

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	One Minute Predictions and Partner Share
<b>Focus:</b>	Synonyms, Ending Punctuation, Predicting

**Materials:**

Activities at the end of the lesson plan  
White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

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<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Partner Share:</b> Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Synonyms</b></p> <p>Together, brainstorm words that mean the same thing as the word cry. Share with students that words which mean the same or about the same are called synonyms. Make it your goal to come up with at least 10 words that mean the same as “cry”.</p> <p>sob, weep, tear, sigh, hysterics, blubber, bawl, snivel, whimper, whine.</p> <p>Once students have made a list, ask them to work in pairs or trios to order the words from cry to the word that means the most cry, placing all of the words in between. When making this list, start with the word “cry” on the top of the page, and the word that means the most cry on the bottom.</p> <p>Once this is done, have them select 3 words from the list and draw a picture that will represent that word.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>One-Minute Predictions:</b> Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>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>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Review with students the use of the period, question mark, exclamation point, a comma, and</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of</p>

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<p>quotation marks around words that are being said by a person.</p> <p><b>Say What?</b> The purpose of this game is to practice the punctuation that is needed in each of the sentences.</p> <p><u><b>Directions:</b></u> With a vis-à-vis pen, add the missing punctuation in these sentences. Punctuation includes: . ? ! , ""</p>	<p>these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>Please recap what we did today.</li> <li>Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best. Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>Ask students to think about what they did today.</li> <li>Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Say What?

Joan Jim and Mary are going to Los Angeles

Will your dad give us a ride home

I am excited about winning

John asked Will you come

I am busy now said Sue

Today is March 4 2004

Our flag is red white and blue

What is your name

Yahoo it's my birthday

I will go with you said Mary

She shouted Jump jump jump

I rode my bike on Saturday

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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Synonym Select and Go Fish
<b>Focus:</b>	Fluency, Synonyms, Syllables

**Materials:**

Activities at the end of the lesson plan  
White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?  
What is the importance of asking questions to strengthen your understanding of what you have read?  
Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

**Repeated Reading Process**

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition

**\*Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:  
[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).  
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Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story.)

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<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Slow Reading:</b> Utilize this process when you want students to work on accuracy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. This makes the words more recognizable when students are reading quickly.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Synonym Select</b></p> <p>The purpose of this activity is to match synonyms, words that mean the same. With this Synonym Deck we play four different games: <b>Go Fish!</b>, <b>Match 'Em</b>, <b>Concentration</b> and <b>Fill in the Blanks</b></p> <p><b>Go Fish!</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide the students into trios.</li> <li>2. Shuffle the deck of cards and deal them out until all are distributed.</li> <li>3. Player #1 then asks for a synonym for his/her card and names the synonym that he/she is looking for.</li> <li>4. He/she asks a specific player, and if he/she gets the card, then he/she places the pair in front.</li> <li>5. Play now moves to the second player.</li> <li>6. Player #2 competes in the same way as does Player #3.</li> <li>7. Play is over when all cards are paired.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b></p> <p><b>Question and Connection:</b> Students form groups of four or five. Student read the information. Students develop Question and Connect Cards for what they have read. The group then finds another group and trades questions. Students answer the other team's questions, going back and forth.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>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>

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<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Syllables</b> Syllables are the natural parts of a word. You can hear the syllables in a word when you pay attention to the rhythm of the word.</p> <p><b>Syllable Count</b></p> <p><b>Directions:</b> Player sorts the words by the number of syllables he/she hears in each word: 1, 2, 3, or 4.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have an understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today.</p> <p><b>I:</b> Interpret that activity to your own experience and your own school work.</p> <p><b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p><b>A:</b> Make a commitment to apply the learning within the next 48 hours.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Syllables

ice	pillows	Snickers
basketball	carousel	elephant
bear	deer	crayons
helicopter	piano	tarantula
tiger	monkey	bed
octopus	giraffe	alligator
lion	horse	computer



## Synonym Cards

beautiful	pretty	small	tiny
scream	yell	angry	mad
sleepy	tired	dislike	hate

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friend	buddy	sad	unhappy
finished	completed	started	began
quiet	silent	old	ancient
talk	speak	rich	wealthy

## Consult 4 Kids Lesson Plans

cry	weep	draw	illustrate
lost	missing	happy	cheerful
sick	ill	bad	awful
large	huge	hard	difficult

## Consult 4 Kids Lesson Plans

easy	cinchy	nice	kind
fly	soar	high	elevated
low	squat	good	fine
clean	unsoiled	dirty	filthy

Consult 4 Kids Lesson Plans

light

illuminate

sweet

sugary

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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	10 or Less and Synonyms
<b>Focus:</b>	Synonyms, Contractions, Summarizing

**Materials:**

Activity at end of lesson plan

White board and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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#### Repeated Reading Process

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<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>All Read:</b> During this activity, all of the students read aloud at the same time. Even if the students are not on the same passage, reading aloud will help them slow down and really practice each word. While students are reading, walk around. Touch a student on the shoulder to indicate that they should begin reading aloud so you can hear them.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Synonyms</b></p> <p>Together, brainstorm words that mean the same thing as the word laugh. Share with students that words which mean the same or about the same are called synonyms. Make it your goal to come up with at least 10 words that mean the same as “laugh”.</p> <p>chuckle, giggle, tee-hee, smile, guffaw, chortle, snigger, snort, hoot, cackle.</p> <p>Once students have made a list, ask them to work in pairs or trios to order the words from laugh to the word that means the most laugh, placing all of the words in between. When making this chart, put the word laugh at the bottom and the word that represents the most “laugh” is on the top.</p> <p>Once this is done, have them select 3 words from the list and draw a picture that will represent that word.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b></p> <p><b>10 or Less:</b> Ask students to summarize in ten words or less the material that they have read. They can answer questions like, “what was the best part of what you read? What didn’t you like about what you read? What could make the material better? In what way will this information apply to your life?”</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>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>
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<p>You worked on this concept yesterday. What tips would you have to give someone else so they could play this game more effectively? What would you tell them to “watch out” for? Students should play with a different partner from yesterday.</p> <p><b>Contraction Concentration</b>  <b><u>Directions:</u></b></p> <ol style="list-style-type: none"> <li>1. Turn the card face down in a grid, like Concentration.</li> <li>2. First player turns over two cards. If they match, he she keeps the cards. If they do not match, player turns them face down.</li> <li>3. Second player repeats step 2. Alternated until game is over.</li> </ol>	<p>have and understanding of these key elements.</p>
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## Contraction Concentration

could not	couldn't	I am	I'm
he would	he'd	she will	she'll
did not	didn't	is not	isn't
let us	let's	have not	haven't
are not	aren't	would not	wouldn't
do not	don't	will not	won't
was not	wasn't	should not	shouldn't

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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Say What
<b>Focus:</b>	Fluency, Antonyms, Ending Punctuation

**Materials:**

Activities at the end of the lesson plan  
White board and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
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<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Speed Reading:</b> Have students form a circle. Number them of, 1, 2, 1, 2, 1, 2 and so forth. Having the students stay in the circle, have the twos move to stand in front of the person who said "1" on his/her left. Give each student an opportunity to read aloud to his/her partner for 1 minute. Have one of the circles move and repeat the process. Have the other circle move and repeat for the third time.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Antonyms</b></p> <p>Yesterday and the day before you made charts for all of the words that you could think of that mean the same or nearly the same as "laugh" and "cry". Today, put the list with the "laugh" synonyms on top and the list with the "cry" synonyms on the bottom. You now have a continuum of words from the smallest emotion of unhappiness to the biggest emotion of happiness.</p> <p>Have students read through the words and quiz each other on the opposites of each word.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Individual Show-Off:</b> Before class, use several of the interesting words in a sentence in the same way that is used in the material. Write the sentences on a sentence strip. Students choose a sentence from the container. The student acts out the word as it is used in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>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>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p>You worked on this concept yesterday. What tips would you have to give someone else so they could play this game more effectively? What would you tell them to "watch out" for? Students should play with a different partner from yesterday.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Say What?

The purpose of this game is to practice the punctuation that is needed in each of the sentences.

Use quotation marks in direct quotes.

#### Directions:

With a vis-à-vis pen, add the missing punctuation in these sentences. Punctuation includes: .

? ! , ""

### Closing

#### Review

Say:

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

#### Debrief

3-2-1

- Share 3 things you like about today's lesson.
- Share 2 questions you have that were not answered.
- Share 1 thing that you will use tomorrow that you practiced today.

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

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like 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!)

## Say What?

Joan Jim and Mary are going to Los Angeles

Will your dad give us a ride home

I am excited about winning

John asked Will you come

I am busy now said Sue

Today is March 4 2004

Our flag is red white and blue

What is your name

Yahoo it's my birthday

I will go with you said Mary

She shouted Jump jump jump

I rode my bike on Saturday

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Identify S or ES
<b>Focus:</b>	Clarifying, Synonyms, s or es

**Materials:**

Activity at end of the lesson plan

White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do)

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Modeled Reading:</b> Read the Fluency Passage to the student so she or he can hear fluent reading. Have the student read the passage. If the student gets stuck on a word, read the word and have her or him repeat it. Repeated one-on-one readings will increase speed, accuracy, smoothness and expression. (You can pair more proficient readers with less proficient ones).</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Synonyms</b></p> <p>Together, brainstorm words that mean the same thing as the word little. Share with students that words which mean the same or about the same are called synonyms. Make it your goal to come up with at least 10 words that mean the same as "little". tiny, small, wee, minute, microscopic, diminutive, undersized, miniscule, petite, elfin.</p> <p>Once students have made a list, ask them to work in pairs or trios to order the words from little to the word that means the most little, placing all of the words in between. When making this list, start with the word "little" on the top of the page, and the word that means the most little on the bottom.</p> <p>Once this is done, have them select 3 words from the list and draw a picture that will represent that word.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Charades:</b> choose a student to act out one of the words from the material. When you say "Action", the student begins to act out the word while everyone else tries to guess the word. After 30 seconds, if the others have not guessed the word, the students should tell the word and write it on the board. During the charade, encourage students to get into the moment using facial and body movements. Repeat several times.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>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>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization,</p>	<p>Often, this activity will be centered on a game to provide practice time on key</p>

## Consult 4 Kids Lesson Plans

<p>punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>You worked on this concept yesterday. What tips would you have to give someone else so they could play this game more effectively? What would you tell them to “watch out” for? Students should play with a different partner from yesterday.</p> <p><b>Identify use of s or es</b>  <b><u>Directions:</u></b></p> <p>Player sorts the words into “s” or “es” column based on which would be added to the word.</p> <p>Example:</p> <p>Cat would be in the “s” column because when you add “s” it becomes cats.          Reach would be in the “es” column because when you add “es” it becomes reaches.</p>	<p>conventions. Be sure to check in with kids to determine if they have an understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>Please recap what we did today.</li> <li>Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></p> <p>Have students share what they like best about today’s ELA activities and list that under the heading: LB or Liked Best. Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>Ask students to think about what they did today.</li> <li>Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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Consult 4 Kids Lesson Plans

s

es

mix
wash
toss
watch
work
play
leap
feed
talk
crawl
wait
pass
wish
ask
reach

cover
burn
pitch
sing
buzz
miss
march
class
fix
dress
press
jump
cross
climb
box

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Find the Evidence and S or ES
<b>Focus:</b>	Fluency, Predicting, s or es

**Materials:**

Activity at end of lesson plan

White board and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### \*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Fluency Test</b>—Read 1 minute and count # of words read. Record the total on a personal chart. A suggestion would be to have a stamp or chart on the front of the student’s vocabulary notebook and have them write the total words read on the chart.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Synonyms</b></p> <p>Together, brainstorm words that mean the same thing as the word big. Share with students that words which mean the same or about the same are called synonyms. Make it your goal to come up with at least 10 words that mean the same as “big”.</p> <p>large, giant, huge, oversized, bulky, colossal, enormous, massive, gargantuan, mammoth (a word like grande could also be used).</p> <p>Once students have made a list, ask them to work in pairs or trios to order the words from big to the word that means the most big, placing all of the words in between. When making this chart, put the word big at the bottom and the word that represents the “biggest” is on the top.</p> <p>Once this is done, have them select 3 words from the list and draw a picture that will represent that word.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>Find the Evidence:</b> On chart paper, write these two heading: predictions and Evidence. Use a different colored marker for each column. List several predications. As you begin to read the material, ask students to look for evidence of their predictions. For example, if the prediction is, “There is a sad and lonely duck,” the evidence might be, “The duck always walked alone.”</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>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>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check</p>

## Consult 4 Kids Lesson Plans

<p>used as a “when homework is finished” activity. Identify use of s or es</p> <p><b><u>S or ES</u></b> <b><u>Directions:</u></b></p> <p>Player sorts the words into “s” or “es” column based on which would be added to the word.</p> <p><b>Example:</b></p> <p>Cat would be in the “s” column because when you add “s” it becomes cats. Reach would be in the “es” column because when you add “es” it becomes reaches.</p>	<p>in with kids to determine if they have an understanding of these key elements.</p>
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Closing
<p><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<p><b>Debrief</b></p> <p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today.  <b>I:</b> Interpret that activity to your own experience and your own school work.  <b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life.  <b>A:</b> Make a commitment to apply the learning within the next 48 hours.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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Consult 4 Kids Lesson Plans

s

es

mix
wash
toss
watch
work
play
leap
feed
talk
crawl
wait
pass
wish
ask
reach

cover
burn
pitch
sing
buzz
miss
march
class
fix
dress
press
jump
cross
climb
box

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Match 'Em and Chunk Reading
<b>Focus:</b>	Fluency, Summarizing, Syllables

**Materials:**

Activities at the end of the lesson plan

White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).



## Consult 4 Kids Lesson Plans

7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**Chunk Reading:** This process helps youth to read more quickly by seeing phrases or groups of words, instead of reading “word by word”. For example, look at the following two sentences: “Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted.”

### Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

#### Match ‘em!

#### Directions:

1. Before you begin play, divide the cards into two piles. In pile one put one of the 2 cards that are pairs, and in the second pile, put the matching card.
2. Take one of the piles and placed them face up in a 5 x 6 grid.
3. Take the second pile of cards and shuffle.
4. Player #1 draws a card and places it on the card that is a synonym.
5. Player #2 does the same.
6. When all cards are covered the game is over.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text.)

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you’ve read—not retelling detail by detail).

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

### Activity

#### Summarizing:

**Somebody/Wanted? But? So:** This is a good way to summarize a story. Provide students with a white board or a piece of paper. Fold the paper into fourths. Write the headings in each square: 1<sup>st</sup> Square: somebody (Identify the character), 2<sup>nd</sup> Square: Wanted (Describe the character’s goal), 3<sup>rd</sup> Square: But (Describe the conflict or the problem), 4<sup>th</sup> Square: So (Describe the resolution of the conflict.)

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.

### Conventions

This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.

Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they

## Consult 4 Kids Lesson Plans

<p>You worked on this concept yesterday. What tips would you have to give someone else so they could play this game more effectively? What would you tell them to “watch out” for? Students should play with a different partner from yesterday.</p> <p><b>Syllable Count</b></p> <p><b>Directions:</b> Player sorts the words by the number of syllables he/she hears in each word: 1, 2, 3, or 4.</p>	<p>have and understanding of these key elements.</p>
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Closing
<p style="text-align: center;"><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>Please recap what we did today.</li> <li>Did we achieve our objectives?</li> </ul>
<p style="text-align: center;"><b>Debrief</b></p> <p><b>LBNT</b></p> <p>Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best. Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>Ask students to think about what they did today.</li> <li>Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Syllables

ice	pillows	Snickers
basketball	carousel	elephant
bear	deer	crayons
helicopter	piano	tarantula
tiger	monkey	bed
octopus	giraffe	alligator
lion	horse	computer

## Synonym Cards

beautiful	pretty	small	tiny
scream	yell	angry	mad
sleepy	tired	dislike	hate

## Consult 4 Kids Lesson Plans

friend	buddy	sad	unhappy
finished	completed	started	began
quiet	silent	old	ancient
talk	speak	rich	wealthy

## Consult 4 Kids Lesson Plans

cry	weep	draw	illustrate
lost	missing	happy	cheerful
sick	ill	bad	awful
large	huge	hard	difficult

Consult 4 Kids Lesson Plans

easy	cinchy	nice	kind
fly	soar	high	elevated
low	squat	good	fine
clean	unsoiled	dirty	filthy

Consult 4 Kids Lesson Plans

light

illuminate

sweet

sugary



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Contraction Concentration
<b>Focus:</b>	Antonyms, Questioning, Contractions

**Materials:**

Activity at end of lesson plan  
White Boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Paired Readings:</b> Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch rolls. Complete this process three times.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Antonyms</b></p> <p>Yesterday and the day before you made charts for all of the words that you could think of that mean the same or nearly the same as "big" and "little". Today put the list with the "big" synonyms on top and the list with the "little" synonyms on the bottom. You now have a continuum of words from the smallest of small to the biggest of big.</p> <p>Have students read through the words and quiz each other on the opposites of each word.</p> <p>When you have completed this have each pair of students use three different words in a sentence.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b></p> <p><b>I Wonder:</b> Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare was making fun of me? I wonder....</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>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>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Contraction Concentration</b></p> <p>The purpose of this activity is to practice common contractions. A contraction is a word that is</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of</p>

## Consult 4 Kids Lesson Plans

made from two words, replacing one or more letters with an apostrophe. The most common contraction combines the word not with another verb. In this case, the letter "o" in not is replaced with an apostrophe (n't)

these key elements.

### Contraction Concentration

#### Directions:

1. Turn the card face down in a grid, like Concentration.
2. First player turns over two cards. If they match, he she keeps the cards. If they do not match, player turns them face down.
3. Second player repeats step 2. Alternated until game is over.

### Closing

#### Review

Say:

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

#### Debrief

3-2-1

- Share 3 things you like about today's lesson.
- Share 2 questions you have that were not answered .
- Share 1 thing that you will use tomorrow that you practiced today.

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

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like 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!)

## Contraction Concentration

could not	couldn't	I am	I'm
he would	he'd	she will	she'll
did not	didn't	is not	isn't
let us	let's	have not	haven't
are not	aren't	would not	wouldn't
do not	don't	will not	won't
was not	wasn't	should not	shouldn't

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Three Words and Concentration
<b>Focus:</b>	Fluency, Predicting, Abbreviations

**Materials:**

Activities at the end of the lesson plan  
White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### \*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Musical Shares:</b> Have students stand up and walk around reading the passage that they are working on until the music stops. Students should pair up and read the next 2 sentences to the partner they find. Repeat as students practice</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Concentration</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Shuffle all of the cards together.</li> <li>2. Make a 5 x 5 grid cards placed word down. Place the remaining cards in a pile, word down.</li> <li>3. Player #1 turns over two cards. If the cards match, then Player #1 takes the two cards and replaces them with the cards that are in the pile remaining.</li> <li>4. Player #2 then takes his/her turn.</li> <li>5. Play continues until all of the cards are matched into pairs.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>Three Words:</b> share with students the topic for the day. Ask students to think about what they think will be shared in the materials that they will read. Ask a student to read the title of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well. The students will then work in pairs and using those three words will write a description of what they believe the story will be about.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>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>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization,</p>	<p>Often, this activity will be centered on a game to provide</p>

## Consult 4 Kids Lesson Plans

punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.

**Make It Short!**

The purpose of this activity is to practice the abbreviations for the months of the year and days of the week

**Make It Short!**

This activity is played like Go Fish and is played with 3 people.

1. Deal all of the cards out to 3 players.
2. Player #1 then asks for the abbreviation of either a month or a day of the week.
3. If he/she gets the abbreviation asked for, then he/she places the math in front of them and the play moves to player 2.
4. Play continues until all matches are made.

practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.

### Closing

#### Review

Say:

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

#### Debrief

3-2-1

- Share 3 things you like about today's lesson.
- Share 2 questions you have that were not answered.
- Share 1 thing that you will use tomorrow that you practiced today.

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

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like 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!)

## Abbreviations—Cut It Short!

January	Jan.	February	Feb.
March	Mar.	May	May
June	June	July	Jul.



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August	Aug.	September	Sept.
October	Oct.	November	Nov.
April	Apr.	December	Dec.
Sunday	Sun.	Monday	Mon.

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Tuesday	Tues.	Wednesday	Wed.
Thursday	Thurs.	Friday	Fri.
Saturday	Sat.		

## Synonym Concentration Cards

beautiful	pretty	small	tiny
scream	yell	angry	mad
sleepy	tired	dislike	hate

## Consult 4 Kids Lesson Plans

friend	buddy	sad	unhappy
finished	completed	started	began
quiet	silent	old	ancient
talk	speak	rich	wealthy

## Consult 4 Kids Lesson Plans

cry	weep	draw	illustrate
lost	missing	happy	cheerful
sick	ill	bad	awful
large	huge	hard	difficult

## Consult 4 Kids Lesson Plans

easy	cinchy	nice	kind
fly	soar	high	elevated
low	squat	good	fine
clean	unsoiled	dirty	filthy

Consult 4 Kids Lesson Plans

light

illuminate

sweet

sugary

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Silly Questions and Fill In The Blanks
<b>Focus:</b>	Fluency, Clarifying, Abbreviations

**Materials:**

Activities at the end of the lesson plan

White boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

#### Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### \*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move on with the story).



## Consult 4 Kids Lesson Plans

<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Independent Timed Reading:</b> Have students work in pairs and use a three minute egg timer or look at the clock to keep time. As the first student begins to read the passage, the partner either turns over the egg timer or begins watching the clock. At the end of 2 minutes (if students are watching a clock, or three minutes is using the egg timer, the partner calls "Stop" and the number of words are counted. Process is repeated for the other students. Students record the number of words read on their reading chart</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Fill in the Blanks</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Place the cards face up in rows.</li> <li>2. Place the game board in front of the players.</li> <li>3. Player #1 selects a pair of cards that can fill in the blank of one of the sentences, picks up the cards, reads the sentence, replacing the blank with both words. If it makes sense, he/she keeps the pair of cards. If not, then the cards are returned to the rows.</li> <li>4. Player #2 then continues the play in the same way.</li> <li>5. Game is over when all cards are off the board and all sentences have been matched.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Silly Questions:</b> Partner students to create silly questions from the interesting words that they have selected. Ask students to join two words, in other words make a silly question or sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall, bat, cave, and bridge, a silly sentence/questions would be, "Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?"</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>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>
<p style="text-align: center;"><b>Conventions</b></p>	<p>Often, this activity will be centered on a game to provide</p>

## Consult 4 Kids Lesson Plans

<p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>You worked on this concept yesterday. What tips would you have to give someone else so they could play this game more effectively? What would you tell them to “watch out” for? Students should play with a different partner from yesterday.</p> <p><b>Make It Short!</b> The purpose of this activity is to practice the abbreviations for the months of the year and days of the week</p> <p><b>Make It Short!</b> This activity is played like Go Fish and is played with 3 people.</p> <ol style="list-style-type: none"> <li>1. Deal all of the cards out to 3 players.</li> <li>2. Player #1 then asks for the abbreviation of either a month or a day of the week.</li> <li>3. If he/she gets the abbreviation asked for, then he/she places the math in front of them and the play moves to player 2.</li> <li>4. Play continues until all matches are made.</li> </ol>	<p>practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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<b>Closing</b>
<p style="text-align: center;"><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<p style="text-align: center;"><b>Debrief</b></p> <p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today.</p> <p><b>I:</b> Interpret that activity to your own experience and your own school work.</p> <p><b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p><b>A:</b> Make a commitment to apply the learning within the next 48 hours.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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### Cut It Short!

January	Jan.	February	Feb.
March	Mar.	May	May
June	June	July	Jul.

Consult 4 Kids Lesson Plans

August	Aug.	September	Sept.
October	Oct.	November	Nov.
April	Apr.	December	Dec.
Sunday	Sun.	Monday	Mon.

Consult 4 Kids Lesson Plans

Tuesday	Tues.	Wednesday	Wed.
Thursday	Thurs.	Friday	Fri.
Saturday	Sat.		

### Fill In The Blanks Words

beautiful	pretty	small	tiny
scream	yell	angry	mad
sleepy	tired	dislike	hate
friend	buddy	sad	unhappy
finished	completed	started	began
quiet	silent	old	ancient
talk	speak	rich	wealthy
cry	weep	draw	illustrate
lost	missing	happy	cheerful
sick	ill	bad	awful
large	huge	hard	difficult
easy	cinchy	nice	kind
fly	soar	high	elevated
low	squat	good	fine
clean	unsoiled	dirty	filthy

Consult 4 Kids Lesson Plans

light

illuminate

sweet

sugary

## Fill In The Blanks Words—Sentences

She has a _____ face.	He has a _____ foot.
Please do not _____ at me.	I think he is _____ about that.
After being awake for 24 hours, she is _____.	I _____ to eat liver.
She is my best _____.	Not having a bike made him very _____.
She _____ her homework just before she went home.	The game _____ on time.
He was _____ about his belief in the importance of eating breakfast.	They went on a visit to the _____ ruins.
I will _____ to him about my concerns.	We live in a _____ country.
Falling on the cement and skinning her knee made her _____.	Can you _____ that idea?
She went for a walk in the park and now she is _____.	When he left the party he was _____.
Have you been _____ with the flu for more than 24 hours?	She took a big bite of the bitter chocolate and said, "That's _____!"
The elephant is _____!	It is very _____ to ride your bicycle without using your hands.
I have practiced my math facts so long that now they are _____.	He is such a _____ man.
I watched the bird _____ into the sky as they flew South.	He certainly holds his mentor in _____ regard.



## Consult 4 Kids Lesson Plans

The chair has short legs, it is _____ to the ground.	The weather outside is sunny and warm, it is a _____ day.
The dishes in the dishwasher are _____.	After rolling around in the mud the dog was _____.
Will you _____ the way for us with your torch?	The candy was too _____.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Fill In The Blanks and Review
<b>Focus:</b>	Questioning and Review

**Materials:**

Activities from Days 1 – 10  
White Boards and crayons

### Opening

#### State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

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What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

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#### Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.

#### \*Activity → Teachable Moment(s) *throughout*

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Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

## Consult 4 Kids Lesson Plans

<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary. Give students an opportunity to participate in the activity of choice during this period today. Have them choose from:</p> <p><b>Concentration</b> <b>Go Fish!</b> <b>Match 'Em</b> <b>Fill In the Blanks</b></p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Q and S</b></p> <p><b>Question and Connection #2:</b> Ask all students to form a group of 4-5 students. In the group, someone asks a question about what was read and everyone must provide a different answer. Students should provide the answer in a complete sentence.</p> <p>Summarizing:</p> <p>Did you know? In this activity pair students with one another. The first student asks, "Did you know...?" and then adds a piece of information that he/she has learned from the reading. The second student responds either "yes" or "no", and then asks, "Did you know...?" this continues until each student has asked 3-5 questions.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>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>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity. Give students an opportunity to participate in the activity of choice during this period today. Have them choose from:</p> <p><b>Syllable Count</b></p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

<b>Contractions Concentration</b> s or es <b>Say What?</b> <b>Make It Short</b>	
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<b>Closing</b>
<p style="text-align: center;">Review</p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<p style="text-align: center;">Debrief</p> <p><b>LBNT</b></p> <p>Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best. Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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