

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Ready Set Action and Partner Share
Focus:	Vocabulary (Homophones), Predictions, and Verbs

Materials:

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

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

What do you know about homophones? What hint does the word ending “phone” give you? What are some examples of homophones that you use regularly? What is a verb? How can you tell a verb from a noun? Give several examples of verbs that you use regularly. 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.

***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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6. Celebrate success.
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.

Homophones

Homophones are words that sound the same but are spelled differently and have different meanings. Knowing how to spell the correct homophone in a sentence is very important if we want to communicate clearly. Some common homophones are to, two, and two, right and write, and pray and prey.

Homophones

Directions:

1. Divide students into pairs.
2. Give each pair a Homophone Game Board and Word Cards.
3. Shuffle the cards and place in between the students along with the game board.
4. Player 1 draws a word card and matches it to a homophone on the game board. He/she places a marker on the homophone.
5. Player 2 then takes his/her turn.
6. Play continues until all cards are played.

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. Repeat this with two additional pairings.

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

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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.

Verbs

Verbs are words that tell what someone or something is doing. Verbs are usually in the predicate part of the sentence. Once you have identified the noun, then the verb tells you what is happening. Verbs come in a variety of forms:

- action
- must “agree” with the noun
- show time (past, present, future)
- link two parts of the sentence, show state of being instead of action

For the next 6 days we will be focusing on verbs. We will begin with action verbs, verbs that show activity by the subject of the sentence.

Ready, Set, Action

Directions:

1. Divide students into pairs.
2. Give each pair a Verb Sentence Card and white boards.
3. Together, students read the sentence and identify the action word or verb in the sentence.
4. Pair discusses how they can “act” out the verb. For example if the verb is jump, then students could jump to demonstrate the action.
5. After pairs have worked through the action words, bring them back together and randomly invite pairs to “act out” a verb as you call the verb.

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

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 Homophones

sun	sea	piece	prey	be	blew
right	<div data-bbox="462 674 1133 915" style="background-color: purple; color: black; text-align: center; padding: 20px;"> <h2>Homophones</h2> </div>				to
maid					plain
meat					high
sail					eye
male					ate

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son	sea	peace	pray
bee	blue	write	too
made	plane	hi	meet
sale	I	eight	mail
heel	bury	clothes	flour

2nd Grade Ready, Set, Action! Sentence Cards

Sentence Card
Emily slides down the hill.
Mark climbs the tree.
Grandfather sits in the rocker.
Mom catches the baseball.
Molly pushed the swing.
The sun burned my skin.
The thunder boomed loudly.
Rain fell to the sidewalk.
Snowflakes shimmered in the sun.
The seal balanced the ball.
The clown gives flowers to the children.
The clerk sells candy to the boy.
The snail moves slowly.
Snow melts in the sun.
Kites fly high above our heads.
Julie cuts the paper dolls out.
The dog scratches for biting fleas.
A snake slithers across the grass.
The horses gallop rapidly across the arena.
Girls read the books silently.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Common Nouns and Synonyms
Focus:	Vocabulary (Synonyms), Predicting, and Nouns

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 do you know about synonyms? Please give several examples of synonyms. What do you know about nouns? Nouns are people, places, and things, give several examples of each. What is the difference between a common noun and a proper noun? 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.

***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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6. Celebrate success.
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.

Synonyms: Synonyms are words that mean the same or nearly the same thing. It is important that we learn about synonyms as it will make our ability to communicate clearly easier. Talk with children about words that mean the same as laugh, cry, big, little, said. Make a list on the whiteboard or chart paper.

Synonyms

Directions:

1. Divide students into pairs.
2. Give each pair a Synonym Game Board and Word Cards.
3. Shuffle the cards and place in between the students along with the game board.
4. Player 1 draws a word card and matches it to a synonym on the game board. He/she places a marker on the synonym.
5. Player 2 then takes his/her turn.
6. Play continues until all cards are played.

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

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

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>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>Nouns</p> <p>Nouns are words that name a person, place, or thing. Nouns are often found in the subjects of sentences, naming what the sentence is about. Nouns can come in a several formats:</p> <ul style="list-style-type: none"> • common noun • proper noun • singular or plural nouns • possessive nouns <p>For the next four days we will look at one of these four types of nouns.</p> <p>Common nouns are words that name something generally rather than specifically. Examples of common nouns are student, doctor, store, park, bicycle, and yoyo.</p> <p>Common Nouns</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Common Noun Games board and Common Noun cards. 3. Shuffle the cards and place face-down next to the Game Board between the players. 4. Player 1 draws a card and places the card in the correct column, identified as Person, Place, Thing. 5. Player 2 continues. 6. Game is over when all cards have been played. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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

large	glad	icy	small	likes	shut
run	<div data-bbox="462 625 1133 865" style="background-color: #d8bfd8; border: 1px solid black; padding: 20px; text-align: center;"> <h2>Synonyms</h2> </div>				pick
buy					great
yell					friends
angry					sleepy
hop					quiet
finish	sad	old	dislike		

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chilly	huge	cheerful	tiny
buddies	choose	close	enjoys
fantastic	purchase	race	scream
mad	skip	tired	hates
unhappy	end	silent	ancient

2nd Grade Common Nouns

Person	Place	Thing

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student	carpenter	doctor	teacher
clerk	chef	librarian	waitress
boy	firefighter	girl	father
desk	paper	pencil	scissors
book	cage	crayon	car
banana	can	present	computer
park	store	building	lake
path	station	beach	city
state	forest	camp	motel

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Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Contractions and Three Words
Focus:	Vocabulary (Contractions), Predicting, and Verb Tenses (Present, Past, Future)

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 do you know about contractions? When does it make sense to use a contraction? Give several examples of contractions and write them on the board. What do you know about verb tenses? What is the past tense of jump? How about laugh? 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.

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.

***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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6. Celebrate success.
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

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

Vocabulary

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

Contractions

A contraction is two words that are put together to make one word. Some of the letters drop out of the second word when the words are joined. An apostrophe takes the place of the letter or letters that have been dropped. An example of a contraction is can't which is a combination of cannot. Brainstorm other contractions with the children. Make a list on the white board or chart paper.

Contractions

Directions:

1. Divide students into pairs.
2. Give each pair a set of Contraction Cards.
3. Shuffle the cards and place face down in a 5 x 4 grid.
4. Player 1 turns over two cards, if they match (contraction and the two words that make the contraction) then the pair is taken off of the grid and the cards are replaced. If the cards do not match, then cards are turned back over.
5. Player 2 then continues to play in the same manner.

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).

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Activity

Predicting

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

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>of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well. The students will then work in pairs and using those three words will write a description of what they believe the story will be about.</p>	
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Verbs</p> <p>Verbs are words that tell what someone or something is doing. Verbs are usually in the predicate part of the sentence. Once you have identified the noun, then the verb tells you what is happening. Verbs come in a variety of forms:</p> <ul style="list-style-type: none"> • action • must “agree” with the noun • show time (past, present, future) • link two parts of the sentence, show state of being instead of action <p>For the next 2 days we will be focusing on verbs. We will begin with action verbs, verbs that show activity by the subject of the sentence.</p> <p>Verbs can show time. Time is determined as present (happening right now), past (happening at an earlier time) and future (happening at a future time). Practice several examples of present, past, and future tense.</p> <p>Past, Present, Future</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Past, Present, Future game board and deck of word cards. 3. Shuffle the cards and place them facedown between the students next to the game board. 4. Player 1 draws a card and determines whether the verb represents the past, present, or future state, placing the verb in the correct column. 5. Player 2 continues play in the same way. 6. Game is over when all cards have been sorted. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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Closing

Review

Say:

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

Debrief

3-2-1

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

Reflection (Confirm, Tweak, Aha!)

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

2nd Grade Contractions

could not	couldn't	I am	I'm
he would	he'd	she will	she'll
did not	didn't	is not	isn't
let us	let's	have not	haven't

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are not	aren't	would not	wouldn't
do not	don't	will not	won't
was not	wasn't	should not	shouldn't

2nd Grade Past, Present, Future Game Board

Past	Present	Future

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2nd Grade Past, Present, Future Cards

play	plays	played	will play
jump	jumps	jumped	will jump
kick	kicks	kicked	will kick
race	races	raced	might race
walk	walks	walked	may walk
eat	eats	ate	will eat
brush	brushes	brushed	may brush
pick	picks	picked	may pick
take	takes	took	will take

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run	runs	ran	will run
break	breaks	broke	may break
write	writes	wrote	will write
slide	slides	slid	will slide
leave	leaves	left	will leave
mow	mows	mowed	will mowed
chirp	chirps	chirped	may chirp
plant	plants	planted	will plant
drink	drinks	drank	will drink

Consult 4 Kids Lesson Plans

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

Materials:

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

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

What do you know about contractions? What is an apostrophe? What does and apostrophe replace in the word aren't? How about the word I'll? What do you know about linking verbs? Give several examples of linking verbs. Write them on the board. What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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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

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.

Contractions

A contraction is two words that are put together to make one word. Some of the letters drop out of the second word when the words are joined. An apostrophe takes the place of the letter or letters that have been dropped. An example of a contraction is can't which is a combination of cannot. Brainstorm other contractions with the children. Make a list on the white board or chart paper.

Contractions

Directions:

1. Divide students into pairs.
2. Give each pair a set of Contraction Cards.
3. Shuffle the cards and place face down in a 5 x 4 grid.
4. Player 1 turns over two cards, if they match (contraction and the two words that make the contraction) then the pair is taken off of the grid and the cards are replaced. If the cards do not match, then cards are turned back over.
5. Player 2 then continues to play in the same manner.

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).

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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.

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>Verbs</p> <p>Verbs are words that tell what someone or something is doing. Verbs are usually in the predicate part of the sentence. Once you have identified the noun, then the verb tells you what is happening. Verbs come in a variety of forms:</p> <ul style="list-style-type: none"> • action • must "agree" with the noun • show time (past, present, future) • link two parts of the sentence, show state of being instead of action <p>Today we will be focusing on linking verbs. We will begin with action verbs, verbs that show activity by the subject of the sentence.</p> <p>Linking Verbs do not show action. Instead they link or connect two parts of the sentence. Examples of linking verbs are am, are, is, and was. Work thought several examples of linking verbs with students.</p> <p>Linking Verbs</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Linking Verb Card and white boards. 3. Together, pair reviews each sentence on the card. 4. Pair copies the sentence onto the white board. 5. Pair decides which word is the linking verb and draws a line under it. 6. Pair then determines what is being connected or linked by the linking verb and places a box around those two parts of the sentence. 7. Example: I am a dancer. The linking verb is am and should be underlined. The link is between I and dancer, so both of those words would have a box drawn around them. 8. Activity is over when all sentences have been completed. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

DIGA

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

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

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

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

Reflection (Confirm, Tweak, Aha!)

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

2nd Grade Contractions

could not	couldn't	I am	I'm
he would	he'd	she will	she'll
did not	didn't	is not	isn't
let us	let's	have not	haven't

Consult 4 Kids Lesson Plans

are not	aren't	would not	wouldn't
do not	don't	will not	won't
was not	wasn't	should not	shouldn't

2nd Grade Linking Verb Card

Sentence Card

I am a dancer.

My library is very large.

This cat is black and white.

These cats are chubby.

Rocks are fun to collect.

Joe was a good neighbor.

The animals are very furry.

I am a second grader.

They were good people.

My name is Molly.

The leaves are yellow.

Jorge was excited about winning the race.

The cake was delicious.

The spiders were spinning webs in the window.

I am afraid of the dark.

The boys were best friends.

The girls were cheerleaders and dancers.

The band was in the parade.

The tree is next to the house.

The temperature is very warm.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Proper Nouns and Synonyms
Focus:	Vocabulary (Synonyms), Clarifying, and Proper Nouns

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 is a synonym? Are the words fly and soar synonyms? Please give several other examples of synonyms. What do you know about nouns? Give six examples of proper nouns. 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.

***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

6. Celebrate success.
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.

Synonyms

Synonyms are words that mean the same or nearly the same thing. It is important that we learn about synonyms as it will make our ability to communicate clearly easier. Talk with children about words that mean the same as laugh, cry, big, little, said. Make a list on the whiteboard or chart paper.

Synonyms

Directions:

1. Divide students into pairs.
2. Give each pair a Synonym Game Board and Word Cards.
3. Shuffle the cards and place in between the students along with the game board.
4. Player 1 draws a word card and matches it to a synonym on the game board. He/she places a marker on the synonym.
5. Player 2 then takes his/her turn.
6. Play continues until all cards are played.

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.

Activity

Clarifying:

Consult 4 Kids Lesson Plans

<p>Charades: choose a student to act out one of the words from the material. When you say "Action", the student begins to act out the word while everyone else tries to guess the word. After 30 seconds, if the others have not guessed the word, the students should tell the word and write it on the board. During the charade, encourage students to get into the moment using facial and body movements. Repeat several times.</p>	
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p>Nouns</p> <p>Nouns are words that name a person, place, or thing. Nouns are often found in the subjects of sentences, naming what the sentence is about. Nouns can come in a several formats:</p> <ul style="list-style-type: none"> • common noun • proper noun • singular or plural nouns • possessive nouns <p>For the next three days we will look at one of these four types of nouns.</p> <p>Proper nouns name specific people, places, and things. A proper noun always starts with a capital letter. For example, while boy is a common noun, John (the name of the boy) is a proper noun because it names a specific boy.</p> <p>Proper Nouns</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a deck of Proper Noun cards and a white board for each player. 3. Shuffle the cards and place face-down between the players. 4. Player 1 draws a card and writes a proper noun on his/her white board that is an example of the specific person, place, or thing that is asked for on the card. 5. Player 2 continues. 6. Game is over when all cards have been played. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Consult 4 Kids Lesson Plans

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 Synonyms

large	glad	icy	small	likes	shut
run	<div data-bbox="462 625 1133 865" style="background-color: #d8bfd8; text-align: center; padding: 20px;"> Synonyms </div>				pick
buy					great
yell					friends
angry					sleepy
hop					quiet
finish	sad	old	dislike		

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chilly	huge	cheerful	tiny
buddies	choose	close	enjoys
fantastic	purchase	race	scream
mad	skip	tired	hates
unhappy	end	silent	ancient

Consult 4 Kids Lesson Plans

2nd Grade Proper Noun Cards

Name of a student	Name of your father	Name of your doctor	Name of your teacher
Name of your mother	Name of the school's cook	Name of the librarian	Name of a boy
Name of a girl	Name of a relative	Name of your principal	Name of the President
Brand name of your desk	Brand name of your paper	Brand name of your pencil	Brand name of your scissors
Title of your book	Brand name of your crayons	Type of a car	Type of a shoe
Type of a computer	Brand name of catsup	Name of a holiday	Brand name of soda
A park in your neighborhood	A store you shop at	A lake nearby	The city you live in
The state you live in	A beach you know about	A motel that you've seen	A restaurant in your city
The name of a bakery	A national park	A city nearby	Your name

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Agree or Not and Homophones
Focus:	Vocabulary (Homophones), Clarifying and Subject-Verb Agreement

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 students to the next level.

*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

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

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

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

Consult 4 Kids Lesson Plans


<p>Fluency Activity of the Day</p> <p>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>Homophones Homophones are words that sound the same but are spelled differently and have different meanings. Knowing how to spell the correct homophone in a sentence is very important if we want to communicate clearly. Some common homophones are to, two, and two, right and write, and pray and prey.</p> <p>Homophones <u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Homophone Game Board and Word Cards. 3. Shuffle the cards and place in between the students along with the game board. 4. Player 1 draws a word card and matches it to a homophone on the game board. He/she places a marker on the homophone. 5. Player 2 then takes his/her turn. 6. Play continues until all cards are played. 	
<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: 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>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</p>	<p>Often, this activity will be centered on a game to provide practice time on key</p>

Consult 4 Kids Lesson Plans

<p>be used as a “when homework is finished” activity.</p> <p>Verbs</p> <p>Verbs are words that tell what someone or something is doing. Verbs are usually in the predicate part of the sentence. Once you have identified the noun, then the verb tells you what is happening. Verbs come in a variety of forms:</p> <ul style="list-style-type: none"> • action • must “agree” with the noun • show time (past, present, future) • link two parts of the sentence, show state of being instead of action <p>For the next 5 days we will be focusing on verbs. We will begin with action verbs, verbs that show activity by the subject of the sentence.</p> <p>Nouns and verbs must “agree” with on another. A singular noun will usually have a verb with an “s” at the end. A plural noun will usually have a verb that does NOT have an “s” added to it at the end.</p> <p>Agree or Not</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Verb Agreement Card and white boards. 3. Together, children look at the sentence card and decide if the noun and verb agree. If they do, students move on to the next sentence. If they do not agree, students will rewrite the phrase, ensuring that the noun and the verb agree. 4. Activity is complete when all sentences have been reviewed. 	<p>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) <p style="margin-left: 40px;">Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</p>

2nd Grade Homophones

sun	sea	piece	prey	be	blew
right					to
maid					plain
meat					high
sail					eye
male					ate

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son	sea	peace	pray
bee	blue	write	too
made	plane	hi	meet
sale	I	eight	mail
heel	bury	clothes	flour

2nd Grade Agreement or Not Sentence Card

Sentence Card

Bees gathers nectar from the flowers.

Julie plant the seeds.

The beekeeper collect the honey from the hives.

The dolphins swims rapidly around the ship.

The tree fells down as a result of the wind and rain.

The cheeseburger taste delicious.

The bride walks slowly down the aisle.

The balloons floats above the crowd.

The runners races down the track to the finish line.

Voters elects the outspoken gentleman.

Dog bark loudly every night after midnight.

Kittens purrs loudly when they are going to sleep.

Sirens shrieks loudly to alert the neighborhood.

The windows opens to let the breeze from the ocean enter the house.

Joyce underlines the words with a green marker.

Her father purchase a new car every two years.

The whale jump out of the water before swimming away.

The announcer read the advertisement to the audience.

The calendars identify the time and date for each activity.

Her jacket warm her when she zips it.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Antonyms and Singular and Plural
Focus:	Vocabulary (Antonyms), Questioning, and Singular and Plural Nouns

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 do you know about antonyms? Please give several examples of antonyms for the word "hot". What are some examples of singular and plural nouns? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

Content (the "Meat")

Fluency

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Repeated Reading Process

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

*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

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

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

Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p>Fluency Activity of the Day</p> <p>Paired Readings: Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch rolls. Complete this process three times.</p>	
<p style="text-align: center;">Vocabulary</p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Antonyms</p> <p>Antonyms are words that mean the opposite of each other. It is important that we learn about antonyms as it will make our ability to communicate clearly easier. Talk with children about words that are the opposite such as laugh and cry, big and little, shout and whisper. Make a list on the whiteboard or chart paper.</p> <p>Antonyms</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Antonym Game Board and Word Cards. 3. Shuffle the cards and place in between the students along with the game board. 4. Player 1 draws a word card and matches it to an antonym on the game board. He/she places a marker on the antonym. 5. Player 2 then takes his/her turn. 6. Play continues until all cards are played. 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;">Activity</p> <p>Questioning:</p> <p>I Wonder: Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I</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>wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare was making fun of me? I wonder....</p>	
<p 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>Nouns</p> <p>Nouns are words that name a person, place, or thing. Nouns are often found in the subjects of sentences, naming what the sentence is about. Nouns can come in a several formats:</p> <ul style="list-style-type: none"> • common noun • proper noun • singular or plural nouns • possessive nouns <p>For the next two days we will look at one of these four types of nouns.</p> <p>Singular and plural nouns represent one or more than one person, place or thing. Usually we can determine that a noun is plural because it has an “s” or “es” at the end. For example boy means one male child while boys, means two or more male children.</p> <p>Singular and Plural</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a set of sentence cards and white boards. 3. Shuffle the cards and put in between the students. 4. Player 1 draws a card, identifies whether the underlined word is singular or plural, and then rewrites the sentence, changing the underlined word from singular to plural form. For example: The <u>boy</u> jumps. would become The boys jump. 5. Player 2 then continues play. 6. Game is over when all cards have been played. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>


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

Consult 4 Kids Lesson Plans

Reflection (Confirm, Tweak, Aha!)

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

2nd Grade Antonyms

sit	forget	run	asleep	up	go
shiny					noisy
little					dirty
early					cold
left					good
wet	ugly	slow	high	heavy	easy

Consult 4 Kids Lesson Plans

stop	down	stand	awake
remember	walk	dull	quiet
huge	clean	late	hot
right	terrible	dry	pretty
low	fast	light	hard

Consult 4 Kids Lesson Plans

2nd Grade Singular and Plural Nouns

The <u>bee</u> is flying to the hive.	A green <u>frog</u> hops away.	The <u>turtle</u> pulled its head back into its shell.
My <u>dog</u> barks at strangers.	The <u>snail</u> moves very slowly.	The <u>flower</u> smells wonderful.
The <u>computer</u> was on all night.	The <u>circle</u> was green.	My <u>cat</u> purred softly.
The <u>hamburger</u> tasted delicious.	The <u>peach</u> is orange.	My <u>book</u> is about camping.
The <u>bug</u> crawls slowly across the leaf.	The <u>balloon</u> popped loudly.	Many <u>plants</u> covered the flower bed.
Her <u>crutches</u> helped her walk.	Five <u>dresses</u> were hung in the closet.	<u>Horses</u> galloped across the park.
<u>Trees</u> lined the street.	<u>Branches</u> are pruned carefully	<u>Birds</u> flew in formation as they headed south.
<u>Foxes</u> have bushy tails.	<u>Books</u> covered the desk.	The <u>babies</u> cried loudly.
The <u>stories</u> caused the boy to laugh.	Fifteen <u>flies</u> buzzed around.	My <u>teeth</u> ache.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Agree and Not and Compound Words
Focus:	Vocabulary (Compound Words), Questioning, and Subject-Verb Agreement

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 do you know about compound words? Please give several examples of compound words that you use regularly. What do you know about subject verb agreement? Why is this important when you are or are not there? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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

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

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

Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p>Fluency Activity of the Day</p> <p>Slow Reading: Utilize this process when you want students to work on accuracy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. This makes the words more recognizable when students are reading quickly.</p>	
<p style="text-align: center;">Vocabulary</p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Compound Words</p> <p>A compound word is a word that is made up of two separate words. When the words are put together they create a unique meaning.</p> <p>Examples of compound words include blackboard, seashell, and homerun.</p> <p>Compound Words</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a set of word cards, a game board, and a white board for each player. 3. Shuffle the cards and put them between the players. 4. Player 1 draws a card and selects the word on the game board that can be combined with the word card to create a compound word. 5. Player places a token on the word on the game board that has been used and writes the word on his/her white board. 6. Player 2 repeats the process. 7. Game is over when all spaces are covered. 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;">Activity</p> <p>Questioning:</p> <p>Question and Connection: Students form groups of four or five. Student read the information. Students develop Question and Connect Cards for what they have read. The group then finds another group and trades questions. Students answer the other team's questions, going back and forth.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

Consult 4 Kids Lesson Plans

<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Verbs</p> <p>Verbs are words that tell what someone or something is doing. Verbs are usually in the predicate part of the sentence. Once you have identified the noun, then the verb tells you what is happening. Verbs come in a variety of forms:</p> <ul style="list-style-type: none"> • action • must “agree” with the noun • show time (past, present, future) • link two parts of the sentence, show state of being instead of action <p>For the next 4 days we will be focusing on verbs. We will begin with action verbs, verbs that show activity by the subject of the sentence.</p> <p>Nouns and verbs must “agree” with on another. A singular noun will usually have a verb with an “s” at the end. A plural noun will usually have a verb that does NOT have an “s” added to it at the end. Note: This is a review of the activity that you did yesterday.</p> <p>Agree or Not</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Verb Agreement Card and white boards. 3. Together, children look at the sentence card and decide if the noun and verb agree. If they do, students move on to the next sentence. If they do not agree, students will rewrite the phrase, ensuring that the noun and the verb agree. 4. Activity is complete when all sentences have been reviewed. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>DIGA</p> <p>D: Describe one of the ELA activities that we did today.</p> <p>I: Interpret that activity to your own experience and your own school work.</p> <p>G: Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p>A: Make a commitment to apply the learning within the next 48 hours.</p>

Consult 4 Kids Lesson Plans

Reflection (Confirm, Tweak, Aha!)

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

2nd Grade Compound Words

dog	coat	sun	paper	after	home
room	<div style="border: 1px solid black; background-color: #e6e6fa; padding: 20px; display: inline-block;"> Compound Words </div>				rail
paste					melon
grand					back
side					play
ball					shine

Consult 4 Kids Lesson Plans

house	rain	glasses	news
work	bed	noon	tooth
water	father	yard	out
ground	basket	sun	stairs
road	every	bow	bare

2nd Grade Agreement or Not Sentence Card

Sentence Card
Bees gathers nectar from the flowers.
Julie plant the seeds.
The beekeeper collect the honey from the hives.
The dolphins swims rapidly around the ship.
The tree fells down as a result of the wind and rain.
The cheeseburger taste delicious.
The bride walks slowly down the aisle.
The balloons floats above the crowd.
The runners races down the track to the finish line.
Voters elects the outspoken gentleman.
Dog bark loudly every night after midnight.
Kittens purrs loudly when they are going to sleep.
Sirens shrieks loudly to alert the neighborhood.
The windows opens to let the breeze from the ocean enter the house.
Joyce underlines the words with a green marker.
Her father purchase a new car every two years.
The whale jump out of the water before swimming away.
The announcer read the advertisement to the audience.
The calendars identify the time and date for each activity.
Her jacket warm her when she zips it.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	2 nd Grade
Lesson Title:	Past Present Future Verbs
Focus:	Vocabulary (Compound Words), Summarizing, and Verb Tenses (Present, Past, Future)

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 do you know about compound words? Give several examples of compound words that you use. Is the word boyfriend a compound word? How about the word friendly? How do you know the difference? What do you know about verb tenses? If you were walking yesterday, how would you say that in the past tense? How would you say it if you were walking sometime in the future? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

Content (the "Meat")

Fluency

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

Repeated Reading Process

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

*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

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

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

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

Consult 4 Kids Lesson Plans

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

Fluency Activity of the Day

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

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

Vocabulary

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

Compound Words

A compound word is a word that is made up of two separate words. When the words are put together they create a unique meaning.

Examples of compound words include blackboard, seashell, and homerun.

Compound Words

Directions:

1. Divide students into pairs.
2. Give each pair a set of word cards, a game board, and a white board for each player.
3. Shuffle the cards and put them between the players.
4. Player 1 draws a card and selects the word on the game board that can be combined with the word card to create a compound word.
5. Player places a token on the word on the game board that has been used and writes the word on his/her white board.
6. Player 2 repeats the process.
7. Game is over when all spaces are covered.

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:

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>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>Verbs</p> <p>Verbs are words that tell what someone or something is doing. Verbs are usually in the predicate part of the sentence. Once you have identified the noun, then the verb tells you what is happening. Verbs come in a variety of forms:</p> <ul style="list-style-type: none"> • action • must "agree" with the noun • show time (past, present, future) • link two parts of the sentence, show state of being instead of action <p>For the next 3 days we will be focusing on verbs. We will begin with action verbs, verbs that show activity by the subject of the sentence.</p> <p>Verbs can show time. Time is determined as present (happening right now), past (happening at an earlier time) and future (happening at a future time). Practice several examples of present, past, and future tense.</p> <p>Past, Present, Future</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Past, Present, Future game board and deck of word cards. 3. Shuffle the cards and place them facedown between the students next to the game board. 4. Player 1 draws a card and determines whether the verb represents the past, present, or future state, placing the verb in the correct column. 5. Player 2 continues play in the same way. 6. Game is over when all cards have been sorted. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

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 Compound Words

dog	coat	sun	paper	after	home
room	<div style="border: 1px solid black; background-color: #e6e6fa; padding: 20px; text-align: center;"> <h2>Compound Words</h2> </div>				rail
paste					melon
grand					back
side					play
ball					shine

Consult 4 Kids Lesson Plans

house	rain	glasses	news
work	bed	noon	tooth
water	father	yard	out
ground	basket	sun	stairs
road	every	bow	bare

2nd Grade Past, Present, Future Game Board

Past	Present	Future

Consult 4 Kids Lesson Plans

2nd Grade Past, Present, Future Cards

play	plays	played	will play
jump	jumps	jumped	will jump
kick	kicks	kicked	will kick
race	races	raced	might race
walk	walks	walked	may walk
eat	eats	ate	will eat
brush	brushes	brushed	may brush
pick	picks	picked	may pick
take	takes	took	will take

Consult 4 Kids Lesson Plans

run	runs	ran	will run
break	breaks	broke	may break
write	writes	wrote	will write
slide	slides	slid	will slide
leave	leaves	left	will leave
mow	mows	mowed	will mowed
chirp	chirps	chirped	may chirp
plant	plants	planted	will plant
drink	drinks	drank	will drink

Consult 4 Kids Lesson Plans

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

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 do you know about antonyms? What are some antonyms for the word happy? How about the word beautiful? Think of several other words that create antonym pairs. List them on the board. What do you know about possessive nouns? Give several examples of a possessive common noun as well as an example of a proper common noun.

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.

*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

6. Celebrate success.
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.

Antonyms

Antonyms are words that mean the opposite of each other. It is important that we learn about antonyms as it will make our ability to communicate clearly easier. Talk with children about words that are the opposite such as laugh and cry, big and little, shout and whisper. Make a list on the whiteboard or chart paper.

Antonyms

Directions:

1. Divide students into pairs.
2. Give each pair a Antonym Game Board and Word Cards.
3. Shuffle the cards and place in between the students along with the game board.
4. Player 1 draws a word card and matches it to an antonym on the game board. He/she places a marker on the antonym.
5. Player 2 then takes his/her turn.
6. Play continues until all cards are played.

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.

Consult 4 Kids Lesson Plans

<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Nouns Nouns are words that name a person, place, or thing. Nouns are often found in the subjects of sentences, naming what the sentence is about. Nouns can come in a several formats:</p> <ul style="list-style-type: none"> • common noun • proper noun • singular or plural nouns • possessive nouns <p>For the next four days we will look at one of these four types of nouns.</p> <p>Possessive nouns are nouns that show ownership. We show ownership by the use of an apostrophe. If the word does NOT end in “s”, we add an apostrophe and “s”—’s. If the word DOES end in “s”, we simply add the apostrophe, s’.</p> <p>Possessive Nouns <u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a deck of Possessive Noun Cards and white boards. 3. Shuffle the deck. 4. Player 1 draws a card and follows the direction, stating and writing the possessive noun. For example: Game belongs to my brother, becomes my brother’s game. 5. Player 2 continues the same way. 6. Game is over when all cards have been drawn. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>DIGA</p> <p>D: Describe one of the ELA activities that we did today.</p> <p>I: Interpret that activity to your own experience and your own school work.</p> <p>G: Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p>A: Make a commitment to apply the learning within the next 48 hours.</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 1. Ask students to think about what they did today.

Consult 4 Kids Lesson Plans

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

sit	forget	run	asleep	up	go
shiny	<div style="border: 1px solid black; background-color: red; padding: 20px; text-align: center; width: fit-content; margin: 0 auto;"> Antonyms </div>				noisy
little					dirty
early					cold
left					good
wet	ugly	slow	high	heavy	easy

Consult 4 Kids Lesson Plans

stop	down	stand	awake
remember	walk	dull	quiet
huge	clean	late	hot
right	terrible	dry	pretty
low	fast	light	hard

Consult 4 Kids Lesson Plans

2nd Grade Possessive Nouns

Game belongs to my brother	Pencils belong to Mary	Ring belongs to mother
Pennies belong to Jorge	Hamster belongs to James	Scarf belongs to sis
Jacket belongs to dad	Calendar belongs to the teacher	Map belongs to the geographer
Car belongs to Hoss	Comb belongs to Les	Glasses belong to grandmother
Purse belongs to the lady	Dog belongs to Kelly	Cat belongs to nobody
Slide belongs to the park	Badge belongs to the sheriff	Home belongs to the family
Diploma belongs to the graduate	Cage belongs to the tiger	Chair belongs to the office
Baseballs belong to the girls	Hula hoops belong to the class	Recipes belong to the chefs
Trophy belongs to the team	Cake belongs to the baker	Friend belongs to Ed

Consult 4 Kids Lesson Plans

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

Materials:

Activities from Days 1 – 10
White Boards and crayons

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

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

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

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

Content (the “Meat”)

Fluency

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

Repeated Reading Process

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

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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>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 review day of all of the games and/or activities that students have played for the last eleven days. Have students choose from the following:</p> <ul style="list-style-type: none"> Synonyms Antonyms Homographs Compound Words Contractions 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings)</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information)</p> <p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail)</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;">Activity</p> <p>Q and S</p> <p>Question and Connection #2: Ask all students to form a group of 4-5 students. In the group, someone asks a question about what was read and everyone must provide a different answer. Students should provide the answer in a complete sentence.</p> <p>Summarizing:</p> <p>Did you know? In this activity pair students with one another. The first student asks, "Did you know...?" and then adds a piece of information that he/she has learned from the reading. The second student responds either "yes" or "no", and then asks, "Did you know...?" this continues until each student has asked 3-5 questions.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking</p>
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to</p>

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<p>Today is a review day of all of the games and/or activities that students have played for the last eleven days. Have students choose from the following:</p> <ul style="list-style-type: none"> Common Nouns Proper Nouns Singular and Plural Nouns Possessive Nouns Ready, Set, Action Agree or Not Past, Present, Future Linking Verbs 	<p>determine if they have and understanding of these key elements.</p>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> Please recap what we did today. Did we achieve our objectives?
Debrief
<p>LBNT</p> <p>Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 1. Ask students to think about what they did today. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) 3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) 4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)
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