

Consult 4 Kids Lesson Plans

Component:	English Language Arts – Month 7
Grade Level:	K-1
Lesson Title:	A Use for a Moose
Focus:	Retell, Vocabulary, Associating Sounds with Written Print

Materials: Picture of a moose, white boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

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.

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.

A Use For a Moose

The antlers of a standing moose,
As everybody knows,
Are just the perfect place to hang
Your wet and drippy clothes.
It's quick and cheap, but I must say
I've lost a lot of clothes that way.

Shel Silverstein

3. Choose students to circle all the rhyming words in the poem: (Use/Moose, knows/clothes, say/way).
4. Talk about a moose. Show a picture of a moose. What is the natural habitat of a moose?
5. Divide the poem into three parts.
6. Ask students to draw each of the three sections of the poem: Lines 1-2, 3-4, and 5-6.
7. Students retell the poem, looking at their illustrations and without looking at their illustrations.

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

Phonemic Awareness

What's My Rhyme?

1. Provide students with individual white boards, markers, and wiping cloths (old socks).
2. Give students a word family (-ack). Ask students to work together and think of rhyming words for (-ack): *back, jack, pack, rack, tack, black, clack, crack, quack, shack, snack, and track*.
3. Continue the pattern using the word family (-ad): *bad, dad, had, lad, mad, pad, sad, and glad*.

Word of the Day

The Word of the Day is “title page.” The title page is usually the first page in the book. It restates the book title, author,

Consult 4 Kids Lesson Plans

illustrator, publisher, and date of printing. Provide students with several children's books. Have students find the title page. Ask them to look for the title, author and illustrator. Compare the title page with the book cover. Refer to the title page whenever you or the students use a book.

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.

_____ _____	_____ _____
_____ _____	_____ _____

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: *dried, dashed, land, planned, broad, found, detailed and mud.*

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 (?)

Story Frames

Read Rosie's Walk by Pat Hutchins to the children. Then have students complete the story frame.

My (pet's name) went for a walk
 around the _____,
 under the _____,
 near the _____.

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

Consult 4 Kids Lesson Plans

over the _____,
and came back when I called.

opportunity and have the
student become the teacher.

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.

Statement or Question

In Kinder/First grades, students may not know the difference between a statement and a question. In this activity, find a statement in the story. Write the statement on the white board. "He touched the butterfly." Ask students to read the statement. Now, ask students to change the statement into a WHO question, "Who touched the butterfly?" Talk about question marks. Write the question on the white board. Continue the lesson asking, "Is this a telling (statement) sentence or a question sentence?"

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 lesson?
2. What didn't you like about the lesson?
3. Next time, how would you make the lesson better?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level	K-1
Lesson Title	A Wise Old Owl
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

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.

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

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

A Wise Old Owl

A wise old owl sat in an oak,
The more he heard, the more he spoke;
The less he spoke, the more he heard.
Why aren't we all like that wise old bird?

3. Choose students to circle all the rhyming words in the poem: (oak/spoke, heard/bird).
4. Ask students, “Why was the old owl a wise bird?” (He listened to others, more than he spoke.)
5. Divide each verse into four parts.
6. Ask students to draw each of the four sections of the poem. (Students retell the poem, looking at their illustrations and without looking at their illustrations.)

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

Phonemic Awareness

Sound Substitution and Sound Matching

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

Franklin Frog had a log,
Had a log,
Had a log.
Franklin Frog had a log,
He stayed and played all day.

Repeat the verse using other rhymes: *Holly Hen, friend; Carlos Cat, hat; Petunia Pig, wig; Sally Seal/ wheel; Freddy Fox,*

Consult 4 Kids Lesson Plans

box; Scooter Skunk, trunk)

Word of the Day

The Word of the Day is "plot." The plot is a list of the main events that make up the story. For example, in the story The Three Little Pigs, the events are: The first two pigs built their own houses. The wolf huffed and puffed and blew the houses down. The two pigs ran to their brother's house made of bricks. The wolf couldn't blow the house down. He climbed down the chimney, burned his tail in a pot of boiling water, and ran to the woods. He never bothered the pigs again. Ask students to tell the events in other stories. Tell students that a synonym for the word events is "plot."

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.

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

Introduce the letter **g**. Show students how to write the letter **g** correctly. There are two strokes. Always begin at the top. Have students write both the beginning and ending sounds on the lines in each quadrant. The words are: *rug, grub, slug, glitter, garter, gum, gull, and gust*.

Content (the "Meat")	
<p style="text-align: center; margin: 0;">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>Instant Poetry The leader writes the five sentences on the white board. Ask students to complete each</p>	<p>*Activity → Teachable Moment (s) Throughout During the lesson, check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p>

Consult 4 Kids Lesson Plans

<p>sentence orally. Change the season accordingly. As students provide answers for the blanks, the leader will write the words on the white board. When the poem is completed, ask students to read the instant poem.</p> <p style="padding-left: 20px;">In winter, I see _____.</p> <p style="padding-left: 20px;">In winter, I hear _____.</p> <p style="padding-left: 20px;">In winter, I feel _____.</p> <p style="padding-left: 20px;">In winter, I taste _____.</p> <p style="padding-left: 20px;">In winter, I smell _____.</p>	<p>Stop the class and focus on a student's key learning or understanding.</p> <p>Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
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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.

Make a Connection

Choose five cool words from the story book. List them on the white board in a column, Ask students to name five action heroes. Make a second list opposite the cool words. Ask students to make a connection between the action hero and a cool word. Ask the student to give a reason why the two words are connected. Draw a line to connect the two words.

strange	Batman
creaking	Wonder Woman
noise	Incredible Hulk
around	Spider Man
dark	The Terminator

"I made a connection between **Spider Man** and **noise** because Spiderman doesn't make much noise when he is in action."

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 think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was something they had done before except in one particular way

Consult 4 Kids Lesson Plans

which was new to them. (Tweak)

- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Component	English Language Arts – Month 7
Grade Level	K-1
Lesson Title	Dickory, Dickory Dare
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

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.

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

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

Dickory, Dickory Dare
 Dickory, Dickory Dare
 The pig flew up in the air.
 The man in brown
 Soon brought him down!
 Dickory, Dickory Dare.

3. Choose students to circle all the rhyming words in the poem: (Dare/air, brown/down).
4. Ask students if they have ever heard a similar nursery rhyme. (Hickory, Dickory Dock) How are the two rhymes similar and different?
5. Divide the poem into four parts.
6. Ask students to draw each of the four sections of the poem. (*Dickory* is a nonsense word. Students may draw whatever they wish.)
7. Students retell the poem, looking at their illustrations and without looking at their illustrations.

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

Phonemic Awareness

Sound Substitution

One song that works well with sound substitution is, “I’ve Been Working on the Railroad.”

I’ve Been Working on the Railroad
 All the live-long day.
 I’ve been working on the railroad
 Just to pass the time away.

Consult 4 Kids Lesson Plans

Don't you hear the whistle blowing
 Rise up so early in the morn'.
 Don't you hear the captain shoutn'
 Dinah blow your horn.
 Fee-Fi-Fiddle-ee-I-Oh
 Fee-Fi-Fiddle-ee-I-Oh
 Fee-Fi-Fiddle-ee-I-Oh
 Strummin' on the old banjo.

Each time you sing the song, substitute a different consonant sound at the beginning of each word.

"Bee-Bi-Biddle-ee-I-Oh"

"Dee-Di-Diddle-ee-I-Oh"

"Hee-Hi-Hiddle-ee-I-Oh"

Word of the Day

The Word of the Day is "Table of Contents." Find a non-fiction book, an anthology, or other book with a Table of Contents. Ask students if this Table of Contents is like a table they may find in a math word problem. Is the table divided into sections? Why does the book have a Table of Contents? Ask students to look for an item and find the page number. Play other games with the Table of Contents.

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.

Today we will practice **d** with **short a** and **short o**. As you say each word, enunciate each phoneme or sound in the word. Have students write the whole word in each quadrant (d – r – o – p – s): *drops, pod, pads, lads, rod, dots, ad, dot, scads and glad.*

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

*Activity → Teachable Moment (s) Throughout

During the lesson, check in with students repeatedly. Check in about what is

Consult 4 Kids Lesson Plans

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 (?)

Short Story

Have students write the sentences and fill in the blanks with their own words.

Here is _____.

She/He has _____.

She/He can _____.

I _____.

happening and what they are thinking.

Take advantage of any teachable moments.

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

Ask open-ended questions to determine what the rest of the group is thinking.

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

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

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.

Inanimate Object Variation

The leader holds up an inanimate (nonliving) object in the room. Students choose an inanimate object and ask each other: "For what reason . . ." The idea is to keep count of all the different questions that can be asked for one question stem. To make this activity more fun, change the strategy into a team competition.

Closing

Review

Say:

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

Debrief

WHI?

Ask 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 think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was something they had done before except in one particular way

Consult 4 Kids Lesson Plans

which was new to them. (Tweak)

- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Component	English Language Arts – Month 7
Grade Level	K-1
Lesson Title	Little Bo Peep
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

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.

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

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

Little Bo Peep

Little Bo Peep has lost her sheep
And can't tell where to find them.
Leave them alone, and they'll come home
Wagging their tails behind them.

3. Choose students to circle all the rhyming words in the poem: (Peep/sheep).
4. Talk about Little Bo Peep. Who is she? Is her first name “Bo,” and her last name “Peep?” Why is a young girl out watching the sheep? Why weren't the sheep in a sheep pen? Did she have a sheep dog to help her herd the sheep?
5. Divide the poem into four parts.
6. Ask students to draw each of the four sections of the poem.
7. Students retell the poem, looking at their illustrations and without looking at their illustrations.

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

Phonemic Awareness

We Are Family

1. Show students picture cards with *-ake* and *-an* words: *cake, bake, rake, lake - can, pan, man, fan*.
2. Ask students to say the name of each card. Say, “Let's sort these words into two Word Families.”
3. Make two piles of picture cards: *-ake*, and *-an*.
4. Ask students to write the *-ake* and *-an* words. Underline the *-ake* and *-an* in each word.

Word of the Day

Consult 4 Kids Lesson Plans

The Word of the Day is “newspaper/magazine.” Bring a newspaper and magazine for students to see. Make a chart on the white board to compare and contrast a newspaper and magazine:

1. Newspaper is larger; magazine is smaller
2. Newspaper is printed each day; magazine is printed monthly.
3. Articles are shorter; articles are longer.

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: *dim, road, read, mend, dear, died, sold, and mid*.

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>Short Story Have students write the sentences and fill in the blanks with their own words.</p> <p style="margin-left: 40px;">This is a _____.</p> <p style="margin-left: 40px;">It has _____.</p> <p style="margin-left: 40px;">It can _____.</p> <p style="margin-left: 40px;">I _____.</p>	<p>*Activity → Teachable Moment (s) Throughout During the lesson, check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding.</p> <p>Ask open-ended questions to determine what the rest of the group is thinking.</p>

Consult 4 Kids Lesson Plans

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

Inanimate Object

The leader holds up an inanimate (nonliving) object in the room. The leader asks, “How did this pencil get painted yellow?” The leader holds the pencil and asks the leading part of the question, “How did this pencil . . .” There can be twenty or more questions asked about this pencil. Form a team competition. For each response to the question, team members receive a point. Answers should be in this format: “This pencil got painted yellow when . . .”

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 lesson?
2. What didn't you like about the lesson?
3. Next time, how would you make the lesson better?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Component	English Language Arts – Month 7
Grade Level	K-1
Lesson Title	On Top of Spaghetti
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

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.

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

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

On Top of Spaghetti
 On top of spaghetti
 All covered with cheese,
 I lost my poor meatball
 When somebody sneezed.

So if you like spaghetti
 All covered with cheese
 Hold on to your meatballs
 And Don't Ever Sneeze! A-A-A-CHOO!!

3. Choose students to circle all the rhyming words in the poem: (cheese/sneeze).
4. Ask students if they have ever heard a similar nursery rhyme. (On Top of Old Smokey, all covered with snow. I lost my true lover, from courtin' too slow) How are the two rhymes similar and different?
5. Tell students that most nursery rhymes have a problem. What is the problem in this rhyme? (Somebody sneezed all over the spaghetti.)
6. Divide each verse into four parts.
7. Ask students to draw each of the four sections of the poem. (Students retell the poem, looking at their illustrations and without looking at their illustrations.

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

Phonemic Awareness
 Sound Substitution

Consult 4 Kids Lesson Plans

One song that works well with sound substitution is, "Old Mac Donald Had a Farm."
 Each time you sing the song, substitute a different consonant sound at the beginning of each word. (*Bee, Dee, Fee, Jee, Kee, Lee, Mee, Nee, Ree, See, Tee, Vee, Wee, and Zee.*)

Old Mac Donald Had a Farm
 Bee-I, Bee-I-Bo
 And on this farm he had a cow.
 Bee-I, Bee-I-Bo
 With a bee-bee here, and a bee-bee there,
 Here a bee, there a bee
 Everywhere a bee-bee.
 Old Mac Donald Had a Farm
 Bee-I, Bee-I Bo.

Word of the Day

The Word of the Day is "lower case." Originally all words were written entirely in capital (upper case) letters. Have students write the word "CASE" in all capitals. Over time, lower case letters were mixed in with upper case letters. Have students write the word "Case," mixing upper and lower case letters. After the printing press was invented, capital or upper case letters, were stored in boxes in the higher or upper case of the printer's desk. Lower case, or non-capital letters were stored in boxes in the lower case of the printer's desk. Thus, the terms upper and lower case letters have stayed with us to modern days. Have students write several words in upper case and then in lower case to see the difference.

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.

Today we will practice **d** with **short a** and **short o**. As you say each word, enunciate each phoneme or sound in the word. Have students write the whole word in each quadrant (b - a - d): *bad, sad, dam, clad, dad, mad, dabs, dram, plod and data.*

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.</p>	<p>*Activity → Teachable Moment (s) Throughout During the lesson, check in with students repeatedly.</p>

Consult 4 Kids Lesson Plans

<p>The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>Write What You See The leader writes “I see _____.” on the white board. What word rhymes with see? (bee) “I see a bee.” Students use individual white boards for this activity.</p> <p style="padding-left: 20px;">I see _____.</p> <ul style="list-style-type: none"> a bee a tree me the sea a key a cup of tea. 	<p>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.</p> <p>Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
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Instruction/Demonstration (“I do) – “We do”)
<p>Preparation Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give you a hint about what may come next is important. A list of possible trade books to use with this age student is included. No matter which book or story you choose, it is important that you read through the book yourself first. Read the story to the students. Read the story to the class.</p> <p>Make a Connection Ask student to make a connection from the story to their own lives. The leader should model this strategy before students do the activity. For example, if the story is <u>The Three Little Pigs</u>, you might say, “My connection to the story of <u>The Three Little Pigs</u> is that you should never open your door to strangers! There might be a wolf at the door!”</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>WHI?</p> <p>Ask the following three questions:</p> <ol style="list-style-type: none"> 1. What was your best learning from this lesson? 2. What didn’t you like about the lesson? 3. Next time, how would you make the lesson better?

Consult 4 Kids Lesson Plans

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level	K-1
Lesson Title	Three Little Kittens
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), two sets of alphabet cards

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

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.

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

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

Three Little Kittens
 Three little kittens,
 They lost their mittens
 And they began to cry.
 Oh, mother, dear,
 We sadly fear,
 Our mittens we have lost.
 Oh dear, don't fear.
 Come in and have some pie.

3. Ask students to circle the rhyming words (kittens/mittens, dear/fear, and cry/pie).
4. What is the problem in the rhyme? (The kittens have lost their mittens.)
5. How was the problem solved? (Mother told them everything would be all right. Come in and eat some pie.)
6. Draw four frames on the white board.
7. Students draw a picture for each part of the rhyme.
8. Ask students to retell the rhyme in their own words.
9. What is the main idea of the rhyme? (Baby kittens often lose their things.)

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

Phonemic Awareness

Sound Switch

1. You will need two sets of alphabet cards.

Consult 4 Kids Lesson Plans

2. Place letters on the table to form a simple one-syllable word (cat). Distribute other letters to students.
3. Point to each letter on the table and have the class say the sound. Ask students to blend the sounds together to form the word. Ask students to create new words by placing their letters over those on the table, such as placing an “m” over the “c” to form “mat.” Have students blend the new sounds together and decide whether or not the new word makes sense.
4. Repeat the process.

Word of the Day

The Word of the Day is “base word.” A base word is a word that can stand alone. It does not have a prefix or suffix attached to it. A simple base word is wind (Wind up the string.) We can add a prefix to the base word – un. (Unwind the ball of string.) Show other examples of base words to students. Write the word on the white board. See if they can identify the base word: *rewind, undo, retell, nonstop, bigger.*

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 practice **g** with short **a** and short **o**. Stretch out each sound in the word (t – a – g). Have students write the whole word: *tag, tog, gag, slag, slog, grab, gal, flag, smog and got.*

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 (?)

Response Writing

Write the response sentences on the white board. Have students complete the sentences orally. Ask students to write their own responses on their white boards,

*Activity → Teachable

Moment (s) Throughout
During the lesson, check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or

Consult 4 Kids Lesson Plans

<p>I play _____.</p> <p>I play in _____.</p> <p>I play on _____.</p> <p>But I can't play with _____.</p>	<p>understanding.</p> <p>Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
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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.

Silly Questions

Ask partner-pairs to create silly questions from cool vocabulary words in the story. Ask students to join two words. Use each two words to make a silly question sentence. For example, the cool vocabulary words are *hermit*, *waterfall*, *bat*, *cave* and *bridge*. Silly sentences might be, "Can a hermit live under a waterfall? Will a cave fly over a bridge? Will a bat swim in a waterfall?" Continue making silly questions to share with classmates.

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 think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level	K-1
Lesson Title	Three Wise Men of Gotham
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), pocket chart, vowel cards, alphabet cards

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

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.

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

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

Three Wise Men of Gotham

Three Wise Men of Gotham

Went to sea in a bowl;

If the bowl had been stronger

My song would have been longer..

3. Ask students to circle the rhyming words (stronger/longer).
4. What is the problem in the rhyme? (The wise men were not wise because they set sail in a bowl, rather than a boat.)
5. What happened to the Three Wise Men? (Their “bowl” sunk in the sea. The story ended quickly.)
6. Draw four frames on the white board.
7. Students draw a picture for each part of the rhyme.
8. Ask students to retell the rhyme in their own words.
9. Ask students to draw a bowl and make it strong enough to sail on the sea.

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

Phonemic Awareness

Change That Vowel

1. Select words that have three phonemes (bid, bad, bed, bod, bud, bit, bet, bat, bot, but)
2. Choose a word and place each letter, one by one, on the table. Have students say each phoneme separately as you place letters in the chart, then blend the sounds together to form the word.
3. Use other vowel cards to replace the middle sound, creating new words. Discuss whether words created make sense or are nonsense words.
4. Vary the activity by changing beginning and ending sounds as well.

Consult 4 Kids Lesson Plans

Word of the Day

The Word of the Day is "main idea." The main idea is the most important message of the passage, story, or rhyme. Ask students what the main idea is from the rhyme, Three Wise Men of Gotham (The Three Wise Men were really Three Foolish Men.) After reading a story to the students, ask them to think of the main idea.

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 practice **g** with short **a** and short **o**. Stretch out each sound in the word (l – o – g). Have students write the whole word: *log, brag, bog, gab, drag, gap, grasp, flag, gasp, and golf*.

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 (?)

Response Writing

Write the response sentences on the white board. Have students complete the sentences orally. Ask students to write their own responses on their white boards,

- A cat can't _____.
- A cat can't _____.
- A cat can't _____.
- But a cat can _____.

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

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

Consult 4 Kids Lesson Plans

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.

Counter Clockwise (Use with class size group)

Form two circles with chairs, one inside the other, facing each other. Take turns retelling your story to the person facing you. After one minute, the leader prompts everyone to move counter clockwise one seat and retell the story again to a new person.

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 think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Component	English Language Arts – Month 7
Grade Level	K-1
Lesson Title	Tom, Tom The Piper's Son
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), two photos of two different animals (bear, lion)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

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.

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

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

Tom, Tom, the Piper's Son
 Tom, Tom, the piper's son,
 Stole a pig, and away did run!
 The pig was eat, And Tom was beat,
 And Tom went crying
 Down the street.

3. Ask students to circle the rhyming words (son/run, eat/beat/street).
4. What is the problem in the rhyme? (Tom stole a pig. He got a whipping for stealing the pig.)
5. Draw four frames on the white board.
6. Students draw a picture for each part of the rhyme.
7. Ask students to retell the rhyme in their own words. “This kid named Tom was hungry. His family was starving. He wanted to save the day, so he stole a pig. His family ate the pig and wasn’t hungry anymore. But, the farmer found out that it was Tom who stole the pig, so he gave him a whipping. Tom ran down the street crying in a loud voice! Poor Tom!”

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

Phonemic Awareness

Can You Say?

The leader will write the Can You Say? rhyme on the white board. Sing the rhyme to the tune of “Happy Birthday.” Sing the rhyme several times. Each time, replace the word *rabbit* with one of the following words: *mitten, tablet, yellow*. Emphasize the ending sounds as you sing.

Can You Say?
 Can you say the last sound?
 Can you say the last sound?

Consult 4 Kids Lesson Plans

It's the last sound in *rabbit*.
Can you say the last sound?

Word of the Day

The Word of the Day is "contrast." Contrast means to define the differences between two or more things. Show students a picture of two different animals. Ask students to contrast the differences: the bear has thick brown fur; the lion has short, light brown hair, and so on. Use the word *contrast* at various times during the day. "Contrast the floor inside and the sidewalk outside."

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 the letter **g**. Show students how to write the letter **g** correctly. There are two strokes. Always begin at the top. Have students write both the beginning and ending sounds on the lines in each quadrant. Stretch out the sounds in each word: g – u – l – f. The words are *gulf, peg, great, grammar, leg, fog, tug, and mug*.

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 (?)

Response Writing

Write the response sentences on the white board. Have students complete the sentences orally. Ask students to write their own responses on their white boards,

A fish can _____.
A fish can _____.
A fish can _____.

***Activity → Teachable Moment (s) Throughout**
During the lesson, check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding.

Ask open-ended questions to determine what the rest of

Consult 4 Kids Lesson Plans

<p style="text-align: center;">But a fish can't _____.</p>	<p>the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
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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.

The Worst Weather in the World

Ask a student to retell his/her experience with The Worst Weather in the World. Give them an order to follow: First, Next, Then, and Finally. Ask another student to retell the first student’s retell. Check to see how closely he /she listened to the retell. Can students remember all the story parts? With practice, they will be able to complete accurate retells.

Closing

Review

Say:

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

Debrief

Ask the following three questions:

1. What was your key learning from this activity?
2. How can you use what you learned in your real life?
3. What would you have liked to have spent more time on?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Component	English Language Arts – Month 7
Grade Level	K-1
Lesson Title	Twinkle, Twinkle Little Star
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

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.

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

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

Twinkle, Twinkle Little Star

Twinkle, twinkle little star.
How I wonder what you are.
Up above the world so high
Like a diamond in the sky.
Twinkle, twinkle little star
How I wonder what you are.

3. Ask students to circle the rhyming words (star/are, high/sky).
4. What is the problem in the rhyme? (I don't know what the star is.)
5. Draw four frames on the white board.
6. Students draw a picture for each part of the rhyme.
7. Ask students to retell the rhyme in their own words.
8. What is the main idea of the rhyme? (Most people find stars a wonder.)

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

Phonemic Awareness

Secret Sound

1. Explain to students you are going to play a word game. You will say three words. Listen closely for the sound they hear that is the same in all the words. For example: teeth, bean, and feet. Students respond with /e/. Be sure the target sound is in the same place in all the words.
2. Here are some word sets: sun/sick/send, tell/top/tan, ship/shark/shoe, game/pain/late, soap/road/note, sight/ride/life, team/game/home, robe/cab/web, doll/well/hill.

Consult 4 Kids Lesson Plans

Word of the Day

The Word of the Day is "sentence." A sentence is a group of words that tell a complete thought. Write the sentence or phrase on the white board. Ask students to give a thumbs up if they hear a sentence or thumbs down if it is not a sentence.

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

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 practice **g** with short **a** and short **o**. Stretch out each sound in the word (b – a – g). Have students write the whole word: *bag, dog, fog, rag, gas, frog, graft, grog, gram and cog.*

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 (?)

Response Writing

Write the response sentences on the white board. Have students complete the sentences orally. Ask students to write their own responses on their white boards,

I can run to _____.

*Activity → Teachable

Moment (s) Throughout During the lesson, check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding.

Consult 4 Kids Lesson Plans

<p>I can run from _____.</p> <p>I can run around _____.</p> <p>But I can't run past _____.</p>	<p>Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
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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.

Create a Story

Ask a student to make up a story in which the cool vocabulary words are featured. Begin the story, "Once upon a time . . ." Continue to guide the student, inserting such words as, "But and Finally." Ask another student to create a story. Compare the stories.

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 think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

Consult 4 Kids Lesson Plans

Component	English Language Arts – Month 7
Grade Level	K-1
Lesson Title	Wee Willie Winkie
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

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.

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

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

Wee Willie Winkie
 Wee Willie Winkie
 Runs through the town,
 Upstairs and downstairs
 In his nightgown.
 Rapping at the windows,
 Crying through the locks!
 “Are the children all in bed?
 For it’s now eight o’clock.”

3. Ask students to circle the rhyming words (town/nightgown; locks/o’clock).
4. What is the problem in the rhyme? (Wee Willie Winkie might be waking up the children instead of reminding them to go to sleep!) What is Wee Willie Winkie doing to make noise? (running, rapping and crying)
5. Draw four frames on the white board.
6. Students draw a picture for each part of the rhyme.
7. Ask students to retell the rhyme in their own words. “Every night there is a little fellow that runs through the town. He knocks at every window and lock, “Are the children all in bed. It is eight o’clock!”

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

Phonemic Awareness

Guess My Animal

The leader segments the animal name. Students must guess the animal’s identity. Example:

Leader: “I m thinking of a farm animal. It’s a /p/ . . . ig. What am I thinking of?”

Consult 4 Kids Lesson Plans

Students: A pig.

Here are a few farm animals: /h/ . . . orse horse, /k/ . . . ow, cow, /d/ . . . og, dog, /k/ . . . at, cat, /sh/ . . . eep, sheep. Vary the game by choosing other categories such as zoo animals, classroom objects, numbers, colors, or household items.

Word of the Day

The Word of the Day is "noun." A noun is a word that is a person, place, thing, or idea. Nouns are some of the first words children learn to say: binkie (pacifier), doggie (dog), ba-ba (bottle), wa-wa (water), da-da (daddy), dink (drink). Write a sentence on the white board – The cow jumped over the moon. Ask students to identify all the nouns. Continue with other familiar sentences. Identify objects that are nouns in the classroom.

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 the letter **g**. Show students how to write the letter **g** correctly. There are two strokes. Always begin at the top. Have students write both the beginning and ending sounds on the lines in each quadrant. Stretch out the sounds in each word: b – l – g. The words are *big, pig, brag, grass, gram, catalog, globes, and tag*.

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 (?)

Response Writing

Write the response sentences on the white board. Have students complete the sentences orally. Ask students to write their own responses on their white boards,

I want _____.
I want _____.

*Activity → Teachable

Moment (s) Throughout
During the lesson, check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding.

Ask open-ended questions to

Consult 4 Kids Lesson Plans

I want _____. But I don't want _____.	determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.
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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.

Artistic Summary Variation

After students draw their artistic summary picture, ask the class to summarize the story based on the picture.

Closing

Review

Say:

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

Debrief

Ask the following three questions:

1. What did you learn from this activity?
2. How can you use what you learned in your real life?
3. How can we make this activity better next time?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation).
- Ask them to comment on what they did that was something they had done before except in one particular way which was new to them. (Tweak).
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Component	English Language Arts – Month 7
Grade Level	K-1
Lesson Title	Yankee Doodle
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks)

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, vocabulary clues, and retelling story content.

Gain prior knowledge by asking students

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.

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

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

Yankee Doodle

Yankee Doodle went to town
A-ridin’ on a pony;
Stuck a feather in this hat
And called it macaroni.

3. Ask students to circle the rhyming words (pony/macaroni).
4. In the American Revolutionary War days, if you were called a “Doodle,” people thought you were a foolish person. It was not a nice name.
5. Macaroni wigs were worn by wealthy men. The wigs were not made of macaroni pasta. The rhyme makes fun of foolish men (Doodles) sticking a feather in their caps hoping it would look like a macaroni or expensive wig.
6. Draw three frames on the white board.
7. Students draw a picture for each part of the rhyme.
8. Ask students to retell the rhyme in their own words. “A long time ago, during the Revolution War, there was a Yankee soldier riding on this horse, etc.”

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

Phonemic Awareness

Circle Game

1. Have your group sit in a circle.
2. Choose a target ending sound such as /t/. Choose a student to start “passing the sound” by saying a word that ends with the target sound, such as *pet*. The next student to the left must then say another word with the same ending sound, such as *wet*.
3. If a student gives an incorrect response, have the group help to problem solve, coming up with another word.

Consult 4 Kids Lesson Plans

4. Here are sample ending sounds and words: **k** - back, jack, pack, rack, sack, tack, black, clack, crack, quack, shack, snack, track; **p** - cap, gap, lap, map, nap, rap, sap, tap, clap, flap, slap, snap, trap; **d** - bed, fed, led, red, wed, bread, fled, shed, sled, sped, shred; **l** - bill, dill, fill, gill, hill, mill, pill, sill, will, chill, drill, frill, grill, skill, spill, still, thrill; **t** - bit, fit, hit, kit, lit, pit, sit, wit, grit, knit, quit, skit, slit, split.

Word of the Day

The Word of the Day is "blends." When two or more consonant letters appear together and you hear the sound that each consonant would normally make, the two consonants are called a blend. Here are a few consonant blends: *bl, be, cl, cr, dr, fl, fr, gr, st*. Choose a consonant blend. Students work in partner pairs and write as many words with that consonant blend: *bl - blue, blank, black, and blog*.

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.

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

Introduce the letter **g**. Show students how to write the letter **g** correctly. There are two strokes. Always begin at the top. Have students write both the beginning and ending sounds on the lines in each quadrant. Stretch out the sounds in each word: *g - r - a - v - l*. The words are *gravel, dog, gold, mug, drag, stag, grab, and gill*.

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 (?)

Story Prompt with a Picture

Provide students with white boards and markers. The leader chooses a Phonemic Awareness Picture Card (butterfly), or other picture card. Show students the card. Ask students, "Who is the character in our story?" (butterfly) Students draw a butterfly. "Where

*Activity → Teachable Moment (s) Throughout
During the lesson, check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding.

Consult 4 Kids Lesson Plans

<p>is the character?" (sitting on a flower) Students draw a butterfly sitting on a flower. "When does the story take place?" (afternoon) Students draw the sun, low in the sky. "What is the problem in the story?" (A child tries to catch the butterfly.) Students draw this picture. "How is the problem solved?" (The butterfly flew away to another flower.) Students retell the story looking at their drawings.</p>	<p>Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
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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.

Artistic Summary

After reading the story, provide students with individual white boards. Students draw all the key events in the story. Key events include the main idea and three or four details. Students then tell 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?

Debrief

What's Important About That?

This strategy allows for the debriefing to take a single student's learning and thinking deeper. Unlike other strategies which encourage the leader to get the input of many students, this strategy focuses on one student's opinion and thinking. Students are reminded of what they just participated in. The first question is, "What's so important about completing your homework on time?" One student replies, "It is important to finish so I won't get a detention." Building on this response, ask, "What is so important about not getting a detention?" Use the process up to five times, each time taking the child's understanding of what is important to a deeper level. At the end, the leader says, "Then what I heard you say is that the importance of completing your homework is . . ."

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on if what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did that was something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)