

## Consult 4 Kids Lesson Plans

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

<b>Materials:</b> Individual white boards, markers, erasing cloth, picture cards
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<b>Opening</b>
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<b>State the objective</b>
<p><b>Today we will:</b>          Conduct learning opportunities in the core English Language Arts Areas of:          Phonemic Awareness.          Concepts of Print.          Phonics/Letter Recognition.          Vocabulary Clues (Tools for clarifying story content).</p>

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

<b>Content (the "Meat")</b>
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<p style="text-align: center;"><b>Instruction / Demonstration ("I do" – "We do")</b></p> <p><b>Conventions of Writing</b>          It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)          Look at each of these groups of words and reorganize them into statements or question sentences. Begin the sentence with a capital letter and end with a period or question mark.</p> <table style="width: 100%;"> <tr> <td>bee a see I</td> <td>(I see a bee.)</td> </tr> <tr> <td>could eat fat no Jack Sprat</td> <td>(Jack Sprat could eat no fat.)</td> </tr> <tr> <td>shine night at stars</td> <td>(Stars shine at night.)</td> </tr> <tr> <td>chews toy his my dog</td> <td>(My dog chews his toy.)</td> </tr> </table>	bee a see I	(I see a bee.)	could eat fat no Jack Sprat	(Jack Sprat could eat no fat.)	shine night at stars	(Stars shine at night.)	chews toy his my dog	(My dog chews his toy.)	<p>Have children dictate sentences to you and then copy the sentence of their choice on to a white board as a way to practice the conventions of writing.</p>
bee a see I	(I see a bee.)								
could eat fat no Jack Sprat	(Jack Sprat could eat no fat.)								
shine night at stars	(Stars shine at night.)								
chews toy his my dog	(My dog chews his toy.)								

<p style="text-align: center;"><b>Instruction / Demonstration ("I do" – "We do")</b></p> <p><b>Phonemic Awareness</b>          Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 2 is Parts of a Word. In Level 2, students listen for sounds within a word. They will practice blending sounds together to</p>	<p>Focus on the child's ability to hear individual sounds and also replacing sounds.</p>
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make a word. Beginning sounds are called onsets. Ending sounds are called rimes.

### Name Game

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

**You do:**

### Use an Exclamation Point to Show Strong Emotion

**Materials:** Student white boards, markers, erasing cloth

### Directions:

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

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

#### Phonics

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

#### Creating the white board template:

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


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

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

Help children connect sound and symbol relationships.

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

## Consult 4 Kids Lesson Plans

### Day 2

**Materials:** Individual student white boards, markers, erasing cloth

#### Preparation

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

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

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

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

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

### Closing

#### Review

Say:

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

#### Debrief

#### Likes and Dislikes

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

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

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



## Consult 4 Kids Lesson Plans

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

<b>Materials:</b> Individual white boards, markers, erasing cloth, picture cards at end of lesson plan
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### Opening

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

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

### Content (the "Meat")

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

<p style="text-align: center;"><b>Instruction / Demonstration ("I do" – "We do")</b></p> <p><b>Phonemic Awareness</b></p> <p>Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 2 is Parts of a Word. In Level 2, students listen for sounds within a word. They will practice blending sounds together to make a word. Beginning sounds are called onsets. Ending sounds are called rimes.</p> <p><b>Split It</b></p> <p>Materials: Two-syllable words</p>	<p>Focus on what the children can hear. Phonemic Awareness is aural not visual. It is a predictor of reading fluency.</p>
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1. Talk to the class about words that have two syllables (parts).
2. Ask students to make two fists facing away from them.
3. Say the first word. (rain-bow)
4. As students say the first syllable (rain). Turn your hand over. Continue with the second syllable. (bow) Turn the other hand over.
5. Repeat, saying rain-bow rainbow.
6. Here are other two-syllable words: dough-nut, side-walk, pa-per, bas-ket, co-lor, sci-ssors, un-der, o-ver, out-side, in-side, be-tween, ta-ble, run-ning, skate-board.

**You do:**  
**Capitalize the Pronoun "I."**

**Materials:** Student white boards, markers, erasing cloth

**Directions:**

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

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

**Phonics**

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

**Creating the white board template:**

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


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

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

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

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

## Consult 4 Kids Lesson Plans

### Day 2

#### Preparation

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

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

#### Closing

#### Review

Say:

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

#### Debrief

#### Likes and Dislikes

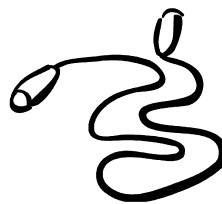
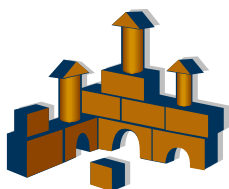
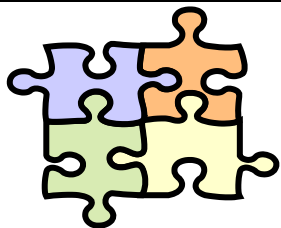
Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

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

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

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

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

**Materials:**

Individual white boards, markers, erasing cloth, index cards

### Opening

#### State the objective

**Today we will:**

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

#### Gain prior knowledge by asking students

**Ask the students:**

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

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

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

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

## Consult 4 Kids Lesson Plans

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

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

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

#### Phonics

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

#### Creating the white board template:

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


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

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

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

#### Day 2

**Materials:** Individual student white boards, markers, erasing cloth

#### Preparation

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

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

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

##### Likes and Dislikes

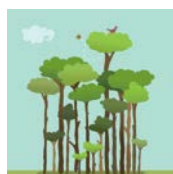
Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

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

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

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

# Noun Picture Cards



## Consult 4 Kids Lesson Plans

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

<b>Materials:</b> Individual white boards, markers, erasing cloth
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### Opening

#### State the objective

**Today we will:**

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

#### Gain prior knowledge by asking students

**Ask the students:**

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

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

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

### Content (the "Meat")

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

**Conventions of Writing**

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

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

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

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Instruction / Demonstration (“I do” – “We do”)</b></p> <p><b>Phonemic Awareness</b> Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 2 is Parts of a Word. In Level 2, students listen for sounds within a word. They will practice blending sounds together to make a word. Beginning sounds are called onsets. Ending sounds are called rimes.</p> <p><b>Find the Pattern</b></p> <ol style="list-style-type: none"> <li>1. Write three words on the white board: cub, hub, met.</li> <li>2. Students write the two words with the same ending rime. Circle the ending rime: <u>cub</u>, <u>hub</u>. Here are sample word groups: smog/flock/smock, trot/truck/ spot, spun/sun/strut, stub,/tot/plot, and drink/stink/spring.</li> </ol> <p style="text-align: center;"><b>You do:</b> <b>Response Writing</b></p> <p>When asked a question, students and adults alike should respond in complete sentences. This is an ongoing process. Speaking in complete sentences is a lead-up activity to the child’s ability to write.</p> <p><b>Materials:</b> Student white boards, markers, erasing cloth</p> <p><b>Directions:</b> During language time, ask students to respond orally or in writing to the following prompts:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 0 20px;">I want ____.</td> <td>I see ____.</td> </tr> <tr> <td style="padding: 0 20px;">I want ____.</td> <td>I see ____.</td> </tr> <tr> <td style="padding: 0 20px;">I want ____.</td> <td>I see ____.</td> </tr> <tr> <td style="padding: 0 20px;">But I don’t want ____.</td> <td>But I don’t see ____.</td> </tr> </table>	I want ____.	I see ____.	I want ____.	I see ____.	I want ____.	I see ____.	But I don’t want ____.	But I don’t see ____.	<p>Help children hear the individual sounds inside of a word. Have them stretch the word so it is easier to hear.</p>
I want ____.	I see ____.								
I want ____.	I see ____.								
I want ____.	I see ____.								
But I don’t want ____.	But I don’t see ____.								
<p style="text-align: center;"><b>Instruction / Demonstration (“I do” – “We do”)</b></p> <p><b>Phonics</b> Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts:</p> <p><b>Creating the white board template:</b> Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be two lines in each quadrant.</p> <table border="1" style="width: 100%; height: 100px; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 50%; height: 50px; vertical-align: bottom;"> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> </td> <td style="width: 50%; height: 50px; vertical-align: bottom;"> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> </td> </tr> <tr> <td style="width: 50%; height: 50px; vertical-align: bottom;"> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> </td> <td style="width: 50%; height: 50px; vertical-align: bottom;"> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> </td> </tr> </table> <p>Say the following words. Have students write <b>both</b> the beginning and ending sounds in each quadrant: <u>at</u>las, <u>an</u>t, <u>ap</u>art, <u>at</u>om, <u>as</u>stant, <u>as</u>pect, <u>ac</u>cept, and <u>at</u>tempt.</p>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>	<p>Connect the symbols (letters) to the sounds that they make. Also help youngsters connect the upper and lower case letters.</p>				
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>								
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>								

## Consult 4 Kids Lesson Plans

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

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

## Punctuation Word Cards

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

First

Second

Third

Fourth

Then

Finally

## Consult 4 Kids Lesson Plans

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

<b>Materials:</b> Individual white boards, markers, alphabet cards
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### Opening

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

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

### Content (the “Meat”)

<b>Instruction / Demonstration (“I do” – “We do”)</b>	
<b>Conventions of Writing</b> 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. bark can the dog      {The dog can bark.} box the at look      (Look at the box.) top the to hop      (Hop to the top.) see jump the frog      (See the frog jump.) Discuss the groups of words above. Have student write the words into sentences.	

<b>Instruction / Demonstration (“I do” – “We do”)</b>	
<b>Phonemic Awareness</b> Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 2 is Parts of a Word. In Level 2, students listen for sounds within a word. They will practice blending sounds together to	

## Consult 4 Kids Lesson Plans

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

### Popcorn

Materials: Alphabet cards

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

**You do:**

### Capitalize the First Word of a Sentence

**Directions:**

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

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

#### Phonics

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

#### Creating the white board template:

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

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

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

## Consult 4 Kids Lesson Plans

sound at the end of the word, they will write the letter on the last line in the quadrant.  
 Sound of /m/ words: many, meat, minimum, mom, minute  
 Sound of /s/ words: sent, supper, suss, sunsets, Sam  
 Continue with the letter c. Practice drawing the c. Think of a fun way to draw the letter.  
 "Letter c stands for *car*. The "*car*" begins at the start of the race, curves around the track, and ends on the finish line." Using the quadrants above, students listen for the /k/ sound for the letter c at the beginning or ending of the word.  
 Sound of /k/ words: clatter, dynamicc, crater, havocc, giganticc

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

#### Day 2

#### Preparation

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

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

### Closing

#### Review

Say:

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

#### Debrief

#### Likes and Dislikes

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

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

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

# Alphabet Card Upper and Lower Case

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

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



## Consult 4 Kids Lesson Plans

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

**Materials:**

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

### Opening

#### State the objective

**Today we will:**

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

#### Gain prior knowledge by asking students

**Ask the students:**

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

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

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

### Content (the "Meat")

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

**Conventions of Writing**

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

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

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

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

**Freeze Like a Statue**

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

## Consult 4 Kids Lesson Plans

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

#### Phonemic Awareness

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

#### Pat the Sounds

**Materials:** Index cards, words from current word lists.

1. Ahead of time, write words on index cards. Separate the word parts: m-ouse mouse, h-and hand, c-oin coin, t-ent tent, p-in, pin, m-ask mask, h-ose hose, t-ack tack, l-eaf leaf.
2. Students place the index card on the table. Students slowly pat out each sound.
3. Students then exchange cards.

#### You do:

#### Students Recognize Lowercase Letters

**Materials:** Student white boards, markers, erasing cloth

#### Directions:

1. The leader will write three letters on the white board: cFG
2. Students choose the lowercase letter and write it on their white boards.
3. Continue the pattern: AaB, XYz, sER, rES, QTv, WXy, mNO, PoP.
4. Ask students to play the same game with their partner. Write one Capital and one lowercase letter. The partner must write the lowercase letter.

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

#### Phonics

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

#### Creating the white board template:

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

_____	_____
_____	_____

Have students draw the four quadrants on their white boards. We will continue listening for the short /a/ sound at the beginning or middle of each word. If they hear the /a/ sound in the word, write the letter a in the quadrant. If they do not hear the short /a/ sound, leave the quadrant blank. Here are a few words: antenna, terrible, anniversary, aster, cob, and agitate.

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

## Consult 4 Kids Lesson Plans

### Day 2

**Materials:** Individual student white boards, markers, erasing cloth

#### Preparation

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

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

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

### Closing

#### Review

Say:

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

#### Debrief

#### Likes and Dislikes

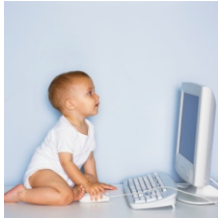
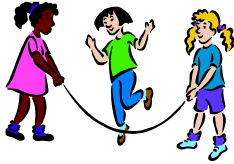
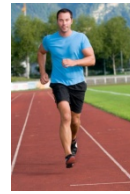
Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."

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

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

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

Verb (Action) Pictures



## Consult 4 Kids Lesson Plans

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

**Materials:**

Individual white boards, markers, erasing cloth

### Opening

#### State the objective

**Today we will:**

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

#### Gain prior knowledge by asking students

**Ask the students:**

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

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

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

### Content (the "Meat")

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

**Conventions of Writing**

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

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

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

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

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

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

## Consult 4 Kids Lesson Plans

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

## Consult 4 Kids Lesson Plans

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

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Likes and Dislikes</b>          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><b>Reflection (Confirm, Tweak, Aha!)</b>          Ask students to share something that they already knew about (how to find their name, etc.)          Ask them something that you talked about that they did not know.</p>
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## Upper and Lower Case Alphabet

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



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

## Consult 4 Kids Lesson Plans

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

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

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

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

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

### Punch the Sound

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

**You do:**  
**Ending Punctuation**

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

**Directions:**

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

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

#### Phonics

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

**Creating the white board template:**

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

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

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

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

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

## Consult 4 Kids Lesson Plans

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

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

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

#### Day 1

#### Preparation

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

#### Lesson

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

### Closing

#### Review

Say:

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

#### Debrief

#### Likes and Dislikes

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

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

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

# Punctuation Game Board

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

## Punctuation Game Board Sentences

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

## Consult 4 Kids Lesson Plans

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

<b>Materials:</b> Index cards, scissors, envelopes, individual white boards, markers, erasing cloth
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<b>Opening</b>
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<b>State the objective</b>
<p><b>Today we will:</b>          Conduct learning opportunities in the core English Language Arts Areas of:          Phonemic Awareness.          Concepts of Print.          Phonics/Letter Recognition.          Vocabulary Clues (Tools for clarifying story content).</p>

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

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

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

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

**You do:**

### Capitalize the Names of People

**Materials:** Student white boards, markers, erasing cloth

**Directions:**

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

reading success.

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

**Phonics**

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

**Creating the white board template:**

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

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

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

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

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

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

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



## Consult 4 Kids Lesson Plans

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

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

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

#### Day 2

#### Preparation

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

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

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

### Closing

#### Review

Say:

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

#### Debrief

#### Likes and Dislikes

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

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

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

# Consonants Upper and Lower Case

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

Consult 4 Kids Lesson Plans

t	v	w	x
y	z		

## Consult 4 Kids Lesson Plans

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

**Materials:**

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

### Opening

#### State the objective

**Today we will:**

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

#### Gain prior knowledge by asking students

**Ask the students:**

This activity will help students learn to retell in sequence.

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

**Rhyming Words**

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

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

## Consult 4 Kids Lesson Plans

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

## Consult 4 Kids Lesson Plans

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

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

#### Phonics

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

#### Creating the white board template:

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


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

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

#### Day 2

#### Preparation

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

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

#### Make Connections

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

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

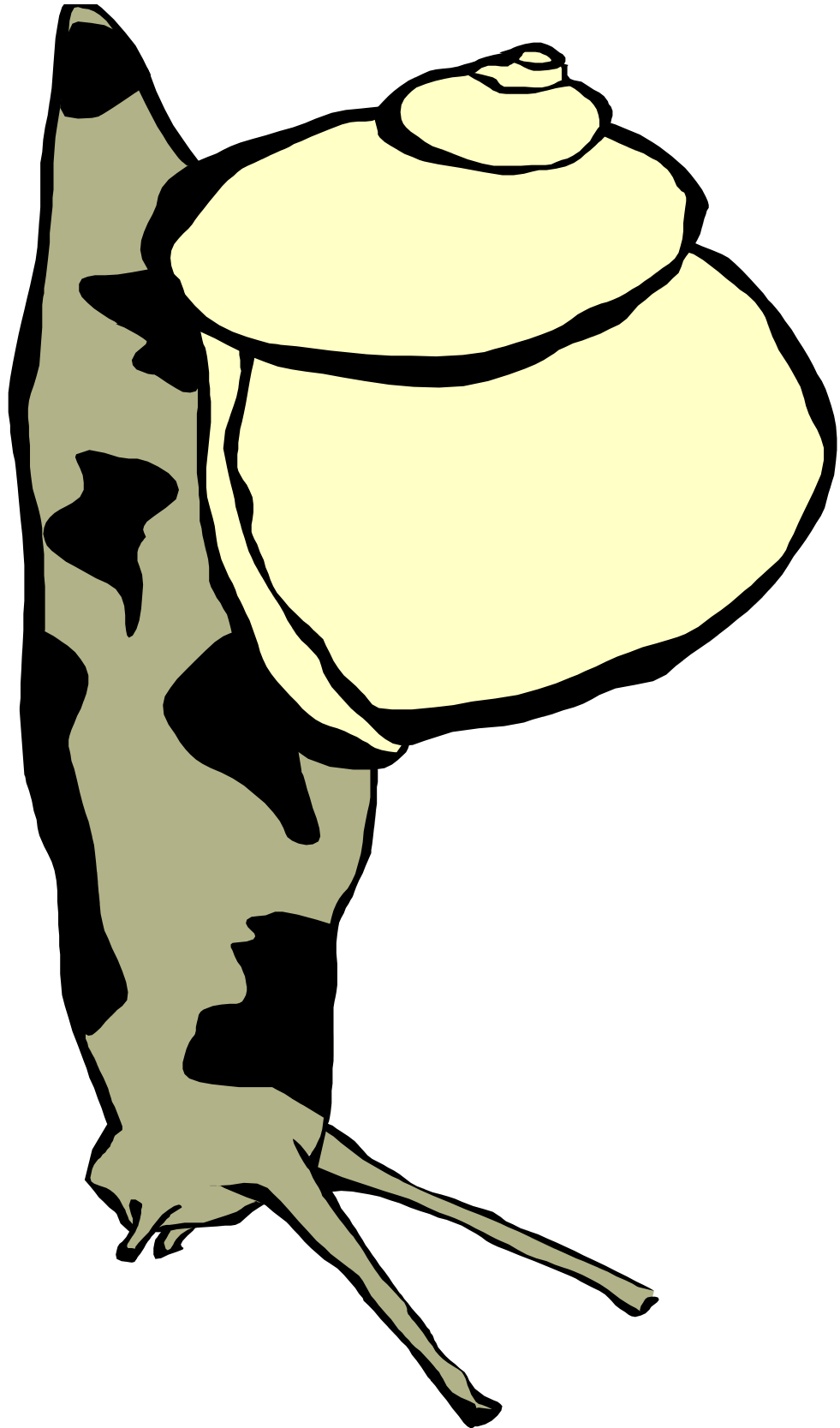
##### Likes and Dislikes

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

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

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

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





## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	Kindergarten-1 <sup>st</sup> Grade
<b>Lesson Title:</b>	Secret Word
<b>Focus:</b>	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

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

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

## Consult 4 Kids Lesson Plans

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

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

### Closing

#### Review

Say:

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

#### Debrief

#### Likes and Dislikes

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

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

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

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

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

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