

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd
Lesson Title:	Parts to Whole
Focus:	Vocabulary (Compound Words), Predicting, and Alphabetical Order

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?

What do you know about compound words? Please give several examples of compound words. What strategies do you use to put things in alphabetical order?

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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

Fluency Activity of the Day

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.

Vocabulary

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

Compound Words: Compound words are made up of two words that go together to make a new word with a clearer meaning. For example, the word bedroom is a compound word using both bed and room to let you know that this is a room where a bed can be found—which of course implies that this is the room someone will sleep in. Recognizing a compound word when you see one is helpful, and then thinking about the two words that the compound word is formed from will help you understand the meaning of the compound word.

Parts to Whole

Directions:

1. Divide students into pairs.
2. Give each pair a set of Compound Words cards and a white board with pen/crayon.
3. Shuffle the cards and prepare the white board by drawing a vertical line down the middle.
4. Player 1 selects a Compound Word card and reads the sentence on the card, identify the compound word in the sentence, and then on the white board, write the two words that were combined to make the compound word.
5. Player 2 then continues the activity by repeating the process.
6. Game is over when all cards have been used.

Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

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<p style="text-align: center;">Activity</p> <p>Predicting Find the Evidence: On chart paper, write these two heading: predictions and Evidence. Use a different colored marker for each column. List several predications. As you begin to read the material, ask students to look for evidence of their predictions. For example, if the prediction is, "There is a sad and lonely duck," the evidence might be, "The duck always walked alone."</p>	
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p>Alphabetical Order: Alphabetical Order is a term we use to describe how we organize or order words by putting them in the same order that we say the alphabet. So, if we were looking to organize or order the three words zebra, cat and dog, we could say the alphabet and if we did we would order the words: cat, dog, zebra, because when we look at the first letter of the word, we can see that they are all different so it is simple to say the alphabet and order the words.</p> <p>Simple as ABC Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a set of word cards and a white board, pen or crayon. 3. Ask students to work together to order the words on the card in alphabetical order. 4. When they are satisfied that the words are ordered correctly, they should make a list on the white board. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Closing
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>

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Reflection (Confirm, Tweak, Aha!)

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

2nd Grade Parts to Whole (Compound Words)

<p>I can't find my watch in the bedroom.</p>	<p>We have a pool in our backyard.</p>
<p>My shoelaces are too short for my shoes.</p>	<p>The sunshine felt warm on my skin.</p>
<p>We saw jellyfish at the beach.</p>	<p>My mother baked homemade bread.</p>
<p>Give your teacher your homework.</p>	<p>My uncle has three grandchildren.</p>
<p>I ate eggs and sausage for breakfast.</p>	<p>Ride your bike on the sidewalk.</p>
<p>Did you hear the songbird singing?</p>	<p>The grasshopper jumped and hopped.</p>
<p>The highway is full of cars.</p>	<p>The seashell is beige and pink.</p>

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<p>The chalkboard is a dark green.</p>	<p>The sailboat could be seen in the harbor.</p>
<p>The rainbow spread across the sky.</p>	<p>When is your birthday?</p>
<p>The watermelon was sweet and juicy.</p>	<p>The midnight train is late tonight.</p>
<p>Everyone on the boat was sea sick.</p>	<p>The sunlight felt arm on her back.</p>
<p>He was walking barefoot on the sand.</p>	<p>Do you have any math homework?</p>
<p>Did you leave in the afternoon?</p>	<p>I ate oatmeal yesterday morning.</p>
<p>The flashlight did not have a battery.</p>	<p>We ate popcorn at the movie.</p>

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John and Mary are classmates.

Did you leave your bike outside?

2nd Grade Simple as ABC #1

tap	rap	cap
map	zap	nap
lap	sap	gap
yap	dapper	flapper
happy	Japan	sap

Consult 4 Kids Lesson Plans

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

Materials:

Activity at end of lesson plan

White Boards and pens and/or crayons

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

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

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

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

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

*Activity → Teachable Moment(s) *throughout*

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

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<p>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>Similes A simile is a comparison of two things using the word “like” or “as” to make the comparison. When a comparison has been made in a certain way for a long time, it can become a cliché. Examples of similes that are also clichés include: cold as ice, hard as a rock, old as the hills, had as a hornet, dark as nigh, deep as the ocean. Ask children if they can think of others.</p> <p>Charades <u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide the students into groups of 3. 2. Give each group a set of simile cards. 3. Have groups go through the cards and discuss how they might act out each of the similes. 4. Bring the groups back together. 5. Draw a simile card and have each of the groups come up and act out the simile without speaking. 6. After each group has finished, have the class vote on the charade that they like best. 	
<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 One-Minute Predictions: Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;">Conventions</p>	<p>Often, this activity will be</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.

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.

Contractions

Directions:

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

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.

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.

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Closing

Review

Say:

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

Debrief

LBNT

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.

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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3rd Grade Similes (Clichés)

run like a deer	hop like a rabbit	swim like a fish	free as a bird
busy as a bee	slither like a snake	quick as lightning	strong as a lion
scamper like a mouse	nervous as a cat	flat as a pancake	cold as ice
dark as night	deep as the ocean	old as the hills	mad as a hornet
hard as nails	smart as a whip	happy as a clam	as blind as a bat
as clear as mud	as dry as a bone	as hungry as a bear	as steady as a rock

3rd Grade Contractions

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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

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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

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Which Ending
Focus:	Vocabulary (Antonyms), Predictions, and Ending Punctuation

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?

What do you know about antonyms? Give several examples of antonyms for beautiful. What are different ways that you can end a sentence?

Content (the "Meat")

Fluency

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Repeated Reading Process

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

*Activity → Teachable Moment(s) throughout

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

Fluency Activity of the Day

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.

Vocabulary

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

Antonyms: Antonyms are words that mean the opposite of one another. One of the reasons that antonyms are important is that they tell you what something is not. For example, a light can be either on or off. Those are opposite, and if I tell you that a light is off, you would know that there is not enough light, and you would also know that if you needed to change that, you could turn the light on. Same is true for loud and soft. If something is loud you know it is not soft, quiet, or silent, which helps you to understand the meaning of "loud".

Antonyms

Directions:

1. Divide students into pairs.
2. Give each pair an Antonym Word Bank and a deck of sentence cards.
3. Working together, students select a sentence card, read the sentence, look at the underlined word and discuss what it means, and then go to the Antonym Word Bank and select an antonym for the underlined word.
4. When they have reviewed all of the sentences, pair selects three antonyms from the Word Bank and writes an original sentence to share with the class.

Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

Activity

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.

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

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<p>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>Ending A Sentence: We end sentences with a punctuation mark. There are three ending punctuation marks: a period (.), a question mark (?), and an exclamation point (!). We use the period in a telling sentence. We use a question mark in an asking sentence. We use an exclamation point in an exclaiming sentence.</p> <p>Which Ending Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a deck of Which Ending Punctuation cards and game board. 3. Player 1 draws a sentence card and decides which punctuation mark the sentence should end with. 4. Player then marks that punctuation mark on the game board. 5. Player 2 repeats the process. 6. Only one player can mark each space. If a space is marked, a player may bump that token and replace with his/her marker. 7. Game is over when all cards have been used. 8. Winner is the player with the most markers. 9. 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) 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 Antonyms

Antonym Word Bank

slow

happy

open

in

start

young

push

hard

clean

right

on

fat

wet

close

day

start

huge

fast

ugly

old

thin

dry

high

light

night

end

pretty

tiny

new

man

Antonym Sentence Cards

<p>The deer runs <u>fast</u>.</p>	<p>He is very <u>sad</u>.</p>	<p><u>Close</u> the door.</p>
<p>Take the dog <u>out</u>.</p>	<p>He will <u>end</u> the race.</p>	<p>The lady is <u>old</u>.</p>
<p>She will <u>pull</u> the wagon.</p>	<p>The pillow is <u>soft</u>.</p>	<p>Her clothes are <u>dirty</u>.</p>
<p>Put it on the <u>left</u>.</p>	<p>Turn the light <u>off</u>.</p>	<p>The cat was <u>skinny</u>.</p>
<p>The clothes are <u>dry</u>.</p>	<p><u>Open</u> the door.</p>	<p>He left during the <u>night</u>.</p>
<p><u>Finish</u> your homework.</p>	<p>That is really <u>small</u>.</p>	<p>He is very <u>slow</u>.</p>

<p>That doll is <u>beautiful</u>.</p>	<p>That sweater is <u>new</u>.</p>	<p>The mint is <u>thick</u>.</p>
<p>The grass is <u>wet</u>.</p>	<p>That shelf is <u>low</u>.</p>	<p>The room was <u>dark</u>.</p>
<p>The <u>day</u> is long.</p>	<p>He will <u>start</u> the race.</p>	<p>The dress is <u>ugly</u>.</p>
<p>That is a <u>large</u> cat.</p>	<p>The <u>old</u> coat is red.</p>	<p>The <u>woman</u> walked in first.</p>

2nd Grade Which Ending?

?	.	.	.	?
.	<h1>Which Ending?</h1>			!
!				.
?				.
.				!

I saw my dog at my house	I play ball with my Dad	My favorite color is red	I like to eat hamburgers
I am 7 years old	Yesterday was my birthday	How old are you	Do you like to eat the sandwich
Have you been to the fair today	Where are we going	Who is that man	Wow
I am so excited to see you	You're the greatest	I like the color orange	My cat is yellow
The dog is loud	How are you	Marnie got a doll	I won a bike
Where is he	Joe likes dogs	Get off the desk	Where is my book

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Multiple Meaning Words and Sentence Subjects
Focus:	Vocabulary (Multiple Meaning Words), Predicting, and Parts of Sentences

Materials:

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

Opening

State the objective

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

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

What are the two major parts of sentences? (subject and predicate)

Content (the "Meat")

Fluency

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<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>Multiple Meaning Words: A single word in English can have more than one meaning. There are many, many words in this category.</p> <p>Which Meaning?</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into trios. 2. Give each trio 3 white boards, pens/crayons, and a set of Multiple Meaning Cards. 3. Shuffle the cards and place face down in the center. 4. Students turn over the top card and read the descriptors. 5. Each student then writes a sentence on the white board using one of the two meanings of the word in a sentence. 6. Trio then compares a sentence. 7. Each student that correctly writes a sentence gets one point. 8. If a student is the only one in the trio that selected one of the meanings, then he/she gets a second point for originality. 9. Activity is over when all cards have been used. 10. Bring group back together to share a sentence or two with the entire group. 	
<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>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</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>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>Naming Parts of Sentences: The naming part of a sentence tells you who or what the sentence is about. We call the naming part the subject. When you read a sentence ask yourself, “Who or what is this sentence about?” When you think about it you can identify the naming part of the sentence or the subject.</p> <p>Sentence Subjects <u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a set of Sentence Subject cards and a white board with pen/crayon. 3. Shuffle the cards. 4. Together, students turn up a card and read the sentence on the card. 5. Students then decide which part of the sentence is the naming part or the subject and write that part of the sentence on the white board. 6. When students have gone through all of the cards, bring them back together and have each group share at least one sentence and what they determined with the naming/subject part of the sentence. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>3-2-1</p> <ul style="list-style-type: none"> • Share 3 things you like about today's lesson. • Share 2 questions you have that were not answered. • Share 1 thing that you will use tomorrow that you practiced today.

<p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 1. Ask students to think about what they did today. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
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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!)

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2nd Grade Which Meaning?

<p>bark: the outside covering on a tree</p> <p>bark: the sound a dog makes</p>	<p>bowl: a dish that you can put soup in</p> <p>bowl: a game you play with a ball and pins</p>
<p>bat: a mammal that flies and lives in caves</p> <p>bat: a metal or wooden stick used to hit a ball</p>	<p>bit: a metal piece that you can drill a hole with</p> <p>bit: a tiny morsel</p>
<p>box: a cardboard container that holds items</p> <p>box: a sport where you meet an opponent in a ring and fight</p>	<p>can: have the ability to do something</p> <p>can: a cylinder that holds fruit and other types of food</p>
<p>club: a place to go to meet with friends</p> <p>club: a wooden stick often carried for protection</p>	<p>check: a paper form you can write on to get money</p> <p>check: look at something to be sure it is correct</p>
<p>dip: moving down, either on a road or on a plane</p> <p>dip: a food that you can put chips, pizza, and veggies in</p>	<p>fair: a celebration with food, games, and displays</p> <p>fair: being equitable to everyone</p>
<p>down: the small feathers on a duck or goose</p> <p>down: put something onto the ground</p>	<p>hit: a successful song on the radio</p> <p>hit: jab someone with your fist</p>
<p>hide: put yourself in a place so no one knows where you are</p> <p>hide: the skin of an animal</p>	<p>left: direction opposite of the right</p> <p>left: leave</p>
<p>jam: jelly-like substance</p> <p>jam: pushed close together</p>	<p>nails: the hard coverings on the end of your fingers and toes</p> <p>nails: metal spikes used to hold boards together</p>
<p>miss: title of an unmarried person "Miss"</p> <p>miss: not be on target</p>	<p>lie: a fib or untruth</p> <p>lie: be prone on a bed</p>
<p>shake: jiggle something with vigor</p> <p>shake: chocolate, strawberry or vanillas ice cream drink</p>	<p>seal: an animal that has flippers</p> <p>seal: close an envelope or opening</p>

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<p>stamp: tap your foot loudly</p> <p>stamp: postage on a letter</p>	<p>stick: a wooden piece</p> <p>stick: attach to something</p>
<p>arm: one of two body parts that end in your hands</p> <p>arm: provide weapons to someone</p>	<p>tire: black rubber that goes on a car's or bike's wheel</p> <p>tire: worn out</p>
<p>tap: connect with something with your finger or your foot, making a noise</p> <p>tap: kind of dance that you can do</p>	<p>swing: a ride at a park with a seat and usually chains holding it up</p> <p>swing: moving your arms around wildly</p>

2nd Grade Sentence Subjects

<p>The circus was fun.</p> <p>The circus was fun</p>	<p>Judy and Lori are twins</p> <p>Judy and Lori are twins</p>
<p>My mother is the best cook.</p> <p>My mother is the best cook.</p>	<p>John wants a sandwich.</p> <p>John wants a sandwich</p>
<p>The boy waits for his turn.</p> <p>The boy waits for his turn.</p>	<p>Spiders scared the little girl.</p> <p>Spiders scared the little girl</p>
<p>The clouds are fluffy.</p> <p>The clouds are fluffy</p>	<p>Max and Kyle are friends.</p> <p>Max and Kyle are friends</p>
<p>I like to watch television.</p> <p>I like to watch television</p>	<p>The birds are hungry.</p> <p>The birds are hungry</p>
<p>It was a fun day.</p> <p>It was a fun day</p>	<p>I like reptiles.</p> <p>I like reptiles</p>
<p>My mom read the book to me.</p> <p>My mom read the book to me</p>	<p>Pete was scared.</p> <p>Pete was scared</p>
<p>The policeman was nice.</p> <p>The policeman was nice</p>	<p>Her birthday party was fun.</p> <p>Her birthday party was fun</p>
<p>We played board games.</p> <p>We played board games</p>	<p>Joni cleans her room.</p> <p>Joni cleans her room</p>
<p>Birds are in the sky.</p> <p>Birds are in the sky</p>	<p>Candy is bad for your teeth.</p> <p>Candy is bad for your teeth</p>

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Simple as ABC
Focus:	Vocabulary (Compound Words), Clarifying, and Alphabetical Order

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?

Please give several examples of compound words. With these three words, which would be first? Second? Last?

jam jump jewelry

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

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

Fluency Activity of the Day

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).

Vocabulary

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.

Compound Words: Compound words are made up of two words that go together to make a new word with a clearer meaning. For example, the word bedroom is a compound word using both bed and room to let you know that this is a room where a bed can be found—which of course implies that this is the room someone will sleep in. Recognizing a compound word when you see one is helpful, and then thinking about the two words that the compound word is formed from will help you understand the meaning of the compound word.

Parts to Whole

Directions:

1. Divide students into pairs.
2. Give each pair a set of Compound Words cards and a white board with pen/crayon.
3. Shuffle the cards and prepare the white board by drawing a vertical line down the middle.
4. Player 1 selects a Compound Word card and reads the sentence on the card, identify the compound word in the sentence, and then on the white board, write the two words that were combined to make the compound word.
5. Player 2 then continues the activity by repeating the process.
6. Game is over when all cards have been used.

Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

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<p>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 using facial and body movements. Repeat several times.</p>	
<p>Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p>Alphabetical Order: Alphabetical Order is a term we use to describe how we organize or order words by putting them in the same order that we say the alphabet. So, if we were looking to organize or order the three words zebra, cat and dog, we could say the alphabet and if we did we would order the words: cat, dog, zebra, because when we look at the first letter of the word, we can see that they are all different so it is simple to say the alphabet and order the words.</p> <p>Sometimes, when we look at the words that we are going to order we realize that more than one of them begin with the same letter. If that is the case then we have to group them first by the first letter, and then we order the words that begin with the same first letter by looking at the second letter. For example if we look at the words dog, zebra, cat, deer, we would see that in the first round we would order the words by the first letter and we would organize them cat, dog, deer, zebra. Then we would have to look at the two words that begin with "d" and look at the second letter. So if we put deer and dog together, we would know that deer comes before dog, because "e" occurs in the alphabet before "o". So our final list would be cat, deer, dog, zebra.</p> <p>Simple as ABC #2 Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a set of word cards and a white board, pen or crayon. 3. Ask students to work together to order the words on the card in alphabetical order. 4. When they are satisfied that the words are ordered correctly, they should make a list on the white board. 5. Remember that after ordering the words by the first letter, you would look at the words that begin with the same first letter and look to the second letter to determine the order. 	<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

LBNT

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.

Reflection (Confirm, Tweak, Aha!)

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

2nd Grade Parts to Whole (Compound Words)

<p>I can't find my watch in the bedroom.</p>	<p>We have a pool in our backyard.</p>
<p>My shoelaces are too short for my shoes.</p>	<p>The sunshine felt warm on my skin.</p>
<p>We saw jellyfish at the beach.</p>	<p>My mother baked homemade bread.</p>
<p>Give your teacher your homework.</p>	<p>My uncle has three grandchildren.</p>
<p>I ate eggs and sausage for breakfast.</p>	<p>Ride your bike on the sidewalk.</p>
<p>Did you hear the songbird singing?</p>	<p>The grasshopper jumped and hopped.</p>
<p>The highway is full of cars.</p>	<p>The seashell is beige and pink.</p>

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<p>The chalkboard is a dark green.</p>	<p>The sailboat could be seen in the harbor.</p>
<p>The rainbow spread across the sky.</p>	<p>When is your birthday?</p>
<p>The watermelon was sweet and juicy.</p>	<p>The midnight train is late tonight.</p>
<p>Everyone on the boat was sea sick.</p>	<p>The sunlight felt arm on her back.</p>
<p>He was walking barefoot on the sand.</p>	<p>Do you have any math homework?</p>
<p>Did you leave in the afternoon?</p>	<p>I ate oatmeal yesterday morning.</p>
<p>The flashlight did not have a battery.</p>	<p>We ate popcorn at the movie.</p>

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John and Mary are classmates.

Did you leave your bike outside?

2nd Grade Simple as ABC #2 (Cut in horizontal rows, not individual cards)

gap	go	get
can	cut	cop
bed	bat	bug
lap	lead	loaf
rent	rap	rust
seal	shall	sap
man	moan	men
tent	table	too
was	what	wet

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Which Meaning and Sentence Predicates
Focus:	Vocabulary (Multiple Meaning Words), Clarifying, Parts of a Sentence

Materials:

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

Opening

State the objective

The purpose of these lessons are to:

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- 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?

What are the two major parts of sentences? (subject and predicate)

Content (the "Meat")

Fluency

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Repeated Reading Process

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4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
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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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students to the next level.

Fluency Activity of the Day

Independent Timed Reading: Have students work in pairs and use a three minute egg timer or look at the clock to keep time. As the first student begins to read the passage, the partner either turns over the egg timer or begins watching the clock. At the end of 2 minutes (if students are watching a clock, or three minutes is using the egg timer, the partner calls "Stop" and the number of words are counted. Process is repeated for the other students. Students record the number of words read on their reading chart.

Vocabulary

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

Multiple Meaning Words: A single word in English can have more than one meaning. There are many, many words in this category.

Which Meaning?

Directions:

1. Divide students into trios.
2. Give each trio 3 white boards, pens/crayons, and a set of Multiple Meaning Cards.
3. Shuffle the cards and place face down in the center.
4. Students turn over the top card and read the descriptors.
5. Each student then writes a sentence on the white board using one of the two meanings of the word in a sentence.
6. Trio then compares a sentence.
7. Each student that correctly writes a sentence gets one point.
8. If a student is the only one in the trio that selected one of the meanings, then he/she gets a second point for originality.
9. Activity is over when all cards have been used.
10. Bring group back together to share a sentence or two with the entire group.

Reciprocal Teaching

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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.

Activity

Clarifying:

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<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 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>Telling Parts of Sentences: The telling part of the sentence tells what someone or something does or is. This part of the sentence is called the predicate. When you read a sentence, to find the predicate or the telling part of the sentence you need to ask yourself, "What is happening here?" The answer to that question will be the predicate. A predicate could be 1 word or many words. In the sentence: Dogs bark, the word "dogs" is the subject and the word "bark" is the predicate, it is what the dog is doing. Sentences must have both a subject (the naming part) and the predicate (the telling part) to be a complete sentence.</p> <p>Sentence Predicates Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a set of Sentence Predicate cards and a white board with pen/crayon. 3. Shuffle the cards. 4. Together, students turn up a card and read the sentence on the card. 5. Students then decide which part of the sentence is the telling part or the predicate and write that part of the sentence on the white board. <p>When students have gone through all of the cards, bring them back together and have each group share at least one sentence and what they determined with the telling/predicate part of the sentence.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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>

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Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
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 Which Meaning?

<p>bark: the outside covering on a tree</p> <p>bark: the sound a dog makes</p>	<p>bowl: a dish that you can put soup in</p> <p>bowl: a game you play with a ball and pins</p>
<p>bat: a mammal that flies and lives in caves</p> <p>bat: a metal or wooden stick used to hit a ball</p>	<p>bit: a metal piece that you can drill a hole with</p> <p>bit: a tiny morsel</p>
<p>box: a cardboard container that holds items</p> <p>box: a sport where you meet an opponent in a ring and fight</p>	<p>can: have the ability to do something</p> <p>can: a cylinder that holds fruit and other types of food</p>
<p>club: a place to go to meet with friends</p> <p>club: a wooden stick often carried for protection</p>	<p>check: a paper form you can write on to get money</p> <p>check: look at something to be sure it is correct</p>
<p>dip: moving down, either on a road or on a plane</p> <p>dip: a food that you can put chips, pizza, and veggies in</p>	<p>fair: a celebration with food, games, and displays</p> <p>fair: being equitable to everyone</p>
<p>down: the small feathers on a duck or goose</p> <p>down: put something onto the ground</p>	<p>hit: a successful song on the radio</p> <p>hit: jab someone with your fist</p>
<p>hide: put yourself in a place so no one knows where you are</p> <p>hide: the skin of an animal</p>	<p>left: direction opposite of the right</p> <p>left: leave</p>
<p>jam: jelly-like substance</p> <p>jam: pushed close together</p>	<p>nails: the hard coverings on the end of your fingers and toes</p> <p>nails: metal spikes used to hold boards together</p>
<p>miss: title of an unmarried person "Miss"</p> <p>miss: not be on target</p>	<p>lie: a fib or untruth</p> <p>lie: be prone on a bed</p>
<p>shake: jiggle something with vigor</p> <p>shake: chocolate, strawberry or vanillas ice cream drink</p>	<p>seal: an animal that has flippers</p> <p>seal: close an envelope or opening</p>

Consult 4 Kids Lesson Plans

<p>stamp: tap your foot loudly</p> <p>stamp: postage on a letter</p>	<p>stick: a wooden piece</p> <p>stick: attach to something</p>
<p>arm: one of two body parts that end in your hands</p> <p>arm: provide weapons to someone</p>	<p>tire: black rubber that goes on a car's or bike's wheel</p> <p>tire: worn out</p>
<p>tap: connect with something with your finger or your foot, making a noise</p> <p>tap: kind of dance that you can do</p>	<p>swing: a ride at a park with a seat and usually chains holding it up</p> <p>swing: moving your arms around wildly</p>

Consult 4 Kids Lesson Plans

2nd Grade Sentence Predicates

My family works in the yard. My family works in the yard.	My brother rakes the leaves. My brother rakes the leaves
My mother watches us play. My mother watches us play	I jump into the leaves. I jump into the leaves
Our dog chases me. Our dog chases me	My sister picks up trash. My sister picks up trash
My father mows the grass. My father mows the grass	My mother makes lunch for us. My mother makes lunch for us
We eat when we are done. We eat when we are done	The yard looks nice. The yard looks nice.
My mom read the book to me. My mom read the book to me	Pete was scared. Pete was scared
The policeman was nice. The policeman was nice	Her birthday party was fun. Her birthday party was fun
We played board games. We played board games	Joni cleans her room. Joni cleans her room
Birds are in the sky. Birds are in the sky	Candy is bad for your teeth. Candy is bad for your teeth
It was a fun day. It was a fun day	I like reptiles. I like reptiles

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Complete or Not Complete
Focus:	Vocabulary (Antonyms), Clarifying and Difference Between Complete and Incomplete Sentences

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?

Give several examples of antonyms for "cold". How can you tell if a sentence is a complete sentence?

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>Antonyms: Antonyms are words that mean the opposite of one another. One of the reasons that antonyms are important is that they tell you what something is not. For example, a light can be either on or off. Those are opposite, and if I tell you that a light is off, you would know that there is not enough light, and you would also know that if you needed to change that, you could turn the light on. Same is true for loud and soft. If something is loud you know it is not soft, quiet, or silent, which helps you to understand the meaning of "loud".</p> <p>Antonyms <u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair an Antonym Word Bank and a deck of sentence cards. 3. Working together, students select a sentence card, read the sentence, look at the underlined word and discuss what it means, and then go to the Antonym Word Bank and select an antonym for the underlined word. 4. When they have reviewed all of the sentences, pair selects three antonyms from the Word Bank and writes an original sentence to share with the class. 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;">Activity</p> <p>Clarifying:</p>	<p>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>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>Complete Sentences: A complete sentence tells a complete idea and has a naming part and a telling part. In other words a naming part will tell you who or what and the telling part lets you know what the who or what is doing or being. We call the naming part the subject. We call the telling part the predicate. Write several sentences on the board and have children tell you which part is the subject and which part is the predicate. Explain that if both parts are not there, then it is not a sentence.</p> <p>Complete or Not Complete</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Complete or Not Complete game board and deck of cards. 3. Shuffle the cards and put them to the right of the game board. 4. Player 1 draws a card, and determines whether it represents a Complete sentence or a Not Complete sentence. 5. If Player 2 agrees, then play moves to Player 2 who repeats the process. 6. Game is over when all cards have been 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>

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!)

2nd Grade Antonyms

Antonym Word Bank

slow

happy

open

in

start

young

push

hard

clean

right

on

fat

wet

close

day

start

huge

fast

ugly

old

thin

dry

high

light

night

end

pretty

tiny

new

man

Antonym Sentence Cards

<p>The deer runs <u>fast</u>.</p>	<p>He is very <u>sad</u>.</p>	<p><u>Close</u> the door.</p>
<p>Take the dog <u>out</u>.</p>	<p>He will <u>end</u> the race.</p>	<p>The lady is <u>old</u>.</p>
<p>She will <u>pull</u> the wagon.</p>	<p>The pillow is <u>soft</u>.</p>	<p>Her clothes are <u>dirty</u>.</p>
<p>Put it on the <u>left</u>.</p>	<p>Turn the light <u>off</u>.</p>	<p>The cat was <u>skinny</u>.</p>
<p>The clothes are <u>dry</u>.</p>	<p><u>Open</u> the door.</p>	<p>He left during the <u>night</u>.</p>
<p><u>Finish</u> your homework.</p>	<p>That is really <u>small</u>.</p>	<p>He is very <u>slow</u>.</p>

<p>That doll is <u>beautiful</u>.</p>	<p>That sweater is <u>new</u>.</p>	<p>The mint is <u>thick</u>.</p>
<p>The grass is <u>wet</u>.</p>	<p>That shelf is <u>low</u>.</p>	<p>The room was <u>dark</u>.</p>
<p>The <u>day</u> is long.</p>	<p>He will <u>start</u> the race.</p>	<p>The dress is <u>ugly</u>.</p>
<p>That is a <u>large</u> cat.</p>	<p>The <u>old</u> coat is red.</p>	<p>The <u>woman</u> walked in first.</p>

2nd Grade Complete or Not Complete

Complete	Not Complete

Complete or Not Complete Cards

The dog is black.	The boy.	The water is cold.
Jumps on the bed.	My dad and I go fishing.	Jon likes comic books.
Running around the tree.	Madison bakes cookies.	The girl picks red flowers.
The zebra at the zoo.	Joe's dogs.	Get off the desk!
Martha got a doll.	The dogs with the brown spots.	How are you?
I won a bike!	Am at school.	May I go now?
Big black bug.	Betty is happy.	Running down the street.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Yes or No and Synonyms
Focus:	Vocabulary (Synonyms), Questioning, and Alphabetical Order

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?

What do you know about synonyms? Please give several examples of synonyms for the word "hot". What strategies do you use to put words in alphabetical order?

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

www.readinga-z.com (This is a subscription fee site).

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

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

Consult 4 Kids Lesson Plans

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

Fluency Activity of the Day

Paired Readings: Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch rolls. Complete this process three times.

Vocabulary

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

Synonyms: Synonyms are words that mean the same or nearly the same. Knowing synonyms for words helps you be more accurate and colorful in your speech and writing. Many words have multiple words that are synonyms for one another.

Synonyms

Directions:

1. Divide students into pairs.
2. Give each pair a Synonym Word Bank and a deck of sentence cards.
3. Working together, students select a sentence card, read the sentence, look at the underlined word and discuss what it means, and then go to the Synonym Word Bank and select a synonym for the underlined word.
4. When they have reviewed all of the sentences, pair selects three synonyms from the Word Bank and writes an original sentence to share with the class.

Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

Activity

Questioning:

I Wonder: Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare?

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

Consult 4 Kids Lesson Plans

<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>Alphabetical Order: Alphabetical Order is a term we use to describe how we organize or order words by putting them in the same order that we say the alphabet. So, if we were looking to organize or order the three words zebra, cat and dog, we could say the alphabet and if we did we would order the words: cat, dog, zebra, because when we look at the first letter of the word, we can see that they are all different so it is simple to say the alphabet and order the words.</p> <p>Yes or No Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a set of Yes or No Cards and a Yes or No Game Board. 3. Pair works together to determine if the words on each card are in the correct alphabetical order. 4. If they believe that the order is correct, they place the card in the “yes” column, if the words are not in the correct order, place the card in the “no” column. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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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 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

Synonym Word Bank

large

tiny

chilly

huge

glad

small

cheerful

icy

buddies

choose

close

enjoy

fantastic

purchase

race

scream

warm

simple

napping

unclean

slow

ugly

quick

shout

funny

angry

begin

whisper

kind

near

Synonym Sentence Cards

<p>The elephant is <u>big</u>.</p>	<p>The ant is very <u>small</u>.</p>	<p>Today was <u>cold</u>.</p>
<p>That ball was <u>gigantic</u>.</p>	<p>Are you <u>happy</u> to have that?</p>	<p>This was <u>little</u>.</p>
<p>Hank is always <u>happy</u>.</p>	<p>The road was <u>frosty</u>.</p>	<p>John and Mark are <u>friends</u>.</p>
<p>Please <u>select</u> the flavor you want.</p>	<p>Please <u>shut</u> the door.</p>	<p>I hope you <u>like</u> this candy.</p>
<p>This is <u>terrific</u>!</p>	<p>Did you <u>buy</u> the book?</p>	<p>He will <u>compete</u> with her.</p>
<p>I heard her <u>yell</u>.</p>	<p>It was quite <u>toasty</u> here.</p>	<p>This was <u>easy</u> to do.</p>
<p>Jorge was <u>sleeping</u>.</p>	<p>Those dishes are <u>dirty</u>.</p>	<p>The turtle is <u>pokey</u>.</p>

Consult 4 Kids Lesson Plans

<p>The monster is <u>hideous</u>.</p>	<p>He is very <u>fast</u>.</p>	<p>Did he <u>yell</u> at you?</p>
<p>The clown is <u>silly</u>.</p>	<p>The flat tire made be <u>mad</u>.</p>	<p>Did you <u>start</u> the race?</p>
<p>He spoke in a <u>hush</u>.</p>	<p>He is <u>nice</u> to me.</p>	<p>That is <u>close</u> to me.</p>

2nd Grade Yes or No Cards

at, mat, sat	bad, sad, mad	ant, ox, bug
ball, cat, gas	jam, run, sun	sat, at, bat
car, fox, ten	top, dog, pan	pen, pan, pot
cap, cot, cut	money, map, meal	gap, go, get
can, cop, cut	bed, bat, bug	lap, lead, loaf
rent, rap, rust	seal, shall, sap	man, men, moan
tent, table, too	was, what, wet	land, leap, lost
sap, gap, yap	can, cop, cut	gap, get, go

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Homophone Pairs and Word Order
Focus:	Vocabulary (Homophones), Questioning, and Sentence Word Order

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?

What do you know about homographs? Please give several examples of homographs. What is important about the order you put words in a sentence?

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

www.readinga-z.com (This is a subscription fee site).

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

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

Consult 4 Kids Lesson Plans

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

Fluency Activity of the Day

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.

Vocabulary

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

Homophones: Homophones are words that sound the same but are spelled differently and have different meanings. The English language has quite a few homophones which can make it difficult to know which word to use. A common example of homophones are the words to, too, and two. We say all of the "2", but only one means a number, and only one of the means toward, and only one of them refers to having an abundance. Knowing which is which, matters.

Homophone Pairs

Directions:

1. Place the word cards face down in a grid like Concentration.
2. Player selects two cards. If cards are a homophone pair, then player keeps the cards. If not, player turns cards over and play moves to the next player.
3. Play continues until all cards are uncovered.
4. Winner is player with most cards.
5. When pairs are finished with the activity, they should select 5 homophone pairs and use them in the same sentence.
6. Bring students together to share out the original sentences.

Example: son, sun

My son was playing in the sun yesterday.

Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

Activity

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

Consult 4 Kids Lesson Plans

<p>Questioning:</p> <p>Question and Connection: Students form groups of four or five. Student read the information. Students develop Question and Connect Cards for what they have read. The group then finds another group and trades questions. Students answer the other team's questions, going back and forth.</p>	
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Sentence Word Order: When we write or speak in sentences there is an order that the words should come in. This is called syntax. Syntax is a way to describe word order. The first way to tell if the words are in the right order is to listen to what is being said or written and ask yourself, “Does this sound right?” Give students several examples of correct and incorrect order and ask children what they think—“Does it sound right?”</p> <p>Which Order?</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Which Order sentence card. 3. Working together, students decide whether a. or b. is the correct word order. 4. After they have worked through the entire card, students should write two sentences on their own and prepare to share with the class. 5. Bring students back together to share with one another. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Closing
<p>Review</p> <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
<p>Debrief</p> <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)
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Consult 4 Kids Lesson Plans

3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

2nd Grade Homophone Match

hi	high	son	sun
be	bee	bare	bear
by	buy	ate	eight
cent	sent	sea	see
no	know	so	sew
knew	new	four	for
deer	dear	meet	meat
hear	here	ant	aunt

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2nd Grade Which Order?

1. a. The clouds are fluffy.
b. Clouds are the fluffy.
2. a. Sky is dark the.
b. The sky is dark.
3. a. The came down rain.
b. The rain came down
4. a. Need water my flowers.
b. My flowers need water.
5. a. She plays in the rain.
b. Plays in the rain she.
6. a. Rainbows I see like to.
b. I like to see rainbows.
7. a. My reads mom a book.
b. My mom reads a book.
8. a. We played board games.
b. Games we played board.
9. a. Pete our dog scared was.
b. Our dog Pete was scared.
10. a. It was a fun day.
b. Was a fun day it.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Homophone Pairs and Types of Sentences
Focus:	Vocabulary (Homophones), Summarizing, and Types of Sentences

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?

Give several examples of homophones. Name several types of sentences.

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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students to the next level.

Fluency Activity of the Day

Chunk Reading: This process helps youth to read more quickly by seeing phrases or groups of words, instead of reading “word by word”. For example, look at the following two sentences:

“Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted.”

Vocabulary

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

Homophones: Homophones are words that sound the same but are spelled differently and have different meanings. The English language has quite a few homophones which can make it difficult to know which word to use. A common example of homophones are the words to, too, and two. We say all of the “2”, but only one means a number, and only one of the means toward, and only one of them refers to having an abundance. Knowing which is which, matters.

Homophone Pairs

Directions:

1. Place the word cards face down in a grid like Concentration.
2. Player selects two cards. If cards are a homophone pair, then player keeps the cards. If not, player turns cards over and play moves to the next player.
3. Play continues until all cards are uncovered.
4. Winner is player with most cards.
5. When pairs are finished with the activity, they should select 5 homophone pairs and use them in the same sentence.
6. Bring students together to share out the original sentences.

Example: son, sun

My son was playing in the sun yesterday.

Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

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<p style="text-align: center;">Activity</p> <p>Summarizing: Somebody/Wanted? But? So: This is a good way to summarize a story. Provide students with a white board or a piece of paper. Fold the paper into fourths. Write the headings in each square: 1st Square: somebody (Identify the character), 2nd Square: Wanted (Describe the character's goal), 3rd Square: But (Describe the conflict or the problem), 4th Square: So (Describe the resolution of the conflict.)</p>	
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p>Types of Sentences: There is more than one type of sentence. Three types are telling sentences, asking sentences, and exclaiming sentences. A telling sentence ends with a period as a punctuation mark. An asking sentence ends with a question mark. An exclaiming sentence ends with an exclamation point. A telling sentence simply informs or tells you. An asking sentence is asking you for information. An exclaiming sentence is one that has a strong feeling behind it.</p> <p>., ?, ! Directions</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair ., ?, ! Game Board and cards. 3. Shuffle the cards and put them to the right of the game board. 4. Player 1 draws a card and determines if it is a telling sentence, an asking sentence, or an exclaiming sentence. Once the Player has decided, he/she place the card in the correct column. 5. Player 2 then agrees or disagrees. If he/she agrees, then he/she continues play. If he/she disagrees then the two players discuss until n agreement has been reached. 6. Game is over when all cards have been 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>

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

2nd Grade Homophone Match

hi	high	son	sun
be	bee	bare	bear
by	buy	ate	eight
cent	sent	sea	see
no	know	so	sew
knew	new	four	for
deer	dear	meet	meat
hear	here	ant	aunt

Consult 4 Kids Lesson Plans

.	?	!

Consult 4 Kids Lesson Plans

., ? , ! Sentence Cards

The apples on the tree are red	Can we please have pizza	Where is the party	That is great news
I like reptiles	Sit down now	The policemen was nice	Are we going to the zoo
I broke the jar	I am 7 years old	The clouds are fluffy	Where is my book
My flowers need water	You are the greatest	Do you know the name of that candy	Get off the desk
May I go now	I won the bike	Stand still	The dog is brown
She baked those cookies	The zebra is at the zoo	Look out	Who is next to you
Stop jumping on the bed	I have 3 cats	Did you like the beach	I can't believe that

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Capitalize the First
Focus:	Vocabulary (Synonyms), Summarizing, and Beginning A Sentence with a Capital

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?

Please give several examples of synonyms for the word "laugh". What advantage do you have if you know synonyms for words? How do you start every sentence?

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

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

Fluency Activity of the Day

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.

Vocabulary

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

Synonyms: Synonyms are words that mean the same or nearly the same. Knowing synonyms for words helps you be more accurate and colorful in your speech and writing. Many words have multiple words that are synonyms for one another.

Synonyms

Directions:

1. Divide students into pairs.
2. Give each pair a Synonym Word Bank and a deck of sentence cards.
3. Working together, students select a sentence card, read the sentence, look at the underlined word and discuss what it means, and then go to the Synonym Word Bank and select a synonym for the underlined word.
4. When they have reviewed all of the sentences, pair selects three synonyms from the Word Bank and writes an original sentence to share with the class.

Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

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

Activity

Summarizing:

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?"

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

Conventions

Often, this activity will be

Consult 4 Kids Lesson Plans

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.

Beginning A Sentence: One thing that is important for you to know is that every sentence must begin with a capital letter. No matter what the word is, if it is the first word in a sentence, it is capitalized. Other words in a sentence may or may not be capitalized, but the first word **MUST** be capitalized.

Capitalize the First

Directions:

1. Divide students into pairs.
2. Give each pair a Capitalize the First Sentence card, a white board, and a pen or a crayon.
3. Working together, students review each sentence and rewrite the sentence on the white board, remembering that they begin the sentence with a capital letter.
4. When they are finished, bring the pairs together and have the pairs write one sentence each on the board or large chart paper, and share the sentence with the rest of the group.

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.

Closing

Review

Say:

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

Debrief

DIGA

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

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

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

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

Reflection (Confirm, Tweak, Aha!)

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

2nd Grade Synonyms

Synonym Word Bank

large

tiny

chilly

huge

glad

small

cheerful

icy

buddies

choose

close

enjoy

fantastic

purchase

race

scream

warm

simple

napping

unclean

slow

ugly

quick

shout

funny

angry

begin

whisper

kind

near

Synonym Sentence Cards

<p>The elephant is <u>big</u>.</p>	<p>The ant is very <u>small</u>.</p>	<p>Today was <u>cold</u>.</p>
<p>That ball was <u>gigantic</u>.</p>	<p>Are you <u>happy</u> to have that?</p>	<p>This was <u>little</u>.</p>
<p>Hank is always <u>happy</u>.</p>	<p>The road was <u>frosty</u>.</p>	<p>John and Mark are <u>friends</u>.</p>
<p>Please <u>select</u> the flavor you want.</p>	<p>Please <u>shut</u> the door.</p>	<p>I hope you <u>like</u> this candy.</p>
<p>This is <u>terrific</u>!</p>	<p>Did you <u>buy</u> the book?</p>	<p>He will <u>compete</u> with her.</p>
<p>I heard her <u>yell</u>.</p>	<p>It was quite <u>toasty</u> here.</p>	<p>This was <u>easy</u> to do.</p>
<p>Jorge was <u>sleeping</u>.</p>	<p>Those dishes are <u>dirty</u>.</p>	<p>The turtle is <u>pokey</u>.</p>

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<p>The monster is <u>hideous</u>.</p>	<p>He is very <u>fast</u>.</p>	<p>Did he <u>yell</u> at you?</p>
<p>The clown is <u>silly</u>.</p>	<p>The flat tire made be <u>mad</u>.</p>	<p>Did you <u>start</u> the race?</p>
<p>He spoke in a <u>hush</u>.</p>	<p>He is <u>nice</u> to me.</p>	<p>That is <u>close</u> to me.</p>

2nd Grade Capitalize the First

(my) _____ cat's name is Ginger.

(i) _____ am going to the store.

(the) _____ rose smells sweet.

(susan) _____ cleans her room.

(he) likes to play soccer.

(birds) are flying in the sky.

(how) _____ is you sister?

(she) _____ likes milk.

(candy) _____ is not good for your teeth.

(jorge) _____ can write his name.

(do) _____ you like strawberry jam?

(drink) _____ water every day.

(he) _____ wore a baseball cap.

(the) _____ pen had blue ink.

(ants) _____ can bite you.

(play) _____ the game with your brother.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Summarizing and 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

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Content (the “Meat”)

Fluency

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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)

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<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"> Compound Words Synonyms Antonyms Homographs Multiple Meaning 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>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 determine if they have and</p>

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<p>Today is a day of review. Have students select from one of the following:</p> <ul style="list-style-type: none"> Alphabetical Order Sentence Structure and Completeness Capitalization Punctuation Parts of Sentences 	<p>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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