

Consult 4 Kids Lesson Plans

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

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

Bursting

We've laughed until my cheeks are tight.

We've laughed until my stomach's sore.

If we could only stop we might

Remember what we're laughing for.

Dorothy Aldis

3. Ask students to circle words that rhyme: *tight/might, sore/for*.
4. If the kids are girls and are having a sleep-over, what could they be laughing about?
5. If the kids are boys and are playing a game, what could they be laughing about?
6. Look at the word “We’ve.” We’ve is a contraction for two words “we have.” Why didn't the poet say “We have” instead of “We’ve?”
7. Practice reading the poem several times.
8. Have a laughing contest. See who can laugh until their cheeks are tight.

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

Phonemic Awareness

I S-P-Y

Play the familiar game “I Spy” with a different twist. For example, using the names of objects in the room, tell students, “I spy a p-e-n.” See if they can guess what it is. If students are able to segment words, have them take turns choosing things to spy.

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Word of the Day

The Word of the Day is “greater than.” In mathematics, “greater than” means “more than.” For example, 4 is “greater than” (more than) 3. Sometimes the “greater than” symbol is used. $4 \geq 3$.

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 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: *underarm, undecided, upon, unzip, understand, untwist, uptown, undercut, upper and underwear.*

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 Around the Room

Ask students to look for words posted around the room. Look on the walls, doors, storage boxes, and cabinets. Divide students into partner-pairs. Provide students with white boards. One partner points to the word. The other partner writes the word. Have students take turns. When finished, students read the words on their white boards. Students then trade boards with another partner-pair. Read the words on the new white board.

***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.

Word-O

Provide students with blank Word-O (Bingo) cards. Have students fill in the card with the words you are working on. Tell them that each card will be different and to try to mix up the words they are using. Play the game just like Bingo. Call out the words and have the students spell out the word with you. Then mark their spaces. This will give those who are unsure of the word some extra help. The first one with a row covered calls out the word "WORDO!"

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 more. Ask what else they would have liked to have done, or what they would 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

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

Materials: White boards, markers, erasing cloth (old socks), sight word cards, markers for Rhyme Time Bingo

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:

Dickery Dean

“What’s the matter with Dickery Dean?
He jumped right into the washing machine!”

“Nothing’s the matter with Dickery Dean—
He dove in dirty, and he jumped out clean!”

Dennis Less

3. Ask students to circle words that rhyme: *Dean/machine/clean*.
4. Practice reading the poem several times.
5. Ask why the author created such a silly name as Dickery Dean?
6. Talk about safety and what we should and should not put into a washing machine.

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

Phonemic Awareness

Rhyme Time Bingo

Ask students to divide their white boards into a 3 x 3 grid, similar to Tic Tac Toe. Write nine words on the white board. Have students copy the words randomly on their white boards. The leader calls out a word that rhymes with one of the words on their board. Students place a marker on the rhyming word. Play continues until a student calls out Bingo with three in a row, column or diagonally.

Word of the Day

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The Word of the Day is "sum." The word "sum" means the total amount when numbers or objects are added together. For example, "The sum (total) of $2 + 2 = 4$."

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 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, have students write the whole word. Take two or three days to review as many words per day as possible. Here are the words: *trim, rim, rum, skit, slop, pop, plop, sip, trap, drip, stand, and brand.*

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 (?)

Today is a Weird Day

Have students brainstorm all the things that could make this day really weird. Write each weird thing on the white board. Add a sentence to sum up the poem. When finished, give the weird things a title. Read the poem to the class. For example: weird weather, all new leaders at the school site, hot dogs for snacks, kids dressed in action-figure costumes, and kids singing instead of talking.

***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

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.

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Sight Word Baseball

Divide students into four teams. Players choose a team name. Mark the bases in the room. The first team is up to "bat." The leader shows a sight word. If the player reads the word correctly, he/she progresses to first base. If the player says the word incorrectly, he has made an out and goes to the end of the line. Each time a player walks to home plate, a run is scored. Three outs and the second team comes up to "bat." Continue the play. Teams that are not up to bat can practice reading with a partner.

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 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Grandpa's Stories
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:

Grandpa's Stories

The pictures on the television
Do not make me dream as well
As the stories without pictures
Grandpa knows how to tell.
Even if he does not know
What makes a Spaceman go,
Grandpa says back in his time
Hamburgers only cost a dime,
Ice cream cones a nickel,
And a penny for a pickle.
Langston Hughes

3. Ask students to circle words that rhyme: *well/tell, time/dime, nickel/pickle*.
4. Ask students, "What is a story without pictures? How are stories from long ago fun to listen to?"
5. Have students write sentences about how much hamburgers, an ice cream cone and pickles cost. (Hamburgers used to cost only one dime.)
6. Have students retell the poem using their own words.

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

Phonemic Awareness

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Rhyming Musical Chairs

Line up chairs for the students, except one. Start the music. Tell students to walk around chairs in a single file line for a few seconds. When the music is paused, the students scramble to sit in a chair. Whoever is left without a chair draws a picture card from a container and reads it aloud. He or she then says a word that rhymes with the word which was read. Restart the music and the game continues.

Word of the Day

The Word of the Day is "pattern." A pattern is a repeated form, order, or arrangement of something. A pattern is a design. Students learn how to repeat a pattern in the early stages of learning mathematics. Patterns are also a fun way to create interesting artistic designs.

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 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, have students write the whole word. Take two or three days to review as many words per day as possible. Here are the words: *brag, hog, hag, hug, big, bog, bag, bug, hot, hut, rig and gag.*

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 (?)

Hot Potato

This activity reinforces Sentence/Not a Sentence. Find a Nerf Ball. Throw the ball to a student. Read a sentence. The student must choose Sentence or Not a Sentence. If the person guesses correctly, he may throw the ball to the next student. If the person guesses incorrectly, he must throw the ball back to the leader. Here are a few Sentences:
Butterflies have two wings. The children play in the park. I have slippers on my feet. The cat meows at the dog. Cookies taste better than mud. She likes her friends. Winning 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.

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race is fun. Not a Sentence: Have two wings. The children. Slippers on my feet. Meows at the dog. Better than mud. Her friends. Winning.

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.

Erase a Letter

Choose a word you would like students to know how to read or spell. Write the word on the white board. Underline each letter. Have students write the same word on their white boards. For example, the word is “sugar.” s u g a r. Say, “The word is sugar s u g a r sugar.” Erase the “r,” but leave the underline. Say, “The word is sugar. s u g a _ Point to the black underline when you say the “r.” Continue until all the letters are erased. Say, “The word is sugar _ _ _ _ _.” Students will have learned how to read and spell the word *sugar*.

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 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	I'm Running in a Circle
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), 3 x 5 cards, scissors

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'm Running in a Circle

I'm running in a circle and my feet are getting sore,
And my head is spinning, spinning as it's never spun before.

I am dizzy, dizzy, dizzy.

Oh! I cannot bear much more,

I am trapped in a revolving

. . . volving

. . . volving

. . . volving door!

Jack Prelutsky

3. Ask students to circle words that rhyme: *sore/before/more/door*.
4. Ask a student to explain the meaning of a revolving door. (A door, usually in a large building, with four panels that turn on a central pivot.)
5. Make a revolving door. Provide students with two 3 x 5 cards. Make a cut half way to the center in one card. Insert the card with the cut onto the middle of the second card. This will show four panels, an equal distance apart. Ask students what they would need for a central pivot.
6. Have students share their experiences with a revolving door.
7. Ask students to retell this poem in story form. Have a beginning, problem, how the problem was solved, and the ending.

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

Phonemic Awareness

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Transition Time

Use this activity during transitions. Sing the song, "What Time is It?" to the tune of "The Muffin Man."

"Do you know what time it is, what time it is, what time it us?

Do you know what time it is when we /r/ /ea/ /d/?

Yes we read at ____ o'clock, at ____ o'clock, at ____ o'clock

Yes we read at ____ o'clock, every day.

Word of the Day

The Word of the Day is "less than." In mathematics, "less than" means the opposite of "more than." For example, 3 is less than 4. Sometimes the "less than" symbol is used. $3 \leq 4$.

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 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 short u in the medial (middle) position. Have students write the whole word. Here are the words: *bud, cut, bun, tut, cud, mud, must, rust, dust, cusp, mug, and hug.*

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 (?)

Melt in Your Mouth Pancakes

Discuss everything about pancakes: small or giant-size, pancakes with chocolate chip eyes and mouth, gingerbread man shaped, heart shaped, whole wheat or buttermilk. Ask students to tell their partners how to make pancakes. For example: First you crack an egg, add oil, water, and add pancake mix. Stir. Put pancakes on warm skillet. Flip pancake when bubbles appear. Flip pancake only once. Serve pancakes with warm syrup and butter. Enjoy! Students write one or two sentences telling how many pancakes they ate. "I

*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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ate ____ pancakes.”	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.

Erase Relay

Write on 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, and stand in two lines at right angles to the white board. At the signal, the first child in each line points at the first word and pronounces that word. If he pronounces it correctly, he is allowed to erase that word. The game is won by the side that erases all the words first.

Closing

Review

Say:

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

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 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

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

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

Kick a Little Stone

When you are walking by yourself, here’s something nice to do:

Kick a little stone and watch it hop ahead of you.

The little stone is round and white, its shadow round and blue,

Along the sidewalk over the cracks, the shadow bounces too.

Dorothy Aldis

3. Ask students to circle words that rhyme: *do/you, blue/too*.
4. Ask students if they have ever kicked stones or rocks.
5. Divide the poem into four sections.
6. Students act out each section.
7. Students use white boards, choose a section of the poem, and draw it.

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

Phonemic Awareness

Engine and Caboose

Introduce the concept of producing rhyming words with train engines and caboose. Explain that when you make rhyming words, the caboose will always stay the same, but the engine will be different. Pick a sound for the caboose (i.e., “at”). Students add many different engines in front to make rhyming words. Examples are h-, m-, c-, for hat, mat, and cat.

Word of the Day

The Word of the Day is “number sense.” In mathematics, number sense is the ability of the student to have flexible

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thinking and connect their own real-life experiences to mathematical concepts. Number sense cannot be taught, but develops over time with addition, subtraction, multiplication and division practice.

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 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 short u in the medial (middle) position. Have students write the whole word. Here are the words: *bum, slug, strum, fun, stun, cup, bus, trust, tut, fund, plum and sum.*

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 (?)

Hangman

Draw the traditional Hangman illustration on the white board. Choose a simple sentence. Sentences can be from Spelling words, KidzLit vocabulary, or Sight Word Cards. For example: The sentence is "Catch the hot potato." _____ Write letter blanks for the sentence. Students guess letters. As students guess the correct letter, write the letters in the appropriate blanks. If a student misses a letter, place the letter above the hangman. Draw a head on the man. After the second miss, add hair to the man, etc. Continue adding arms, legs, and clothes. The winner becomes the next artist.

***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.

Team Sight Word Race

Students are divided into two groups. Each group takes a turn attempting to pronounce a word turned up from a 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. Do not have members sit down when they miss a word, but have each team member go to the back of the line after each try whether successful or not.

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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Kitty Caught A Caterpillar
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), sight word cards, blue masking tape, bean bag

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:

Kitty Caught a Caterpillar
 Kitty caught a caterpillar,
 Kitty caught a snail,
 Kitty caught a turtle;
 By its tiny turtle tail.
 Kitty caught a cricket
 With a sticky bit of thread,
 She tried to catch a bumblebee,
 The bee caught her instead.
 Jack Prelutsky

3. Ask students to circle words that rhyme: *snail/tail, thread/instead*.
4. Have students list all the critters that Kitty caught.
5. Have a student retell the poem in his or her own words.
6. Ask students to use their white boards and draw a picture of Kitty's face with the bumblebee on her nose.

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

Phonemic Awareness

Did You Ever See?

Sing the following lyrics to the tune, “If You’re Happy and You Know It.”

Did you ever see a (cat) in a (hat)?

Consult 4 Kids Lesson Plans

Did you ever see a (cat) in a (hat)?
 No, I never, no, I never, no, I never, no I never,
 No, I never saw a (cat) in a (hat).

Repeat with duck/truck, dog/log, ring/swing, rake/cake, or any other rhyming pair. Challenge students to think of their own rhymes.

Word of the Day

The Word of the Day is "estimate." The word "estimate" is a guess, a rough calculation. "I estimate that there were 20 students in the class."

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 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, have students write the whole word. Take two or three days to review as many words per day as possible. Here are the words: *just, gust, stomp, plump, dump, smug, lump, stump, stamp, hum, gum, and lamp.*

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 (?)

Check It

Write a few sentences with mistakes on the white board. Ask students to listen as the sentence is being read. Students work with a partner and make corrections to the sentences.

- He runned down the hall.
- I just jumpt over the wall.
- I ran home, Lucy just walked.
- The dog he is my friend.
- Me and him played at recess.

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.

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.

Bean Bag Toss

Attach sight word cards to the floor in a Tic Tac Toe pattern. Secure each card with a piece of blue masking tape folded over on itself. Each child will take turns throwing the bean bag to a square. If the student can read the word the bean bag lands on, the child gets one point. If the student misses the word, another child gets the chance to read the word. The child with the most points wins the game.

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 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Norman Norton's Nostrils
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), two sets of word cards for each partner-pair

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:

Norman Norton's Nostrils
 Oh, Norman Norton's Nostrils
 Are powerful and strong;
 Hold on to your belongings
 If he should come along.
 And do not ever let him
 Inhale with all his might,
 Or else your pens and pencils
 Will disappear from sight.
 Right up his nose they'll vanish;
 Your future will be black,
 Unless he gets the sneezes,
 You'll never get them back!

Colin West

3. Ask students to circle words that rhyme: *strong/along, might/sight, black/back*.
4. Discuss the reason we have two nostrils in our noses.
5. “Should we ever put ANYTHING in our nostrils?” (No)
6. Learn the difference between the words “inhale” and “exhale.”
7. “What word in the poem means about the same as “exhale?” (sneezes)

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

Phonemic Awareness

Consult 4 Kids Lesson Plans

Sing Along II

Sing "We Can Rhyme" to the tune of "Three Blind Mice":

"We can rhyme, We can rhyme.

Listen to the words. Listen to the words.

_____ rhymes with _____ and _____

_____ rhymes with _____ and _____

_____ rhymes with _____ and _____

We can rhyme. We can Rhyme."

Word of the Day

The Word of the Day is "shorter." The word "shorter" means "not long." Sometimes you compare two objects. You might say that the girl is shorter than the boy. This means that the girl is not as long, or not as tall s the boy.

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 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, have students write the whole word. Take two or three days to review as many words per day as possible. Here are the words: *stab, swim, clam, jump, vamp, kit, slum, slim, must, crust, butts, and nuts.*

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 (?)

Improve the Sentences

Provide a list of dull sentences that have to be made more detailed, interesting or powerful. Ask students to energize these sentences by adding descriptive words and unusual ideas.

*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

<ul style="list-style-type: none"> ▪ The worm went. ▪ The man got the drink. ▪ The dog came along the road. ▪ The woman ate the eggs. ▪ The man looked at the stuff in the shop. 	<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.

Old Maid Variation

Use a double set of word cards (two of each word). Remove one card so that there is a word card without a mate. Play the 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?

Liked Best, Next Time (LBNT)

In this simple debrief, students talk about the activity or the day. They share what they enjoyed most and what else they would have liked to have done. They can also share what they would 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 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	On Eating Porridge Made of Peas
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), lower-case paper 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:

On Eating Porridge Made of Peas
 Peas porridge hot, Peas porridge—hold!
 Who eats peas porridge? Who is so bold?
 I know I never munch peas porridge for my lunch,
 And as for dinner, peas porridge is no winner.
 Peas porridge ice cold, peas porridge tepid,
 Who eats peas porridge? Who could be so stupid?
 Peas porridge nine days old—ugh!
 I think I’d prefer to eat a rug.

Louis Phillips

3. Ask students to circle words that rhyme: *hold/bold/cold, munch/lunch, dinner/winner, tepid/stupid, ugh/rug.*
4. Chant the original nursery rhyme: *Pease porridge hot. Pease porridge cold. Pease porridge in the pot, nine days old. Some like it hot. Some like it cold. Some like it in the pot, nine days old.*
5. Use clapping motions to the poem: Clap thighs. Clap your hands. Clap partners hands. Then alternate clapping partner’s hands for “in the pot, nine days old.”
6. What is pease porridge? It is like oatmeal, only made of peas. The origin of the rhyme is not known.
7. What is the meaning of “tepid?” (slightly warm; lukewarm)

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

Phonemic Awareness

Sing Along

Consult 4 Kids Lesson Plans

Sing the song with students. Have students insert two words that rhyme.

"I know two words that rhyme,
I can say them all the time,
_____ and _____
I know two words that rhyme."

Word of the Day

The Word of the Day is "sphere." A sphere is a round solid figure. Examples of spheres are a globe, ball, moon, planets, or star. Have students tell about a personal connection with a sphere.

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 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, have students write the whole word. Take two or three days to review as many words per day as possible. Here are the words: *rag, flag, rug, gun, gasp, dog, dig, dug, clip, clog, clip and stub.*

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 (?)

Pet Care Advice

Discuss how to care for a pet. What is the most important thing a pet needs? What can wait until you get home from school? Partner-pairs talk about how kids can care for pets. Write on the white board the student's answers. Read the sentences as a whole group. Give the sentences a title.

My Pet
I need to give him food every day.
He needs a lot of water.

***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

Consult 4 Kids Lesson Plans

<p>There are dog toys on the rug. I love my dog.</p>	<p>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.

Arrange the Letters

Provide students with lower-case paper alphabet cards. Begin by the leader arranging the letters and having the students read the word. Then students arrange their own letters and create words.

Closing

Review

Say:

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

Likes and Dislikes

Create a chart. 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 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

Component	English Language Arts
Grade Level	K-1
Lesson Title	Snail's Pace
Focus	Retell, Vocabulary, Associating Sounds with Written Print

Materials: White boards, markers, erasing cloth (old socks), sight word cards, simple graphing template, crayons

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:

Snail's Pace
 Maybe it's so
 That snails are slow:
 They trudge along and tarry.
 But isn't it true
 You'd slow up, too,
 If you had a house to carry?
 Aileen L. Fisher

3. Ask students to circle words that rhyme: *so/slow, tarry/carry, true/too*.
4. Practice reading the poem several times.
5. Talk about the meaning of the words “trudge” and “tarry.” Ask students if they can guess the word meanings from the other words in the poem.
6. Have students use white boards. Draw themselves carrying their houses on their backs. What expression is on their faces carrying such a heavy load?

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

Phonemic Awareness

Graphing Sounds

Duplicate a template with 1-5 columns. Show students a picture card with 2-5 phonemes. Have students look at the picture and determine the number of sounds in that word. Students color a box for each sound.

Consult 4 Kids Lesson Plans

Word of the Day

The Word of the Day is “plus.” The word “plus” is used for adding. It can be a plus sign + which tells you to add one number to another.

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 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, have students write the whole word. Take two or three days to review as many words per day as possible. Here are the words: *tramp, tuft, runt, stunt, punt, skip, strip, flip, flop, brand, brunt and brim.*

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 (?)

Joining Two Sentences

Provide students with two short simple sentences. Have students work in partner-pairs. Have them join the two simple sentences and make one sentence. They will need to use a connective word such as *and, but, so, or because*. For example: *Grass grows. Rain falls. Rain falls and grass grows.*

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

Consult 4 Kids Lesson Plans

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

Preparation

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

Around the World

Students remain in their desks. One student stands behind another student who is sitting. The leader flashes 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?

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

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

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

Opening

State the Objective

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

Gain prior knowledge by asking students

Phonemic Awareness

Phonemic Awareness is about the ability to “hear” the individual sounds that letters make. There are five levels of Phonemic Awareness—Level 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 Swing

How do you like to go up in a swing,
 Up in the air so blue?
 Oh, I do think it is the pleasantest thing
 Ever a child could do!
 Up in the air and over the wall,
 Till I can see so wide,
 Rivers and trees and cattle and all
 Over the countryside—
 Till I look down on the garden green,
 Down on the roof so brown—
 Up in the air I go flying again,
 Up in the air and down!

Robert Louis Stevenson

3. Ask students to circle words that rhyme: *swing/thing, blue/do, wall/all, wide/countryside, green/again, brown/down*.
4. Practice reading the poem several times.
5. Ask students to tell a personal story about when they were swinging in a swing. What did they see?
6. Have students tell how they would teach a young person how to swing.

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

Phonemic Awareness

Consult 4 Kids Lesson Plans

Head, Shoulders, Knees and Toes

Give students a word with 1-4 phonemes (sounds). Have them stand up and touch their head, shoulders, knees and toes as they are saying the sounds in words. For example: the word "cat" would be /c/ (head), /a/ (shoulders), and /t/ knees).

Word of the Day

The Word of the Day is "addition." The word "addition" means to add something onto something else. For example: We built a bedroom *addition* onto our house." They were adding another room on to their house.

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 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 "y." Practice writing the letter correctly and pronouncing the "y" sound. Have students write the beginning and ending sounds of these words: *yet, tell, yacht, yak, yarn, yap, yard, yank, yarn, yes, year, and yeast.*

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 (?)

Awesome Things

Have students brainstorm things that are really awesome. Write these things on the white board. Have students choose an awesome thing that is meaningful to them. Write a sentence telling about the awesome thing. Here are a few examples of awesome things: a sunset, going to a theme park, riding in a limo, watching a major league game in person, eating lunch with your hero, a picnic in the park, and scoring a winning goal for your team.

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

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.

Head Chair

Mark one chair in the circle as the “Head Chair.” Play begins when you flash a card to the person in the “Head Chair.” A child can stay in this chair only until he misses a word. When he misses a word, he goes to the end chair and all the children will 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?

Three Questions

Ask the following three questions:

1. What were some of the questions that came up in your group?
2. How did you go about including everyone?
3. If you were to try this again, what might you do differently?

Reflection (Confirm, Tweak, Aha!)

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

Component	English Language Arts
Grade Level	K-1
Lesson Title	This Tooth
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:

This Tooth
 I jiggled it, jaggled it, jerked it.
 I pushed and pulled and poked it.
 But---
 As soon as I stopped and left it alone,
 This tooth came out on its very own!
 Lee Bennett Hopkins

3. Ask students to circle words that rhyme: *alone/own*.
4. Have students draw a box around the action verbs: jiggled, jaggled, jerked, pushed, pulled, and poked. What do students notice about these words? (Three words begin with the letter j. Three words begin with the letter p.)
5. Is *jaggled* a real word? No. Is it OK to make up a word to use in a poem? Yes.
6. Ask students to tell a personal story about losing a tooth.
7. Have students retell the poem imitating the motions of the action verbs.

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

Phonemic Awareness

Roll Call

This activity can be used to take roll, or to dismiss students to another task. Explain to students that you will be calling them by saying their name in its parts. The names are then said with definite breaks between the sounds. When a child hears his or her name, he or she is asked to stand and say the name in the parts and then as a whole word. Example:

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"Hec-tor, please line up."

Word of the Day

The Word of the Day is "fact family." In addition and subtraction, there are three numbers that make up a fact family. Let's say the numbers are 3, 4, and 7. $3 + 4 = 7$; $4 + 3 = 7$. The three numbers work together for subtraction.

$7 - 3 = 4$; $7 - 4 = 3$. There are also multiplication and division fact families. It is easier to learn basic facts if you learn fact families.

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: *usher, until, uncoated, unarmed, uphold, unwrap, unfold, uproot, unfasten and uphill.*

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 (?)

Action Verb Charades

Review the meaning of a verb. A verb shows action or state of being. Brainstorm action verbs that are suitable for Charades: slam, leap, jiggle, walk, swim, write, run, kick, stomp, clap, snap, crush, sing, hop, skip, jump and munch. Read the verbs with the students. Ask a student or students to choose one of the verbs. Without talking, the students will act out the verb. Encourage students to use large exaggerated body motions. Classmates guess the verb. Ask students to say a simple sentence using the verb. Write the sentence on the white board. For example: "We saw Anthony **stomp** his foot!"

*Activity → Teachable

Moment (s) Throughout

During the lesson, check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

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

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

When possible, engage students in a "teach to learn"

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	opportunity and have the student become the teacher.
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Instruction/Demonstration (“I do” – “We do”)

Preparation

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

Tic Tac Toe

Divide students into X and O teams. Write words in the tic tac toe spaces. Take turns having a member of the team come up and select a space to read. If he or she is correct, they may put an X or O for their team. If the pronunciation is incorrect, the other team gets to send a player to the board to try the same word. Variation: Give all students a white board to make their own tic tac toe board. Students place an X or O on the board when the word is read correctly.

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 about the activity. List what they didn't like. Talk about how they can make the activity better next time.

Reflection (Confirm, Tweak, Aha!)

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