

Consult 4 Kids Lesson Plans

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

Materials: White boards, markers, erasing cloth

Opening

State the Objective

Today we will:

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

Gain prior knowledge by asking students

Ask the students

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

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

All Around the Mulberry Bush

All around the mulberry bush
 The monkey chased the weasel.
 The monkey thought 'twas all in good fun.
 Pop! Goes the weasel!

A penny for a spool of thread,
 A penny for a needle.
 That's the way the money goes.
 Pop! Goes the weasel!

3. Read the poem several times.
4. Ask students to act out the monkey chasing the weasel, the monkey laughing, and the weasel going Pop! to scare the monkey.
5. Are there rhyming words at the end of the lines? (No)

More Tricky Rhyming Riddles:

Ask students to solve these riddles that require them to manipulate sounds in their heads. Write the words on the white board to create a visual.

- What rhymes with train and starts with /r/? (rain)
- What rhymes with gate and starts with /pl/? (plate)
- What rhymes with lake and starts with /r/? (rake)

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- What rhymes with man and starts with /f/? (fan)
- What rhymes with boat and starts with /g/? (goat)
- What rhymes with nose and starts with /h/? (hose)

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

Content (the "Meat")

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

Conventions of Writing

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

Check These Sentences

Write an incorrect sentence on the white board: *He runned down the hall.* Have students read the sentence. Ask students if the sentence is correct. (No) Which part of the sentence is incorrect (*runned*)? How can we fix the sentence? (Take out *runned*. Add the word *ran*.) Now read the corrected sentence: *He ran down the hall.* Listen for incorrect grammar as students speak. Use those sentences in teachable moments.

- The dog he is my friend. (Omit he)
- They had went home. (Omit had)
- Me and him went to the store. (Omit Me and him. Insert *He and I*)
- They is at school. (Omit is. Insert *are*)

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

Phonemic Awareness

Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

Echo, Echo

Talk about echoes. Ask students if they have heard an echo. Note: Echoes happen because sound bounces off things. But something else has to happen as well; just bouncing won't make an echo. To get a good echo, (1) the sound must bounce off something at least 75 meters away. Otherwise it will return in less than half a second, and won't make a good echo. In order to get a good echo, (2) the surface you sent the sound toward must be smooth.

1. Ask students to sit under their desks and pretend to be echoes.
2. Say a segmented word aloud and have students echo the blended word in response. For example, say /p/ /a/ /n/. Students respond with the word *pan*.

Word of the Day

The word of the day is "title." Show students the front cover of a book. Ask students to locate the title of the book. Is the title on the front or back cover? Provide students with their own books. Working with a partner, help each other find the book title. Write the title on their white boards. Watch for capital letters in the title. Not all words have capitals.

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

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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.

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

In this lesson, students will practice the "p" letter with m, s, f, b, t, c, r, and l. Have students print the first and last letters. Some students may be able to print all the letters. Students should be able to print ten words: *pop, proof, pail, loop, creep, poem, mop, peat, bump, and coop.*

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

Day 3

Preparation

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

Five Directions

This activity encourages students to think and recall directions in sequence. Directions are given one time. Absolutely no coaching from classmates! Quickly give verbal directions. Then choose a student to follow the directions. This way all students are trying to remember the directions in case they are chosen.

- First, turn off the light switch.
- Second, write your name on the white board.
- Third, ask Maria how old she is.
- Fourth, pick up one piece of trash from the floor.
- Finally, turn on the light switch.

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Closing

Review

Say:

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

Debrief

Liked Best, Next Time (LBNT)

Ask students to answer these questions:

1. What did you enjoy most about the activity?
2. What else would you have liked to spend more time on?
3. What other activity would you like to try next time?

Reflection (Confirm, Tweak, Aha!)

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

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

Consult 4 Kids Lesson Plans

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

Materials: White boards, markers, erasing cloth, green, yellow, and red linking cubes (1 set for each student.)

Opening

State the Objective

Today we will:

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

Gain prior knowledge by asking students

Ask the students

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

1. Write the silly rhyme on the white board.
2. Read the silly rhyme to the students.
3. Sing the rhyme to the tune of "When Johnny Goes Marching Home."

The Ants Go Marching One by One

The ants go marching one by one, hurrah, hurrah,
 The ants go marching one by one, hurrah, hurrah,
 The ants go marching one by one,
 The little one stops to suck his thumb,
 And they all go marching down to the ground
 To get out of the rain, BOOM! BOOM! BOOM!

4. Read the poem several times, putting special emphasis on Hurrah, Hurrah and BOOM! BOOM! BOOM!
5. Circle rhyming words: (one, thumb)
6. Choose students to march, shout Hurrah!, suck his thumb, and drummers with BOOM! BOOM! BOOM!

Fee-fi-fiddley-i-o

Sing the rhyme to the chorus of "I've Been Working on the Railroad."

Substitute beginning sounds for the /f/ in fee-fi-fiddley-i-o. Sing other verses with other substitutions.

/b/ bee-bi-biddley-i-o
 /m/ mee-mi-middlely-i-o
 /d/ dee-di-diddley-i-o
 Strumming' on the old banjo.

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

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become terrific readers!	
Content (the "Meat")	
<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>Stuffed Bear Show students a stuffed bear or stuffed animal. Share your own personal experience about a stuffed bear/animal. Ask students to share their experiences with their favorite stuffed bear or other stuffed animal. Using students' white boards, ask students to write a sentence telling about their stuffed bear.</p>	
<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Phonemic Awareness Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.</p> <p>Begin with Red</p> <ol style="list-style-type: none"> 1. Give each child one red, one yellow and one green linking cube. 2. Ask students to lay the cubes horizontally with the red cube to the left. 3. Read aloud two-phoneme words one at a time. Have students point to the red cube as you say the first phoneme, and the yellow cube as you say the second phoneme. 4. Slide their finger across the cubes from left to right as they blend the sounds to say the word. 5. When students experience success with two-phoneme words, repeat the activity with 3-phoneme words. <p>Word of the Day The word of the day is "title page." Show students the front cover of a book. Ask students to locate the title of the book. Is the title on the front or back cover? Ask a student to find the title page. What information is on the title page? Provide books for all students. Students locate the title page. Have students write the title from the title page, on their white boards.</p>	<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Phonics Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts:</p> <p>Creating the white board template:</p>	

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

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

In this lesson, students will practice the “p” letter with m, s, f, b, t, c, r, and l. Have students print the first and last letters. Some students may be able to print all the letters. Students should be able to print ten words: *post, pleat, mumps, fantastic, perfect, flap, reap, top, poet, and panic.*

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

Day 3

Preparation

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

More Five Directions

This activity encourages students to think and recall directions in sequence. Directions are given one time Absolutely no coaching from classmates! Quickly give verbal directions. Then choose a student to follow the directions. This way all students are trying to remember the directions in case they are chosen.

- First, say your birthday.
- Second, write an addition fact on the white board.
- Third, ask Jose who his favorite action hero is.
- Fourth, clear your throat.
- Finally, tell the class your middle name.

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Closing

Review

Say:

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

Debrief

Liked Best, Next Time (LBNT)

Ask students to answer these questions:

1. What did you enjoy most about the activity?
2. What else would you have liked to spend more time on?
3. What other activity would you like to try next time?

Reflection (Confirm, Tweak, Aha!)

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

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

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	As I Was Going to Saint Ives
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth

Opening

State the Objective

Today we will:

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

Gain prior knowledge by asking students

Materials: White boards, markers, erasing cloth

Ask the students

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

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

As I Was Going to St. Ives

As I was going to St. Ives,
 I met a man with seven wives.
 Each wife had seven sacks,
 Each sack had seven cats,
 Each cat had seven kits,
 Kits, cats, sacks, wives,
 How many people were going to St. Ives?

3. Read the poem several times.
4. Circle the rhyming pairs. Are there ending words that do not rhyme? (kits)
5. This is a riddle. See if you can guess how many people were going to St. Ives. (I, man, seven wives = 9 people)
6. Draw a box around each of the people.
7. Think of other rhyming words for Ives/wives, sacks/cats.

Tricky Rhyming Riddles:

Ask students to solve these riddles that require them to manipulate sounds in their heads. Write the words on the white board to create a visual.

- What rhymes with pig and starts with /d/? (dig)
- What rhymes with book and starts with /c/? (cook)

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- What rhymes with sing and starts with /r/? (ring)
- What rhymes with dog and starts with /fr/? (frog)
- What rhymes with top and starts with /h/? (hop)
- What rhymes with ice and starts with /m/? (mice)

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

Content (the “Meat”)

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

Conventions of Writing

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

Improve These Sentences

Write a dull sentence on the white board. Ask students to think of ways to make the sentence more powerful or interesting. Ask students to energize these sentences by adding descriptive words and unusual ideas.

The worm went.	The worm wiggled into the moist earth.
The dog walked.	The dog walked to me wagging his tail.
The girl ate the stuff.	The girl ate the jelly sandwich on whole wheat.

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

Phonemic Awareness

Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

Put It Together. Take It Apart

1. Give each student a set of 4 linking cubes.
2. Say a simple word such as *cat*. Have students repeat the word slowly, taking a cube for each sound they hear and linking cubes together /c/ /a/ /t/.
3. Ask students to touch each linked cube for left to right, saying the sounds with each movement. Have them sweep their hand across the cubes as they blend sound to form the word *cat*.
4. Now, have students say the sound /c/ and break off the /c/ cube. Continue with /a/ and /t/.
5. Repeat with other words.

Word of the Day

The word of the day is “verb.” A verb is a part of speech that shows action. Ask students to think of action verbs: *run, jump, climb, dance, hop, skip, gallop, walk, jog, kick, catch, and sing,*

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

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

Phonics

Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the

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

Creating the white board template:

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

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

In this lesson, students will practice the "p" letter with m, s, f, b, t, c, r, and l. Have students print the first and last letters. Some students may be able to print all the letters. Students should be able to print ten words: *slump, sloop, petal, possum, prior, tip, loop, lump, pear, and stop.*

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

Day 3

Preparation

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

After School Retell

1. Choose an event that happened in your after-school program – Opening activity, playing a game, or making a transition.
2. Ask students to tell what happened first, next, then, and finally.
3. Include a problem that might have occurred.
4. Now ask students to retell the story to their "elbow partner."
5. Ask one student to share his or her retell with the whole class.

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Closing

Review

Say:

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

Debrief

Liked Best, Next Time (LBNT)

Ask students to answer these questions:

1. What did you enjoy most about the activity?
2. What else would you have liked to spend more time on?
3. What other activity would you like to try next time?

Reflection (Confirm, Tweak, Aha!)

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

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

Consult 4 Kids Lesson Plans

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

Materials: Phoneme picture cards, chart paper, white boards, markers, erasing cloth

Opening

State the Objective

Today we will:

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

Gain prior knowledge by asking students

Materials: White boards, markers, erasing cloth

Ask the students

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

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

Diddle, Diddle, Dumpling

Diddle, diddle, dumpling
 My son, John,
 Went to bed with his stockings on.
 One shoe off and one shoe on!
 Diddle, diddle, dumpling,
 My son, John.

3. Read the poem with a different voice, such as a high-pitched or low-pitched voice.
4. Ask students to read along with you using these strange voices.

Create a Silly Rhyme:

Create with students the first line of a silly rhyme. Display rhymes around the class on chart paper. Students draw pictures of the silly rhyme. Examples: (1) "I went to town . . . (walking upside down) (2) We ate a snack . . . (Everyone said "Quack!") (3) The leader said sing . . . (With a diamond ring (4) Take a sip . . . (But don't drip) (5) Hum this tune . . . (And fly to the moon) (6) Chew some gum . . . (While you beat a drum) (7) Too bad . . . (So sad) (8) Where is my dog . . . (Is he under a log?)"

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

Content (the "Meat")

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

Conventions of Writing

Consult 4 Kids Lesson Plans

<p>It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>Word Families Have some fun with real and not-so-real words found in word families. Let students think of nonsense words, also. Draw pictures of these words. Write the new word under the picture. Here are a few samples for the word family <i>-ub</i>: <i>bub, cub, dub, fub, gub, hub, jub, kub, mub, nub, rub, sub, tub, wub, yub, zub</i>.</p>					
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonemic Awareness Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.</p> <p>Create a Graph</p> <ol style="list-style-type: none"> 1. Create a poster that has four labeled columns: 2, 3, 4, 5 2. Pass out picture cards to students (3-4 cards to each student). 3. Have students, one at a time, select one of the cards, say the word, and identify the number of phonemes in the word. 4. The student then places the picture in the correct column. <p>Word of the Day The Word of the Day is “question.” When we ask a question we expect a response. Have students work in partner-pairs. Students ask a question of their partner. Their partner may or may not answer. The point is to keep asking questions. Review that at the end of a question sentence, you need a question mark.</p>	<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>				
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonics Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts:</p> <p>Creating the white board template: Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be two lines in each quadrant.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; border-bottom: 1px solid black; padding: 5px;"> <p style="text-align: center;">_____</p> </td> <td style="width: 50%; border-bottom: 1px solid black; padding: 5px;"> <p style="text-align: center;">_____</p> </td> </tr> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 5px;"> <p style="text-align: center;">_____</p> </td> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;">_____</p> </td> </tr> </table> </div>	<p style="text-align: center;">_____</p>	<p style="text-align: center;">_____</p>	<p style="text-align: center;">_____</p>	<p style="text-align: center;">_____</p>	
<p style="text-align: center;">_____</p>	<p style="text-align: center;">_____</p>				
<p style="text-align: center;">_____</p>	<p style="text-align: center;">_____</p>				

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<p>In this lesson, students will continue to practice L with M, S, F, B, T, C, and R. When the leader says a word, students print the initial (first) and final (last) sounds. Students may be able to print 10 words at this stage. The first word is "towel." In the first quadrant, students print a "t" on the first line, and an "l" on the second line. Here are other words: <i>list, feel, sell, sill, bell, meal, fowl, royal, and call.</i></p>	
<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Day 3 Preparation Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first.</p> <p>Event Retell Note: Young children are not developmentally ready to summarize a story. Focus is placed on retelling a rhyme or short story. Talk about an event that happened in the classroom or outside the classroom, during transition, arriving at program, Opening Activities, etc. Ask a student to retell the event. Variation: Ask a student to retell the event and leave out something that happened during that time. Ask classmates to guess what was omitted from the retell.</p>	

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Three Questions Ask students the following three questions:</p> <ol style="list-style-type: none"> 1. What did you learn from this activity? 2. What did you like about this activity? 3. If you were to try this activity again, what would make the activity better?
<p>Reflection (Confirm, Tweak, Aha!) Ask students to share something that they already knew about (how to find their name, etc.) Ask them something that you talked about that they did not know.</p>

Consult 4 Kids Lesson Plans

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

Materials: White boards, markers, erasing cloth, phoneme picture cards

Opening

State the Objective

Today we will:

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

Gain prior knowledge by asking students

Materials: White boards, markers, erasing cloth

Ask the students

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

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

I Saw a Ship a Sailing

I saw a ship a-sailing, a-sailing on the sea.
 And, oh, but it was laden, with pretty things for thee.
 There were comfits in the cabin,
 And apples in the hold,
 The sails were made of silk
 And the masts were all of gold.
 The four and twenty sailors, that stood between the decks,
 Were four and twenty white mice, with chains around their necks.
 The captain was a duck
 With a packet on his back.
 The duck said, "Quack! Quack!"

3. Read the poem several times.
4. Talk about unfamiliar words: laden (heavily loaded), thee (old language for "you"), comfits (sugar-coated nuts or seeds), hold (fortified place to store things), masts (vertical support for sails), four and twenty (24), packet (backpack)
5. Students choose four unfamiliar words. Using their white boards, students draw pictures of these four words.

Rhyming Basket:

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Several objects are placed in a basket – one for each child. As each child gets the basket, the leader says a word. Example: “fizzers.” The student pulls out the object that rhymes – “scissors.” Rhyming words can be real or nonsense. Here are a few rhymes and objects: barker/marker, wissue/tissue, slip/clip, hen/pen, toast-it/Post-It, faple/staple, tup/cup, boat/coat, call/ball, sand/band, took/book, sooler/ruler, wing/string, soap/rope, soy/toy, and rayon/crayon.

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

Content (the “Meat”)

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

Conventions of Writing

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

Memory Match

1. Make a set of capital letter and lower-case cards.
2. Begin with 5 cards each for a total of 10 cards.
3. Pair up students to play Memory Match.
4. The student points to the letter and says, “Lower-case a.”
5. The student with the most matches is the winner.

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

Phonemic Awareness

Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

Clap the Sound

1. In advance, gather a selection of picture cards.
2. Show students a picture card, one at a time.
3. Have students clap their hands for each sound in the objects’ name.
4. Invite students to think of words on their own.

Word of the Day

The Word of the Day is “cover-front/back.” Ask the meaning of the word “cover” (to put something over something else). Have students give examples of things that are covering other things. Show students several books. Ask students to find the “covers.” Ask, “Why do we have a cover on a book?” Show the front and back cover. Ask students to stand with their front toward you. Now, ask students to turn so their back is toward you. Think about front and back. What else has a front and back? Review cover-front/back throughout the day.

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

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

Phonics

Consult 4 Kids Lesson Plans

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

Creating the white board template:

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

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

In this lesson, the leader will introduce the "p" letter. Practice saying the unvoiced "p" sound. Think of a "puff of air." Practice printing the lower-case letter "p." The round part of the "p" sits on the bottom line. Ask students to listen for the "p" sound at the beginning or ending of the word. If the "p" sound is at the beginning, print the letter "p" on the first line in the quadrant. If they hear the "p" sound at the ending of the word, print the "p" sound at the end of the word. Print the letter "p" on the second line in the quadrant. The words for today are, *deep, grip, plod, and person*. For quick learners, add four more words: *drip, yelp, penalty, and gallop*.

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

Day 3

Preparation

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

Puzzle Tales

Copy a folktale from a printed anthology. (Fair use allows you to copy 10% of a work for one time class use). Cut the story into simple sections or paragraphs. Paste each section on separate sheets of paper. Give out the sheets to students and ask them to retell their small piece of the story. Keep the pace going so the story flows as one. Try a second round by giving students different sections to retell. Notice how differently students retell the same sections.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Three Whats

Ask students the following three "what" questions:

1. What did you enjoy most about this activity?
2. What was the biggest challenge with this activity?
3. What did you learn from the group?

Reflection (Confirm, Tweak, Aha!)

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

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

Consult 4 Kids Lesson Plans

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

Materials: White boards, markers, erasing cloth

Opening

State the Objective

Today we will:

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

Gain prior knowledge by asking students

Materials: White boards, markers, erasing cloth

Ask the students

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

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

It's Raining

It's raining, It's pouring
 The old man is snoring.
 Bumped his head
 And he went to bed
 And he couldn't get up in the morning.

Talk about the parts of a retell.

- Start with an introduction. The title of the rhyme is It's Raining.
 - Name the main character: The old man
 - Where the story takes place: Inside a house
 - When the story takes place: Nighttime and morning
 - The problem: The old man bumped his head.
 - Problem got solved: The problem didn't get solved. He couldn't get out of bed in the morning!
 - How the story ended: Now I don't have to worry about being a purple cow.
3. Have students retell the silly rhyme by answering questions (See above) about the rhyme.
 4. Continue this format for other stories or rhymes.

Yes or No:

Provide students with a 3/5 card. On one side of the card, write the word YES in green; on the other side of the card, write the word NO in red. Tell students you will read a word pair. If the word pair rhymes, like bat and cat, place the green side YES of the card facing up. If the word pair does not rhyme, like bat and dog, place the red side NO of the card facing up. Read aloud the following word pairs:

sat/cat YES

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cat/bin	NO
man/can	YES
lot/nap	NO
hat/not	NO
hit/bit	YES
fan/up	NO
pot/rot	YES

Watch to see if students hesitate in making their choice. If so, repeat this activity at a later time.

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

Content (the "Meat")

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

Conventions of Writing

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

Asking Sentences

Read these asking or interrogative sentences. Remember to raise your voice at the end of each question. Write these sentences on white boards. Put a question mark at the end of each sentence.

Is Jackie funny?	Are the stars bright?	Was the circus exciting?
What is around you?	What is above you?	What is at your feet?
What is behind you?	What is moving?	What colors do you

see?

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

Phonemic Awareness

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

I See

Display several objects with three phoneme sounds in its name. Sample objects might be a book b/o/k, chart ch/ar/t, pen p/e/n, lid l/i/d, cup c/u/p, light l/i/t, board b/or/d, and seat s/e/t.

1. I see an object with three sounds in its name.
2. I see an object with three sounds in its name and the first is /b/.
3. I see an object with three sounds in its name and the first is /b/, the last is /k/
4. I see an object with three sounds in its name. The first sound is /b/, the last is /k/, and it rhymes with look.
5. Repeat with different objects.

Word of the Day

The Word of the Day is "illustrator." Show students a favorite book with colorful illustrations.

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

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<p>Talk about the author of the book. Read the author's name. Ask students if they think the author drew the pictures for the book. Show students the author's name. Ask students if they can predict why the author wrote the book, and why the author chose this particular illustrator. Thereafter, always mention the author and illustrator of the books you read to children.</p>					
<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Phonics Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts: Creating the white board template: Show children how to create the following template on the white board. Divide the white board into 4 parts. There should be two lines in each quadrant.</p> <table border="1" style="width: 100%; height: 100px; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 50%; text-align: center; vertical-align: middle;">_____</td> <td style="width: 50%; text-align: center; vertical-align: middle;">_____</td> </tr> <tr> <td style="width: 50%; text-align: center; vertical-align: middle;">_____</td> <td style="width: 50%; text-align: center; vertical-align: middle;">_____</td> </tr> </table> <p>Review the letter "L." What is the sound of the letter "L"? (l-l) Is your mouth open or closed? (Open) Are your teeth clinch or open? (Open) Is your tongue behind your teeth relaxed or between your teeth? (behind) Show students how to form the letter. Start at the top and go down. Students listen for the (l-l) sound at the beginning or ending of the word. Print the letter on the line in the first quadrant. Here are the words: <u>creel</u>, <u>long</u>, <u>dreadful</u>, and <u>lega</u>l.</p>	_____	_____	_____	_____	
_____	_____				
_____	_____				
<p style="text-align: center;">Instruction / Demonstration ("I do" – "We do")</p> <p>Day 3 Preparation Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Check Out Example Summaries Check out the back cover or inside flap summaries in age-appropriate trade books. These summaries are the shortest ones around. Ask students to read the summaries. What are common elements in these summaries? (1) They are short; very few words. Count the words in the summary. Count the page numbers in the book. Compare. (2) They capture your attention and make you want to read the story. Ask students if they agree with the summaries. Should other ideas have been included?</p>					

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Closing

Review

Say:

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

Debrief

Likes and Dislikes

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

Reflection (Confirm, Tweak, Aha!)

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

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

Consult 4 Kids Lesson Plans

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

Materials: White boards, markers, erasing cloth, phoneme picture cards, paper towels, fish crackers (12-20 per child), words from current classroom literature, large picture story book, 3 signs (Beginning, Middle, End)

Opening

State the Objective

Today we will:

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

Gain prior knowledge by asking students

Materials: White boards, markers, erasing cloth

Ask the students

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

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

The Lion and the Unicorn

The Lion and the Unicorn
Were fighting for the crown.
The Lion beat the Unicorn
All about the town.

Some gave them white bread
And some gave them brown;
Some gave them plum cake
And drummed them out of town!

3. Read the poem several times.
4. Show a picture of a lion and a unicorn. The British coat of arms features a lion with a crown and a unicorn with the coat of arms.
5. Talk about likes and differences between the two animals. The unicorn is an imaginary animal which resembles a white horse with a large, pointed, spiraling horn projecting from its forehead. The lion is a real animal with a large mane. Why were the lion and the unicorn fighting? Why did the people drum them out of town?

Rhyming Word Sit Down:

1. Students walk around in a big circle taking one step each time a rhyming word is said by the teacher.
2. When the teacher says a word that doesn't rhyme, the students sit down.

she tree flea spree key bee sea went fee me sky fee he school knee see tea up we chair

Consult 4 Kids Lesson Plans

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

Content (the "Meat")

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

Conventions of Writing

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

Asking Sentences

Read these asking sentences. Remember to raise your voice at the end of each question. You say the question, then have students echo the question. Write a few sentences on the white board. Ask students to place a question mark at the end of each sentence.

Is Jackie funny?	Are the stars bright?	Was the circus exciting?
Is the water cold?	Were the boys silly?	Is the sky
purple?		
Is Sam smart?	Was Tim hurt?	Is the water hot?
Did Susan row the boat?	Can he hit the ball?	Did the balloon pop?

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

Phonemic Awareness

Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

Eat the Sounds

1. Ask students to wash their hands.
2. Provide each student with a paper towel. Have a packet of fish crackers. You will need 12-20 per child.
3. Say a word containing two or three sounds. Have students move food pieces to form a horizontal line, one for each sound they hear in the word. Ask them to say the phonemes as they move the food pieces to the line. /c/ /a/ /t/
4. Have each child "sweep" his or her finger under the food line and blend the sounds together to say the word.
5. Say each sound slowly as students eat the food piece which stands for each sound. Continue the activity with new words until all the crackers are eaten.

Word of the Day

The Word of the Day is "sight words." There are a few words that students must learn as sight words. They do not have any phonetic rhyme or reason. Usually they are high frequency words. Place these words on rings for students to memorize. When students practice the words, refer to them as "sight words."

they	of	is	are	were
does	you	one	once	was
have	come	said	because	

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

Consult 4 Kids Lesson Plans

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

Phonics

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

Creating the white board template:

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

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

In this lesson, students will practice the "p" letter. Practice saying the unvoiced "p" sound. Think of a "puff of air." Practice printing the lower-case letter "p." The round part of the "p" sits on the bottom line. Ask students to listen for the "p" sound at the beginning or ending of the word. If the "p" sound is at the beginning, print the letter "p" on the first line in the quadrant. If they hear the "p" sound at the ending of the word, print the "p" sound at the end of the word. Print the letter "p" on the second line in the quadrant. The words for today are: *nap, pretty, plenty and grasp*. For quick learners, add four more words: *limp, thump, lamp, and cheap*.

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

Day 3

Preparation

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

Story Signs

Use a large story book with big pictures. Prepare three signs. The first sign says Beginning. The second sign – Middle. The third sign – End.

1. Mix up the signs. Hand them out.
2. Have students put themselves in the order of the story. (Beginning, Middle, End)
3. Read the Big Book story.
4. Turn to a picture in the book. Ask the child holding the correct sign to come up to show where the picture happens. Is it in the beginning, middle, or end of the story?
5. Continue with other pictures in the book.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students like and what students didn't like about the activity.

Reflection (Confirm, Tweak, Aha!)

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

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

Consult 4 Kids Lesson Plans

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

Materials: White boards, markers, erasing cloth

Opening

State the Objective

Today we will:

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

Gain prior knowledge by asking students

Materials: White boards, markers, erasing cloth

Ask the students

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

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

There Was an Old Lady Who Swallowed a Fly

There was an old lady who swallowed a fly,
I don't know why she swallowed a fly,
I guess she'll cry.

There was an old lady who swallowed a spider,
That wiggled and wiggled and tickled inside her,
She swallowed the spider to catch the fly.
I don't know why she swallowed the fly.
I guess she'll cry.

Talk about retell without words:

- Sing or chant the rhyme, There Was an Old Lady Who Swallowed a Fly, several times.
- Create your own simple actions for the rhyme.
- Have the students do the rhyme with you.
- After telling the tale, have students re-tell the story while you repeat the actions.
- Variation 1: Have a student retell a familiar rhyme using only actions, no words. Students guess the rhyme.
- Variation 2: Ask students to draw a picture illustrating the rhyme.
- Continue the format with other nursery rhymes or simple stories.

Finish This Rhyme:

Students identify words that rhyme in a series. For example, ask students to finish this rhyme: red, bed, blue, _____. Continue

Consult 4 Kids Lesson Plans

with other rhymes: back, pack, had, ____. Fan, man, gap, ____. Bell, cell, den, ____. Best, jest, kick, ____. Did, hid, bill, ____. Spin, skin, king, ____. Link, mink, dip, ____. Bit, fit, dock, ____. Dog, fog, hop, ____. Cot, dot, dub, ____.

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

Content (the "Meat")

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

Conventions of Writing

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

Noisy Things Group Poem

Ask students to brainstorm things that make noise in after-school. Write suggestions on the white board. Create a group poem that includes noisy things. Practice reading the poem with students. Here is a sample:

After-School
 Music playing, kids yelling,
 Loudspeaker squeaking, phones ringing,
 Leaders talking, whistles blowing.
 These are the sounds of my after-school!

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

Phonemic Awareness

Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

Phoneme Counting

Say a word with two or three phonemes:

1. Say a two or three phoneme word, *cat*.
2. Have the students mentally count the number of phonemes they hear in the word. /c/ /a/ /t/ = 3
3. On the count of three, have students hold up the number of fingers to indicate the number of sound they heard. 3
4. Here are a few sample words: fit /f/ /i/ /t/ = 3, stop /s/ /t/ /o/ /p/ = 4, fast /f/ /a/ /s/ /t/ = 4, bus /b/ /u/ /s/ = 3, is /i/ /s/ = 2, am /a/ /m/ = 2, cut /c/ /u/ /t/ = 3

Word of the Day

The Word of the Day is "word families." Word families are letter patterns that help students build larger word vocabularies. Here are a few: -ack, -ad, -ag, -am, -an, -ap, -at, -ed, -ell. Here is a sample word family: back, jack, pack, rack, sack, tack, black, clack, crack, quack, shack, snack, and track. Ask students to work in partner-pairs to brainstorm as many words as possible to make a word family. It would be fun to make this a competition among small groups of students.

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

Consult 4 Kids Lesson Plans

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

Phonics

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

Creating the white board template:

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

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

In this lesson, students will practice L with M, S, F, B, T, C, and R. When the leader says a word, students print the initial (first) and final (last) sounds. Students may be able to print 10 words at this stage. The first word is "liar." In the first quadrant, students print an "l" on the first line, and an "r" on the second line. Here are other words: *frail, lift, lost, real, let, coal, spool, soul, and light.*

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

Day 3

Preparation

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

Artistic Retell Variation

Note: Young children are not developmentally ready to summarize a story. Focus is placed on retelling a rhyme or short story. Read an age appropriate book to the students. Provide students with individual white boards. Students draw a picture including all the key ideas of the story. Key ideas include what happened first, second, third, and at the end. After students have drawn the picture, ask the **class to retell the story** based on the picture.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

WHI?

Ask students the following three questions:

1. What were some of the questions that came up in your group?
2. How did you go about including everyone?
3. If you were to try this again, what might you do differently?

Reflection (Confirm, Tweak, Aha!)

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

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

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	Kindergarten-1 st Grade
Lesson Title:	There Was An Old Woman Who Lived In A Shoe
Focus:	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

Materials: White boards, markers, erasing cloth

Opening

State the Objective

Today we will:

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

Gain prior knowledge by asking students

Materials: White boards, markers, erasing cloth

Ask the students

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

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

There Was an Old Woman Who Lived in a Shoe

There was an old woman who lived in a shoe.
 She had so many children she didn't know what to do.
 She gave them some broth without any bread,
 And whipped them all soundly and sent them to bed.

Talk about retell without words:

- Chant the rhyme, There Was an Old Woman, several times.
- Create your own simple actions for the rhyme.
- Have the students do the rhyme with you.
- After telling the tale, have students re-tell the story while you repeat the actions.
- Variation: Have a student retell a familiar rhyme using only actions, no words. Students guess the rhyme.
- Continue the format with other nursery rhymes or simple stories.

Yes or No:

Provide students with a 3/5 card. On one side of the card, write the word YES in green; on the other side of the card, write the word NO in red. Tell students you will read a word pair. If the word pair rhymes, like bat and cat, place the green side YES of the card facing up. If the word pair does not rhyme, like bat and dog, place the red side NO of the card facing up. Read aloud the following word pairs:

back/pack	YES
king/stink	NO
ham/slam	YES
bug/gum	NO
wit/flock	NO
shop/stop	YES

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thin/shrub NO
cluck/truck YES

Watch to see if students hesitate in making their choice. If so, repeat this activity at a later time.

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

Content (the "Meat")

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

Conventions of Writing

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

Sentence/Not a Sentence

Chose several sentences to write on the white board. Write one sentence at a time to put on the white board. Some of the sentences will be correct. Listen for grammatical errors as students speak to one another. Choose a few sentences with obvious errors. Students work in partner/pairs and decide if it is a sentence or not a sentence.

I go to store tonight.	This game is fun to play.
Frogs like to sit on lily pads.	I like cool water on my face
Her little sister wanna play too.	The house is fire.
How many dress does she have?	He love his puppy.

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

Phonemic Awareness

Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.

Tap and Sweep

1. Say single-syllable words with 2 or 3 phonemes. (cat, at, bag, jam, tap, sell, pig)
2. At the first phoneme /c/, students tap one of their shoulders.
3. At the second phoneme /a/, on the same arm, students tap the inside of their elbow.
4. At the third phoneme /t/, on the same arm, students tap their wrist.
5. Now, say the word by sweeping quickly down the arm from shoulder to the wrist /cat/

Word of the Day

The Word of the Day is "poem." Ask students if they have ever heard a poem read to them. Explain that many poems rhyme, such as "I see a bee, looking at me." Sometimes, poems make you think, such as, "Whose woods these are I think I know,

His house is in the village, though;
He will not see me stopping here
To watch the woods fill up with snow." by Robert Frost

Ask, "Is a nursery rhyme like Jack and Jill a poem?" (Yes. It is nursery rhyme which is also a poem.) Refer to a rhyme as also a poem.

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

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

Consult 4 Kids Lesson Plans

Phonics

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

Creating the white board template:

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

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

Review the letter "L." What is the sound of the letter "L"? (l-l) Is your mouth open or closed? (Open) Are your teeth clinch or open? (Open) Is your tongue behind your teeth relaxed or between your teeth? (behind) Show students how to form the letter. Start at the top and go down. Students listen for the (l-l) sound at the beginning or ending of the word. Print the letter on the line in the first quadrant. Here are the words: liar, frali, lift, lost.

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

Day 3

Preparation

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

Artistic Retell

Note: Young children are not developmentally ready to summarize a story. Focus is placed on retelling a rhyme or short story. Read an age appropriate book to the students. Provide students with individual white boards. Students draw a picture including all the key ideas of the story. Key ideas include what happened first, second, their, and at the end. Students then retell the story by referring to the picture. Ask students to share their pictures with their partners and/or with the rest of the class.

Closing

Review

Say:

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

Consult 4 Kids Lesson Plans

Debrief

Three Whats

Ask students the following what questions:

1. What was one thing you learned from this activity?
2. What would you change about the activity to make it better?
3. What part of the activity did you like best?

Reflection (Confirm, Tweak, Aha!)

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

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

Consult 4 Kids Lesson Plans

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

Materials: White boards, markers, erasing cloth, linking cubes (4 for each child)

Opening

State the Objective

Today we will:

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

Gain prior knowledge by asking students

Materials: White boards, markers, erasing cloth

Ask the students

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

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

Hickory, Dickory, Dock

Hickory, dickory, dock,
 The mouse ran up the clock.
 The clock struck one,
 The mouse ran down!
 Hickory dickory, dock.

3. Read the poem several times.
4. Underline the rhyming words. Which ending words do not rhyme? (one, down)
5. Add an ending line: Tick Tock or other words that rhyme with -ock: lock, mock, knock, rock, and sock.
6. Talk about a grandfather clock. Draw a large grandfather clock. Students include wooden case, clock face, pendulum, weights with chains, and the mouse in their drawings.

Rhyming Word Stand Up:

1. Students sit in chairs.
2. When the teacher says a word that rhymes, the students stand up. When the teacher says a word that doesn't rhyme, students sit down.

bake cake main lake pail make rake take wheat dice wake brake glide flake prime shake drive

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

Content (the "Meat")

Consult 4 Kids Lesson Plans

<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>More Asking Sentences Read these asking sentences. Remember to raise your voice at the end of each question. You say the question, then have students echo the question. Write a few sentences on the white board. Ask students to place a question mark at the end of each sentence.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Do you like cookies?</td> <td style="width: 33%;">Will he wear a tie?</td> <td style="width: 33%;">Who wrote the letter?</td> </tr> <tr> <td>Can Jim drive?</td> <td>Is the wind blowing?</td> <td>Did you swim</td> </tr> <tr> <td>laps?</td> <td></td> <td></td> </tr> <tr> <td>Where is he?</td> <td>Did she think about it?</td> <td>Do you like</td> </tr> <tr> <td>pizza?</td> <td></td> <td></td> </tr> <tr> <td>Can we keep a snake?</td> <td>Why did the movie end?</td> <td>Can a hat run?</td> </tr> </table>	Do you like cookies?	Will he wear a tie?	Who wrote the letter?	Can Jim drive?	Is the wind blowing?	Did you swim	laps?			Where is he?	Did she think about it?	Do you like	pizza?			Can we keep a snake?	Why did the movie end?	Can a hat run?	
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<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonemic Awareness Phonemic awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 4 is Separation of Sounds. In Level 4, students learn to divide words into separate sounds or phonemes. Many children struggle with this skill. Note: Students are listening for the sound, not the letter name.</p> <p>Put It Together. Take It Apart</p> <ol style="list-style-type: none"> 1. Give each student a set of 4 linking cubes. 2. Say a simple word such as <i>cat</i>. Have students repeat the word slowly, taking a cube for each sound they hear and linking cubes together /c/ /a/ /t/. 3. Ask students to touch each linked cube for left to right, saying the sounds with each movement. Have them sweep their hand across the cubes as they blend sound to form the word <i>cat</i>. 4. Now, have students say the sound /c/ and break off the /c/ cube. Continue with /a/ and /t/. 5. Repeat with other words. <p>Word of the Day The word of the day is “sentence.” Ask students to show the difference between a sight word and a sentence. Here is a sentence: <i>The cat runs</i>. A sentence begins with a capital letter, has a subject (cat), and a verb (runs). Sentences end with a punctuation mark (period). Write some examples on the white board. Students decide if it is a sight word or a sentence.</p>	<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>																		
<p style="text-align: center;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Phonics Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts:</p> <p>Creating the white board template:</p>																			

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

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

In this lesson, students will practice the “p” letter. Practice saying the unvoiced “p” sound. Think of a “puff of air.” Practice printing the lower-case letter “p.” The round part of the “p” sits on the bottom line. Ask students to listen for the “p” sound at the beginning or ending of the word. If the “p” sound is at the beginning, print the letter “p” on the first line in the quadrant. If they hear the “p” sound at the ending of the word, print the “p” sound at the end of the word. Print the letter “p” on the second line in the quadrant. The words for today are: *pried, poke, porcupine, and shrimp*. For quick learners, add four more words: *help, prop, trap, and pup*.

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

Day 3

Preparation

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

Story Retell

1. Read a simple story to students. Draw four large quadrants (squares) on the white board.
2. Ask students what happened first in the story. Have a students come to the board and draw, nice and large, what happened first, in the first quadrant. Continue with what happen next and finally what happened at the end.
3. Ask students to draw these quadrants on their white boards. Read the story again to students.
4. Students draw their own illustrations of what happened at the beginning, middle, include a problem, and end.

Closing

Review

Say:

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

Consult 4 Kids Lesson Plans

Debrief

Liked Best, Next Time (LBNT)

Ask students to answer these questions:

1. What did you enjoy most about the activity?
2. What else would you have liked to spend more time on?
3. What other activity would you like to try next time?

Reflection (Confirm, Tweak, Aha!)

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

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