

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Syllables and Proper Nouns
Focus:	Vocabulary, Predicting, and Capitalizing Proper Nouns

Materials:

Activities at the end of the lesson plan—Syllables vc/cv, and Proper Nouns
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 students to the next level.

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

Repeated Reading passages can be found at:

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>Fluency Activity of the Day</p> <p>Musical Shares: 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;">Vocabulary</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>Syllables—vc/cv Words are made up of chunks of sounds. These chunks are called syllables. When you tap out each syllable it is like tapping out a “beat”. You can tell how many syllables are in a word by tapping or clapping your hands for each “beat”.</p> <p>Example: If you say cat, you would have one “beat”, however if you say the word “kitten” you would have two beats. Syllables divide in specific ways. One of the rules about dividing words into syllables is that if the pattern of the word is v-c-c-v, then you would divide the word between the two consonants. You would draw a line so that the division of the syllables looks like this: v c / c v. In the word “happy” you can hear two beats. The word would divide hap / py. Another example would be letter. You would divide the word with in this way: let / ter, a v c / c v pattern</p> <p>Syllables—vc/cv <u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair of students a list of words. 3. Students as a team must first decide how many “chunks” they hear. If they hear more than one, then they will determine how to divide the word based on the vc/cv pattern. 4. As students determine that a word has more than one syllable, he/she will write the word on the white board by syllables. Remember, the rule is vc / cv. 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (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;">Activity</p> <p>Predicting</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>Three Words: 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 style="text-align: center;">Conventions</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>Proper Nouns can also be special times including the names of holidays, months of the year, days of the week</p> <p>Example:</p> <p style="padding-left: 20px;"> january fourth of july tuesday would be corrected to January Fourth of July Tuesday </p> <p>Proper Nouns—Special Times</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a white board, pen/crayon, and set of Special (Proper) or Not Special (common) Cards. 3. Students prepare the white board with two columns, labeling one Special, and the other Not Special. 4. Students draw a card and decide whether to place it in Special or Not Special column (note: all cards will begin with Capital Letters). 5. When all cards are sorted, students will select 2 Special Places--Proper Nouns and 2 Not Special-Common Nouns and write a sentence. 	<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>

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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!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. 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)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

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2nd Grade—Syllables

List #2—Divide vc / cv

wonder	until	bottom
better	window	slender
infant	supper	center
under	forgot	fifty
enter	target	complain
mistake	tension	matter
comment	mangrove	expert
mention	gesture	carcass

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picnic	custom	little
hammer	rafter	shallow
marble	rainbow	middle
settle	mellow	thinner
folder	princess	differ
rafter	marvel	ladder
caddy	sample	include

2nd Grade Proper Nouns—Special Days—Day 9

Monday	Tuesday	Wednesday
Thursday	Friday	Saturday
Sunday	January	February
March	April	May
June	July	August
September	October	November
December	New Year's Day	St. Patrick's Day

Thanksgiving	Valentine's Day	4 th of July
Christmas	Hanukkah	Easter
Presents	Turkey	Calendar
Leprechaun	Hearts	Shamrocks
Flowers	Kites	Eggs
Snow	Socks	Gold
Clover	Resolution	Celebration

Pumpkins	Carving	Pie
Gravy	Family	Mistletoe
Cards	Candy	Valentines
Love	Wishes	Fireworks

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Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Syllables and Addresses
Focus:	Vocabulary, Summarizing, and Proper Nouns

Materials:

Activities at the end of the lesson plan—Syllables v/cv and Proper Nouns-Addresses
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 students

***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).

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<p>to the next level.</p> <p>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: <u>“Once upon a time</u> there was a prince who wanted to marry a princess; <u>but she would have to be a real princess.</u> He travelled all over the world to find one, <u>but nowhere could he get what he wanted.”</u></p>	
<p style="text-align: center;">Vocabulary</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>Words are made up of chunks of sounds. These chunks are called syllables. When you tap out each syllable it is like tapping out a “beat”. You can tell how many syllables are in a word by tapping or clapping your hands for each “beat”.</p> <p>Example: If you say cat, you would have one “beat”, however if you say the word “kitten” you would have two beats.</p> <p>Syllables divide in specific ways. One of the rules about dividing words into syllables is that if the pattern of the word is v-c-v, then you would divide the word after the first vowel and before the consonant. You would draw a line so that the division of the syllables looks like this: v / cv. In the word “frequent” you can hear two beats. The word would divide fre / quent. Another example would be cider (the juice you can get from apples). It would divide ci / der or a v /cv pattern.</p> <p>Syllables—v/cv Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair of students a list of words. 3. Students as a team must first decide how many “chunks” they hear. If they hear more than one, then they will determine how to divide the word based on the v / cv pattern. 4. As students determine that a word has more than one syllable, he/she will write the word on the white board by syllables. Remember, the rule is v / cv. 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (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>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;">Activity</p> <p>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: 1st Square: somebody (Identify the character), 2nd Square: Wanted (Describe the character's goal), 3rd Square: But (Describe the conflict or the problem), 4th Square: So (Describe the resolution of the conflict.)</p>	
<p style="text-align: center;">Conventions</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>Proper Nouns can also be addresses including the names of streets, cities and states. Example: 231 white street bakersfield, california would be corrected to 231 White Street Bakersfield, California</p> <p>Proper Nouns—Addresses Divide students into pairs</p> <ol style="list-style-type: none"> 1. Give each pair a set of address labels that need to be written correctly. 2. Give each pair of students a white board, pen/crayon. 3. Students should select one card at a time and write the address correctly on the white board. 4. Activity is over when students have practiced with all of the address labels, writing them correctly on the white board. 	<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>

Closing
<p style="text-align: center;">Review</p> <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
<p style="text-align: center;">Debrief</p> <p>LBNT</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>

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Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
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4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

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2nd Grade—Syllables

List #1—Divide v / cv

behind	return	request
famous	demand	decide
human	super	began
local	beside	future
silence	relax	over
motor	later	relief
locate	repair	remain
before	pirate	humor


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betray	odor	belong
secret	lazy	even
laden	shaven	propel
sober	diver	silent
music	broken	evil
climax	Roman	silent
finance	baby	table

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2nd Grade Proper Nouns—Addresses, Day 8

 5821 jones avenue los angeles, california	 293 4 th Street boise, idaho	 3089 Linda Way Seattle, Washington
 2079 brandon court san diego, california	 621 5 th avenue new york, new york	 8900 cattle drive miami, florida
 1582 shelby road belden, utah	 6011 franklin place austin, texas	 231 rodeo drive hollywood, california
 15 parkway circle norris, arizona	 6900 golf drive taos, new mexico	 13 candy cane lane claus, north pole

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Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Syllables and Which One
Focus:	Vocabulary, Clarifying, Single and Plural Nouns

Materials:

Syllable Lists #1 and #2 (Days 8 and 9)
 Singular and Plural Nouns (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).
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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

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

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

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to the next level.

Fluency Activity of the Day

Independent Timed Reading: 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

Vocabulary

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

Syllables: v/cv and vc/cv

Words are made up of chunks of sounds. These chunks are called syllables. When you tap out each syllable it is like tapping out a "beat". You can tell how many syllables are in a word by tapping or clapping your hands for each "beat".

Example: If you say cat, you would have one "beat", however if you say the word "kitten" you would have two beats.

Syllables divide in specific ways. One of the rules about dividing words into syllables is that if the pattern of the word is v-c-v, then you would divide the word after the first vowel and before the consonant. You would draw a line so that the division of the syllables looks like this:

v / cv. In the word "frequent" you can hear two beats. The word would divide fre / quent. Another example would be cider (the juice you can get from apples). It would divide ci / der or a v / cv pattern.

Another of the rules about dividing words into syllables is that if the pattern of the word is v-c-c-v, then you would divide the word between the two consonants. You would draw a line so that the division of the syllables looks like this:

v c / c v. In the word "happy" you can hear two beats. The word would divide hap / py. Another example would be letter. You would divide the word with in this way: let / ter, a v c / c v pattern

In this activity students will determine whether the words should be divided using the v / cv or vc/cv pattern.

Which One?

Directions:

Divide students into trios.

Give each trio a white board, pen/crayons, and a set of Syllable Cards.

Students prepare the white board by dividing it into two columns, labeling the first.

v / c v and the second column **v c / c v**.

Students then review each of the word and place them under the correct column to show how each word would be divided into syllables.

Reciprocal Teaching

There are four sections of Reciprocal Teaching:

During the lesson check in with students repeatedly.

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<p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (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;">Activity</p> <p>Clarifying:</p> <p>Silly Questions: 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>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;">Conventions</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>A singular noun names one person, place or thing, a plural noun names more than one person, more than one place, or more than one thing. Examples: singular—noodle plural—noodles</p> <p>Singular and Plural Nouns</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a deck of sentence cards, white board and pens/crayons. 3. On the white board, students should create two columns, labeling 1 column Singular and the second column, Plural. 4. Working together, students select a sentence card and determine if the noun is singular or plural. 5. Students then write the noun on the white board under the correct column. 	<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

Closing

Review

Say:

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

Debrief

DIGA

D: Describe one of the ELA activities that we did today.

I: Interpret that activity to your own experience and your own school work.

G: Generalize how the information you learned today will help you in school tomorrow and in your life.

A: Make a commitment to apply the learning within the next 48 hours.

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. 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)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

2nd Grade Nouns—Singular and Plural—Day 10

balloon	shirt	spot	dog
cat	circle	square	triangle
oval	diamond	octagon	bee
frog	turtle	snail	log
flower	ground	critter	umbrella
answer	trophy	card	train
friend	package	girl	pig

birds	bugs	trees	branches
bushes	plants	foxes	peaches
cartons	wishes	dresses	glasses
babies	pennies	stories	flies
berries	ponies	bunnies	buddies
leaves	teeth	children	mice
women	people	feet	men

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Synonym Match
Focus:	Vocabulary, Clarifying and Noun Categories

Materials:

Synonym Cards at the end of the lesson plan

Noun Cards from Day 1

White board and crayons

Opening

State the objective

The purpose of these lessons are to:

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<p>to the next level.</p> <p>Fluency Activity of the Day</p> <p>Speed Reading: 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;">Vocabulary</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>Synonyms are two or more words that mean about the same thing. Examples are beautiful and pretty, short and small, laugh and giggle. If you have a synonym pair you could say, "Beautiful means about the same thing as pretty."</p> <p>Make a chart of the synonym pairs and review with the students.</p> <p>Synonym Match</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a deck of synonym cards. 3. Students make a 5 x 5 grid between them, cards face down. 4. Player 1 turns over two cards and if they are synonyms for one another, he/she takes the cards and replaces them with any remaining cards. 5. Player 2 then takes his/her turn, following the same guidelines. 6. Play continues until all cards are matched. 7. Player with the most matches wins. 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (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;">Activity</p> <p>Clarifying:</p> <p>Individual Show-Off: 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.</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>

Consult 4 Kids Lesson Plans

<p>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 style="text-align: center;">Conventions</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>Students will use all decks of words that are nouns.</p> <p>Noun Categories</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into groups of three. 2. Give each group of three a full set of Common and Proper Noun Cards. 3. Three columns, list of words, sort into the three categories—person, place, thing. 4. When sorting is done, group should select one common and one proper noun from each column and write a sentence. 	<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>

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>3-2-1</p> <ul style="list-style-type: none"> • 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.

<p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 1. Ask students to think about what they did today. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) 3. 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) 4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)
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2nd Grade—Synonyms

beautiful	pretty	small	tiny
scream	yell	angry	mad
sleepy	tired	hop	skip
dislike	hate	friend	buddy
sad	unhappy	finished	completed
quiet	silent	noisy	loud
old	ancient	new	fresh
talk	speak	poor	broke
cry	weep	smile	grin

Consult 4 Kids Lesson Plans

draw	illustrate	icy	chilly
huge	big	swift	quick
cheerful	happy	choose	select
run	race	purchase	buy
great	terrific	easy	simple
hot	burning	heavy	weighty
warm	tepid	stand	place
thirsty	parched	arid	dry
dirty	soiled	clean	spotless

Consult 4 Kids Lesson Plans

2nd Grade Synonym Pairs List

beautiful	pretty
small	tiny
scream	yell
angry	mad
sleepy	tired
hop	skip
dislike	hate
friend	buddy
sad	unhappy
finished	completed
quiet	silent
noisy	loud
old	ancient
new	fresh
talk	speak
poor	broke
cry	weep
smile	grin
draw	illustrate
icy	chilly
huge	big
swift	quick
cheerful	happy
choose	select
run	race
purchase	buy
great	terrific
easy	simple
hot	burning
heavy	weighty
warm	tepid
stand	place
thirsty	parched
arid	dry
dirty	soiled
clean	spotless

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Antonym Match and Alphabetical Order
Focus:	Vocabulary, Summarizing, and Alphabetical Order

Materials:

Antonym activity at end of lesson plan

Noun Cards from Lesson 1

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

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

Repeated Reading passages can be found at:

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>to the next level.</p> <p>Fluency Activity of the Day</p> <p>All Read: 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;">Vocabulary</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>Antonyms are words that mean the opposite of one another. For example, high is an antonym to low, sun is an antonym to moon. If you were to have to words that are antonyms you could say: "The opposite of high is low".</p> <p>Make a chart of the antonym pairs and review with the students.</p> <p>Antonym Match</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a deck of antonym cards. 3. Students make a 5 x 5 grid between them, cards face down. 4. Player 1 turns over two cards and if they are antonyms for one another, he/she takes the cards and replaces them with any remaining cards. 5. Player 2 then takes his/her turn, following the same guidelines. 6. Play continues until all cards are matched. 7. Player with the most matches wins. 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (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;">Activity</p> <p>Summarizing:</p> <p>10 or Less: 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</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>

Consult 4 Kids Lesson Plans

<p>will this information apply to your life?</p> <p style="text-align: center;">Conventions</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>Alphabetical Order #1 Students will utilize the Common and Proper Nouns Decks to do this activity.</p> <p>Alphabetical Order #1</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a white board, pen/crayon, and deck of cards. 3. Students work together to put the words in alphabetical order. 4. When students are satisfied that the words are in the correct order, they write the words on the white board. 5. Students trade white boards with another group. 6. A point is given for every correct response. 	<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>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>DIGA</p> <p>D: Describe one of the ELA activities that we did today.</p> <p>I: Interpret that activity to your own experience and your own school work.</p> <p>G: Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p>A: Make a commitment to apply the learning within the next 48 hours.</p>
<p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 1. Ask students to think about what they did today. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) 3. 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) 4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

2nd Grade Antonyms

hot	cold	summer	winter
long	short	heavy	light
cheerful	sad	full	empty
on	off	slow	fast
easy	hard	yell	whisper
wet	dry	soft	hard
asleep	awake	tired	rested
stand	sit	tall	short
funny	serious	dirty	clean

Consult 4 Kids Lesson Plans

smooth	rough	melted	solid
first	last	outside	inside
sun	moon	boy	girl
early	late	dull	bright
remember	forget	down	up
wrong	right	ugly	pretty
high	low	young	old
fresh	stale	stop	go
sick	well	neat	sloppy

2nd Grade Antonym List

hot	cold
summer	winter
long	short
heavy	light
cheerful	sad
full	empty
on	off
slow	fast
easy	hard
yell	whisper
wet	dry
soft	hard
asleep	awake
tired	rested
stand	sit
tall	short
funny	serious
dirty	clean
smooth	rough
melted	solid
first	last
outside	inside
sun	moon
boy	girl
early	late
dull	bright
remember	forget
down	up
wrong	right
ugly	pretty
high	low
young	old
fresh	stale
stop	go
sick	well
neat	sloppy

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Go Fish and Antonyms
Focus:	Vocabulary, Predictions, and Alphabetical Order

Materials:

Antonyms from Day 4
 Noun Cards from Day 1
 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 students

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

Repeated Reading passages can be found at:

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>to the next level.</p> <p>Fluency Activity of the Day</p> <p>Partner Share: 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;">Vocabulary</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>Antonyms are words that mean the opposite of one another. For example, high is an antonym to low, sun is an antonym to moon. If you were to have to words that are antonyms you could say: "The opposite of high is low".</p> <p>Make a chart of the antonym pairs and review with the students.</p> <p>Go Fish</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into trios. 2. Give each trio a deck of Antonym Cards. 3. Deal out three cards to each player and put the remaining cards in the center. 4. Player 1 asks a specific player for a card that will create an antonym pair with one of his/her words. If the player asked, has the word, then he/she gives it Player 1 who lays down a match. If he/she does not have the match, then he/she says, "Go Fish", and Player 1 must draw a card from the pile. 5. Player 2 plays following the same pattern. 6. Play is over when all pairs have been made. 7. Player with the most cards wins. 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (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;">Activity</p> <p>One-Minute Predictions: 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>

Consult 4 Kids Lesson Plans

<p style="text-align: center;">Conventions</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>Alphabetical Order #2 Students will utilize the Common and Proper Nouns Decks to do this activity.</p> <p>Alphabetical Order #2 Before, After, or In-Between</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a white board, pen/crayon, and deck of cards. 3. Student draws 3 cards and decide which order the words go in. 4. Students create three columns on the white board and label the columns—Before, In Between, and After. 5. After ordering the three words, they enter the words in the correct column—placing the middle word in the middle column and then enter the word that comes before and the word that comes after. 	<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>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>LBNT</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>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 1. Ask students to think about what they did today. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) 3. 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) 4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)
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Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Compounds, Go Fish, and Charades
Focus:	Vocabulary, Clarifying, and Common and Proper Nouns

Materials:

Activities from Lesson 1
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 students to the next level.

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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>Fluency Activity of the Day</p> <p>Modeled Reading: 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;">Vocabulary</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>During the next 11 days you will spend several days working with compound words.</p> <p>A compound word is a single word made by putting two words together in a new word with its own meaning. Example:</p> <p style="padding-left: 20px;">birth + day = birthday rail + road = railroad rain + bow = rainbow</p> <p>You will have a deck of Compound Word cards and you will play different games-- Concentration, Go Fish, and a Game Board activity.</p> <p>Review the list of compound words with the students (write on the board or a chart).</p> <p>Compound Go Fish</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Group students in trios. 2. Give each trio a deck of Compound Cards. 3. Deal 5 cards to each player. 4. Player 1 asks another player for a word to combine with his/her word to make a compound word (word must be specifically asked for). If player provides the word, then a match is made and laid down. If no match is made, then the person has to draw a card. 5. Play continues until all cards are drawn and matched. 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (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;">Activity</p> <p>Clarifying:</p> <p>Charades: 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.</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>

Consult 4 Kids Lesson Plans

<p>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 style="text-align: center;">Conventions</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>A noun is a word that names a person, place or thing. Examples: person—boy, student, governor place—park, street, store thing—toy, dish, ball</p> <p>A proper noun is a specific person, place or thing. Examples: boy—John street—Lori Street shoe—Nike</p> <p>You will use the same deck of cards that you used yesterday.</p> <p>Common and Proper Nouns</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a deck of cards, white board and pen/crayons. 3. Students create two columns on white board, label one column “Common” and the second column “Proper”. 4. Shuffle cards. 5. Player 1 draws a card and determines whether to place the cards under the Common or Proper heading. 6. Player 2 repeats the same process. 7. Game is over when all card are placed in one column or the other. 	<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>

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>LBNT</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>

Consult 4 Kids Lesson Plans

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. 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)
4. 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:	2 nd Grade
Lesson Title:	Find the Evidence and Compound Concentration
Focus:	Vocabulary, Predicting, and Common and Proper Nouns

Materials:

Noun Cards at end of lesson plan will be used lessons 1-6

Compound Word Activity for Lesson 1 and Lesson 2

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

*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

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>to the next level.</p> <p>Fluency Activity of the Day</p> <p>Fluency Test—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;">Vocabulary</p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary. During the next 11 days you will spend several days working with compound words.</p> <p>A compound word is a single word made by putting two words together in a new word with its own meaning. Example:</p> <p style="padding-left: 20px;">birth + day = birthday rail + road = railroad rain + bow = rainbow</p> <p>You will have a deck of Compound Word cards and you will play different games-- Concentration, Go Fish, a Game Board activity. Review the list of compound words with the students (write on the board or a chart).</p> <p>Compound Concentration</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a set of Compound Cards. 3. Students shuffle the cards and make a 4 x 4 grid, cards face down. 4. Remainder of cards are stacked to the side. 5. Player 1 turns over 2 cards. If the cards make a compound word, player takes the two cards and replaces them with cards from the deck. If cards do not match, player turns the cards back to face down. 6. Player 2 repeats the process. 7. Game is over when all cards are off the grid. 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (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>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;">Activity</p> <p>Predicting</p> <p>Find the Evidence: 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 style="text-align: center;">Conventions</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>A noun is a word that names a person, place or thing. Examples: person—boy, student, governor place—park, street, store thing—toy, dish, ball A proper noun is a specific person, place or thing. Examples: boy—John street—Lori Street shoe—Nike</p> <p>Common and Proper Noun Concentration</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair of students a set of Noun-Proper Noun Cards. 3. Shuffle the cards and make a 5 x 5 grid of cards face down. 4. Player 1 turns over two cards. If the cards represent a common and proper noun of the same type (person, place or thing) player keeps the pair, fills in any space with remaining cards. 5. Player 2 takes his/her turn in the same way. 6. Play continues until all cards are matcher. 7. Winner is the player with the most matches. 	<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

Closing

Review

Say:

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

Debrief

DIGA

D: Describe one of the ELA activities that we did today.

I: Interpret that activity to your own experience and your own school work.

G: Generalize how the information you learned today will help you in school tomorrow and in your life.

A: Make a commitment to apply the learning within the next 48 hours.

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. 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)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

2nd Grade—Compound Words

dog	house	rain	coat
sun	glasses	news	paper
after	noon	tooth	paste
class	room	grand	mother
home	work	water	melon
back	yard	out	side
play	ground	basket	ball
sun	shine	up	stairs
back	ground	sky	scrapers

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earth	worm	pepper	mints
snow	man	wrist	watch
sun	flower	bird	house
post	card	rattle	snake
birth	day	flag	pole
bare	foot	mid	night
rail	road	oat	meal
pop	corn	flash	light
break	fast	class	mate

Consult 4 Kids Lesson Plans

2nd Grade Compound Word List

afternoon
background
backyard
barefoot
basketball
birdhouse
birthday
breakfast
classmate
classroom
doghouse
earthworm
flagpole
flashlight
grandmother
homework
midnight
newspaper
oatmeal
outside
peppermints
playground
popcorn
postcard
railroad
raincoat
rattlesnake
skyscrapers
snowman
sunflower
sunglasses
sunshine
toothpaste
upstairs
watermelon
wristwatch

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2nd Grade Common and Proper Noun Concentration Days 1, 2, 3, 4, 5, and 6

president	Obama	student	Sally
park	Rosedale Park	restaurant	Denney's
rabbit	Bugs Bunny	brother	Tommy
swimmer	Michael Phelps	cowboys	Wild Bill
business	Xerox	dentist	Dr. Jones

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car	Toyota	photographer	Jeff Camera
bus	Greyhound	city	Milwaukee
state	Wisconsin	actor	Zac Efron
hospital	St. Joseph's	church	Baptist
computer	Dell	newspapers	New York Times

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city	Sacramento	street	4 th Street
singer	Beyoncé	rapper	Jayz
composer	Bach	store	K-Mart

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Pictionary and Compound Words
Focus:	Vocabulary, Questioning, and Common and Proper Nouns

Materials:

Compound Word Cards in Lesson 1

Noun Cards from Lesson 1

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 students

*Activity → Teachable Moment(s) throughout

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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).

Consult 4 Kids Lesson Plans

to the next level.

Fluency Activity of the Day

Paired Readings: 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.

Vocabulary

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

A compound word is a single word made by putting two words together in a new word with its own meaning. Example:

birth + day = birthday

rail + road = railroad

rain + bow = rainbow

You will have a deck of Compound Word cards and you will play different games-- Concentration, Go Fish, and a Game Board activity.

Review the list of compound words with the students (write on the board or a chart).

Compound Words #3

Directions:

1. Divide students into trios.
2. Give each trio a deck of Compound Word Cards and a Deck of Compound Word Parts Cards.
3. Shuffle the decks.
4. Students take ½ of the Compound Word Parts Cards and place them face up in the middle of the group and deal out the remaining cards to the players.
5. The Compound Word Cards are shuffled and placed in the center.
6. Player 1 draws a Compound Word Card. If he/she can make the compound word by combining to parts from the grid, using the cards in his/her hand, or cards from the grid and the his/her hand, he/she makes the word and puts all three cards in his/her pile. If he/she cannot create a compound word, he/she discards the card he/she drew.
7. Player 2 may either draw a new Compound Word Card or can use the discarded card and form a word.
8. Play continues in this way until all cards are matched.
9. Winner has the most cards.

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).

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

Consult 4 Kids Lesson Plans

<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;">Activity</p> <p>Questioning: I Wonder: 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>determine what the rest of the group is thinking.</p>
<p style="text-align: center;">Conventions</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>A noun is a word that names a person, place or thing. Examples: person—boy, student, governor place—park, street, store thing—toy, dish, ball</p> <p>A proper noun is a specific person, place or thing. Examples: boy—John street—Lori Street shoe—Nike</p> <p>You will use the same deck of cards that you used yesterday.</p> <p>Common and Proper Nouns Pictionary</p> <ol style="list-style-type: none"> 1. Divide students into groups of 4. 2. Give each group a set of Common and Proper Nouns cards. 3. One at a time, student comes up, draws a card, and then draws a picture to illustrate the word. 4. Other team members try to guess the word and determine if it is common or proper. 5. Game is over when each student has had a minimum of 2 turns. 	<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

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!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. 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)
4. 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:	2 nd Grade
Lesson Title:	Question Connection and Go Fish
Focus:	Vocabulary, Questioning, and Proper Nouns (Titles)

Materials:

Synonym Cards from Day 6
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

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

***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>Fluency Activity of the Day</p> <p>Slow Reading: 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;">Vocabulary</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>Synonyms are two or more words that mean about the same thing. Examples are beautiful and pretty, short and small, laugh and giggle. If you have a synonym pair you could say, "Beautiful means about the same thing as pretty."</p> <p>Make a chart of the synonym pairs and review with the students.</p> <p>Go Fish Directions:</p> <ol style="list-style-type: none"> 1. Divide students into trios. 2. Give each trio a deck of Synonym Cards. 3. Deal out three cards to each player and put the remaining cards in the center. 4. Player 1 asks a specific player for a card that will create an synonym pair with one of his/her words. If the player asked, has the word, then he/she gives it Player 1 who lays down a match. If he/she does not have the match, then he/she says, "Go Fish", and Player 1 must draw a card from the pile. 5. Player 2 plays following the same pattern. 6. Play is over when all pairs have been made. 7. Player with the most cards wins. 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (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;">Activity</p> <p>Questioning:</p> <p>Question and Connection: Students form groups of four or five. Student read the information. Students develop Question and Connect Cards for what they have read. The</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>

Consult 4 Kids Lesson Plans

<p>group then finds another group and trades questions. Students answer the other team's questions, going back and forth.</p>										
<p style="text-align: center;">Conventions</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>A person's first and last names are proper nouns. A title that is attached to a person's name is also a proper noun. These too would be capitalized.</p> <p>Example:</p> <p style="padding-left: 20px;">Dr. Admiral John Jones, Sr. Mr. and Mrs. Freedman</p> <p>Proper Nouns—Titles—Tic Tac Toe</p> <p>This game will be played as a modified version of Tic Tac Toe. When adding to the grid, the person must consider the HORIZONTAL reading of the line.</p> <p>Sample:</p> <table border="1" style="margin-left: 20px; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 10px;">John</td> <td style="padding: 2px 10px;">Smith</td> <td style="padding: 2px 10px;">Jr.</td> </tr> <tr> <td style="padding: 2px 10px;"> </td> <td style="padding: 2px 10px;"> </td> <td style="padding: 2px 10px;">Smith</td> </tr> <tr> <td style="padding: 2px 10px;">Dr.</td> <td style="padding: 2px 10px;">John</td> <td style="padding: 2px 10px;"> </td> </tr> </table> <p>Each student will have a set of Proper Nouns and titles. Students should also have a white board to make the Tic Tac Toe board for the cards to be placed on. When printing the Proper Nouns and Titles cards, print them on two different colors so you can tell who has three in a row.</p> <p>Students should play a minimum of 10 games.</p>	John	Smith	Jr.			Smith	Dr.	John		<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>
John	Smith	Jr.								
		Smith								
Dr.	John									

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>DIGA</p> <p>D: Describe one of the ELA activities that we did today.</p> <p>I: Interpret that activity to your own experience and your own school work.</p> <p>G: Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p>A: Make a commitment to apply the learning within the next 48 hours.</p>

Consult 4 Kids Lesson Plans

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. 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)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

2nd Grade Proper Nouns—Names and Titles, Day 7

Dr.	Martin	Junior
Mr.	Will	Smith
Mrs.	Debra	Taylor
Ms.	Claudia	Mesa
Sir	Kenton	Randolph
Mr. and Mrs.	Garcia	III (the third)
Queen	Elizabeth	II (the second)
Princess	Kate	Middleton

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President	Barack	Obama
Senator	Byrd	Senior
Chairman	Bill	Gates
King	Phillip	IV (the fourth)

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Review Activities
Focus:	Review Vocabulary and Conventions

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.

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 students to the next level.

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

Repeated Reading passages can be found at:

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>Fluency Activity of the Day</p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;">Vocabulary</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>Over the past 11 days students have participated in a variety of activities. Today students should select the activity that they most want to repeat:</p> <ul style="list-style-type: none"> Compound Concentration Compound Go Fish Compound Words Antonym Match Go Fish Antonyms Synonym Match Go Fish Synonyms Syllables v / cv Syllables vc / cv Which One? 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (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;">Activity</p> <p>Q and S</p> <p>Question and Connection #2: 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;">Conventions</p>	<p>Often, this activity will be</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>Over the past 11 days students have participated in a variety of activities. Today students should select the activity that they most want to repeat:</p> <ul style="list-style-type: none"> Singular and Plural Nouns Proper Nouns—Special Times Proper Nouns—Addresses Proper Nouns—Titles (Tic Tac Toe) Noun Categories Before, After and In-Between Alphabetical Order Common and Proper Nouns—Pictionary Common and Proper Nouns Common and Proper Nouns Concentration 	<p>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>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>LBNT</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>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 1. Ask students to think about what they did today. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) 3. 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) 4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)
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