

## Consult 4 Kids Lesson Plans

<b>Component</b>	English Language Arts
<b>Grade Level</b>	K-1
<b>Lesson Title</b>	I've Got An Itch
<b>Focus</b>	Retell, Vocabulary, Associating Sounds with Written Print

**Materials:** White boards, markers, erasing cloth (old socks), class set of 10' x 10" set of paper, tape

### 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:

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

3. Ask students to circle words that rhyme: *itch/which, match/scratch*.
4. What is the meaning of the word "wretched?" (irritating, miserable, great hardship, hopeless)
5. Have students think of a sentence in which they will use the word "wretched." (I have a wretched homework assignment!)
6. Have students stand and try to scratch an itch in the middle of their back. Use both hands. Can they reach the middle to scratch the itch?

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

##### Phonemic Awareness

##### Reading in Phonemes

Choose a familiar story, rhyme or poem to read to the students. Choose words within the reading to say in phonemes. Have the students complete the word before you move on. For example, you could read, "She saw a black /c-a-t/ looking at her. You could follow up with a question, "What was looking at her?" Variation: Say the word in syllables. You could read, /look-ing/. Follow up with a question. "What was the cat doing? The cat was . . ."

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### Word of the Day

The Word of the Day is “cone.” A cone is a pointed object with a round base. The best example of a cone is an ice cream cone. Ask students how many have seen a bright orange temporary road marker called a cone. A sea-snail has a cone-shaped shell. A volcano is a cone-shaped mountain. Provide students with a 10’ by 10” piece of paper. Form the paper into a cone. Tape the ends. Use this cone for a megaphone. Practice speaking in the megaphone.

### Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

### Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.


In this lesson, students will practice writing the letters w, h, j, k and v with short a, i and o. Have students write the entire word. Here are the words: *twig, vivid, wink, wisp, hog, wind, jot and jig.*

### 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 (?)

#### Homeless Dog or Cat

Talk about what it means to be homeless. Ask, “Can animals be homeless?” Pretend you are a homeless dog or cat. Ask a student to come to the front of the room. The student will tell his or her story as a homeless dog or cat. For example: “My name is Fido. I don’t have a home. I sleep under a bench at the park. I am a trash-digger looking for food. I want a family. Can you give me a home?” After a few students have shared, ask students to draw the homeless dog or cat. Write words on the white boards to describe the animal. (scruffy, loss of appetite, watery eyes, skinny, or limping) Have students write a sentence about their dog.

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

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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 #17

Write the target word in large print on the white board. Students write the word on their white boards. Have students trace over the word several times with new colors.

### Closing

#### Review

#### Say:

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

#### Three What’s

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 that 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

<b>Component</b>	English Language Arts
<b>Grade Level</b>	K-1
<b>Lesson Title</b>	Papa Says
<b>Focus</b>	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:

##### Papa Says

Papa says rain makes things grow.  
I stood out in the rain all morning  
With my toes in the mud,  
But Grandma says I really  
Didn't get any Bigger.  
It's just that my pants Shrunk.

Libby Stoppie

3. Ask students to circle words that rhyme: *There are no rhyming words.* Is it still a poem if no words rhyme? Yes.
4. Have students retell the poem to their partner. Then ask students to find another partner and retell the poem.
5. At the end of the lesson, ask a student to retell the poem for the whole class.

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

##### Phonemic Awareness

##### Bean Bag Toss

Attach word cards to the chart paper with blue tape or large Post-Its. 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 child misses the word, another child gets the chance to say it. The child with the most points wins the game.

##### Word of the Day

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The Word of the Day is “face.” The face is a plane surface or side of a three-dimensional object such as a geometric figure. A cube has how many faces? (6) Ask students to think of other meanings of the word *face*. (Front part of the head, side of a cliff, a facial expression, side of a mountain, dial on a clock, side of a coin, turn in a certain direction, etc.)

### 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 short u. Teach students how to print u. Practice saying the short vowel /u/ sound. Have students write the beginning and ending sounds. Here are the words: *under, unravel, unpack, unfair, upturn, umpteen, untold, unusual, unfed and utter.*

### 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 (?)

#### Elephant Memory Test

Brainstorm everything you know about elephants. Ask students, “Do you think it is true that an elephant never forgets anything?” It is said that an elephant never forgets. Tell students that today they are going to think like elephants. “Use your elephant memories. Think of five things that happened to you yesterday.” Write the ideas on the white board. For example: “I ate my snack. We played with hula hoops. I finished my homework. It rained. I watched cartoons.” Practice reading the sentences.

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

Students sit in a circle or remain in their desks. One student stands behind one student who is sitting. The teacher flashes them a sight word. Whoever says the word first moves on to the next student. The student that makes it back to their own desk or starting point is the winner.

### Closing

#### Review

**Say:**

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

### **Three Questions**

1. Explain what we did in the activity.
2. What would you have liked to have spent more time on?
3. Name one thing you learned how to do today.

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

- Ask students to think about what they did today.
- Ask them to comment on if what they did today that 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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<b>Component</b>	English Language Arts
<b>Grade Level</b>	K-1
<b>Lesson Title</b>	Pick Me Please
<b>Focus</b>	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:

##### Pick Me, Please

Teacher, teacher pick me please.  
 I know the name is Hercules.  
 Ask me. Ask me, just this once.  
 I'll prove to you I'm not a dunce.  
 My hand, my hand is waving high.  
 Won't you catch it with your eye?  
 My heart, my heart is beating fast  
 Just waiting for you to ask . . .  
 Me? You picked me?  
 Wow! Me!

Kalli Dakos

3. Ask students to circle words that rhyme: *please/Hercules, once/dunce, high/eye, fast/ask*.
4. Discuss the meaning of the word “dunce.” A dunce cap was a conical paper hat formerly worn as a punishment by someone who was slow to learn or lazy. Why don't teachers use the dunce cap anymore?
5. Have students retell the rhyme in their own words to their partner. Share stories with the class.
6. Have students describe the feeling when he or she realizes the teacher has picked them to give the answer. (Proud, excited, confident; When you know it – you know it!)

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

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### Phonemic Awareness

#### Tapping Syllables

Using different items such as hand clappers, drums, or tennis rackets, you can have children determine the number of syllables in a given word. For example, you would tap a drum two times for the word “sister” because it has two syllables. For increased difficulty, tap the drum (any number of times) and have the students think of a word that contains that same number of syllables. Here are a few words: can-dy, box-er, on-to, up-set, ex-am-ple, be-cause, de-ter-mine, grade, kin-der-gar-ten, ac-tiv-i-ty, vid-e-o, a-bout, com-pre-hen-sion, strat-e-gy, and should-ers.

#### Word of the Day

The Word of the Day is “subtraction.” In mathematics, subtraction is the process of deducting something from a larger whole. For example, if you subtract or “take away” 5 from 10 (the larger whole), the difference is 5.

#### 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 “k.” Show students how to print the letter “k.” Practice saying the /k/ sound. Have students write the beginning and ending sounds of these words. If they hear the middle sound, they may write that also: *kidnap, keeper, kinder, kick, kindness, keel, keen and kindergarten.*

### 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 (?)

##### Dictation Practice

Use Sight Word Cards and/or Fast Phrase Cards. Dictate (read) the card. The students write the word/s on their white boards. As students improve, dictate simple sentences using their Spelling words. Ask a student to be the teacher. The student chooses the word

**\*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



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or phrase to dictate to classmates. Teach students to pronounce each word slowly and clearly. Ask students to hold up their white boards after each dictation so the leader and other students can check for understanding.

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

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

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

#### Preparation

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

#### Sight Word Activity #9

Write words on larger sized cards. Tape the cards to the walls around the room. Call out a word. Choose one way of getting to the sign. Have students walk, hop, gallop, or jump to the correct word card. Continue calling out words.

### Closing

#### Review

#### Say:

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

#### Three What’s

Ask these 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 that 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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<b>Component</b>	English Language Arts
<b>Grade Level</b>	K-1
<b>Lesson Title</b>	Poor Substitute
<b>Focus</b>	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:

##### Poor Substitute

Gretchen had taken Freddy's chair,  
 Andrew's desk has no one there.  
 Sally was fighting for Tommy's space,  
 She won the battle and took his place.  
 Daryl is working at Jennie's desk,  
 And Joe just finished Maria's test.  
 Substitute teacher, you'd better beware,  
 Alicia just plopped in the teacher's chair.  
 Kalli Dakos

3. Ask students to circle words that rhyme: *chair/there, space/place, desk/test, beware/chair*.
4. Have students explain in their own words what is happening in the classroom. (The kids are out of control!)
5. What are the children doing? (Gretchen took Freddy's chair; No one is in Andrew's desk; Sally and Tommy were fighting; Daryl is sitting in someone else's chair; Maria had Joe take her test; Alicia is sitting in the teacher's chair)
6. How will the substitute get everything in order?
7. Draw a box around the proper nouns: Gretchen, Freddy, Andrew, Sally, Tommy, Daryl, Jennie, Joe, Maria, and Alicia.

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

Phonemic Awareness

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### Shopping List

Create a grocery shopping list, telling students each item in syllables, i.e., ba-nan-as. Have students identify the word, and then write it on the white board. Continue with other items on the shopping list.

### Word of the Day

The Word of the Day is "corner." A corner is a place where an angle is formed when two or more lines or surfaces meet. Look for corners in the classroom. Have students outline the angle of the corner with their fingers. Set a time limit. Each partner-pair counts the number of corners they can find in that time period. The student pair with the most corners wins the 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, students will practice writing the letters w, h, j, k and v with short a, i and o. Have students write the entire word. Here are the words: *kilt, twist, hint, hag, wig, wag, wilt and kin.*

### 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 (?)

#### My Forever Friend

Ask students to share what it means to be a friend forever. Using white boards, ask students to draw a picture of their Forever Friend. Students write a sentence under their picture telling about their Forever Friend. For example: "This is Susan. She is my best friend forever."

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.

### Sight Word Activity #16

Give students letter cards that will spell the target word or words. Challenge them to sort the letter cards into the correct letter groups to spell the word. Have students stand in order to spell the word.

### 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 the activity we just finished?" When one student responds, "It was important because I learned a lot about science," the next question 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 that 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

<b>Component</b>	English Language Arts
<b>Grade Level</b>	K-1
<b>Lesson Title</b>	Postman's Song
<b>Focus</b>	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:

##### Postman's Song

What will the postman bring today?  
 A letter from a sailor who has sailed away  
 A letter with a stamp from Mandalay  
 And a funny postcard from Casco Bay  
 Oh, what will the postman bring next week?  
 A letter from a man who's afraid to speak  
 Or a package of fish from Chesapeake  
 Oh, what will the postman bring next week?  
 Margaret Wise Brown

3. Ask students to circle words that rhyme: *today/away/Mandalay/Bay, week/speak/Chesapeake*.
4. Have students find three words that are names of places (Mandalay, Casco Bay, and Chesapeake). Notice they all have capital letters.
5. Ask students what the postman usually brings today in the mail (bills, advertisements)
6. Margaret Wise Brown writes, “The wind may blow and the snow may snow, but the mail must go through.” What does this mean? Explain it in your own words.

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

Phonemic Awareness

Rubber Band Stretch

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The leader models with a large rubber band how to stretch out a word as the word is said /mmmmmmmm-/ aaaaaaaaaa-/nnnnnnnnnnnn. The leader models with the stretched out band how to bring the rubber band back to original length and says the word fast: /man/. Students pretend to stretch rubber bands as they say the sounds in different words.

### Word of the Day

The Word of the Day is “edges.” The word *edge* means a line where two surfaces of something solid meet. An edge is a sharp side. How many edges does a square have? (4) Edges are part of shapes used in geometry. Look for edges around the room.

### 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 “k.” Show students how to print the letter “k.” Have students write the beginning and ending sounds of these words. If they hear the middle sound, they may write that also: *kipper, keg, keen, Karen, kept, kennel, kernel, and keep.*

### 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 (?)

#### Wild Scary Monsters

In this activity, students sketch a monster on their white boards. Include hair, horns, a tail, big teeth, and large claws. Students share their sketches. Ask a student to come to the front and tell a story about his monster. Give the student prompts, if necessary. For example: “Once upon a time . . . and then . . . all of a sudden . . . finally . . .” Older students may write their stories on their white boards. Younger students may write one sentence about their monster.

**\*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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	<p>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.

#### Sight Word Activity #6

Use a double set of word cards (two for each word). Remove one card so that there is a word without a mate. Play a card game like Old Maid. Deal the cards evenly to all players. Each player can take a turn choosing one card in secret from another player. If a match is made, those cards are laid down for a score.

### 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

<b>Component</b>	English Language Arts
<b>Grade Level</b>	K-1
<b>Lesson Title</b>	SOS
<b>Focus</b>	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:

#### SOS

Sammy's head is pounding. Sammy's in pain—  
 A long division got stuck in his brain—  
 Call for the locksmith. Call the engineer.  
 Call for the plumber to suck out his ear.  
 Call the brain surgeon to pry out the mess.  
 Call the Coast Guard SOS, because—  
 Sammy's head is pounding. Sammy's in pain—  
 A long division's got stuck in his brain.

Beverly McLoughland

3. Ask students to circle words that rhyme: *pain/brain, engineer/ear, mess/SOS*.
4. Discuss the meaning of SOS. SOS is a distress signal that ships or aircraft in serious trouble can use to call for help. The Morse Code for SOS is (. . . - - - . . .).
5. Ask students, “What is the real problem with Sammy?” (He can't figure out how to do the division problem.)
6. Show students a sample long division problem.
7. What kinds of things have students tried to learn, but they just get stuck in their brains?

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

##### Phonemic Awareness

##### Phoneme Jumping



## Consult 4 Kids Lesson Plans

Securely place a green, yellow and red piece of tape on the floor a jumping distance apart. Begin by giving the student a word with 1 – 3 sounds. Have the child say the sounds they hear as they jump from tape to tape. For increased difficulty, move the tapes so they are further apart.

### Word of the Day

The Word of the Day is “minus.” In mathematics, the word minus means showing subtraction. The number is less. It is reduced by the subtraction of a number. Seven minus four is three. A minus sign (-) shows that the problem is subtraction.

### 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 “v.” Show students how to print the letter correctly. Have students write the beginning, middle (if they can) and ending sounds. Here are the words: *veil, verbal, veal, veer, violet, vault, valiant, and vacuum.*

Content (the “Meat”)	
<p style="text-align: center;"><b>Instruction / Demonstration (“I do” – “We do”)</b></p> <p><b>Conventions of Writing</b> It is important that we practice a few basics when it comes to writing a sentence. The order of the words is important. In English sentences we usually begin a word that is a person, place, or thing, and follow it with an action. It is also important that sentences begin with a capital letter and end with some form of punctuation—usually a period (.) or secondly a (?)</p> <p><b>Picture Story</b> Give students white boards. Show students how to draw a horizontal line across the board, two-thirds of the way down. On the top part of the board, each student will draw a picture of their choice relating to a recent story they have heard. Do a sample on the white board. In the lower half of the board, each student will write a sentence or two about the picture. Share the pictures and sentences.</p>	<p><b>*Activity → Teachable Moment (s) Throughout</b> 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

### 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 #10

Make a paper showing the target word at the top. Have students copy the word in each of three to eight different colors. Crayons work best for this activity. When letters are color-coded, students seem to remember them with more accuracy.

### Closing

#### Review

#### Say:

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

#### Three What’s

Ask these three questions:

1. What did you learn in this activity?
2. How can you use what you learned in real life?
3. Name someone you will teach to do this activity.

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

- Ask students to think about what they did today.
- Ask them to comment on if what they did today that 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

<b>Component</b>	English Language Arts
<b>Grade Level</b>	K-1
<b>Lesson Title</b>	Subways Are People
<b>Focus</b>	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:

Subways Are People  
 Subways are people—  
 People standing  
 People sitting  
 People swaying to and fro  
 Some in suits  
 Some in tatters  
 People I will never know.  
 Lee Bennett Hopkins

3. Ask students to circle to words that rhyme: *fro/know*.
4. Discuss a subway (underground train). Discuss “tatters” (rags).
5. Draw a picture of a subway on the white board.
6. Have students draw the subway on their white boards.
7. Ask students to retell the rhyme in their own words.

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

##### Phonemic Awareness

##### Listen to My Word

This is a chant to teach phonemic segmentation: Choose other 3-phoneme words to chant or sing.

“Listen, listen to my word,  
 Then tell me all the sounds you heard: **race**.  
 /r/ is one sound

## Consult 4 Kids Lesson Plans

/a/ is two,  
 /s/ is last in race it's true.  
 Thanks for listening to my word  
 And telling all the sounds you heard!"

### Word of the Day

The Word of the Day is "difference." The word *difference* is the answer to a subtraction equation. It is used to determine which quantity is greater or smaller than another. When asking students for the answer to a subtraction problem, you should say, "What is the difference between 12 and 8?" (The difference is 4.)

### 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: *jog, jolt, jack, jut, juror, jig, Jim, and jab.*

### 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 Note

Provide students with white boards. Talk about writing a note to a friend. Discuss that a note is short with one or two sentences. As a whole class, write a note asking someone to come to your birthday party. Students choose the Greeting name and sign their own name. For example:

Dear Alexis,  
 Can you come to my birthday party?  
 Jenny

**\*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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<p>Other ideas for notes: Invitations to a sleepover, a day at the beach, play at recess, meet me at the drinking fountain, or where is the equipment for the game.</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.

#### Sight Word Activity #5

Make a set of word cards for the student. Show the cards one at a time and if the child reads it correctly, put a checkmark on the card. If ten checkmarks are accumulated, the word is often nearing mastery level, which can be cause for a celebration!

### 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 day and share what they enjoyed most and/or what else they would have liked to have done. What would they have liked to have spent more time on?

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

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

## Consult 4 Kids Lesson Plans

<b>Component</b>	English Language Arts
<b>Grade Level</b>	K-1
<b>Lesson Title</b>	Take A Number
<b>Focus</b>	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:

##### Take a Number

Imagine a world without mathematics,  
 No rulers or scales, no inches or feet,  
 No dates or numbers on house or street,  
 No prices or weights, no determining heights,  
 No hours running through days and nights.  
 No zeros, no birthdays, no way to subtract  
 All of the guesswork surrounding the fact.  
 No sizes for shoes, or suit or hat . . .  
 Wouldn't that be awful to live like that?

Mary O'Neill

3. Ask students to circle words that rhyme: *feet/street, heights/nights, subtract/fact, hat/that*.
4. Have the students count the number of things we wouldn't have without mathematics. (18, I think)
5. Have students retell the rhyme to their partners.
6. Provide students to with white boards. Ask a student to model a “shocked” expression. Students draw the shocked expression on their white boards.

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

Phonemic Awareness

Segmenting

## Consult 4 Kids Lesson Plans

This segmenting activity is easy to do and it doesn't require any materials, but your hands. Have students place their hands together. Give them a word. Each time they hear a sound in a word, have them say it and move their hands further apart.

### Word of the Day

The Word of the Day is "cylinder." A cylinder is an object shaped like a tube. It has straight sides and circular ends of equal size. Give examples of objects that are cylinders: paper towel roll, candle, drinking straw, water pipe, plastic pen casing, broom handle, shovel handle, etc.

### 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 "v." Show students how to print the letter correctly. Practice making the /v/ sound. Have students write the beginning, middle (if they can) and ending sounds. Here are the words: *vertical, veteran, vain, velvet, valid, vacation, vagrant, and vapor.*

### 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 (?)

#### Visualize a Jungle

In this activity, ask students to close their eyes and see with their mind's eye. Imagine they are in a jungle (desert, beach, forest). As students answer each question, the leader will write their responses on the white board. When finished, students read the jungle story from the white board. Questions: What is around you? (**A monkey is swinging in the tree.**) What is above you? (**A big brown gorilla is hanging on a branch.**) What is at your feet? (**A huge snake hisses at me.**) What is behind you? (**A tiger roars in the bushes.**) What is moving? (**A colorful parrot is flying near me.**) What colors do you

**\*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.

## Consult 4 Kids Lesson Plans

see? (I see **bright red, green, yellow, brown, and black**) What small things do you see? (I see **small insects**.) What tall things do you see? (I see **three tall elephants stomping their feet**.) Have students read the Jungle Story from the answers to the questions.

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

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

#### Preparation

Selecting a book that has an interesting cover and interesting pictures throughout that do not just illustrate the story but give 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 #12

Give each student a newspaper, old magazine or other discarded text and a highlighting marker. See how many times each can find the targeted word or words in the text and highlight them.

### 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. Then list 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 that 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

<b>Component</b>	English Language Arts
<b>Grade Level</b>	K-1
<b>Lesson Title</b>	Ten Little Caterpillars
<b>Focus</b>	Retell, Vocabulary, Associating Sounds with Written Print

**Materials:** White boards, markers, erasing cloth (old socks), large marshmallows, toothpicks

### 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:

##### Ten Little Caterpillars

The first little caterpillar crawled into a bower.  
 The second little caterpillar wriggled up a flower.  
 The third little caterpillar climbed a cabbage head.  
 The fourth little caterpillar found a melon bed.  
 The fifth little caterpillar sailed a garden pool.  
 The sixth little caterpillar was carried off to school.  
 The seventh little caterpillar met a hungry wren.  
 The eighth little caterpillar was frightened by a hen.  
 The ninth little caterpillar fell into the sea.

The tenth little caterpillar scaled an apple tree, and hung there patiently,  
 Until by and by, the tenth little caterpillar became a butterfly.

Bill Martin, Jr.

3. Ask students to circle words that rhyme: *bower/flower, head/bed, and pool/school. wren/hen, sea/patiently, by/butterfly.*
4. Ask students, “What is a bower?” (A shady shelter in a garden or woods) “What is a wren?” (A small brown bird)
5. Have students share where they would go if they were a caterpillar.
6. Have students find the ordinal numbers: first, second, etc. Write the word on their white boards and write the number beside it: first/1<sup>st</sup>, second/2<sup>nd</sup>.

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

## Consult 4 Kids Lesson Plans

### Phonemic Awareness

#### Marshmallow Trains

Provide students with several large marshmallows and toothpicks. Tell students to push the toothpicks into the sides of the marshmallows. Before giving students a word, tell them how many marshmallows they will need for this turn. Place each marshmallow a few inches apart. As you say each syllable, touch each marshmallow with a definite pause in between. As you continue to say the word with smaller pauses, move the marshmallows closer together. When students can identify the word, their marshmallows can connect and make a train.

#### Word of the Day

The Word of the Day is “cube.” A cube is a solid figure with 6 equal sides. Brainstorm a few examples of cubes: dice and building blocks.

#### Phonics

Phonics is focused on learning the sounds that letters make, identifying which letter represents that sound, and how to write that letter correctly. For the phonics work that you will do, the focus will be on one letter at a time (maybe for more than one lesson) and when another letter is taught, the letters would be reviewed together. This will help solidify the students’ understanding of the letters and sounds. The lesson will consist of several parts.

#### Creating the white board template

Show children how to create the following template on the white board. Divide the white board into 4 parts.


In this lesson, students will practice writing the letters w, h, j, k and v with short a, i, and o. Have students write the entire word. Here are the words: *jam, vat, van, jag, jog, hilt, vast and job.*

### 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 Like an Ant

Talk about ants. Ask students to give personal stories of their experience with ants. Tell students they are going to act like an ant. They will get down very low on the floor, without touching the floor. Look around. What do they see? What would an ant see? Provide students with white boards. Ask them to write what they see way down low. For example:

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

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

## Consult 4 Kids Lesson Plans

<p>"I am an ant. I see dirt on the floor." "I am an ant. I see two huge shoes coming after me!"</p>	<p>Ask open-ended questions to determine what the rest of the group is thinking.</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.

#### Sight Word Activity #15

Print the word on the white board. Read the word together several times. Spell it aloud, and then erase a letter. Read the word again, visualizing the missing letter. Be sure to spell again on each round. Continue to erase, then read and spell until the word is no longer visible. Challenge students to put the word back, spelled correctly.

### 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 and/or what else they would have liked to have done. Ask students what they would have like 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 that 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

<b>Component</b>	English Language Arts
<b>Grade Level</b>	K-1
<b>Lesson Title</b>	The Park
<b>Focus</b>	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 Park

I'm glad that I live near a park  
 For in the winter after dark  
 The park lights shine as bright and still  
 As dandelions on a hill.

James S. Tippett

3. Ask students to circle words that rhyme: *park/dark, still/hill*.
4. Have students think of other rhyming words for –ark: bark, dark, hark, lark, mark, and park.
5. Think of other rhyming words for –ill: bill, dill, fill, gill, hill, Jill, kill, mill, pill, sill, till, and will
6. Ask students if there is beauty in the park after dark.
7. How can we make our parks safe after dark?

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

##### Phonemic Awareness

##### Stretchy Names

The leader and students clap and say a verse for each child in class:

CHRISTOPHER, CHRISTOPHER, HOW DO YOU DO? Who's that friend right next to you?

The leader and students say the next child's name very slowly, stretching palms far apart as the word is stretched – RRRR-eeee-bbbb-eeee-ckckckck-aaaa.

Clap once quickly and say the name fast: “Rebecca.”

## Consult 4 Kids Lesson Plans

### Word of the Day

The Word of the Day is "equal." The word *equal* means two or more things are identical in size, quantity and value or standard. They are evenly balanced. In measurement,  $\frac{1}{2}$  cup of flour is equal to  $\frac{2}{4}$  cup of flour. They are the same quantity.

### 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 "k." Show students how to print the letter "k." Have students write the beginning and ending sounds of these words. If they hear the middle sound, they may write that also: *kerchief, kelp, kilt, kid, kind, kiss, kitten, and kink.*

### 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 (?)

#### Musical Shares

Provide students with Sight Word Cards for younger students. Give Fast Phrase Cards to older students. Students are out of their seats holding their cards. Start the music. If you do not have a music source, sing a nursery rhyme like "Twinkle, Twinkle, Little Star." When the music starts, students dance around the room. When the music stops, students stop and face a friend. Students read their word or phrase. The other student must use the word in a sentence. Start the music again. Play continues with each child making a new sentence.

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

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

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

#### Preparation

## Consult 4 Kids Lesson Plans

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

### **Sight Word Activity #7**

Highlight the targeted words in a passage of text. Read the text in unison, but allow the student to read the highlighted words alone.

### 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 the activity we just finished?" When one student responds, "It was important because I learned a lot about science," the next question 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!)