

## Consult 4 Kids Lesson Plans

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

**Materials:** White boards, markers, erasing cloth, 10 sets of WHO, WHAT, WHEN, WHERE, and HOW 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

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

1. Write the poem on the white board.
2. Read the poem to the students:
3. "Talk about these words: (1) *angle-worm* – an earthworm used by fishermen (2) *halves* – cut into two pieces (3) *dew* – water droplets on grass (4) *convenient* – close by (5) *sidewise* – same as sideways (6) *beetle* – hard-backed insect.

#### A Bird Came Down the Walk

A bird came down the walk:  
He did not know I saw;

He bit an angle-worm in halves  
And ate the fellow, raw.

And then he drank a dew  
From a convenient grass,

And then hopped sidewise to the wall  
To let a beetle pass.

Emily Dickinson

4. Circle rhyming words: saw/raw. grass/pass
5. Divide the poem into four parts. Draw four large picture frames on the white board.
6. Ask a student to draw the first part, "A bird came down the walk . . ." in the first frame.
7. Ask another student to draw the second part, "He bit an angle-worm . . ." in the second frame.
8. Continue with the third and fourth frames.

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9. Students read their verse and share the picture for the rest of the class.
10. Ask classmates to participate drawing the poem on their white boards.

### Clapping Patterns

(Sing to the tune of "Are You Sleeping?")

Chant and clap the syllables in each student's name. Replace bolded words with other actions such as snapping, marching, tapping or whistling. Example: **Snap** a friend's name.

**Clap** a friend's name.

**Clap** a friend's name.

After me.

After me.

**Clapping** names is so much fun

Especially clapping this new one:

**Sa-man-tha**

**Sa-man-tha**

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 (?)

##### Tell a Story - Rescue

In this activity someone is in trouble. Your hero has to save them. Ask a student to come to the front of the class. Tell the student he or she will tell a story to the class. Guide the student with one of these story starters (or think of your own):

1. You must climb a mountain, defeat the dragon and save the princess.
2. You are a mouse. You must rescue your uncle mouse from a mean house cat.

Here is the pattern:

- Once upon a time . . .
- One day . . .
- Then . . .
- There was a problem when . . .
- Finally . . .

#### 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.

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### Cheer

Write the cheer on the white board. Teach students the cheer. Change the words in the third line of the first stanza every time to say the cheer. Students segment the word sound by sound. Here are other words to use: *soap, read, fish, lime, make, map, ten, rat, pig, cat, dog, and lip.*

Listen to my cheer.  
Then shout the sounds you hear.  
**Sun! Sun! Sun!**  
Let's take apart the word **sun!**

Give me the beginning sound.  
(Students respond with /s/)  
Give me the middle sound.  
(Students respond with /u/)  
Give me the ending sound.  
(Students respond with /n/)

That's right!  
**/s/ /u/ /n/ -- Sun! Sun! Sun!**

### Word of the Day

The word of the day is "predict." When you predict something, you make a guess. "I predict that today it will be sunny." You don't know for sure if the weather will be sunny. You are making a guess. Throughout the day, ask students to make predictions about things they see in after-school: "I predict that this pencil will need to be sharpened. I predict that your water bottle will be empty before 5:00." Making predictions is a life-long skill. Practice often.

### 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.


Introduce short o and its /aw/ sound in the medial (middle) position. Practice a few words that contain short o in the medial position: *rob /r/ /o/ /b/* and *cob /c/ /o/ /b/*. Have students write the following whole words: *pot, sob, soft, lot, plot, slob, stop, plop, croft, and mob.*

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

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### 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.

### Who, What, When, Where and How Questions

1. Make WHO, WHAT, WHEN, WHERE AND HOW question cards.
2. Ask a child to draw a card (WHEN), and then ask a question beginning with the question word. "When are we going home? When can we work on Homework?"
3. Continue to ask WHEN questions during the day: "When will you finish the book? When is your birthday? When do you play soccer?"

### Closing

#### Review

Say:

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

### Debrief

#### Three Questions

Ask the following three questions:

1. What did you like best about this activity?
2. How can we make the activity better next time?
3. When would you like to do this activity again?

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

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

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

**Materials:** White boards, markers, erasing cloth, 10 sets of WHO, WHAT, WHEN, WHERE, and HOW 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

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

1. Write the Mother Goose limerick on the white board.
2. Read the limerick to the students:

A Mouse in Her Room

A mouse in her room woke Miss Dowd,  
She was frightened and screamed very loud.

Then a happy thought hit her—

To scare off the critter

She sat up in bed and meowed.

Anonymous

3. Talk about word meanings: (1) *Miss Dowd* – An unmarried woman (2) *critter* – an animal; a living thing.
4. Read the poem again substituting a synonym for the word “critter.” (To scare off the animal)
5. Circle rhyming words: Dowd/loud/meowed, her/critter.
6. Have students retell the rhyme in their own words. Example: “ One night Miss Dowd went to bed. She heard a mouse in her bedroom. Scared half out of her wits, she screamed very loudly! All at once she said, “I’ll outsmart that mouse!” So she sat up in her bed and meowed like a cat. The mouse ran away!”

**Good Afternoon**

(Sing to the tune of “ Good Night Ladies”)

Ask students to stand when they hear their name in the song. The target sound is /n/.

Good afternoon, **Hunter**.

Good afternoon, **Baily**.

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Good afternoon, **Tana**.  
We're glad you're in afterschool.

Good afternoon, **Nunter**.  
Good afternoon, **Nailey**.  
Good afternoon, **Nana**.  
We're glad you're in afterschool.

Continue the song with other bolded target sounds using student's names.

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")													
<p style="text-align: center;"><b>Instruction / Demonstration ("I do" – "We do")</b></p> <p><b>Conventions of Writing</b> It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p><b>Pizza or Tuna Casserole</b> Student pairs use one white board to conduct a food poll in the classroom. Students write the word "pizza" and the words "tuna c." on the left side of their white board. Students walk around the room, one student asking, "Which food do you like best - pizza or tuna casserole?" The other partner records a tally mark on the white board. After the poll, partner pairs write a sentence showing the result of the poll. For example: 15 kids like pizza. 4 kids like tuna casserole.</p>													
<p style="text-align: center;"><b>Instruction / Demonstration ("I do" – "We do")</b></p> <p><b>Phonemic Awareness</b> Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 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><b>Listen For the Middle Sound</b> Middle sounds are the most difficult for children to hear. Say a group of three-phoneme words. Speak clearly so students can hear the sounds. Ask, "What is the middle sound?"</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">gate, cake</td> <td>long a</td> </tr> <tr> <td>boat, soap</td> <td>long o</td> </tr> <tr> <td>feet, leaf</td> <td>long e</td> </tr> <tr> <td>kite, nine</td> <td>long i</td> </tr> <tr> <td>bat, can</td> <td>/a/</td> </tr> <tr> <td>fish, pig</td> <td>/i/</td> </tr> </table>	gate, cake	long a	boat, soap	long o	feet, leaf	long e	kite, nine	long i	bat, can	/a/	fish, pig	/i/	
gate, cake	long a												
boat, soap	long o												
feet, leaf	long e												
kite, nine	long i												
bat, can	/a/												
fish, pig	/i/												

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<p>sock, top /o/ sun, duck /u/</p>					
<p><b>Word of the Day</b> The word of the day is "period." A period is a punctuation mark that is used at the end of a sentence or in abbreviations. Why do we use a period at the end of the sentence? It shows us the end of the sentence. Or maybe it gives us a chance to take a breath. Ask students to look around the room and count the periods. Variation: Give each student a book. Students choose a page. Count the number of periods on that page.</p>					
<p style="text-align: center;"><b>Instruction / Demonstration ("I do" – "We do")</b></p> <p><b>Phonics</b> Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts:</p> <p><b>Creating the white board template:</b> Show children how to create the following template on the white board. Divide the white board into 4 parts. Draw two short lines in each box.</p> <table border="1" style="width: 100%; height: 100px; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">_____</td> <td style="width: 50%; text-align: center;">_____</td> </tr> <tr> <td style="width: 50%; text-align: center;">_____</td> <td style="width: 50%; text-align: center;">_____</td> </tr> </table> <p>Introduce short o and its /aw/ sound. Practice a few words that contain short o - octopus, dog, and hog. Have students write the letters for the beginning and final sounds of these words: <i>octopus, off, optimum, oddness, object, observant, occasional, and omnibus.</i></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;"><b>Instruction / Demonstration ("I do" – "We do")</b></p> <p><b>Day 3</b> <b>Preparation</b> Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.</p> <p><b>Who, What, When, Where and How Questions</b></p> <ol style="list-style-type: none"> <li>1. Make WHO, WHAT, WHEN, WHERE AND HOW question cards.</li> <li>2. Ask a child to draw a card (WHO), and then ask a question beginning with the question word. "Who is that person? Who are you? Who wrote that book?"</li> <li>3. The rest of the day, have students ask "Who" questions. "Who do you think will be the leader today? Who will be first in line? Who will lead the Debrief?"</li> </ol>					

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### Closing

#### Review

Say:

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

#### Debrief

#### Three Whats

Ask 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.



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

**Materials:** White boards, markers, erasing cloth, phonemic awareness picture cards, 10 sets of WHO, WHAT, WHEN, WHERE, and HOW 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

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

1. Write the poem on the white board.
2. Read the poem to the students.

#### Caterpillars

What do caterpillars do?  
 Nothing much but chew and chew.  
 What do caterpillars know?  
 Nothing much but how to grow.  
 They just eat what by and by  
 Will make them be a butterfly,  
 But that is more that I can do  
 However much I chew and chew.  
 Aileen Fisher

3. Circle rhyming words: do/chew, know/grow, by/butterfly, do/chew.
4. This poem talks about the life cycle of a caterpillar. First they hatch, then they eat, and finally they turn into a butterfly.
5. Ask students to act out hatching (coming out of the egg), chewing (caterpillar), shedding skin and pulling a covering over them (pupa), and finally coming out as a butterfly (adult).

**I Saw an Owl**

(Sing to the tune of "Clementine?")

I saw an Owl,  
 A baby owl  
 Sitting high up in a tree.

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It is nighttime. She's awake.  
And she is staring right at **/J/ /o/ /n/**. (Jon)

Replace the bolded name with different student names to continue the song.

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 (?)

##### Tell a Story - Quest

In this activity the main character has to go on a journey. He has to find someone or something and get back home. Ask partner-pairs to tell the story to each other. Then share stories with the class. Here are some story ideas:

1. A puppy is lost and has to find its way home.
2. Your friend has gone to the shopping mall to look for some shoes. She has to find her way back home.
3. The detective is looking for clues. He finds the clues, but somehow has to get back to the police station.

Here is the pattern:

- Once upon a time . . .
- One day . . .
- Then . . .
- There was a problem when . . .
- Finally . . .

#### 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.

##### Which Word is Biggest?

Use phonemic awareness picture cards. Show two pictures. Ask students to count how many sounds they hear in each picture name. Then students select the picture whose name has the most sounds. For example, if the two pictures are pie and cat, the students would count two sounds for pie (/p/ /i/) and three sounds for cat (/k/ /a/ /t/).

- tie /t/ /i/ (2), sun /s/ /u/ /n/ (3)
- leaf /l/ /e/ /f/ (3), bee /b/ /e/ (2)

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- lock /l/ /o/ /k/ (3), clock /c/ /l/ /o/ /k/ (4)
- soap /s/ /o/ /p/ (3), snake /s/ /n/ /a/ /k/ (4)
- tie /t/ /i/ (2), six /s/ /i/ /ks/ (3)

### Word of the Day

The word of the day is "print." The word *print* means to reproduce or copy. "I will print my name." Ask students to print their names on their white boards. Do they know their surnames or last names? Copy both names on a card so students can print their names correctly.

### 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.


Continue practicing short o and its /aw/ sound in the medial (middle) position. Have students write the following whole words: *loft, pots, rot, mop, stops, cot, tops, clot, blots, and robs.*

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")

#### 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.

#### Who, What, When, Where and How Questions

1. Make WHO, WHAT, WHEN, WHERE AND HOW question cards.
2. Ask a child to draw a card (WHERE), and then ask a question beginning with the question word. "Where are you going? Where did you come from? Where is the book? Where are we going to play the game?"
3. Continue having students ask WHERE questions throughout the day.

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### Closing

#### Review

Say:

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

#### Debrief

#### **What's So Important About That**

Take a single student's learning and thinking deeper.

1. First question: Ask students generically, what is important about that? (Something about the activity)
2. Second question directed to the same student: "What's so important about that? (Use the words to describe from the response in Question #1.)"
3. Third question to the same student: "What's so important about that? (Use the words to describe their response in Question #2)"
4. "So what I am hearing you say is that \_\_\_\_\_ is important." (Restate the students own words.)

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

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

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

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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	Kindergarten-1 <sup>st</sup> Grade
<b>Lesson Title:</b>	Crooked Man
<b>Focus:</b>	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 Mother Goose rhyme on the white board.
2. Read the silly rhyme to the students.

Crooked Man

There was a crooked man,  
 And he walked a crooked mile,  
 He found a crooked sixpence  
 Against a crooked stile;  
 He bought a crooked cat,  
 Which caught a crooked mouse,  
 And they all lived together  
 In a little crooked house.

3. Choose eight students or eight groups. Have each group read one line of the rhyme.
4. Talk about word meanings: *sixpence* – An old British coin worth about 6 pennies; *stile* – the vertical post of a fence.
5. Circle rhyming word pairs: (mile/stile, mouse/house).
6. Have students retell the rhyme in their own words. Example: “Well, one day there was this weird looking man. He was all bent out of shape. Everything he did was bent out of shape. He started walking down a path with a lot of bends. Then he looked down and found a sixpence leaning against a fence post. He used the sixpence to buy a cat that was all bent up. The cat caught a mouse that was in bad shape, too. Finally they all liked each other and lived in a house that was just like them – all bent out of shape!”

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### Silly Names

1. Sing the rhyme to the tune of "Alouette."
2. Substitute the beginning sound in the child's name with the target sound.

In the classroom,  
Early in the morning  
Hear the children  
Playing with their sounds.

Change your name to start with /t/.  
Change your name to start with /t/.  
Name with /t/.  
Name with /t/.  
What's your name?  
Shout it now . . .

3. Replace bolded sounds to continue the song. For example, *Change your name to start with /ch/.*

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 (?)

##### Things in a Fridge

Ask students to brainstorm things they might find in a fridge: *butter, milk, eggs, cheese, mayonnaise, soda, lettuce, carrots, chicken, and celery.* Practice reading the list as a whole group. Ask students to work in pairs with white boards. Write a sentence using at least one, two or three of these items. Students help each other write their sentence.

#### 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.

##### Head, Waist and Toes

1. Select words from current classroom literature.
2. Ask students to stand as they listen to you say a three-phoneme word.

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3. Say the first phoneme of the word. Ask students to place their hands on their heads.
4. Say the second phoneme of the word. Ask students to place their hands on their waists. Continue with the third phoneme. Students touch their toes.
5. Students repeat the sounds as they take the positions.
6. Repeat with additional three-phoneme words.
7. Variation: Say the phonemes faster and faster. Extend the activity to four-phoneme words using head, waist, knees and toes.

### Word of the Day

The word of the day is "poem." Write the word "poem" on the white board. Ask, "What is a poem?" (A piece of writing that often uses rhythm and rhyme) Recite familiar poems: Jack and Jill, Little Miss Muffet, Hey Diddle, Diddle, and Twinkle, Twinkle, Little Star.

### 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.


In this lesson, students will review what has been taught so far: p, m, s, f, b, t, c, r, and l. Have students print the whole word. Say, "The word is cap - /c/ /a/ /p/ cap." Here are words to write on their white boards: *rap, cramp, craft, slaps, past, flap, trap, lamp and laps.*

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")

#### 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.

#### Strong Feeling Sentences

Write a strong feeling sentence on the white board. Have students read the sentence with

## Consult 4 Kids Lesson Plans

strong emotion. Have students place an exclamation mark at the end of each sentence.			
Come and save me!	The house is on fire!	Someone call 9-1-1!	
Surprise!	Stand at attention!	Catch the dog!	
I can't believe it!	You are in trouble!	Stop where you are!	
Sit down!	Follow me!	Don't eat that!	

Closing
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Whats</b></p> <p>Ask students to answer these three "what" questions:</p> <ol style="list-style-type: none"> <li>1. What did you enjoy most about this activity?</li> <li>2. What was the biggest challenge with this activity?</li> <li>3. What did you learn from the group?</li> </ol>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></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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## Consult 4 Kids Lesson Plans

<b>Component</b>	English Language Arts
<b>Grade Level:</b>	Kindergarten-1 <sup>st</sup> Grade
<b>Lesson Title:</b>	I've Got an Itch
<b>Focus:</b>	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

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

1. Write the poem on the white board.
2. Read the poem to the students. Focus on punctuation, emphasizing the rhythm.

#### I've Got an Itch

I've got an itch, a wretched itch,  
 No other itch could match it.  
 It itches in the one spot which  
 I cannot reach, to scratch it.  
 Jack Prelutsky

3. Circle rhyming words: itch/which.
4. Talk about the new word – *wretched* (miserable). List a few things that can be miserable for kids: having a runny nose, too hot or too cold, being hungry, missing too many words on the Spelling Test, and a skinned knee.
5. Brainstorm ways to solve his itch problem.
6. Have students draw a picture of where they think he has an itch and how he finally gets it scratched.

**Fun with Animal Names**

Teach the following verse to the tune of "Mary Had a Little Lamb."

Frankie Frog had a **log**,  
 had a **log**,  
 had a **log**,  
 Frankie Frog had a **log**,  
 He stayed and jumped all day.

## Consult 4 Kids Lesson Plans

Repeat the verse using other funny animals: Harry Hen, hen; Carlos Cat, rat; Patty Pig, wig; Suzy Seal, wheel; Freddie Fox, box; and Scooter Skunk, trunk.

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")	
<p style="text-align: center;"><b>Instruction / Demonstration ("I do" – "We do")</b></p> <p><b>Conventions of Writing</b>            It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p><b>A Cat Can</b>            Provide students with white boards. Students write the following on their white boards.</p> <p style="text-align: center;">A cat can _____.            A cat can _____.            A cat can _____.            But a cat can't _____.</p> <p>If this is too much writing for some students, write the verse on the white board, and do the lesson with the whole class.</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;"><b>Instruction / Demonstration ("I do" – "We do")</b></p> <p><b>Phonemic Awareness</b>            Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 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><b>Count Sounds in Names</b>            Write students names on cards. Hold up the card. Have students separate the sounds in the child's name. For example, "Where is /T/ /o/ /d/?" Ask students to count with their fingers when they say each sound. "Todd has 3 sounds." Continue counting sounds with other classmate's names.</p> <p><b>Word of the Day</b>            The word of the day is "topic." The topic is the subject or theme of something. "The topic for this afternoon is BE SAFE. Let's think of ways we can be safe." Ask students what other topics of the day might be: Be a Friend, Be Responsible, Show Respect, Have Courage, and Care About Others.</p>	

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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. Write two short lines in each quadrant.

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

Practice the letter **d**. Show students how to print the letter **d**. Say a word. Students must write the beginning and ending letter sounds on the two lines in each quadrant. Here are the words: *bald, bold, bend, tried, dries, drastic, cord, and called*.

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

#### 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.

#### Question and Connect

After reading the story to the class, ask students these questions about the story. Remind students to respond in complete sentences. Have them share their responses with their elbow partner.

1. Is there anything that you did not understand?
2. What were you thinking about as you were reading or listening?
3. Has anything like this ever happened to you?
4. Have you ever known anyone like this character?
5. What are you curious about?

## Consult 4 Kids Lesson Plans

### Closing

#### Review

**Say:**

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

#### Debrief

**Three Whats**

Ask 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

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

**Materials:** White boards, markers, erasing cloth, phonemic awareness picture cards, Bingo Cards (laminated), Teacher Bingo Sound 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 retelling about story content).

#### Gain prior knowledge by asking students

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

1. Write the limerick on the white board.
2. Read the limerick to the students. Focus on punctuation, emphasizing the rhythm.

There once was a man with a beard  
 Who said, "It is just as I feared –  
 Two owls and a hen,  
 Four larks and a wren,  
 Have all built their nests in my beard!"  
 Edward Lear

3. Circle rhyming words: beard/feared, hen/wren.
4. What is a lark? A small songbird. What is a wren? A small songbird.
5. Have students retell the limerick in their own words. Example: "There was this man who had a long beard. One day he noticed that two owls and a chicken, four larks and one wren built their nests in his beard. He said, "I was afraid those crazy birds would build their nests in my beard. And they did!"
6. Ask students to draw his long beard on the classroom white board.
7. Students illustrate the limerick on their white boards. Include the man, his beard, two owls, a hen, four larks, one wren and eight nests.

### Guess My Word

Choose vocabulary words from a recently read story. Write the words on separate index cards. Fold the cards in half and place them in a paper bag. Invite a volunteer to secretly select a word. Write the middle letter of the word on the white board. Write blank lines for the remaining letters. Have students try to guess the mystery word. Ask students to add letters to the word. Repeat the activity with a new mystery word. VARIATION: Make a competition out of the game. Keep team points.

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;"><b>Instruction / Demonstration ("I do" – "We do")</b></p> <p><b>Conventions of Writing</b>            It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p><b>More Journaling</b>            As a whole class, students will use their white boards and write a simple sentence. Students choose a phonemic awareness picture card (bus). Place the card in the front of the room. Students suggest a simple sentence using the word "bus." "I ride the bus." The leader guides the process using My Turn/Your Turn showing students how to form each letter correctly. Journaling can be done once or twice each week.</p>					
<p style="text-align: center;"><b>Instruction / Demonstration ("I do" – "We do")</b></p> <p><b>Phonemic Awareness</b>            Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 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><b>Bingo</b>            See attached Bingo Game Card and Sound Card. Ahead of time, using a vis-à-vis pen, write random sounds on each game card. Provide each student with a Bingo Game Card. Provide each student with 16 markers. Call out the sound /t/. Students look for the sound and place a marker in the box. Regular Bingo rules apply.</p> <p><b>Word of the Day</b>            The word of the day is "blend." In language, the word "blend" means to mix sounds or word parts together. So the letters "b" and "l" can blend into the sound "bl." Other blended letters are /br/, /cr/, /ph/, /cl/, and /sp/. Two words can be blended together to make compound words: home + work = homework, black + bird = blackbird, cook + book = cookbook. Ask students what else they can blend together: colors, cake mix, soup, just about anything!</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;"><b>Instruction / Demonstration ("I do" – "We do")</b></p> <p><b>Phonics</b>            Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students' understanding of the letters and sounds. The lesson will consist of several parts:</p> <p><b>Creating the white board template:</b>            Show children how to create the following template on the white board. Divide the white board into 4 parts. Write two short lines in each quadrant.</p> <table border="1" style="width: 100%; height: 100px; margin-top: 10px;"> <tbody> <tr> <td style="width: 50%; height: 50px; vertical-align: bottom;">           _____      _____         </td> <td style="width: 50%; height: 50px; vertical-align: bottom;">           _____      _____         </td> </tr> <tr> <td style="width: 50%; height: 50px; vertical-align: bottom;">           _____      _____         </td> <td style="width: 50%; height: 50px; vertical-align: bottom;">           _____      _____         </td> </tr> </tbody> </table>	_____      _____	_____      _____	_____      _____	_____      _____	
_____      _____	_____      _____				
_____      _____	_____      _____				

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<p>Introduce the letter <b>d</b>. Show students how to print the letter <b>d</b>. Say a word. Students must write the beginning and ending letter sounds on the two lines in each quadrant. Here are the words: <i>doom, lard, mold, send, mood, dramatic, dead, and did</i>.</p>	
<p style="text-align: center;"><b>Instruction / Demonstration (“I do” – “We do”)</b></p> <p><b>Preparation</b>          Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.</p> <p><b>Respond to What, Who, When, Where and How Questions</b></p> <ol style="list-style-type: none"> <li>1. “What would happen if . . . ?”</li> <li>2. “Who do you think will be . . . ?”</li> <li>3. “When are we going to . . . ?”</li> <li>4. “Where do we hang our . . . ?”</li> <li>5. “How does this . . . ?”</li> </ol>	

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Liked Best, Next Time (LBNT):</b></p> <ol style="list-style-type: none"> <li>1. Students state what they enjoyed most about the activity.</li> <li>2. Students state what they would have liked to spend more time on.</li> <li>3. Students state what else they would have liked to have done.</li> </ol>

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




# Bingo Sound Card

/t/	/v/	/g/	/a/	/e/
//	/s/	/k/	/b/	/r/
/n/	/w/	/i/	/o/	/d/
/p/	/f/	/m/	/u/	/h/

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	Kindergarten-1 <sup>st</sup> Grade
<b>Lesson Title:</b>	My Brother Was a Fisherman
<b>Focus:</b>	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

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

1. Write the Mother Goose rhyme on the white board.
2. Read the rhyme to the students:

My Brother Was a Fisherman

My brother was a fisherman,  
He fished in the sea,  
And all the fish that he could catch,  
Were one, two, three

My brother brought the fishes home,  
He brought them from the shore,  
When seven sat to savor them,  
He wished he had caught some more!

3. Choose eight students or eight groups. Have each group read one verse of the rhyme
4. Talk about word meanings: (1) *shore* – *coast, beach, seashore* (2) *savor* – *taste, enjoy, appreciate*.
5. Read the poem again substituting synonyms for the words *shore* and *savor*. "*He brought them from the seashore. When seven sat to taste them.*"
6. Circle rhyming word pairs: (sea/three, shore/more).
7. Have students retell the rhyme in their own words. Example: "One day this guy went fishing in the ocean. He tried and tried, but he could only catch three fish. It was getting dark, so he sailed home. For dinner that night, much to his surprise, there were seven people at the dinner table. Oh, no! He just had three fish! Oh, how he wished he had stayed longer and caught more fish! Maybe he'll have better luck next time."

**Where Can My Good Friend Be?**

## Consult 4 Kids Lesson Plans

(Sing to the tune of “Where, Oh, Where Has My Little Dog Gone?”)

Ask students to stand when you give sound clues that match their name.

Where, oh, where can my good friend be?

Where, oh, where can she be?

She starts with /j/ and ends with /ee/.

Where, oh, where can she be? (Julie)

Where, oh, where can my good friend be?

Where, oh, where can he be?

He starts with /t/ and ends with /t/.

Where, oh, where can he be? (Trent)

Continue the song with other bolded sounds of student names in the class.

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 (?)

##### Large Things

Ask students to brainstorm large things no smaller than a school bus: *an 18-wheeler, a skyscraper, a hospital, the ocean, a cruise ship, a 747 jet plane, a volcano, a forest, and a tall mountain.* Ask students to work in pairs on white boards. Write a sentence using one, two or three of these items. Partners check and share each other’s writing.

#### 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.

##### Which Word Does Not Belong?

Say a group of four three-phoneme words. Speak clearly so students can hear the sounds.

Ask, “Which word does not belong?” Then ask why the word does not belong.

sun, sad, sip, tub            tub            sun, sad, sip begin with /s/

mat, bat, hop, cat            hop            mat, bat, cat end with /t/

bee, meat, sea, fee            meat            bee, see, fee end with /ee/

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<p>grub, luck, stuck, duck    grub kick, did, lick, pick        did me, mouse, pig, must      pig up, to, top, tell              up red, ride, well, row         well</p>	<p>luck, stuck, duck end with /k/ kick, lick, pick end with /k/ me, mouse, must begin with /m/ to, top, tell begin with /t/ red, ride, row begin with /r/</p>					
<p><b>Word of the Day</b> The word of the day is “main idea.” The main idea is the most important idea of the paragraph or story. Recite each nursery rhyme. What is the main idea of these nursery rhymes? (1) Jack and Jill (Watch your step when you walk down hill.) (2) Little Miss Muffet (Beware of spiders when you sit on the grass.) (3) Humpty, Dumpty (If you are an egg, you might fall if you sit on a wall.)</p>						
<p><b>Instruction / Demonstration (“I do” – “We do”)</b></p>						
<p><b>Phonics</b> Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts:</p> <p><b>Creating the white board template:</b> Show children how to create the following template on the white board. Divide the white board into 4 parts.</p> <table border="1" style="width: 100%; height: 100px; border-collapse: collapse;"> <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>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>In this lesson, students will review what has been taught so far: p, m, s, f, b, t, c, r, and l. Have students print the whole word. Say, “The word is <i>lap</i> - // /a/ /p/ <i>lap</i>.” Here are words to write on their white boards: <i>fact, pals, map, clasp, strap, rasp, amps, maps, and flat</i>.</p>						
<p><b>Instruction / Demonstration (“I do” – “We do”)</b></p>						
<p><b>Day 3 Preparation</b> Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.</p> <p><b>I Used to Be</b> Write, “I used to be . . .” on the white board. Ask students to write the sentence starter on their white boards. Ask students to complete the sentence. “I used to be (little, sleepy, cold, wet, hungry,)” Continue the writing. “I used to be <u>little</u>, but now I am <u>big</u>. I used to be <u>sleepy</u>, but now I am <u>awake</u>. I used to be <u>cold</u>, but now I am <u>hot</u>. I used to be <u>wet</u>, but now I am <u>dry</u>. I used to be <u>hungry</u>, but now I am <u>full</u>.”</p>						

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### Closing

#### Review

Say:

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

### Debrief

#### Three Questions

Ask students to answer these three questions:

1. What was your best learning from this activity?
2. What didn't you like about this activity?
3. Next time, how would you change this activity to make it better?

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

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

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

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	Kindergarten-1 <sup>st</sup> Grade
<b>Lesson Title:</b>	Snail's Pace
<b>Focus:</b>	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

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

1. Write the poem on the white board.
2. Read the poem to the students. Focus on punctuation, emphasizing the rhythm.

#### Snail's Pace

Maybe it's so  
 That snails are slow:  
 They trudge along and tarry.

But isn't it true  
 You'd slow up, too,  
 If you had a house to carry?  
 Aileen L. Fisher

3. Circle rhyming words: so/slow, tarry/carry, true/too.
4. Talk about new words. Read the rest of the sentence. See if students can get clues from the other words in the poem to learn the meaning of the new words. (1) trudge – to walk with slow, heavy steps (2) tarry – to stay in one place; in no hurry.
5. Ask students to act-out how snails walk – trudging and tarrying. Now act-out how they walk with a heavy house on their backs.

#### **Sound Switch**

Tell students you will say a word. Ask them to listen carefully to the sounds in the word. Tell them you will switch a sound with one of the sounds in the word. The sound will be in the beginning, middle, or end of the word. If they hear the switched sound at the beginning of the word, hold up one finger. If they hear the sound in the middle of the word, hold up

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two fingers. If the switched sound is at the end of the word, hold up three fingers. For example, if you say *mat* and then *sat*, students should respond by holding up one finger since the switched sound is at the beginning of the word. The beginning sound was switched from /m/ to /s/.

man/pan (1) first sound  
fan/fat (3) ending  
run/sun (1) beginning  
hat/hot (2) middle  
pick/pack (2) middle

ball/bell (2) middle  
leaf/loaf (2) middle  
pig/pin (3) ending  
fish/dish (1) beginning  
gate/game (3) ending

tap/tape (2) middle  
van/ran (1) beginning  
zip/lip (1) beginning  
cup/cap (2) middle  
hot/hop (3) ending

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")	
<p style="text-align: center;"><b>Instruction / Demonstration ("I do" – "We do")</b></p> <p><b>Conventions of Writing</b> It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p><b>I Like</b> Provide students with white boards. Students write the following on their white boards.</p> <p style="text-align: center;">I like _____. I like _____. I like _____. But I don't like _____.</p> <p>If this is too much writing for some students, write the verse on the white board, and do the lesson with the whole class.</p>	
<p style="text-align: center;"><b>Instruction / Demonstration ("I do" – "We do")</b></p> <p><b>Phonemic Awareness</b> Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 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><b>Zippity-Do-Dah</b> Teach students the song "Zippity –Do-Dah." Zippity-Do-Dah, Zippity-Aye, My, oh my, what a wonderful day! Plenty of sunshine coming my way. Zippity-Do-Dah, Zippity-Aye. Ray Gilbert, from "Song of the South"</p>	

## Consult 4 Kids Lesson Plans

<p>Replace the <b>Z</b> in Zippity with other consonants: Bippity-Boo-Bah, Mippity-Moo-Mah, Tippity-To-Tah.</p> <p><b>Word of the Day</b>          The word of the day is “fantasy/fairy tale.” A fairy tale is story for children about imaginary beings or events. Ask students if they know a fairy tale. Make a list on the white board. Here are a few fairy tales: <i>Cinderella, Beauty and the Beast, Sleeping Beauty, Goldilocks and the Three Bears, and The Goose That Laid the Golden Egg.</i></p>					
<p style="text-align: center;"><b>Instruction / Demonstration (“I do” – “We do”)</b></p> <p><b>Phonics</b>          Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts:</p> <p><b>Creating the white board template:</b>          Show children how to create the following template on the white board. Divide the white board into 4 parts. Write two short lines in each quadrant.</p> <table border="1" style="width: 100%; height: 100px; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 50%; height: 50px; vertical-align: bottom;"> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="width: 40%; border-bottom: 1px solid black;"></div> <div style="width: 40%; border-bottom: 1px solid black;"></div> </div> </td> <td style="width: 50%; height: 50px; vertical-align: bottom;"> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="width: 40%; border-bottom: 1px solid black;"></div> <div style="width: 40%; border-bottom: 1px solid black;"></div> </div> </td> </tr> <tr> <td style="width: 50%; height: 50px; vertical-align: bottom;"> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="width: 40%; border-bottom: 1px solid black;"></div> <div style="width: 40%; border-bottom: 1px solid black;"></div> </div> </td> <td style="width: 50%; height: 50px; vertical-align: bottom;"> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="width: 40%; border-bottom: 1px solid black;"></div> <div style="width: 40%; border-bottom: 1px solid black;"></div> </div> </td> </tr> </table>	<div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="width: 40%; border-bottom: 1px solid black;"></div> <div style="width: 40%; border-bottom: 1px solid black;"></div> </div>	<div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="width: 40%; border-bottom: 1px solid black;"></div> <div style="width: 40%; border-bottom: 1px solid black;"></div> </div>	<div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="width: 40%; border-bottom: 1px solid black;"></div> <div style="width: 40%; border-bottom: 1px solid black;"></div> </div>	<div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="width: 40%; border-bottom: 1px solid black;"></div> <div style="width: 40%; border-bottom: 1px solid black;"></div> </div>	<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>
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<p>Practice the letter <b>d</b>. Show students how to print the letter <b>d</b>. Say a word. Students must write the beginning and ending letter sounds on the two lines in each quadrant. Here are the words: <i>dust, dart, told, distend, card, find, dud, and dad.</i></p>					
<p style="text-align: center;"><b>Instruction / Demonstration (“I do” – “We do”)</b></p> <p><b>Preparation</b>          Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.</p> <p><b>Hot Seat</b>          After the leader has read a story to the class, students can play Hot Seat. The leader chooses a student to come to the front and sit in the “Hot Seat.” The student chooses a character from the story he would like to be. Classmates ask Who, What, Where, When, Why and How questions of the person in the Hot Seat. The student answers questions as though he is really the character. For example, if the story is The Three Little Pigs, the student might choose the wolf character. The whole class practices using a “wolf” voice, so the character knows what a wolf voice sounds like. The question might be, “Mr. Wolf, <b>why</b></p>					



## Consult 4 Kids Lesson Plans

<p>did you climb down the chimney?" In a low, gruff voice, the wolf responds, "I WAS HUNGRY!" The questions continue. After a bit, another student comes to the Hot Seat acting like a different character in the story.</p>	
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Closing
<p style="text-align: center;"><b>Review</b></p> <p><b>Say:</b> Please recap what we did today. Did we achieve our objectives?</p>
<p style="text-align: center;"><b>Debrief</b></p> <p><b>WHI?</b> Ask the following three questions:  What is a question you have about this activity? How can you use this activity in your everyday life? If you were to try this again, what might you do differently?</p>

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

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	Kindergarten-1 <sup>st</sup> Grade
<b>Lesson Title:</b>	Song of Sixpence
<b>Focus:</b>	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 Mother Goose rhyme on the white board.
2. Read the silly rhyme to the students:

Song of Sixpence

Sing a song of sixpence, a pocket full of rye;  
Four and twenty blackbirds baked in a pie!

When the pie was opened the birds began to sing;  
Now wasn't that a dainty dish to set before the king?"

The king was in his counting-house counting out his money;  
The queen was in the parlor, eating bread and honey.

The maid was in the garden hanging out the clothes;  
When down came a blackbird and snipped off her nose!

3. Choose four students or four groups. Have each group read one verse of the rhyme
4. Talk about word meanings: (1) *rye* – *light brown grain used to make flour* (2) *dainty dish* – *tasty dish* (3) *parlor* – *living room* (4) *snipped* – *a quick cut* (5) *four and twenty* – *twenty four*.
5. Circle rhyming word pairs: (rye/pie, sing/king, money/honey, clothes/nose)
6. Have students retell the rhyme in their own words. Example: "There were these 24 blackbirds that got baked in a pie. When the maid took the pie out of the oven, the birds started to sing. The maid gave the king the pie for dessert. But the king was counting his money and the queen wasn't hungry from eating bread and honey. So the maid hung the laundry on the clothes line outside. When all of a sudden, a blackbird cut off her nose. He didn't like to be baked in a pie!"

## Consult 4 Kids Lesson Plans

### Singing Silly Names

1. Sing the rhyme to the tune of “If You’re Happy and You Know It.”
2. Substitute the beginning sound in the child’s name with the target sound.

If you change the /k/ in **Kim** to a /b/,  
 If you change the /k/ in **Kim** to a /b/,  
 If you change the /k/ to /b/,  
 Then **Kim** turns into **Bim**,  
 If you change the /k/ in **Kim** to a /b/.

3. Replace bolded sounds and names to continue the song. For example, *If you change the /d/ in Dave to a /p/.*

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

### 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 (?)

#### Small Things

Ask students to brainstorm small things no larger than the size of your hand: a pebble, a coin, an earring, a toenail, a seashell, string, a small frog, sand, and a cell phone. Ask students to work in pairs on white boards. Write a sentence using one, two or three of these items. Partners check and share each other’s writing.

#### 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.

#### How Does It End?

1. Select words from current classroom literature.
2. Pronounce each word clearly. The word is *bat*. Name a word that ends with the same sound – man, kite, top
  - mop – wheel, soap, dog
  - lock – duck, kite, fish
  - ten – kite, tie, sun
  - box – bat, six, nine
  - gate – fish, kite, ball
  - bus – tie, frog, glass
  - soap – boat, pig, mop
  - snake – duck, ten, cat

## Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> <li>• sun – six, wheel, <u>ton</u></li> </ul> <p><b>Word of the Day</b> The word of the day is “alphabet.” (A set of letters used in writing a language) Write the word “alphabet” on the white board. Sing the Alphabet Song. Ask students to recite the alphabet. Count the letters in the alphabet. (26) Ask, “What letter comes after “f”? Or what letter comes after “W”, or what letter is between m and o? (n)” Repeat with other, “What comes before, after and between,” questions.</p>										
<p style="text-align: center;"><b>Instruction / Demonstration (“I do” – “We do”)</b></p> <p><b>Phonics</b> Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts:</p> <p><b>Creating the white board template:</b> Show children how to create the following template on the white board. Divide the white board into 4 parts.</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>In this lesson, students will review what has been taught so far: p, m, s, f, b, t, c, r, and l. Have students print the whole word. Say, “The word is <i>spat</i> - /s/ /p/ /a/ /t/ <i>spat</i>.” Here are words to write on their white boards: <i>camp, tap, slap, slam, stamp, ramp, pat, clamp, and pact</i>.</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;"><b>Instruction / Demonstration (“I do” – “We do”)</b></p> <p><b>Day 3</b> <b>Preparation</b> Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.</p> <p><b>More Strong Feeling Sentences</b> Write a strong feeling sentence on the white board. Have students read the sentence with strong emotion. Have students place an exclamation mark at the end of each sentence.</p> <table style="width: 100%; margin-top: 20px;"> <tr> <td style="width: 33%;">Run for your life!</td> <td style="width: 33%;">I can’t swim!</td> <td style="width: 33%;">Stop the car!</td> </tr> <tr> <td>Close the door!</td> <td>Turn off the TV, now!</td> <td>Get back from the fire!</td> </tr> <tr> <td>Take a deep breath!</td> <td>He’s choking!</td> <td>Grab the first-aid kit!</td> </tr> </table>	Run for your life!	I can’t swim!	Stop the car!	Close the door!	Turn off the TV, now!	Get back from the fire!	Take a deep breath!	He’s choking!	Grab the first-aid kit!	
Run for your life!	I can’t swim!	Stop the car!								
Close the door!	Turn off the TV, now!	Get back from the fire!								
Take a deep breath!	He’s choking!	Grab the first-aid kit!								

## Consult 4 Kids Lesson Plans

It's an earthquake! Look at me!	Water is everywhere! What's on your nose!	My arm is bleeding! I'm so upset!	
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Closing
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>Three Questions</b></p> <p>Ask students to answer these three questions:</p> <ol style="list-style-type: none"> <li>1. What was your best learning from this activity?</li> <li>2. What didn't you like about this activity?</li> <li>3. Next time, how would you change this activity to make it better?</li> </ol>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <p>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

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	Kindergarten-1 <sup>st</sup> Grade
<b>Lesson Title:</b>	Stopping By Woods On A Snowy Evening
<b>Focus:</b>	Phonemic Awareness, Concepts of Print, Phonics, and Clarifying Vocabulary

**Materials:** White boards, markers, erasing cloth, 10 sets of WHO, WHAT, WHEN, WHERE, and HOW 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

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

1. Write the poem, verses 1 and 4, on the white board.
2. Read the poem to the students:
3. "Talk about these words: (1) *woods - forest* (2) *village – a small town in the country*.
4. Talk about the poem to the students. "Is it a nursery rhyme? Is it silly? Is it funny? Is it a serious poem? (Yes) Does it make us see a picture in our minds? (Yes) Imagine being in the woods in the evening. What do you see?"

#### Stopping by Woods on a Snowy Evening

Whose woods these are I think I know.  
His house is in the village though;  
He will not see me stopping here  
To watch his woods fill up with snow.

The woods are lovely, dark and deep.  
But I have promises to keep,  
And miles to go before I sleep,  
And miles to go before I sleep.

Robert Frost

5. Circle rhyming words: know/though/snow, deep/keep/sleep/sleep.
6. Have students retell the poem using their own words. Example: "This man was walking in the woods. He wonders who owns the land. He thinks he knows, but the owner lives in the village. The owner will be in the village, so the man watches the snow fall. The snow is beautiful, but he knows that he has promised to be somewhere else, and he has a lot of miles to walk before he can sleep."

## Consult 4 Kids Lesson Plans

### Friends Sound March

(Sing to the tune of "Ants Go Marching")

Students march in a circle. Students whose names begin with the sound you say sit down in the middle of the circle. Continue the song until all students sit down. Continue with other consonants in the alphabet (/d/, /f/, /g/, /h/, /j/, etc.)

My friends are marching round and round. Hurrah, hurrah.  
 My friends are marching round and round. Hurrah, Hurrah.  
 My friends are marching round and round  
 Names beginning with /b/ must sit on the ground.  
 We'll march around until we all sit down!

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")	
<p style="text-align: center;"><b>Instruction / Demonstration ("I do" – "We do")</b></p> <p><b>Conventions of Writing</b>            It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p><b>Expensive Items</b>            Ask students to brainstorm items that are expensive: Professional Basketball Tickets, a mansion, a diamond ring, a BMW, a house, etc. Ask students to work in pairs with white boards. Write a sentence using one of the items. Students then draw a picture of the expensive item.</p>	
<p style="text-align: center;"><b>Instruction / Demonstration ("I do" – "We do")</b></p> <p><b>Phonemic Awareness</b>            Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 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><b>Can You Say?</b>            Write the song, "Can You Say?" on the white board or chart paper. Sing the song to the tune of "Happy Birthday." Track the print as you sing. Each time you sing, replace the word "rabbit" with one of the following words: <i>mitten, happen, table, and yellow</i>. Continue to choose other words. Emphasize the ending sound of each word.</p> <p style="text-align: center;">Can you say the last sound?            Can you say the last sound?            It's the last sound in <b>rabbit</b>.</p>	

## Consult 4 Kids Lesson Plans

<p style="text-align: center;">Can you say the last sound? (t)</p> <p><b>Word of the Day</b>          The word of the day is “word.” A word is speech; something we say. Each word has meaning. Words help us communicate with others. Ask students to give examples of words they know. For younger students, begin with sight words: <i>the, said, dog, cat, run, sit, see, etc.</i></p>					
<p style="text-align: center;"><b>Instruction / Demonstration (“I do” – “We do”)</b></p> <p><b>Phonics</b>          Phonics is focused on learning the sounds that letters make; identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts:</p> <p><b>Creating the white board template:</b>          Show children how to create the following template on the white board. Divide the white board into 4 parts. Draw two short lines in each box.</p> <table border="1" style="width: 100%; height: 100px; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 50%; height: 50px; text-align: center;">_____</td> <td style="width: 50%; height: 50px; text-align: center;">_____</td> </tr> <tr> <td style="width: 50%; height: 50px; text-align: center;">_____</td> <td style="width: 50%; height: 50px; text-align: center;">_____</td> </tr> </table> <p>Continue with short o and its /aw/ sound. Practice a few words that contain short o - octopus, dog, and hog. Have students write the letters for the beginning and final sounds of these words: osmosis, Oscar, offset, operator, otter, officer, offer, and omelet.</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;"><b>Instruction / Demonstration (“I do” – “We do”)</b></p> <p><b>Preparation</b>          Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.</p> <p><b>Who, What, When, Where and How Questions</b></p> <ol style="list-style-type: none"> <li>1. Make WHO, WHAT, WHEN, WHERE AND HOW question cards.</li> <li>2. Ask a child to draw a card (WHAT), and then ask a question beginning with the question word. “What are you doing? What time is it? What is for lunch?”</li> <li>3. Continue to ask WHAT questions during the day: “What is that all about? What do we need? What are we going to do? What is next?”</li> </ol>					



## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

#### Three Questions

Ask the following three questions:

1. What was your best learning from this activity?
2. Which activity did you not want to stop?
3. How would you make this activity better 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

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

**Materials:** White boards, markers, erasing cloth, phonemic awareness picture cards, 10 sets of WHO, WHAT, WHEN, WHERE, and HOW 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

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

1. Write the poem on the white board.
2. Read the poem to the students.

#### The Woodpecker

The woodpecker pecked out a little round hole  
 And made him a house in the telephone pole.  
 One day when I watched he poked out his head,  
 And he had on a hood and a collar of red.  
 When the streams of rain pour out of the sky,  
 And the sparkles of lightning go flashing by,  
 And the big, big wheels of thunder roll,  
 He can snuggle back in the telephone pole.

Elizabeth Maddox Roberts

3. Circle rhyming words: hole/pole, head/red, sky/by, roll/pole.
4. Create actions for each line of the poem. For example: Line 1 – Students pretend they are pecking out a hole with their beak. Line 2 – Make a shelter over your head, Line 3 – Students poke their heads from the telephone pole. Line 4 – Students pretend they are putting on a hood and a collar of red. Continue with the next four lines.
5. Recite the poem several times using the motions.
6. Have students retell the poem without words, just actions. Do this with them so they get the idea.
7. Later, the leader does the action and students read the line.

#### **One Potato**

Teach students the rhyme "One Potato." Have students sit in a circle. As you say the rhyme, pass around a small beanbag. The child holding the beanbag at the end of the rhyme (on "more") must state a word that begins with /p/, the

## Consult 4 Kids Lesson Plans

first sound in potato. Repeat the rhyme using other food names: banana /b/, tomato /t/, and zucchini /z/.

One potato, two potato,  
Three potato, four;  
Five potato, six potato,  
Seven potato, more.

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")	
<p style="text-align: center;"><b>Instruction / Demonstration ("I do" – "We do")</b></p> <p><b>Conventions of Writing</b> It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p><b>Journaling</b> As a whole class, students will use their white boards and write a simple sentence. Students choose a phonemic awareness picture card (chick). Place the card in the front of the room. Students suggest a simple sentence using the word "chick." "I see a chick." The leader guides the process using My Turn/Your Turn showing students how to form each letter correctly. Journaling can be done once per week.</p>	
<p style="text-align: center;"><b>Instruction / Demonstration ("I do" – "We do")</b></p> <p><b>Phonemic Awareness</b> Phonemic awareness is about the ability to "hear" the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 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><b>Sound Switch</b> Students will make new words by replacing the first sound in each word you say with /s/. For example, if you say the word <i>hand</i>, students say the word <i>sand</i>. Continue with the following words: <i>hit (sit)</i>, <i>well (sell)</i>, <i>funny (sunny)</i>, <i>bun (sun)</i>, <i>mad (sad)</i>, <i>bend (send)</i>, <i>rat (sat)</i>, <i>candy (sandy)</i>, <i>cold (sold)</i>, <i>pink (sink)</i>, and <i>rope (soap)</i>.</p> <p><b>Word of the Day</b> The word of the day is "contraction." A contraction is two words put together in a shortened form. Instead of saying "I will," the contraction is "I'll." Ask students to count the letters in the two words (5), and in the contraction (3). Which has the fewer letters? (The contraction). List other contractions: do not/don't, cannot/can't, are not/aren't, etc. Count the number of letters in both forms.</p>	
<p style="text-align: center;"><b>Instruction / Demonstration ("I do" – "We do")</b></p> <p><b>Phonics</b></p>	<p>During the lesson check in with students repeatedly.</p>

## 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.


Continue practicing short o and its /aw/ sound in the medial (middle) position. Sound out each phoneme. Have students write the following whole words: *cop, flop, prop, cops, trots, slot, trot, blot, pompom, crops.*

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")

**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.

**Who, What, When, Where and How Questions**

1. Make WHO, WHAT, WHEN, WHERE AND HOW question cards.
2. Ask a child to draw a card (HOW), and then ask a question beginning with the question word. "How does that work? How can we do that? How old are you? How do you learn to drive a car? How many kids are there in this school?"
3. Continue to ask HOW questions throughout the day.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

##### Liked Best, Next Time (LBNT):

1. Students state what they enjoyed most about the activity.
2. Students state what they would have liked to spend more time on.
3. Students state what else they would have liked to have done.

##### 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.