

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level	K-1
Lesson Title	Baby Chick
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:

Baby Chick

Peck, peck, peck on the warm brown egg.

Out comes a neck! Out comes a leg!

How does a chick, who’s not been about,

Discover the trick of how to get out?

Aileen Fisher

3. Ask students to circle the rhyming words (peck/neck, egg/leg, chick/trick, about/out).
4. Have students draw boxes around the adjectives (describing words) – warm, brown.
5. Write the adjectives on the white board. Think of adjectives to describe a baby chick (soft, fluffy, yellow, small)
6. Have students talk with their partner and answer the question, “How do chicks know how to hatch?”

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

Phonemic Awareness

What Words Rhyme with These Words?

Provide partner pairs with white boards. Say a word. Students write the word on their white boards. Partners think of a rhyming word for the word. Write a rhyming word on their white boards. Here a few words: *fit, will, pie, sad, box, and jug.*

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Word of the Day

The Word of the Day is “blends.” A blend is a combination of two consonants that work together. In the word “blend,” /b/ and /l/ join together to make a different sound /bl/. See if students can find the consonant blends in the following words: twig, blouse, clock, squirrel, chair, snail, shirt, flower, ground, and tree. Practice saying the blend sounds.

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: *imp, imagination, illustration, indeed, impart, impress, impair, and import.*

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 (?)

Write a Couplet

Tell students that a couplet is a short two-line poem. The last words in each line should rhyme. Here are a few couplet starters:

I see a _____ I hear a _____ I smell a _____
 Looking at _____. Sitting on a _____. Under my _____.

***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”)

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Preparation

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

Paired Reading

Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch roles. Complete this process three times.

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	Change the Sound
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks). large alphabet cards (two sets), pocket chart, story books for each student

Opening

State the Objective

Today we will conduct learning opportunities in the core English Language Arts areas of Phonemic Awareness, concepts of print, 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:

Baby Chick

Peck, peck, peck on the warm brown egg.

Out comes a neck! Out comes a leg!

How does a chick who’s not been about,

Discover the trick of how to get out?

Aileen L. Fisher

3. Ask students to circle the rhyming words (egg/leg, about/out).
4. Have students draw boxes around the punctuation: exclamation mark, comma, question mark.
5. Ask students to draw pictures of each part of the hatching process: peck, neck comes out, leg comes out.
6. Have students talk with their partner and answer the question, “How does the chick know how to hatch?”

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

Phonemic Awareness

Change the Sound

1. Place letters in a pocket chart to form a simple one-syllable word such as *cat*. Distribute the rest of the letters to students.
2. Point to each letter in the pocket chart. Have students say the sound. Ask students to blend the sounds together to form a word.

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3. Ask students to create new words by placing their letters over those in the pocket chart. Have students blend the new sounds together and decide whether or not the new word makes sense. Repeat the process.

Word of the Day

The Word of the Day is "comma." A comma is a punctuation mark that tells us to make a slight pause when reading a sentence. Reread the rhyme, *Baby Chick*. Practice pausing after the word *about*. Have students find commas in story books as you read. Practice drawing a comma. It begins as a period with a tail curving below the line.

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 letter W. Ask students to print the beginning and ending sounds of the following words: *warm, waist, wagon, waif, wit, west, warp, wood, wafer and win*.

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 (?)

Using Adjectives

An adjective describes a noun. Find a list of descriptive adjectives: *small furry, fluffy white, large round, big floppy, strong howling, old broken-down, loud rap, bright shining, barking, prowling meowing, and soft green*. Write the adjective on the white board. Ask students to think of nouns that these adjective would describe (small furry kitten/puppy/rabbit/hamster)

***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"

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	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.

Musical Shares

Provide students with books at their reading level. Have students stand. Start the music. Have students walk around reading the passage they are working on until the music stops. Students then pair up and read the next 2 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

Likes and Dislikes

Create a chart and list what students liked and what students didn't like about the 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	Beginning, Middle and End
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), three-minute timer or clock

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:

The Woodpecker

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

Elizabeth Maddox Roberts

3. Ask students to circle to words that rhyme: *hole/pole, head/red, sky/by, roll/pole*.
4. Ask students to divide the poem into four parts: Making his house, poked out his head, thunder storm, snuggling back in the telephone pole.
5. Students draw a four-frame sequence on the white board of each of the four parts.
6. Keep reading the poem over and over as they draw.
7. Talk about sequence - What comes first, second, third, and fourth.

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

Phonemic Awareness

Beginning, Middle or End

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Have students listen for the /t/ sound. Have them hold up one finger if they hear the /t/ sound at the beginning of the word, two fingers for the middle of the word, or three fingers for the end of the word. Here are the words: *to/1, top/1, put/3, out/3, water/2, not/3, must/3, boat/3, patter/2, matter/2, tail/1, butter/2, light/3, tear/1, sight/3, white/3, and pointed/2.*

Word of the Day

The Word of the Day is “setting.” The setting is *where* the story takes place: The forest, a castle, grandmother’s house, or a town square. Ask students to brainstorm settings from stories they know: *Charlotte’s Web, Matilda, Shrek, or Finding Nemo.* Ask them where they are now. What is the setting? Will the setting change as they go to physical activity, transitions, or restrooms? Refer to the setting as you go through the week.

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, review the sound of short i. Dictate the following words. Have students print the whole word. Here are the words: *wig, win, swim, silt, swift, lilt, big, slit, rig and pits.*

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>Going Home – Noisy Things Ask students to brainstorm places and things that make noise when students are going home. (Parent talking, baby crying, car starting, radio playing, or brakes screeching). Create a group poem that includes noisy things when students are going home.</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. Stop the class and focus on a student’s key learning or understanding. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>

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

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Preparation

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

Independent Timed Reading

Have students work in pairs and use a three-minute timer or look at the clock. As the first student begins to read the passage, the partner either turns over the egg timer or begins watching the clock. At the end of 2 minutes, the partner calls "Stop" and the number of words are counted. Repeat the process for the other students. Students record the number of words read on their reading chart.

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	Caterpillars and Zig Zag
Focus	Retell, Vocabulary, Associating Sounds with Written Print

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

Caterpillars

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

Aileen L. Fisher

3. Ask students to circle the rhyming words (do/chew, know/grow, by/butterfly).
4. Have students draw boxes around the punctuation: question mark, period.
5. Ask students to draw pictures of each part of the growing process: Chew, grow, butterfly, child chewing.
6. Have students talk with their partner and answer the question, “What is important about caterpillars?”

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

Phonemic Awareness

Rhyming Zig-Zag

Place students in two lines facing each other. Give each person a picture card. Choose one student at the end of the line to show his or her picture card (boat). Give a replacement letter for the beginning sound (/c/). Ask the student standing

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directly across in the opposite line to say the new word made by changing the first letter (coat). He or she then shows their picture card to the next person and gives a replacement letter. Have students continue the zig-zag process until everyone has a turn.

Word of the Day

The Word of the Day is “verb.” A verb is an action word. Every sentence has a verb. Later we will learn about other kinds of verbs, but for now think about action words. Group students with their partners. Ask them to think of verbs that show what they do during physical activity: *run, skip, hop, jump, swing, kick, catch, throw, walk, reach, bend, sway, touch, and slide.*

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, review how to print the letter W. Ask students to print the beginning and ending sounds of the following words: *wait, wharf, word, swat, well, wasp, worst, woolen want, and wed.*

Content (the “Meat”)

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

Conventions of Writing

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

Animal Acrostic Poem

Do a whole class lesson writing this acrostic poem. Students use their white boards. When you write an acrostic poem, you use the letters in the word to form the poem. Ask students to choose a favorite animal. The poem should describe the animal. We chose *sharks*.

S Swimmers
H Hungry
A Angry
R Real

***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.

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K S	Kinds of sharks Sneaky	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.

Slow Reading

Provide students with books at their reading level. Have two students model the strategy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. Here is an example: “Wh – a – t d – o c – a – t – er – pill – er – s d – o ?” This is a fun strategy. Practice together and then with partner-pairs.

Closing

Review

Say:

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

Debrief

Four Step Debrief

This strategy has four steps, each one designed to help the student connect the dots between the activity, the learning, and how that learning may be used in their everyday life both immediately and in the future.

- Step 1: Describe – Students describe what they did during the activity.
- Step 2: Interpret – Students share a key learning from the activity.
- Step 3: Generalize – How can you use the key learning in your life?
- Step 4: Apply – How can you use your learning as an adult?

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	Clouds
Focus	Retell, Vocabulary, Associating Sounds with Written Print

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

Clouds
 White sheep, white sheep
 On a blue hill,
 When the wind stops
 You all stand still.
 When the wind blows
 You walk away slow.
 White sheep, white sheep
 Where do you go?

Christina G. Rossetti

3. Ask students to circle to words that rhyme: hill/still, slow/go.
4. Ask students, “What are the white sheep (clouds)?”
5. Ask students, “Where do the white sheep go?”
6. Have students act out the poem. Fan a piece of paper to mimic the wind.

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

Phonemic Awareness

Repeat Each Word Slowly

Say a word. Have students repeat it slowly, separating each phoneme. For example: I say *cat*. The students says *c-a-t*. Here are a few words: *pain/p-ai-n*, *dime/d-i-me*, *hose/h-o-se*, *boat/b-oa-t*, *by/b-y*, *mole/m-o-le*, *map/m-a-p*, and *big/b-i-g*.

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Word of the Day

The Word of the Day is “opposite.” The word *opposite* means something totally different. *Wet* is totally opposite of *dry*. *Near* is totally opposite of *far*. Ask students to give the opposite of these words: *black/white, come/go, up/down, over/under, high/low, beginning/end, back/front, soft/hard, smooth/rough, frown/smile, backward/forward, and strong/weak*.

Phonics

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Creating the white board template

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In this lesson, review the sound of short i. Dictate the following words. Have students print the whole word. Here are the words: *fast, drop, wit, sift, fist, slip, mist crisp, sap and slap*.

Content (the “Meat”)

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

Conventions of Writing

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

Things in a Fridge

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

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

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

Preparation

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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

All the students sit in a circle or remain at their desks. One student stands behind one student who is sitting. The leader flashes them a sight word. Whoever first says the word correctly moves on to the next student. The student that makes it back to their own desk or starting point is the winner. This is a popular game!

Closing

Review

Say:

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

Liked Best, Next Time

In this simple debrief, students talk about the activity or the day and share what they enjoyed most. What else would they have liked to have done? What would they have liked to have spent more time on? LBNT allows students to express an opinion about the day.

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	Crocodile
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:

Crocodile

If you should meet a crocodile
 Don't take a stick and poke him;
 Ignore the welcome in his smile,
 Be careful not to stroke him.
 For as he sleeps upon the Nile,
 He thinner gets and thinner;
 Whenever you meet a crocodile
 He's looking for his dinner.

Anonymous

3. Ask students to circle the rhyming words (crocodile/smile/Nile, thinner/dinner).
4. Discuss with students the meaning of the word Anonymous (The real name is not given).
5. Using their white boards, ask students to draw a picture of a crocodile swimming in the Nile River.
6. Have students talk with their partner and answer the question, “Does a crocodile really smile?”

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

Phonemic Awareness

Saying Syllables

Say a word to students. Ask them to repeat it slowly, dividing the word into syllables. Here are a few words: lantern (lan-tern), sharpen (sharp-en), garden (gar-den), marmalade (mar-ma-lade), harming (harm-ing), armful (arm-ful), cartoon (car-)

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toon), superman (su-per-man), partner (part-ner), perfect (per-fect), person (per-son), shark (shark), and herself (her-self).

Word of the Day

The Word of the Day is “sequence.” The word sequence means to put things in order. In the alphabet, the letters are in order, or correct sequence. Counting numbers by 1’s means to count in order or the correct sequence. Ask students to say the alphabet in sequence, and then say it out of sequence by mixing up the letters. Do the same counting by 1’s. Mix up the numbers.

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, review the sound of short i. Dictate the following words. Have students print the whole word. Here are the words: *fit, spit, snip, tilt, twig, sit, flit, rip, sift, and twin.*

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>A Day in the Life of My T-Shirt The leader draws the outline of a T-Shirt on the white board. Students may draw the T-shirt on their white boards. Ask students to brainstorm things that could happen to a T-Shirt during the day. Have them talk to their partners and tell something they did, but from the point of view of the T-Shirt. Ask a few students to share their T-Shirt story told as if the T-Shirt is speaking. Now have students decorate the T-shirt with everything that happened to it: cereal, milk, paint, and dirt.</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.</p>

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

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Preparation

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

Chunk Reading

This process helps youth to read more quickly by seeing phrases or groups of words, instead of reading word by word. Chunking words makes the story exciting and creates interest. For example, "Once upon a time, there were three little pigs. They went into the world to seek their fortunes." Ask students to choose sentences and pause slightly between each chunk or phrase. The chunk should make sense and not sound like an every 3-word pause.

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 the best part of this activity?
2. What would you have liked to have spent more time on?
3. How can you use what you learned 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	Foxes
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), black paper, white chalk, tissues, source of music

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:

Foxes
 A litter of little black foxes. And later
 A litter of little gray foxes. And later
 A litter of little white foxes.
 The white ones are lighter than gray. Not a lot.
 The gray ones are lighter than black. Just a little.
 The letters are lighter in moonlight. They glitter.
 They gleam in the moonlight. They glow and they glisten.
Out on the snow see the silver fox sparkle.
 Mary Ann Hoberman

3. Ask students to circle to words that are synonyms for the word *shine*: glitter, gleam, glow, glisten, and sparkle).
4. Ask students to visualize what they see with the “eyes of their minds” when they think about the poem.
5. Provide each student with black construction paper, white chalk, and a tissue.
6. Have students draw the little white foxes on the snow with their white coats glittering and sparkling.

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

Phonemic Awareness

Listen and Blend

Have students listen and tell you the word you said. Say each word slowly. For example: You say *d-oor*. They say *door*. Here are the words: *r-oof/roof, f-ence/fence, h-ouse/house, h-a-n-d/hand, h-ea-d/head, f-ee-t/feet, h-a-ve/have, c-a-t/cat,*

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h-or-se/horse, l-e-g/leg, l-igh-t/light, wh-ee-l/wheel, g-i-ve/give, m-a-ke/make, h-ea-d/head, m-ai-l/mail, and n-o-se/nose.

Word of the Day

The Word of the Day is “sight words.” Sight words are words that children recognize when they first begin to read. The Dolch Sight Word List consists of the first 100 words according to frequency. Here are sight words that all students should know, but have no phonetic rhyme or reason: *they, does, have, of, you, come, is, one, said, are, once, because, were and was.* Practice these sight words with your students.

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, review the sound of short i. Dictate the following words. Have students print the whole word. Here are the words: *wilt, wit, wind, slip, gift, pit, flip, mist, slid and bit.*

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>My School – Noisy Things Ask students to brainstorm places and things that make noise at school (Dogs barking, bells ringing, baby crying, siren blaring, brakes screeching). Create a group poem that includes noisy things at school. For example:</p> <p style="text-align: center;"><u>My House</u> Phone ringing, dog barking Door bell chiming, front door banging. These are the sounds of my house.</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.</p>

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

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Preparation

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

Musical Shares

Have students stand and walk around reading the passage they are working on until the music stops. Students 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

DIGA

Discuss the following four steps:

1. Describe: Students describe what they did during the activity.
2. Interpret: Students talk about their key learning's, the skills they used and how they felt during the activity...
3. Generalize: How can you use the skills or key learning's in your life?
4. Apply: How can you use the skills or key learning's 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	Mice
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:

Mice

I think mice are rather nice.
 Their tails are long, their faces small,
 They haven't any chins at all.
 Their ears are pink, their teeth are white,
 They run about the house at night.
 They nibble things they shouldn't touch
 And no one seems to like them much.
 But *I* think mice are nice.

Rose Fyleman

3. Ask students to circle the rhyming words (mice/nice, small/all, white/night, touch/much).
4. Have students draw boxes around the verbs (action words) – run, nibble.
5. Ask students to use their white boards and draw mice running and nibbling.
6. Have students talk with their partner and answer the question, “Why are mice nice?”

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

Phonemic Awareness

Are These Words the Same?

Form two teams. Read a pair of words. Ask the first person in each team to say “Yes” if the words are the same, or “No” if the words are not the same. Here are a few word pairs: cat-rat (No), nose-rose (No), hand-hand (Yes), flower-tower (No),

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bed-bed (Yes), mouse-house (No), dance-dance (Yes), roof-roof (Yes), head-head (Yes), heat-feet (No), four-door (No).

Word of the Day

The Word of the Day is “syllable.” A syllable is part of a word that contains vowel sounds that stand alone, or consonant sounds added to the vowel sounds. For example, in the word *backpack*, there are two syllables – *back* and *pack*; in the word *lesson*, there are two syllables – *les* and *son*. Ask students to think of other two-syllable words. (tow-er, win-dow, chim-ney, e-rase, be-neath, mon-ster. and bum-per.)

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, review how to print the letter W. Ask students to print the beginning and ending sounds of the following words: *war, wig, warn, wart, wall, wool, worm, wag, wolf, and web*.

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 (?)

How to Give a Dog a Bath

This is an oral and drawing lesson in which students tell their personal experience of how to give a dog a bath. (Fill tub with water. Catch the dog. Put dog in the water and wash with soap. Rinse the dog with water. Dry the dog with the towel.) Ask students what happens first, next, then, and finally. Ask students to tell what supplies they will need for the bath (tub of water, soap, and towel.) Divide class into four groups. Each group will choose which step they will illustrate. Using paper or white boards, ask groups to draw pictures of the step they chose. Arrange the pictures in order and retell 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

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	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.

Partner Share

Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. Students may sit, stand, or walk around while they are reading.

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 a single student’s learning and thinking deeper. Ask the first question generically – “What is important about . . . ?” Use words that describe the activity that was just completed. Example: If you have just finished homework time, the student is asked, “What is so important about completing your homework?” When the student responds, “It is important to finish homework because I will get better grades,” then ask, “What is so important about getting better grades.” Continue the questioning by asking three or four questions.

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	Weather
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), one piece of chart paper divided into 25 6" squares (4 across, 6 down), bean bag, and 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 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:

Weather

Whether the weather be fine,
Or whether the weather be not,
Whether the weather be cold,
Or whether the weather be hot,
We'll weather the weather
Whatever the weather,
Whether we like it or not!

Anonymous

3. Ask students to circle to words that rhyme: not/hot.
4. There is a "play on words" in this poem. What words are used for this: weather and whether.
5. Talk about fun things to do when the weather is not fine.
6. Using white boards, have students draw fine weather, hot weather, and cold weather. Show kids having fun in all kinds of weather.

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

Phonemic Awareness

What Sound Do You Hear

Have students listen for the sound they hear at the beginning of the word. Students say the sound. First: *roof/r/*, *window/w/*, *house/h/*, *door/d/*, *feet/f/*, *head/h/* and *pants/p/*. Last: *roof/f/*, *window/o/*, *house/s/*, *door/r/*, *feet/t/*, *head/d/*, and

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pants/s/. Middle: feet/ee/. head/e/. dice/i/. jump/u/. pig/i/. mad/a/. duck/u/. kick/i/. cape/a/. and bear/e/).

Word of the Day

The Word of the Day is “adjective.” Adjectives are words that capture feelings and imaginations. They set a mood, send a message, and enhance reality. Have students think of the classroom. What emotion would they connect to the school: joy, fun, happy, scary, sunny, tense, or exciting? Have students choose one of the emotions (fun). How could they make their school more fun? Think of adjectives to describe a fun school: cozy, warm, or laughable.

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, review the sound of short i. Dictate the following words. Have students print the whole word. Here are the words: *dig, spin, lift, slim, list, clip, fist, strip, rim and still.*

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>I Used to Be Poem Ask students to draw a vertical line on their white boards. On the left side of the board write the first part of the stem. On the right side of the vertical line, students write the second part of the stem. Ask students to illustrate each part of the sentence.</p> <p>I used to be _____, but now I’m _____. I seem to be _____, but really I’m _____. I’m good at _____, But I’m not so good at _____.</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.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

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

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Preparation

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

Bean Bag Toss

Attach the words to the chart paper with blue tape before the game is being played. Divide small groups into teams. Each child will take turns throwing the bean bag to a square. If the student can read the word the bean bag lands on, the child gets one point. If the student misses the word, the other child gets the chance to say it. The child with the most points wins the game.

Closing

Review

Say:

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

What's So Important About That?

This strategy allows for the debriefing to take a single student's learning and thinking deeper. Ask the first question generically – "What is important about . . . ?" Use words that describe the activity that was just completed. Example: If you have just finished homework time, the student is asked, "What is so important about completing your homework?" When the student responds, "It is important to finish homework because I will get better grades," then ask, "What is so important about getting better grades." Continue the questioning by asking three or four questions.

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 9
Grade Level	K-1
Lesson Title	Wolf
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:

Wolf

When the pale moon hides and the wild wind wails,
 And over the tree-tops the nighthawk sails,
 The gray wolf sits on the world’s far rim,
 And howls; and it seems to comfort him.
 The wolf is a lonely soul, you see,
 No beast in the wood, nor bird in the tree,
 But shuns his path; in the windy gloom
 They give him plenty, and plenty of room.

Georgia Roberts Durston

3. Ask students to circle the rhyming words (wails/sails, rim/him, see/tree, gloom/room).
4. Have students draw boxes around the verbs (action words) – hides, wails, sails, sits, howls, shuns, and give.
5. Write the verbs on the white board. Ask a student to choose a verb and act it out. Classmates guess the verb.
6. Have students talk with their partner and answer the question, “Why are wolves lonely?”

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

Phonemic Awareness

Do These Words Rhyme?

Form two teams. Read a pair of words. Ask the first person in each team to say “Yes” if the words are rhyming words, or “No” if the words are not rhyming words. Here are a few word pairs: *cat/kit, did/lid, pop/top, mug/set, rid/lid, fox/pen,*

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tub/rub, yet/sat, bit/pig, pig/net, pig/big, bit/pit, men/ten, bet/sit, bet/rat, bet/hop, bet/met, bug/rug, cub/sub, pet/get, and bat/lot.

Word of the Day

The Word of the Day is “compound word.” A compound word is a word made up of two other words. The words can stand alone, or be combined into the compound word. Write a few compound words on the white board. Ask students to tell you the two words that make up the compound word. Examples: *backpack, downtown, overboard, upstairs, downstairs, beside, overtime, bluebird, pancake, skyscraper, grasshopper, somehow, homemade, grandmother, and buttermilk.*

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, review how to print the letter W. Ask students to print the beginning and ending sounds of the following challenge words: *swamp, swap, swell, twist, and twin.*

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>A Puppy is Lost Ask a student to come to the front of the class. Tell the student he or she will tell a story to the class. The story will be about the main character that goes on a journey to find a puppy that is lost.. Guide the student with sentence starters: Once upon a time . . . One day . . . Then . . . There was a problem when . . . Finally . . .</p> <p>Ask students to tell their elbow partner the story. Choose one or more students to also tell their stories to the 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.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

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.

All Read

During this activity, all students read aloud at the same time. Even if the students are not on the same passage, reading aloud will help them slow down and really practice each word. While students are reading, walk around and listen to each student.

Closing

Review

Say:

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

Debrief

Likes and Dislikes

Create a chart. List what students liked and what students suggest 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!)