

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level	K-1
Lesson Title	A Kitten
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 5 is the highest level of phonemic awareness. Students manipulate sounds within words by adding, deleting, or transposing phonemes to form new words. When students are adept at blending sounds, modifying words, and segmenting sounds, they are ready to learn to read.

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

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

A Kitten

He’s nothing much but fur and two round eyes of blue,
 He has a giant purr and a midget mew.
 He darts and pats the air, he starts and cocks his ear,
 When there is nothing there for him to see and hear.
 He runs around in rings, but why we cannot tell;
 With sideways leaps he springs at things invisible—
 Then half-way through a leap his startled eyeballs close,
 And he drops off to sleep with one paw on his nose.
Eleanor Farjeon

3. Ask students to circle the rhyming words (fur/purr, blue/mew, air/there, ear/hear, rings/springs, leap/sleep, close/nose).
4. Have students find compound words: cannot, sideways, eyeballs.
5. Have students talk with their partner and answer the question, “How do you know the kitten is getting tired?”

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

Phonemic Awareness

Syllable Counting

Ask students to clap their hands as they say the syllables in these words: glas-ses, sum-mer, win-ter, some-thing, be-neath, ber-ries, whis-pered, ca-ter-pil-ler, watch-ing, com-fort, lone-ly, plen-ty, rag-ged, sing-ing, croc-o-di-le and look-ing.

Consult 4 Kids Lesson Plans

Word of the Day

The Word of the Day is “plural.” Plural is a word that means “more than one.” Say these words to the students. Have them give the plural form of the word: eye/eyes, rose/roses, neck/necks, shirt/shirts, window/windows, flower/flowers, house/houses, tree/trees, hand/hands, mouth/mouths, leg/legs, tail/tails, fly/flies, wiper/wipers, and wheel/wheels.

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, introduce the short i sound. Show students how to form the letter i. Review the sound of short i. Dictate the following words. Have students write the first two letters and the final letter or letters. Here are the words: *important, indent, illegal, independent, impersonal, inboard, immortal, and imperial.*

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 (?)

Rescue a Mouse

Tell students that they are going to be telling a story about a mouse that is in trouble. The mouse is being held captive by a mean house cat. Guide the student with these story starters: Once upon a time . . . One day . . . Then . . . There was a problem when . . . Finally. Ask students to tell their own story to their elbow partner. Choose one or two other students to tell their story to the class.

***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.

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

Preparation

Consult 4 Kids Lesson Plans

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

Speed Reading

Have students form a circle. Number them 1,2,1,2,1,2 and so forth. Having the students stay in the circle, ask the twos to move and stand in front of the person who said "1" on his or her left. Give each student an opportunity to read aloud to his/her partner for 1 minute. Have one of the circles move and repeat the process. Have the other circle move and repeat for the third time.

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 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	America
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: :White boards, markers, erasing cloth (old socks), words from current classroom literature, alphabet cards, pocket chart, sets of Sight Word cards, one for each student playing the game

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 rhyme on the white board.
2. Read the rhyme to the students:

America
 My country 'tis of thee
 Sweet land of liberty;
 Of thee I sing.
 Land where my fathers died,
 Land of the Pilgrim's pride,
 From every mountainside
 Let freedom ring.
 Samuel Smith

3. Ask students to circle the rhyming words (thee/liberty, died/pride/mountainside, sing/ring).
4. Practice singing the song with the students.
5. What is the theme of the song? (America)
6. Name some words that tell about America (country, land, liberty, Pilgrim, mountainside, freedom).

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

Phonemic Awareness

Change the Vowel

Provide students with alphabet cards. Use words from current classroom literature. Choose a one-syllable word such as *big*. Place each letter one by one, in a pocket chart. Have students say each phoneme separately as you place letters in the chart. Then blend the sounds to form the word. Use other vowel cards to replace the middle sound, creating new words (*beg, bag, bog, bug*). Repeat with other one-syllable words.

Consult 4 Kids Lesson Plans

Word of the Day

The Word of the Day is “vowel.” Ask students to name the vowels (a, e, l, o, u and sometimes y as in the word *why*). Each word in the English language contains a vowel, with few exceptions. There are long vowel sounds and short vowel sounds. What are the two vowel letters in the word “vowel”? (o and e)

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, we will practice **n** with short **a** and short **o**. Have students print the whole word. There are six words in a lesson. Here are the words: *snob, blond, snap, snag, contact, and pan.*

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 (?)

Sight Word Cards

Find a list of grade appropriate sight words. Look at the Dolch Word List. Give each student a Sight Word Card. Working in partner-pairs, have each student read the word and then use the word in a sentence. Students can illustrate the sentence 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 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.

Consult 4 Kids Lesson Plans

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.

Secret Word

Make one set of word cards for each child playing. Shuffle all cards together and place face down in the center of the play area. Choose a word to be the “Secret Word.” Have each player take turns turning over the top card from the deck and flipping it so all can see. When the “secret word” is turned up, the first player to read it correctly gets to keep the word. The player with the most cards at the end of the game can be declared the winner.

Closing

Review

Say:

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

Debrief

Four Step Debrief

Step 1: Describe. Students describe what they did during the activity.

Step 2: Interpret. Students answer one, some, or all of the following questions:

- What were your key learnings?
- What skills did you need to participate in this activity?
- How did you feel when participating in this activity?

Step 3: Generalize. How can you use the skills or key learnings in your life?

Step 4: Apply. How can you use the skills or key learnings in your work?

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	Fuzzy Wuzzy
Focus	Retell, Vocabulary, Associating Sounds with Written Print

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

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, 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 rhyme on the white board.
2. Read the rhyme to the students:

Fuzzy Wuzzy
 Fuzzy Wuzzy was a bear.
 Fuzzy Wuzzy had no hair.
 Fuzzy Wuzzy wasn't fuzzy
 Was he?

3. Ask students to circle the rhyming words (Fuzzy/Wuzzy/Was he, bear/hair).
4. Talk about Fuzzy Wuzzy.
5. Have students draw a two-frame sequence of the rhyme (lines one and two).
6. Ask students to read the statement sentences, and then read the question sentence. What is the punctuation for both kinds of sentences?

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

Phonemic Awareness

Sight Words

Repetition is key to remembering sight words. Provide students with sight word cards. Students practice reading the sight words. Then have students practice writing sight words on their white boards.

Word of the Day

The Word of the Day is “question words.” Ask students a “What” question. “What is the question word in the sentence? (what) Ask other questions using these question words: *who, what, where, when, why, and how*. Ask students to listen

Consult 4 Kids Lesson Plans

for question words as you ask them questions during the day.

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, we will continue to practice the letter n. Demonstrate how to write the letter using two strokes, always beginning at the top. Have students print the initial and final letters. Here are the words: *begin, fallen, nest, national, been, neat, sin, bun, darn and town.*

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 (?)

Fiction Sequencing

Choose a story to read to the class. Ask students to tell you what happened in the story (Four different sentences). Write these sentences on the white board. Ask students to read the sentences. Sequencing: Ask students which of the sentences happens first in the story. Write the sentence on the white board. Continue making the list until the four sentences are in order. Read the sentences in order as a group. Ask individuals to read the sentences. Tell students they are retelling the story.

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

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

Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

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.

Around the World

Have students sit in a circle. One student stands behind one student who is sitting. The teacher flashes them a sight word. Whoever say it first moves on to the next student. The student that makes it back to their own starting point is the winner. This is a popular game, but the little ones love to try to stop someone who is making it “Around the World”!

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 would you change the activity to make it better?
3. What did you learn that you can use in real life?

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	Hansel and Gretel
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 from the story **Hansel and Gretel** to the students.

Duck, duck, here we stand,
 Hansel and Gretel, on the land,
 Stepping-stones and bridge we lack.
 Carry is over on your nice white back.
3. Ask students to circle the rhyming words (stand/land, lack/back).
4. What is the problem in the rhyme? (Hansel and Gretel need a way to cross the water.)
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? (When you ask someone nicely, they may help you.)
9. Ask students to solve the children’s problem in several ways.

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

Phonemic Awareness

Word Chain

1. Explain to students you are going to create a word chain by listening to beginning and ending sounds of words.
2. Say a word (cat). Have students repeat it slowly punching out the ending sound.
3. Ask student to think of another word that begins with the ending sound of the first word. (t . . top). Cat—top.
4. Continue adding more words to the chain (cat—top—pack—kiss—sit). Have students repeat each word aloud.

Word of the Day

Consult 4 Kids Lesson Plans

The Word of the Day is “reality.” “Reality” means that which is true, actual; the real thing. Sometimes, things that are said to be reality, aren’t the real thing. Students should decide for themselves. Ask students to decide if the following items are reality or not reality: **a squirrel climbing a tree**, a magic trick, fantasy video game, **going to school**, **telling the truth**, **being a friend**, a mirage. Ask students to share other things are reality and not reality.

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 should be able to spell the whole word: *scat, frost, romp, bag, cop, cost, ramp, bog, crop and cramp.*

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 play _____.
 I can play in _____.
 I can play on _____.
 But I can’t play _____.

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

Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans

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. (Aha!)

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level	K-1
Lesson Title	Jack and the Beanstalk
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: :White boards, markers, erasing cloth (old socks), Jack and the Beanstalk Plot Summary

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 rhyme on the white board.
2. Read the rhyme to the students:

Jack and the Beanstalk
 “Fee, fi, fo, fum,
 I smell the blood of an Englishman.
 Be he alive or be he dead,
 I’ll grind his bones to make my bread!”
 Adapted from Andrew Lang

3. Ask students to circle the rhyming words (fum/Englishman, dead/bread).
4. Review the story of Jack and the Beanstalk.
5. Talk about the giant (ogre or frightening person). What character traits does a giant have?
6. Talk about Jack. What character traits does Jack have?
7. Draw pictures of the Giant and of Jack.
8. Ask students to act out speaking like the Giant. How does he walk and talk?

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

Phonemic Awareness

Word Families

1. Make a list of a word family: *rake, cake, lake, bake/can, pan, man, fan/ coat, goat, boat/hose, nose, rose.*
2. Ask students to color the common letters, the same color, in each word. For example, color the letters of *a, k, and e red*. Color the beginning sounds a different color.

Consult 4 Kids Lesson Plans

Word of the Day

The Word of the Day is “letter.” Ask students to name a few letters. How many letters are there in the English alphabet (26)? Ask students to form partner-pairs. Look for various letters around the room. Write them on their white boards.

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 should be able to write simple sentences. Review the spelling of these words: *can, like, to, see, have and run*. Practice capitalization, punctuation, and spacing of words. Here are a few dictation sentences: *I see a cat. I have a cat. My cat is sad. My cat can stop.*

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 (?)

Everyday Writing

When students are beginning to write, they are very excited about what they have written. Sometimes it is a simple three or four word sentence. As a leader, it is important to respond positively to each sentence. Ask students to complete this sentence: “I want to play ____.” The leader responds, “I want to play ____.” Continue on, “I like to play ____.” The leader responds, “I like to play ____.” Begin this lesson as a whole class, and then ask students to write on their white boards. If time, respond by writing 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 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

Consult 4 Kids Lesson Plans

	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.

Chunk Reading

This process helps students to read more quickly by seeing phrases or groups of words, instead of reading word by word. Write the following sentence on the white board: Once upon a time there was a boy named Jack. He lived with his mother. Ask students to read with you as you “chunk” the words. Create awareness of chunking words in sentences.

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 were some of the questions you had while working with your partner?
2. What did you learn about the story Jack and the Beanstalk?
3. What would you change about the activity to make it 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

Jack and the Beanstalk Plot Summary

In the Jacobs version of the story Jack is a young lad living with his widowed mother. Their only means of income is a cow. When this cow stops giving milk one morning, Jack is sent to the market to sell it. On the way to the market he meets an old man who offers to give him "magic" beans in exchange for the cow.

Jack takes the beans but when he arrives home with no money, his mother gets angry and throws the beans out the window and sends Jack to bed without supper.

As Jack sleeps, the beans grow into a gigantic beanstalk. Jack climbs the bean stalk and arrives in a land high up in the sky where he follows a road to a house, which is the home of an ogre. He enters the house and asks the ogre's wife for food. She gives him food, but the ogre returns and senses that a human is nearby:

Fee-fi-fo-fum!

I smell the blood of an Englishman?

Be he 'live, or be he dead,

I'll grind his bones to make my bread.

However, Jack is hidden by the ogre's wife and overhears the ogre counting his money. Jack steals a bag of gold coins as he makes his escape down the beanstalk. Jack repeats his journey up the beanstalk two more times, each time he is helped by the increasingly suspicious wife of the ogre and narrowly escapes with one of the ogre's treasures. The second time he steals a hen which laid golden eggs and the third time a magical harp that played by itself. This time he is almost caught by the ogre who follows him down the beanstalk. Jack calls his mother for an axe and chops the beanstalk down, killing the ogre. The end of the story has Jack and his mother living happily ever after with their new riches.

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level	K-1
Lesson Title	Miss Mary Mack
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: :White boards, markers, erasing cloth (old socks), 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 rhyme on the white board.
2. Read the rhyme to the students:

Miss Mary Mack

Miss Mary Mack, Mack, Mack
All dressed in black, black, black,
With silver buttons, buttons, buttons,
All down her back, back, back.

She asked her mother, mother, mother,
For fifty cents, cents, cents,
To see the elephant, elephant, elephant,
Jump over the fence, fence, fence.

He jumped so high, high, high,
He reached the sky, sky, sky,
And he never came back, back, back,
'Till the end of July, 'ly, 'ly.

3. Ask students to circle the rhyming words (Mack/black/back, cents/fence/elephant, high/sky/July).
4. This is a clapping game for two.
5. Sit across from one another and mirror one another’s actions: First clap your own hands together; next cross arms over your chest and clap your hands again; finally, clap hands against your partners and repeat.

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

Phonemic Awareness

Consult 4 Kids Lesson Plans

Scavenger Hunt

1. Hide alphabet cards around the room.
2. Ask students to find a card and sit in a circle.
3. Ask each student to say the sound that matches his or her letter, and then say a word with that sound. If the letter is **b**, then say the /b/ sound and the word *baby*.

Word of the Day

The Word of the Day is "drawing/picture." A drawing is usually made with pencil or pen. It consists of lines and shading. A picture is a drawing that is usually colored. Have students make a pencil drawing and then transform it into a colored picture. From time to time, review the words *drawing and picture*.

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>

In this lesson, we will introduce the letter **n**. Demonstrate how to write the letter using two strokes, always beginning at the top. Have students print the initial and final letters. There are now ten words in a lesson. Here are the words: *seen, tin, torn, refrain, train, news, fan, fun, green, and near*.

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 (?)

Everyday Writing

When students are beginning to write, they are very excited about what they have written. Sometimes it is a simple three or four word sentence. As a leader, it is important to respond positively to each sentence. Ask students to complete this sentence: "I see a ____." The leader responds, "I see a ____." Continue on, "I do not see a ____." The leader responds, "I do not see a ____."

***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

Begin this lesson as a whole class, and then ask students to write on their white boards. If time, respond by writing on their white boards.

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.

Musical Shares

Have students stand up and walk around while reading the passage they are working on until the music stops. Students then should pair up and read the next two sentences to the partner they find. Repeat as students practice.

Closing

Review

Say:

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

Debrief

“What” Questions

Ask the following three “what” questions:

1. What did you like best about this activity?
2. What was a challenge during this activity?
3. What can we do to make the 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
Grade Level	K-1
Lesson Title	Our Lips and Ears
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: Words Inside of Words handout, 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 rhyme on the white board.
2. Read the rhyme to the students:

Our Lips and Ears

If you your lips would keep from slips,
 Five things observe with care:
 Of whom you speak, to whom you speak,
 And how and when and where.

3. Ask students to circle the rhyming words (lips/slips; care/where).
4. What does it mean to ‘keep our lips from slips’? (Don’t speak with hurtful words)
5. What is the rhyme trying to teach us? (How to conduct our conversations)
6. Ask students to retell the rhyme in their own words.
7. Have students work in partner-pairs to practice acting out the poem.

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

Phonemic Awareness

Word Detectives

1. Give each partner-pair a Words Inside of Words handout. Explain that sometimes smaller words are hidden in larger words.
2. Say each word from the list. At the beginning of the lesson, accentuate the hidden word. (w-iii)
3. Students continue the activity with their partners.

Consult 4 Kids Lesson Plans

Word of the Day

The Word of the Day is “skill.” A skill is something you know how to do well. If you are a good soccer player, you have a skill for playing soccer. Ask students to ask their elbow partner what skill they have in sports and in school. Talk about these skills with the students. Share a personal skill: “I know how to juggle three scarves at a time.”

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 should be able to spell the whole word: *tramp, lamp, stamp, pots, soft, atop, sag, last, gas, and pact*. Here is a challenge word: *drama*.

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

Create a word bank of animal names: elephant, lion, antelope, rhinoceros, cheetah, leopard, shark, seal, whale, tuna, frog, snake, beaver, turtle, water moccasin, and coyote. 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,

_____ here,
 _____ there,
 _____, _____ everywhere.

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

Consult 4 Kids Lesson Plans

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.

Three Words

Ask a student to make up a story in which the cool vocabulary words are featured. Ask students to choose three words randomly from a story book. Write the three words on the white board. Ask a student to make up a story based on the three words. :Once upon a time . . . But suddenly . . . Finally . . .

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!)

Words Inside of Words

will fast ball candy fist then

that must call clip meat cold

wins tent plant bus done fit

chill pink this onto boxer stop

stop sled pond horn inch fond

twig skin grant mend pout clap

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level	K-1
Lesson Title	Over In The Meadow
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 rhyme on the white board.
2. Read the rhyme to the students:

Over in the Meadow
 Over in the meadow,
 In the sand, in the sun,
 Lived an old mother toad
 And her little toadie one.
 “Wink,” said the mother;
 “I wink,” said the one,
 So she winked and she blinked
 In the sand, in the sun.
 Olive A. Wadsworth

3. Ask students to circle the rhyming words (sun/one, winked/blinked).
4. Ask students the meaning of “meadow.” (grassy field)
5. Divide the poem into eight lines.
6. Assign small groups of students to draw the meaning of each of the lines on their white boards.
7. Have students share their drawings.
8. Rearrange the drawings in sequential order.

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

Phonemic Awareness

Change the Sounds

1. Ask three students to stand in a row. Think of a 3-phoneme word and whisper beginning, middle, and ending sounds to the first, second, and third students.

Consult 4 Kids Lesson Plans

2. Tell students to say his or her sound and ask the class to blend the sounds to say a word. For example, if the sounds are /p/, /a/, /t/, the class will say *pat*.
3. Assign other sounds to classmates and have them replace students in the row to form new words.
4. For example, replace /t/ with /n/ to change *pat* to *pan*.

Word of the Day

The Word of the Day is “book/picture book.” Show students a picture book, and then show them a book without pictures. Which book would they like to read? Ask students if all ages read picture books. Ask students if all ages read books without pictures. What is their favorite picture book? Do they have a favorite 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.

In this lesson, students should be able to write simple sentences. Review the spelling of these words: *can, like, to, see, have and run*. Practice capitalization, punctuation, and spacing of words. Here are a few dictation sentences: *I can stop. I like frogs. I like to see a cat. I can go fast.*

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 (?)

Everyday Writing

When students are beginning to write, they are very excited about what they have written. Sometimes it is a simple three or four word sentence. As a leader, it is important to respond positively to each sentence. Ask students to complete this sentence: “My pet is a ____.” The leader might respond, “My pet is a cat, too.” The student writes, “My cat’s name is ____.” The leader writes, “My cat’s name is ____.”

***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

Begin this lesson as a whole class, and then ask students to write on their white boards. If time, respond by writing on their white boards.

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.

Partner Share

Partner two students that are working on the same passage in the same book. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another with a compliment, “I liked the way you read with expression.”

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the activity. You might prompt students by asking, “What about this activity . . .”

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	The Duel
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 rhyme on the white board.
2. Read the rhyme to the students:

The Duel

The gingham dog and the calico cat
Side by side on the table sat;
'Twas half past twelve, and what do you think!
Nor one nor the other had slept a wink.
Eugene Field

3. Ask students to circle the rhyming words (cat/sat. think/wink).
4. What is gingham? (A light plain-weave cotton fabric with checks)
5. What is calico? (A bright cotton cloth with a printed pattern)
6. The gingham dog and calico cat were stuffed animals.
7. Ask students several questions: What is a duel? (a squabble or fight) What do you think will happen to the dog and cat? What does it mean to have not “slept a wink”? (Did not sleep)
8. Have students act out this rhyme, then make a prediction about what will happen.

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

Phonemic Awareness

Drop Off or Add On a Sound

1. Give each partner-pair a Words Inside of Words handout. Explain that sometimes smaller words are hidden in larger words.

Consult 4 Kids Lesson Plans

2. Read a word from the list. Ask students what sound needs to be dropped to uncover the hidden word. For example, "What sound do you drop to change *will* to *ill*?" (/w/)
3. Change up the activity by having students add a letter to given words. For example, add /c/ to the beginning to row to make _____. (crow)

Word of the Day

The Word of the Day is "summary." A summary is the short version of something. It is the key points, or main idea. What is the summary of the rhyme, The Duel? (The dog and cat were going to have a fight.) What is the summary of the story The Three Bears? (Don't go for a walk in the woods unless you lock your front door.) Ask students to say a summary of events that happen in the afterschool program.

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 should be able to spell the whole word: *flag, prom, past, stomp, fact, land, bland, plant, flop, and stop*. Challenge word: *catalog*.

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

Create a word bank of items found in the after school program: pencils, white boards, crayons, scissors, homework, soccer balls, hula hoops, leaders, and students. Write 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

Consult 4 Kids Lesson Plans

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

_____ here,
 _____ there,
 _____, _____ everywhere.

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.

All Read

Ask students to choose a story book. During this activity, all of the students read aloud at the same time. Students should be reading on different pages. When students are reading, walk around and listen to them read.

Closing

Review

Say:

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

Debrief

Likes and Dislikes

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

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!)

Words Inside of Words

will fast ball candy fist then

that must call clip meat cold

wins tent plant bus done fit

chill pink this onto boxer stop

stop sled pond horn inch fond

twig skin grant mend pout clap

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level	K-1
Lesson Title	The Song of the Bee
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: :White boards, markers, erasing cloth (old socks), assorted Phonemic Awareness picture cards

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, 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 rhyme on the white board.
2. Read the rhyme to the students:

The Song of the Bee
 Buzz! buzz! buzz!
 This is the song of the bee.
 His legs are of yellow;
 A jolly good fellow,
 And yet a great worker is he.

3. Ask students to circle the rhyming words (bee/he, yellow/fellow).
4. What is the theme of this poem? (nature)
5. Ask students to retell this poem in their own words.
6. Have students turn the statements into questions about the bee: What color are the bee’s legs? How does the bee sing his song? When is he a jolly good fellow? Where does he do his work?
7. Draw a picture of the bee. Include yellow legs, the bee singing, being jolly, and how he works.

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

Phonemic Awareness

Prompts with Pictures

Provide students with Phonemic Awareness picture cards. Ask students to think of a story about their card. Think of a main character, where the story takes place, the problem, how the problem is solved, and how the story ends. Ask students to tell their stories to their elbow-partner.

Consult 4 Kids Lesson Plans

Word of the Day

The Word of the Day is “education.” Getting an education is the process of learning, sometimes in a school, or other instruction. Ask students how many years of education they have had. How many years of education will they have when they graduate from high school, vocational training, or college. We are all learners, and we are all teachers. Ask students what they can teach the class to do. Spend time teaching their elbow-partner how to do something.

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, we will practice **n** with short **a** and short **o**. Have students print the whole word. There are six words in a lesson. Here are the words: *man, ant, Stan, land, not, and stand*.

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 (?)

Kid Writing/Adult Writing

Provide students with a white board. Ask students to choose a picture they would like to draw. Students draw their own picture on the white board. When finished, students write a sentence, in their own words and spelling, about their drawing. Students then ask the leader to do the “adult writing” of their sentence. The leader writes the sentence correctly on the student’s white board. Students show their drawings and read their sentences.

***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

	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.

Sight Word Activity

Scatter sight words on index cards, face-up, around a play area. Use one copy of the word for each child playing the game. That is, if three children are playing, use three copies of each word. Call a word from the list and challenge the students to be first to find and run to the target word. You can make this as competitive or cooperative as you’d like, or even try to beat previous records.

Closing

Review

Say:

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

Debrief

Four Step Debrief

Step 1: Describe. Students describe what they did during the activity.

Step 2: Interpret. Students answer one, some, or all of the following questions:

- What were your key learnings?
- What skills did you need to participate in this activity?
- How did you feel when participating in this activity?

Step 3: Generalize. How can you use the skills or key learnings in your life?

Step 4: Apply. How can you use the skills or key learnings in your work?

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	This Old Man
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: :White boards, markers, erasing cloth (old socks), sight word cards, blank bingo cards with 9, 16 or 25 blocks, copy of words being studied

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 rhyme on the white board.
2. Read the rhyme to the students:

This Old Man

This old man, he played one,
 He played knick-knack on my _____. (Rhymes with one/**thumb**)
 With a knick-knack paddy-whack
 Give a dog a bone.
 This old man came rolling _____. (Rhymes with bone/**home**)

3. Ask students to supply the missing rhymes.
4. Ask students to circle the rhyming words (one/thumb, bone/home).
5. Generate other words that rhyme with the word **one**: one, fun, bun, done, pun, ton, and sun
6. Ask students if these rhyming words are spelled with the same two ending letters. (no)
7. Create a list of rhymes using the word **bone**: bone, cone, phone, loan, moan, tone, and zone.

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

Phonemic Awareness

Tic-Tac-Toe

Divide students into X's and O's teams. Write words in the tic-tac-toe spaces. Take turns having a member of the team come up and select a space to read. If he is correct, they may put an X or O for their team. If they are incorrect, the other team gets to send a player to the board to try the same word. Students may use individual white boards with a 3 x 3 grid to keep track of X's and O's. The first team to get a tic-tac-toe is the winner.

Consult 4 Kids Lesson Plans

Word of the Day

The Word of the Day is “compound word.” Ask students the meaning of a compound word. A compound word is a word that is made up of two or more other words that can stand alone. Here are a few compound words: blackbird, homework, cookbook, playtime, newspaper, baseball, tabletop, and sunshine. Make two columns of word parts. Ask students to connect the parts to form compound words.

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, we will continue to practice the letter **n**. Demonstrate how to write the letter using two strokes, always beginning at the top. Have students print the initial and final letters. Here are the words: *fin, net, spin, mean, born, teen, blamed, napkin, named, and flown*.

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>Word, Words, Everywhere: Students work in pairs with their white boards and markers. Make a list of every word they see in the room environment. Share their lists by reading the list to their partners or to the whole class.</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. 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>

Consult 4 Kids Lesson Plans

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.

Wordo with Sight Words

Have students fill in the card with the words you are working on. Tell them that each card will be different and to try to mix up the words they are using. Playing the game is just like BINGO. Call out the words and have the students spell it out loud with you and then mark their spaces. This will give those who are unsure of the word some extra help. The first one with a row covered calls out the word “WORDO!” Let the winner be the one who calls out the words the next time.

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. Did you have any challenges with the activity?
3. How would you change the activity to make it 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
Grade Level	K-1
Lesson Title	Who Has Seen the Wind
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 rhyme on the white board.
2. Read the rhyme to the students:

Who Has Seen the Wind?

Who has seen the wind?
Neither I nor you
But when the leaves hang trembling
The wind is passing through.

Who has seen the wind?
Neither you nor I.
But when the trees bow their heads
The wind is passing by.

Christina Rosetti (1830-1894)

3. Ask students to circle the rhyming words (you/through, I/by).
4. What is the theme of this poem? (nature)
5. Ask students to act out each stanza.
6. Ask students to retell the poem using their own words. (“One day I was taking a walk in the woods. . .”)

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

Phonemic Awareness

Locating Words in Books

Provide students with books. Write the list of words provided on the white board. Students look for these words in the books. When they find a word, write the word on their white boards. If they find more than one of the same word, make

Consult 4 Kids Lesson Plans

tally marks after the word. Students read and share their lists with each other. Here are the words: *the, as, and, who, when, where, why, how, if, we, too, one, two, three, four, five, you, is and was*). For younger students, shorten the list.

Word of the Day

The Word of the Day is “contraction.” A contraction is a shortened form of a word or phrase. Ask students if they can think of a contraction that begins with the letter *w* (*we’ll* is the contraction for *we will*). Write a list of words on the white board. On a second list, see if students can draw lines to connect the contraction of the words. Here are a few contractions and words: *was not/wasn’t, she is/she’s, I will/I’ll, he is/he’s, we had/we’d, did not/didn’t, are not/aren’t, I am/I’m, do not/don’t, cannot/can’t*. A variation is to play a Memory game with these words and their contractions.

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>

In this lesson, we will continue to practice the letter *n*. Demonstrate how to write the letter using two strokes, always beginning at the top. Have students print the initial and final letters. Here are the words: *fin, net, spin, mean, born, teen, blamed, napkin, named, and flown*.

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 (?)

Finger Paint

Provide students with paper and finger paint. Write a short sentence on the white board. Students copy the sentence on their finger paint paper letter by letter. Reinforce the correct way to form the letters. This technique uses the hands-on approach in learning to write. Another variation is to have students write the words in sand.

***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

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.

Eraser Relay

Write on the whiteboard two columns of words that are approximately equal in difficulty. Write as many words on the board as there are students in the relay. Students are divided into two teams and stand in two lines at right angles to the whiteboard. At the signal, the first student in each line points at the first word in his respective column of words and pronounces that word. If his pronunciation is correct, he is allowed to erase that word. The game is won by the side that erases all the words first.

Closing

Review

Say:

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

Debrief

What’s So Important About That?

This strategy allows for the debriefing to take single student’s learning and thinking deeper. Example: “What is important about completing your homework?” The student responds, “My teacher wants the homework finished.” Leader, “What’s so important about your teacher wanting the homework finished?” Student, “I think the principal wants all kids to finish their homework.” Leader, “What’s so important about the principal wanting all the kids to finish their homework?” Student, “I guess he thinks we will be better students.” Leader, “So what I am hearing you say is that the principal wants all of you to finish your homework so you can be better students. Is that correct?” Student, “Yes.”

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!)