

Consult 4 Kids Lesson Plans

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

Materials: White boards, markers, erasing cloth

Opening

State the Objective

Today we will:

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

Gain prior knowledge by asking students

Materials: White boards, markers, erasing cloth

Ask the students

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

1. Read the fable to the students...

The Tortoise and the Hare

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

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

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

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

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

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

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

The Hare knew he had lost the race.

MORAL: Slow but steady wins the race.

Aesop

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

Find Words in a Sentence:

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

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

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

Content (the "Meat")

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

Conventions of Writing

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

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

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

Stuffed Bear

Directions:

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

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

Phonemic Awareness

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

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

Colorful Graph

Directions:

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

Example:

/b/	/d/	/m/

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

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

<p>Reflection (Confirm, Tweak, Aha!) Ask students to share something that they already knew about (how to find their name, etc.) Ask them something that you talked about that they did not know.</p>
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Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	Ant and Grasshopper
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

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

Opening

State the Objective

Today we will:

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

Gain prior knowledge by asking students

Materials: White boards, markers, erasing cloth

Ask the students

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

1. Write the fable on the white board.

The Ant and the Grasshopper

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

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

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

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

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

Aesop

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

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

Content (the "Meat")

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

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

You Do

Page Number

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

Directions:

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

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

Phonics

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

Creating the white board template:

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

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

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

Day 3

Preparation

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

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

Who Questions

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

Closing

Review

Say:

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

Debrief

Likes and Dislikes

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

Reflection (Confirm, Tweak, Aha!)

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

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

Ending Punctuation Game Board

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

Ending Punctuation Game Cards

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

The Grasshopper and the Ant

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

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

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

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

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

It was at that moment that the Grasshopper knew:

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

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

Materials: White boards, markers, erasing cloth

Opening

State the Objective

Today we will:

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

Gain prior knowledge by asking students

Materials: White boards, markers, erasing cloth

Ask the students

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

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

Draw Boxes

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

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

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

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

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

Sneaky "e" Cards

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

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e	e	e	e
e	e	e	e

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Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	What Are You Curious About?
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

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

Opening

State the Objective

Today we will:

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 Phonemic Awareness.
 Concepts of Print.
 Phonics/Letter Recognition.
 Vocabulary Clues (Tools for questioning about story content).

Gain prior knowledge by asking students

Materials: White boards, markers, erasing cloth

Ask the students

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

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

Hey Diddle, Diddle

Hey, Diddle, Diddle,

This rhyme is a riddle.

Can a cow fly over the moon?

I bet you'll say, "No."

But the answer is, "Yes!" –

If she's riding a hot-air balloon!

Stan Lee Werlin

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

Match Them Up:

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

Consult 4 Kids Lesson Plans

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

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

Content (the “Meat”)

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

Conventions of Writing

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

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

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

Statement/Question

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

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

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

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

Phonemic Awareness

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

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

Marker Push

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

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

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

Marker	Marker	Marker	Marker	Marker

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

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

Word of the Day

The Word of the Day is "character." Each time you read a rhyme, fable, or story to students, talk about the characters.

1. Talk to students about the meaning of character. (A character is a person or creature in a story.)
2. Talk about the "Hey, Diddle, Diddle" silly rhyme. Who was the character in the rhyme? (cow)
3. Who were the characters in The Hare and the Tortoise? (Hare, tortoise, fox)
4. Ask for characters from other well-known children's books.
5. When reading a story to students, remember to ask about the author, title, and characters.

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

Phonics

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

Creating the white board template:

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

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

Introduce the letter "l." What is the sound of the letter "l"? (l-l) Is your mouth open or closed? (Open) Are your teeth clinch or open? (Open) Is your tongue behind your teeth

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<p>relaxed or between your teeth? (Relaxed, then behind) Show students how to form the letter. Students listen for the (l-l-l) sound at the beginning or ending of the word. Print the letter on the line in the first quadrant. Here are the words: <u>l</u>and, pee<u>l</u>, we<u>l</u>l, and <u>l</u>isten.</p>	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Day 3 Preparation</p> <p>Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first.</p> <p>What Are You Curious About?</p> <ol style="list-style-type: none"> 1. Review the silly rhyme, <u>Hey, Diddle, Diddle</u>. 2. Provide each partner-pair with trade books. 3. Read the book together. 4. Have students ask these questions of their partners: <ul style="list-style-type: none"> • Is there anything that you did not understand? • What were you thinking about as we were reading? • Has anything like this ever happened before? • Have you ever known anyone like this character? • What are you curious about? 5. Remind students to answer questions in complete sentences. 6. Note: Adjust the number of questions according to the abilities of the group. 	

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

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

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

Punctuation Sentence Cards

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

Consult 4 Kids Lesson Plans

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

Materials: White boards, markers, erasing cloth, 10-12 sets of Who, What, Where, When and Why Question Cards

Opening

State the Objective

Today we will:

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

Gain prior knowledge by asking students

Materials: White boards, markers, erasing cloth

Ask the students

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

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

Hickory, Dickory, Dock

Hickory, Dickory, Dock

A mouse jumped in my sock.

He wiggled his nose

And tickled my toes

Which gave me quite a shock!

Jeffery Goodson

3. Ask a student to draw a box around the words that rhyme: Dock/sock/shock, nose/toes.
4. Draw a circle around the ending punctuation.
5. Talk about the four parts of the rhyme: The mouse jumped in my sock. He wiggled his nose. And tickled my toes. Which gave me quite a shock!
6. Act out the four sections.
7. Ask students to retell the silly rhyme in their small groups.
8. Have a student retell the silly rhyme for the whole class.

Count the Words in a Sentence:

1. Provide students with white boards.
2. Write a simple sentence on the white board: "I like to play."
3. Ask students to copy the sentence on their white boards.
4. Point to each word. Ask students to count the number of words in the sentence.
5. Repeat the process with several other sentences.
6. Here are a few short sentences: *My cat is furry. I play in the mud. I can run around the yard. I want to sing. I*

Consult 4 Kids Lesson Plans

have to go home. I have one game. I can't jump rope. My big toe is sore. I'm afraid of dragons. I love you.

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

Content (the "Meat")

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

Conventions of Writing

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

Sentence/Not a Sentence

Directions: Ask students to say two-word sentences. Write these sentences on the white board. Ask students to provide two or three word phrases which are not sentences. Write these phrases on the white board. Give a short quiz. Students use "Thumbs up," if the words are a sentence, and "Thumbs down," if the words are not a sentence.

<u>Sentence</u>	<u>Not a Sentence</u>
People walk.	the people
You sit.	with his mom
Dogs bark.	more people
Eyes see.	in a book
Children play.	many cars
Water boils.	some kids
Music plays.	hot water

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

Phonemic Awareness

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

Sound Isolation – Old Mac Donald Had a Farm (Yopp, 1992)

In this song, students are asked to tell what sounds they hear at the beginning, middle, or ending of words. You may use the same sound for each position (beginning, middle and ending) as you begin to work with a new sound and then mix them up as students learn more sounds.

What's the sound that starts these words: (Wait for a response from the students - /t/.	turtle, time, and teeth?
/t/ is the sound that starts these words: With a /t/, /t/, here and a /t/, /t/, there, Here a /t/, there a /t/, everywhere a /t/, /t/,	turtle, time, and teeth.
/t/ is the sound that starts these words:	turtle, time, and teeth.

*Activity → Teachable Moment(s) *throughout*

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

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Continue with middle (beet, meal, and read /ee/) and ending sounds (bed, seed, and mad /d/).

Word of the Day

The Word of the Day is "author." Each time you read a rhyme, fable, or story to students, be sure to talk about the author.

1. Ask students to stand or sit in a circle.
2. Face their partner. Ask their partner, "Who is the author of The Hare and the Tortoise fable? The author is Aesop (ee-sop)."
3. Turn around and face your other partner. Ask your partner, "Who is the author of The Cat in the Hat? The author is Dr. Seuss."
4. Now walk to a new partner. Ask your partner, "Who is the author of Brown Bear, Brown Bear, What Do you See? The author is Bill Martin, Jr."
5. Talking about authors is an on-going activity.
6. Talk to students about your favorite author.

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

Phonics

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

Creating the white board template:

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

Tell students that we will be spelling whole words – one word in each space. Listen carefully to each sound in the word. We have learned all these sounds. Stretch out each sound. Model the word "raft" on the white board. The words for today are: *cram, tram, tract, and scam.*

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

Day 3

Preparation

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

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Who, What, Where, When and Why Question Cards

1. Review the silly rhyme, Hickory, Hickory, Dock.
2. Provide each partner-pair with one set of Who, What, Where, When and Why Question Cards.
3. Students alternate by asking each other Who, What, Where, When and Why questions about the rhyme. Students always answer in complete sentences.

Closing

Review

Say:

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

Debrief

Likes and Dislikes

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

Reflection (Confirm, Tweak, Aha!)

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

Who, What, When, Where, and Why Cards

Who?	What?	When?
Where?	Why?	Who?
What?	When?	Where?
Why?	Who?	What?
When?	Where?	Why?
Who?	What?	When?
Where?	Why?	

Consult 4 Kids Lesson Plans

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

Materials: White boards, markers, erasing cloth, Sneaky 'e' Word Cards

Opening

State the Objective

Today we will:

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

Gain prior knowledge by asking students

Ask the students

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

1. Write the rhyme on the white board.
Humpty Dumpty
 Humpty Dumpty sat on a wall.
 Humpty Dumpty had a great fall.
 All the king's horses
 And all the king's men
 Had scrambled eggs for breakfast!
2. Read the rhyme together as you track the words left to right.
3. Ask a student to come to the white board and draw a box around the first word and the last word in the rhyme.
4. Ask another student to draw a box around words that rhyme.
5. Then have a student circle the ending punctuation in all the sentences.
6. Continue circling letters, drawing boxes around words, and circling the whole sentence.
7. Choose one student to retell the rhyme without using words, just actions. This may take some practice, but students will soon get the idea.
8. Choose a student to retell the rhyme while the leader does the actions.

"Sneaky 'e'"

1. The leader talks about Final Sneaky 'e' that changes the vowel sound from short to long. Make flash cards with these word pairs. Students must read each word correctly to keep the card.

at/ate	plan/plane	can/cane	bit/bite
not/note	cub/cube	cap/cape	mad/made
man/mane	rat/rate	tap/tape	dim/dime
fin/fine	hid/hide	kit/kite	quit/quite
rip/ripe	shin/shine	spin/spine	hat/hate

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

Consult 4 Kids Lesson Plans

them become terrific readers!

Content (the "Meat")

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

Conventions of Writing

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

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

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

Complete the Sentence

Students write the completed sentence on their white boards by adding a prepositional phrase: *around the corner, over the fence, in the house, down the street, under the table, through the door, in a hurry, with his mom, and before lunch.*

Wind blows _____. Kids run _____.
Eyes see _____. Music plays _____.

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

Phonemic Awareness

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

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

Thumbs Up and Clap

Directions:

1. Say a target word, then invite students to show "thumbs up" and then give a "clap" each time they hear you say a word with the same beginning sound.
2. If the target word is turtle, and you call out "time," students give you a "Thumbs Up" and then a "clap." If the call out word does not have the same beginning sound, "Thumbs Down."
3. Here are target words with call out words: did/dug, pop/mug, cat/cub, hug/hat, rot/sat, set/bet, pen/pig, pit/pen, fox/fit, lit/jot, hen/hit, top/ten, and fat/fit.

You Do

Pop-up and Capitalize The Pronoun "I"

Materials:

Directions:

1. Review Capital "I"
2. Write a sentence containing the pronoun "I" on the white board.
3. As you read the sentence, ask students to "pop up" and capitalize the "I."
4. Here are a few sentences: I (Students pop up) am sleepy. She and I are friends. Someday I will grow up. I want to know the answer. I like you, so I want to be your friend. I can see and I can hear. I am sure of that. Why is the pronoun "I" so important?

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

Phonics

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

Creating the white board template:

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

_____	_____
_____	_____

Continue practicing the letter *r*. "What sound does the letter *r* make? (*r-r-r*) Are your lips open or closed? Are your teeth clinched or open? Is your tongue relaxed, between your teeth, or behind your teeth? Show students how to write *r*. Have students listen for the *r-r-r* sound and decide whether the sound comes at the beginning or ending of the word? Practice writing "r" correctly, Here are the "r" words: roller, runner, door, repair

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

Day 3

Preparation

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

When Questions

1. When questions ask about time of day, month, year, and so on.
2. Brainstorm "Time" words: today, yesterday, tomorrow, last week, next month, one hundred years ago, in a minute, just a second, in a little bit, in 5 minutes, in the future, in the summer, almost ready, after the game, and when you grow up.
3. Students work in partner/pairs.
4. First student asks a "When" question. The second student responds in a complete sentence including "Time" words.
5. For example: "When are you going to the park? I am going to the park today. When will you be ready to go? I'll be ready in just a minute."
6. Variation: Work in small groups. Give points for the number of "When" questions and answers they think of.

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Closing

Review

Say:

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

Debrief

Likes and Dislikes

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

Reflection (Confirm, Tweak, Aha!)

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

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

Sneaky "e" Cards

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

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e	e	e	e
e	e	e	e

Consult 4 Kids Lesson Plans

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

Materials: White boards, markers, erasing cloth, index cards
 Prepare two sets of cards with each student's name on each card

Opening

State the Objective

Today we will:

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

Gain prior knowledge by asking students

Ask the students

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

1. Write the story on the white board.
Jake's Car
 Jake's car is very dirty.
 Jake gets a bucket.
 He gets a towel, too.
 Jake fills the bucket.
 Jake washes his dirty car.
 Now Jake's car is clean.
 Jake is all dirty!
2. Read the story together as you track the words left to right.
3. Ask a student to come to the white board and draw a box around the first word and the last word in the story.
4. Ask another student to draw a box around the word you choose.
5. Then have a student circle the first sentence and the 4th sentence.
6. Continue circling letters, drawing boxes around words, and circling the whole sentence.
7. Ask students to retell the story to their partners.
8. Choose one student to retell the story in their own words, without looking at the white board!

Rhyming Word "I Say, You Say"

1. Begin with a simple clap and snap rhythm: Clap Clap Snap Clap Clap Snap
2. Clap with the rhythm: "I (clap) say (clap) fat (snap). You (clap) say (clap) _____. (snap)"
3. Here are more rhymes: "I say red. You say _____. I say fall. You say _____. I say ball. You say _____. I say she. You say _____. I say went. You say _____. I say game. You say _____. I say sun. You say _____."

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

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Content (the “Meat”)	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>Complete the Sentence Students write the completed sentence on their white boards.</p> <p style="text-align: center;">I can't _____. A bear can _____. I want to _____. I can walk to _____. I watch _____. I can _____. She will _____. I love _____.</p>	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonemic Awareness Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 3 is Sequence of Sounds. In Level 3, students listen to specific positions of sounds within a word. They will practice whether they heard the sound at the beginning, middle, or end of the word. Note: Students are listening for the sound, not the letter name.</p> <p>We’re Going on a Trip Directions:</p> <ol style="list-style-type: none"> 1. Secretly choose a specific sound pattern such as the beginning sound /t/. Explain that the class is packing a suitcase for a special trip and only the items that have the “secret sound” in their names will fit in the suitcase. 2. Pretend to place objects in the suitcase, all of which fit the secret sound patterns, such as <i>tuna</i> or <i>toenail</i>. Invite children who think they know the pattern to “pack” an object, saying the name aloud. 3. Continue playing until several children figure out the pattern, and then tell them the secret sound. Play again using other secret sounds. <p style="text-align: center;">You do: Capitalize Names of Students</p> <p>Materials: Two sets of cards with students’ names on them. Directions:</p> <ol style="list-style-type: none"> 1. Make two sets of cards with students’ names on them. 2. In the first set, write an upper-case (capital) letter for the first letter in the name. 3. In the second set, write a lower-case letter for the beginning letter. 4. Flash a card. 5. Thumbs up is the card is correct. Thumbs down if the card is not correct. 6. Variation: Let students flash the cards. 	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonics Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you</p>	

Consult 4 Kids Lesson Plans

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

Creating the white board template:

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

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

Introduce the name of the letter *r*. "What sound does the letter *r* make? (*r-r-r*) Are your lips open or closed? Are your teeth clinched or open? Is your tongue relaxed, between your teeth, or behind your teeth? Show students how to write *r*. Have students listen for the *r-r-r* sound and decide whether the sound comes at the beginning or ending of the word. Write *r* on the appropriate lines. Here are the words: *robin, reading, war, radar*

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

Day 3

Preparation

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

How Questions

1. How questions are the basis for problem solving. "How" is an inventor's favorite question.
2. Divide students into two teams.
3. Challenge students to think of as many "How" questions as possible.
4. Each team receives a point for each question.
5. Here are possible "how" questions: "How do tomatoes get their red color? How do we get cash from an ATM? How old are you? How many toes do you have? How can the team score a goal? How do you build a strong fence? How many gumballs are in the gumball machine? How long until we get there?"
6. Award a cheer for the winning team!

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Closing

Review

Say:

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

Debrief

Likes and Dislikes

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

Reflection (Confirm, Tweak, Aha!)

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

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

Consult 4 Kids Lesson Plans

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

Materials: White boards, markers, erasing cloth

Opening

State the Objective

Today we will:

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

Gain prior knowledge by asking students

Materials: White boards, markers, erasing cloth

Ask the students

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

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

A Purple Cow

I never saw a purple cow.
 I never hope to see one.
 But I can tell you anyhow
 I'd rather see than be one!

Talk about the parts of a retell.

- Start with an introduction. The title of the rhyme is A Purple Cow.
 - Name the main character: I
 - Where the story takes place: Unknown
 - When the story takes place: Unknown
 - The problem: I never saw a purple cow.
 - Problem got solved: I'll just look at a purple cow.
 - How the story ended: Now I don't have to worry about being a purple cow.
3. Have students retell the silly rhyme by answering questions (See above) about the rhyme.
 4. Continue this format for other stories or rhymes.

Other One-Syllable Word Rhymes:

Refer to the Rhyme-Story The Wild Boar in 4th Month, Day 10.

The Wild Boar

There once was a wild boar
 Who bumped into the door.

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His head was so sore
He fell on the floor.

Create other rhymes using the following one-syllable words. Replace boar, door, sore and floor with some of the following rhyming words: cat, fat, gnat, hat, mat, pat, rat, sat
book, cook, hook, look, nook, rook, took
can, Dan, fan, man, Nan, pan, ran, tan
bee, fee, key, knee, me, see, tea, we

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

Content (the "Meat")

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

Conventions of Writing

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

Extend Two-Word Sentences

In this activity, students take a simple sentence and add a prepositional phrase. A prepositional phrase is two or three words, which tell *where*, or *how* something happens . . . *around the corner, over a fence, in the corner, down the street, under the table, through the door, in a hurry, with his mom, before lunch, etc.* Make a list of simple sentences on the white board. Make a list of prepositional phrases on the white board. Students work with a partner to join the simple sentences with a prepositional phrase.

Animals live	around the corner
Pages turn	over a fence
Clouds move	under the table
Eyes see	through the door
Ears hear	in a hurry
Wind blows	with his mom
Water boils	before lunch
Cars run	up the tree
Music plays	after supper
Light shines	during recess

*Activity → Teachable Moment(s) *throughout*

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

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

Phonemic Awareness

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

Consult 4 Kids Lesson Plans

Twinkle, Twinkle, Little Word

Sing to the tune of "Twinkle, Twinkle, Little Star."

Twinkle, twinkle, little word
 What's the new word to be heard?
 If I take off the **FIRST** sound
 What new word will now be found?
 Take the /sh/ right off **shout**.
 Now the new word sounds like . . .
 _____ . (out)

Here are other first sound words: hair, ball, boat, farm, and cat

Twinkle, twinkle, little word
 What' the new word to be heard?
 If I take off the **LAST** sound
 What new word will now be found?
 Take the /er/ right off of **hammer**.
 Now the new word sounds like . . .
 _____ . (ham)

Here are other last sound words: cabbage, sidewalk, butterfly, and rainbow.

Word of the Day

The Word of the Day is "sight words." There are a few words that don't fit common spelling patterns. These words are used frequently. It is recommended to introduce these sight words five at a time for students to memorize. Write them on flash cards, place them around the room, go on scavenger hunt to find them, have relay races to write them, or think of other fun ways to help students learn sight words. Here is a list of common sight words: *they, does, have, of, you, come, is, one, said, are, once, because, were* and *was*.

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

Phonics

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

Creating the white board template:

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

_____ _____	_____ _____
_____ _____	_____ _____

Review the letter "L." What is the sound of the letter "L"? (l-l) Is your mouth open or

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<p>closed? (Open) Are your teeth clinch or open? (Open) Is your tongue behind your teeth relaxed or between your teeth? (behind) Show students how to form the letter. Start at the top and go down. Students listen for the (l-l) sound at the beginning or ending of the word. Print the letter on the line in the first quadrant. Here are the words: creel, long, dreadful, and legal.</p>	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Day 3 Preparation Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first.</p> <p>More Than One Answer Read an age appropriate book to the students. Divide students into teams. Give team points for each correct answer. Basked on the story, ask students how many answers they can give to these questions:</p> <ul style="list-style-type: none"> What caused . . . How did . . . For what reason . . . Explain how . . . What are two examples of . . . 	

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

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

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

Materials: a bag of consonant letters, small objects (two or three that match each beginning sound) For example: b=book, d=desk, g=green, p=pencil, s=stapler, m=marker, c=calculator

Opening

State the Objective

Today we will:

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

Gain prior knowledge by asking students

Ask the students

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

1. Write the story on the white board.
 - On the Farm
 - I saw a pig on the farm.
 - I saw some chickens on the farm.
 - I saw a dog on the farm.
 - I saw a horse on the farm.
 - I liked the farm.
2. Read the story together as you track the words left to right.
3. Ask students to come to the white board and circle all the "o's" in the story.
4. Choose five students. Assign each student one line to read.
5. Choose one student to retell the story in their own words, without looking at the white board!

Rhyming Word Sit Down

1. Children walk around in a big circle taking one step each time a rhyming word is said by the leader.
2. When the teacher says a word that doesn't rhyme, the children sit down:
 - she tree flea spree key bee sea went
 - cot dot hot jog top rot knot plot
 - bit fit sip kit mitt knit quit whip

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

Content (the "Meat")

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

Conventions of Writing

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<p>It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>Improve the Sentence Provide a list of dull sentences that can be made more interesting or powerful. Ask students to energize these sentences by adding descriptive words and unusual ideas. Make a competition out of this activity.</p> <ol style="list-style-type: none"> 1. The worm went. (The worm went to the dirt and dug a hole.) 2. The man got. (The man got a drink of sparkling lemonade.) 3. The dog came. (The dog came along the road, wagging his tail.) 4. The woman ate. (The woman ate all of the doughnuts!) 5. The snail crawled. (The snail crawled up the steps leaving a slimy trail.) 	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonemic Awareness Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 3 is Sequence of Sounds. In Level 3, students listen to specific positions of sounds within a word. They will practice whether they heard the sound at the beginning, middle, or end of the word. Note: Students are listening for the sound, not the letter name.</p> <p>Match the Sounds Materials: bag of consonant letters, small objects with beginning sounds of the consonants in the bag. Directions:</p> <ol style="list-style-type: none"> 1. Place the objects at the far end of the room. 2. Divide the class into two teams, lined up single file at the starting line. 3. The first students pick a letter out of the bag. 4. Those students race to the object pile, and find the matching objects. 5. Points are awarded for correct matches. 6. The matching continues. <p style="text-align: center;">You do: Identify Letters</p> <p>Materials: Alphabet cards for partner pairs, white boards, markers, erasing cloth Directions:</p> <ol style="list-style-type: none"> 1. Provide each partner-pair with a set of consonant alphabet cards. 2. Students make a pile of the cards. 3. The first player draws a card. The letter is “c.” The player says the letter and writes the “c” on the white board. 4. The second player draws a card. The letter is “z.” 5. The play continues until a player cannot name a letter. 6. He loses his turn. The opponent gets two turns. 	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonics Phonics is focused on learning the sounds that letters make; identifying which letter</p>	<p style="text-align: center;">*Activity → Teachable Moment(s) throughout During the lesson check in</p>

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

Creating the white board template:

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

Tell students they will be spelling words. Say the word (tact). Have students repeat the word. Ask students what they said first (t). Ask students to write the letter *t* in the first quadrant. Ask, "What did you hear after *t*?" (a) "Write the letter *a* after the letter *t* in the first quadrant." Ask, "What did you hear after *a*?" (k) "Write the letter *k* after *ta*." Ask, "What did you hear after *k*?" (t) Say the word again (tact), tracking from left to right. Incorrect spellings (takt) are acceptable. Continue with these words: Sam, at, cats.

with students repeatedly.

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

Take advantage of any teachable moments.

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

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

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

Day 3

Preparation

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

Why Questions

1. Divide students into two teams.
2. Challenge students to think of as many "Why" questions as possible.
3. Each team receives a point for each question.
4. Here are possible "why" questions: "Why is grass green? Why does rain fall? Why do we have to ask questions? Why do we have to do homework? Why can't we play Hula Hoop Pass instead of Relay Races? Why? Why? Why?"
5. Award a cheer for the winning team!

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Closing

Review

Say:

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

Debrief

Likes and Dislikes

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

Reflection (Confirm, Tweak, Aha!)

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

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

Alphabet Cards

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

Consult 4 Kids Lesson Plans

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

Materials: White boards, markers, erasing cloth, several large stretchy rubber bands

Opening

State the Objective

Today we will:

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

Gain prior knowledge by asking students

Materials: White boards, markers, erasing cloth

Ask the students

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

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

Peas

I eat my peas with honey
 I've done it all my life.
 It makes them taste quite funny,
 But it keeps them on my knife!

Talk about the parts of a retell.

- Start with an introduction. The title of the rhyme is Peas.
 - Name the main characters: I.
 - Where the story takes place: All my life
 - When the story takes place: Meal time
 - The problem: They taste quite funny..
 - Problem got solved: They stay on my knife.
 - How the story ended: I ate the peas.
3. Have students retell the silly rhyme by answering questions (See above) about the rhyme.
 4. Continue this format for other stories or rhymes.

One Syllable Words:

Write the rhyme-story on the white board. Ask students to draw a box around the first word and the last word in the story. Ask another student to underline the rhyming words. Then have a student circle the first sentence and the 4th sentence. Continue circling letter, drawing boxes around capital letters, words, ending punctuation, etc.

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The Wild Boar

There once was a wild boar
Who bumped into the door.
His head was so sore
He fell on the floor.

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

Content (the "Meat")

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

Conventions of Writing

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

Animal Report Writing

In this activity, students fill in the blanks to create a mini-report. The leader will write the report on the white board asking students to help fill in the blanks. Students read the report when it is finished. Then students may draw a picture on their white boards including information they added to the report.

Sharks

The most interesting thing about sharks is _____.
They eat _____. They live _____. They have _____.
But the most interesting things about sharks are _____.

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

Phonemic Awareness

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

Rubber Band Stretch

Materials: Stretchy rubber band for leader

1. The leader models with a large rubber band how to stretch out a word as the word is said. /mmmmmmmmmm-/aaaaaaaaaaa-/nnnnnnnnnnnn
2. The leader models with the stretched out band how to bring the rubber band back to original length and says the word fast: /man/.
3. Students pretend to stretch rubber bands as they say the sounds in different words.

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<p>Word of the Day The Word of the Day is “read/reread.” Reread means to read again. Each time you read a rhyme, fable, or story to students, say that we have read the rhyme once, so now we are going to “reread” the rhyme. .</p> <ol style="list-style-type: none"> 1. Read <u>The Wild Boar</u> with the students. 2. Now ask students what the word is that means we will read the rhyme again. (reread) 3. Practice adding the prefix re- to other base words. “I will tell you the directions. Who can retell the directions?” 4. Here are a few re- words: reread, redo, remake, reconnect, recolor, and rebuild. 									
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonics Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts:</p> <p>Creating the white board template: Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be two lines in each quadrant.</p> <table border="1" style="width: 100%; height: 100px; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 25%; text-align: center;">_____</td> <td style="width: 25%; text-align: center;">_____</td> <td style="width: 25%; text-align: center;">_____</td> <td style="width: 25%; text-align: center;">_____</td> </tr> <tr> <td style="width: 25%; text-align: center;">_____</td> <td style="width: 25%; text-align: center;">_____</td> <td style="width: 25%; text-align: center;">_____</td> <td style="width: 25%; text-align: center;">_____</td> </tr> </table> <p>Review the letter “L.” What is the sound of the letter “L”? (l-l-l) Is your mouth open or closed? (Open) Are your teeth clinch or open? (Open) Is your tongue behind your teeth relaxed or between your teeth? (behind) Show students how to form the letter. Start at the top and go down. Students listen for the (l-l-l) sound at the beginning or ending of the word. Print the letter on the line in the first quadrant. Here are the words: capital, initial, label, and leap.</p>	_____	_____	_____	_____	_____	_____	_____	_____	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
_____	_____	_____	_____						
_____	_____	_____	_____						
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Day 3 Preparation Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first.</p> <p>What Does Not Make Sense?</p> <ol style="list-style-type: none"> 1. Review the silly rhyme, <u>The Boar</u>. 									

Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> 2. Ask students to ask their partners what does not make sense in the rhyme. 3. Ask a second question about what does not make sense in the rhyme. 4. Share these questions with the rest of the class. 5. Ask if anyone can answer the questions of what does not make sense in the rhyme or anything else. 	
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Likes and Dislikes Create a chart and list what students liked and what students didn't like about the activities. You might probe by asking, "What about this activity ..."</p>

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

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

Materials: White boards, markers, erasing cloth, index cards

Opening

State the Objective

Today we will:

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

Gain prior knowledge by asking students

Ask the students

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

1. Write the story on the white board.

Jake's Car

Jake's car is very dirty.

Jake gets a bucket.

He gets a towel, too.

Jake fills the bucket.

Jake washes his dirty car.

Now Jake's car is clean.

Jake is all dirty!

2. Read the story together as you track the words left to right.
3. Ask a student to come to the white board and draw a box around the first word and the last word in the story.
4. Ask another student to draw a box around the word you choose.
5. Then have a student circle the first sentence and the 4th sentence.
6. Continue circling letters, drawing boxes around words, and circling the whole sentence.
7. Ask students to retell the story to their partners.
8. Choose one student to retell the story in their own words, without looking at the white board!

Rhyming Word "I Say, You Say"

1. Begin with a simple clap and snap rhythm: Clap Clap Snap Clap Clap Snap
2. Clap with the rhythm: "I (clap) say (clap) fat (snap). You (clap) say (clap) _____. (snap)"
3. Here are more rhymes: "I say red. You say _____. I say fall. You say _____. I say ball. You say _____. I say she. You say _____. I say went. You say _____. I say game. You say _____. I say sun. You say _____."

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

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Content (the “Meat”)	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>Complete the Sentence Students write the completed sentence on their white boards. I can't _____. A bear can _____. I want to _____. I can walk to _____. I watch _____. I can _____. She will _____. I love _____.</p>	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonemic Awareness Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 3 is Sequence of Sounds. In Level 3, students listen to specific positions of sounds within a word. They will practice whether they heard the sound at the beginning, middle, or end of the word. Note: Students are listening for the sound, not the letter name.</p> <p>We’re Going on a Trip Directions:</p> <ol style="list-style-type: none"> 1. Secretly choose a specific sound pattern such as the beginning sound /t/. Explain that the class is packing a suitcase for a special trip and only the items that have the “secret sound” in their names will fit in the suitcase. 2. Pretend to place objects in the suitcase, all of which fit the secret sound patterns, such as <i>tuna</i> or <i>toenail</i>. Invite children who think they know the pattern to “pack” an object, saying the name aloud. 3. Continue playing until several children figure out the pattern, and then tell them the secret sound. Play again using other secret sounds. <p style="text-align: center;">You do: Capitalize Names of Students</p> <p>Materials: Two sets of cards with students’ names on them. Directions:</p> <ol style="list-style-type: none"> 1. Make two sets of cards with students’ names on them. 2. In the first set, write an upper-case (capital) letter for the first letter in the name. 3. In the second set, write a lower-case letter for the beginning letter. 4. Flash a card. 5. Thumbs up is the card is correct. Thumbs down if the card is not correct. 6. Variation: Let students flash the cards. 	
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonics Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when</p>	<p>*Activity → Teachable Moment(s) throughout During the lesson check in with students repeatedly. Check in about what is</p>

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another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts:

Creating the white board template:

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

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

Introduce the name of the letter *r*. "What sound does the letter *r* make? (*r-r-r*) Are your lips open or closed? Are your teeth clinched or open? Is your tongue relaxed, between your teeth, or behind your teeth? Show students how to write *r*. Have students listen for the *r-r-r* sound and decide whether the sound comes at the beginning or ending of the word. Write *r* on the appropriate lines. Here are the words: *robin, reading, war, radar*

happening and what they are thinking.

Take advantage of any teachable moments.

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

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

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

Day 3

Preparation

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

How Questions

1. How questions are the basis for problem solving. "How" is an inventor's favorite question.
2. Divide students into two teams.
3. Challenge students to think of as many "How" questions as possible.
4. Each team receives a point for each question.
5. Here are possible "how" questions: "How do tomatoes get their red color? How do we get cash from an ATM? How old are you? How many toes do you have? How can the team score a goal? How do you build a strong fence? How many gumballs are in the gumball machine? How long until we get there?"
6. Award a cheer for the winning team!

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Closing

Review

Say:

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

Debrief

Likes and Dislikes

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

Reflection (Confirm, Tweak, Aha!)

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

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