmmmm-/ aaaaaaaaaa-/nnnnnnnnnnnn. The leader models with the stretched out band how to bring the rubber band back to original length and says the word fast: /man/. Students pretend to stretch rubber bands as they say the sounds in different words.

Word of the Day

The Word of the Day is “edges.” The word *edge* means a line where two surfaces of something solid meet. An edge is a sharp side. How many edges does a square have? (4) Edges are part of shapes used in geometry. Look for edges around the room.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

_____ _____ _____	_____ _____ _____
_____ _____ _____	_____ _____ _____

In this lesson, introduce the letter “k.” Show students how to print the letter “k.” Have students write the beginning and ending sounds of these words. If they hear the middle sound, they may write that also: *kipper, keg, keen, Karen, kept, kennel, kernel, and keep.*

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Wild Scary Monsters

In this activity, students sketch a monster on their white boards. Include hair, horns, a tail, big teeth, and large claws. Students share their sketches. Ask a student to come to the front and tell a story about his monster. Give the student prompts, if necessary. For example: “Once upon a time . . . and then . . . all of a sudden . . . finally . . .” Older students may write their stories on their white boards. Younger students may write one sentence about their monster.

***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

Consult 4 Kids Lesson Plans

	<p>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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Instruction/Demonstration (“I do” – “We do”)

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Sight Word Activity #6

Use a double set of word cards (two for 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.

Closing

Review

Say:

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

DIGA

This strategy has four steps, each one designed to help the student connect the dots between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.

Step 1: Describe – Students describe what they did during the activity.

Step 2: Interpret – Students share a key learning from the activity.

Step 3: Generalize – How can you use the key learning in your life?

Step 4: Apply – How can you use your learning as an adult?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	SOS
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

SOS

Sammy's head is pounding. Sammy's in pain—
 A long division got stuck in his brain—
 Call for the locksmith. Call the engineer.
 Call for the plumber to suck out his ear.
 Call the brain surgeon to pry out the mess.
 Call the Coast Guard SOS, because—
 Sammy's head is pounding. Sammy's in pain—
 A long division's got stuck in his brain.

Beverly McLoughland

3. Ask students to circle words that rhyme: *pain/brain, engineer/ear, mess/SOS*.
4. Discuss the meaning of SOS. SOS is a distress signal that ships or aircraft in serious trouble can use to call for help. The Morse Code for SOS is (. . . - - - . . .).
5. Ask students, “What is the real problem with Sammy?” (He can't figure out how to do the division problem.)
6. Show students a sample long division problem.
7. What kinds of things have students tried to learn, but they just get stuck in their brains?

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

Phonemic Awareness

Phoneme Jumping

Consult 4 Kids Lesson Plans

Securely place a green, yellow and red piece of tape on the floor a jumping distance apart. Begin by giving the student a word with 1 – 3 sounds. Have the child say the sounds they hear as they jump from tape to tape. For increased difficulty, move the tapes so they are further apart.

Word of the Day

The Word of the Day is “minus.” In mathematics, the word minus means showing subtraction. The number is less. It is reduced by the subtraction of a number. Seven minus four is three. A minus sign (-) shows that the problem is subtraction.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

<p>_____ _____ _____</p>	<p>_____ _____ _____</p>
<p>_____ _____ _____</p>	<p>_____ _____ _____</p>

In this lesson, introduce the letter “v.” Show students how to print the letter correctly. Have students write the beginning, middle (if they can) and ending sounds. Here are the words: *veil, verbal, veal, veer, violet, vault, valiant, and vacuum.*

Content (the “Meat”)	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>Picture Story Give students white boards. Show students how to draw a horizontal line across the board, two-thirds of the way down. On the top part of the board, each student will draw a picture of their choice relating to a recent story they have heard. Do a sample on the white board. In the lower half of the board, each student will write a sentence or two about the picture. Share the pictures and sentences.</p>	<p>*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.</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

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

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Sight Word Activity #10

Make a paper showing the target word at the top. Have students copy the word in each of three to eight different colors. Crayons work best for this activity. When letters are color-coded, students seem to remember them with more accuracy.

Closing

Review

Say:

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

Three What’s

Ask these three questions:

1. What did you learn in this activity?
2. How can you use what you learned in real life?
3. Name someone you will teach to do this activity.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today that was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Subways Are People
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Subways Are People
 Subways are people—
 People standing
 People sitting
 People swaying to and fro
 Some in suits
 Some in tatters
 People I will never know.
 Lee Bennett Hopkins

3. Ask students to circle to words that rhyme: *fro/know*.
4. Discuss a subway (underground train). Discuss “tatters” (rags).
5. Draw a picture of a subway on the white board.
6. Have students draw the subway on their white boards.
7. Ask students to retell the rhyme in their own words.

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

Phonemic Awareness

Listen to My Word

This is a chant to teach phonemic segmentation: Choose other 3-phoneme words to chant or sing.

“Listen, listen to my word,
 Then tell me all the sounds you heard: **race**.
 /r/ is one sound

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/a/ is two,
 /s/ is last in race it's true.
 Thanks for listening to my word
 And telling all the sounds you heard!"

Word of the Day

The Word of the Day is "difference." The word *difference* is the answer to a subtraction equation. It is used to determine which quantity is greater or smaller than another. When asking students for the answer to a subtraction problem, you should say, "What is the difference between 12 and 8?" (The difference is 4.)

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

_____ _____	_____ _____
_____ _____	_____ _____

In this lesson, review the sound of the letter "j." Have students print the first and last sound of each word. Here are the words: *jog, jolt, jack, jut, juror, jig, Jim, and jab.*

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Write a Note

Provide students with white boards. Talk about writing a note to a friend. Discuss that a note is short with one or two sentences. As a whole class, write a note asking someone to come to your birthday party. Students choose the Greeting name and sign their own name. For example:

Dear Alexis,
 Can you come to my birthday party?
 Jenny

***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.

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Other ideas for notes: Invitations to a sleepover, a day at the beach, play at recess, meet me at the drinking fountain, or where is the equipment for the game.

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

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

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Sight Word 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 a celebration!

Closing

Review

Say:

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

Liked Best, Next Time (LBNT)

In this simple debrief, students talk about the activity or day and share what they enjoyed most and/or what else they would have liked to have done. What would they have liked to have spent more time on?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Take A Number
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Take a Number

Imagine a world without mathematics,
 No rulers or scales, no inches or feet,
 No dates or numbers on house or street,
 No prices or weights, no determining heights,
 No hours running through days and nights.
 No zeros, no birthdays, no way to subtract
 All of the guesswork surrounding the fact.
 No sizes for shoes, or suit or hat . . .
 Wouldn't that be awful to live like that?

Mary O'Neill

3. Ask students to circle words that rhyme: *feet/street, heights/nights, subtract/fact, hat/that*.
4. Have the students count the number of things we wouldn't have without mathematics. (18, I think)
5. Have students retell the rhyme to their partners.
6. Provide students to with white boards. Ask a student to model a “shocked” expression. Students draw the shocked expression on their white boards.

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

Phonemic Awareness

Segmenting

Consult 4 Kids Lesson Plans

This segmenting activity is easy to do and it doesn't require any materials, but your hands. Have students place their hands together. Give them a word. Each time they hear a sound in a word, have them say it and move their hands further apart.

Word of the Day

The Word of the Day is "cylinder." A cylinder is an object shaped like a tube. It has straight sides and circular ends of equal size. Give examples of objects that are cylinders: paper towel roll, candle, drinking straw, water pipe, plastic pen casing, broom handle, shovel handle, etc.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

_____ _____ _____	_____ _____ _____
_____ _____ _____	_____ _____ _____

In this lesson, introduce the letter "v." Show students how to print the letter correctly. Practice making the /v/ sound. Have students write the beginning, middle (if they can) and ending sounds. Here are the words: *vertical, veteran, vain, velvet, valid, vacation, vagrant, and vapor.*

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Visualize a Jungle

In this activity, ask students to close their eyes and see with their mind's eye. Imagine they are in a jungle (desert, beach, forest). As students answer each question, the leader will write their responses on the white board. When finished, students read the jungle story from the white board. Questions: What is around you? (**A monkey is swinging in the tree.**) What is above you? (**A big brown gorilla is hanging on a branch.**) What is at your feet? (**A huge snake hisses at me.**) What is behind you? (**A tiger roars in the bushes.**) What is moving? (**A colorful parrot is flying near me.**) What colors do you

***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.

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see? (I see **bright red, green, yellow, brown, and black**) What small things do you see? (I see **small insects**.) What tall things do you see? (I see **three tall elephants stomping their feet**.) Have students read the Jungle Story from the answers to the questions.

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

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

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Sight Word Activity #12

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

Closing

Review

Say:

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

Likes and Dislikes

Create a chart and list what students liked. Then list what students didn’t like about the activity.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today that was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Ten Little Caterpillars
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), large marshmallows, toothpicks

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Ten Little Caterpillars

The first little caterpillar crawled into a bower.
 The second little caterpillar wriggled up a flower.
 The third little caterpillar climbed a cabbage head.
 The fourth little caterpillar found a melon bed.
 The fifth little caterpillar sailed a garden pool.
 The sixth little caterpillar was carried off to school.
 The seventh little caterpillar met a hungry wren.
 The eighth little caterpillar was frightened by a hen.
 The ninth little caterpillar fell into the sea.

The tenth little caterpillar scaled an apple tree, and hung there patiently,
 Until by and by, the tenth little caterpillar became a butterfly.

Bill Martin, Jr.

3. Ask students to circle words that rhyme: *bower/flower, head/bed, and pool/school. wren/hen, sea/patiently, by/butterfly.*
4. Ask students, “What is a bower?” (A shady shelter in a garden or woods) “What is a wren?” (A small brown bird)
5. Have students share where they would go if they were a caterpillar.
6. Have students find the ordinal numbers: first, second, etc. Write the word on their white boards and write the number beside it: first/1st, second/2nd.

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

Consult 4 Kids Lesson Plans

Phonemic Awareness

Marshmallow Trains

Provide students with several large marshmallows and toothpicks. Tell students to push the toothpicks into the sides of the marshmallows. Before giving students a word, tell them how many marshmallows they will need for this turn. Place each marshmallow a few inches apart. As you say each syllable, touch each marshmallow with a definite pause in between. As you continue to say the word with smaller pauses, move the marshmallows closer together. When students can identify the word, their marshmallows can connect and make a train.

Word of the Day

The Word of the Day is “cube.” A cube is a solid figure with 6 equal sides. Brainstorm a few examples of cubes: dice and building blocks.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, students will practice writing the letters w, h, j, k and v with short a, i, and o. Have students write the entire word. Here are the words: *jam, vat, van, jag, jog, hilt, vast and job.*

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Write Like an Ant

Talk about ants. Ask students to give personal stories of their experience with ants. Tell students they are going to act like an ant. They will get down very low on the floor, without touching the floor. Look around. What do they see? What would an ant see? Provide students with white boards. Ask them to write what they see way down low. For example:

***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.

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<p>"I am an ant. I see dirt on the floor." "I am an ant. I see two huge shoes coming after me!"</p>	<p>Ask open-ended questions to determine what the rest of the group is thinking.</p>
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Instruction/Demonstration ("I do" – "We do")

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Sight Word Activity #15

Print the word on the white board. Read the word together several times. Spell it aloud, and 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 students to put the word back, spelled correctly.

Closing

Review

Say:

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

Liked Best Next Time (LBNT)

In this simple debrief, students talk about the activity or the day and share what they enjoyed most and/or what else they would have liked to have done. Ask students what they would have like to have spent more time on. LBNT allows students to express an opinion about the day.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today that was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	The Park
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

The Park

I'm glad that I live near a park
 For in the winter after dark
 The park lights shine as bright and still
 As dandelions on a hill.

James S. Tippett

3. Ask students to circle words that rhyme: *park/dark, still/hill*.
4. Have students think of other rhyming words for –ark: bark, dark, hark, lark, mark, and park.
5. Think of other rhyming words for –ill: bill, dill, fill, gill, hill, Jill, kill, mill, pill, sill, till, and will
6. Ask students if there is beauty in the park after dark.
7. How can we make our parks safe after dark?

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

Phonemic Awareness

Stretchy Names

The leader and students clap and say a verse for each child in class:

CHRISTOPHER, CHRISTOPHER, HOW DO YOU DO? Who's that friend right next to you?

The leader and students say the next child's name very slowly, stretching palms far apart as the word is stretched – RRRR-eeee-bbbb-eeee-ckckckck-aaaa.

Clap once quickly and say the name fast: “Rebecca.”

Consult 4 Kids Lesson Plans

Word of the Day

The Word of the Day is "equal." The word *equal* means two or more things are identical in size, quantity and value or standard. They are evenly balanced. In measurement, $\frac{1}{2}$ cup of flour is equal to $\frac{2}{4}$ cup of flour. They are the same quantity.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

_____ _____ _____	_____ _____ _____
_____ _____ _____	_____ _____ _____

In this lesson, introduce the letter "k." Show students how to print the letter "k." Have students write the beginning and ending sounds of these words. If they hear the middle sound, they may write that also: *kerchief, kelp, kilt, kid, kind, kiss, kitten, and kink.*

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Musical Shares

Provide students with Sight Word Cards for younger students. Give Fast Phrase Cards to older students. Students are out of their seats holding their cards. Start the music. If you do not have a music source, sing a nursery rhyme like "Twinkle, Twinkle, Little Star." When the music starts, students dance around the room. When the music stops, students stop and face a friend. Students read their word or phrase. The other student must use the word in a sentence. Start the music again. Play continues with each child making a new sentence.

*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.

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

Preparation

Consult 4 Kids Lesson Plans

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Sight Word 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.

Closing

Review

Say:

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

What's So Important About That

This strategy allows for the debriefing to take a single student's learning and thinking deeper. Ask the first question generically, "What is important about the activity we just finished?" When one student responds, "It was important because I learned a lot about science," the next question should be, "What's so important about learning a lot about science?" The questions continue until, "So what I'm hearing you say is that science is important because . . ."

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Bursting
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), word cards, blank Bingo cards, copy of words being studied

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Bursting

We've laughed until my cheeks are tight.

We've laughed until my stomach's sore.

If we could only stop we might

Remember what we're laughing for.

Dorothy Aldis

3. Ask students to circle words that rhyme: *tight/might, sore/for*.
4. If the kids are girls and are having a sleep-over, what could they be laughing about?
5. If the kids are boys and are playing a game, what could they be laughing about?
6. Look at the word “We’ve.” We’ve is a contraction for two words “we have.” Why didn't the poet say “We have” instead of “We’ve?”
7. Practice reading the poem several times.
8. Have a laughing contest. See who can laugh until their cheeks are tight.

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

Phonemic Awareness

I S-P-Y

Play the familiar game “I Spy” with a different twist. For example, using the names of objects in the room, tell students, “I spy a p-e-n.” See if they can guess what it is. If students are able to segment words, have them take turns choosing things to spy.

Consult 4 Kids Lesson Plans

Word of the Day

The Word of the Day is “greater than.” In mathematics, “greater than” means “more than.” For example, 4 is “greater than” (more than) 3. Sometimes the “greater than” symbol is used. $4 \geq 3$.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

_____ _____	_____ _____
_____ _____	_____ _____

In this lesson, review short u. Teach students how to print u. Practice saying the short vowel /u/ sound. Have students write the beginning and ending sounds. Here are the words: *underarm, undecided, upon, unzip, understand, untwist, uptown, undercut, upper and underwear.*

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Write Around the Room

Ask students to look for words posted around the room. Look on the walls, doors, storage boxes, and cabinets. Divide students into partner-pairs. Provide students with white boards. One partner points to the word. The other partner writes the word. Have students take turns. When finished, students read the words on their white boards. Students then trade boards with another partner-pair. Read the words on the new white board.

***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.

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

Preparation

Consult 4 Kids Lesson Plans

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Word-O

Provide students with blank Word-O (Bingo) cards. Have students fill in the card with the words you are working on. Tell them that each card will be different and to try to mix up the words they are using. Play the game just like Bingo. Call out the words and have the students spell out the word with you. 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!"

Closing

Review

Say:

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

Liked Best, Next Time (LBNT)

In this simple debrief, students talk about the activity or the day and share what they enjoyed more. Ask what else they would have liked to have done, or what they would like to have spent more time on. LBNT allows students to express an opinion about the day.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today that was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Dickery Dean
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), sight word cards, markers for Rhyme Time Bingo

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Dickery Dean

“What’s the matter with Dickery Dean?
He jumped right into the washing machine!”

“Nothing’s the matter with Dickery Dean—
He dove in dirty, and he jumped out clean!”

Dennis Less

3. Ask students to circle words that rhyme: *Dean/machine/clean*.
4. Practice reading the poem several times.
5. Ask why the author created such a silly name as Dickery Dean?
6. Talk about safety and what we should and should not put into a washing machine.

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

Phonemic Awareness

Rhyme Time Bingo

Ask students to divide their white boards into a 3 x 3 grid, similar to Tic Tac Toe. Write nine words on the white board. Have students copy the words randomly on their white boards. The leader calls out a word that rhymes with one of the words on their board. Students place a marker on the rhyming word. Play continues until a student calls out Bingo with three in a row, column or diagonally.

Word of the Day

Consult 4 Kids Lesson Plans

The Word of the Day is “sum.” The word “sum” means the total amount when numbers or objects are added together. For example, “The sum (total) of $2 + 2 = 4$.”

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the White Board Template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, have students write the whole word. Take two or three days to review as many words per day as possible. Here are the words: *trim, rim, rum, skit, slop, pop, plop, sip, trap, drip, stand, and brand.*

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence.

The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action.

It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Today is a Weird Day

Have students brainstorm all the things that could make this day really weird. Write each weird thing on the white board. Add a sentence to sum up the poem. When finished, give the weird things a title. Read the poem to the class. For example: weird weather, all new leaders at the school site, hot dogs for snacks, kids dressed in action-figure costumes, and kids singing instead of talking.

***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.

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

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Consult 4 Kids Lesson Plans

Sight Word Baseball

Divide students into four teams. Players choose a team name. Mark the bases in the room. The first team is up to "bat." The leader shows a sight word. If the player reads the word correctly, he/she progresses to first base. If the player says the word incorrectly, he has made an out and goes to the end of the line. Each time a player walks to home plate, a run is scored. Three outs and the second team comes up to "bat." Continue the play. Teams that are not up to bat can practice reading with a partner.

Closing

Review

Say:

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

Three What's

Ask the following three "what" questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today that was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Grandpa's Stories
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Grandpa's Stories

The pictures on the television
Do not make me dream as well
As the stories without pictures
Grandpa knows how to tell.
Even if he does not know
What makes a Spaceman go,
Grandpa says back in his time
Hamburgers only cost a dime,
Ice cream cones a nickel,
And a penny for a pickle.
Langston Hughes

3. Ask students to circle words that rhyme: *well/tell, time/dime, nickel/pickle*.
4. Ask students, "What is a story without pictures? How are stories from long ago fun to listen to?"
5. Have students write sentences about how much hamburgers, an ice cream cone and pickles cost. (Hamburgers used to cost only one dime.)
6. Have students retell the poem using their own words.

Instruction/Demonstration ("I do" - "We do")

Phonemic Awareness

Consult 4 Kids Lesson Plans

Rhyming Musical Chairs

Line up chairs for the students, except one. Start the music. Tell students to walk around chairs in a single file line for a few seconds. When the music is paused, the students scramble to sit in a chair. Whoever is left without a chair draws a picture card from a container and reads it aloud. He or she then says a word that rhymes with the word which was read. Restart the music and the game continues.

Word of the Day

The Word of the Day is "pattern." A pattern is a repeated form, order, or arrangement of something. A pattern is a design. Students learn how to repeat a pattern in the early stages of learning mathematics. Patterns are also a fun way to create interesting artistic designs.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify students' understanding of the letters and sounds. The lesson will consist of several parts.

Creating the White Board Template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, have students write the whole word. Take two or three days to review as many words per day as possible. Here are the words: *brag, hog, hag, hug, big, bog, bag, bug, hot, hut, rig and gag.*

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Hot Potato

This activity reinforces Sentence/Not a Sentence. Find a Nerf Ball. Throw the ball to a student. Read a sentence. The student must choose Sentence or Not a Sentence. If the person guesses correctly, he may throw the ball to the next student. If the person guesses incorrectly, he must throw the ball back to the leader. Here are a few Sentences:
Butterflies have two wings. The children play in the park. I have slippers on my feet. The cat meows at the dog. Cookies taste better than mud. She likes her friends. Winning a

***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.

Consult 4 Kids Lesson Plans

race is fun. Not a Sentence: Have two wings. The children. Slippers on my feet. Meows at the dog. Better than mud. Her friends. Winning.

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

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

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Erase a Letter

Choose a word you would like students to know how to read or spell. Write the word on the white board. Underline each letter. Have students write the same word on their white boards. For example, the word is “sugar.” s u g a r. Say, “The word is sugar s u g a r sugar.” Erase the “r,” but leave the underline. Say, “The word is sugar. s u g a _ Point to the black underline when you say the “r.” Continue until all the letters are erased. Say, “The word is sugar _ _ _ _ _.” Students will have learned how to read and spell the word *sugar*.

Closing

Review

Say:

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

Three What’s

Ask the following three “what” questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today that was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	I'm Running in a Circle
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), 3 x 5 cards, scissors

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

I'm Running in a Circle

I'm running in a circle and my feet are getting sore,
And my head is spinning, spinning as it's never spun before.

I am dizzy, dizzy, dizzy.

Oh! I cannot bear much more,

I am trapped in a revolving

. . . volving

. . . volving

. . . volving door!

Jack Prelutsky

3. Ask students to circle words that rhyme: *sore/before/more/door*.
4. Ask a student to explain the meaning of a revolving door. (A door, usually in a large building, with four panels that turn on a central pivot.)
5. Make a revolving door. Provide students with two 3 x 5 cards. Make a cut half way to the center in one card. Insert the card with the cut onto the middle of the second card. This will show four panels, an equal distance apart. Ask students what they would need for a central pivot.
6. Have students share their experiences with a revolving door.
7. Ask students to retell this poem in story form. Have a beginning, problem, how the problem was solved, and the ending.

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

Phonemic Awareness

Consult 4 Kids Lesson Plans

Transition Time

Use this activity during transitions. Sing the song, "What Time is It?" to the tune of "The Muffin Man."

"Do you know what time it is, what time it is, what time it us?

Do you know what time it is when we /r/ /ea/ /d/?

Yes we read at ____ o'clock, at ____ o'clock, at ____ o'clock

Yes we read at ____ o'clock, every day.

Word of the Day

The Word of the Day is "less than." In mathematics, "less than" means the opposite of "more than." For example, 3 is less than 4. Sometimes the "less than" symbol is used. $3 \leq 4$.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify students' understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, review short u in the medial (middle) position. Have students write the whole word. Here are the words: *bud, cut, bun, tut, cud, mud, must, rust, dust, cusp, mug, and hug.*

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence.

The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action.

It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Melt in Your Mouth Pancakes

Discuss everything about pancakes: small or giant-size, pancakes with chocolate chip eyes and mouth, gingerbread man shaped, heart shaped, whole wheat or buttermilk. Ask students to tell their partners how to make pancakes. For example: First you crack an egg, add oil, water, and add pancake mix. Stir. Put pancakes on warm skillet. Flip pancake when bubbles appear. Flip pancake only once. Serve pancakes with warm syrup and butter. Enjoy! Students write one or two sentences telling how many pancakes they ate. "I

*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.

Consult 4 Kids Lesson Plans

ate ____ pancakes.”	When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.
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Instruction/Demonstration (“I do” – “We do”)

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Eraser Relay

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

Closing

Review

Say:

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

DIGA

This strategy has four steps, each one designed to help the student connect the dots between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.

Step 1: Describe – Students describe what they did during the activity.

Step 2: Interpret – Students share a key learning from the activity.

Step 3: Generalize – How can you use the key learning in your life?

Step 4: Apply – How can you use your learning as an adult?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today that was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Kick A Little Stone
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), group-size set of sight words

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Kick a Little Stone

When you are walking by yourself, here’s something nice to do:

Kick a little stone and watch it hop ahead of you.

The little stone is round and white, its shadow round and blue,

Along the sidewalk over the cracks, the shadow bounces too.

Dorothy Aldis

3. Ask students to circle words that rhyme: *do/you, blue/too*.
4. Ask students if they have ever kicked stones or rocks.
5. Divide the poem into four sections.
6. Students act out each section.
7. Students use white boards, choose a section of the poem, and draw it.

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

Phonemic Awareness

Engine and Caboose

Introduce the concept of producing rhyming words with train engines and caboose. Explain that when you make rhyming words, the caboose will always stay the same, but the engine will be different. Pick a sound for the caboose (i.e., “at”). Students add many different engines in front to make rhyming words. Examples are h-, m-, c-, for hat, mat, and cat.

Word of the Day

The Word of the Day is “number sense.” In mathematics, number sense is the ability of the student to have flexible

Consult 4 Kids Lesson Plans

thinking and connect their own real-life experiences to mathematical concepts. Number sense cannot be taught, but develops over time with addition, subtraction, multiplication and division practice.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify students' understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, review short u in the medial (middle) position. Have students write the whole word. Here are the words: *bum, slug, strum, fun, stun, cup, bus, trust, tut, fund, plum and sum.*

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Hangman

Draw the traditional Hangman illustration on the white board. Choose a simple sentence. Sentences can be from Spelling words, KidzLit vocabulary, or Sight Word Cards. For example: The sentence is "Catch the hot potato." _____ Write letter blanks for the sentence. Students guess letters. As students guess the correct letter, write the letters in the appropriate blanks. If a student misses a letter, place the letter above the hangman. Draw a head on the man. After the second miss, add hair to the man, etc. Continue adding arms, legs, and clothes. The winner becomes the next artist.

***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.

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

Preparation

Consult 4 Kids Lesson Plans

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Team Sight Word Race

Students are divided into two 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.

Closing

Review

Say:

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

What's So Important About That?

This strategy allows for the debriefing to take a single student's learning and thinking deeper. Ask the first question generically, "What is important about the activity we just finished?" When one student responds, "It was important because I learned a lot about science," the next question should be, "What's so important about learning a lot about science?" The questions continue until, "So what I'm hearing you say is that science is important because . . ."

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today that was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Kitty Caught A Caterpillar
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), sight word cards, blue masking tape, bean bag

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Kitty Caught a Caterpillar
 Kitty caught a caterpillar,
 Kitty caught a snail,
 Kitty caught a turtle;
 By its tiny turtle tail.
 Kitty caught a cricket
 With a sticky bit of thread,
 She tried to catch a bumblebee,
 The bee caught her instead.
 Jack Prelutsky

3. Ask students to circle words that rhyme: *snail/tail, thread/instead*.
4. Have students list all the critters that Kitty caught.
5. Have a student retell the poem in his or her own words.
6. Ask students to use their white boards and draw a picture of Kitty's face with the bumblebee on her nose.

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

Phonemic Awareness

Did You Ever See?

Sing the following lyrics to the tune, “If You’re Happy and You Know It.”

Did you ever see a (cat) in a (hat)?

Consult 4 Kids Lesson Plans

Did you ever see a (cat) in a (hat)?
 No, I never, no, I never, no, I never, no I never,
 No, I never saw a (cat) in a (hat).

Repeat with duck/truck, dog/log, ring/swing, rake/cake, or any other rhyming pair. Challenge students to think of their own rhymes.

Word of the Day

The Word of the Day is "estimate." The word "estimate" is a guess, a rough calculation. "I estimate that there were 20 students in the class."

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify students' understanding of the letters and sounds. The lesson will consist of several parts.

Creating the White Board Template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, have students write the whole word. Take two or three days to review as many words per day as possible. Here are the words: *just, gust, stomp, plump, dump, smug, lump, stump, stamp, hum, gum, and lamp.*

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Check It

Write a few sentences with mistakes on the white board. Ask students to listen as the sentence is being read. Students work with a partner and make corrections to the sentences.

- He runned down the hall.
- I just jumpt over the wall.
- I ran home, Lucy just walked.
- The dog he is my friend.
- Me and him played at recess.

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.

Consult 4 Kids Lesson Plans

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

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Bean Bag Toss

Attach sight word cards to the floor in a Tic Tac Toe pattern. Secure each card with a piece of blue masking tape folded over on itself. 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 the student misses the word, another child gets the chance to read the word. The child with the most points wins the game.

Closing

Review

Say:

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

DIGA

This strategy has four steps, each one designed to help the student connect the dots between the activity, the learning, and how that learning may be used in their everyday life, both immediately and in the future.

Step 1: Describe – Students describe what they did during the activity.

Step 2: Interpret – Students share a key learning from the activity.

Step 3: Generalize – How can you use the key learning in your life?

Step 4: Apply – How can you use your learning as an adult?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today that was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Norman Norton's Nostrils
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), two sets of word cards for each partner-pair

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Norman Norton's Nostrils
 Oh, Norman Norton's Nostrils
 Are powerful and strong;
 Hold on to your belongings
 If he should come along.
 And do not ever let him
 Inhale with all his might,
 Or else your pens and pencils
 Will disappear from sight.
 Right up his nose they'll vanish;
 Your future will be black,
 Unless he gets the sneezes,
 You'll never get them back!

Colin West

3. Ask students to circle words that rhyme: *strong/along, might/sight, black/back*.
4. Discuss the reason we have two nostrils in our noses.
5. “Should we ever put ANYTHING in our nostrils?” (No)
6. Learn the difference between the words “inhale” and “exhale.”
7. “What word in the poem means about the same as “exhale?” (sneezes)

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

Phonemic Awareness

Consult 4 Kids Lesson Plans

Sing Along II

Sing "We Can Rhyme" to the tune of "Three Blind Mice":

"We can rhyme, We can rhyme.

Listen to the words. Listen to the words.

_____ rhymes with _____ and _____

_____ rhymes with _____ and _____

_____ rhymes with _____ and _____

We can rhyme. We can Rhyme."

Word of the Day

The Word of the Day is "shorter." The word "shorter" means "not long." Sometimes you compare two objects. You might say that the girl is shorter than the boy. This means that the girl is not as long, or not as tall s the boy.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify students' understanding of the letters and sounds. The lesson will consist of several parts.

Creating the White Board Template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, have students write the whole word. Take two or three days to review as many words per day as possible. Here are the words: *stab, swim, clam, jump, vamp, kit, slum, slim, must, crust, butts, and nuts.*

Content (the "Meat")

Instruction / Demonstration ("I do" - "We do")

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence.

The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action.

It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Improve the Sentences

Provide a list of dull sentences that have to be made more detailed, interesting or powerful. Ask students to energize these sentences by adding descriptive words and unusual ideas.

*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.

Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> ▪ The worm went. ▪ The man got the drink. ▪ The dog came along the road. ▪ The woman ate the eggs. ▪ The man looked at the stuff in the shop. 	<p>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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Instruction/Demonstration (“I do” – “We do”)

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Old Maid Variation

Use a double set of word cards (two of each word). Remove one card so that there is a word card without a mate. Play the 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.

Closing

Review

Say:

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

Liked Best, Next Time (LBNT)

In this simple debrief, students talk about the activity or the day. They share what they enjoyed most and what else they would have liked to have done. They can also share what they would have liked to have spent more time on. LBNT allows students to express an opinion about the day.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today that was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	On Eating Porridge Made of Peas
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), lower-case paper alphabet cards

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

On Eating Porridge Made of Peas
 Peas porridge hot, Peas porridge—hold!
 Who eats peas porridge? Who is so bold?
 I know I never munch peas porridge for my lunch,
 And as for dinner, peas porridge is no winner.
 Peas porridge ice cold, peas porridge tepid,
 Who eats peas porridge? Who could be so stupid?
 Peas porridge nine days old—ugh!
 I think I’d prefer to eat a rug.

Louis Phillips

3. Ask students to circle words that rhyme: *hold/bold/cold, munch/lunch, dinner/winner, tepid/stupid, ugh/rug.*
4. Chant the original nursery rhyme: *Pease porridge hot. Pease porridge cold. Pease porridge in the pot, nine days old. Some like it hot. Some like it cold. Some like it in the pot, nine days old.*
5. Use clapping motions to the poem: Clap thighs. Clap your hands. Clap partners hands. Then alternate clapping partner’s hands for “in the pot, nine days old.”
6. What is pease porridge? It is like oatmeal, only made of peas. The origin of the rhyme is not known.
7. What is the meaning of “tepid?” (slightly warm; lukewarm)

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

Phonemic Awareness

Sing Along

Consult 4 Kids Lesson Plans

Sing the song with students. Have students insert two words that rhyme.

"I know two words that rhyme,
I can say them all the time,
_____ and _____
I know two words that rhyme."

Word of the Day

The Word of the Day is "sphere." A sphere is a round solid figure. Examples of spheres are a globe, ball, moon, planets, or star. Have students tell about a personal connection with a sphere.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify students' understanding of the letters and sounds. The lesson will consist of several parts.

Creating the White Board Template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, have students write the whole word. Take two or three days to review as many words per day as possible. Here are the words: *rag, flag, rug, gun, gasp, dog, dig, dug, clip, clog, clip and stub.*

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Pet Care Advice

Discuss how to care for a pet. What is the most important thing a pet needs? What can wait until you get home from school? Partner-pairs talk about how kids can care for pets. Write on the white board the student's answers. Read the sentences as a whole group. Give the sentences a title.

My Pet
I need to give him food every day.
He needs a lot of water.

***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

Consult 4 Kids Lesson Plans

<p>There are dog toys on the rug. I love my dog.</p>	<p>students in a “teach to learn” opportunity and have the student become the teacher.</p>
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Instruction/Demonstration (“I do) – “We do”)

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Arrange the Letters

Provide students with lower-case paper alphabet cards. Begin by the leader arranging the letters and having the students read the word. Then students arrange their own letters and create words.

Closing

Review

Say:

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

Likes and Dislikes

Create a chart. List what students liked and what students didn’t like about the activity.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today that was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Snail's Pace and Retell
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), sight word cards, simple graphing template, crayons

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

Snail's Pace
 Maybe it's so
 That snails are slow:
 They trudge along and tarry.
 But isn't it true
 You'd slow up, too,
 If you had a house to carry?
 Aileen L. Fisher

3. Ask students to circle words that rhyme: *so/slow, tarry/carry, true/too*.
4. Practice reading the poem several times.
5. Talk about the meaning of the words "trudge" and "tarry." Ask students if they can guess the word meanings from the other words in the poem.
6. Have students use white boards. Draw themselves carrying their houses on their backs. What expression is on their faces carrying such a heavy load?

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

Phonemic Awareness

Graphing Sounds

Duplicate a template with 1-5 columns. Show students a picture card with 2-5 phonemes. Have students look at the picture and determine the number of sounds in that word. Students color a box for each sound.

Consult 4 Kids Lesson Plans

Word of the Day

The Word of the Day is “plus.” The word “plus” is used for adding. It can be a plus sign + which tells you to add one number to another.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify students’ understanding of the letters and sounds. The lesson will consist of several parts.

Creating the White Board Template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, have students write the whole word. Take two or three days to review as many words per day as possible. Here are the words: *tramp, tuft, runt, stunt, punt, skip, strip, flip, flop, brand, brunt and brim.*

Content (the “Meat”)

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Joining Two Sentences

Provide students with two short simple sentences. Have students work in partner-pairs. Have them join the two simple sentences and make one sentence. They will need to use a connective word such as *and, but, so, or because*. For example: *Grass grows. Rain falls. Rain falls and grass grows.*

***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.

Consult 4 Kids Lesson Plans

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

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Around the World

Students remain in their desks. One student stands behind another student who is sitting. The leader flashes a sight word. Whoever says the word first moves on to the next student. The student that makes it back to their own desk or starting point is the winner.

Closing

Review

Say:

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

What’s So Important About That?

This strategy allows for the debriefing to take a single student’s learning and thinking deeper. Ask the first question generically, “What is important about the activity we just finished?” When one student responds, “It was important because I learned a lot about science,” the next question should be, “What’s so important about learning a lot about science?” The questions continue until, “So what I’m hearing you say is that science is important because . . . ?”

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today that was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	The Swing
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), sight word cards

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

The Swing

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it is the pleasantest thing
Ever a child could do!
Up in the air and over the wall,
Till I can see so wide,
Rivers and trees and cattle and all
Over the countryside—
Till I look down on the garden green,
Down on the roof so brown—
Up in the air I go flying again,
Up in the air and down!

Robert Louis Stevenson

3. Ask students to circle words that rhyme: *swing/thing, blue/do, wall/all, wide/countryside, green/again, brown/down.*
4. Practice reading the poem several times.
5. Ask students to tell a personal story about when they were swinging in a swing. What did they see?
6. Have students tell how they would teach a young person how to swing.

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

Phonemic Awareness

Consult 4 Kids Lesson Plans

Head, Shoulders, Knees and Toes

Give students a word with 1-4 phonemes (sounds). Have them stand up and touch their head, shoulders, knees and toes as they are saying the sounds in words. For example: the word "cat" would be /c/ (head), /a/ (shoulders), and /t/ knees).

Word of the Day

The Word of the Day is "addition." The word "addition" means to add something onto something else. For example: We built a bedroom *addition* onto our house." They were adding another room on to their house.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify students' understanding of the letters and sounds. The lesson will consist of several parts.

Creating the White Board Template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

In this lesson, introduce the letter "y." Practice writing the letter correctly and pronouncing the "y" sound. Have students write the beginning and ending sounds of these words: *yet, tell, yacht, yak, yarn, yap, yard, yank, yarn, yes, year, and yeast.*

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Awesome Things

Have students brainstorm things that are really awesome. Write these things on the white board. Have students choose an awesome thing that is meaningful to them. Write a sentence telling about the awesome thing. Here are a few examples of awesome things: a sunset, going to a theme park, riding in a limo, watching a major league game in person, eating lunch with your hero, a picnic in the park, and scoring a winning goal for your team.

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

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

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Head Chair

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 this 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.”

Closing

Review

Say:

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

Three Questions

Ask the following three questions:

1. What were some of the questions that came up in your group?
2. How did you go about including everyone?
3. If you were to try this again, what might you do differently?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today that was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	This Tooth
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), word cards

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

This activity will help students learn to retell a short story in sequence.

1. Write the rhyme on the white board.
2. Read the rhyme to the students:

This Tooth
 I jiggled it, jaggled it, jerked it.
 I pushed and pulled and poked it.
 But---
 As soon as I stopped and left it alone,
 This tooth came out on its very own!
 Lee Bennett Hopkins

3. Ask students to circle words that rhyme: *alone/own*.
4. Have students draw a box around the action verbs: jiggled, jaggled, jerked, pushed, pulled, and poked. What do students notice about these words? (Three words begin with the letter j. Three words begin with the letter p.)
5. Is *jaggled* a real word? No. Is it OK to make up a word to use in a poem? Yes.
6. Ask students to tell a personal story about losing a tooth.
7. Have students retell the poem imitating the motions of the action verbs.

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

Phonemic Awareness

Roll Call

This activity can be used to take roll, or to dismiss students to another task. Explain to students that you will be calling them by saying their name in its parts. The names are then said with definite breaks between the sounds. When a child hears his or her name, he or she is asked to stand and say the name in the parts and then as a whole word. Example:

Consult 4 Kids Lesson Plans

"Hec-tor, please line up."

Word of the Day

The Word of the Day is "fact family." In addition and subtraction, there are three numbers that make up a fact family. Let's say the numbers are 3, 4, and 7. $3 + 4 = 7$; $4 + 3 = 7$. The three numbers work together for subtraction.

$7 - 3 = 4$; $7 - 4 = 3$. There are also multiplication and division fact families. It is easier to learn basic facts if you learn fact families.

Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts.

Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.

<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

In this lesson, introduce short u. Teach students how to print u. Practice saying the short vowel /u/ sound. Have students write the beginning and ending sounds. Here are the words: *usher, until, uncoated, unarmed, uphold, unwrap, unfold, uproot, unfasten and uphill.*

Content (the "Meat")

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

Conventions of Writing

It is important that we practice a few basics when it comes to writing a sentence.

The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action.

It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)

Action Verb Charades

Review the meaning of a verb. A verb shows action or state of being. Brainstorm action verbs that are suitable for Charades: slam, leap, jiggle, walk, swim, write, run, kick, stomp, clap, snap, crush, sing, hop, skip, jump and munch. Read the verbs with the students. Ask a student or students to choose one of the verbs. Without talking, the students will act out the verb. Encourage students to use large exaggerated body motions. Classmates guess the verb. Ask students to say a simple sentence using the verb. Write the sentence on the white board. For example: "We saw Anthony **stomp** his foot!"

*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"

Consult 4 Kids Lesson Plans

opportunity and have the student become the teacher.

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

Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.

Tic Tac Toe

Divide students into X and O teams. Write words in the tic tac toe spaces. Take turns having a member of the team come up and select a space to read. If he or she is correct, they may put an X or O for their team. If the pronunciation is incorrect, the other team gets to send a player to the board to try the same word. Variation: Give all students a white board to make their own tic tac toe board. Students place an X or O on the board when the word is read correctly.

Closing

Review

Say:

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

Likes and Dislikes

Create a chart and list what students liked about the activity. List what they didn't like. Talk about how they can make the activity better next time.

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today that was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was 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!)