

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Antonyms and Summarizing
Focus:	Vocabulary (Antonyms), Summarizing, and Verb Tense

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).
- 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 (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>students 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 Antonyms are words that mean the opposite of another word. Not all words have opposites, but the ones that do, should be understood. Review several examples with students.</p> <p>Antonyms <u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a set of Antonym Cards. 3. Shuffle the cards and place the first 16 in a 4 by 4 grid face down. 4. Player 1 draws 2 cards and if they are antonyms for one another they collect the cards and use one of the words in a sentence. Player replaces the two cards with two other cards from the deck. 5. Player 2 then repeats. 6. When all cards are matched game is over. 	
<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: 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 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>
<p style="text-align: center;">Conventions</p>	<p>Often, this activity will be centered on a game to</p>

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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.

Verb Tense

Verb tense is used to tell you **WHEN** something is happening. Actions can be happening **NOW**—this is the present tense. Actions can have happened in the **PAST**, this the past tense. Sometimes actions are predicted to happen in the **FUTURE**, this is the future tense. One way that you make a verb be in the **PAST** tense is to add the letters -ed to the end of the word. The **FUTURE** tense usually has the word “will” in front of the verb.

On the board make three columns and label the columns: **PRESENT, PAST** and **FUTURE**. Ask children for a verb and then write the verb in its three tenses. Example: jump, jumped, will jump or hop, hopped, will hop.

Past, Present or Future

Directions:

1. Divide students into pairs.
2. Give each pair a Past, Present or Future Game Board and set of PPorF Cards.
3. Shuffle the cards and put them to the right of the game board.
4. Player 1 turns over a PPorF card and determines whether the verb on the card represents Present, Past or Future tense of the verb and places the word card on the Game Board in the correct column.
5. Player 2 repeats the process in the same way.
6. Game is over when all card are placed.

provide 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

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!)

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 2nd Grade Antonym Review

up	down	fat	thin
black	white	fast	slow
fingers	toes	head	toes
ill	well	pass	grab
rich	poor	polite	rude
loud	soft	tall	short
wet	dry	sweet	sour
arm	leg	blind	sighted

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good	bad	inside	outside
boy	girl	Mr.	Mrs.
late	early	morning	evening
find	lost	top	bottom
under	over	play	work
empty	full	baby	adult
floor	ceiling	beautiful	ugly

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2nd Grade Past, Present or Future Game Board

PAST	PRESENT	FUTURE

2nd Grade Past, Present or Future (PPorF) Cards

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yell	yelled	will yell	jump
jumped	will jump	whistle	whistled
will whistle	crash	crashed	will crash
bark	barked	will bark	play
played	will play	walks	walked
will walk	types	typed	will type
chirps	chirped	will chirp	jog
jogged	will jog	cries	cried
will cry	rakes	raked	will rake

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pitch	pitched	will pitch	yawn
yawned	will yawn	scratch	scratched
will scratch	licks	licked	will lick
helps	helped	will help	die
died	will die	tastes	tasted
will taste	skips	skipped	will skip

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Which One Summarizing
Focus:	Vocabulary (Multiple Meaning Words), Summarizing, and Noun-Verb Agreement

Materials:

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

Opening

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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.
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<p>students to the next level.</p> <p>Fluency Activity of the Day</p> <p>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 there was a prince who wanted to marry a princess; 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>Multiple Meaning Words</p> <p>There are many words in the English language that mean more than one thing. These words can be “tricky”, especially if students know only one meaning for the word. It is important that students have an opportunity to learn more than one meaning for common words. Example: strong can refer to smell that is overpowering or the muscles that a person has. You have to know the context in which the word is used to know which meaning is being applied.</p> <p>Which One? Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a deck of Which One? Cards and a game board. 3. Shuffle the cards and place them to the right of the game board. 4. Player 1 draws a card, reads the sentence and decides which meaning is correct, finds the meaning on the Game Board, and puts a token on the board. 5. Player 2 may challenge or may continue with play. 6. Game is over when all cards have been matched to words. 	
<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>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>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>Noun-Verb Agreement</p> <p>Nouns can be singular or plural. A singular noun uses a verb that has an S at the end. A plural noun uses a verb that does not have an S on the end. Examples: Three dolphins swim. One crab swims. Have children share several sentences with the class using both singular and plural nouns.</p> <p>To S or Not To S Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a To S or Not to S Game Board and a deck of sentence cards. 3. Shuffle the cards and place them to the right of the game board. 4. Player 1 draws a card and decides whether the verb that is underlined needs an s or not. 5. Player makes his/her decision and puts a marker on the game board on either the "s" or "no s". 6. Player 2 then takes his/her turn. 7. Game is over when all cards have been played. 	<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>

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Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
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2nd Grade Which One?

Strip of leather
with a buckle

Type of gummy
candy

Flowed

A drop

Tolerate,
endure

A thick sauce

Soft, fluffy
feathers

Person who enjoys
something

Hit something
firmly

Large, furry
animal

Machine
blowing cool air

Gave food to

Small object with
a hole for jewelry

Grinding food
with teeth

Put something
briefly in liquid

Towards the
ground

Type of bird with
webbed feet

Put clothes in a
suitcase

Group of people
or animals

Squat down to
avoid being hit

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Which One Cards

<p>He put on a brown <u>belt</u> with his black pants.</p>	<p>He wanted to <u>belt</u> the ball out of the park.</p>
<p>She like the cherry flavored Starburst <u>chew</u> best.</p>	<p>The cow will stand and <u>chew</u> its cud for a long time.</p>
<p>He was a big soccer <u>fan</u>.</p>	<p>Turn the <u>fan</u> on it is very hot in here.</p>
<p>The river <u>fed</u> into the ocean.</p>	<p>He <u>fed</u> the small child most of the hamburger.</p>
<p>A <u>bead</u> of water hung from the tree.</p>	<p>He found a small <u>bead</u> to add to the bracelet.</p>
<p>He couldn't <u>bear</u> the thought of losing the game.</p>	<p>The big brown <u>bear</u> was at home in the zoo.</p>

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<p>We had chips and <u>dip</u> at the party.</p>	<p><u>Dip</u> the T-Shirt into the water quickly.</p>
<p>The pillow was filled with <u>down</u>.</p>	<p>He tripped and fell <u>down</u> as he was running.</p>
<p>She will <u>pack</u> the suitcase for the trip.</p>	<p>The wolves were traveling in a <u>pack</u>.</p>
<p>The <u>duck</u> was swimming in the pond every morning.</p>	<p>The ball was coming toward him so he decided to <u>duck</u>.</p>

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2nd Grade—To S or Not to S

S	No S	S	No S		
No S			S	No S	S
S			No S	S	No S
No S	S	No S	S		
	No S	S	No S		
No S	S			No S	S
S	No S			S	

S or No S

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<p>Sara <u>plant</u> the seeds.</p>	<p>The seeds <u>grow</u> into flowers.</p>	<p>The bee <u>visit</u> the flowers.</p>
<p>The bees <u>fly</u> back to the hive.</p>	<p>The bees <u>make</u> honey.</p>	<p>The beekeeper <u>collect</u> the honey.</p>
<p>The grocery store <u>sell</u> the honey.</p>	<p>Her father <u>buy</u> honey.</p>	<p>The children <u>eat</u> the honey on bread.</p>
<p>Three dolphins <u>jump</u> out of the water.</p>	<p>The eel <u>hide</u> behind the rocks.</p>	<p>A fish <u>swim</u> through the water.</p>
<p>The clams <u>snap</u> their shells shut.</p>	<p>The crab <u>swim</u> across the ocean floor.</p>	<p>The girls <u>yell</u> loudly.</p>
<p>The three birds <u>sing</u> a pretty song.</p>	<p>Those dogs <u>bark</u> at the children.</p>	<p>A glass <u>crash</u> when it falls.</p>

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<p>The boy <u>whistle</u> well.</p>	<p>My mom <u>make</u> my bed.</p>	<p>The girl <u>sing</u> in a pretty voice.</p>
<p>The boy <u>talk</u> too loudly.</p>	<p>The dog <u>wag</u> his tail at his owner.</p>	<p>Fred <u>wash</u> his car.</p>
<p>The bird <u>fly</u> to their nest.</p>	<p>The zebras <u>run</u> through the grass.</p>	<p>My dad <u>drive</u> faster than my mom.</p>
<p>Ken <u>ride</u> his bike to work.</p>	<p>Rachel <u>lose</u> her keys all the time.</p>	<p>The girls <u>wave</u> goodbye.</p>
<p>The woman <u>run</u> on the track every day.</p>	<p>John <u>play</u> basketball on Mondays.</p>	<p>The children <u>buy</u> lots of candy at this store.</p>
<p>Julie and Millie <u>bake</u> cookies to sell.</p>	<p>Kate <u>blow</u> bubbles with her gum.</p>	<p>Patrick <u>skip</u> along the path.</p>

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Multiple Meaning Words
Focus:	Vocabulary(Multiple Meaning Words), Questioning, and Noun-Verb Agreement

Materials:

Activities at the end of the lesson plan

White boards and crayons

Opening

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<p>students to the next level.</p> <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>	
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<p>group then finds another group and trades questions. Students answer the other team's questions, going back and forth.</p>	
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2nd Grade Which One?

Strip of leather
with a buckle

Type of gummy
candy

Flowed

A drop

Tolerate,
endure

A thick sauce

Soft, fluffy
feathers

Person who enjoys
something

Hit something
firmly

Large, furry
animal

Machine
blowing cool air

Gave food to

Small object with
a hole for jewelry

Grinding food
with teeth

Put something
briefly in liquid

Towards the
ground

Type of bird with
webbed feet

Put clothes in a
suitcase

Group of people
or animals

Squat down to
avoid being hit

Consult 4 Kids Lesson Plans

Which One Cards

<p>He put on a brown <u>belt</u> with his black pants.</p>	<p>He wanted to <u>belt</u> the ball out of the park.</p>
<p>She like the cherry flavored Starburst <u>chew</u> best.</p>	<p>The cow will stand and <u>chew</u> its cud for a long time.</p>
<p>He was a big soccer <u>fan</u>.</p>	<p>Turn the <u>fan</u> on it is very hot in here.</p>
<p>The river <u>fed</u> into the ocean.</p>	<p>He <u>fed</u> the small child most of the hamburger.</p>
<p>A <u>bead</u> of water hung from the tree.</p>	<p>He found a small <u>bead</u> to add to the bracelet.</p>
<p>He couldn't <u>bear</u> the thought of losing the game.</p>	<p>The big brown <u>bear</u> was at home in the zoo.</p>

Consult 4 Kids Lesson Plans

<p>We had chips and <u>dip</u> at the party.</p>	<p><u>Dip</u> the T-Shirt into the water quickly.</p>
<p>The pillow was filled with <u>down</u>.</p>	<p>He tripped and fell <u>down</u> as he was running.</p>
<p>She will <u>pack</u> the suitcase for the trip.</p>	<p>The wolves were traveling in a <u>pack</u>.</p>
<p>The <u>duck</u> was swimming in the pond every morning.</p>	<p>The ball was coming toward him so he decided to <u>duck</u>.</p>

Consult 4 Kids Lesson Plans

2nd Grade—To S or Not to S

S	No S	S	No S		
No S			S	No S	S
S			No S	S	No S
No S	S	No S	S		
	No S	S	No S		
No S	S			No S	S
S	No S			S	

Consult 4 Kids Lesson Plans

S or No S

Sara <u>plant</u> the seeds.	The seeds <u>grow</u> into flowers.	The bee <u>visit</u> the flowers.
The bees <u>fly</u> back to the hive.	The bees <u>make</u> honey.	The beekeeper <u>collect</u> the honey.
The grocery store <u>sell</u> the honey.	Her father <u>buy</u> honey.	The children <u>eat</u> the honey on bread.
Three dolphins <u>jump</u> out of the water.	The eel <u>hide</u> behind the rocks.	A fish <u>swim</u> through the water.
The clams <u>snap</u> their shells shut.	The crab <u>swim</u> across the ocean floor.	The girls <u>yell</u> loudly.
The three birds <u>sing</u> a pretty song.	Those dogs <u>bark</u> at the children.	A glass <u>crash</u> when it falls.

Consult 4 Kids Lesson Plans

<p>The boy <u>whistle</u> well.</p>	<p>My mom <u>make</u> my bed.</p>	<p>The girl <u>sing</u> in a pretty voice.</p>
<p>The boy <u>talk</u> too loudly.</p>	<p>The dog <u>wag</u> his tail at his owner.</p>	<p>Fred <u>wash</u> his car.</p>
<p>The bird <u>fly</u> to their nest.</p>	<p>The zebras <u>run</u> through the grass.</p>	<p>My dad <u>drive</u> faster than my mom.</p>
<p>Ken <u>ride</u> his bike to work.</p>	<p>Rachel <u>lose</u> her keys all the time.</p>	<p>The girls <u>wave</u> goodbye.</p>
<p>The woman <u>run</u> on the track every day.</p>	<p>John <u>play</u> basketball on Mondays.</p>	<p>The children <u>buy</u> lots of candy at this store.</p>
<p>Julie and Millie <u>bake</u> cookies to sell.</p>	<p>Kate <u>blow</u> bubbles with her gum.</p>	<p>Patrick <u>skip</u> along the path.</p>

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Ready Set Action
Focus:	Vocabulary (Contractions), Clarifying, and Verbs

Materials:

Activities 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.
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 (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>students to the next level.</p> <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. During the next 11 days you will spend several days working with compound words.</p> <p>Contractions A contraction is a word made by joining two words. One or more letters are left out and an apostrophe replaces them. For example, can + not = can't. Have students brainstorm other contractions.</p> <p>Contractions <u>Directions:</u></p> <ol style="list-style-type: none"> 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. Alternate until game is over. 4. If there is time, have students make up sentences with each of the contractions that they pick up. Have them say the sentence two ways—once with the contraction and once with the two words. 	
<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: 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. 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</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>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>Verbs</p> <p>A verb tells what someone or something is doing. For example: In the sentence, “The boy swings” the subject of the sentence, the boy, is doing something, he is swinging, so swing is the verb. In the sentence, “The car races.” the subject is the car and the word races tells you what the car is doing. When you identify the verb in a sentence you should be able to visualize an action that is happening. Review the list of verbs from yesterday. Ask if the students have new verbs to add to the list.</p> <p>Ready, Set Action #2</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide the students into pairs. 2. Give each pair a card with a list of verbs on it. 3. Give pair 10-15 minutes to review the verbs and determine how to “act the verb out”. For example, if the verb is jump, the pair could actually jump, however if the verb was fly, they could stretch out their arms and walk around like they were a plane flying. 4. After practice time reassemble the group and ask for volunteers to act out each word (be sure to give all pairs several opportunities to share with the class). 	<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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2nd Grade Contractions

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

Consult 4 Kids Lesson Plans

was not	wasn't	should not	shouldn't
I had	I'd	we are	we're
here is	here's	you will	you'll
you would	you'd	I will	I'll
it is	it's	there is	there's
he will	he'll	they have	they've

Consult 4 Kids Lesson Plans

2nd Grade Ready, Set, Action #2

crunch

melt

spray

soar

cut

float

slither

jump

scratch

pinch

gallop

swim

dance

chew

sing

drive

eat

chirp

clap

read

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Verbs and Contractions
Focus:	Vocabulary (Contractions), Predicting, and Verbs

Materials:

Activities 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.
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:

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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>students 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.</p> <p>Contractions</p> <p>A contraction is a word made by joining two words. One or more letters are left out and an apostrophe replaces them. For example, can + not = can’t.</p> <p>Have students brainstorm other contractions.</p> <p>Contractions</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 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. Alternate until game is over. 4. If there is time, have students make up sentences with each of the contractions that they pick up. Have them say the sentence two ways—once with the contraction and once with the two words. 	
<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>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>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>Verbs A verb tells what someone or something is doing. For example: In the sentence, “The boy swings” the subject of the sentence, the boy, is doing something, he is swinging, so swing is the verb. In the sentence, “The car races.” the subject is the car and the word “races” tells you what the car is doing. When you identify the verb in a sentence you should be able to visualize an action that is happening. Brainstorm a list of verbs or actions with the students. Write the list on a piece of chart paper so you can review with the students in the following days.</p> <p>Ready, Set, Action #1 Directions:</p> <ol style="list-style-type: none"> 1. Divide the students into pairs. 2. Give each pair a card with a list of verbs on it. 3. Give pair 10-15 minutes to review the verbs and determine how to “act the verb out”. For example, if the verb is jump, the pair could actually jump, however if the verb was fly, they could stretch out their arms and walk around like they were a plane flying. 4. After practice time reassemble the group and ask for volunteers to act out each word (be sure to give all pairs several opportunities to share with the class). 	<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!)

Consult 4 Kids Lesson Plans

2nd Grade Contractions

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

Consult 4 Kids Lesson Plans

was not	wasn't	should not	shouldn't
I had	I'd	we are	we're
here is	here's	you will	you'll
you would	you'd	I will	I'll
it is	it's	there is	there's
he will	he'll	they have	they've

Consult 4 Kids Lesson Plans

2nd Grade Ready, Set, Action #1

slide

push

climb

sit

hit

catch

swing

race

blow

fall

boom

flash

burn

shine

balance

sell

write

run

walk

hop

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Verb Tense and Synonyms
Focus:	Vocabulary (Synonyms), Questioning, and Verb Tense

Materials:

Activities at the end of the lesson plan

White Boards and crayons

Opening

State the objective

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- 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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Content (the "Meat")

Fluency

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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*

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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>students to the next level.</p> <p>Fluency Activity of the Day</p> <p>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.</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</p> <p>Synonyms are words that mean the same or nearly the same thing. Selecting a synonym with just the right meaning will make a difference in students' speaking and writing.</p> <p>Synonyms</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into trios. 2. Give each pair a set of Synonym Cards. 3. Shuffle the cards and deal out equal numbers to each player. 4. Player 1 asks another player for a synonym for (and then states the word). 5. Player 1 then uses the word in a sentence. 6. Player 2 either gives up the word or he/she passes. 7. Player 2 then repeats, asking player 3. 8. Player 3 then repeats, asking player 1. 9. When all cards are matched game is over. 	
<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>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?</p>	<p>During the lesson check in with students repeatedly. 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>I wonder how I would feel if the hare was making fun of me? I wonder....</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>Verb Tense Verb tense is used to tell you WHEN something is happening. Actions can be happening NOW—this is the present tense. Actions can have happened in the PAST, this the past tense. Sometimes actions are predicted to happen in the FUTURE, this is the future tense. One way that you make a verb be in the PAST tense is to add the letters –ed to the end of the word. The FUTURE tense usually has the word “will” in front of the verb. On the board make three columns and label the columns: PRESENT, PAST and FUTURE. Ask children for a verb and then write the verb in its three tenses. Example: jump, jumped, will jump or hop, hopped, will hop.</p> <p>Past, Present or Future <u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Past, Present or Future Game Board and set of PPorF Cards. 3. Shuffle the cards and put them to the right of the game board. 4. Player 1 turns over a PPorF card and determines whether the verb on the card represents Present, Past or Future tense of the verb and places the word card on the Game Board in the correct column. 5. Player 2 repeats the process in the same way. 6. Game is over when all card are placed. 	<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>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
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Consult 4 Kids Lesson Plans

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 Synonyms

hairless	bald	lost	misplaced
buttoned	fastened	clean	fresh
child	tot	fast	quick
scream	yell	cook	heat
cut	take apart	fat	obese
bare	uncovered	tied	knotted
dirty	soiled	dog	canine
heavy	weighty	vacation	time off

Consult 4 Kids Lesson Plans

wash	cleanse	bark	arf!
talk	chat	bend	swerve
complete	finish	stripe	streak
ajar	open	parcel	package
return	give back	sneakers	shoes
quilt	blanket	music	tunes
continue	keep going	stop	halt

Consult 4 Kids Lesson Plans

2nd Grade Past, Present or Future Game Board

PAST	PRESENT	FUTURE

Consult 4 Kids Lesson Plans

2nd Grade Past, Present or Future (PPorF) Cards

yell	yelled	will yell	jump
jumped	will jump	whistle	whistled
will whistle	crash	crashed	will crash
bark	barked	will bark	play
played	will play	walks	walked
will walk	types	typed	will type
chirps	chirped	will chirp	jog
jogged	will jog	cries	cried

Consult 4 Kids Lesson Plans

will cry	rakes	raked	will rake
pitch	pitched	will pitch	yawn
yawned	will yawn	scratch	scratched
will scratch	licks	licked	will lick
helps	helped	will help	die
died	will die	tastes	tasted
will taste	skips	skipped	will skip

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Linking Verbs and Homophones
Focus:	Vocabulary (Homophones), Predictions, and Linking Verbs

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 (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>students 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>Homophones</p> <p>Homophones are words that sound alike but are spelled differently and have different meanings. There are four homophones that really challenge us: your, you're, their, there, they're, whose, who's, and its and it's. Let's take a look at the three there, their, they're. The first "there" refers to a place—put it over there. The second, "their", is the possessive form meaning it belongs to them. This is true of "its" and "your" as well. The third form, "they're", is a contraction for they are, just like "it's" is a contraction for it is, "you're" is a contraction for you are, and "who's" is a contraction for who is. Finally, "whose" is the interrogative pronoun—asking the question of which person?</p> <p>Homophones Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a set of Homophone Cards, white board, and pen or crayon. 3. Player 1 draws a card. 4. Player 1 writes and read a sentence using the word that was drawn. 5. If sentence is correct, player receives a point. 6. Player 2 repeats. 7. Game is over when first player reaches 10 points. 	
<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.</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>Repeat this with two additional pairings.</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>Linking Verbs A linking verb is a verb that does not show action. A linking verb expresses a state of being (to be). A linking verb connects, or links two parts of a sentence. Common linking verbs: am, are, be, been, can, could, did, do, does, done, have, had, has, is, may, might, must, shall, should, was, were, will, would. Make a list on a piece of chart paper. Encourage children to memorize the list. Review it several times each day. Write these examples on the board and have children identify the linking verbs: I am a rock collector. You are a gymnast. He is an artist. He had a winning project. Joe should stay calm.</p> <p>Link 'Em Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Link 'Em Card and a white board with pen/crayon. 3. Together, pair reads through the sentences and finds the linking verb in each one. 4. After completing that task, pair writes 5 original sentences. 5. Pairs share their sentences with the another pair. 6. Each group of 4 selects one sentence to share with the class. 	<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)
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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—Homophones

ant	aunt	ate	eight
I	eye	bare	bear
bite	byte	caught	cot
cent	sent	dear	deer
fair	fare	for	four

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hair	hare	knight	night
not	knot	mail	male
write	right	son	sun
two	too	know	no
read	red	sight	site

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2nd Grade Link 'Em Sentence Card

My collection is very big.
That rock is black with little gold specks.
That is a pretty rock.
Rocks are fun to collect.
A diamond is a mineral.
Jade is a green mineral.
These are rare minerals.
The grasshopper was in the weeds.
Do your homework.
Have you any answers?
He had many presents.
My name is Johnny.
The leaves are yellow.
The dog is well trained.
The cow was on the grass.
The children were excited about the party.
Kathy was asleep all day.
The streets were wet from rain.
We now have three computers.
Joe and Sam had the same lunch today.
My cousin has a cold right now.
Rick had fun last summer.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Irregular Verbs and Silly Questions
Focus:	Vocabulary (Prefixes and Suffixes), Clarifying, Irregular Verbs

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 (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>students to the next level.</p> <p>Fluency Activity of the Day</p> <p>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.</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>Prefixes and Suffixes</p> <p>A prefix is added to the beginning of a word and changes the meaning of the word. For example: If you add the prefix “re-” to the word do, to create the word redo, it means that you will do something again. If we added the prefix “un-” to the word clean to create the word unclean, we now have something that is dirty. In other words the meaning of the word has changed.</p> <p>A suffix is added to the end of a word and makes a new word that could be a different part of speech. For example, if you add the suffix –er to the verb sing to form the word singer, you have a noun meaning a person who sings. If you add the suffix –ful to the word pain (a noun) you have the word painful which is an adjective meaning full of pain.</p> <p>Demonstrate several other examples of adding the prefixes re- and un- and the suffixes –er and –ful to different words.</p> <p>Prefixes and Suffixes</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Prefixes and Suffixes Game Board and a deck of sentence cards. 3. Shuffle the sentence cards and place to the side of the Game Board. 4. Player 1 draws a sentence card and decides what prefix or suffix should be added to the word to complete the sentence. 5. Player then places a token on that prefix or suffix on the Game Board. 6. Player 2 then takes his/her turn. 7. Game is over when all cards are completed. 	
<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</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</p>

Consult 4 Kids Lesson Plans

<p>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>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>Irregular Verbs</p> <p>Regular verbs have a pattern when you are determining present, past, and future tense. Irregular verbs do not follow the pattern. An irregular verb will change its form altogether when it is moving from present to past. For example, the verb go is used when you want someone to know that you are going right now. You might say, I go to the store. However, if you are talking about going to the store yesterday, you would say, I went to the store yesterday. The past tense of go is went, a totally different word.</p> <p>Read is another irregular verb. Today I read and yesterday I read. The word is the same when you look at it, but the context helps you to know how to pronounce it.</p> <p>Irregular Verbs</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a deck of Irregular Verb Cards. 3. Shuffle the deck and create a 4 by 4 grid of cards, face down. 4. Player 1 turns over two cards. If they are the present and past tense of the same verb, he/she takes the two and replaces them with others from the deck. If there is no match, turn the cards face down again. 5. Player 2 repeats the process. 6. Game is over when all cards are paired. 	<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

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.

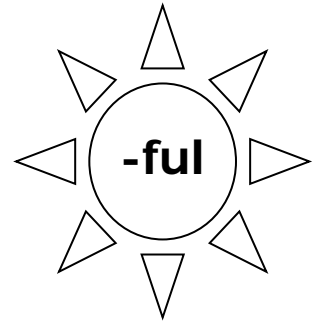
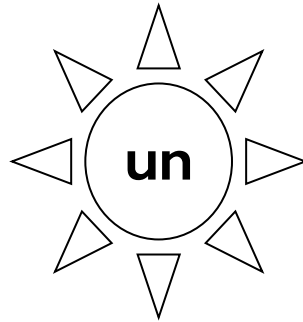
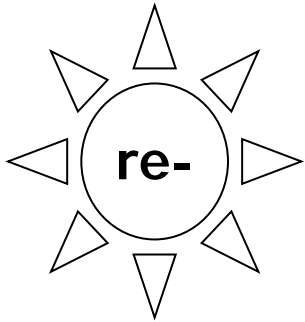
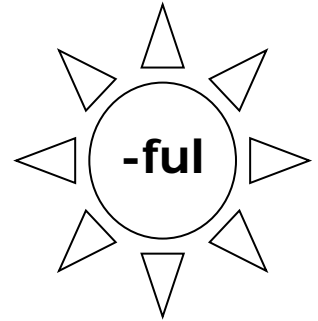
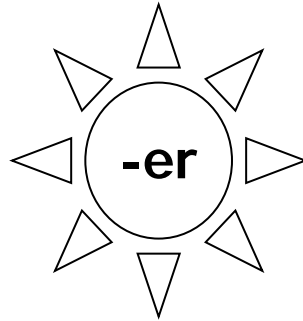
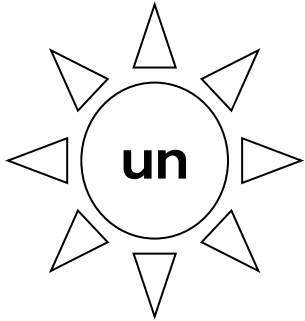
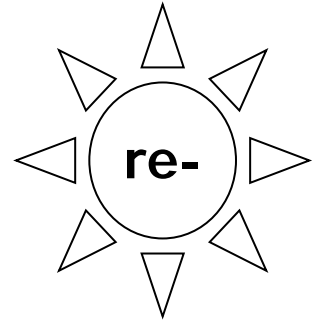
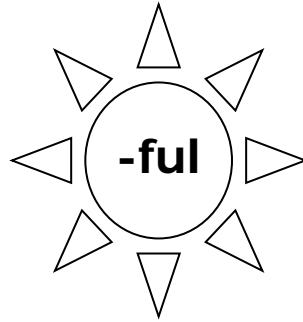
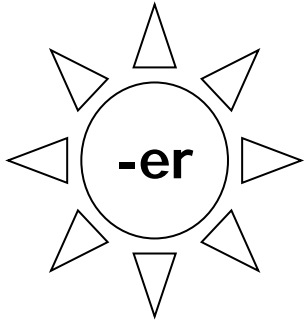
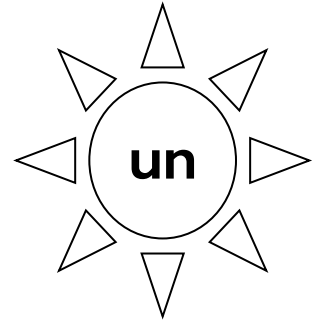
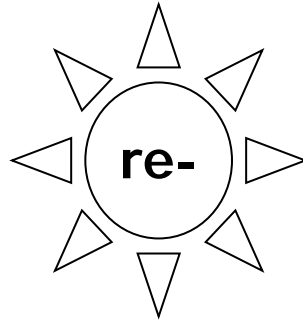
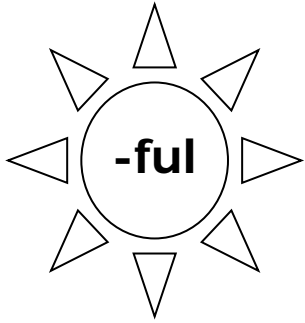
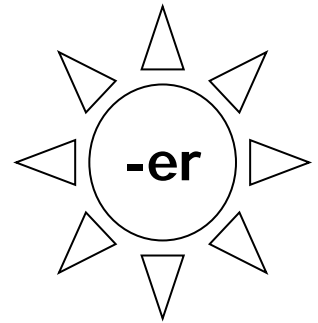
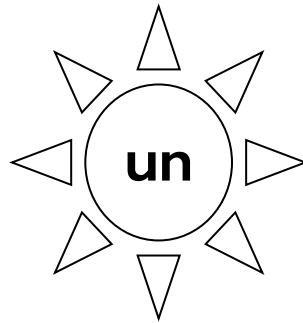
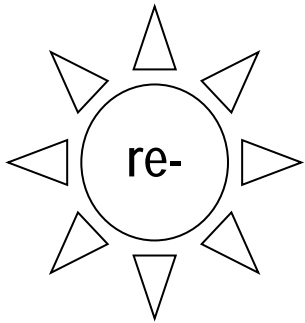
A: Make a commitment to apply the learning within the next 48 hours.

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!)

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2nd Grade Prefixes and Suffixes Game Board



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<p>Yesterday Martha was happy, but today she is _____.</p>	<p>I write my paragraph and then I _____ it.</p>
<p>Don't eat an _____ snack, eat a healthy one instead.</p>	<p>Fill the glass with tea and then _____ them when they are empty.</p>
<p>I was lucky yesterday, but today I feel _____.</p>	<p>He found the wrapped present and then he _____ it.</p>
<p>My shirt was in the wash but it was still dirty so I will _____ it.</p>	<p>The directions were clear to Emily but _____ to Fred.</p>
<p>He was asked to draw a picture and then to _____ it because it was messy.</p>	<p>She found the wrapped present, peeked inside and then _____ it.</p>
<p>The teacher said that John was a good help_____.</p>	<p>Mike's mean words were hurt_____ to me.</p>

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<p>Tony is the best play_____ on the team.</p>	<p>The teacher thinks that Susie is a help_____ student.</p>
<p>The monkeys at the zoo are play_____.</p>	<p>Diego was a very famous paint_____.</p>
<p>The walls were bright and color_____.</p>	<p>Everyone was cheer_____ at the party.</p>
<p>Omar wants to be a teach_____.</p>	<p>Ben is hope_____ about winning the race.</p>

Consult 4 Kids Lesson Plans

 2nd Grade Irregular Verbs

take	took	run	ran
freeze	froze	stand	stood
leave	left	read	read
make	made	write	wrote
throw	threw	feed	fed

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held	hold	fight	fought
catch	caught	wear	word
grow	grew	swim	swam
sell	sold	see	saw
lose	lost	drink	drank

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eat	ate	drive	drove
fall	fell	break	broke
come	came	say	said

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Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Prefixes, Suffixes and Irregular Verbs
Focus:	Vocabulary (Prefixes and Suffixes), Predicting, and Irregular Verbs

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

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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

*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

<p>students to the next level.</p> <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>Prefixes and Suffixes</p> <p>A prefix is added to the beginning of a word and changes the meaning of the word. For example: If you add the prefix “re-” to the word do, to create the word redo, it means that you will do something again. If we added the prefix “un-” to the word clean to create the word unclean, we now have something that is dirty. In other words the meaning of the word has changed.</p> <p>A suffix is added to the end of a word and makes a new word that could be a different part of speech. For example, if you add the suffix –er to the verb sing to form the word singer, you have a noun meaning a person who sings. If you add the suffix –ful to the word pain (a noun) you have the word painful which is an adjective meaning full of pain.</p> <p>Demonstrate several other examples of adding the prefixes re- and un- and the suffixes –er and –ful to different words.</p> <p>Prefixes and Suffixes</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Prefixes and Suffixes Game Board and a deck of sentence cards. 3. Shuffle the sentence cards and place to the side of the Game Board. 4. Player 1 draws a sentence card and decides what prefix or suffix should be added to the word to complete the sentence. 5. Player then places a token on that prefix or suffix on the Game Board. 6. Player 2 then takes his/her turn. 7. Game is over when all cards are completed. 	
<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>

Consult 4 Kids Lesson Plans

Activity	
<p>Predicting</p> <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>Irregular Verbs</p> <p>Regular verbs have a pattern when you are determining present, past, and future tense. Irregular verbs do not follow the pattern. An irregular verb will change its form altogether when it is moving from present to past. For example, the verb go is used when you want someone to know that you are going right now. You might say, I go to the store. However, if you are talking about going to the store yesterday, you would say, I went to the store yesterday. The past tense of go is went, a totally different word.</p> <p>Read is another irregular verb. Today I read and yesterday I read. The word is the same when you look at it, but the context helps you to know how to pronounce it.</p> <p>Irregular Verbs</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a deck of Irregular Verb Cards. 3. Shuffle the deck and create a 4 by 4 grid of cards, face down. 4. Player 1 turns over two cards. If they are the present and past tense of the same verb, he/she takes the two and replaces them with others from the deck. If there is no match, turn the cards face down again. 5. Player 2 repeats the process. 6. Game is over when all cards are paired. 	<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

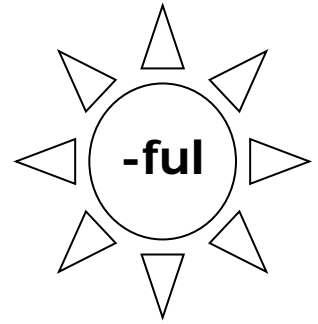
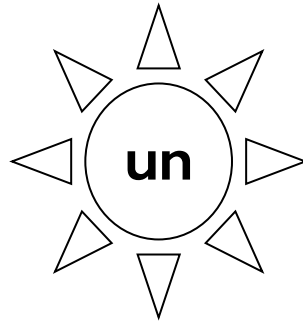
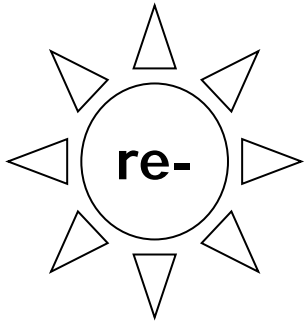
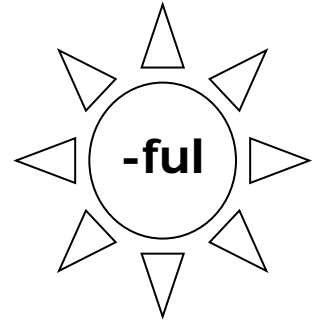
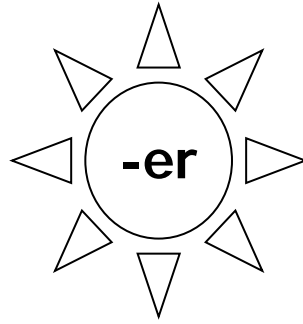
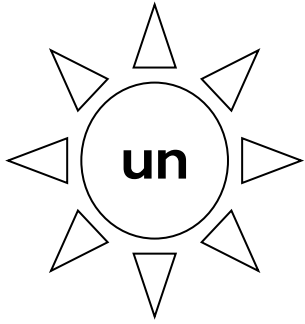
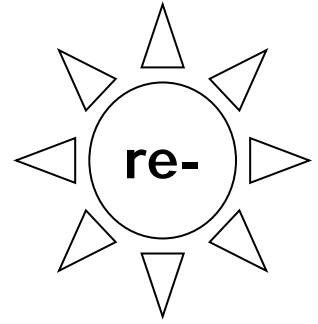
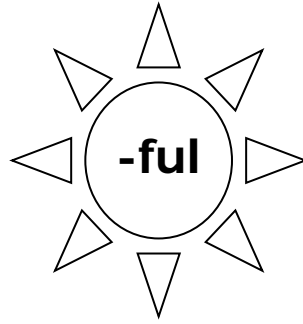
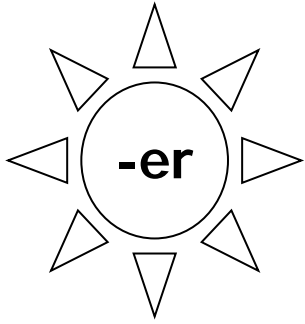
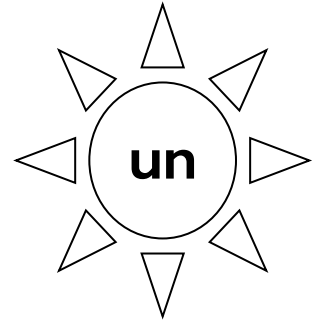
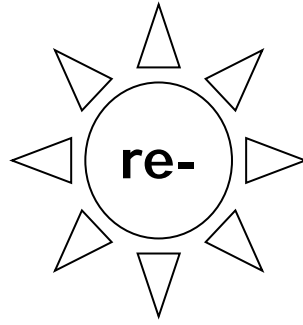
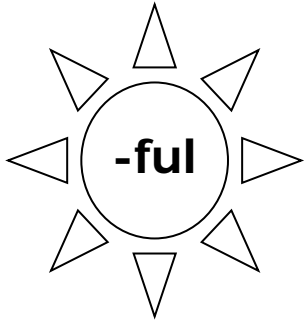
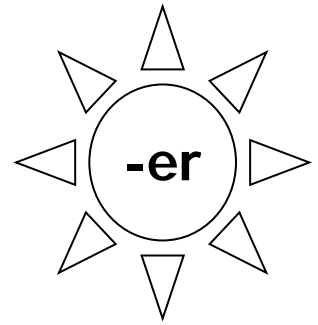
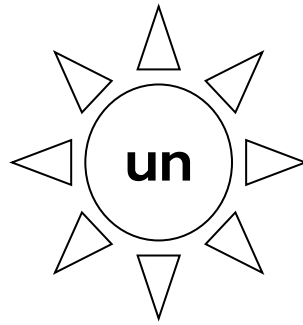
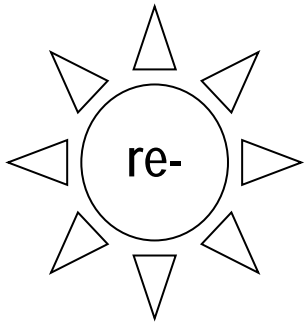
- Share 3 things you like about today's lesson.
- Share 2 questions you have that were not answered.
- Share 1 thing that you will use tomorrow that you practiced today.

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

2nd Grade Prefixes and Suffixes Game Board



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<p>Yesterday Martha was happy, but today she is _____.</p>	<p>I write my paragraph and then I _____ it.</p>
<p>Don't eat an _____ snack, eat a healthy one instead.</p>	<p>Fill the glass with tea and then _____ them when they are empty.</p>
<p>I was lucky yesterday, but today I feel _____.</p>	<p>He found the wrapped present and then he _____ it.</p>
<p>My shirt was in the wash but it was still dirty so I will _____ it.</p>	<p>The directions were clear to Emily but _____ to Fred.</p>
<p>He was asked to draw a picture and then to _____ it because it was messy.</p>	<p>She found the wrapped present, peeked inside and then _____ it.</p>
<p>The teacher said that John was a good help_____.</p>	<p>Mike's mean words were hurt_____ to me.</p>

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<p>Tony is the best play_____ on the team.</p>	<p>The teacher thinks that Susie is a help_____ student.</p>
<p>The monkeys at the zoo are play_____.</p>	<p>Diego was a very famous paint_____.</p>
<p>The walls were bright and color_____.</p>	<p>Everyone was cheer_____ at the party.</p>
<p>Omar wants to be a teach_____.</p>	<p>Ben is hope_____ about winning the race.</p>

Consult 4 Kids Lesson Plans

 2nd Grade Irregular Verbs

take	took	run	ran
freeze	froze	stand	stood
leave	left	read	read
make	made	write	wrote
throw	threw	feed	fed

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held	hold	fight	fought
catch	caught	wear	word
grow	grew	swim	swam
sell	sold	see	saw
lose	lost	drink	drank

Consult 4 Kids Lesson Plans

eat	ate	drive	drove
fall	fell	break	broke
come	came	say	said

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Individual Show-Off and Homographs
Focus:	Vocabulary (Homographs), Clarifying and Linking Verbs

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).
- 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 (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>students 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>Homographs Homographs are words that are spelled the same way but are pronounced differently and mean something different. An example would be read and read. One time you pronounce it as if you are reading something right now the other is pronounced to indicate that the reading took place in the past. Share homographs—record and record (the first is to keep a record the second is to make a tape of your voice.)</p> <p>Homographs <u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a set of Homograph Cards. 3. Shuffle the cards and place them in between the two players. 4. Player 1 draws a card, reads the sentence and tells how to pronounce the word to fit in that sentence. 5. If Player 2 agrees, Player 1 gets a point and Player 2 resumes play. If Player 2 disagrees, then they must find a neutral peer and ask him/her to decide. 	
<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</p>	<p>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.</p>

Consult 4 Kids Lesson Plans

<p>having access to a large variety of books and other texts.</p> <p style="text-align: center;">Activity</p> <p>Clarifying: 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. 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>Linking Verbs A linking verb is a verb that does not show action. A linking verb expresses a state of being (to be). A linking verb connects, or links two parts of a sentence. Common linking verbs: am, are, be, been, can, could, did, do, does, done, have, had, has, is, may, might, must, shall, should, was, were, will, would. Make a list on a piece of chart paper. Encourage children to memorize the list. Review it several times each day. Write these examples on the board and have children identify the linking verbs: I am a rock collector. You are a gymnast. He is an artist. He had a winning project. Joe should stay calm.</p> <p>Link ‘Em <u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Link ‘Em Card and a white board with pen/crayon. 3. Together, pair reads through the sentences and finds the linking verb in each one. 4. After completing that task, pair writes 5 original sentences. 5. Pairs share their sentences with another pair. 6. Each group of 4 selects one sentence to share with the class. 	<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
<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>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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Consult 4 Kids Lesson Plans

2nd Grade—Homograph Cards

John will <u>record</u> that song.	Sales set a <u>record</u> the day after Thanksgiving.	She straightened the <u>bow</u> in her hair.	The actor took a <u>bow</u> after the play.
What is your <u>address</u> ?	How did you <u>address</u> the judge?	Jill held her teddy bear <u>close</u> .	Don't forget to <u>close</u> the door.
He plays the <u>bass</u> guitar with the band	He caught a <u>bass</u> in the lake.	He was a <u>rebel</u> because he just couldn't cooperate.	In 1860 Virginia decided to <u>rebel</u> .
The room was dirty and <u>dingy</u> .	That small boat is called a <u>dingy</u> .	The <u>sewer</u> drain was at the corner.	She loved to work with fabric, she was a <u>sewer</u> .
Please <u>read</u> the story aloud now.	He <u>read</u> the book yesterday.	He will <u>present</u> his project to the group.	Did you get a <u>present</u> for your birthday?
He enjoys the cactus in the <u>desert</u> .	The soldier did not <u>desert</u> his friends.	You may move forward and <u>resume</u> your walk.	He turned in his <u>résumé</u> .

Consult 4 Kids Lesson Plans

<p>The <u>dove</u> will “coo” when it is content.</p>	<p>He <u>dove</u> into the swimming pool.</p>	<p>Who will <u>lead</u> the activity?</p>	<p>The pencil needs a sharp <u>lead</u>.</p>
<p>Will you <u>polish</u> your fingernails?</p>	<p>Have you ever eaten a <u>Polish</u> dog?</p>	<p>He is the <u>subject</u> of the investigation.</p>	<p>Don't <u>subject</u> me to your anger!</p>
<p>She always has an <u>excuse</u> about her clothes.</p>	<p>Mom will <u>excuse</u> you from the table.</p>	<p>She was so sad that a <u>tear</u> slid down her cheek.</p>	<p>Don't <u>tear</u> that paper!</p>
<p>I was able to win the <u>contest</u>.</p>	<p>He disagrees and will <u>contest</u> your opinion.</p>	<p>He was sad about the loss so he <u>moped</u> around.</p>	<p>I will ride my <u>moped</u> to the store.</p>
<p>Did he <u>refuse</u> to go to the dinner?</p>	<p>The garbage truck picked up the <u>refuse</u>.</p>	<p>Did you <u>suspect</u> the surprise party?</p>	<p>He was a <u>suspect</u> in the robbery.</p>

Consult 4 Kids Lesson Plans

2nd Grade Link 'Em Sentence Card

My collection is very big.

That rock is black with little gold specks.

That is a pretty rock.

Rocks are fun to collect.

A diamond is a mineral.

Jade is a green mineral.

These are rare minerals.

The grasshopper was in the weeds.

Do your homework.

Have you any answers?

He had many presents.

My name is Johnny.

The leaves are yellow.

The dog is well trained.

The cow was on the grass.

The children were excited about the party.

Kathy was asleep all day.

The streets were wet from rain.

We now have three computers.

Joe and Sam had the same lunch today.

My cousin has a cold right now.

Rick had fun last summer.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Vocabulary and Convention Review
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

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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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>students to the next level.</p> <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>Today is a day of review. Have students select from one of the following:</p> <ul style="list-style-type: none"> Contractions Synonyms Antonyms Homographs Which One? Prefixes and Suffixes 	
<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>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>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to</p>

Consult 4 Kids Lesson Plans

<p>Today is a day of review. Have students select from one of the following:</p> <p>Ready, Set Action! Past, Present or Future Link 'Em To S or Not to S Irregular Verbs</p>	<p>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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