

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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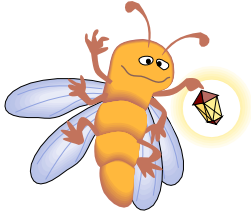

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Picture Cards

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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.

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Component	English Language Arts
Grade Level	K-1
Lesson Title	Digraph Match
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.


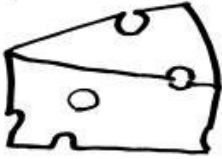








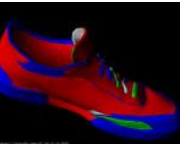


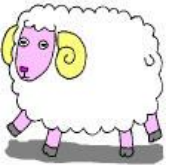

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<p style="text-align: center;">ram mold</p> <p>Say the words a second time and ask the children to put the first sound that they hear in one of the 8 boxes on the paper (4 on the front and four on the back)</p> <div style="text-align: center; margin: 20px 0;"> <table border="1" style="border-collapse: collapse; width: 150px; height: 100px;"> <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> </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>

						
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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.

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Component	English Language Arts
Grade Level	K-1
Lesson Title	ABC Memory Match
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.

Consult 4 Kids Lesson Plans

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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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:	How Does It End?
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.

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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:	Clarifying Meaning
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

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

Content (the "Meat")

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

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

Hot Seat

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

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

Students practice ("You do")

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

*Activity → Teachable Moment(s) throughout

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

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

DIGA—Describe, Interpret, Generalize, Apply

Ask the children the following four questions:

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

Reflection (Confirm, Tweak, Aha!)

Ask students to think about what they did today.

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

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

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

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
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Reflection (Confirm, Tweak, Aha!)

Ask students to think about what they did today.

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Ask them to comment on what they did today 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!)