

Consult 4 Kids Lesson Plans

Component	English Language Arts
Grade Level	K-1
Lesson Title	Afternoon on a Hill
Focus	Retell, Vocabulary, Associating Sounds with Written Print

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

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:

Afternoon on a Hill

I will be the gladdest thing under the sun!
 I will touch a hundred flowers and not pick one.
 I will look at cliffs and clouds with quiet eyes,
 Watch the wind bow down the grass and the grass rise.
 And when lights begin to show up from the town,
 I will mark which must be mine, and then start down.
 Edna St. Vincent Millay

3. Ask students to circle to words that rhyme: *sun/one, eyes/rise, town, down*.
4. Ask students, “What does he or she look at on the hill?” (a hundred flowers, cliffs, clouds, wind, grass, lights, town)
5. Choose students to act out the fourth line: “Watch the wind bow down the grass and the grass rise.”
6. Ask students to tell their partners what they would do if they had an afternoon on a hill. Share with classmates.

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

Phonemic Awareness

More Short Vowels

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: *fin/f-i-n, dock/d-o-k, jug/j-u-g, luck/l-u-k, bun/b-u-n, cot/c-o-t, sip/s-i-p, get/g-e-t, and jet/j/e-t*.

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Word of the Day

The Word of the Day is "dictionary." A dictionary is a book that contains most of the words in the English Language. You can find pronunciations, multiple meanings, word origins, and a few pictures. Most people use the dictionary to find the meaning of words. If there is a dictionary available, show students the book. Practice looking up a word. Show students what you can find in the dictionary. You can also use a dictionary on the computer. Which dictionary is faster - The book or computer?

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 **h**. Practice printing the letter **h**. Ask students to write the beginning and ending sound of each word: *hear, Helen, hurt, hurl, harp, heap, help, havoc, humor and hectic*.

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 (?)

The Plum Was Too Big

Begin by reciting a well-know nursery rhyme like Little Jack Horner, but change the ending. Students write couplets on their white boards (But the plum was too big, so he swallowed a pig.) Students then illustrate Little Jack Horner swallowing one of the following: pig, cat, snail, bell, or a cloud. Here is the rhyme: "Little Jack Horner sat in a corner eating his Christmas pie. He put in his thumb and pulled out a plum. But the plum was too big, so he swallowed 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 the group is thinking.

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.

Eraser Relay

Write on the white board 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. At the signal, the first child in each team points to the first word and pronounces the word. If he says the word correctly, he can erase the word. The side that erases the most words is the winner.

Closing

Review

Say:

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

Three What's

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	Hurt No Living Thing
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), magnetic alphabet letters if available

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:

Hurt No Living Thing

Hurt no living thing:
 Ladybird, nor butterfly,
 Nor moth with dusty wing,
 Not cricket chirping cheerily,
 Nor grasshopper so light of leap,
 Nor dancing gnat, not beetle fat,
 Nor harmless worms that creep.

Christina G. Rossetti

3. Ask students to circle to words that rhyme: *thing/wing, butterfly/cheerily, gnat/fat, leap/creep*.
4. Have students identify all the living things: ladybird, butterfly, moth, cricket, grasshopper, gnat, beetle, and worms.
5. Clarify the meaning of these words: ladybird (same as ladybug), gnat (a small two-winged biting fly), beetle (a hard-backed insect).
6. Using white boards, ask students to draw these living things. Ask, “Which living thing is the smallest? Which living things can fly? “What defense does each of the living things have?”

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

Phonemic Awareness

Ring Around the Sound

Have students sit or stand in a circle. Choose a student to be in the middle of the circle. The student says, “The target

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beginning sound is "t." Students each say a word that *begins* with the target sound. (time, tummy, total) Play again with the same target sound. Students each say a word that *ends* with the target sound. (pet, cat, vet, wait) If a student can't think of a word, change the target sound and continue around the circle again.

Word of the Day

The Word of the Day is "main idea." The words *main idea*, mean the most important idea. There may be other ideas in the paragraph or story, but the *main idea* summarizes the information.

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 letter "h." Ask students to print the whole word. Here are the words: *hag, hips, habits, hills, hands, hints, hips and hog.*

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>List of Names With a partner and a white board, ask students to find and write the names of all the students in the class. Ask students to check for the correct spelling of the names. Later, students may share their classmates' names with 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>

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.

Sight Word Activity #2

Spell the sight word using magnetic letters. If magnetic letters are not available, use paper letters. If possible, use a lower case letter set. You can begin by arranging the letters and having your student(s) read the word, then progress to dictating the word and allowing the student(s) to spell.

Closing

Review

Say:

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

DIGA

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	Open House
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), sight words on 4 levels (Make them on different colored cards and have the type of hit that each represents on each color posted somewhere that everyone can see clearly)

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:

Open House

If I were a tree I'd want to see
 A bird with a song on a branch of me.
 I'd want a quick little squirrel to run
 Up and down and around, for fun.
 I'd want the cub of a bear to call,
 And a porcupine, big, and a tree toad, small.
 I'd want a katydid out of sight
 On one of my leaves to sing at night.
 And down by my roots I'd want a mouse
 With six little mouselings in her house.

Aileen L. Fisher

3. Ask students to circle to words that rhyme: *tree/see/me, run/fun, call/small, sight/night, mouse/house..*
4. Ask students to name the animals in the poem. (bird, squirrel, bear cub, porcupine, tree toad, katydid, mouse, mouselings)
5. Ask, “What is a katydid?” (A large green grasshopper with very long antennae)
6. Ask, “What are mouselings?” (Baby mice)
7. Provide white boards and markers. Have students draw all the animals and where they live in or on the tree.

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

Phonemic Awareness

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Word Families–Short Vowels

Talk about the meaning of the word *family*. A family can be people living together. We also have word families. These are words that have something in common with each word. We group them together because some of their word parts are the same. For example: Meet the *-ack* family: back, jack, rack and sack. Provide partner-pairs with word families. Ask them to think of other words that belong to the same family. Write them on their white boards. Have students read their words and share with classmates. Here are a few word families: *-ad/bad, -an/can, -at/cat, en/den, -ick/kick, -id/did, -ig/big, -in/fin, -ing/king, ock/dock, -op/hop* and *-ub/cub*.

Word of the Day

The Word of the Day is “synonym.” The word *synonym* is a word that means almost the same as another word. Examples of synonyms are *tear/rip, pretty/beautiful, handsome/good-looking, run/jog, chilly/cool, glad/happy, unhappy/sad, tug/pull, small/little, repair/fix, dinner/supper, friend/pal, noisy/loud, simple/easy, build/make, autumn/fall, and thin/skinny*. Ask students to think of a sentence using both synonyms in the same sentence. “I will *tear* the paper and *rip* the newspaper. Have students draw pictures using both synonyms in the same 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.

In this lesson, review the sound of short i. Dictate the following words. Have students print the whole word. Here are the words: *grin, clip, drip, flat, soft, web, flit, tap, wig 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.</p> <p>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>Silly Poems Ask students to write silly story/poems with one-syllable words:</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</p>

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<p>There was a wild <u>boar</u>, Who bumped into the <u>door</u>. His head was so <u>sore</u> He fell on the <u>floor</u>.</p> <p>Here are other one-syllable words: cat, fat, gnat, hat, mat, pat, rat and sat book, cook, hook, look, nook, rook, and took can, Dan, fan, man, Nan, pan, ran and tan bee, fee, key, knee, me, see, tea and we</p>	<p>student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
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Instruction/Demonstration ("I do" – "We do")

Preparation

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

Baseball

Have sight words on 4 levels. Make them on different colored cards and have the type of hit that each represents on each color posted somewhere that everyone can see clearly. Mark 1st base, 2nd base, 3rd base and home plate somewhere in the room.

Divide the students into 2 groups and let them name themselves. Designate one team as home, and the other as visitors. Mix up the cards. One child goes to home plate. Draw a card. Match the color to the type of hit they are trying for. If the student can read the card correctly, they may move according to the type of hit. (A single-move 1 base) Make sure you have some strike out cards in the word cards also. If the student is unable to read the word, it is considered an out. After 3 outs, the next team gets to bat. Keep the score so that everyone can see.

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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	Skyscraper
Focus	Retell, Vocabulary, Associating Sounds with Written Print

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

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:

Skyscraper
 Skyscraper, skyscraper,
 Scrape me some sky;
 Tickle the sun
 While the stars go by.
 Tickle the sun's climbing high,
 Then skyscraper, skyscraper
 Scrape me some sky.
Dennis Lee

3. Ask students to circle to words that rhyme: *sky/by/high*.
4. Talk about the meaning of the word *skyscraper*.
5. Draw a picture of a skyscraper on the white board.
6. Have students draw on their white boards. Remember to include the spire at the top.
7. Talk about why they build tall skyscrapers. (Land is too expensive, so they must build up toward the sky.)
8. Have students draw more skyscrapers to the classroom white board. Name a few cities with skyscrapers. (New York, Los Angeles and San Francisco)

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

Phonemic Awareness

You Are the Sound

Ahead of time, make letter cards for several simple words. Make enough cards so each child has at least one. Call out

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the beginning sound of a word (/h/ in hat) and have the child holding that letter come to the front. Continue calling other sounds in the word in order, lining students up from left to right. When the word has been built, ask each card holder to say his or her sound. Ask the rest of the class to blend the individual sounds to say the word. Repeat with new words.

Word of the Day

The Word of the Day is "definition." The word *definition* tells the meaning of a word. We use the dictionary to find the definition of a word. For example, the dictionary definition of the word "respect" is "consideration or thoughtfulness." Can you find a definition in the dictionary for the word *shelter*?

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 the letter "j." Have students print the first and last sound of each word. Here are the words: *junior, Jerusalem, Jean, judged, jackal, Jeep, jacket, and Japan.*

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 (?)

Pizza or Tuna Casserole Poll:

Student-pairs use their white boards to conduct a food poll in the classroom. Students write the word Pizza on the left side of the board. Write the word Tuna C. on the right side of the white board. Students then walk around the room asking classmates which food they like. After the poll, partner-pairs write a sentence or two showing the results of the poll. For example: 15 kids like pizza. 4 kids like tuna casserole.

***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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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 #4

Hide word cards around the tutoring area. Have the students find them and return to you to read their cards. When one card has been read, the student can go out and look for another.

Closing

Review

Say:

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

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	Sleeping Outdoors
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), a group-size set of sight words

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:

Sleeping Outdoors
 Under the dark is a star,
 Under the star is a tree,
 Under the tree is a blanket,
 And under the blanket is me.
 Marchette Chute

3. Ask students to circle to words that rhyme: *tree/me*.
4. Ask students to make tally marks for the number of times they see the words *under (4), the (4), and is (4)*.
5. Ask student groups to use their white boards and illustrate each line of the poem.
6. Have students arrange themselves in the front of the classroom in order of the poem.
7. Ask students to make a summary picture of the poem. Include the dark, star, tree, blanket, and me.

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

Phonemic Awareness

Word Families-Long Vowels

Talk about the meaning of the word *family*. A family can be people living together. We also have word families. These are words that have something in common with each word. We group them together because some of their word parts are the same. For example: Meet the *-ail family*: *bail, fail, mail and nail*. Provide partner-pairs with white boards. Ask them to think of other words that belong in the same family. Write them on their white boards. Have students read their words and share with classmates. Here are a few word families: *-ake/bake, -ame/came, -ank/bank, -ate/fate, and -eep/beep*.

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Word of the Day

The Word of the Day is “punctuation.” The word punctuation means markings that are used to organize writing. Ask students to name a few punctuation marks: period, comma, exclamation mark, question mark, quotation marks, colon, and semi-colon. Have students match the mark with the word. This can be a team competition.

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 **h**. Ask students to write the beginning and ending letters of each word. Here are the words: *half, hug, Harold, help, hazard, heel, hamster, hostess, Halloween, and hotel.*

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 (?)

Compound Subjects

Ask students to brainstorm animals that go together: lions and cheetahs, dogs and cats, cows and horses, lizards and snakes, and spiders and ants. Have students create a sentence in which there are two subjects (Horses and cows). Students can work in small groups. Have them fill in the blanks: _____ are barking, _____ are roaring, _____ were singing, _____ were eating, _____ should talk, _____ should dance. Nonsense sentences are more fun for students to write.

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.

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.

Team Sight Word Race

Students are divided into two groups. Each group takes a turn trying to pronounce a word turned up from the pile of sight words. If one team misses, the opposite team then receives a chance to pronounce that word in addition to their regular turn. Score is kept on the number of words each team pronounces correctly. If a team member misses a word, have him or her go to the back of the line after each try, successful or not. Everyone gets a chance to gain equal practice.

Closing

Review

Say:

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

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	Spring Rain
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:

Spring Rain

The storm came up so very quick
 It couldn't have been quicker,
 I should have brought my hat along,
 I should have brought my slicker.
 My hair is wet, my feet are wet,
 I couldn't be much wetter.
 I fell into a river once
 But this is even better.

Marchette Chute

3. Ask students to circle words that rhyme: *quicker/slicker, wetter/better*.
4. Ask students, “What is the meaning of the word *slicker*?” (raincoat)
5. Have students name the punctuation marks they see in the rhyme. (comma, period)
6. Ask students to retell stories about when they were in the rain and got wetter and wetter.

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

Phonemic Awareness

Phoneme Deletion

Say a word. Ask students to repeat the word but leave off the ending sound. For example, say the word *cat*. Leave off the ending sound /t/. The student says, “ca.” Here are a few words: *did/di, lit/li, pop/po, set/se, kit/ki, wet/we, jot/jo*. Continue the lesson by asking students to leave off the beginning sound. For example, say the word *mug*. Leave off the

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ending sound /g/. The student will say *ug*. Here are a few words: *vat/at, kid/id, dug/ug, mit/it, rid/id, tub/ub, and ten/en*.

Word of the Day

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

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: *clasp, cost, spot, grand, clop, trip, limp, lost, mint, and trap*.

Content (the “Meat”)	
<p style="text-align: center; margin: 0;">Instruction / Demonstration (“I do” – “We do”)</p> <p>Conventions of Writing It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p>Birthday Party Ask students to brainstorm things they might find at a birthday party. Ask students to write <i>where</i> they would like their next party to be. “I want my party to be at ____.” With their partner, make a list of the food and drinks. Ask them to name a game they want to play at the party. Some may want to teach the class the game. Finally, have them write a sentence telling all about their birthday cake. Include candles and cake decorations. “My birthday cake ____.” Have students share their birthday party ideas with 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>
Instruction/Demonstration (“I do” – “We do”)	
<p>Preparation</p>	

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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.

Tic-Tac-Toe

Students will need a white board with a tic-tac-toe drawn on it. Divide the 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 selecting a space to read. If he or she is correct, they may put an X or O in the space for their team. If they are incorrect, the other team gets to send a player to the board to try the same word.

Closing

Review

Say:

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

DIGA

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	Taking Turns
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), scissors, assorted colored paper, medium-sized leaf pattern, crayons, 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:

Taking Turns
 When sun goes home
 behind the trees,
 and locks her shutters tight—
 then stars come out
 with silver keys
 to open up the night.
 Norma Farber

3. Ask students to circle to words that rhyme: *trees/keys, light/night*.
4. Ask students, “What is the message of the poem?” (Day is turning into night.)
5. What words in the poem remind us of home? (home, shutters, keys)
6. Ask students, “How many sentences are in the poem?” (1)
7. Partner-pairs practice reading the poem several times to each other.
8. Ask students if they like the poem. How does it make them feel? (calm, sleepy)

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

Phonemic Awareness

Word Family Trees

Demonstrate how to draw a simple tree on the board. Provide students with colored paper, a medium sized leaf pattern, and crayons. Provide students with a tree already drawn on paper. Have students cut out the tree. Trace and cut out

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three or four leaves. Tell students to listen carefully to a word you say. Place a leaf on the tree for each phoneme they hear. For example, if the word is *hop*, say /h/, /o/, /p/. Students place three leaves on the tree. Students should remove leaves and practice with other words. Choose 2- or 3- phoneme words.

Word of the Day

The Word of the Day is “plural.” The word *plural* means more than one. Usually we add an s or -es to form the plural. Say several singular (means one) words. Students say the plural form of the word. Here are a few singular and plural words: head/heads, leg/legs, tail/tails, body/bodies, wheel/wheels, light/lights, nose/noses, boot/boots, ear/ears, ball/balls, and fist/fists.

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 **h**. Dictate the following words. Have students print the whole word. Here are the words: *hop, hand, has, had, hid, hop, hilt, and hit*.

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 (?)

Compound Verbs

Ask students to brainstorm action words (verbs) that might go together: *eat and sleep, write and break, see and read, fly and eat, kick and run, twirl and dance, hop and jump, meow and bark, honk and holler, squeak and squabble, and hide and seek*. Ask students to think of single subjects: *animals, pencils, eyes, birds, geese, cats, dogs, and kangaroos*.

Make connections with the single subjects and compounds verbs. Write silly sentences using compound verbs. Share sentences with each other and with the class. Illustrate the

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

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

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silly sentences on white boards.

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.

Scavenger Hunt Variation

Scatter the sight words around the play area. Use one copy of the word for each child playing the game. That is, if there are three students playing, use three copies of each word. Call a word from the list. Challenge the students to be first to find the target word.

Closing

Review

Say:

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

Liked Best, Next Time (LBNT)

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	Thanksgiving Day
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), small paper bags, glue, crayons or markers, construction paper, yarn, wiggly eyes, 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 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:

Thanksgiving Day
 Over the river and through the wood,
 To grandfather’s house we go;
 The horse knows the way
 To carry the sleigh
 Through the white and drifted snow.
 Over the river and through the wood—
 Oh, how the wind does blow!
 It stings the toes
 And bites the nose,
 As over the ground we go.
 L. Maria Child

3. Ask students to circle to words that rhyme: *way/sleigh, go/snow/blow, toes/nose*.
4. Discuss the meaning of the word “sleigh.” Why didn’t they get in the car and drive to grandfather’s house?
5. Draw a box around action verbs: *go, carry, blow, stings, and bites*.
6. Talk about students’ experiences with cold wind.

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

Phonemic Awareness

Scary Puppets

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Pass out paper bags, construction paper, glue crayons, yarn and wiggly eyes to students. Students decorate bags to make scary puppets. Glue a letter on the front of each puppet. Be sure to use all the letters of the alphabet. Ask two volunteers to come to the front and spell a two-letter word with their puppets. Tap each child on the shoulder and ask the class to give the sound of that puppet. Blend sounds together to say a word. Repeat with new volunteers and puppets.

Word of the Day

The Word of the Day is “synonym.” The word *synonym* means a word that means almost the same as another word. For example, the words *chilly* and *cool* are synonyms because they mean almost the same thing. Does one of the words mean it is colder than the other? (chilly) Here are a few synonyms: glad/happy, unhappy/sad, tug/pull, and small/little.

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 letter “j.” Ask students to print the first and last sound in each word. Here are the words: *John, jar, jeer, James, jewel, jump, joint, and jargon.*

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 (?)

Fun Activities List

In partner-pairs, students make a list on their white boards, of activities that are fun for kids to do: *Play sports, bake a cake, play a board game, go to the beach, go swimming, skate on the skateboard, read, and talk to friends.* Ask students to choose a fun activity from their list. Act it out in front of the class. Classmates guess the activity.

***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

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	the group is thinking.
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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 #3

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
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
<p>Three What’s</p> <ol style="list-style-type: none"> 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?
<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • 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 Months
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:

The Months

Thirty days hath September
 April, June and November.
 All the rest have thirty-one,
 Excepting February alone,
 Which has four and twenty-four
 Till leap-year gives it one day more.

Anonymous

3. Ask students to circle to words that rhyme: *September/November, thirty-one/alone, four/more.*
4. Have students to find the old-fashioned word for “has.” (hath)
5. Have students recite the months of the year.
6. Ask a student to circle the capital letters at the beginning of each month.
7. Ask students to use their white boards, choose a month, and write it with a capital letter.
8. How much is four and twenty-four? (28)

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

Phonemic Awareness

Change A Friend

Ask three students to come to the front of the class. Secretly select a 3-phoneme word. Whisper the beginning, middle, and ending sounds to the first, second, and third child. Ask each child to say his or her sound. Ask the class to blend the sounds to say a word. For example: Child 1 says /h/, Child 2 says /a/, Child 3 says /t/-the class says *hat*. Provide

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classmates with other beginning or ending sounds. Have them replace students in the row to form new words. For example, replace /h/ with /m/ to change *hat* to *mat*. Continue with other sounds and words.

Word of the Day

The Word of the Day is “topic.” The word “topic” means “the subject.” The topic of the “Three Little Pigs” is *Three little pigs chased away a wolf*. There can be a main topic of a paragraph: The main idea or topic of this paragraph is about how the first little pig ran away from the wolf.

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, introduce the letter “j.” Show students how to print the letter “j.” Write the first and last sound they hear in the following words: *joker, jester, jaguar, jackpot, journal, just, Janet, and jail*.

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 (?)

List of Chores to Do Around the House

With a partner and a white board, ask students to brainstorm and write chores they need to do around the house. Here are a few examples: *Take out the trash, wash dishes, fold clothes, turn off lights, walk the dog, feed the dog, clean up after the dog, put dirty clothes in the clothes basket, sweep the floor, set the table, put dishes in the sink and pet the cat*. Students share their lists with the rest of 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

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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.

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 children in the relay. Children are divided into 2 teams, and stand in two lines at right angles to the whiteboard. At the signal, the first child in each line points at the first word in his respective column of words and pronounces that word. If he pronounces correctly, he is allowed to erase the 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?

What's 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 the activity we just finished?" When one student responds, "It was important because I learned a lot about science," the next questions should be, "What's so important about learning a lot about science?" The questions continue until, "So what I'm hearing you say is that science is important because . . ."

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	Until We Built A Cabin
Focus	Retell, Vocabulary, Associating Sounds with Written Print

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

Until We Built a Cabin

When we lived in a city (three flights up and down)
 I never dreamed how many stars could show about a town.
 When we moved to a village where lighted streets were few,
 I thought I could see ALL the stars, but, oh, I never knew—
 Until we built a cabin where hills are high and far,
 I never knew how many many stars there really are?
 Aileen L. Fisher

3. Ask students to circle to words that rhyme: *down/town, few/knew, far/are*.
4. Ask for three artist volunteers. The first student draws a city. The second student draws a village. The third student draws a cabin. Discuss the difference among the three places,
5. Ask students, “Why can’t we see many stars at night in the city?” (The city lights get in the way.)
6. Ask students to retell the poem using their own words, first to their partners, then to their classmates.

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

Phonemic Awareness

Bingo Sound Cards

Provide each student with a Bingo Sound Card. Have students randomly write the sound on the card. Play Bingo as usual except say the sound not the letter. See the attached sample Bingo Cards.

Consult 4 Kids Lesson Plans

Word of the Day

The Word of the Day is “compound words.” A compound word is made of two words joined together to make a new single word. Each of the separate words can stand alone. Provide students with word cards. Have students match the cards to create compound words. Here are a few compound words: whiteboard, playground, upstairs, downstairs, backyard, outside, inside, restroom, downtown, everywhere, anytime, breakfast, sidewalk and everyone.

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 h. Students write the beginning and ending sounds of each of the words. Here are the words: *hammer, had, harm, haul, hop, harmless, horn, harp, horrible, and habit.*

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>How to Get Kids to Fall Asleep Ask students to brainstorm ways to get kids to fall asleep. The leader should tell a personal story about the best way to fall asleep. Write their suggestions on the white board: <i>Someone reads you a story. Student reads a story. Get a drink of water. Eat a bedtime snack. Watch TV. Have a cat sleep with you. Sing a lullaby. Say your prayers. Count sheep. Think happy thoughts.</i> Write a group paragraph about the best way to fall asleep.</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”)	
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.

Head Chair

Mark one chair as the Head Chair. Play begins when you flash a card to the person in the head chair. A child can stay in his chair only until he misses a word. When he misses a word, he goes to the end chair. All the children move up one chair. The object of the game is to try to end up in the Head Chair.

Closing

Review

Say:

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

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!)

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Consult 4 Kids Lesson Plans

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Component	English Language Arts
Grade Level	K-1
Lesson Title	What Is Pink?
Focus	Retell, Vocabulary, Associating Sounds with Written Print

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

What is Pink?

What is pink? A rose is pink by the fountain's brink.

What is red? A poppy's red in its barley bed.

What is blue? The sky is blue where the clouds float through.

What is white? A swan is white sailing in the light.

What is yellow? Pears are yellow, Rich and ripe and mellow.

What is green? The grass is green with small flowers between.

What is violet? Clouds are violet in the summer twilight.

What is orange? Why, an orange, just an orange!

Christina G. Rossetti

3. Ask students to circle to words that rhyme: *pink/brink, red/bed, blue/through, white/light, yellow/mellow.*
4. Ask students, “Is there a word that rhymes with the word *orange*?” No. *Orange* does not have a rhyme.
5. Write the words *violet* and *twilight* on the white board. “Do they rhyme?” Not exactly, but some poets make exceptions to the rhyming rule when they write poetry.
6. Ask students to remember answers to the questions in the poem. One person asks, “What is pink?” The other partner answers, “A rose is pink.”

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

Phonemic Awareness

Phoneme Substitution

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Say a word. Have students replace the first sound in the word with another sound. Then ask, "What is the new word?" Repeat the process asking students to substitute middle and ending sounds. For example, say the word *tail*. Ask students to replace the beginning sound /t/ with another sound. Students answer with the sound /p/. The new word is *pail*. Here are a few words to try: top/hop, ice/mice, rain/pain, gate/date, cake/bake, can/pan. coat/goat, and hose/nose.

Word of the Day

The Word of the Day is "complete sentence." The term *complete sentence* means having every necessary part of the sentence. The sentence is finished. A complete sentence has a subject and a predicate. The subject tells who or what the sentence is about. The predicate tells what the subject does or is. Make two columns on the white board. In the first column, have students think of who or what words. In the second column, ask students to think of action words. Join the two columns to make crazy ridiculous complete sentences. You may need to add a word or two to make the sentences complete.

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: *lamp, last, lint, sprint, tramp, list, spit, plastic, mast and wisp*.

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>One-Syllable Words Write a one-syllable word on the white board (e.g., door). Ask students to think of words that rhyme with the word <i>door</i>. (before, boor, core, floor, four, gore, Labrador, more, nor, or, pour, sore, tore, evermore, war and your) Name the words that have one syllable. Is there a two-syllable word? (before) Is there a three-syllable word? (Labrador, evermore).</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.</p>

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<p>Think of a silly story using as many of these words as possible. For example, “Once upon a time, there was a <i>boor</i> that fell and hit his head on the <i>floor</i>. He was only <i>four</i>. His head hurt for <i>evermore</i>! Write the silly story on the white board. Students read the story, and then draw the sequence of events on their white boards.</p>	<p>Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
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Instruction/Demonstration (“I do) – “We do”)

Preparation

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

Word-O

Have students fill in the card with the words you are working on. Tell them that each card will be different. Try to mix up the words they are using. Playing the game is just like BINGO. Call out the words and have students spell it out loud with you. 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 “WORD-O! 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?

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!)