

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level	K-1
Lesson Title	What's Missing?
Focus	Phonemic Awareness, Concepts of Print, Phonics, and Predicting from Pictures

Materials:

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

Opening

State the Objective

Today we will:

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

Gain prior knowledge by asking students

Ask the students:

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

Content (the "Meat")

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

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

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

*Activity → Teachable Moment(s) Throughout

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

Consult 4 Kids Lesson Plans

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

Consult 4 Kids Lesson Plans

<p>Ask students to “write” the letter in the air and talk through the writing of the letter f Ask each student to think about what is happening in his/her mouth while making the sound of each of the letters.</p> <p>Ask students:</p> <ul style="list-style-type: none"> • What are your lips doing? • What are your teeth doing? • What is your tongue doing? <p>Tell students that you are going to say a word and you are going to ask them to decide if they hear the (identify the sound here) sound at the beginning or the end of the word.</p> <p>If they hear the sound of /f/ at the beginning they should stand up and put their hands on the waist If they hear the sound of /s/ at the beginning, they should stand up and hold their arms up to the sky. If they hear the sound of /m/ at the beginning, they should stand up and say, “Hip Hip Hooray!”</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">fat</td> <td style="width: 33%;">money</td> <td style="width: 33%;">soup</td> </tr> <tr> <td>friend</td> <td>moth</td> <td>glass</td> </tr> <tr> <td>calf</td> <td>monster</td> <td>some</td> </tr> <tr> <td>laugh</td> <td>Tom</td> <td>bass</td> </tr> <tr> <td>final</td> <td>tram</td> <td>slob</td> </tr> </table>	fat	money	soup	friend	moth	glass	calf	monster	some	laugh	Tom	bass	final	tram	slob	
fat	money	soup														
friend	moth	glass														
calf	monster	some														
laugh	Tom	bass														
final	tram	slob														
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Reciprocal Teaching There are four parts to reciprocal teaching: predicting, clarifying, questioning, and summarizing (retelling the story for Kindergarten and 1st grade). With each story we will spend two days. The first day will be focused primarily on using pictures to make predictions about the story. It is important that children learn that pictures can give them information about what is going to happen. The focus of the first lesson will be to teach the children to look at the picture and make a guess as to what will happen next. (This is a standard for children of this age). The second day will focus on asking relevant right there questions and retelling the story.</p> <p>Preparation Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Select pictures that you think are particularly interesting. Also select 4-5 words that you think students may not understand and will be important for getting the most out of the story. Part of predicting is also listening to a sentence or two from the book so you can have a clear picture of the story.</p> <p>Predicting/Clarifying/Retelling</p> <ol style="list-style-type: none"> 1. Begin with the cover of the book and ask the students to predict what the story will be about. 	<p>During the lesson, check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking. Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding.</p> <p>Ask open-ended questions to determine what the rest of the group is thinking.</p> <p style="text-align: center;">When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>															

Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> 2. Open the book to pictures in the middle of the book and ask students the same question. 3. Read sentences from throughout the story that have interesting words in them. Ask students if this changes what they were predicting. 4. Read the story pausing to clarify words, check in on predictions that students have made, asking if more information has changed what they were thinking. 5. At the end of the story, ask students in what ways the predictions seemed to be correct, and in what ways they seemed a little off base. 6. Let students know you will revisit this same story tomorrow and helping them to develop questions that they would like to ask and also work on retelling the story. 	
---	--

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

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

What's Missing?

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

Consult 4 Kids Lesson Plans

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

Consult 4 Kids Lesson Plans

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

Materials:

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

Opening

State the Objective

Today we will:

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

Phonemic Awareness.

Concepts of Print.

Phonics/Letter Recognition.

Picture Clues (Tools for predicting story content).

Gain prior knowledge by asking students

Ask the students:

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

Content (the "Meat")

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

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

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

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

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

Consult 4 Kids Lesson Plans

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

Consult 4 Kids Lesson Plans

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

Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> 4. Read the story pausing to clarify words, check on predictions that students have made, asking if more information has changed from what they were thinking. 5. At the end of the story, ask students in what ways the predictions seemed to be correct, and in what ways they seemed a little off base. 6. Let students know you will revisit this same story tomorrow. Help them to develop questions they would like to ask. Work on retelling the story. 	
--	--

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

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

Alphabet Cards—Upper and Lower Case

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

Consult 4 Kids Lesson Plans

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

Consult 4 Kids Lesson Plans

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

Materials:

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

Opening

State the Objective

Today we will:

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

Gain prior knowledge by asking students

Ask the students:

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

Content (the "Meat")

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

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

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

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

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

Consult 4 Kids Lesson Plans

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

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

Phonemic Awareness

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

Make a chart that is divided into 4 sections:

1	2	3	4
Max	Martin Judy	Georgina	

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

You Do:

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

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

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

Phonics

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

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

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

Consult 4 Kids Lesson Plans

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

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Likes and Dislikes

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

Reflection (Confirm, Tweak, Aha!)

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

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

Consult 4 Kids Lesson Plans

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

Materials:

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

Opening

State the Objective

Today we will:

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

Gain prior knowledge by asking students

Ask the students:

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

Content (the "Meat")

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

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

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

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

During the lesson, check in with students repeatedly.

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

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

Consult 4 Kids Lesson Plans

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

Consult 4 Kids Lesson Plans

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

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

Lesson:

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

Ask students:

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

Mike	milk
money	from
mile	monster
calm	fame
ram	mold

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

Reciprocal Teaching—Predicting

Picture Reading

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

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

Consult 4 Kids Lesson Plans

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

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

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

Closing

Review

Say:

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

Debrief

Likes and Dislikes

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

Reflection (Confirm, Tweak, Aha!)

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

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

Consult 4 Kids Lesson Plans

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

Materials:

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

Opening

State the Objective

Today we will:

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

Gain prior knowledge by asking students

Ask the students:

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

Content (the "Meat")

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

Writing Conventions

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

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

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

*Activity → Teachable Moment(s) Throughout

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

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

Phonemic Awareness

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

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

Consult 4 Kids Lesson Plans

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

Searching for a Sound

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

You Do: Word Families

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

Note: Rime cards are attached to this lesson plan.

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

Phonics

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

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

Lesson

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

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

Review with the children how to make each of the letters

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

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

Ask students:

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

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

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

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

bat	fast	soft	most
ball	half	glass	cram

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

Consult 4 Kids Lesson Plans

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

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Likes and Dislikes

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

Reflection (Confirm, Tweak, Aha!)

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

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

Rime Cards

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

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

Consult 4 Kids Lesson Plans

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

Consult 4 Kids Lesson Plans

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

Materials:

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

Opening

State the objective

Today we will:

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

Gain prior knowledge by asking students

Ask the students:

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

Content (the "Meat")

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

Writing Conventions

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

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

You Do: Ending Punctuation

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

*Activity → Teachable Moment(s) Throughout

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

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

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

Consult 4 Kids Lesson Plans

<p>marks that space on the game board. If you have different colors of tokens that is great. If not, give each student a different color of construction paper scrap and have the tear a marker when they need it.</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Player draws a sentence card. 2. He/she decides what the ending punctuation will be. 3. He/she reads the sentence. If everyone agrees, player marks the space with that punctuation mark. 4. Process repeats until all punctuation marks are covered. 					
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonemic Awareness Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five aspects of Phonemic Awareness—the first is about hearing the rhythm and rhyme of the words—children hear and identify similar word patterns and listen for the spoken syllables. This month we will work on Level 1—rhythm and rhyme.</p> <p>You’re Out Say three words. Two of the words should rhyme and one doesn’t rhyme at all. Example: fly jump sky (the word that is out is jump) The students should call out the word that doesn’t rhyme. If they are correct go on to the next group. If not, repeat the list of three words.</p>	<p>Focus on hearing the sounds. Have students listen closely for rhyming words. Ask them to say a rhyming word of their own. It is okay if it is a nonsense word if it has followed the pattern for rhyming.</p>				
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonics Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. This lesson will review the letters b, t, and the sounds of /b/ and /t/ The lesson will consist of several parts:</p> <p>Creating the white board template: Show children how to create the following template on the white board. Divide the white board into 4 parts. Make two lines in each quadrant.</p> <table border="1" style="width: 100%; height: 100px; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 50%; text-align: center; vertical-align: middle;"> <p>_____</p> <p>_____</p> </td> <td style="width: 50%; text-align: center; vertical-align: middle;"> <p>_____</p> <p>_____</p> </td> </tr> <tr> <td style="width: 50%; text-align: center; vertical-align: middle;"> <p>_____</p> <p>_____</p> </td> <td style="width: 50%; text-align: center; vertical-align: middle;"> <p>_____</p> <p>_____</p> </td> </tr> </table> <p>You will review the sounds /m/, /s/, and /f/. Students will decide whether they hear the sound at the beginning of the word or the end of the word. If they hear the sound at the beginning they will write the letter on the first line in the quadrant you are working in. If they hear the sound at the end of the word, they will write the letter on the last line in the</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>	<p>Help children make the sound-symbol connection.</p>
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>				
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>				

Consult 4 Kids Lesson Plans

<p>quadrant.</p> <p style="padding-left: 20px;">Sound of /t/ words: tot, tiny, hot, took, toss</p> <p style="padding-left: 20px;">Sound of /b/ words: bunny, tab, bud, bone, bib</p>	
<p>Instruction / Demonstration (“I do” – “We do”</p>	
<p>Reciprocal Teaching Preparation</p> <p>Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Select pictures that you think are particularly interesting. Also select 4-5 words that you think students may not understand and will be important for getting the most out of the story. Part of predicting is also listening to a sentence or two from the book so you can have a clear picture of the story.</p>	
<p>Predicting/Clarifying/Retelling Lesson</p> <ol style="list-style-type: none"> 1. Begin with the cover of the book and ask the students to predict what the story will be about. 2. Open the book to pictures in the middle of the book and ask students the same question. 3. Read sentences from throughout the story that have interesting words in them. Ask students if this changes what they were predicting. 4. Read the story pausing to clarify words, check in on predictions that students have made, asking if more information has changed what they were thinking. 5. At the end of the story, ask students in what ways the predictions seemed to be correct, and in what ways they seemed a little off base. 6. Let students know you will revisit this same story tomorrow. Help them to develop questions they would like to ask. Also work on retelling the story. 	

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

Consult 4 Kids Lesson Plans

Reflection (Confirm, Tweak, Aha!)

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

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

Ending Punctuation Game Board

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

Sentence Cards

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

Consult 4 Kids Lesson Plans

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

Materials:

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

Opening

State the objective

Today we will:

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

Gain prior knowledge by asking students

Ask the students:

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

Content (the "Meat")

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

Writing Conventions

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

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

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

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

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

Phonemic Awareness

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

Consult 4 Kids Lesson Plans

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

Stand Up

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

You will sing these words:

If your name begins with /m/, stand up

If your name begins with /m/, stand up

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

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

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

You Do: Word Families

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

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

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

Phonics

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

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

Lesson:

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

Ask students:

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

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

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

Consult 4 Kids Lesson Plans

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

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Likes and Dislikes

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

Reflection (Confirm, Tweak, Aha!)

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

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

Rime Cards

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

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

Consult 4 Kids Lesson Plans

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

Consult 4 Kids Lesson Plans

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

Materials:

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

Opening

State the objective

Today we will:

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

Gain prior knowledge by asking students

Ask the students:

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

Content (the "Meat")

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

Writing Conventions

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

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

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

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

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

Phonemic Awareness

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

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

Consult 4 Kids Lesson Plans

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

Tappin' the Rhymes

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

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

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

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

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

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

You Do: Word Families

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

Note: Rime cards are attached to this lesson plan.

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

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

Phonics

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

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

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

Consult 4 Kids Lesson Plans

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

Consult 4 Kids Lesson Plans

<p>This story is about...</p> <p style="padding-left: 20px;">First....</p> <p style="padding-left: 20px;">Then....</p> <p style="padding-left: 20px;">Then....</p> <p style="padding-left: 20px;">Finally...</p> <p style="padding-left: 20px;">I liked/did not like this story because ...</p> <p>If you need to lengthen this activity, ask students to select their favorite part of the story you have read and draw a picture of that event. When finished, have children share with each other.</p>	
---	--

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

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

Rime Cards

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

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

Consult 4 Kids Lesson Plans

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

Consult 4 Kids Lesson Plans

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

Materials:

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

Opening

State the Objective

Today we will:

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

Gain prior knowledge by asking students

Ask the students:

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

Content (the "Meat")

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

Writing Conventions

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

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

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

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

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

Phonemic Awareness

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

Work first on hearing the sound and then translating it

Consult 4 Kids Lesson Plans

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

into the symbols that represent the sound.

I Spy!

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

You Do: What's Missing?

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

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

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

Phonics

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

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

Lesson:

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

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

Review with the children how to make each of the letters

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

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

Ask students:

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

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

Consult 4 Kids Lesson Plans

<p>Tell students that you are going to say a word and you are going to ask them to decide if they hear the /f/ sound at the beginning or the end of the word.</p> <p style="padding-left: 20px;">If they hear the sound of /b/, at the beginning they should stand up and put their hands on the waist</p> <p style="padding-left: 20px;">If they hear the sound of /b/ at the end of the word, they should stand up and hold their arms up to the sky.</p> <table style="margin-left: auto; margin-right: auto; border: none;"> <tr> <td style="padding: 5px;">bat</td> <td style="padding: 5px;">brother</td> </tr> <tr> <td style="padding: 5px;">ball</td> <td style="padding: 5px;">drab</td> </tr> <tr> <td style="padding: 5px;">tab</td> <td style="padding: 5px;">blast</td> </tr> <tr> <td style="padding: 5px;">rib</td> <td style="padding: 5px;">cob</td> </tr> <tr> <td style="padding: 5px;">band</td> <td style="padding: 5px;">jab</td> </tr> </table>	bat	brother	ball	drab	tab	blast	rib	cob	band	jab	
bat	brother										
ball	drab										
tab	blast										
rib	cob										
band	jab										
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Reciprocal Teaching</p> <p>There are four parts to reciprocal teaching: predicting, clarifying, questioning, and summarizing (retelling the story for Kindergarten and 1st grade). With each story we will spend two days. The first day will be focused primarily on using pictures to make predictions about the story. It is important that children learn that pictures can give them information about what is going to happen. The focus of the first lesson will be to teach the children to look at the picture and make a guess as to what will happen next. (This is a standard for children of this age). The second day will focus on asking relevant right there questions and retelling the story.</p> <p>Questioning/Retelling Preparation</p> <p>Today you will focus on formulating “right there” questions, questions that can be answered in the pictures and in the text of the story. Later in the year you will help children learn to ask other types of questions. If they do that naturally, encourage them, but for those who need to learn how to ask questions that are relevant, right there questions are the place to start. Select the parts of the story that you will revisit. You will also focus on retelling the story in chronological order.</p> <p>Lesson</p> <p>You will want to revisit those spots in the story (you’ve selected them in your pre-reading), and ask those questions. Good starters for “right there” questions include:</p> <table style="margin-left: auto; margin-right: auto; border: none;"> <tr> <td style="padding: 5px;">Who is</td> <td style="padding: 5px;">How many</td> <td style="padding: 5px;">When did</td> </tr> <tr> <td style="padding: 5px;">Where is</td> <td style="padding: 5px;">Name</td> <td style="padding: 5px;">What kind of</td> </tr> <tr> <td style="padding: 5px;">List</td> <td style="padding: 5px;">What is</td> <td></td> </tr> </table> <p>Finally on day two you will ask the children to list the key events of the story (they can do this randomly) and then help them order the list in chronological order. To retell, help the children start at the beginning of the story and move forward. A frame for the retelling is:</p> <p style="padding-left: 20px;">This story is about...</p> <p style="padding-left: 40px;">First....</p> <p style="padding-left: 40px;">Then....</p> <p style="padding-left: 40px;">Then....</p> <p style="padding-left: 40px;">Finally...</p> <p style="padding-left: 40px;">I liked/did not like this story because ...</p> <p>If you need to lengthen this activity, ask students to select their favorite part of the story you have read and draw a picture of that event. When finished, have children share with each other.</p>	Who is	How many	When did	Where is	Name	What kind of	List	What is		<p>During the lesson, check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p style="text-align: center;">When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>	
Who is	How many	When did									
Where is	Name	What kind of									
List	What is										

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Likes and Dislikes

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

Reflection (Confirm, Tweak, Aha!)

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

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

Alphabet Cards

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

Y

Z

a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

y

z

Consult 4 Kids Lesson Plans

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

Materials:

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

Opening

State the Objective

Today we will:

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

Gain prior knowledge by asking students

Ask the students:

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

Content (the "Meat")

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

Writing Conventions

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

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

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

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

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

Phonemic Awareness

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

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

Consult 4 Kids Lesson Plans

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

Popsicle Stick Drums

Pass out two popsicle sticks to each student

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

Chorus:

The farmer in the dell

The farmer in the dell

Hi ho the derry-oh,

The farmer in the dell.

Verses:

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

Other songs:

Old McDonald Had A Farm

e-i-e-i-o

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

e-i-e-i-o

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

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

Old McDonald had a farm

e-i-e-i-o

If you're happy and you know it

Clap your hands

If you're happy and you know it

Clap your hands

If you're happy and you know it

The world will surely know it

If you're happy and you know it

Clap your hands.

You Do: Ending Punctuation

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

Directions:

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

the group is thinking.

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

Consult 4 Kids Lesson Plans

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

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

Phonics

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

The lesson will consist of several parts:

Creating the white board template:

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

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

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

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

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

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

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

Questioning Preparation

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

Questions

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

Who is

Where is

Consult 4 Kids Lesson Plans

List
 What is
 How many
 When did
 Name
 What kind of

Retelling

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

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

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

Closing

Review

Say:

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

Debrief

Likes and Dislikes

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

Reflection (Confirm, Tweak, Aha!)

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

Ending Punctuation Game Board

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

Sentence Cards

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

Consult 4 Kids Lesson Plans

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

Materials:

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

Opening

State the objective

Today we will:

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

Gain prior knowledge by asking students

Ask the students:

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

Content (the "Meat")

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

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

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

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

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

Consult 4 Kids Lesson Plans

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

Consult 4 Kids Lesson Plans

<p>Review with the children how to make each of the letters</p> <p>Ask students to “write” the letter in the air and talk through the writing of the letter f</p> <p>Ask each student to think about what is happening in his/her mouth while making the sound of /f/</p> <p>Ask students:</p> <ul style="list-style-type: none"> • What are your lips doing? (they are separated but the top lip is slightly over the bottom lip) • What are your teeth doing? (top teeth are resting on the bottom lip) • What is your tongue doing? (tongue is behind the bottom teeth) <p>Tell students that you are going to say a word and you are going to ask them to decide if they hear the /f/ sound at the beginning or the end of the word.</p> <p>If they hear the sound of /f/, at the beginning they should stand up and put their hands on the waist</p> <p>If they hear the sound of /f/ at the end, they should stand up and hold their arms up to the sky.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">fat</td> <td style="width: 50%;">fly</td> </tr> <tr> <td>friend</td> <td>froth</td> </tr> <tr> <td>calf</td> <td>staff</td> </tr> <tr> <td>laugh</td> <td>rough</td> </tr> <tr> <td>final</td> <td>first</td> </tr> </table>	fat	fly	friend	froth	calf	staff	laugh	rough	final	first	
fat	fly										
friend	froth										
calf	staff										
laugh	rough										
final	first										
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Reciprocal Teaching</p> <p>There are four parts to reciprocal teaching: predicting, clarifying, questioning, and summarizing (retelling the story for Kindergarten and 1st grade). With each story we will spend two days. The first day will be focused primarily on using pictures to make predictions about the story. It is important that children learn that pictures can give them information about what is going to happen. The focus of the first lesson will be to teach the children to look at the picture and make a guess as to what will happen next. (This is a standard for children of this age). The second day will focus on asking relevant right there questions and retelling the story.</p> <p>Day 2</p> <p>Preparation</p> <p>On day two you will focus on formulating “right there” questions, questions that can be answered in the pictures and in the text of the story. Later in the year you will help children learn to ask other types of questions. If they do that naturally, encourage them, but for those who need to learn how to ask questions that are relevant, right there questions are the place to start. Select the parts of the story that you will revisit. You will also focus on retelling the story in chronological order.</p> <p>Lesson</p> <p>Questions</p> <p>You will want to revisit those spots in the story (you’ve selected them in your pre-reading), and ask those questions. Good starters for “right there” questions include:</p> <ul style="list-style-type: none"> Who is Where is List What is 	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>										

Consult 4 Kids Lesson Plans

<p>How many When did Name What kind of</p> <p>Retelling Finally on day two you will ask the children to list the key events of the story (they can do this randomly) and then help them order the list in chronological order. To retell, help the children start at the beginning of the story and move forward. A frame for the retelling is: This story is about... First... Then.... Then.... Finally... I liked/did not like this story because ...</p> <p>If you need to lengthen this activity, ask students to select their favorite part of the story you have read and draw a picture of that event. When finished, have children share with each other.</p>	
---	--

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

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

Alphabet Cards

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

Consult 4 Kids Lesson Plans

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